



## AGENDA

# CHILDREN, FAMILIES AND EDUCATION POLICY OVERVIEW COMMITTEE

Friday, 19th September, 2008, at 10.00 am  
Council Chamber, Sessions House  
County Hall, Maidstone

Ask for: **Christine Singh**  
Telephone: **(01622) 694334**

*Refreshments will be served before the meeting*

### Membership

- Conservative (11): Mr C J Capon (Chairman), Mr D L Brazier, Mr R B Burgess,  
Mr A D Crowther, Mr J Curwood, Mr R W Gough,  
Mr G A Horne MBE, Mr M J Northey, Mr J D Simmonds,  
Mr R Tolputt and Mr C T Wells
- Labour (4): Mrs C Angell (Vice-Chairman), Mrs E Green,  
Mr I T N Jones, DL and Mr W V Newman, DL
- Liberal Democrat (1): Mr M J Vye
- Church Representatives (3): The Reverend N Genders, The Reverend Canon J Smith and  
Dr D Wadman
- Parent Governor (2): Mr P Hawthorne
- Teacher Advisers (6): Mr T Desmoyers-Davies, Mrs J Huckstep, Ms R Olivier,  
Mr R Straker, Mr S Thompson and Mr J Walder

### **UNRESTRICTED ITEMS**

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

Item No		Timings
<b>A.</b>	<b>COMMITTEE BUSINESS</b>	
A1	Membership Members are advised of the sad and untimely death of Mr John Law on Sunday 3 August 2008. Mr Law was a Councillor for Herne Bay and had been a Member of this Committee for many years. Mr C Hibberd and Mr L R Ridings have been replaced by Mr R Gough and Mr J D Simmonds respectively and Mr C T Wells has filled the vacancy.	
A2	Substitutes	
A3	Declaration of Interests by Members in items on the Agenda for this meeting	
A4	Minutes of the meeting held on 3 June 2008 (Pages 1 - 8)	10.00-10.10 am

A5 Dates for Future Meetings 2009

*Members are asked to note the meetings reserved for 2009 for this Committee. All meetings will commence at 10:00 am.*

*Friday 16 January, Friday 27 March, Friday 10 July, Friday 18 September, Thursday 12 November.*

**B. ITEMS FOR CONSIDERATION**

- B1 Children, Families & Education Business Unit Operating Plan and Financial Outturn Monitoring 2007/08 (Pages 9 - 74) 10.10-10.55 am

**BREAK 10.55 - 11.00 am**

- B2 Children, Families and Education Budget Monitoring 2008/09 (Pages 75 - 98) 11.00-11.30 am

- B3 Director's Update (oral report) 11.30-12.00 pm

**BREAK 12.00 - 12.10 pm**

- B4 JAR Action Plan (Pages 99 - 116) 12.10-12.40 pm

- B5 Local Children's Services Partnerships (LCSPs) - Proposal to establish a Sub-Committee (Pages 117 - 120) 12.40-12.50 pm

**LUNCH 12.50-1.40 pm**

- B6 Kent Children and Young People's Plan 2008-2011 - Positive About Our Future (Pages 121 - 286) 1.40-1.55 pm

- B7 Towards 2010 - Second Annual Report (Pages 287 - 290) 1.55-2.15 pm

- B8 June Report to Cabinet Members 2008 - Monitoring of Attainment in Schools (Pages 291 - 298) 2.15-2.35 pm

- B9 Annual Complaints Report 2007/08 (Pages 299 - 310) 2.35-2.55 pm

**BREAK 2.55-3.00 pm**

- B10 Climate Change - next steps for Children, Families and Education (Pages 311 - 328) 3.00-3.30 pm

**C. SELECT COMMITTEE WORK**

- C1 Select Committees - Update (Pages 329 - 346) 3.30-3.40 pm

**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)*

Peter Sass  
Head of Democratic Services and Local Leadership  
(01622) 694002

**Thursday, 11 September 2008**

**KENT COUNTY COUNCIL**

---

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

MINUTES of a meeting of the Children, Families and Education Policy Overview Committee held in the Darent Room, Sessions House, County Hall, Maidstone on Tuesday, 3rd June, 2008.

PRESENT: Mr C J Capon (Chairman), Mrs C Angell (Vice-Chairman), Mrs A D Allen, Mr D L Brazier, Mr A D Crowther, Mr J Curwood, Mrs E Green, Mr C Hibberd, Mr G A Horne MBE, Mr I T N Jones, DL, Mr C J Law, Mr W V Newman, DL, Mr M J Northey, Mr J D Simmonds, Mr R Tolputt and Mr M J Vye.

CHURCH REPRESENTATIVES: Nigel Genders

TEACHER ADVISERS: Trevor Desmoyers-Davies and John Walder

ALSO PRESENT: Mr M Dance, Cabinet Member for Operation, Resources and Skills (CFE), Mr C Wells, Cabinet Member for Children, Families and Educational Achievements and Dr T R Robinson, Lead Member for Children, Families and Education; Mr K Abbot, Director of Finance and Corporate Services, Mr G Ward, Director Resources, Mrs M Hodges, Director Strategy Policy and Performance and Mrs S Morris, Head of Strategic Planning and Review.

IN ATTENDANCE: Mrs C Singh, Democratic Services Officer

**UNRESTRICTED ITEMS**

**105. Membership Changes**

*(Item. 1)*

RESOLVED that Mr R Bristow had resigned from this Committee and had been replaced by the Reverend Nigel Genders. Mrs B J Simpson and Mr Hart had been replaced by Mr A H T Bowles and Mrs E Green respectively; be noted. Mr Capon welcomed them to the Committee.

**106. Substitutes**

*(Item. 2)*

**107. Minutes of the meeting held on 25 March 2008**

*(Item. 4)*

RESOLVED that the Minutes of the meeting held on 25 March 2008 are correctly recorded and that they be signed by the Chairman.

**108. Matters Arising**

(1) In response to Minutes 98(2) bullet points 2, 3 and 5, Mr Wells advised that he would need to speak with Ms Wainwright and confirm what action had been taken. Mr Badman added that LCSP's, 23, overlap the commissioning structure. Not all of

the new appointments had been made. The contact details of all these new appointments would be forwarded to the Committee once they had been made.

(2) RESOLVED that the new contact details of the new appointments be forwarded to the Committee Members.

**109. Minutes of the meeting of the Children's Champions Board held on 21 May 2008 (to follow)**

*(Item. 5)*

(1) The Draft Minutes of the Children's Champions Board were tabled at the meeting and Members were given the opportunity to read the Minutes as they were not available at the time of dispatching the papers.

(2) Mrs Allen, Chairman of the Children's Champions Board, presented the Minutes of the meeting held on 21 May 2008 and drew Members attention to the "outlying programme for Corporate Parenting" briefing due to be held on Friday, 6 June 2008 and encourage Members to attend.

(3) RESOLVED that the draft Minutes of the Children's Champions Board held on 21 May 2008 be noted.

**110. CFE Budget Monitoring 2007/08**

*(Item. 1)*

(1) Mr Abbott introduced the report advising that due to the timing of this meeting, meant that the detailed reports on the final outturn position for 1007/08 would be reported to the next meeting of this Committee once the 2007/08 accounts had been closed and audited, therefore this report provided a very brief update based upon the most recent March "exception" report. He was forecasting a break even.

(2) A response to a request Mr Abbott agreed to forward separately the results of the final outturn position to the Committee outside the meeting.

(3) In response to a question, Mr Abbott advised that schools needed to take early action before the third year in the budget showed a deficit as the consequences of delaying any action would mean a long time to recover.

(4) RESOLVED that the projected outturn figures for the directorate as at the March "exception report be noted.

**111. Directors update (oral report)**

*(Item. 2)*

(1) Mr Badman gave a presentation to update Members on the National Children's Plan and academies as requested by the Committee, using overheads.

(2) Members made comments and asked questions which included the following issues:-

*The Children's Plan*

- The Committee congratulated Mr Badman and the officers and the JAR Inspection results.
- In response to a question on whether more resource should be given to secondary schools or primary schools to improve attainment, Mr Badman advised that research evidence to children said that the quality of teaching made a difference. What influenced teaching quality was the size of the class and support. Within Key Stage 1 there cannot be more than 30 children. He felt that this should be reduced to 20, which would mean a third increase to the Revenue Budget. In response to where this money could be found from, he explained that the Government put £20bn into Early Years education that had not reached who is was meant to reach. There was a huge difference of provision for local authority schools based and private and voluntary sector schools. In reception and Years 1 and 2 you would receive the greater value.
- Members felt that the children's claim should be presented to all Members of the County Council.
- In response to a point raised regarding the transfer of funds from the Learning Skills Council (LSC's) to the County Council and what role the LSC's would have with academies, Mr Badman advised that the LSC's were a consultation with a view based on 16 year old provision, there had never been any other response than positive. The Learning Skills Council Consultation "Raising Expectation Enabling the System to Deliver" was extended to 9 June 2008. There was a fear that this would not bring about a major change with the effect of 16 plus year olds funding transfer. Mr Badman agreed to forward the details of the consultation to the Committee.
- In response to comments on the problems with children with no language and the issue of whether television in children's bedrooms was a form of abuse, Mr Badman said he shared concerns regarding television and inappropriate television programmes before the watershed but felt that the opinion of televisions in children's bedrooms being abuse would be on thin ice.
- It was agreed following a question regarding the collaboration of the CFE Directorate and housing officers as they take an holistic look at families to safeguard children, that a report be submitted the POC meeting in September.
- In response to two questions on what strategies there were to make school governing bodies more effective and the French system that Mr Badman had described meant that parents who opted out would not receive benefits, Mr Badman advised that the French system with the introduction of a family book had resulted in a greater take up of children receiving inoculations. The general feelings of governors and the feedback from teachers was that the structure for governors was written in 1976 and the role had now evolved.

### *Academies Update*

- Mr Badman advised that academies were independent and would be monitored by Ofsted and the academies Governing Body.
- A Member suggested that the impact of the academies on other neighbouring schools in the area needed to be monitored. Mr Badman

responded that he did not expect any migration of pupils to the academies. He agreed to forward a list of the Kent academies to the Members of the Committee.

- In response to a question, Mr Badman explained that the issue of teaching staff in schools transferring to the academies who wished to resign was not fixed by KCC, it was an issue for the Headteacher and governors, the terms and conditions were the same for those teachers.
- In response to a question, Mr Hodges explained that the percentage of academies finance from sponsors was £2m which were put into an endowment fund.

(3) RESOLVED that the presentation and comments made by the Members be noted.

### **112. Children's Trust Pathfinder Evaluation**

*(Item. 3)*

*(Mrs M Morris, Head of Strategic Planning and Review, and Mrs J Ackroyd, Trust Development Manager were present for this item)*

(1) The Committee considered a report that set out the progress made in developing Kent Children's Trust arrangements and highlights the introduction of local children's services partnership from September 2008.

(2) Mrs Hodges tabled the final draft of "The Pathfinder Journey Sharing the Learning" and advised the Committee that comments could be made via e-mail.

(3) RESOLVED that the report be noted and further updates at future meetings be agreed.

### **113. KCC Annual Plan 2008/09**

*(Item. 4)*

(1) The Committee received a report which sets out the background and process for publishing the KCC Annual Plan 2008/09 and a copy of the latest draft for Members to consider and make any appropriate comments on.

(2) Members of the Committee made comments which included the following:-

- In response to a question, Mrs Morris advised that the Bullying Strategy was aimed at children in Kent schools; bullying incidents against staff would be recorded under the Respect and Dignity at work scheme.
- In response to a question, regarding target differentials Mrs Morris explained that some of the targets were driven by national targets others were set by KCC.
- The Members sought clarity as to why the table headed "Service Performance" on page 113 did not include the number of special education needs tribunals as a formal target. Mrs Morris advised that this was not a national indicator.

- In response to a question, Mrs Morris advised that monitoring would be undertaken regarding who was using the children's centres. Once all the planned children centres were established they would meet the national criteria for accessibility and be available to all sections of the community (although in some rural areas of Kent this would be achieved through outreach work from the Children's Centres.
- A request was made and agreement was given to the results of Key Stage 2 for 2008 being forwarded to the Committee to consider the rate of improvement from 2007.
- In response to a request, Mrs Morris agreed to forward to the Committee details of how many extended schools there were in the County.

(2) RESOLVED that the arrangements for publishing and approving the KCC Annual Plan 2008/09 be noted.

#### **114. National Indicator Set**

*(Item. 5)*

(1) The Committee considered a report that provided information on the development of the new National Indicator Set and in particular those indicators that fell into the remit of this Committee.

(2) The Members were given the opportunity to ask questions and make comments which included the following:-

- In response to concerns at the levels of achievement being kept at Key Stage 3, Mr Wells explained that this issue needed to be looked at carefully as the selective school system operating in Kent could distort the results.
- In response to a request, Mrs Morris agreed to forward details to the Committee of the number of Sure Start Children's Centres currently in existence and planned in Kent.

(3) RESOLVED that the comments made by the Members of the Committee and report be noted.

#### **115. Risk Register for CFE**

*(Item. 6)*

RESOLVED that the current Risk Register for Kent Children Families and Education Directorate as agreed by the Governors and Audit Committee on 7 March 2008 be noted.

#### **116. Participation and Consultation report**

*(Item. 7)*

(1) The Committee received a report on the developments regarding participation and consultation with the public.

(2) RESOLVED that the report be noted.

### **117. Building Schools for the Future**

*(Item. 8)*

(1) The Committee were given the opportunity to consider the current position with regard to Kent BSF Programme.

(2) The Committee was advised that Mr Vye, Mrs Angell and Mr Dance, Cabinet Member for Education and School Improvement had met and that comments made by the Audit and Governance Committee in July would be discussed at a further meeting of the Group. The outcome of these discussions would be reported at the next meeting of this Committee.

(3) The Committee was given the opportunity to ask questions and make comments which included the following:-

- In response to concerns that the general re-build, refurbishment expectations would mean school fields being sacrificed to pay for the physical and technical infrastructure programme. Mr Ward explained that ICT was a national requirement for BSF. ICT would be by way of outsourced services. How expensive this became would be relevant upon whether it was to be a 24 hour, 7 day per week access, to be provided on site with the certainty the repairs were made within 20 minutes. There would be no disposal of paying fields to finance this. Any contract of £6m both parties were ensuring everything was secure over 25 years, and everything would be detailed in the contract.

(4) RESOLVED that the comment made a Member of the Committee and the report be noted,

### **118. National Year for Reading**

*(Item. 9)*

(1) The Committee considered a report that highlighted the process in planning for the NYR in Kent and its significance to the FE Directorate and encouraged Members to champion NYR.

(2) The Committee were given the opportunity to make suggestions to inform the planning of the NYR, which included the following:-

- School Library books were generally aimed at the GCSR curriculum, could the schools be encouraged to supply books on hobbies, sport and biographies for example.
- There was a need for large print books for people with visual impairments and dyslexia.

(3) RESOLVED that:-

- (a) the Committee support for the NYR in particular recognition of the importance of literacy skills in Kent's economy and community wellbeing be noted;
- (b) the Members suggestions in paragraph 2 above be noted; and
- (c) the "Legacy Beyond 2008" including the role of the CFE Directorate would play now and in the future be noted.

### **119. Select Committees update**

*(Item. 1)*

(1) The Committee received a report that gave an update on the Select Committees for Alcohol Misuse, Accessing Democracy and Autism.

(2) The Democratic Services Officer gave a verbal update on the outcomes of the Policy Overview Co-ordinating Committee meeting held on 23 May 2008, as follows:-

- An additional Research Officer would be recruited for the Policy Overview Committees, interviews to be held on 5 July 2008;
- Interviews were due to be held to replace the Research Officer for Health Overview and Scrutiny Committee on 4 June 2008;
- Agreement had been given to the Overview, Scrutiny and Localism Manager to prepare a business case for a Democratic Services Officer;
- Agreement had been given for the Overview, Scrutiny and Localism Manager to prepare a bid for a graduate from the Graduate Programme;
- Agreement had been given for "Provision of Activities for Young People" to be next Select Committee Review;
- The Environment and Regeneration bid for a Select Committee on Future Rail Services in Kent, which whilst the Committee recognised its importance could not be resourced from existing resources. The Committee had asked to explore with Environment and Regeneration and the Leader how a focused piece of work around the most immediate issues of this review, ie influencing the passenger timetable/gateway stations might be supported. A recent appointment had been made within the Environment and Regeneration Directorate and some successful candidates were asked whether they would be able to support this piece of work. Environment and Regeneration would fund this position. The research and writing of the report was still to be resolved.

(3) RESOLVED that the report and oral update be noted.

This page is intentionally left blank

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

To: Children, Families & Education Corporate Overview Committee - 19 September 2008

Subject: Children, Families & Education Business Unit Operating Plan and Financial Outturn Monitoring 2007/08

Classification: Unrestricted

## Introduction

1. This report informs this Committee of the final outturn for the Children Families & Education (CFE) budget for 2007/08. It also, for the first time, provides a provisional outcome analysis of the annual operating plans of each of the CFE Units.

## Final Outturn 2007-08

2. (1) The monitoring reports for the third quarter for CFE was presented to the March meeting of this Committee. The latest Exception report was considered by Cabinet on 12 May and a separate report detailing the final revenue outturn was circulated to Members of this Committee in late August.

(2) The final position on the revenue budget was an underspend of £325k and this is summarised in Table 1 below.

Table 1

	Original Cash Limit £000's	Final Cash Limit £000's	Outturn £000's
<b>Standards and Achievement</b>			
Advisory Service Kent (ASK) Secondary Team	3,220	3,394	3,547
ASK Primary Team	3,853	3,842	4,001
ASK Early Years Team	5,931	8,048	6,603
ASK Improvement and Leadership	2,625	2,515	2,458
ASK Improvement Partnerships	3,992	3,900	3,689
ASK Professional Development	2,560	2,788	2,613
	<b>22,179</b>	<b>24,488</b>	<b>22,910</b>
<b>Children's Social Services</b>			
In House Residential Care	2,487	2,605	2,407
Independent Sector Residential Care	2,990	3,021	5,982
Residential Care - Not Looked After Children	467	642	466
KCC Family Support	8,890	8,865	8,040
Family Group Conferencing	867	865	807

	Original Cash Limit £000's	Final Cash Limit £000's	Outturn £000's
Fostering Service	19,329	21,292	22,922
Adoption Service	5,780	6,004	5,747
Independent Sector Day Care	1,486	885	791
Section 17	2,339	1,025	933
Link Placements	232	232	199
Grants to Voluntary Organisations	7,276	6,768	5,244
Direct Payments	290	826	668
Teenage Pregnancy	526	616	616
Leaving Care/ 16+	3,400	3,399	3,272
Other Services Support	3,763	4,438	4,726
Assessment and Related	17,744	19,021	18,998
Early Years	573	573	573
	<b>78,438</b>	<b>81,076</b>	<b>82,390</b>
<b>Commissioning</b>			
Attendance and Behaviour	11,046	11,092	11,010
Specialist Teaching Service	3,081	2,637	2,643
Educational Psychology Service	3,533	3,592	3,417
Minority Community Achievement	1,691	1,683	1,685
Children's Safeguard Service	612	206	207
Joint Commissioning	1,917	1,439	1,441
Commissioning General	0	698	696
AEN & Resources	9,390	8,746	8,911
Independent Sector Provision	9,459	8,860	8,861
SEN Home to Schools Transport	14,806	14,806	15,698
	<b>55,534</b>	<b>53,759</b>	<b>54,568</b>
<b>Clusters</b>			
	<b>12,831</b>	<b>14,924</b>	<b>14,653</b>
<b>Finance and Corporate Services</b>			
Finance	2,460	2,453	2,456
Awards	4,070	4,068	4,101
Grant income & contingency ORS	-928,406	-902,898	-905,711
Personnel & Development	11,915	12,335	13,004
School Support Service	53	53	53
Grant income and Contingency	-35,074	-74,706	-74,672
	<b>-944,981</b>	<b>-958,695</b>	<b>-960,769</b>
<b>Resources</b>			
Capital Strategy	1,596	1,596	3,342
Building Schools for the Future	0	450	1,122
Client Services	1,311	2,055	2,099
Business Management	2,659	2,617	2,486
ICT	6,457	4,253	3,439
Health and Safety	421	426	413
Strategic Management	1,472	2,292	2,228
	<b>13,916</b>	<b>13,689</b>	<b>15,128</b>

	Original Cash Limit £000's	Final Cash Limit £000's	Outturn £000's
<b>Policy</b>			
Kent Music Schools	832	838	852
Extended Schools		3,373	3,338
Kent Children's Trusts	20	536	535
Children's Safeguard Service		543	552
Policy & Service Development	7,319	6,915	6,784
Management Information	28,080	27,169	27,175
International Development	94	94	392
	<b>36,345</b>	<b>39,467</b>	<b>39,626</b>
<b>Operations</b>			
14-24 Unit	476	1,081	1,069
Schools Organisation	2,440	2,488	2,433
Extended Schools	2,962		
Mainstream Home to School Transport	14,948	14,948	14,896
Early Years and Childcare Operations	15,715	15,053	15,048
	<b>36,542</b>	<b>33,570</b>	<b>33,446</b>
<b>Schools</b>			
Schools Delegated Budget	824,096	842,911	837,604
Schools Unallocated	18,241	9,895	10,218
Transfers to Schools Reserves	0	0	4,984
	<b>842,337</b>	<b>852,805</b>	<b>852,805</b>
CFE Directorate Total	<b>153,139</b>	<b>155,083</b>	<b>154,758</b>

(3) The final position on the capital programme is shown in Table 2 below

Table 2

	Original budget £ 000's	Revised Budget £ 000's	Outturn £ 000's	Variance to Revised budget £ 000's
Operations, Resources & Skills Portfolio	134,129	118,857	105,302	-13,555
Children, Families & Educational Achievement Portfolio	5,105	5,483	4,214	-1,269
Schools	27,673	62,717	45,736	-16,981
<b>TOTAL</b>	<b>166,907</b>	<b>187,057</b>	<b>155,252</b>	<b>-31,805</b>

(4) The reasons for the slippage and underspend in the capital programme are set out in the following pages

(5) **Operations Resources & Skills**

**Children's Centres Programmes** – underspend of £4.428m

The 2007/08 underspend is predominantly due to difficulties in identifying suitable sites & securing additional funding. There were also late savings on the Extended Schools

element of the programme which related to advances made to Schools who found they were unable to get works done before the end of the financial year.

**Kingsmead (Development Opportunity Programme) – underspend of £3.000m**

The site purchase has been delayed until planning permission has been obtained for the current School site

**Special Schools Review – underspend of £2.223m**

The more significant variances on this programme are: Rowhill School (£-1.104m) – significant slippage due to major reworking of the School design. Meadowfield School (£-1.406m) – the slippage has been caused because of the need to include additional works which because of the need to secure additional funding has delayed the project. Valence School (£-0.686m) – previous estimates of spend in 2007/08 were over optimistic. Whitfield & Aspen Unit (£+0.408m) – the inclusion of additional works (a new medical centre, window replacement & the need to demolish old stores) have increased the costs of this project.

**Modernisation Programme 2006/07/08 – underspend of £1.678m**

The more significant underspends within this programme relate to: Phoenix Community PS (£-0.583m) – Project delayed whilst additional works & the subsequent additional costs were being agreed. St Paul's PS, Swanley (£-0.205m) – The additional works to take the school off a drainage storage system (septic tank) and on to a mains drainage system has been delayed due to an adjoining owners refusal to allow Thames Water onto the site to make the connection. Also moneys allocated to the main contractor are being retained as there are a number of issues outstanding on the entrance canopy and landscaping works. Skinners School Sports Hall project (£-0.200m) – Delays pending the granting of planning permission.

**Building Schools for the Future Development Costs – overspend of £1.157m**

The BSF programme is moving ahead faster than anticipated & thus additional development costs have been necessary in 2007/08. A compensating saving to cash limit is being forecast for 2008/09.

**Dartford Campus (Development Opportunity Programme) – underspend of £0.843m**

Rephasing by external consultants to reflect delayed progress due to weather & an over optimistic forecast.

**Maidstone Area Academy - overspend of £0.781m**

Early development costs relating to the £53m programme of works scheduled to commence in 2008/09.

**Tonbridge Girls Grammar School (Development Opportunity Programme) – underspend of £0.743m**

Rephasing has been required as steelwork has been deferred pending the receipt of DCSF Schedule 22 consent to dispose of some of the Schools playing fields.

**Greenfields Primary School (Development Opportunity Programme)** – underspend of £0.641m

Due to tender estimates, on phase 1, & pre tender estimates on Phase 2 being significantly higher than was expected the start date of the project has been delayed whilst value engineering work is undertaken.

**North Dartford, The Bridge (Basic Need Project)** – underspend of £0.575m

The previous phasing has been revised taking into account an anticipated start on site date of late June 2008. Part of the delay has been due to design alterations but the main reason is that the original phasing for the project was optimistic.

**Folkestone Academy Playing Fields** – underspend of £0.503m

Only the demolition phase of these works took place in 2007/08.

#### (6) **Children's, Families & Educational Achievement**

**Integrated Children's Systems** – underspend of £0.435m

The DCSF grant of £0.435m grant for phase 1c of the project, previously notified for 2007/08, has been deferred to 2008/09 resulting in the curtailment of expenditure

**Management & Modernisation of Assets** – underspend of £0.256m

The four most significant rephasings within the programme were: £0.100m for the Appledore Unit - inspection reports awaited before any work can be commissioned, £0.055m at Swale Family Support Centre – planning permission difficulties & shortage of contract labour, £0.036m at Poultons Family Support Centre – boiler installation delays & £0.028m at Six Bells Family Support Centre – planning permission difficulties & shortage of contract labour.

**Windchimes Centre** – underspend of £0.179m

Although the Respite Centre is complete there are a number of ancillary issues still to be completed: additional air conditioning equipment, supply & installation of outside play equipment.

#### (7) **Schools**

School capital reserves have increased year on year from £11.435m to £16.981m. We are still in the process of analysing this.

### **Business Plans - Introduction**

3. (1) As part of the increased scrutiny of finance, activity and performance, The Leader has agreed a process with the leaders of the two opposition Groups, that includes reporting of specific areas of performance within the 2007/08 Plans, against targets.

(2) Because the summer POC meetings are now held in May/June as opposed to

June/July (due to the need to consider the Annual Plan), it was difficult to report final outturn at that point, so it was agreed to report these to this September round of POCs though in the case of CFE POC the detailed analysis of the revenue outturn was circulated outside of the CFE POC meetings in line with the request from members at the summer POC meeting.

## Business Plans – The results

4. (1) A return has been made by each Director for each of the eight business plans that make up the overall CED business plan. Each of those returns is appended to this report. The quantity differs, but the returns follow the same main headings. Members of this Committee are asked to comment on the level of detail preferred.

(2) Table 3 below summarises the headline information

Table 3

Service Unit	Number of KPIs -national performance indicators	Number of targets achieved		Number of Projects, developments and key actions	Number achieved
Standards & Achievement	11	5		142	142
Children's Social Services	22	21*		22	17
Commissioning	14	3 achieved 8 N/A (**)		65	65
Clusters	10	5 4 N/A (**)		25	25
Finance & Corporate Services	0	0		22	21
Resources	0	0		31	31
Policy	8	6		36	29
Operations (School organisation)	8	5 2 N/A		24	24
<b>CFE Directorate Total</b>	<b>73</b>	<b>45 14 N/A</b>		<b>367</b>	<b>354</b>

\* includes 1 target for which results are not yet known

\*\* Exam results: targets are based on academic year (2007/08) so relate to summer 2008 exam results available October 2008

(3) It is difficult to generalise about what these results tell us, but very clearly the vast majority of the 367 targets were met and around 60% of the KPIs targets were met. Where they haven't been met, some are the result of unrealistic or very challenging stretch targets. Others are due to operational reasons or changing priorities. It is important that targets are realistic in order that efforts can be concentrated on the real variances. Please note that the failure to meet a target does not automatically indicate poor performance.

(4) **External Inspections**

## Joint Area Review

An independent inspection by OfSTED has graded services to children and young people in Kent as good with 'service management and capacity to improve' rated as outstanding. These are the key conclusions of the Joint Area Review (JAR) report published on 3 June 2008. Findings are based on discussions with service users, examination of individual cases and interviews with frontline staff and managers. This places Kent amongst the top performing authorities in the country with only one other county achieving the same top rating.

### **Annual Performance Assessment**

Our 2006 and 2007 APAs both recognised that the council has outstanding capacity to improve its services for children and young people and its management of these services is outstanding.

In 2006 Children's services scored 3 out of 4 (with 4 being the maximum level), our service management and capacity for improvement is described as impressive scoring a maximum 4 out of 4.

In 2007 overall effectiveness of services again scored 3 out of 4 and capacity to improve scored 4 out of 4. Kent has always been amongst the top performing authorities.

(5) The attached reports for each service (appendix A) detail core activity, a brief review of performance and summary of achievements during the 2007/8 period.

(6) This process has helped develop thinking on the format and consistency of the business plans. A review has just started that will look at the whole issue of financial, performance, business plan, budget and value for money reporting.

### **Recommendations**

5. Members of the Children Families & Education Policy Overview Committee are asked to:
  - (a) note the outturn figures for the directorate
  - (b) note the actual performance against targets and PIs
  - (c) put forward views on what further information the Committee would like to see as part of the evolving process of improved reporting of delivery against business plans

Keith Abbott  
Director, Finance & Corporate Services  
01622 696588  
[keith.abbott@kent.gov.uk](mailto:keith.abbott@kent.gov.uk)

Grahame Ward  
Director, Resources  
01622 696551

[grahame.ward@kent.gov.uk](mailto:grahame.ward@kent.gov.uk)

Karen Mills  
Policy Officer Business Planning  
01622 694531  
[karen.mills@kent.gov.uk](mailto:karen.mills@kent.gov.uk)

---

*Background Documents:*

Annual Unit Business Plans, 2007/08  
Revenue and Capital Outturn 2007/08

*Other Useful Information:*

None

CFE DIRECTORATE 2007/08 BUSINESS UNIT OPERATING PLAN OUTTURN MONITORING
--

Business Unit: <b>Standards And Achievements</b>
--

Contacts
----------

Director: Carol Parsons
-------------------------

Support Officer: Dale Evans
-----------------------------

Description of Core Activity (07/08 Business Plans)
---

The Division works in partnership with Clusters, schools and settings to raise standards and achievement for all children and young people in Kent from birth to nineteen years of age. The division is responsible for the statutory duties outlined in the Education and Inspection Act 2006 including monitoring the quality of learning and, with other divisions, ensuring that schools and settings address the five outcomes of Every Child Matters. It also ensures that schools and settings implement the early years, primary and secondary national strategies, the school improvement partner programme and the DfES strategy for ICT.

In partnership with Clusters, schools and settings advisers and consultants:

- act as advocates in the best interests of children and young people to ensure high quality education and care that enables them to achieve success and encourages life-long learning
- promote well-being, care, inclusion and personalisation of learning of every child and young person
- provide strategic leadership with key partners in social care, health and other agencies, to enable learning communities to manage change and to continuously improve the learning opportunities and personal and social development of all children and young people
- enable schools and settings to develop a curriculum that remains sensitive to the changing needs of all children and young people and meets nationally and locally agreed targets and expectations
- support the development of the workforce to enable staff to be skilful, knowledgeable and confident about how to provide excellent learning opportunities for all children, including the use of new technologies
- monitor pupil progress, challenge school and network leadership, commission or broker support and intervene where there is evidence of under-performance, to ensure that all children and young people achieve to their full potential
- support schools and settings to build effective links with other agencies to ensure the highest quality of provision for life-long learning both in terms of children and young people and local communities

**Core objectives of the division:**

1. To support the delivery of a broad, balanced, rich and enjoyable learning curriculum for all pupils, encompassing personalised learning, creativity and emotional intelligence
2. To monitor the progress of vulnerable groups of children and gifted and talented pupils, working with other agencies to secure effective programmes so that pupils receive appropriate levels of care and achieve academic success
3. To support and challenge leaders in schools and settings, to develop robust self-managing and accurate self-evaluation in order to raise standards
4. To monitor and challenge standards of achievement in all schools, settings and clusters, fostering a commitment to the pursuit of excellence
5. To intervene where appropriate, and to provide support for vulnerable schools and settings causing concern or facing challenging circumstances and those where pupils are at risk of underachieving
6. To commission support for staff in schools and settings, to enable them to provide a broad range of opportunities that meet the needs of all children and young people
7. To develop effective governance and leadership skills at all levels in schools, settings and units

8. To build capacity and support the further development of local learning and school improvement networks, identifying and supporting the dissemination of effective practice
9. To contribute fully to the implementation of Kent strategies, including the development of Local Children's Trusts, the Early Years and Childcare Strategy, Primary and Secondary Strategies, the 14-19 Learner Strategy, Building Schools of the Future, the development of Extended Services and Children's Centres and the development of Academies

**Planned Outcomes:**

1. Schools and settings will be challenged and supported to improve the quality of teaching and learning so that all children and young people achieve the highest possible standards and make good progress in relation to their starting points.
2. Leaders in all schools and settings, including governors, will be challenged and supported to develop effective leadership and governance and to use resources to achieve best value.
3. Curriculum innovation will be encouraged and promoted to enable the dissemination and exchange of best practice.
4. A focus on continuity of learning and progression in pupil learning will be facilitated by working with settings and schools to improve the transitions between all educational phases.
5. Intervention will be targeted at the most vulnerable schools and settings and those in challenging circumstances to ensure that leaders are supported to address key issues for action and to improve the quality of education for all children and young people.
6. Close working partnerships will be fostered with all stakeholders to ensure that the vision outlined in the Kent Early Years, Primary and Secondary Strategies is consistently promoted and targets are met.
7. Professional development and training will be provided to over 25,000 school delegates alongside tailored/ bespoke training sessions for up to 600 governing bodies, with a full training programme for up to 9,000 governors. A training programme for staff in 740 settings will be delivered in localities and will reflect the needs of the settings. Training for childminders and care workers is also provided to meet their needs.
8. Headteachers, as joint leaders of the Education Service, will play a central role in auditing local needs and compiling Cluster Development plans. The priorities in the twenty three plans inform the focus of support programmes delivered by the Advisory Service.
9. The expertise of successful local practitioners will be commissioned to deliver a range of professional development courses and workforce remodelling training to support the improvement of leadership and governance, teaching and learning.

Budget 2007-8

1. Budget 2007-8

Standards and Achievement Division

	Net Total £'000s
<b>Net Standards and Achievement budget 2007/08</b>	<b>22,178.7</b>
 <b>Transfers between other divisions:</b>	
Sure Start: Early years T&Q from Operations Division	233.0
Standards Fund: 14-19 flexible funding transferred to Operations Division	-159.7
 <b>Grant Adjustments:</b>	
Standards Fund adjustments	331.2
Sure Start adjustments	392.7

**Year end Adjustments:**

Sure Start reallocation across divisions	1,495.6
Other various minor adjustments	16.3

**Revised 2007/08 Standards and Achievement budget** **24,487.8**

<b>Final Outturn</b>	<b>22,910.2</b>
Reason for underspend of -1577.6	
ASK Secondary – Additional funding needed to be committed as insufficient funds allocated to the budget line to meet costs (153)	
ASK Primary – Additional funding needed to be committed as insufficient funds allocated to the budget line to meet costs (159)	
ASK Early Years - Following an underspend In the <b>Operations Unit</b> of the Children's Sure Start Grant and a small overspend in the ASK EY Unit this funding was combined to maximise the funding up to end August 2008 (-1446)	
ASK Improvement and Leadership - Income from schools for advisory headteachers (locums) (-57)	
ASK Improvement Partnerships – Internal transfer from BSF for Secondary Deputy Headteachers to support curriculum development (-211)	
ASK Professional Development – Technology Refresh Programme costs balanced against income from training courses (-176)	

<b>Activity</b>
-----------------

2. Key Performance Indicators

<b>National – BVPI</b>			
Indicator	Actual Performance 2006/07	Target 2007/08	Actual 2007/08
<b>BVPI 41 – KS2</b> Percentage of pupils achieving Level 4 in Key Stage 2 English test	77%	80%	77%
<b>BVPI 194a</b> Percentage of pupils achieving Level 5 or above in Key Stage 2 English	31%	n/a	32%
<b>BVPI 40 – KS2</b> Percentage of pupils achieving Level 4 in Key Stage 2 Mathematics	72%	81%	73%
<b>BVPI 194b</b> Percentage of pupils achieving Level 5 or above in Key Stage 2 Mathematics	32%	n/a	31%

<b>National – BVPI</b>			
Indicator	Actual Performance 2006/07	Target 2007/08	Actual 2007/08
<ul style="list-style-type: none"> <li>• <i>Primary Partnership Project</i> implemented in KS2 towards the end of the Autumn involving 127 schools that do not receive significant support but have the capacity to raise standards.</li> <li>• School Improvement Partners have required schools to set aspirational targets and have helped schools identify appropriate strategies – Autumn 2007. They have also been engaging schools in dialogue about vulnerable groups and actions being taken to increase rates of progress.</li> <li>• <i>Better Reading Partners</i> implemented in schools and a development of <i>Every Child a Reader</i>. Good reports on impact in KS2 on both reading and writing.</li> <li>• Where leadership is assessed as a barrier to progress, action is taken by Area Senior Primary Manager, in collaboration with Area Education Officer. <i>Leadership for Impact programme</i> planned for implementation from September 2008.</li> <li>• Schools with a trend of performance below floor target are participating in an intensive DCSF programme.</li> <li>• Schools where further input is required are participating in <i>Ensuring Success</i> and the <i>Intensive Support Programme</i>.</li> <li>• Mathematics training provided for teachers by Primary Strategy consultants</li> </ul>			
<b>BVPI 181a – KS3</b> Percentage of 14 year olds achieving Level 5 or above in English	72%	77%	73%
<b>BVPI 181b – KS3</b> Percentage of 14 year olds achieving Level 5 or above in Mathematics	76.0%	78%	75%
<b>BVPI 181c – KS3</b> Percentage of 14 year olds achieving Level 5 or above in Science	72.0%	77%	72%
<b>BVPI 181d – KS3</b> Percentage of 14 year olds achieving Level 5 or above in ICT	73.0%	77%	70%
<ul style="list-style-type: none"> <li>• Schools challenged to consider appropriateness of entering whole groups of pupils early for Key Stage 3.</li> <li>• All schools now required to set progress targets (of 2 National Curriculum levels) and this will add impetus and focus in schools</li> <li>• Monitoring system implemented to ensure additional interventions are proving effective</li> <li>• Support for schools adjusted in autumn and spring terms according to tracking information from schools</li> <li>• Change of importance of ICT as an area to be assessed reduced level of test preparation activity</li> <li>• See above for English, mathematics and science.</li> <li>• DCSF science programme implemented in September.</li> </ul>			
<b>BVPI 38 – GCSE</b> Proportion of 15 year pupils achieving 5 or more GCSEs at A*-C (or equivalent)	61.2%	64%	65%
<b>BVPI 39 - GCSE</b> Proportion of 15 year old pupils achieving 5 or more GCSEs inc English and Mathematics at grade G or above (or equivalent)	89.6%	n/a	91%
<b>All qualifications</b>			

National – BVPI			
Indicator	Actual Performance 2006/07	Target 2007/08	Actual 2007/08
Average qualification points score per pupil (uncapped)	392.5%	367.0	380%

### 3. Project / Key Development / Key Actions (Business Plan 2007-8)

Number of Actions	142
Number completed / delivered	142

### 4. Towards 2010

Activity		Status*
Lead		
2010 target 11	Help and inspire all our children to do well, with a particular focus on ensuring that the results our 7 and 11 year-olds achieve at Key Stage 1 and Key Stage 2 improve faster than the national rate.	On course
2010 target 10	Improve the quality of early years education by strengthening links between PVI's and primary schools	On course
Contributor		
2010 Target 47	<ul style="list-style-type: none"> <li>Delivering the Kent Schools Games</li> <li>Increasing competitive PE and School Sport in Kent Schools</li> <li>Through targeted professional development programmes to ensure staff in schools are able to increase opportunities for all young people.</li> <li>Working with the Specialist Sports Colleges and with Communities Division to ensure the games are delivered in summer 2008</li> </ul>	On course
2010 Target 22	<ul style="list-style-type: none"> <li>Organise successful School Games Finals events in summer 2008 and plan for future Games in 2009/2010</li> <li>Scope the potential for a winter Disability Games in 2009</li> <li>Raise the profile of talented performers with the media to attract commercial sponsorship</li> <li>Provide enhanced sports science, coaching and competitive opportunities for talented performers</li> <li>Continue to support high level coaches and coach development underpin talent development.</li> </ul>	On course

\*As at April 28 half year monitoring

### 5. Feedback

Users
<p><b>Consultation on the Leadership Strategy Action Plan (May 2007)</b></p> <p>The consultation highlighted that it was not sufficiently inclusive of early year's settings and it was subsequently updated to include a greater emphasis on leadership in early year's settings but also provide positive feedback. <i>'This was a well-written, well-structured strategy appropriate and relevant to a range of reader'</i>. The Primary and Secondary Forums were also positive about the strategy and agreed with the objectives, principles and ideas and provided specific examples of gaps in the strategy and how it could be improved.</p> <p>The strategy has been updated to reflect recommendations that came out of this consultation.</p> <p><b>Review of the Improvement Strategy for schools and settings (June 2007)</b></p> <p>This review focused on the refinement of the criteria for judging how we allocate support to our schools and it included for the first time criteria for settings. The consultation identified that there was good engagement of settings in the improvement strategy and better alignment of support to the needs of schools. As a result of this consultation clearer criteria have been published to</p>

guide the development of setting improvement partners.

**The Children and Young People of Kent Survey 2006/7** (National Foundation for Educational Research) and **TELLUS2 Survey** highlighted the following outcomes that ASK has taken account of when planning business priorities.

- 7-11 years olds enjoy seeing friends, school visits, using computers, making things, using the internet and finding out new things
- 11-16 year olds enjoy seeing friends, doing sports, drama and music productions
- making things and doing practical things, using ICT, using their own ideas, working as part of a group, working on their own, doing projects that cover more than one subject help children and young people to learn
- reading was rated least often as something that helped them learn
- disruptive pupils and not getting feedback on their work were the greatest barriers to their learning
- children would like to participate in more after-school activities especially sports-related, but they stated that lack of time, activities not being available locally and lack of transport were barriers
- most 11-16 year olds thought their school or college was helping them to develop useful skills and knowledge for the future but less than half were positive about the careers advice they received
- good awareness of healthy eating and the dangers of smoking and drinking alcohol but self-reported behaviour suggested that they are not leading healthy lifestyles
- 50% of all children felt that they could have a say on what happens at school
- Children and young people need to see how their opinions can contribute to change
- 50% of 11-19 year olds reported that they would not be interested in voting in school elections or joining a school council

#### **Continuing Professional Development (CPD)**

The Division facilitates a CPD programme delivering over 3000 training events and courses every year. Delegates immediately evaluate each event with over 85% of opportunities judged good or outstanding. Comments are gathered and used to inform future planning. Telephone follow up to courses informs the effectiveness of training and development opportunities. The School Workforce Development Steering Group monitors the development work in schools. Feedback from CPD events has identified the following key areas for development:

- increased opportunities delivered locally or regionally across the county.
- greater coherence and information regarding the development of a single CFE Directorate wide plan.
- increased opportunities for multi-training and training for support staff roles in schools.

#### Surveys

#### **Satisfaction survey on the impact of SIPs (School Improvement Partners)**

Telephone conferences with primary and secondary headteachers have identified a high level of satisfaction with school improvement partners. Headteachers feel suitably supported and challenged and have found that the work of the SIP has helped them to focus on key priorities for school improvement e.g. *'I have found this very useful indeed, both in providing a constructive communication link with KCC and in enabling me to assess my own effectiveness more accurately'*

#### External Evaluation

DCSF regional directors have provided very positive feedback on the Kent improvement strategy and the impact of support from improvement partners. HMI have identified effective Local Authority monitoring, challenge, intervention and support in monitoring visits to schools. NCSL has judged our leadership succession planning as very effective and NCSL view the partnership working between officers and headteachers very positively, as contributing to improved outcomes for Children and Young people.

The TDA noted that improved partnership working and support for extended services is having a positive impact on remodelling the school workforce and the ECM outcomes for children and young people. They acknowledged the successful implementation of the new Performance Management requirements with over 90% of schools attending initial training and all schools complying with the regulations.

## 6. Review of Performance and Achievements– 2007 -2008

### **Early Years**

Foundation Stage Profile and Key Stage 1 were placed in the top quartile for progress ratings between 2006-7.

In 2007, there was improvement in all 13 areas of the Foundation Stage Profile. Kent's performance has now exceeded national levels in eight out of the thirteen areas, significantly improving the county ranking against statistical neighbours. The equality (achievement gap) measure for the lowest 20% now ranks **Kent** 3 out of 11 statistical neighbours.

### **Primary**

At Key Stage 1, results for Kent seven-year-olds have continued to improve for the second successive year. Children are assessed in reading, writing and mathematics and the majority are expected to reach level 2. At Key Stage 1 performance exceeded national results in reading level 3+ and mathematics Level 2B+ and 3+.

At Key Stage 2, the overall proportion of Kent pupils achieving the expected levels improved in 8 out of the 10 indicators (i.e. at Levels 4 and 5 in English, reading, writing, mathematics and science). Rates of improvement have generally mirrored national trends although the rate of improvement in writing exceeded national gains at both Levels 4 and 5, building on the improvements last year.

The most significant gains have been made where support has been targeted through programmes such as *Intensifying Support Programme (ISP)* and *Ensuring Success (ES)*. A key focus of ASK support has been the implementation of the revised *Frameworks for Literacy and Numeracy* to continue the drive to raise standards. School Improvement Partners (SIP) for each Primary school provide additional support and challenge. It has also enabled targeted and tightly focused support to be provided through a single commissioning plan.

### **Secondary**

At Key Stage 3, the average point score per pupil, which takes into account performance of all pupils in English, mathematics and science, remains above the national average. When compared to statistical neighbours, Kent is ranked 5 out of 11 for this measure (the same as 2006) and against all LAs, Kent is ranked 59 out of 149. The average point score per pupil in each of the three individual subjects also remains above the national average. Based on the national indicator of Level 5 and above, performance improved in English, but dipped in mathematics, while science has stayed at the same level as 2006.

The percentage of pupils achieving 5+A\*-C GCSEs at the end of Key Stage 4 improved on all previous years to 64.9% and is 2.9% above the national average. In addition, the percentage of pupils attaining 5 A\*-C including English and Mathematics was 1.8% above national average and those attaining 5A\*-G was 0.8% above national average. The average point score per pupils rose to 392.5, 14.4 points above the national average. This overall improvement at GCSE is reflected in the value-added score of 1007.1 (Key Stage 2-4) which again is above the national average (1000). It is also reflected in the significant reduction in the number of schools below the 2008 floor target of 30% 5A\*-C from 21 in 2004 to 9 in 2005 and only 3 schools in 2007.

At Post 16, Kent schools have made improvements in all key measures i.e. the percentage of

students achieving 2 A-E passes at A level or equivalent, the APS per student and the APS per entry.

Every school and Pupil Referral Unit was allocated a nationally accredited school improvement partner (or colleague undertaking the accreditation) in September 2007. Serving primary, special and secondary school headteachers have been successfully recruited and supported to become nationally accredited school improvement partners and 70 settings have been allocated Kent improvement partners.

In September 2007, there were no secondary schools identified in an Ofsted category and just one special school with a notice to improve. The number of primary schools in Ofsted category has significantly reduced to only 1.8% of schools.

CFE DIRECTORATE  
2007/08 BUSINESS UNIT OPERATING PLAN OUTTURN MONITORING

**Business Unit: Children's Social Services**

Contacts

Director: Bill Anderson

Support Officer: Victoria Scott

Description of Core Activity (07/08 Business Plans)

**The purpose of the Children's Social Services Division** is to plan, deliver, commission and develop services that provide protection for children at risk of abuse or neglect, that comprehensively meet the needs of children who are in public care, and that provide support for Children in Need.

Children's Social Services, often in partnership with other statutory agencies and the independent sector, also has an important leadership role in the community to provide guidance and services that prevent the need for interventions in families.

The Children's Social Services Division, one of the largest in England, consists of 1,521 Staff and 75 staff teams which at any one time are providing a service for around 8,000 people. The service has a gross budget of £93.726 million (£77.364 million net)

Much of the mainstream work of children's social services is focused on intervening in family life and is governed by complex legislation, guidance and policy. There are many areas of specialist services within children's social services, e.g. disabled children, children leaving care, etc, each of which often has its own legislative structure. There are in fact several dozen major legislative acts and guidance that provide the basis for our modern children's social services. The principal ones include:

- The Children Act 2004 (embodying Every Child Matters)
- The Children Act 1989 (currently the major underpinning legislation)
- The Adoption and Children Act 2002
- The Children Leaving Care Act 2000
- The Carers and Disabled Children Act 2000
- The Care Standards Act 2000
- Child Protection Guidance set out in 'Working Together'

The Annual Performance Assessment (APA), completed by the Commission for Social Care Inspection evaluates standards within children's social services and is influential in focusing on areas that need improvement. A key area that requires more focus in 2007/8 is provision for Looked After Children, particularly school attendance, contribution to care reviews and

accommodation for care leavers. Children's Social Services will also support initiatives to improve referrals of young offenders to CAMHS and contribute to the work of the Directorate to support the contribution of health services to the children and young people's agenda.

**Within this overarching policy and legislative framework, the Children's Social Services Division delivers its work through 8 major units, whose roles and core purposes are set out below:**

### **Children and Families Districts**

There are 12 children's social services district teams, co-terminus with district councils, which are the bedrock of assessing the need for social services and making arrangements for the commissioning of social work services. Key social work duties include:

- Protecting children from abuse or neglect
- Fulfilling all parental responsibilities in respect of Looked After Children (LAC)
- Completing assessments for Children in Need
- Working in partnership with other agencies to ensure the best interests of children and families
- Jointly with other agencies and the independent sector, promoting prevention and early intervention

To deliver these services, the district teams are structured to include Duty and Initial Assessment Teams (DIATS), Long Term Teams and Family Support Teams. Services such as fostering and adoption placements are arranged through the Specialist Children's Services Unit. Other services are purchased externally e.g. residential placements in the private sector and community based voluntary services. The teams are supported by a county wide County Duty Service (CDS) and an Out of Hours Service (OOH). An early years budget funds early years projects throughout Kent and staff in some early years centres.

### **Specialist Children's Services**

Specialist Children's Services incorporates Disabled Children's Services, and Adoption and Fostering Services.

#### **1. Disabled Children's Services**

There are 5 disabled children's services teams across the County, and a Deaf Services Children and Families Team. These are specialist teams that provide services for children whose disability is complex or profound. The teams operate to the same standards as other district teams, but have additional responsibilities, including:

- Carer assessments
- Assessments for Direct payments
- Family support and counselling
- Providing support packages, e.g. residential or fostering respite care
- Paediatric occupational therapist assessments

The delivery of services is similar to the district teams. They are supported by two residential respite care units, and a resource centre that incorporates provision for overnight stays. The units are inspected annually by CSCI and required to meet minimum standards [Care Standards Act]. They also arrange services through Fostering Services, and purchase community support services through the private and voluntary sector.

#### **2. Adoption**

The County Adoption Service mainly provides a service to the local authority's looked after children who are subject to an adoption plan or who have been adopted, their birth families, adoptive parents and adopted adults. The Adoption Service also includes services to meet the needs of people pursuing non-agency adoption (e.g. step parent, relative adoptions and inter-country adoption).

There is an Adoption Support Team, developed following new legislative requirements to provide post adoption support. This team provides intensive support to adoptive families. National Children's Homes are contracted to provide counselling, and letterbox contact, for birth

parents and counselling for adopted adults.

Adoption work is highly complex and governed by detailed legislation. The County Council's Adoption Service is governed by National Standards and Regulations underpinned by legislation. The service is inspected once every 3 years by CSCI.

### **3. Fostering**

The County Fostering Service seeks to provide first class foster care for looked after children who are the responsibility of the County Council. Children are encouraged by foster carers to grow and develop as individuals. The service is committed to promoting with foster carers the educational attainment of looked after children. A wide range of placements is available to meet the specific needs of particular children. At any one time there are around 680 approved foster parents and over 900 children in foster placements.

There are two specialist fostering schemes – Treatment Foster Care for teenagers, and Therapeutic Foster Care for primary age children. Both schemes have been very successful in improving outcomes for Looked After Children who have difficult and challenging behaviours as a consequence of their life experiences.

We have recently introduced a 'Payment for Skills' scheme for foster carers to improve placement quality by identifying competencies, and providing training and qualifications.

There is also a Concurrency Team, which places babies and toddlers with foster/adopter parents whilst working to rehabilitate the child's home. If a child is unable to return home, the foster/adopter parents formally adopt the child.

The Respite Fostering service provides daytime and overnight short breaks for children with severe and profound disabilities.

The Fostering Service is highly regulated by National Standards, Regulations and legislation. The service is inspected annually by CSCI.

### **Family Group Conferencing**

Family Group Conferencing (FGC), which is a relatively recent innovation for Kent, is a process that comes into play when a child is at risk of coming into the care of the local authority. It engages the child's family and family network in a partnership and decision-making process about the child's care to plan and make decisions that will keep the child safe. It is now mandatory for children aged under 10 years at risk of entering care to be offered a FGC service. There are currently 3 Family Group Conferencing Teams operating across the county.

### **Services for Unaccompanied Asylum Seeking Children (SUASC)**

SUASC supports all unaccompanied minors coming into the United Kingdom through Kent. The basis for this support derives from the Children Act 1989 and the Children Leaving Care Act 2000.

There are five teams providing a service across east and west Kent, and a base for unaccompanied minors at Swattenden.

### **16+ Leaving Care Service**

The 16+ Leaving Care Service is currently a partnership between Kent County Council and Rainer, a National charitable organisation. The requirement for establishing a leaving care service derives from the 1989 Children Act and the Children Leaving Care Act 2000. The main roles of the team are:

- Supporting young people in their transition from care to independence
- Providing personal support, educational and training opportunities and supported accommodation for young people

There are 4 teams providing a service across Kent.

### **Out of Hours**

The Out of Hours Service provides an emergency response to all service user groups across Kent and under contract to Medway Council. The service is provided from a central base at Kroner House in Ashford.

### **Children's Social Services Professional Development**

The Children's Social Services Professional Development Team was formed in October 2006. It is dedicated to the continuous professional development of all staff working in Children's Social Services.

In 2006 a CSSMT sub-group was formed to deal with all the professional development issues that need discussing and deciding on in a partnership between operational teams and CSSPD staff. This forum chaired by a Head of Service delegated by the Children's Social Services Operational Director has clarified the budgets and other resources that are available for staff development purposes and made joint decisions about spending priorities and the kind of rolling programmes that are needed for staff in Kent.

The aims/objectives for the new CSSPD are:

- Operational management ownership of resource investment strategy
- Outcome commissioning strategy for programme planning
- Establishing planned professional development route map for newly qualified social workers
- Creating a professional qualifications strategy for CSS that links to the development of the Children's Workforce Integrated Qualifications Framework
- Continuous improvement of partnership working with the Universities re: new qualification development
- Support for recruitment schemes into social work (Ready for Practice) and into team leadership (Ready for Management)

### **Business and Performance Management Unit**

The Business and Performance Unit provides a range of business support services to assist the districts and other children's social services units to plan, commission and deliver the pattern of social care services required to meet identified needs.

Services provided include:

- Managing the early years budget
- A small planning section which assists with service developments
- Two Contracts Officers and a support team which oversee 150 contracts and service agreements
- A management support team which oversees the CSS property portfolio of 45 buildings and some office facilities, and a customer care team
- A Performance Monitoring section which produces management and performance monitoring information and maintains data quality to monitor the effectiveness of children's social services

## Budget 2007-8

### 1. Budget 2007/08

#### Children's Social Services Division

	Net Total £'000s
<b>Net Childrens Social Services budget 2007/08</b>	<b>78,438.0</b>
<b>Corporate Adjustments:</b>	
Sensory Loss budget from Adult Services	200.1
Occupational Therapy budget from Adult Services	241.7
<b>Transfers between other divisions:</b>	
Occupational Therapy budget from Finance and Corporate Services Division	282.4
Additional Facilities budget from Finance and Corporate Services Division	511.1

Foster Carers with Educational Focus budget from Finance and Corporate Services Division	100.0
IRO posts budget from Finance and Corporate Services Division	400.0
Children Services Grant: additional allocations from Finance and Corporate Services Division	287.4

**Grant Adjustments:**

Carers Grant Increase	391.0
Standards Fund: Extended Schools	100.0
Other various minor adjustments	124.1

**Revised 2007/08 Childrens Social Services budget** **81,075.8**

<b>Final Outturn</b>	<b>82,390.3</b>
----------------------	-----------------

Reason for Overspend of £1,314.5

- In House Residential Care - underspend mainly due to the closure of Alderden House -198.4
- Independent Sector Residential Care - overspend due to increase in unit costs and the numbers of weeks purchased, secure accommodation costs, new disability placements and other court ordered assessments 2960.7
- Residential Care Non LAC - underspend due to the costs of children being moved to the Independent Residential Care line -175.3
- KCC Family Support - underspend due to the management of staff vacancies as part of the division management action and the rebadge of the 2006/07 LAA roll forward – 825.2
- Fostering Service - overspend due to the increase in maintenance allowances, increase in client weeks, increase in unit costs, additional spend on special guardianship, overspend on the County Fostering team less additional income and the rebadge of the 2006/07 LAA roll forward 1630.2
- Adoption Service - overspend on legal and specialist fees offset by additional income and the rebadge of the 2006/07 LAA income –256.8
- Grants to Voluntary Organisations - underspent to offset the overspend on fostering and independent sector residential care –1524.3
- Direct Payments - underspend due to management action to assist with balancing the budget pressures on other lines –157.9
- Leaving Care/16+ - underspend to contribute to the 16+ overspends in Residential Care and Fostering –126.9
- Other Services Support - overspend on legal partly offset by underspends on facilities and BPU and additional income 287.9
- Other minor variances on services less than £100k –299.9

**Activity**

**2. Key Performance Indicators**

<b>National – BVPI/ PAF</b>			
Indicator	Actual Performance 2006/07	Target 2007/08	Actual 2007/08
St Ret CPR3 No of children added to the CP Register	840	917	983

<b>National – BVPI/ PAF</b>			
Indicator	Actual Performance 2006/07	Target 2007/08	Actual 2007/08
<b>Number of children is determined by multi-agency decision making around agreed legal thresholds of actual and likely significant harm. Higher number reflects multi-agency management of risk in the community to maintain children with their families wherever possible and safe to do so.</b>			
PAF A3 Re-registrations on CP Register	14.2 Band 5	14 Band 5	14 Band 5
<b>Band maintained</b>			
PAF C20 % of CP cases reviewed	100 Band 5	100 Band 5	100 Band 5
<b>Band maintained</b>			
PAF C21 % of Children on CP Reg for 2 years or more	7.6 Band 4	7.6 Band 4	7.5 Band 4
<b>Band maintained</b>			
St Ret SSDA903 No of Looked After Children (LAC)	1,174	1,133	1,060
<b>Target exceeded. Please refer to CP register item above</b>			
PAF D35 Of LAC, proportion in foster care for 2 years +	54 Band 3	N/A	N/A
<b>NA</b>			
PAF A2 Educational qualifications of LAC	56 Band 4	60 Band 4	65 Band 4
<b>Band maintained and target slightly exceeded</b>			
St Ret OC2 No of LAC permanently excluded from school	7	5	4
<b>There is a detailed action plan in place to rectify reduced performance. Weekly monitoring of data is showing improvement during current year but some complex cross agency difficulties add to the complexity of this task</b>			
PAF C19 Health of LAC	72 Band 4	54 band 3	70 Band 4
<b>Target exceeded</b>			
PAF C23 Adoptions of LAC	9.4 Band 5	9% Band 5	9% Band 5
<b>Target maintained</b>			
PAF B8 Cost of services for LAC	503	506	510
<b>Variance from target is less than 1%</b>			
PSS EX1 No of LAC placed in independent foster care	35	29	19
<b>This Target has been well exceeded and relates to slightly higher cost identified above</b>			
PSS EX1 No of weeks in independent foster care	1,716	1,934	1,013
<b>Same as above</b>			
PAF C63 Participation of LAC in reviews	68.1 Band 2	76 Band 3	95 Band 5
<b>Thus target has been exceeded</b>			
PAF C68 Timeliness of LAC reviews	96.1 Band 5	98 Band 5	98 Band 5
<b>Target maintained</b>			
PAF C69 Distance of child from home	12%	11%	10%
<b>This target has been exceeded and difficult to achieve considering the size of Kent and distribution of foster carers</b>			
PAFC18 Final warnings/reprimand/ convictions of LAC	2.6 Band 3	2.5 Band 3	2.4 Band 3

<b>National – BVPI/ PAF</b>			
Indicator	Actual Performance 2006/07	Target 2007/08	Actual 2007/08
<b>Band maintained but here is drive to improve further on this performance through a multi agency action plan</b>			
PAF A4 Employment, educ and training for care leavers	68 Band 5	75 Band 5	78 Band 5
<b>Target slightly exceeded and band maintained</b>			
SSDA903 LA girls who are mothers	5 girls (0.4%)	5 girls (0.4%)	4 girls (0.4%)
<b>Target maintained</b>			
SSDA903 LAC in touch on their 19 <sup>th</sup> birthday	76	80	85
<b>Target exceeded</b>			
PAF C64 Timing of core assessments	70.3 Band 4	80 Band 5	85 Band 5
<b>Target exceeded</b>			
PAF E44 Relative spend on family support	53 Band 2	53 Band 2	53 Band 2
<b>Band maintained. However highlight difficulty in disinvestment from Tier ¾ services into early intervention services</b>			

<b>Local Performance indicators</b>			
Indicator	Actual Performance 2006/07	Target 2007/08	Actual 2007/08
No of LAC placed in KCC approved foster care	748	747	762
<b>Target exceeded. Places a strain on existing fostering resource, given increased complexity of need of LAC and increased training requirement on foster care service</b>			
No of weeks in approved foster care	42,404	43,623	44,743
<b>See above</b>			
No of LAC placed in independent residential care	41	34	26
<b>Target exceeded due to stringent control around placement</b>			
No of weeks in independent residential care	2,318	1,651	
<b>See above</b>			
No of LAC placed in KCC residential care	8	7	6
<b>Target exceeded and unit now closed</b>			
Suitable accommodation for care leavers	84.1	86	88
<b>Target exceeded. Remains a priority for further action</b>			
Initial assessments	68.2	70	74
<b>Target exceeded.</b>			
No of direct payments	64	135	200
<b>Target exceeded</b>			

3. Project / Key Development / Key Actions (Business Plan 2007-8)

Number of Actions	<b>22</b>
Number completed / delivered	<b>17</b> – Have included those targets that were partially delivered and go(2) live this year
Number not completed	<b>5</b>

**Reason for non-delivery:**

(9) CAMHS County Strategy Group - Delays due to appointing a strategy manager and departure of designated lead finance officer. On track for delivery autumn 08

(15) New enhanced fostering service for looked after children with severe attachment disorders - Not completed as capital receipt and revenue savings were used to meet MTP and other pressures within the Directorate. Has led to increased pressure on IFA and P&V budget within Districts.

(19) - Integrated Finance, Activity and Performance Monitoring Report - Delays in the full reporting of ICS and the integration of financial codes across the Directorate has delayed full implementation of this proposal until 2008-9

(21) Integration of workforce development planning into the team and unit business planning cycle - Not completed due to the delay in permission to appoint a dedicated professional development manager in CSS. This has now been achieved and the development is on target for introduction in 2008-09

(22) Develop and implement training course evaluation strategy - See above

## 4. Towards 2010

Activity	Status*
N/A as no leads identified for this Division	

## 5. Feedback

Users
<p>The Division continues to encourage children, young people and their parents to provide their views and to influence the social work decisions that affect them as individuals or families.</p> <p>Examples include family group conferencing and the contribution of children and young people at child care reviews. Many young people have found the use of technology such as "Viewpoint" to be helpful in developing and sharing their views.</p> <p>An example of how young people are becoming increasingly engaged is the involvement of young people in recruitment and appointment of staff across the service.</p> <p>LAC in Kent have contributed their views on the "Care Matters" Green Paper, they have also produced a DVD setting out their views on the "pledges" that are proposed within the Green Paper.</p> <p>The Kent Rainer 16plus Service continues to embed participation within their activities including a successful conference for young people and using other media such as photography to encourage young people to express their views. In line with the national picture, one finding was that young people were expressing their concerns about placements in bed and breakfast accommodation. This has been taken on board with a reduction in the number of such placements.</p> <p>Families of disabled children have been asked their views on local services and have been actively involved in the development of the children's resource centres.</p> <p>There are also several parents groups around the county providing an opportunity to influence the development of local services such as Adolescent Resource Centres. The Division is continuing to develop its approaches to citizen engagement ensuring the views of children, young people and parents and carers are heard including those who might be considered "hard to reach".</p>
Surveys
<p>In 2007/08, an internal consultation took place to identify the amount and type of consultation that is taking place, the responses suggest a lot is happening in terms of consultation – some</p>

commissioned by Children's Social Services and some with partner agencies. Examples of consultation include young carers groups, a conference for parents of adolescents, through various projects such as the WAVE project, the Causeway project and the Northgate Early Years project.

In 2008/09 it is intended to increase the proportion of children and young people attending children In need reviews and attending review case conferences. It is not always appropriate for children to attend, for example the child might be too young to attend or it might not be appropriate for the child to hear all the discussion, nevertheless it is expected that there should be an increase in the proportion of children participating.

During 2007/08, CSS completed 36 equality impact assessments (initial screening) and 7 full impact assessments of policies, procedures and practice. Evidence of consultation with service users has relied mostly on past activities and research projects. Equality impact assessments will be ongoing throughout 2008-09 when additional consultation with service users, stakeholders and providers will need to be undertaken.

#### External Evaluation

- During 2007, in respect of LAC, we have improved our performance with KCC achieving band 3 or higher in 8 out of 9 indicators.
- In November 2007, Children's Social Services achieved an overall rating of 3 in its APA assessment for Children & Young People across its overall effectiveness, being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing. Capacity to improve achieved the highest rating of grade 4.

#### 6. Review of Performance and Achievements – 2007-2008

Children's Social Services have been rated as among the highest performing services in the country by the government for the last 5 years. The Key performance targets achieved were:

- 12 of the PAF Indicators which have bandings were in the top performing Bands (Band 3 or above).
- Performance in 10 indicators has improved on the previous year while performance has remained unchanged in 3 indicators.
- Kent performed better than the National Average and Comparator Group average in 11 PAF Indicators
- 1 PAF Indicator was in Band 2, PAF C24 School Attendance. Performance in this indicator has improved from a Band 1 in the previous year.
- During 2007, in respect of LAC, we have improved our performance with KCC achieving band 3 or higher in 8 out of 9 indicators.
- Particular achievements were more children leaving care with at least 1 GCSE, also more young care leavers engaged in education, training or employment. The number of LAC participating in their LAC reviews has also increased.
- Supported the introduction of the Integrated Children's System which went live 2<sup>nd</sup> January 2008.
- We have worked closely with other CFE staff and young carers' organisations to develop a Young Carers commissioning strategy to secure improved and equal access to services by young carers across Kent.
- Following a process led by the Disabled Children's Service, Kent has been chosen as one of twenty-one local authority areas in the country to lead the way in transforming short break services for disabled children. This pathfinder status will fund significant investment during the three year period from 2008 to 2011. Kent County Council, together with its NHS partners, voluntary organisations and parents, can now develop a whole new range of services that help to support families to care for disabled children. It will also give disabled children enjoyable and valuable experiences away from their parents and carers.
- 'Windchimes', a new resource centre for disabled children in east Kent, opened in

February 2007 in Herne Bay. The centre is a partnership project, developed in consultation with and involvement from families with a disabled child/young person. It combines overnight, outreach, day, evening and weekend short break services provided by CSS Disabled Children's Service, Eastern and Coastal Kent Primary Care Trust, The Children's Society and a local voluntary organisation. 'Windchimes' is a hub and spoke model, providing community services across Canterbury, Dover, Swale and Thanet.

- Helped pilot the Common Assessment Framework (CAF) across two projects, and the launch of this tool is planned for April 2008. The policy and procedure will have been to the County Children's Trust Board for agreement on 31<sup>st</sup> January 2007. CAF will inform planning for individual children through a mechanism such as the Single Point of Access. CSS anticipate that CAF information may supplement referrals into our specialist service, and will work through the Duty County Group to ensure ongoing effective referral processes.
- By April 2008 CSS staff will have delivered around a fifth of the Multi agency CAF training delivered across the County. The CAF awareness-raising for CSS staff was covered within our preparation for ICS, and has therefore been delivered to all front line staff. The expected date for the national delivery of e-CAF is for the end of 2009. Over the next 12 months, the CAF / ContactPoint / Lead Professional Project Board proposing trialing a more local e-CAF mechanism to inform wider implementation.
- The CAF / ContactPoint / Lead Professional Project Board have overseen the drafting of guidelines in respect of the Lead Professional functions. At the time of writing, this has yet to be seen by SMT or authorised by the Children's Trust Board. Social Workers will clearly be the Lead Professional for all children looked after, and for children in need of protection.
- We have continued to reduce the number of LAC in Kent by developing improved support to families and alternative methods of permanence for children, for e.g. the extension of the Kinship Care Policy and increasing the age range for mandatory referral to Family Group Conference Service to 13 and under. Between 2001 and 2007/08 the Staying Together Project has provided legal security to 116 LAC.
- We have extended the role of the adoption support team to provide support to carers who secure Special Guardianship Orders.
- We held 2 residential weekend opportunities in March 2007 in which Kent's LAC met with senior managers for detailed consultation about the shape of the service and this important opportunity for real participation by Kent's LAC population lead to cabinet committing to the Kent Pledge.
- We have successfully decommissioned our last residential children's home and are reinvesting this funding in enhancing the therapeutic re-parenting fostering service.
- We have completed an internal review of the Out of Hours Service (OOH) to ensure that it is modernised in line with changing demand.

**CFE DIRECTORATE**  
**2007/08 BUSINESS UNIT OPERATING PLAN OUTTURN MONITORING**

**Business Unit: Clusters/LCSPs**

**Contacts**

Director: Ian Craig

Support Officer: Ella Hughes

**Description of Core Activity (07/08 Business Plans)**

The purpose of the Clusters is to develop dynamic learning communities, to promote partnership working, to raise achievement, improve standards and to meet the needs of young people. They are based on the concept of shared responsibility and accountability for all young people and their communities. Their mission is to "Let no child or school fail".

The vision is to empower communities of schools to create new learning cultures that will benefit students and their communities holistically. Engaging schools in a collective agenda will bring about a culture of support and shared good practice which will not only serve to meet important national and local targets, but will encourage innovation in schools and their communities.

Kent has 23 clusters, two per district (one in Gravesham). Each has a Cluster Board of elected headteachers with allocated funding and a number of Local Authority (LA) deployed staff forming a Cluster staff team which delivers locally identified priorities within county and national frameworks. The link between the Cluster Board and the central LA is provided by the Local Education Officer (LEO) for each Cluster area. Individually, schools remain autonomous but benefit from collaborative working practices.

Each Cluster Board is responsible for producing an annual Cluster Development Plan that details its key priorities and the actions needed to deliver agreed outcomes. Key actions relate to national, local and strategic priorities.

The LEOs lead the Cluster teams to support statutory requirements within schools and link local Cluster targets with the strategic targets of KCC and the national targets of central government.

During 2007/08, following the setting up of the Kent Children's Trust, each of the 23 Clusters have been asked to develop 'trust-like arrangements' to broaden their remit to encompass all multi-agency activity within their communities relating to children's services. Four 'pathfinder' Clusters have been recognised by the DfES, which have been tasked to develop this concept ahead of the other 19.

Due to the size, nature and unique decentralisation of this structure, this business plan only provides a representative sample of key priorities for each Cluster. Individual Cluster Development Plans can be found on ClusterWeb and detail a wider range of activity. What this summary represents is the diverse, targeted and appropriate range of activities taking place across the county; the responsible use of budgets and resources associated with the activities and their relevance to other plans in the CFE directorate and KCC. In addition to this a number of joint targets for each Cluster have been identified.

## Budget 2007-8

### 1. Budget 2007/08 Clusters

	Net Total £'000s
<b>Net Clusters budget 2007/08</b>	<b>12,830.8</b>
<b>Transfers between other divisions:</b>	
EWOs from Commissioning Division	226.4
Child Development Officers from Operations Division	794.9
Children Services Grant: LAC funding from Commissioning Division	215.0
<b>Grant Adjustments:</b>	
Local Area Agreement: AEN inclusion	151.5
Standards Fund adjustments	1,348.0
Dedicated Schools Grant: Preventing exclusions	383.1
<b>Year end Adjustments:</b>	

Sure Start reallocation to other divisions	-118.0
Standards Fund RIA	-999.8
Other various minor adjustments	92.4

**Revised 2007/08 Clusters budget** **14,924.3**

Final Outturn	£14, 652.6
Reason for underspend: -271.7	
Additional clusterboard and community income plus income for minor projects (-174)	
Other minor variances (-98)	

**Activity**

2. Key Performance Indicators: Operations are contributors to these targets.

<b>National – BVPI/ PAF</b>			
Indicator	Actual Performance 2006/07	Target 2007/08	Actual 2007/08 Estimated
%age of pupils achieving level 4+ English	77%	67.3%	77%
%age of pupils achieving level 4+ Maths	72%	63.3%	73%
% age of primary school half days for which children were absent	5.1%	4.69%	5.2%
%age of schools with 20%+ FSM engaged in Healthy Schools process	81.3%	100%	100%
%age of schools engaged in becoming Healthy Schools	546	100%	100%
%age of schools achieving Healthy Schools accreditation	281	65%	65%
<b>Children in care</b>			
Key Stage 2 Level 4+ English/Maths average	34.6%	38%	NA
Key Stage 3 Level 5+ English/Maths average	24.5%	31%	NA
5 A*-G or equivalent by age 18	39.3%	42%	NA
1 A*-G or equivalent on leaving care age 16+	66.4%	65%	NA

3. Project / Key Development / Key Actions (Business Plan 2007-8)

Number of Actions	25
Number completed / delivered	25

4. Towards 2010

Activity	Status*
Contributor	
Target 16 Continue to offer and develop further multi-agency support to parents by helping them with the problems they and their children face in everyday life	On course
Target 31 Pilot staggered school hours to relieve rush hour congestion	On course
Target 16 Expand our pioneering 14-16 vocational programme to over 4,000 students, offering real choice in a diverse and stimulating curriculum tailored to the needs of students and relevant to the real world.	On course

\*As at April 28 half year monitoring

## 5. Feedback

Users
In preparation for the introduction of LCSPs in September 2008, the pathfinding activity in Maidstone 2, Tunbridge Wells, Shepway Rural and Shepway 1 Clusters will be carefully evaluated and results disseminated. This evaluation will include feedback from children, young people and parents.
<b>Surveys</b>
Clusters will support the local implementation of the second NFER pupil survey in April 2008 and ensure that analysis is available to inform school, service and partnership plans. In addition, Clusters and LCSPs are responsible for ongoing participation arrangements to engage children and young people, their families and the broader community

## 6. Review of Performance and Achievements 2007/08

Four Clusters have continued their pathfinding activity on behalf of the LA to pilot children's trust-like arrangements. Their findings will be evaluated for a second time later this year before all 23 Clusters transfer to Local Children's Services Partnerships in September 2008.

### **School Attendance:**

- The Attendance and Behaviour Service in KCC has made significant progress in increasing school attendance.
- The targeted support to clusters and range of interventions offered, have led to improvements in both primary and secondary attendance in 2006/7.
- B to B, an electronic registration system, has supported both schools and the Local Authority in tackling poor attendance. This system is now operation in 350 schools and continues to be rolled out.

### **Exclusions:**

Kent is consistently below average in the number of fixed period exclusions expressed as a percentage of the school population, as compared to statistical neighbours.

### **School Performance - Standards**

Our key stage results and examination results have again improved. In 2007 64.9% of pupils achieved five A\* - C passes in all subjects, a rise of 3.5 percentage points from 2006 which is ahead of the national rise of 2.8. Kent has widened its lead over the national average to 2.9 percentage points.

Kent primary school pupils aged 11 achieved improved performances in English, mathematics and science at level 4 of Key Stage 2 The county rate of improvement generally mirrors national trends except in writing where the rate of improvement exceeded national gains at both level 4 and the higher level 5.

Kent schools achieved their best ever results in English in 2007 at both levels 4 and 5. The upward trend in English overall and reading at both level 4 and 5 since 2004 was continued. Writing also maintained an upward trend at levels 4+ and 5 - now sustained for two consecutive years. The three-year trend of improvement in Kent in mathematics at level 4 was also continued in 2007.

The Value Added measure results from Key Stage 2 to 4 placed Kent in the upper quartile for performance in 2007, demonstrating pupils make excellent progress between these points.

### **Looked After Children**

In May 2007 KCC reported in the CYPP review report that of the 9 banded performance indicators for Looked After Children, 7 were at Band 3 or higher. Since this time, based on September 2007 performance data, KCC is achieving Band 3 or higher in 8 out of the 9 indicators. The only indicator where performance is currently not reported at Band 3 is C24 (LAC missing 25 days or more schooling), which is referred to in the report under priority 21.

**Extended Schools:**

There are currently 183 schools in Kent who are offering the full core offer. Extended Services in Kent support schools both centrally and through cluster based Extended Services Development Managers to develop a range of services and/or appropriate referral information so that Schools can delivery the core offer, as set out by the DCSF. The core offer requires that Schools will provide Access to; Quality Childcare, Parent Support including family learning, Community Access including Adult Education, Study Support (Varied Menu of Activities) and Swift and Easy Access to Specialist Services.

GOSE recognised the development of a parenting strategy through the extended schools agenda as a strength for Kent- Kent is also entering the second year of a two year pilot of Parent Support Advisors, a preventative school-based role to support parents. Parent Support Advisors will concentrate in particular on behaviour and attendance, reducing barriers to learning, and parental engagement with schools.

**Children's Centres:**

72 Children's Centre sites agreed, in consultation with local multi-agency planning groups and local county council members. Round 2 building programme on course to deliver within agreed DCSF timescales (i.e. late ones have approval to slip). All Round 1 centres are now designated and have also achieved Full Core Offer Status. On target to designate 51 out of 52 Round 2 centres by 31.3.08.

**Early Years Education:**

Early education take up by three year olds has been monitored termly to ensure the LAA target continues to be met. The target has continued to be met if not exceeded. The final Autumn 2006 figure was 90%. Spring 2007 was 88%.

**Vocational Programmes:**

- Great progress has been made already in Kent to develop an extensive range of 14-16 vocational programmes across a large number of schools. There has been significant success in engaging many young people on new and exciting professional skills and training pathways.
- 60 Kent Secondary and Specialist schools are currently working on the collaborative delivery of the 14-16 vocational programmes.
- The 14-16 programmes now needs to be delivering across all Kent secondary schools. Many of the centres and workshops are now working at capacity and a number of schools and delivery partnerships are requesting support for additional specialist facilities in Dover, Shepway, Maidstone and the Medway Valley.

**Healthy school Programmes**

- Healthy school programmes were increased in all Clusters last year with a record number of schools achieving Healthy School status.
- Healthy eating initiatives were also further developed; eligible schools received free fruit, training was organised in order to train dinner ladies/midday supervisors on the new menus, healthy packed lunches were promoted and Breakfast Clubs were supported and developed.
- All Clusters worked towards reducing teenage conception rates by introducing SRE policies in all schools, increasing the number of school nurses and offering teachers training in SRE delivery.
- There was an increase in the number of schools receiving Sports Active Marks and pupils were engaged in initiatives such School Sport Partnership programme, District Schools' Sport Initiative.
- Drug and alcohol and smoking education programmes were delivered, for example some Clusters introduced smoking cessation projects in schools, others introduced drug and substance awareness training for staff.
- More than 42,500 children and young people took part in the countywide NFER pupil survey. The survey showed positive messages about health are reaching youngsters, 81% of secondary students are happy with their lives and four out of five primary pupils enjoy going

to school.

- Local processes regarding transition have been combined and a county transition programme has been adopted to provide a secure continuation of education and emotional stability at transfer stages.
- Strategies to minimise the occurrence of bullying and racial discrimination have been implemented across all 23 Clusters with a reduction in the number of pupils worried about bullying reported in many of them. With support from the Safe Schools Team, Clusters have promoted anti-bullying training, Primary Peer Mentoring Projects and diversity and racial tolerance programmes.

#### **Other Developments**

- Emergency Planning guidance has been updated in accordance with the Civil Contingencies Act and every school now has access to an emergency plan template.
- The use of ICT has continued to develop across all Clusters, mainly due to the funding attached to Hands On Support personnel. A broad ICT curriculum is now in place to enhance children's learning opportunities and staff feel more confident due to an increase in training opportunities.
- All Clusters have enhanced teaching and learning through a range of initiatives such as the development of alternative and creative curriculum and dissemination of good practice through support groups and forums.
- The pupil and parent voice grew stronger during the past year with an increase in the number of School Councils established and supported and in some Clusters a cross-Cluster Student Council has been established. The number of Parent Forums has also increased.
- Out of school activities that combat anti-social behaviour have increased also. Three Clusters saw a percentage increase in the number of secondary pupils involved in voluntary work and awareness training of the effects crime and anti-social behaviour can have on the community was organised for students.

### CFE DIRECTORATE 2007/08 BUSINESS UNIT OPERATING PLAN OUTTURN MONITORING

Business Unit: **Commissioning**

Contacts

Director: Joanna Wainwright

Support Officer: Rebecca Harrison

#### Description of Core Activity (07/08 Business Plans)

The Division is responsible for providing, commissioning and purchasing a wide range of services to remove barriers to learning for children and young people with additional and special educational needs and with disabilities. Most of these services are required by statute or statutory guidance. Over recent years, resources in the form of budgets and staffing have been either delegated or devolved to individual schools and clusters so the balance between direct provision and commissioning has been adjusted and this will continue. The role of the Division is to raise standards of achievement by reducing barriers to learning for all children and young people by working in partnership with partners across the Children's Trust. In terms of the outcomes for children encompassed within the Children Act, services and strategies make a direct contribution across all five themes. Members of the Division's Management Team are linked closely with other Divisions within the Children, Families & Education Directorate to all major strategic developments of the Directorate.

The role of each unit is as follows:

#### **Additional Educational Needs & Resources**

To carry out the Local Authority's statutory duty including: -

- considering referrals of children from parents, schools and other agencies, for assessment of special educational needs (SEN), to undertake assessments and in appropriate cases to issue statements of SEN;

- supporting early identification of children with additional and/or special educational needs and plan interventions to remove barriers to their learning
- ensuring that the provisions identified in each statement are met; and
- delivering a “Partnership with Parents” service that provides a helpline offering independent advice, information and mediation support for parents of children with special educational needs, disability and vulnerability to exclusion.

The Resources section of the service maintains, administers and is responsible for the further development of the Commissioning Database in partnership with the Strategy, Policy and Performance Division.

#### **Attendance and Behaviour Service**

To ensure that all pupils with behavioural, emotional and social difficulties are able to access effective full-time education by commissioning schools and Clusters to use devolved resources to: -

- increase rates of attendance and reduce exclusion;
- ensure that all children out of school have timely access to appropriate full-time education;
- develop more vocational opportunities for young people in partnership with the 14-24 Unit;
- support children and young people in developing the skills to engage appropriately in school.

And, through the centrally managed staff

- safeguard the rights of school-aged children in employment;

#### **Education Psychology**

To provide through clusters and directly an applied psychological perspective by: -

- contributing to the statutory assessment process and linking with CAMHS services;
- facilitating and enabling organisational change within schools and settings to support and enhance young people's learning and development;
- promoting capacity building in all educational settings, in particular in those schools causing concern and those with significant development needs; and
- providing support in dealing with crisis and/or critical incidents.

#### **Joint Commissioning Unit**

To jointly lead in the strategic planning and commissioning of services with other agencies in order to improve the wellbeing and educational attainment of all children and young people (0-19 years) in Kent, particularly those who are vulnerable. The Unit works in close partnership with other senior colleagues in the Directorate and other statutory agencies and voluntary organisations to develop mechanisms for commissioning services that ensure fully integrated systems of support to achieve specific outcomes and meet needs. The three teams within the unit are: -

- Joint Commissioning Officers (JCOs)
- School Drugs Education Advisers (SDEAs)
- Looked After Children Education Advisers (LACAs)

#### **Minority Community Achievement Service**

To work in partnership with schools, minority communities, children, young people, parents and carers and commission in order to: -

- improve access to education for, and raise achievement of pupils for whom English is an Additional Language, Refugees and Travellers; and
- contribute to Corporate and Directorate actions linked to the statutory duty for the LA and schools to promote race equality.

#### **Specialist Teaching Service**

To commission clusters to work in collaboration with schools, children, young people, parents and carers to: -

- promote inclusion and access to the curriculum for children and young people with SEN and AEN;
- provide support in respect of groups of pupils or individual pupils with learning difficulties or disabilities; and
- promote capacity building in educational settings.

Significant changes to 2007-8 budget ( not all reflected in approved budget )

KEPS received £65k from CSG for Solihull training and research – fully spent in year.

STS – Transferred £99k Ravensdale funding to the AEN budget

Budget 2007-8

1. Budget 2007/08

Commissioning (Specialist Services)

Net Total  
£'000s

**Net Commissioning budget 2007/08**

**55,533.9**

**Transfers between other divisions:**

Various	Children Services Grant allocations from Finance and Corporate services Division	429.9
<b>CSS</b>	Children Safeguarding Service to Policy Division	-537.0
A&B	EWOs transfer to Clusters	-226.4
JCU	Children Services Grant: LAC funding to Clusters	-215.0

**Grant Adjustments:**

	Standards Fund adjustments	278.2
Com	Local Area Agreement: positive activities for young people	352.3

**Year end Adjustments:**

AENR	Adjustment of AEN&R DSG in relation to schools budgets	-1,646.5
STS	Reallocation of sure start to other divisions	-89.3

Other various minor adjustments 120.9

**Revised 2007/08 Commissioning budget**

**53,759.2**

**Final Outturn**

**£ 54567.8**

Reason for overspend: (£808.6)  
 Education Psychology - staff vacancies offset by locum cover and reduction in income from selling CDs (£-175.3)  
 SEN Home to School transport - increase in travel requirements of SEN children and inability to meet all the savings target (£892.0)  
 AEN&R - staffing overspend due to sickness cover and employment of temps plus small overspend in Partnership with Parents and the HQ budget (£164.5)  
 Small underspends on various other headings (£-72.6)

Implications for 2008-2011 MTP

Main implications for the MTP are around the implementation and development of CAF along with various items of work as identified in the JAR action plan such as the extension of PWP. Other pressures are arising from new legislation and strategies such as the increased processes for SEN Tribunals; Units Review cost implications and the Transition Protocol project. Various other pressures have been identified as demand on services increase for example the increasing need for Home Tuition, Health Needs Service and Children Missing Education Service. Inflation and fuel increases have also meant the need for greater resources for SEN Transport and Alternative Curriculum places.

Activity

2. Key Performance Indicators

**National – BVPI/ PAF**

**Attendance & Behaviour Service**

Indicator	Actual performance 2006/2007	Target 2007/08	Actual 2007/08
<b>BVPI 44</b> - Number of pupils permanently excluded during the year from all schools maintained by the local authority per 1,000 pupils at all maintained schools	1.7	1.5	1.7 (1.66)
<p>Review of performance if PI not achieved and activity to rectify</p> <ul style="list-style-type: none"> <li>• Kent has been trialing a number of interventions to address the issue of Permanent Exclusion.</li> <li>• This has been supported by the devolution of funding to localities to ensure creative solutions for children and young people to prevent exclusion.</li> <li>• Due to focus on locality based interventions, preventative and early intervention services, early indications are that Kent has achieved an 8% reduction in permanent exclusions this academic year compared to the same period last year.</li> <li>• The managed move programme has been instrumental in achieving this. The managed move programme enables schools to agree, in clusters, that to prevent a pupil being permanently excluded they will facilitate a managed move to an alternative school with intensive support to change the pattern of behaviour.</li> <li>• This programme has been piloted very successfully and is expanding into other clusters.</li> </ul> <p><b>Example:</b> Gravesend cluster - where the implementation of a managed moves protocol has resulted in approximately 24% reduction in permanent exclusions for all pupils (primary and secondary) and a 31% reduction for secondary aged pupils (based on comparison between 2005/6 and 2006/7).</p> <ul style="list-style-type: none"> <li>• In 2007/8 (academic year) other innovative programmes have been piloted to provide an alternative to permanent exclusion and ensure that pupils are able to continue to access education and preferably return to a mainstream setting. This is showing significant impact this financial year.</li> </ul> <p><b>Example:</b> Westwood (Alternative Curriculum Provision) was devised by Thanet Head teachers in partnership with KCC Officers to provide an alternative to permanent exclusion on a temporary basis with the aim of reintegrating pupils back into a mainstream setting. The programme contains intensive support and in addition to access to mainstream subjects, access is also provided to vocational opportunities. Evaluation indicates that permanent exclusions have reduced by over 35%.</p>			
<ul style="list-style-type: none"> <li>• In September 2007, Kent introduced a mandatory In-Year Fair Access Protocol that has been adopted by clusters throughout the County. The aim of the protocol is to ensure that any pupil that is excluded from school is provided with an alternative educational place within 6 days. This ensures continuity of education for all pupils.</li> <li>• Where pupils are permanently excluded from school, the Local Authority and clusters have a range of provision available to ensure those pupils are able to continue to access education in a range of formats e.g. Mainstream schools, Pupil Referral Units, Alternative Curriculum Provision, Vocational Centres etc.</li> <li>• Early indications are that this range of approaches interventions is beginning to have a positive impact upon permanent exclusion for the first time in four years.</li> </ul>			
<b>BVPI 45</b> -% half days missed in Secondary Schools	8.0%	7.8%	7.5%
<b>BVPI 46</b> - % half days missed in Primary Schools	5.1%	BVPI 2007/8 target – 4.8%	5.2%

- Review of performance if PI not achieved and activity to rectify
- Whilst Kent have exceeded the target for secondary absence, primary absence continues to require focussed intervention.
  - The trend is reflected in national statistics for the same period.
  - For 2006/7 attendance in Kent primary schools was better than the national average.
  - The Attendance and Behaviour Service have devolved resources to clusters to enable highly targeted, co-ordinated support based on identified local need.
  - In addition, Kent are undertaking a number of area specific initiatives to further promote primary attendance (details available if required).
  - Attendance information is sent to Local Education Officers (LEO) three times per year, identifying how all schools are performing in relation to Free School Meal quintile. This enables targeted EWO support to those primaries identified as 10% - 20% above FSM median.
  - A financial incentive scheme (focused on most improvement) established with clusters to target primary attendance for 2007/8.
  - There will be a focus on primary persistent absenteeism from September 2008 and data is being collated support this process.
  - Improvements in recording of data (through electronic reporting system B to B) will enable the Local Authority and cluster to identify attendance issues with specified groups.

<b>Additional Educational Needs &amp; Resources</b>			
BVPI 43(b) Percentage of statements of special educational need prepared within 18 weeks all cases including "exceptions to the rule"	88%	100%	100%
BVPI 43(b) Percentage of statements of special educational need prepared within 18 weeks all cases including "exceptions to the rule"	88%	90%	87.3%
Review of performance if PI not achieved and activity to rectify Continuing to work with other agencies to secure timely reports			
Increase the percentage of children and young people with Statements with determined secondary school placements by 15 February in transfer year	93.5%	95%	97.6%

<b>Education Psychology Service</b>			
<b>Indicator</b>	<b>Actual performance 2006/2007</b>	<b>Target 2007/08</b>	<b>Estimated performance 2007/08 Confirm actual</b>
To deliver the EP support of the LAA Target 1 "To promote the emotional, social and intellectual development of young children so they flourish at home and at school" through the collection and analysis of assessment data (2 <sup>nd</sup> cohort) from year R child populations in the target districts of Swale, Dover and Gravesham districts	N/A	1500+ assessments (Jan 08 – July 08)	Data will be available Oct/Nov 08. On track to achieve target.
<b>Joint Commissioning Unit</b>			
<b>Indicator</b>	<b>Actual performance 2006/2007</b>	<b>Target 07/08</b>	<b>Estimated performance 2007/08 Confirm actual</b>

Education Psychology Service			
Indicator	Actual performance 2006/2007	Target 2007/08	Estimated performance 2007/08 Confirm actual
LAA Outcome:			
% LAC L4+ Eng/Maths KS2	34.6%	38%	N/A*
% LAC L5+ Eng/Maths KS3	24.5%	31%	N/A*
% LAC 5A*-C GCSE/GNVQ	12.1%	15%	N/A*
% LAC 5A*-G GCSE/GNVQ	39.3%	42%	N/A*
% LAC 1A*-G GCSE/GNVQ	66.4%	65%	N/A*
% LAC sitting GCSE/GNVQ	84.1%	N/A	N/A*
% LAC permanently excluded	1.0%	N/A	N/A*
% LAC missing 25 days or more of school	15.6%	N/A	N/A*

\* These targets relate to Summer 2008 exam results for children and young people at the end of Sept who would have been looked after by KCC for at least 12 months. The cohort of children and young people whose achievement will be measured is therefore not yet identified. Results for 07/08 will be available Nov/Dec08

### 3. Project / Key Development / Key Actions (Business Plan 2007-8)

Number of Actions	65
Number completed / delivered	All complete/delivered

### 4. Towards 2010

Activity		Status*
Lead		
Target 12	Work with headteachers to encourage a zero tolerance approach towards disruptive behaviour, bullying and vandalism in our schools	On course
Target 17	Double the number of participants on Skill Force-type programmes	On course
Target 55 Joint lead (with KASS)	Ensure better planning to ease the transition between childhood and adulthood for young people with disabilities and to promote their independence	On course

\*As at April 28 half year monitoring

### 5. Feedback

Users
<p><b>Attendance &amp; Behaviour Service</b></p> <ul style="list-style-type: none"> <li>The Service places significant emphasis on using feedback to shape service design and delivery. Consultation has been undertaken on Managing Incidents Policy, Children Missing Education Process Guidance, Anti-Bullying Strategy etc</li> <li>Local feedback mechanisms within Alternative Provision shape services on an individual unit or cluster basis.</li> <li>Safe Schools co-ordinated an on line bullying survey for Kent children. Over 6000 responses were received compared with the largest national survey which had 8000 responses. The data analysis has helped to shape KCC's strategy for supporting schools in tackling bullying. Data from 2007 shows a reduction in number of pupils being bullied compared to the previous year</li> </ul> <p><b>Specialist Teaching Service</b></p> <p>The service demonstrated its commitment to user involvement in 2006/07, soliciting feedback from schools and settings, regarding their experience of STS provision, with questions reflecting</p>

the breadth of work performed by Specialist Teachers. In total 95 establishments were surveyed (a mix of schools and CYP settings) 59 replies were received, a response rate of 62%.

Overall, the results for the service were extremely positive, an average satisfaction rating of 98% reflecting a wealth of good practice and partnerships. Schools and settings clearly consider STS a valuable resource that enables and facilitates increased capacity for inclusion of CYP with LDD.

In addition:-

- Parents'/carers' and the child's or young person's views are sought on every referral to DIF
- Getting There with Confidence is a South East Region SEN project supported by the Specialist Teaching Service. This is an independence project aimed at 14-19 with visual impairment and aims to improve self esteem and confidence especially in unknown situations. The project has established a baseline measure of self-esteem and then engaged young people in designing their own events to improve these skills.

### **Education Psychology Service**

User feedback (i.e. cluster and parental surveys) has indicated the importance of developing joint processes within a multi agency working model in order to achieve positive outcomes for children, young people and families. Outcomes of the parental survey indicated that 94% regarded the involvement of an Educational Psychologist "positively".

Educational Psychologists delivered training to over 3000 delegates. Satisfaction levels were consistently high with an average response of over 80% that training positively affects practice.

Very positive feedback continues to be received from schools who have received crisis support with direct service involvement in 23 critical incidents.

### **Joint Commissioning Unit**

All Local Children's Services Partnerships are developing strategies to engage children and young people and their families in the identification of need and service design and evaluation. The application of the Results Based Accountability model of 'Turning The Curve' has engaged service users at a local level in the identification of need to determine priorities in local Children & Young People's Plans and to identify action in response to local issues.

Analysis of feedback from service users and key stakeholders has informed LAC related activity.

### **Minority Communities Achievement Service**

MCAS is pro-active in seeking feedback on the impact and performance of the Service.

All service training is subject to evaluation. Advisors are responsible for collating the evaluations from training.

Training events that have had a significant impact on the practice of specialist teachers include:

- Bullying around Racism, Religion and Culture
- Excellence and Enjoyment: Bilingual Learners (Primary National Strategy)
- Children's Safeguards: Update on Policy and Performance.
- Use of ICT to support EAL: Clicker 5 Training
- Professional Development Networks

All service training delivered to schools is also evaluated. Each event is a bespoke session and evaluations reflect a high level of impact on professional practice and policy in the school.

In 2007 the Service undertook an informal consultation amongst Gypsy, Roma and Traveller parents/carers to inform future service planning. The feedback to this consultation reflected the value that parents/carers place on support from Family Liaison Officers in accessing school places, in managing transitions between schools and in resolving difficulties in the school. Gypsy, Roma and Traveller parents/carers highlighted that more could be done to challenge racism in schools and ensure that schools are inclusive of their diverse cultural background in

terms of curriculum.

### Surveys

#### **Additional Educational Needs & Resources**

Improvements to service delivery and service planning will continue to be influenced by feedback from the surveys commissioned by the Unit. For 2008/9 this includes an external survey, jointly commissioned with Kent Adult Social Services Department from the Tizard Centre at Canterbury University, of young adults with learning difficulties and disabilities who have recently been through transition to adulthood. Further surveys of children and young people and parents and carers going through the Statutory Assessment process and transition from primary to secondary provision will be commissioned in 2008/9. Feedback from a survey of parents/carers who appealed to the national SEN and Disability Tribunal in 2006/7 together with a review of these cases will drive service improvement.

### External Evaluation

During 2007, Greenwich University undertook a LERN evaluation with regard to the services of Kent Safe Schools. The evaluation indicated that, most respondents felt that Kent Safe Schools has had a positive effect for children and young people in Kent, including positive effects on health and emotional well being. Kent Safe Schools was also perceived to have a positive effect on preparing young people to be positive citizens.

The survey found good agreement that Kent Safe Schools has led to improvements in self esteem, confidence and emotional well being, and over half agreed that it has had a positive effect on bullying. Most respondents felt that Kent Safe Schools had positive effects on transitions and engagement in the learning process.

Many agreed that Kent Safe Schools has meant that children and young people are more likely to make a positive contribution to the school and the community, and many also agreed that the ethos of the school has improved.

Overall, Kent Safe Schools was perceived to be effective at dealing with issues affecting young people and helpful for those undergoing transition between schools. Most also agreed that the service supports children and young people to be heard.

## 6. Review of Performance and Achievements 2007-2008

### **Attendance**

The targeted support to clusters and range of interventions offered, have lead to improvements in both primary and secondary attendance in 2006/7. B to B, a new electronic registration system, has supported both schools and the Local Authority in tackling poor attendance.

### **Persistent Absence**

At the beginning of the last academic year, 22 Kent schools were identified by the DfES as meeting the criteria for priority support in tackling persistent absenteeism. During 2006/7, with support from Attendance Leaders, behaviour and attendance consultants and other colleagues, 19 of the 22 identified schools successfully reduced persistent absence. Across the County, persistent absence was reduced by 28%. This is above national average. In 2006/7, Kent achieved green status on DCSF RAG rating for work on PA.

Through targeted multi-agency support there has been a significant reduction in the number of Looked after Children who missed more than 25 days of schooling. This has reduced to 15.6%.

### **Children Missing Education**

The Kent Children Missing Education Process guidance was released in 2007. This is a tool for all agencies including schools to ensure there is clarity around procedures. There has been a significant increase in number of Children Missing Education referred to the service and a

reduction in the time taken to place a pupil by 30%. This is supported by the In Year Fair Access Protocol.

### **In-Year Fair Access Protocol**

Kent School Admissions Forum formally approved the Kent In-Year Fair Access Protocol on 11 September 2007. This has been promoted and distributed within every cluster and each cluster or partnership has devised a local response that enables them to fulfil the requirement. This protocol has led to improvements in the time taken to identify an educational placement for pupils permanently excluded from school.

### **Pupils with Medical Needs**

The numbers of pupils accessing the Health Needs Education Service has increased in 2007/8 and referral pathways and re-inclusion routes are clear. This has enhanced the services whilst leading to a requirement to make provision (including support to home school) for a greater number of pupils.

### **Anti-bullying**

The Safe Cluster scheme has been established in 2 clusters in the West of the County. The schools within the Cluster are in the process of attaining accreditation for the work and the commitment they have shown. There has been significant awareness raising and support offered to schools throughout the year.

A particular focus has been on Restorative Justice. The 2007 anti-bullying survey is currently being analysed fully but early indications are that there has been a 4% reduction in the number of pupils stating that they have been bullied.

### **YOS**

It is forecast that the number of pupils known to YOS and in full-time education, training or employment will be on target at 90%. This is based on figures for three-quarters to the end of December 2007.

### **Skillforce**

There are currently 300 young people engaged in the Skillforce programme across 8 schools in Kent. Evaluation reports very positively in terms of reducing exclusions, improving attendance and behaviour and improving attitudes to school. By September 2008, 400 pupils will be engaged in this programme.

### **Adolescent Resource Centres**

The number of multi-agency Adolescent Resource Centres across Kent has increased from 4 to 10 in 2007/8. The number of pupils accessing these sites for education is approximately 120.

### **Additional Educational Needs and Resources**

Key achievements over the last year have included the joint commissioning and implementation of a Communication and Assistive Technology service with health and social care colleagues across the East Kent PCT area. Development of Alternative Curriculum provision for CYP with Statements of SEN previously excluded from one or more specialist provision both in and out of county with colleagues from the Attendance and Behaviour Service. Development of I-Ed provision for CYP with SSEN across Kent. Improving secondary transfer rates by 15 February. Revision and improvement of Speech and Language Therapy reports for Statutory assessments in partnership with health colleagues. Decommissioning of support for less complex needs at 3 Kent special schools and recommissioning of support for more complex needs of early years children from Kent profound severe and complex needs special schools.

### **Specialist Teaching Service**

The Service has been involved in a variety of activities and projects, either as a lead or in support, which have been aimed at improving outcomes for children and young people with learning difficulties and disabilities.

- Training to support inclusion of CYP with Down Syndrome: 100% of delegates reported increased confidence and understanding (80% outstanding, 20% good category).
- Deafblind/Multi-Sensory Impairment/including training: From 37 evaluation responses from 54 staff from Dorton House School who attended a training day on 4 September, 97% reported that they had more understanding of deafblindness and were more confident to support a child or young person with deafblindness.
- Training to support inclusion of CYP with PD: 100% of delegates who attended a Personal Care course in March 2007 reported increased confidence and understanding on all courses delivered.
- Newborn Hearing Screening Programme (NHSP), including Children's Hearing Services Working Groups (CHSWG): Support programmes from STS have begun within 5 days following consultation with families: External evaluation noted the excellent multi agency working.
- Language for Learning Joint Training Project (County Wide) Phase one: 10 pairs of Language for Learning trainers (a pair consists of a Speech and language Therapist and a Specialist Teacher), have received 4 days training and will roll out a programme County wide
- Supporting Children/Young People (C/YP) with Hearing Impairment (HI) – joint working with Specialist Teachers (STs) for HI and Specialist Speech and Language Therapists (SALT): All pre-school/primary C/YP with cochlear implants have had joint and individual visits
- Turn Around House Key Stage 3: The trial of the project has enabled 90% of the young people supported through this project at key stage 3 to be successfully integrated full time into school and on roll
- Supporting Inclusion of Children with Learning Difficulties &/or Disabilities (LDD), in Private, Voluntary, & Independent (PVI) Pre-school settings: In excess of 150 settings funded for additional support at any time. Some settings including more than 2 children with complex needs.
- Consistent delivery of training to ensure Early Years settings meet the requirements of the SEN Code of Practice: 13 three day training sessions arranged for groups of 25 of the 270 setting SENCOs, each training serving 2 Clusters, delivered by 2 EY SENCOs.

### **Education Psychology Service**

The service has made a significant contribution to the Local Public Sector Agreement (LPSA 2) target *"To promote the emotional and social and intellectual development of young children so they flourish at home and at school"*. Operational planning for the completion of 1500 assessments, as part of a major on-going research initiative with child populations in the target areas of Swale, Dover and Gravesham has been completed and is now being implemented.

Children's social and emotional well-being has been developed through strategic and operational support for the implementation of the Leuven approach in the Early Years Foundation Stage and the development and support for the Social and Emotional Aspects of Learning of children in the primary and secondary phases.

The successful engagement of thirty-two Tier 2 and 3 services, including those from the third sector as part of the LPSA 2 (Target 4) initiative has been achieved. The project is concerned with the early identification of children and young people (aged 5 to 15) with possible emotional and/or psychological difficulties and the delivery of appropriate support. A multi-agency delivery group oversees the project which is fully engaged with the CAMHS Outcomes Research Consortium (CORC). Presentations have been made at national events during April and November 2007, and there has been recent national interest in this project by the Department of Children's, Schools and Families (DCSF).

The service has been fully supportive of the development of training for the Common Assessment Framework along with the development of guidance for the Lead Professional. Fourteen Educational Psychologists are currently trained as trainers.

The service together with multi agency partners and the Child and Adolescent Mental Health Service (CAMHS) has established a steering group for the Solihull Approach in Kent with terms

of reference. Guidance for trainers and practice development has been issued. An evaluation process has been identified and a research brief formulated. The intended outcome of this stream of work is to reduce the incidence of severe behavioural and emotional difficulties in children and young people and to alleviate parental anxiety. The service has contributed to the planning, co-ordination and delivery of the Solihull training to over 600 multi-agency front line workers countywide.

This year saw the end of the second cohort of the pre-training Assistant Educational Psychologist programme. Evaluation of the impact of this contribution using the Target Monitoring and Review form indicated consistently positive affects for children, young people and school staff. The success of this scheme has led to the development and current implementation of a two-year Trainee Educational Psychologist programme, which commenced, from September 2007.

### **Joint Commissioning Unit**

Joint Commissioning Officers have made significant contributions to the development and implementation of:

- Strategic and locally based joint planning and commissioning frameworks designed to improve outcomes for all children and young people, particularly those who are the most vulnerable to social and educational exclusion.
- Developments between clusters and multi-agency partnerships e.g. District Consortia, CDRPs, CAMHS LIGs, Early Support, Domestic Violence Forums and Teenage Pregnancy LIGs.
- Local Children's Services Partnerships, Local Children's Trust Pathfinders and other joint planning (e.g. local Children's and Young People's Plans) and integrated working and processes (e.g. Single Points of Access).
- A range of early intervention and prevention programmes to meet identified need in line with the Kent Local Prevention Strategy for Children and Young People.
- The development of local Children's Centres and the management of Children's Centre managers. JCOs are currently mapping and reconfiguring services to meet the core offer.
- The strategic commissioning of Connexions Services until 2010.
- The development of Targeted Youth Support across the county.
- The use of Results Based Accountability methodology and tools. This approach is now embedded in the County Performance Management Framework. Over 250 professionals from across KCC and partner agencies and organisations have now been trained in RBA.
- The development of processes and systems for the Common Assessment Framework and Lead Professional functions.
- The establishment of 8 Early Support Local Implementation Groups across Kent. 150 families have accessed Early Support services since its inception.

### **School Drugs Education Adviser Team:**

- An increase in work on alcohol use and smoking, as the use of these substances is much greater than illegal drugs amongst young people in Kent as evidenced by the NFER survey.
- Three conferences organised for professionals working with young people, highlighting the latest research evidence and best practice in relation to smoking, alcohol and cannabis.
- Since 2002, 281 staff from 227 schools have attended the Modular Training devised by the SDEAs. Satisfaction ratings for these courses in 2006-7 are high at 96%.
- Responded to schools' needs by offering more tailored whole school INSET courses. Since 2003-4, 1806 staff have received INSET in 104 schools. Many more staff access the Drugs Education section on Clusterweb.
- Support to schools working towards Healthy Schools status through the review of Drugs Policies, providing INSET and support for the validation process.
- Since 2004, 31 schools have participated in the School Drama Competition. An estimated 13, 000 pupils have seen at least one of the productions in their school. 47% of participants rated themselves as knowledgeable at the start of the project as opposed to

94% at the end. 82% said that they had learned about the effects substance misuse can have on the user's family and friends. 88% felt more informed about where to access help and information and 59% reflected on their attitudes towards drugs and drug users as a result of the project.

- A year on year reduction of permanent exclusions for substance misuse from 26 in 2002-3 to 16 in 2006-7.

#### **Looked After Children Education Adviser Team:**

The work of the Looked After Children Adviser Education Team and the local strategies they are helping Clusters / Local Children's Services Partnerships to implement have contributed to:

- An improvement in the percentages of LAC achieving at least level 4 in English, maths and science at Key Stage 2.
- An improving trend over the last 3 years in the percentage of LAC achieving at least level 5 in English, maths and science at Key Stage 3, although there was a slight downturn from 2006 to 2007.
- Improvements in the percentage of LAC achieving 5A\*-C and 1A\*-G at GCSE or equivalent and a reduction in the percentage achieving 5A\*-G, against a backdrop of significant improvements over the last 2 years for this indicator.
- A significant reduction in the percentage of LAC missing 25 days or more of schooling in the year.
- A significant increase in the percentage of LAC sitting GCSE/GNVQ exams.
- The percentage of LAC permanently excluded remaining as in 2005-6, following a significant improvement since 2004-5
- A reduction in the average time taken for LAC to access a full time school place from over 12 weeks in 2005-6 to just over 7 weeks in 2006-7.

#### **Minority Communities Achievement Service**

Illustrative examples of service Achievements in 2007/8 include:-

- Evaluation of EMAG Cluster Provision 2005 - 2008 was completed in January 2007, identifying outcomes, effective practice and areas for future development.
- Professional Development Network for Specialist Staff engaged in Minority Ethnic and Bilingual Achievement at county level and established in some localities.
- Excellence and Enjoyment: Raising achievement of bilingual learners (Primary National Strategy). Training modules developed in the context of Kent and disseminated through EMAG Cluster staff.
- Gravesham Roma Project and other locality projects focused on EU Accession State Migrants. Improved information sharing between agencies, more responsive services and improved access to education.
- Anti-Bullying Strategy: Bullying Around Racism, Religion and Belief: Development of training modules to prevent and improve management of racial incidents.
- Kushti Atchin Tan: development of KS3 curriculum resource involving English Heritage and Gypsy Traveller young people focusing on raising achievement and participation of young people.
- Reduction in Children Missing Education through Children Missing Education Protocol and Fair Access Protocol.
- Key Stage outcomes – most children of minority ethnic heritage are attaining in line with or above the LA average with the exception of Gypsy/Roma, Travellers of Irish heritage, Turkish, white European, Bangladeshi and some groups of multiple heritage.

CFE DIRECTORATE  
2007/08 BUSINESS UNIT OPERATING PLAN OUTTURN MONITORING

Business Unit: **Finance and Corporate Services Divisions**

Contacts

Director: Keith Abbott

## Description of Core Activity (07/08 Business Plans)

### **Purpose:**

To deliver coherent, consistent and high quality support and services to all our customers, including Cabinet Members, Schools, Parents, University and College students, Unit Managers and Directorate staff.

### **Key Objectives:**

1. Support the raising of educational achievement by ensuring funding is allocated to support national and local initiatives, allowing schools to focus on their responsibilities in the knowledge that all strategic support functions are similarly focused.
2. Ensure sound financial planning, integrity and budgetary control in the Children, Families & Education Directorate. Prepare, co-ordinate and control both the budget and MTP processes for the Directorate, giving financial expertise and technical advice.
3. Support schools with a range of finance packages and "Pay as you use" services, tailored to meet schools' needs.
4. Make correct and timely assessments and payments, where necessary, to eligible students attending university. Administer the payment of Free Meals, Home to College Transport assistance and Post 16 Access Fund to school pupils and various charitable trusts.
5. Provide timely and strategic information and analysis to support key business needs of schools and officers. Ensure schools comply with statutory requirements to provide information.
6. Ensure excellent strategic financial management and control of the Directorate with a gross revenue spend of approximately £1.254 bn and £1.056 bn of Income.
7. Manage the overall Capital budget for all schools and other Directorate establishments, totalling £572m (rolling 2007/08, 2008/098 and 20098/10).
8. Set and monitor standards for people management, which meet minimum legal and contractual requirements and which foster a healthy organisation, reflecting our aspirations to be an exemplary employer.
9. Maximise the capacity and contribution of the Directorate's workforce to deliver customer focused, efficient services and continuously improve the Organisation's effectiveness, through effective resourcing and focused resourcing and development strategies.
10. Maintain, review and develop strategies for the recruitment of teachers, social workers and other key staff.
11. Support people management in schools by giving advice and guidance on legal requirements and by intervention, to ensure that the interests of the County Council are protected.
12. Provide expert advice and support in regard to teachers' pensions, ensuring that the County Council's statutory obligations are fulfilled.
13. Ensure that the interests of the Directorate and schools are taken into consideration in HR policies and practices developed for the County Council.
14. Manage and support the implementation of the wider Reward Strategy for all staff in the Directorate.
15. Support all HR issues in the development of the wider Children's Workforce in Kent and development of the Children's Trust.
16. Liaise with Schools Personnel Services, to include monitoring arrangements for Criminal Record Bureau checks and other matters relating to staff recruitment, as part of the Service Level Agreement.
17. Liaise with Internal Audit in matters relating to the Directorate and their associated risk.
18. Provide a contract management service on behalf of all trading units within the Directorate, which allows headteachers, bursars and governors to concentrate on the task of improving the teaching and learning that takes place in schools.
19. Underpin all of the above objectives by ensuring adherence to the principles of liP, Equal Opportunities, Learning and Development and Health and Safety, thereby achieving optimum levels of staff performance and high quality services.

Significant changes to 2007-8 budget ( not all reflected in approved budget )

Introduction by the DfES of Financial Management Standards in Schools (FMSiS)

Budget 2007-8

Finance and Corporate Services Division

		Net Total £'000s
<b>Net Finance and Corporate Services budget 2007/08</b>		<b>-944,981.2</b>
<b>Corporate Adjustments:</b>		
Cont	Kent Scheme Revision	530.0
P&D	Children's Workforce development training	384.0
P&D	Redundancies	174.4
<b>Transfers between other divisions:</b>		
P&D	Training and Development budget to other divisions	-124.6
Cont	Transfers to Children's Social Services	-1,293.5
Cont	Children Services Grant allocations to other divisions	-1,435.8
Cont	T2010 support parents to Policy Division	-400.0
Cont	Transfer to Resources Division	-650.0
Cont	Consultancy Income MTP target from Policy Division	-100.0
<b>Grant Adjustments:</b>		
	Standards Fund: Academies various grants	1,845.6
<b>Grant Income adjustments:</b>		
	Standards Fund income adjustments	-7,512.2
	DSG income adjustments	5,158.8
	LSC income adjustments	1,321.4
	School Standards Grant (incl. personalisation)	-13,476.8
	LAA adjustments	-278.0
	Sure Start income adjustments	-2,158.0
	Carers Grant	-391.0
	Drawdown of Schools reserves (DSG and Standards Fund)	-1,796.8
<b>Year end Adjustments:</b>		
	Sure Start	198.4
	Standards Fund RIA	6,721.5
<b>Other various minor adjustments</b>		-431.1
<b>Revised 2007/08 Finance and Corporate Services budget</b>		<b><u>-958,694.9</u></b>

Net cash limit change	£ 13,713.7
Reason For change: <i>Additional funding received from Corporate Finance in respect of professional training</i>	
Final Outturn	£ -960,768.9
Reason for underspend: (£-2,074.0)	
<ul style="list-style-type: none"> <li>• ORS contingency - additional sure start grant and mandatory awards income (£-2813k)</li> <li>• Personnel - overspends on CRB checks, pensions, redundancy and central staffing team less underspends on training and employee tribunals (£668k)</li> <li>• Other minor variances (£71k)</li> </ul>	

Activity

## 2. Key Performance Indicators

<b>National – BVPI/ PAF</b>			
<b>Not applicable</b>			
<b>Local Performance indicators</b>			
Indicator	Actual Performance 2006/07	Target 2007/08	Actual 2007/08
Issuing School Budgets before 31 <sup>st</sup> March	05/03/07	01/03/08	Yr 1 29/2/08 Yr 2/3 20/3/08
Review of performance if PI not achieved & action to rectify: <i>Budget process changed to multi-year budgets for schools – now issuing 3 year budgets to schools</i>			
Issue draft budgets to all Directorate managers	12/02/07	15/02/08	
Compliance Visits coverage	N/A	200	0
Review of performance if PI not achieved & action to rectify: <i>1. Database incomplete due to delays by Information Systems Group</i> <i>2. Overtaken by national requirements of FMSiS, which took priority, requiring a major reallocation of staffing resources</i>			
New Financial Standards in schools	100 secondary schools trained 37 external assessments completed	223 schools trained 148 external assessments 61 self assessments completed	223 schools trained, 162 external assessments and 48 self assessments completed
Review of performance if PI not achieved & action to rectify: <i>13 schools did not submit their self assessments</i>			
Accurate assessment of tuition fees and student loan entitlement (after 1998)	100%	100%	100%
Review of performance if PI not achieved & action to rectify: <i>Achieved in spite of forthcoming closure of Awards function and its removal and relocation to Glasgow and Darlington, to become the Student Loan Company</i>			
Number of Kent Schools purchasing contracts through Kent Services For Schools	99%	100%	100%
Number of Kent schools purchasing Finance contracts	94%	95%	93%
Review of performance if PI not achieved & action to rectify: <i>Drop due to school closure. Also amalgamations and federations in Kent have given those newly amalgamated and federated schools additional capacity, resulting in the termination of contracts.</i>			
No. of other schools purchasing Finance contracts	82%	85%	73%
Review of performance if PI not achieved & action to rectify: <i>Drop due to schools opting for alternative support arrangements in Medway</i>			

## 3. Project / Key Development / Key Actions (Business Plan 2007-8)

Number of Actions	22
Number completed / delivered	21
Number not completed	1
Reason for non-delivery: <i>The formula funding arrangements for special schools has been delayed by a year</i>	

4. Towards 2010

Not applicable

5. Feedback

Users
<p><b>Various consultation groups providing ongoing feedback</b> -Feedback is actioned and the results fed back in an ongoing process across the various task groups, including Schools Forum, Central Costs and Specific Grants Group, and Delegated Formula Funding Group</p> <p><b>Schools Local Finance Forums/ County Bursars groups</b> - Primary, Secondary and Special School local forums and bursar groups sharing best practice and discussing topical issues on an ongoing basis</p> <p><b>Schools Formula Consultation</b> - Major consultation exercise, involving fully interactive web based information and return (including full costings of individual proposals for the first time). Comprehensive briefings were carried out for headteachers, bursars and governors outlining the significant changes to schools budgets, which will form the basis of funding for the next 3 year period</p>
Surveys
<p><b>Private, Voluntary and Independent Early Years</b> - analysis of cost pressures - A directive from the DCSF in August 2007 resulted in the undertaking of a survey of all 740+ private, voluntary and independent providers, to analyse the costs of delivering free entitlement to 3 and 4 year olds. From this huge exercise, 447 returns were received and this formed the basis of the analysis of costs, which was presented to the Funding Forum in January 2008, prior to the 2008-11 budgets being set.</p>

6. Review of Performance and Achievements 2007/08

**Senior Leaders training** – training for senior leaders within schools on financial management, in association with the Secondary Transformation Team, with potential for formal accreditation of the course. 50+ senior managers attended and received a programme of financial management training.

**Purchase card rollout for Kent schools** - 400+ cards rolled out across the County

**Trade Fair** – promotion of a Trade Fair to market KCC services and those of other providers, helping schools become informed purchasers. Improved attendance on previous year, with Positive verbal feedback received from delegates

**Development of new Kent Services for Schools database** – anticipated live date April 2008  
Creation of an on-line ordering system, improving management information for schools and service providers

**Employment Equality** - raise the profile of employment equality in CFE by focusing on BVPI measures. Create a wide understanding by managers of action required to address BVPI measures – some progress has been made, but further action is required

**Implementation of Finance restructure** - ensuring smooth transition for Budget production and implementation. Improved service provision to all Directorate units and an improved structure for schools' budget preparation

**Schools Funding Forum** - significant improvements achieved in the support for Schools Forum, with representation, elections, and improved communication on ClusterWeb. Improved transparency and participation.

**Implementation of a Compliance programme for Directorate service units** -  
Compliance database created and tested. Clear, consistent and up to date guidance issued and regularly updated on Trust Web for Directorate budget managers.

**Financial Management Standards in Schools (FMSiS)** - programme implemented for all schools, with all secondary, middle and primary schools in tranches 1 and 2 given details and support to enable them to achieve the Standard

**Implementation of new approaches to support recruitment and retention of key staff** - applies especially to teachers and social workers. New initiatives implemented in consultation with managers and schools

**Student Awards** - continue to provide full range of assessments and payments to eligible students until March 2011, when the Local Authority officially ceases to be involved and the process is transferred to the Student Loans Company based in Glasgow and Darlington -a full and effective service provided in spite of future uncertainties, skilled staff leaving and their replacement with temporary, unskilled staff

CFE DIRECTORATE  
2007/08 BUSINESS UNIT OPERATING PLAN OUTTURN MONITORING

Business Unit: **Resources**

Contacts

Director: Grahame Ward

Support Officer: Ana Rowley

Description of Core Activity (07/08 Business Plans)

#### Purpose

To deliver consistently high quality, co-ordinated support services to all our customers to include Cabinet Members, schools and other units.

#### Key Objectives

##### **Support to Business**

- Provision of integrated business management support services to all CFE officers based in our major offices.
- Development and co-ordination of Directorate ICT strategy in support of CYPP, Secondary & Primary strategies.
- A comprehensive communication strategy across the multi-sector units of the new CFE.
- Compliance with the national e-government projects and management of both the Freedom of Information and Data Protection legislation.
- Support to schools and fulfilment of the County Council's statutory role in accordance with the relevant legislation with respect to:
  - a) School Meals
  - b) School Building Cleaning
  - c) Waste Collection

##### Infrastructure

- Manage and Deliver the Building Schools for the Future (BSF) programme and the build elements of the Academies programmes.
- Maintain the Education Asset Management Plan and the links with other Education plans having capital implications, specifically the School Organisation Plan.
- Maximise the amount of funding available for the maintenance, improvement and new building of the school and Directorate estate to assist the improvement of standards of teaching and learning.
- Inform the work of the Property Group with appropriately briefed projects and programmes for subsequent delivery.
- Manage the implementation of the Special School Review

##### Safety of staff, pupils and the public

- Implementing children's e-safety strategy for the Directorate.
- Provide competent health and safety advice to the Directorate, as required under Regulation 7 of the Management of Health and Safety at Work Regulations 1999.
- Ensure that the Local Authority complies with its legal responsibilities and manages its responsibilities under health and safety law (Health and Safety Acts 1974) including the law that relates to educational visits and promote safe practice on all educational visits.
- Record, monitor and/or approve all educational visits that include adventurous activities and/or residential element and any visit that takes groups out of the country.
- Support all establishments with delivering safe learning experiences outside the classroom.

#### Budget 2007-8

##### 1. Budget 2007/08

##### Resources Services Division

Net Total  
£'000s  
**13,915.8**

##### **Net Resources budget 2007/08**

##### **Corporate Adjustments:**

ICT Broadband project roll over request 748.0

##### **Transfers between other divisions:**

CS	T2010 Healthy eating target to Policy Division	-150.0
SM	Occupational Health budget from Finance and Corporate Services	200.0
	BSF/Academies/PFI team budget from Finance and Corporate Services Division	450.0
<b>Grant Adjustments:</b>		
	Additional Standards Fund	3,565.7
<b>Year end Adjustments:</b>		
	Standards Fund RIA	-5,029.6
	Other various minor adjustments	-10.8
<b>Revised 2007/08 Resources budget</b>		<b>13,689.1</b>

Final Outturn	£ 15,127.9
Reason for overspend of £1,438.8	
<b>Capital Strategy:</b> Overspend on tree safety work, moving of mobiles and revenue building maintenance (£1745.6)	
<b>BSF:</b> Overspend on asbestos work in PFI schools, staffing, consultants and specialist fees (£672.1)	
<b>Business Management:</b> Underspends from a reduction in facilities charges from Adult Services, fewer additional office moves costs (£-131.2)	
<b>ICT:</b> Underspend on the base element of the ICT Technologies project (£-814.5)	
Strategic Management	
Underspend due to income for the Children's Health Unit (£-64.4)	
<b>Other minor variances</b> (£31.2)	

Activity			
2. Key Performance Indicators			
Local Performance Indicators			
Indicator	Actual Performance 2006/07	Target 2007/08	Actual 2007/08
Number of enquiries and responses through Health & Safety unit	20142	18400	25634
Number of schools and teams visited for H&S intervention e.g. accident investigation, inspection, audit, issues of concern, help and guidance	70	120	241
Number of health and welfare assessments carried out on staff, to reduce risks of ill –health, injury and absence e.g. DSE, ergonomic, stress, disability	32	34	37
Number of Improvement and/or Prohibition notices issued by HSE.	0	0	0
Primary Schools working towards e-confidence (Becta ICT Mark)	8%	25%	48%
Primary Schools with ICT Mark	3%	15%	3.5%
Secondary Schools working towards e-confidence (Becta ICT Mark)	5%	30%	48%
Secondary Schools with ICT Mark	2%	15%	4%

Local Performance Indicators			
Indicator	Actual Performance 2006/07	Target 2007/08	Actual 2007/08
<p>Review of performance if PI not achieved &amp; action to rectify:  Our only means of persuading schools to be assessed for the ICT Mark is constant reinforcement of the advantages. For most schools, achieving the ICT Mark is extremely challenging, as it requires a whole school approach and an assessment visit. Original Becta plans linked the ICT Mark to the statutory OFSTED Self Evaluation Framework and on that basis more schools would have taken it up it. The de-coupling of the two has led to very poor take-up, and this has been recognised by the Becta board. ASK have decided to offer free assessments to try and encourage schools to participate. The registrations at 48% are good however and indicate that schools are taking it seriously. The conversion of this to ICT Marks assessments is a big step. Many schools are daunted by the requirements necessary to pass the assessment.</p>			
Number of premises development visits	125	167	178

3. Project / Key Development / Key Actions (Business Plan 2007-8)

Number of Actions	31
Number completed / delivered	31

4. Towards 2010

Activity		Status*
Contributor		
T2010 Target 51	Encourage healthy eating by providing nutritious lunches through the 'healthy schools' programme and launch a range of community based healthy eating projects	On course

\*As at April 28 half year monitoring

5. Feedback

Surveys
A survey of all secondary schools and a representative sample of Primary schools is currently being undertaken around school meals and compliance with the Government Food and Nutrients standards. Findings will be published in the Spring 2008

5. Review of Performance and Achievement 2007/08

## **Communications and Information Governance**

- The kent.gov public web site has enjoyed a rise in traffic throughout the year with January 08 figures for the month topping 2 million pages accessed.
- Clusterweb is on target to realise 2.2 million pages accessed in this academic year. E-bulletin items sent out numbered just over 700 so far this year as at February

## **Outdoor Education Unit**

- A new bespoke on line Visit Notification and Approval system for outdoor education was launched to our 600+ schools.
- The increase in the number of visits that required local Authority approval was approximately 2%, a much lower figure than in the previous year but in keeping with projections. The number of staff requiring training as Educational Visit Co-ordinators increased by 12%.
- The number of Providers (Companies/ organisations that schools/youth groups use) that required vetting also continued to increase. This aspect of our service continues to be a very successful service and has prevented a number of schools from contracting with and making significant payments to a provider that does not meet LA requirements.

## **BSF**

- The Kent BSF Programme is the largest in the national programme, with an anticipated overall national capital value of £1.8bn. The aim of the Kent BSF Programme is to deliver transformational virtual and physical learning environments, in line with Kent's Secondary Strategy, and via the deep engagement of schools, their communities and other professionals in the design and delivery processes.
- Kent is the first wave 3 authority to successfully complete a BSF procurement having completed the competitive dialogue process in 15 months – considerably faster than any other authority to date.
- All school designs have been 'signed off' by schools, CABE, PfS, DCSF and their stakeholders.
- Kent's own design work has been recognised as an example of best practice by PfS and the "Kent Template for a school of the Future" is in heavy demand from other Local Authorities.

## **PFI**

- Funded by £82 million from the Government's Private Finance Initiative (PFI), the Kent Grouped Schools PFI Project has rebuilt and/or refurbished the buildings of six Kent secondary schools to date across the County and provide ongoing facilities management services for a 25 year contract term.

The six schools in the scheme include;

- **Ellington School For Girls, Ramsgate**

Ellington School is a 100% new build scheme and was handed over and commissioned in a single Phase in May 2007.

- **The North School, Ashford**

The North School is 43% new build and 57 % refurbishment scheme. Phase one was commissioned and handed over in February 2007 with phase two in January 2008. External works are ongoing which include the provision of an All Weather Pitch. Completion of the final phase is anticipated for September 2008.

- **The Malling School, East Malling**

The Malling School is a 91% new build and 9% refurbishment scheme. Phase one was commissioned and handed over in July 2007. External works are anticipated to be completed by the end of March 2008.

- **Hugh Christie School, Tonbridge**

The Hugh Christie School is 100% new build scheme. Phase one was commissioned

and handed over in October 2006 with phase two in August 2007. External works are ongoing which include the provision of an All Weather Pitch. Completion of the final phase is anticipated for September 2008.

- **Aylesford Sports College, Aylesford**

Aylesford Sports College is 87% new build and 13% refurbishment scheme. Phase one was commissioned and handed over in July 2007. External works are anticipated to be completed by Mid April 2008.

- **Holmesdale Technology College, Snodland**

Holmesdale Technology College is 88% new build and 12% refurbishment scheme. Phase one was commissioned and handed over in November 2006 with phase two in August 2007. External works are anticipated to be completed in March 2008.

### **Communications and Information Governance**

- Clusterweb was re-launched with a new house style & branding during 2007 and a Google search application implemented on the site as a result of customer feedback. Site resilience was improved by purchasing our own servers and planning for systems backup and business continuity. Work began on a secure server (secure Clusterweb) to cater for the increasing confidentiality of work between education, children's social services, health and other partners as CFE works towards the ECM agenda. A continuous professional development package is being implemented with L&D and CFE colleagues who work with CPD for the wider children's workforce strategy.

### **Client Services**

- Client Services have worked closely with the 5 catering contractors to develop a "Best Practice" approach to improving school meal uptake. A number of interventions have been developed and these have been integrated into the Towards 2010 pilot. The interventions will be introduced to 20 schools 10 of which 'Healthy Schools' will be formally evaluating using an external company. Following the evaluation at the end of the interventions it is expected that Client Services will be able to develop key areas within the school meals provision that will have a positive outcome on the uptake of both Free and Paid Meals.
- Overall meal uptake is continuously increasing with one contractor showing an increase of 15% on the previous year.
- The cleaning contract specification has been rewritten to offer a service that is more compatible with the private sector yet allows schools the opportunity to customise the service that they receive from their supplier to suit their own specific needs. The tendering process has attracted a range of contractors including small local business, in accordance with Kent's policy, all of which are able to provide the school building cleaning service.

### **Business Management**

- Successful relocation of staff within headquarters office sites. This is part of an ongoing and phased project designed to achieve the rationalisation of office space across the county, modernising working patterns with appropriate Personnel and IT support.

### **Health and Safety**

- Accident reporting quality improved following an intensive programme of training school staff on site; Children's Social Services teams are now included in this training.
- HSU staff undertook a number of accident investigations on the part of the HSE: this is a further development of the partnership working arrangement
- All Health and Safety Advisors completed more than 10 days of CPD activities, covering a wide range of topics and methods, to further develop their professional skills.
- Working with Kent Commercial Services a cost benefit analysis was undertaken to review and implement the transfer of the County schools' courier service.

## Digital Curriculum

- A successful Kent ICT conference focussing on transformational ICT was held in July 2007, attended by keynote speaker Stephen Heppell and over 400 Kent Headteachers.
- Digital Curriculum provided lead ICT consultancy in the procurement of Kent BSF Wave 3.
- Kent has organised several successful, oversubscribed and high profile events in partnership with Police and national agencies such as Child Exploitation and Online Protection agency (CEOP), and the Kent e-safety officer received their national 'Children's Champion Award'.
- Most Secondary schools have participated in 'Think U Know' e-safety training. Kent is viewed as a national lead in e-safety. There is evidence that Kent has substantially improved children and young people's awareness of e-safety. The target for 50% of secondary schools having an e-safety representative has been exceeded.

## CFE DIRECTORATE 2007/08 BUSINESS UNIT OPERATING PLAN OUTTURN MONITORING

### Business Unit: **School Organisation (Operations)**

#### Contacts

Director: Ian Craig

Support Officer: Ella Hughes

#### Description of Core Activity (07/08 Business Plans)

**Mission Statement: *To ensure the effective day to day organisation and operation of universal school and pre-school provision in line with statutory requirements.***

CFE's Operation's Division has responsibilities under the following main headings:

- General Operations
- School Organisation
- Admissions & Transport
- Early Years and Childcare
- 14-24 Innovation
- School Governance
- Cluster Management and co-ordination: although this unit operates within the Operations Division structure, it has its own business plan.

#### **Key Objectives:**

- To provide sufficient educational places for approximately 250,000 children in 610 schools and 740 early education settings.
- Keeping schools open for 190 days each year and transporting approximately 22,000 children to and from school on each of those days.
- Ongoing review of school provision to ensure the availability of sufficient school places in liaison with District councils, Diocesan authorities, the Learning & Skills Council, and in consultation with headteachers, governing bodies and local communities.
- Co-ordinate admissions to all schools and provide support for parents and schools. Oversee secondary selection procedure, assess eligibility for home to school transport and service the appeal process.
- Provide main link between the Local Authority and the Office of the Schools Adjudicator and with the DCSF on school operations, organisation, admissions and governance issues.
- Support the management and leadership of schools through support and advice for governors and headteachers and develop collaborative working relationships between schools.
- Provide the local point of contact for emergency planning, security, health & safety advice and, in conjunction with KCC's Press Office, media links.
- Provide information for parents on local education issues through regular contact with DCSF and Cluster Boards.

- Develop District networking e.g. through the work of community safety and local strategic partnerships.
- Work in partnership with schools, Cluster Boards and local agencies to encourage optimal use of school premises and other community facilities by local communities.
- Ensure the operational development and sustainability of:
  - Early education for 3 and 4 year olds
  - Childcare for children aged 0 – 14
  - Children’s Centres, delivering early education and childcare, alongside health and family support services for young children and their families
  - The provision of information about the above range of services, principally through the Children’s Information Service (CIS)
- As part of the National Skills Strategy, continue to develop vocational education in Kent schools and centres of vocational education for 14-19 year olds in partnership with the Learning & Skills Council and the local office of the Communities and Local Government Department.
- Ensure that Clusters operate effectively and efficiently and support them in becoming Local Children’s Services Partnerships
- Be the local point of contact for MPs, County & District Council Members and the media.

Budget 2007-8

**1. Budget 2007-8**

Operations Division

		Net Total £'000s
<b>Net Operations budget 2007/08</b>		<b>36,541.7</b>
<b>Transfers between other divisions:</b>		
SO	Extended Schools to Policy Division	-2,795.4
SO	Early years T&Q to Standards & Achievement Division	-233.0
14-24	14-24 unit from Policy Division (inc. T2010 funding)	535.0
14-24	Standards Fund: 14-19 Flexible funding from Standards and Achievement Division	159.7
Eys	Child Development Officers to Clusters	-794.9
<b>Grant Adjustments:</b>		
SO	Standards Fund adjustments	221.0
Eys	Sure Start Children centres adjustments	1,750.3
<b>Year end Adjustments:</b>		
Eys	Reallocation of Sure Start to other divisions	-1,520.5
SO	Standards Fund RIA: Choice advisors	-264.8
	Other various minor adjustments	-29.2
<b>Revised 2007/08 Operations budget</b>		<b><u><u>33,569.9</u></u></b>

Final Outturn	£ 33,446.3
Reason for underspend of (£-123.6) 14-24 unit - increase in grant income (£-11.8)	
School Organisation - underspend due to staff vacancies (£-55.3)	
Home to School Transport - fewer than expected numbers of children travelling (£-51.9)	
Other minor variances (£-4.6)	

Activity			
2. Performance Indicators			
Local Performance indicators			
Indicator	Actual Performance 2006/07	Target 2007/08	Actual 2007/08
<b>School Organisation</b>			
• % surplus places in primary schools	11.33%	10%	9.05%
• % surplus places in secondary schools	7.93%	5.94%	6.62%
• No. of primary schools with 25% surplus capacity	78	50	65
Review of performance if PI not achieved & action to rectify:			
• % surplus places in secondary schools. The target has been revised for the 08/09 business plan to 7%			
<b>School Governance</b>			
• No. of governing bodies with over 25% vacancy rate	80	40	68
• No. of governors from an ethnic minority background	2.4%	3%	2.8%
• No of governor vacancies	1300	1100	1200
<b>Admission &amp; Transport</b>			
• % of children offered a place at a secondary school named on the CAF	95%	100%	94%
• % of children receiving first preference school place at Year R	94%	95%	91.3%
• % of children receiving first preference school place at Year 3	98.8%	97.6%	98%
• No. of admissions appeals taking place	1900	650	1807
Review of performance if PI not achieved & action to rectify:			
<b>All indicators have been affected by changes to legislation and changes to codes of practice</b>			
• % of children offered a place at a secondary school named on the CAF. The target for 08/09 is 97%			
• % of children receiving first preference school place at Year R. The target for 08/09 is 95%			
• No. of admissions appeals taking place. The target for 08/09 is 1750.			
<b>Early Years- LAA</b>			
• %age children with six+ points for PSED in Foundation Stage Profile (excluding Swale, Dover & Gravesham Surestart)	81.2%	81.3%	N/A.
• %age children with six+ points for CLL in Foundation Stage Profile (excluding Swale, Dover & Gravesham Surestart)	64.9%	67%	N/A
• Sure Start LP Migrated to Children's Centre	7	8	9
• Children's Centres with full core offer	19	18	70

Local Performance indicators			
Indicator	Actual Performance 2006/07	Target 2007/08	Actual 2007/08
<b>School Organisation</b>			
• % surplus places in primary schools	11.33%	10%	9.05%
• % surplus places in secondary schools	7.93%	5.94%	6.62%
• No. of primary schools with 25% surplus capacity	78	50	65
<b>Early Years – LAA</b>			
• Take up of early education (CYPP Priority 10, LAA Outcome 1)	90%	N/A	91%
• Number of Children’s Centres (CYPP Priority 10, LAA Outcome 1)	17	N/A	71
• Job Centre Plus in all Children’s Centres (CYPP Priority 19)	17	N/A	22
• Extending childcare provision (CYPP Priority 19)	440 provisions, 5400 places	N/A	398 provisions, 4176 places
Review of performance if PI not achieved & action to rectify: These new targets were included in the 08/09 business plan therefore targets were not recorded for 07/08.			

### 3. Project / Key Development / Key Actions (Business Plan 2007-8)

Number of Actions	24
Number completed / delivered	24

### 4. Towards 2010

Activity		Status*
Lead		
Towards 2010 Target 16	Preparing for employment: Expand our pioneering 14-16 vocational programme to over 4,000 students, offering real choice in a diverse and stimulating curriculum tailored to the needs of students and relevant to the real world.	On Course
Towards 2010 Target 31	Pilot staggered school hours to relieve rush hour congestion	On course
Towards 2010 Target 16	To increase the number of young people who have the skills and vocational qualifications for work	On Course

\*As at April 28 half year monitoring

### 5. Feedback

Users
<p><b>School organisation proposals</b> - A number of public consultations took place ranging from proposals such as school enlargements, amalgamations, re-locations, new builds, change of age range, change of designation, Academy proposals and Trust status proposals. As part of this process, public meetings, on-line and traditional paper-based surveys and scrutiny by Members, principally through the School Organisation Advisory Board took place.</p> <p><b>Sheppey Review</b> - Full consultations, including public meetings were and are still being held across the Island to inform the decision-making process relating to how the new two-tier structure would look. Individual proposals on each of the first, middle and primary schools were announced as a result.</p>

**Children's Centres** - Both the location and shape of services to be delivered within Children's Centres is carried out as part of an agreed process and in full consultation with all relevant partners both locally and within KCC (e.g. Communities and E&R Directorates).

**Home to School Transport Booklet** - 2,458 parents applied for transport. 151 parents chose to voluntarily return a completed satisfaction survey. Of the 151 responses, 95% considered that the booklet was either clear or very clear.

**Secondary Transfer 2008** - A random sample of two Common Application Forms from every primary school in Kent were taken to give a clear spread of feedback from across the entire county. 98.5% of respondents felt that the information and procedures were either clear or very clear.

**On-line School Applications** - During 2007, the A&T Unit developed a new improved on-line application facility for parents. An earlier version introduced in 2006, had received mixed reviews which focused attention to making the e-process more user-friendly. The feedback for 2007 was excellent; 99% of feedback describing the process as clear or very clear.

**School Governance** - The School Governance Unit consults regularly with the Kent Governors' Association (KGA) through a series of regular meetings held throughout the year. The KGA is recognised by the LA as the communication and consultation mechanism for engaging with school governors.

**Governor Recruitment and Retention Group (GRRSG)** - This group has been set up to provide a forum for the development and evaluation of governor recruitment materials and campaigns. The group consists of representatives from the KGA, ethnic minority interest groups and a variety of governing bodies.

**Children's Information Service (CIS)** - Every person calling in to the CIS is given the opportunity to feedback on the service they received, in addition to feedback cards being included with information mailed out. Feedback is used on an ongoing basis to inform and shape the service on offer. Additionally this year, the CIS was subject to the DCSFs "Mystery Shopper" exercise, with the following results:

- The overall performance for Kent CIS was 71% - the national average 62%
- Call Handling was 70% - the national average 69%
- Response to Scenarios was 72% - the national average was 56%.

#### Surveys

- Feb to March 08. Sheppey Review. Ten public meetings to review the decision to change Sheppey from a three-tier schooling system to two-tier.
- Nov 07. Academic Educational 14-16 programme survey for vocational learners, parents and teachers in Thanet and Gravesham. To establish the impact on learners progression routes and employability skills.
- Jan 08. Learner Voice survey, to measure the satisfaction of learners on 14-16 programme along with views of learners on IAG and careers guidance.

## 6. Review of Performance and Achievements 2007-8

- During the past year the remaining Primary Strategy proposals were decided. Out of a total 34 proposals involving 52 schools, 21 proposals were agreed (16 amalgamations, 5 closures) and 13 (11 closures, 2 amalgamations) were halted after considering views put forward through public consultation. This will result in a reduction of 2,928 surplus places by September 2008 once all of the above proposals have been implemented.
- Robust planning and action in the secondary phase has also meant a decline in the number of surplus places - this will continue over the next year due to the implementation of Building Schools for the Future programme

- The surplus place return to the DCSF shows a reduction in the number of schools with 25% or more surplus places. Kent's Primary Strategy is being held up as amongst the best practice nationally with Kent case studies published on Teachernet. The Director of Operations has now been asked to join a joint DCSF/Audit Commission working group to produce national guidelines for secondary.
- The Freedom Pass pilots have been a tremendous success last year which has led to the decision of full county roll-out by 2009. The Operations Division has worked closely with E&R to achieve this.
- The Staggered Hours target has been more challenging and we await the evaluation of the Hugh Christie Technology College pilot. Over the next year, the Operations Division will be actively promoting the benefits of staggering school hours and will work in partnership with the Extended Schools team to make schools at the heart of their communities. Currently over 200 Kent schools stagger significantly the start and end times to their days
- The School Governance Unit delivered Year 3 of the Recruitment and Retention Strategy with a target of 16% overall governor vacancies and 3% BME governors. Numbers at end of January 2008 are 13.9% vacancy rate and 2.8% BME.
- In October 2007, the School Governance Unit introduced a new communication service for governors called Governormail. The Unit has a target of 70% of governors signed up to the service by April 2008
- Increased the use of the Clerking Agency from 35 schools to 75 schools and on target to achieve 80% self funding by 1 April 2008.
- Developed new structural models of school governance, supporting documentation and training programme.
- It is recognised that Kent is way ahead of many other local authorities in its vision, commitment and political support of the delivery of an improved and modern 14-24 service.
- Great progress has been made already in Kent to develop an extensive range of 14-16 vocational programmes across a large number of schools. There has been significant success in engaging many young people on new and exciting professional skills and training pathways.
- 60 Kent Secondary and Specialist schools are currently working on the collaborative delivery of the 14-16 vocational programmes.
- Sector based Masterclasses for 300 hundred learners have been held throughout the County in different specialist subjects for learners. These include a weekend with the Royal Ballet (Creative and Media); cooking with staff from Fifteen Events (Hospitality and Catering); and a day's go-karting at Buckmore Park (Motor Vehicle maintenance). Workshops for tutors are also being held. 1,000 young people have attended employer led Masterclasses giving learners an insight into the world of work and employment.
- 6 networks of specialist tutors are meeting on a rolling programme to discuss new trends in various subjects e.g. Land Based, Engineering, as part of the Curriculum Programme Development.
- 91 Young Apprentices (14-16) are on the 2007 programme. The 14-24 Unit were successful in bidding to the LSC for this funding. This programme will be doubled by September 2008.
- 10% of secondary schools have undertaken or are in the process of Information, Advice and Guidance Health Checks.
- The 14-24 Innovation Unit Board has agreed to submit bids for two National Skills Academies in Construction and Nuclear Industries.
- 72 Children's Centre sites agreed, in consultation with local multi-agency planning groups and local county council members. Round 2 building programme on course to deliver within agreed DCSF timescales (i.e. late ones have approval to slip). All Round 1 centres are now designated and have also achieved Full Core Offer Status. On target to designate 51 out of 52 Round 2 centres by 31.3.08.
- Early education take up by three year olds has been monitored termly to ensure the LAA target continues to be met. The target has continued to be met if not exceeded. The final

Autumn 2006 figure was 90%. Spring 2007 was 88%.

- During 2007 the grand funding for Choice Advisors has allowed for the service to be reviewed developed and better targeted to meet the needs of the those groups it was introduced to serve. Through innovative workshops and partnership working with various agencies training has been delivered to a range of officers so that parents from groups who have not traditionally engaged have been empowered to make their school preferences in an informed way.
- In addition to the choice advice service the In Year Fair Access Protocol has been rolled out across Kent through a number of agencies and although too soon to have accurate comparative data, we are aware that the time taken to secure school placements has reduced significantly.
- The Admissions and Transport team has closed down two former access databases that carried pupil information and instead adopted the use of Impulse. This significant development now allows for colleagues in a range of child agencies across the directorate to look at a core database giving up to date information including latest actions taken and the lead officer involved. This has improved the service for children, parents, and officers and will allow for effective and consistent monitoring of children's education welfare.
- The unit has made great strides in developing improved services on line – the introduction of on-line consulting for school admissions arrangements have saved several thousands of sheets of paper being sent out, and indeed improved the speed and accuracy of arrangements uploaded on behalf of schools.
- The new improved on-line applications for school admissions have also been a success with over 20% of the cohort now using this facility. This saved 3 days of inputting usually carried out by temporary staff.
- The admissions and transport unit has undertaken extensive work to try to deliver a scheme with testing before preference. This is described as good practice within the schools admissions code but poses significant logistical problems for Kent. In order to achieve this a scheme has been designed that moves testing back from January to September and this has proved divisive for a number of schools, many of which prefer to keep the existing arrangements.
- The Operations Division produced the Kent Secondary Strategic Plan 2007-17. It was produced by Officers to inform and assist KCC in its decision making for planning secondary school places over the next ten years. The report, which can be found on both internal and external websites, details available secondary places for Years 7-11 by individual school, and forecast need for each district. Where possible, plans and ideas for the reduction or increase in places to match that forecast need are outlined. Some projects will be in progress, some will be at the feasibility stage and some will represent possibilities for future discussion. The Plan has taken into account the Building Schools for the Future planning that is moving forward in Gravesham and later in Thanet and Swale.
- Six Academies opened in the County in September 2007 bringing the total operational academies to seven. One more academy is currently undergoing a feasibility study.
- In April 2007 the School's Minister, Lord Adonis commissioned an independent review of the site options for the Sheppey Academy. The review was led by Maurice Smith, formerly Her Majesty's Chief Inspector for Schools. The outcome of this review published in July 07 recommended a two site option located on the Minster College and Cheyne Middle School sites.

**Admissions & Transport:** In any thorough assessment of a service, there should be comparison of service performance against those of other councils. Kent County Council has the largest and most complex admissions arrangements in the country.

Consequently there are no authorities similar in size and complexity to Kent that would allow for meaningful comparative benchmark data. As an authority we share preference data with our neighbours but there are so many external factors that this cannot be used as a benchmark.

The only authority that has a similar sized cohort is Birmingham however the few grammar

schools in Birmingham set their own testing arrangements whereas the Kent test is used for all schools and we successfully administer over 10,000 tests.

CFE DIRECTORATE  
2007/08 BUSINESS UNIT OPERATING PLAN OUTTURN MONITORING

Business Unit: **Strategy Policy and Performance**

Contacts

Director: Marilyn Hodges

Support Officer: Caroline Jones

Description of Core Activity (07/08 Business Plans)

The overarching key purpose of the division is to lead on strategy, policy and performance for the Children, Families and Education Directorate (CFE) in order to provide improved outcomes for children, young people and families.

The key functions of the Strategy, Policy and Performance Division are to:

- lead the development of policy for the CFE Directorate in response to the Every Child Matters Agenda;
- lead and co-ordinate development of new strategy including Children's Trust arrangements;
- provide advice and support to members and officers on strategy, policy and service developments which arise from legislation, government and/or local initiatives;
- provide specialist programme management support;
- lead on the development of the Kent Academies programme;
- direct an integrated planning and performance management framework for children's services including business planning, risk management and performance; leading on external scrutiny processes such as JAR and APA;
- develop and support multi – agency arrangements to deliver outcomes from Every Child Matters, in particular to ensure the activities across the directorate and those of partners are complementary and consistent;
- make optimum use of management information, research and public consultation to support the policy and planning process;
- provide arms length regulatory functions for social services lead professionals;
- develop and support continuous service improvement across the CFE Directorate;
- provide a democratic support service for Cabinet and Scrutiny and Policy Overview Committee;
- contribute to national and international debate on raising standards and promote Kent's profile through sharing best practice; provide support in the development of the global dimension across the CFE Directorate to prepare young people for life in a global society;
- lead on the workforce development across CFE, on the specialist area of Children's Social Services and on developing an inter-agency cross sector strategy to address combined workforce issues to support the Children and Young People's Plan (CYPP); and
- ensure a coherent approach to engaging children and young people and other service users.

For 2007/08, the Strategy, Policy and Performance Unit is committed to the following core objectives:

- Establish Children's Trusts to deliver improved outcomes for children and young people (C&YP) and set up commissioning arrangements as models for devolved decision making to meet local needs in partnership with services for children.
- Further develop the involvement of C&YP in determining priorities and reviewing

performance (including ensuring the results of the Kent pupil survey impact on the decision making process).

- Lead preparation for the Joint Area Review (JAR) and ensure that it is used as an opportunity to improve outcomes for C&YP.
- Ensure that child protection is given a high priority through the work of the Safeguarding Board.
- Support Children's Social Services division in developing and implementing quality assurance practices in relation to the core priorities of protecting children, keeping families together, reducing the number of Looked After Children (LAC), improving outcomes for LACs and supporting vulnerable children and children in need.
- Lead on providing advice on the 'corporate parenting' role and associated responsibilities for schools with respect to LAC.
- Improve the quality of early years and extended schools provision through the development of an early years strategy and delegated conditions.
- Formulate and take forward policy to make a positive impact on young people's health including reducing damaging effects of drugs, smoking, alcohol and early or unprotected sex.
- Improve co-ordination and quality of services to support 14 to 19 year olds through local partnership arrangements, the extension of vocational options (diplomas) and improved information, advice and guidance, to ensure that young people are prepared for the world of work.
- Develop the Secondary Strategy Stage 3 including facilitating more school federations and other collaborative structures to benefit all schools across Kent.
- Continue to develop the Kent Academies programme as part of Kent-wide collaborative arrangements
- Ensure that participation in international activities is extended to all client groups, including LAC and students in vocational education.
- Review the collection, management and use of data on C&YP in terms of structure and systems.
- Implement the Integrated Children's Service (ICS).
- Through Management Information, provide strategic information to support the key business needs of schools and the Local Authority and to ensure conformity with statutory requirements. Provide consultancy, training and other support to enable appropriate and effective use of information.
- Administer the Early Years funding to Providers.
- Support the Managing Director of CFE and organise events which underpin the strategic leadership of the Directorate e.g. Primary and Secondary Headteacher conferences, study tours, briefings etc.
- Complete and implement a review of the policy unit function to achieve the key functions and objectives listed above.

#### Significant changes to 2007-8 budget ( not all reflected in approved budget )

In 2007, teams within the Strategy, Policy and Performance (SPP) Division were reviewed and functions restructured to improve integration across the CFE Directorate and to support development of the Kent Children's Trust (KCT) and Local Children's Services Partnerships (LCSPs). This resulted in transfers between other divisions, as follows:

- Transfer of extended schools from Operations Division
- Children Safeguarding Service from Commissioning Division
- Children Services Grant allocations from Finance and Corporate Services Division
- 14-24 unit budgets to Operations Division (incl.T2010)
- Transfer of teams from other divisions to Management Information

#### Budget 2007-8

1. Budget 2007/8  
Strategy, Policy and Performance Division

	Net Total £'000s
<b>Net Strategy, Policy and Performance budget 2007/08</b>	<b>36,344.5</b>

**Corporate Adjustments:**

T2010 Public health campaign transferred to CED	-150.0
---	--------

**Transfers between other divisions:**

Transfer of Extended Schools from other divisions	3,393.4
Children Safeguarding Service from Commissioning Division	537.0
Children Services Grant allocations from Finance and Corporate Services Division	705.5
14-24 unit budgets to Operations Divisions (incl. T2010)	-535.0
Transfer of teams from other divisions to Management Information	109.2

**Grant Adjustments:**

Additional Standards Funds	256.5
----------------------------	-------

**Year end Adjustments:**

Transfer of nursery payments DSG underspend to Schools	-1,066.7
Standards Fund RIA	-222.0

Other various minor adjustments	94.7
---------------------------------	------

<b>Revised 2007/08 Strategy, Policy and Performance budget</b>	<b>39,467.1</b>
--	-----------------

Final Outturn	£ 39,626.0
Reason for overspend: (£158.9) Policy and Service Development - small underspends on several headings plus additional income (£-130.7) International Development - overspend on Hardelet budget mainly due to staffing and overspend on Interreg project together with an under recovery of project income (£299.0) Small variances on other budgets (£-9.4)	
Implications for 2008-2011 MTP	

	Staffing FTE	PRESSURES £'000			Finance comments
		2009-10	2010-11	2011-12	
CRB Staffing	0.5	12	0	0	Base budget not enough
Legal fees – increase in demand – base budget		60	0	0	
Safeguarding		70	0	0	
Integration of ICT to support KCT/LCSP's		70	0	0	
Hardelet		80	0	0	
Additional payment to PVI providers to cover inflationary pressures, sustainability issues and EY foundation stage curriculum		400	0	0	

**Activity**

2. Key Performance Indicators

Local Performance indicators			
Indicator	Performance 2006/07	Target 2007/08	Actual 2007/08
Income generated through training and consultancy to schools	£32K	£50k*	£38k
Percentage of schools regularly sending CTF's to other schools as per DfES requirements	23%	25%	50%
The number of LAC statutory reviews that occurred within maximum timescales (PAF C68)	96.4	98	95.6
Number of schools taking part in pupil survey – nb: this target has now been revised to reflect 2010 monitoring.	N/A	N/A	N/A
a) number of schools taking part in the NFER survey	382	382	371
b) number of secondary schools and other educational establishments for age 11 to 19 taking part	98	98	85
c) Number of children and young people who took part		42 832	45 531
Number of assessed social work practice learning days per whole time equivalent social worker (CSS element)	18	20	20
Number of policy briefings and summaries entered onto Clusterweb for use in CFE	N/A	19	24
No. of 14-18 yr olds achieving part or full vocational Level 1 qualification	5395	6473*	6519
No. of 14-18 yr olds achieving part or full vocational Level 2 qualification	12,746	14,023*	8364
No. of 16-19 yr olds achieving Level 3 qualifications	8520	7503*	9646
Reduce the no of young people who are NEET	5.51%	5.03%	4.94%
Reduce the number of young people who are 'Not Known's'	5.20%	3.87%	3.50%

\*Final figures due March 08

### 3. Project / Key Development / Key Actions (Business Plan 2007-8)

Number of Actions	36
Number completed / delivered	29
Number not completed	7

Reason for non-delivery:

**Business Incubator Units:** The opening of the Marlowe innovation centre was estimated to take place in January 2008. Due to construction delays the centre will now open in August 2008.

**Secondary Strategy:** Research and consultation carried out during 07/08 revealed that the existing strategy does not require a revision. However, a decision has been taken to provide schools with an information pack on the implementation of the strategy to date and a set of leaflets which provide policy guidance for Headteachers on forthcoming key developments in secondary education and children's services. The purpose of the pack is to inform the development of strategy within Kent schools, to share good practice and to provide practical examples of how the current strategy has been implemented.

**Workforce Development:** New social work student placements were created but the placement agency was not established, as the timing was not right for this approach to be implemented. Alternative approaches have been pursued to manage placements.

**Customer care policy:** This is a work in progress - the complaints database has been established and is being used to log complaints but further work is required on the policy and procedures. The corporate complaints policy is currently being reviewed as part of the CPA action plan and this will impact on the CFE procedures.

**Interreg IV:** The bid to secure funding for the ongoing business development of the International Initiatives Unit will go ahead in autumn 2008.

**Transition** – Implementation delayed. The 2010 Transition Executive has developed multi-agency Transition Protocols that will ensure that there is a clear process as to what support young people will receive through transition and how the different services will interact. Implementation of the Protocols will start in September 2008 in Kent's Special Schools and will then be rolled out to mainstream schools. A formal launch conference will take place on 6th November 2008.

**Capita EMS Population Forecasting Module** - Installation delayed. Work has had to be postponed following the death of one officer working on this area and the secondment of another to work on JAR

#### 4. Towards 2010

Activity		Status*
Lead		
T2010 Target 13	Continue to offer and develop further multi-agency support to parents by helping them with the problems they and their children face in everyday life.	On Course
T2010 Target 14	Listen to young people's views and develop their ideas to improve education and life in Kent.	On Course
T2010 Target 51	Encourage healthy eating by providing nutritious lunches through the "healthy Schools" programme and launch a range of community-based healthy eating pilots	Done and ongoing

\*As at April 28 half year monitoring

#### 5. Feedback

Users
<p>In 2007/8 the Division conducted the following participation activities which have had an impact on outcomes for children and young people:</p> <ul style="list-style-type: none"> <li>• A second residential weekend for LAC took place in August 2007 to gather views on what should be included in a Kent Pledge. The young people who took part were instrumental in shaping the pledge and raising awareness of the challenges young people in care face, through the production of two DVDs which will be used to influence decision making and support staff training.</li> <li>• The results of the Viewpoint on-line questionnaire for LAC were summarised in a report which will be used to inform service development.</li> <li>• Consultation on the Delegated Conditions for Providers of Early Years Education has been extensive involving 740 private, voluntary and independent (PVI) providers of early years education in Kent. In response to feedback a 'legal minimum' version of the Delegated Conditions has been produced.</li> <li>• The Division carried out a widespread consultation to seek the views of stakeholders on KCC's draft strategy for early education and childcare. Responses will inform the progression of the strategy.</li> <li>• Kent's Learner Entitlement was produced following consultation with 161 young people aged 14-19 via a series of workshops, and feedback from schools, FE representative and work-based learning providers.</li> <li>• At the Kent County Show in Summer 2007, over 800 children and young people contributed their views on how they thought their neighbourhood or school could be improved. This data has been disseminated throughout the CFE Directorate.</li> </ul>
Surveys
<ul style="list-style-type: none"> <li>• The results of the NFER Pupil Survey of Children and Young People in Kent have been used to inform planning and service delivery including the review of the CYPP, the development of the Parent Support Strategy and progress on Towards 2010 targets</li> <li>• The Division worked with the Attendance and Behaviour Service to run, for the second time, the online pupil survey on experience of bullying. More than 6000 children and young</li> </ul>

people participated and the results will be analysed to inform the implementation of the Anti-Bullying Strategy and the review of Anti-Bullying Policy.

- An online survey was conducted in Kent schools to find out about pupils' experiences in relation to learning a musical instrument. Results will inform service improvements.
- In October 2007 a survey of all schools was commissioned to identify the number of young carers known, raise awareness of the needs of carers and give schools the opportunity to access support. The survey has enabled the targeting of additional support to 20 Kent schools.

#### External Evaluation

An independent inspection by OfSTED has graded services to children and young people in Kent as good with service management and capacity to improve rated as outstanding.

#### **The main strengths identified in the JAR report were:**

- Service management is outstanding overall with strong leadership across the partnership and clear political direction.
- There is a transformational agenda that drives the work of an enthusiastic and skilled multi disciplinary workforce.
- Capacity to improve is outstanding, there is an impressive track record of dealing with problems while maintaining good or better value for money.
- Multi agency child protection work is good, with well managed and in some instances innovative services.
- There is a demonstrable commitment to improving the life chances of Looked After Children, effective action means the majority live successfully in stable and excellent family placements.
- Strategic direction and multi agency working to support children and young people with learning difficulties and or disabilities is good.
- There is a strong strategy for 14 to 19 education and training, partners have successfully focused attention on vulnerable groups and have narrowed the gap in participation and attainment at ages 16 and 19.
- Services to reduce teenage conception rates and improve the sexual health of Children and Young People are adequate overall.

#### **The recommendations for Improvement are:**

- That the local partnership should ensure that all eligible young people in care have a pathway plan.
- Health partners should:
  - improve IT and data collection in regard to teenage conception and sexual health
  - avoid young people in need of in house mental health services being admitted to adult psychiatric wards
  - ensure there is sufficient and accessible specialist Child and Adolescent Mental Health Provision for Children and Young People with learning difficulties and/or disabilities.

In addition, this year's **Annual Performance Assessment (APA)** results were released on 26th November and Kent scored 3 (good) across the 5 ECM outcomes with a maximum 4 (excellent) for Service Management /Capacity to Improve.

## 6. Review of Performance and Summary of 2007/08 Achievement

The following is a summary of key achievements which have contributed to improved services and outcomes for children and young people, more detail is available in unit plans.

#### **Strategy and policy developments**

- Led successful preparations for the Joint Area Review and APA and produced the CFE Annual Report.
- Led the development of a Kent Pledge for LAC which exceeds the minimum

requirements set out in the Children and Young Person's Bill.

- Implemented a governance framework for KCT and a framework for integrated commissioning.
- Led preparations for the CFE Directorate to meet level 3 of the Equality Standard for Local Government and began work for level 4
- Developed guidelines for primary and special schools on producing their own Disability Equality Scheme
- Developed an online policy directory
- Revised procedures have been introduced for the handling of consultations
- The complaints database has been established and is being used to log complaints. Work continues on the policy and procedures.

### **Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Wellbeing**

- Analysed and disseminated the results of the NFER Pupil Survey of Children and Young People in Kent to inform service improvement.
- Implemented a Higher Education Compact in Swale with 120 students participating to improve their opportunities for progressing into higher education.
- Developed a Participation Framework for children and young people in Kent on behalf of KCT ensuring multi-agency partners engage young people in developing services.
- Produced Kent's Early Years Delegated Conditions and developed a draft strategy for early education and childcare.
- Delivered the TIPD programme which provided 95 Kent teachers with an international learning experience.
- Developed and implemented a young carer's strategic plan and commissioning strategy.
- The International Strategy for Children, Family and Education Directorate 2008 – 2012, which sets out the vision, aims and objectives that will underpin the Directorate's International work, together with an outline of the core activities that will constitute this work has been considered by SMT.
- MOSAIC deprivation data reports produced and results disseminated to heads of service.
- Increased Fischer Family Trust (FFT) data for Vulnerable pupils and additional reporting.
- Excellent progress on the implementation of schools B2B (business to business) process.
- Completed ICS implementation national requirements for further development. Will be on going.
- KCC policy on data quality has been agreed and implemented and contribution to data quality audit, external, which is reviewing KCC standards. Data quality review has also been undertaken with contact point manager
- CSS data quality plan completed, process to be extended to all MIU sections.
- Improved data and intelligence systems developed to support Children's Trust arrangements.

### **Stay Safe, Be Healthy**

- Implemented ICS and delivered a training programme to over 1000 users.
- Led improvements in anti-bullying policy and practice across the South East through work with the national Anti-Bullying Alliance and produced guidance that was distributed to all schools in England on integrating anti-bullying approaches into the curriculum.
- Created a comprehensive web based CSS Policy and Procedures Directory.
- Developed key strategies, policies and procedures including a PSHE strategy, guidance for working with young people who are sexually active, drug education and incident management policies for schools, CAF policy and guidance for practitioners, and procedures for regulating the safeguarding of children in private fostering arrangements.

### **Additional (not actions specified in 07/08 business plan):**

- Improved integration of data sets and established a streamlined management information function for the CFE Directorate following a comprehensive review of MI services.

- Led expansion of the Kent Academies programme with six new Academies opening in September 2007, taking the total number of academies to seven, and one proceeding to the feasibility stage.
- Created a funding mechanism to support the development of federations.
- Secured an invitation to bid for £10million from the European Social Fund as a result of leading a successful KCC wide expression of interest.
- Increased the number of schools providing the Core Offer of Extended Services from 74 to 183 through dedicated support.
- Four Kent schools achieved the first national Advanced status in the 'Quality Extended Service award'.
- Achieved the national Healthy Schools programme target almost one year in advance. 65% of Kent schools achieved Health School Status and 98% of schools are now participating in the programme.

By: Keith Abbott, Director – Finance and Corporate Services  
Grahame Ward, Director – Resources

To: Children, Families and Education Policy Overview Committee –  
19 September 2008

Subject: Children, Families and Education Budget Monitoring 2008/09

Classification: Unrestricted

---

FOR INFORMATION

---

## Introduction

1. This report is the first report to this Committee on the forecast outturn against budget for the Children Families and Education (CFE) Directorate for 2008/09. It also includes a detailed update on the position on school reserves as requested by Members.

## Quarterly Monitoring Report

2. Attached is the monitoring report for the first quarter for 2008/09. The main points to highlight are:

a) Revenue

- The Directorate is projecting a balanced budget of which Pages 7 and 8 of Annex 1 details the main under and overspends. This forecast excludes Asylum and assumes that the planned action will ensure that the forecast overspend can be offset
- £4.3m projected overspend in relation to support for unaccompanied asylum seeking children

b) Capital

- Detail on all the major projects are set out in the attached report. The causes of the forecast underspend are due to a number of project phasing issues and some under/overspends

## Schools

3. (1) Schools' revenue reserves increased by 7.2% to £67.6m and capital reserves increased by 32.9% to £17.0m (excluding closed schools) at the 2007-08 financial year end. In 2007, the DCSF consulted through the annual update on School Finance Regulations to introduce a retrospective 5% redistribution of schools' revenue reserves. In a statement at the end of October 2007 to Local Authorities, Jim Knight, Minister for Schools confirmed that whilst he would not be introducing this proposal in the current CSR period he would continue to monitor the overall level of surplus balances. If the levels

reported do not show a significant reduction then the DCSF will come forward with further action for the next CSR period.

(2) An analysis of the year end returns provided by schools in order to explain why they are holding reserves is summarised in the table below:

Table 1 – Analysis of 2007-08 revenue reserves

Purpose	Amount £'m
Uncommitted	28.1
Standards Fund	9.5
Building Project	8.8
Building Refurbishment	4.6
Fund holding/Cluster & private income	3.7
Staffing	2.7
ICT	2.5
Mergers/Amalgamations	1.9
Equipment	1.6
Falling Rolls (3YP)	1.5
Late allocations	1.4
Other	1.3
<b>TOTAL</b>	<b>67.6</b>

(3) We consulted the Schools' Funding Forum regarding the levels of school reserves and agreed with them that we will challenge those schools who have had consistently high levels of revenue reserves over the past 5 years. We identified the 60 schools with the largest reserves and required them to explain why they are holding reserves at these levels and made it clear that they may be subject to recovery of some of their accumulated balances. Meetings with 35 of these schools took place in early July. Any reserves recovered will need to be re-distributed amongst Kent schools' (as per DCSF regulations) and we will discuss this with the Schools Funding Forum at their 3 October meeting.

(4) The 35 schools that attended the meetings on 3 and 4 July discussed their level of reserves with one of 3 panels, all of which included representatives from the Schools Funding Forum, CFE Finance and ASK. In light of the panel views CFE Finance have now written to those schools advising them of the panel decision. In the case of 10 we have stated that we will claw back a total of £1.3m and for a further 8 up to £0.7m subject to production of further evidence. For those schools who are unhappy with the outcome there will be a Schools Funding Forum led appeals process that will take place in September.

(5) We have also written to the remaining 25 schools inviting them to similar meetings in September. This exercise has raised a number of issues that we and the Forum need to consider for the future:

- There is evidence that some schools have moved revenue into capital to avoid any possible clawback

- A number of schools are planning to use a large proportion of revenue reserves to fund capital projects with a medium/long term risk of moving into deficit
- A number of the Heads/Governors we met were surprised at the explicit link we made between standards and their budget reserves. This raised some significant concerns among Panel members
- The need to do more on training, especially with Primary head teachers and do more work to brief and train School Improvement Partners
- An emerging view that our Balance Control Mechanism may be too generous

(6) The first monitoring returns from schools for 2008/09 are due in October and we will update Members on the schools' latest forecast of reserves as soon as the information is available.

(7) The position on schools is complex and the reality is that we have a mixed position across our schools and simply cannot look at the overall level of reserves as an indication of the financial health of the schools:

- 143 schools are funded on the basis of the Minimum Funding Guarantee which only gives them a 2.1% per pupil increase in each of the next three years. This will not cover the costs of pay awards let alone help them to manage the inflationary pressures in respect of utility bills or other areas such as exam fees.
- There are 201 schools (35% of all schools) whose revenue reserves are less than £50k.
- There are 294 schools (51% of all schools) who have static or falling rolls.

(8) On the basis of the latest 3 Year Budget plans for schools it is clear that an increasing number are forecasting that they will move into a deficit position during the period 2008-11. Clearly we will be working with these schools but resolving their problems is likely to add pressure on our redundancy budget and, if the numbers are as high as we currently anticipate, then there will be significant pressure on the Finance and Personnel staff.

(9) We have now had 562 out of the 576 3 year plans that were due back at the end of May and we are clear on why the other schools have delayed submission. The analysis of the plans, including subsequent discussions with some schools, shows that:

- 11 schools are forecasting to be in deficit in 2008/09 with a value of £0.7m
- 43 schools are forecasting to be in a deficit in 2009/10 with a value of £3.2m
- 65 schools are forecasting to be in deficit in 2010/11 with a value of £8.5m

## Recommendations

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

Keith Abbott, Director  
Director, Finance & Corporate Services  
01622 696588  
[keith.abbott@kent.gov.uk](mailto:keith.abbott@kent.gov.uk)

Grahame Ward  
Director, Resources  
01622 696551  
[grahame.ward@kent.gov.uk](mailto:grahame.ward@kent.gov.uk)

---

*Background Documents:* None  
*Other useful information:* None

# CHILDREN, FAMILIES & EDUCATION DIRECTORATE SUMMARY

## JULY 2008-09 FULL MONITORING REPORT

### 1. FINANCE

#### 1.1 REVENUE

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

- Allocation of grants and previously unallocated budgets where further information regarding allocations and spending plans has become available since the budget setting process.
- Cash limits have been adjusted since the budget was set to reflect a number of technical adjustments to budget; a virement within CF&EA portfolio of £1.863m from Grants to Voluntary Organisations to Independent Sector Residential Care (£1.463m) and Fostering (£0.4m), as approved by Cabinet on 14 July 2008 and an allocation of £0.249m from the contingency set aside from the 2007-08 rolled forward underspend for the impact of the current economic situation as agreed by Cabinet on 4 August.
- The inclusion of a number of 100% grants (ie grants which fully fund the additional costs) awarded since the budget was set. These are detailed in section 3.2.3 of the executive summary.

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

Budget Book Heading	Cash Limit			Variance			Comment
	G	I	N	G	I	N	
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s	
<b>OPERATIONS, RESOURCES AND SKILLS portfolio</b>							
Delegated Budget:							
- Delegated Schools Budget	852,367	-80,517	771,850	0	0	0	
- Devolved Standards Fund	102,835	0	102,835	0	0	0	
- Targeted Standards Fund	0	0	0	0	0	0	
- Direct Financing for schools	0	0	0	0	0	0	
<b>TOTAL DELEGATED</b>	<b>955,202</b>	<b>-80,517</b>	<b>874,685</b>	<b>0</b>	<b>0</b>	<b>0</b>	
Non Delegated Budget:							
- Finance	3,810	-1,071	2,739	0	0	0	
- Awards	5,058	-827	4,231	89	-49	40	
- Grant income & contingency	4,384	-934,827	-930,443	0	0	0	
- Personnel & Development	16,007	-3,606	12,401	70	0	70	Redundancy costs for school staff underspend £398k, pensions overspend £468k
- Capital Strategy Unit	2,808	-242	2,566	821	-2	819	Revenue maintenance due to school closures and vandalism £543k, 3 new projects for mobile moves £278k
- BSF/ PFI and academies unit	450	0	450	83	0	83	
- Client Services	5,165	-3,471	1,694	11	0	11	
- Business Management	2,276	-143	2,133	118	0	118	Delay in achieving the full administrative staff saving in 2008/09 £118k
- ICT	7,630	-1,880	5,750	-16	-38	-54	
- Health & Safety	437	-8	429	6	0	6	
- Strategic Management	1,714	0	1,714	0	-2	-2	
- Extended Services	5,955	-350	5,605	0	0	0	
- Kent Music	858	0	858	0	0	0	
-14-24 unit	2,307	-202	2,105	0	0	0	

Budget Book Heading	Cash Limit			Variance			Comment
	G	I	N	G	I	N	
- School Organisation	2,984	-66	2,918	-48	0	-48	
- Mainstream HTST	16,555	-484	16,071	0	0	0	
- Clusters	19,426	-263	19,163	0	0	0	
- AEN & Resources	15,981	-5,552	10,429	0	0	0	
- SEN Transport to Schools	15,483	0	15,483	0	0	0	
- Independent Sector Provision	10,983	-697	10,286	0	0	0	
<b>TOTAL NON DELEGATED</b>	<b>140,271</b>	<b>-953,689</b>	<b>-813,418</b>	<b>1,134</b>	<b>-91</b>	<b>1,043</b>	
<b>OR&amp;S Assumed Mgmt Action</b>				<b>0</b>		<b>0</b>	
<b>OR&amp;S non delegated Forecast after Mgmt Action</b>	<b>140,271</b>	<b>-953,689</b>	<b>-813,418</b>	<b>1,134</b>	<b>-91</b>	<b>1,043</b>	
<b>Total OR&amp;S incl schools delegated</b>	<b>1,095,473</b>	<b>-1,034,206</b>	<b>61,267</b>	<b>1,134</b>	<b>-91</b>	<b>1,043</b>	
<b>CHILDREN, FAMILIES AND EDUCATIONAL ACHIEVEMENT portfolio</b>							
- Strategic Planning & Review	1,436	0	1,436	0	0	0	
- P & P (Vulnerable Children)	4,263	-395	3,868	0	0	0	
- Managing Directors Office & Democratic Services	2,070	0	2,070	0	0	0	
- Project Management (SPR)	113	0	113	0	0	0	
- Advisory Service Kent (ASK) Secondary Team	3,373	-160	3,213	65	0	65	
- ASK Primary Team	5,741	-360	5,381	55	0	55	
- ASK Early Years Team	5,756	-12	5,744	1,000	0	1,000	Additional targets linked to Outcomes, quality and inclusion strand of Sure Start overspend £1m
- ASK Improvement Partnerships	3,486	0	3,486	0	0	0	
- ASK Professional Development	5,080	-2,262	2,818	0	0	0	
- Early Years & Childcare	22,570	-154	22,416	0	0	0	
- Management Information	30,965	-35	30,930	0	-7	-7	
- International Development	195	-100	95	0	0	0	
- Educational Psychology Service	3,725	0	3,725	-125	0	-125	Psychologist vacancies £125k
- Attendance & Behaviour Service	17,208	-5,292	11,916	40	0	40	
- Minority Community Achievement	1,720	-96	1,624	0	0	0	
- Specialist Teaching Service	3,061	-590	2,471	0	0	0	
- Joint Commissioning	1,847	-310	1,537	0	0	0	
- Commissioning General	13,047	-614	12,433	0	0	0	
- Residential Care provided by KCC	2,261	-25	2,236	11.0	-11.0	0.0	
- Independent Sector res. care	5,119	-403	4,716	2,184.0	-728.0	1,456.0	Overspend due to increased demand and high cost placements. Increased income from joint funding arrangements as agreed by JRAP
- Residential care - not looked after children	664	-7	657	22.0	-64.0	-42.0	
- KCC Family support	10,942	-960	9,982	-1,090.0	183.0	-907.0	Planned underspend to cover the pressures on Assessment & Related
- Family group conferencing	1,129	-241	888	12.0	-11.0	1.0	

Budget Book Heading	Cash Limit			Variance			Comment
	G	I	N	G	I	N	
- Fostering service	23,403	-97	23,306	124.0	-124.0	0.0	Increase in independent fostering allowances £1,366k, overspend on County Fostering Team £75k, underspend on other fostering lines £1,317k. Additional income from placements, training and OLAs.
- Adoption service	5,988	-22	5,966	-257.0	-9.0	-266.0	Underspend on adoption allowances £502k, overspend on County Adoption Team £245k
- Independent Sector day care	920	0	920	-198.0	0.0	-198.0	Lower than anticipated number of clients
- Section 17	908	-5	903	119.0	5.0	124.0	Higher than anticipated number of clients, more expensive support
- Link placements	236	0	236	-10.0	0.0	-10.0	
- Grants to voluntary organisations	5,678	-266	5,412	9.0	-9.0	0.0	
- Direct payments	735	0	735	-108.0	-10.0	-118.0	Expenditure charged to new strand of the Sure Start Grant for Transforming Short Breaks for Disabled Children leading to a base underspend.
- Teenage pregnancy	706	0	706	6.0	-6.0	0.0	
- Leaving care/16+	3,413	0	3,413	-101.0	0.0	-101.0	Lower than anticipated take up of places
- Other services support	6,789	-824	5,965	818.0	-47.0	771.0	Legal overspend £650k, Out of Hours additional staff overspend due to transition £80k, other minor overspends £88k
- Assessment and related	19,077	-16	19,061	1,260.0	-353.0	907.0	Staffing overspend covered by planned underspend on Family Support
- Grant income & contingency	5,706	-74,197	-68,491	0.0	0.0	0.0	
<b>Total C,F&amp;EA</b>	<b>219,330</b>	<b>-87,443</b>	<b>131,887</b>	<b>3,836</b>	<b>-1,191</b>	<b>2,645</b>	
<b>CF&amp;EA Assumed Mgmt Action</b>				<b>-2,250</b>		<b>-2,250</b>	
<b>CF&amp;EA Forecast after Mgmt Action</b>	<b>219,330</b>	<b>-87,443</b>	<b>131,887</b>	<b>1,586</b>	<b>-1,191</b>	<b>395</b>	
- Asylum Seekers	13,450	-13,450	0	0	4,002	4,002	
<b>Total C,F&amp;EA incl. Asylum</b>	<b>232,780</b>	<b>-100,893</b>	<b>131,887</b>	<b>3,836</b>	<b>2,811</b>	<b>6,647</b>	
<b>Total Delegated</b>	<b>955,202</b>	<b>-80,517</b>	<b>874,685</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>Total Non Delegated (excl. Asylum)</b>	<b>359,601</b>	<b>-1,041,132</b>	<b>-681,531</b>	<b>4,970</b>	<b>-1,282</b>	<b>3,688</b>	

Budget Book Heading	Cash Limit			Variance			Comment
	G	I	N	G	I	N	
<b>Total Directorate Controllable (excl. Asylum)</b>	<b>1,314,803</b>	<b>-1,121,649</b>	<b>193,154</b>	<b>4,970</b>	<b>-1,282</b>	<b>3,688</b>	
<b>Directorate Assumed mgmt action</b>				<b>-2,250</b>		<b>-2,250</b>	
<b>Total Directorate Controllable (excl. Asylum) after mgmt action</b>	<b>1,314,803</b>	<b>-1,121,649</b>	<b>193,154</b>	<b>2,720</b>	<b>-1,282</b>	<b>1,438</b>	
<b>Directorate Net Total (incl. Asylum) before mgmt action</b>	<b>1,328,253</b>	<b>-1,135,099</b>	<b>193,154</b>	<b>4,970</b>	<b>2,720</b>	<b>7,690</b>	
<b>Directorate Net Total (incl. Asylum) after mgmt action</b>	<b>1,328,253</b>	<b>-1,135,099</b>	<b>193,154</b>	<b>2,720</b>	<b>2,720</b>	<b>5,440</b>	

### 1.1.3 Major Reasons for Variance:

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

#### **OR&S portfolio:**

There is a net pressure of £1,043k on this portfolio before the implementation of management action. The main variances are:

#### 1.1.3.1 Personnel and Development (Gross)

The Personnel and Development Unit is forecasting an overspend on the pensions budget of £468k, the majority of which is due to previous years early retirements resulting from school closures and amalgamations. This pressure is largely offset by an underspend of £398k on the budget for redundancies of school staff which is due to a reduction in the number of school closures and amalgamations during the 2008-09 financial year.

#### 1.1.3.2 Capital Strategy Unit (Gross)

The Capital Strategy Unit is projecting a £821k gross pressure. The budget for revenue maintenance of non operational sites is forecast to overspend by £543k due to the boarding up of closed schools and repairs caused by vandalism. The balance of the pressure is attributed to the costs of moving and hiring mobile classrooms in excess of the amount funded through the MTP 2008-11 (including 3 large projects) of £278k. This is consistent with spend in previous years.

#### 1.1.3.3 Business Management (Gross)

The Business Management Unit is projecting a £118k gross pressure. One of the 2008-09 MTP savings related to administrative support. The unit concerned provides support to all directorates and following a consultation it was agreed that the unit would reduce in size rather than close. This has resulted in a reduction in the total to be saved against this heading and due to the consultation, a full years saving will not be generated in this financial year.

#### **CF&EA portfolio:**

There is a net pressure of £2,645k on this portfolio (excluding Asylum), before the implementation of management action. The main variances are:

#### 1.1.3.4 Advisory Service Kent – Early Years

There is a pressure on the ASK Early Years unit of £1,000k on Sure Start funded projects. As declared in the last exception report the total grant funding for 2008-09 (excluding Childrens' centre funding) is at a similar level to last year. However the Directorate has additional targets for 2008-09 that the DCSF have now set linked to the Outcomes, Quality and Inclusion strand where our performance is subject to external monitoring and assessment against national indicators.

KCC is committed to containing spend within the totality of the grant and is therefore looking at balancing this pressure.

#### 1.1.3.5 Educational Psychology (Income)

A forecast underspend of £125k is due to staff vacancies.

#### 1.1.3.6 Independent Sector Residential Care (Gross and Income)

A pressure of £2,184k is forecast due to an increase in demand and high cost placements which is consistent with the pressure experienced in 2007-08. This is partly offset by additional funding of £728k for placements following agreement from the Joint Residential Assessment Panel (JRAP) for this financial year.

#### 1.1.3.7 KCC Family Support (Gross and Income)

The Family Support Unit is forecasting a gross underspend of £1,090k and an income overspend of £183k. The underspend is due to planned management action to balance the forecast overspend declared on Assessment and Related (see section 1.1.3.15). The overspend on income of £183k is due to a shortfall in income expected from partners and other sources.

#### 1.1.3.8 Fostering Service (Gross and Income)

There is a gross pressure on this budget of £124k. The independent fostering allowances budget is forecasting an overspend of £1,366k. Based on the average weekly cost of £1,010 the 2008-09 budget of £1,502k can afford 1,487 weeks of independent foster care. The activity details in section 2.5.2 show actual client weeks as 736.59 for quarter 1, with a forecast of 2,789.41 weeks for the full financial year, which equates to a forecast spend of £2,868k. It should be noted that the actual number of client weeks is an estimate based on financial information only due to ongoing technical problems with the Integrated Childrens System (ICS). These figures will be subject to change once accurate information becomes available.

There is also a small overspend on the County Fostering team of £75k. Both of these overspends are largely offset by underspends of £1,317k on other fostering lines such as KCC fostering.

There is an income variance of £124k due to income received for training, placements and from OLAs for non Kent children being placed with KCC foster carers.

#### 1.1.3.9 Adoption Service (Gross)

There is a forecast underspend on the Adoption Service of £257k. A forecast underspend on adoption allowances of £502k due to a new annual review of allowances is being partly offset by an overspend on the County Adoption Team of £245k due to the recruitment to posts to undertake the annual allowance reviews.

#### 1.1.3.10 Independent Sector Day Care (Gross)

This is a preventative service managed in conjunction with Section 17 payments and the variances are inter-related. The forecast underspend of £198k is due to lower than anticipated number of clients receiving support under this line.

#### 1.1.3.11 Section 17 (Gross)

This is a preventative service managed in conjunction with Independent Sector Day Care the variances are inter-related. The forecast overspend of £119k is due to higher than anticipated number of clients receiving more expensive support under this line.

#### 1.1.3.12 Direct Payments (Gross)

There is a forecast underspend on this service of £108k. A new strand of the Sure Start Grant has been introduced in 2008/09 for Transforming Short Breaks for Disabled Children. Where possible, expenditure is being charged to the grant to ensure that it will be fully utilised leading to an underspend on the base budget for Direct Payments.

#### 1.1.3.13 Leaving Care/16+ (Gross)

This is a client based service and current usage is below the anticipated level leading to an underspend of £101k. It should be noted that there are pressures on the other 16+ services

which are overspent and are reported within the Independent residential lines and Fostering Service Lines.

#### 1.1.3.14 Other Services Support (Gross)

The pressure on this budget continues and the gross overspend of £818k is mainly attributed to Legal Services which is forecast to overspend by £650k. The pressure on this budget has continued from 2007-08 and the Directorate will be reviewing this budget further with a view of identifying the ongoing base pressure in the 2009-12 MTP. There is a pressure on the Out of Hours budget of £80k as additional staff are required while the transition to the Call Centre takes place. There are other minor overspend on Facilities and the Business Planning Unit of £88k.

#### 1.1.3.15 Assessment and Related (Gross and Income)

Assessment and Related is forecasting a gross overspend of £1,260k and an income underspend of £353k. The overspend is due to the filling of frontline posts and this is being offset by a planned underspend on the Family Support line (see 1.1.3.7).

The variance on income is due to income for the Best project £165k and Ready for Practice income and training money £147k with the balance being attributed to ad hoc money secured from Health and other sources.

#### 1.1.3.16 Asylum

The Asylum Service is forecasting to have a funding shortfall of £4,002k for the 2008-09 financial year, £3,502k of direct costs and £500k of indirect costs. The number of referrals in Kent is running at its highest monthly level for this point in the financial year at almost 50 cases per month.

The forecast income is based on the 2007-08 rules and levels. The Home Office have given an undertaking that no authority would be out of pocket in 2008-09 but there has been no reference to levels of income in any correspondence. However the latest information from the LGA says that costs "directly attributed to the care of an individual" in the current year should be reimbursed at 100% subject to audit. Until we receive anything in writing from the Home Office clarifying what costs will be reimbursed, based on last years grant levels and rules, the authority will have a shortfall of £4m. The Home Office has also referred to a winding down of indirect costs in line with reducing numbers which should be achieved over two years, although at this stage it is not clear what costs they consider to be indirect. Also while nationally the number of Unaccompanied Asylum Seeking Children (UASCs) may be falling, the number of referrals in Kent remains significantly higher than our service was designed for.

The LA continues to lobby Central Government concerning outstanding grant income for previous years. Funding from the Home Office for outstanding income relating to 2006-07 has been confirmed at 100% (£2,430k) but the position regarding outstanding income for 2007-08 is less clear. The DCSF had offered 56% funding of the UASC Leaving Care shortfall amounting to £1,488k which leaves Kent with a £1,150k shortfall. However latest correspondence says that this is an estimate and the final amount will depend on how much other authorities bid for with additional funding capped at £16m. There is also lack of clarity in the latest letter from the Home Office regarding 2007-08 where 100% funding was expected but now a bidding process will take place and additional cash will be limited at £9m nationally.

### Other Issues

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

The latest forecast suggests an underspend of around £900k on payments to PVI providers for 3 and 4 year olds. This budget is funded entirely from DSG and therefore any surplus or deficit at the end of the year must be carried forward to the next financial year in accordance with the regulations, and cannot be used to offset over or underspends elsewhere in the directorate budget. Therefore, as any unspent Early Years funding has to be returned to schools, at year end any underspend will be transferred to the schools unallocated reserve for DSG and hence is not included in the overall directorate forecast in this report.

### Delegated Schools Budgets

1.1.3.18 As reported in the last exception monitoring report, the Local Authority has consulted its Schools' Funding Forum regarding the levels of school reserves and agreed with them that we will challenge those school's who have had consistently high levels of revenue reserves over the past 5 years. On 3<sup>rd</sup> and 4<sup>th</sup> July, 31 schools attended meetings with representatives from the Forum, the Advisory Service and Finance. These schools were required to explain why they are holding reserves at these levels and how they impact on improving standards. The LA is in the process of recovering reserves from 10 schools with the possibility of this increasing to 18 schools. A formal appeals process has been established for September.

Any reserves recovered will need to be re-distributed amongst Kent schools' (as per DCSF regulations) and we will discuss this with the Forum at the next meeting in October.

On 15<sup>th</sup> and 16<sup>th</sup> September the Local Authority will be seeing the next round of schools with high reserves.

The first monitoring returns from schools are due in October and an update on the schools' forecast movement on their reserves during 2008-09 will be provided as soon as the information is available.

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

Pressures (+)			Underspends (-)		
portfolio		£000's	portfolio		£000's
CFEA	Asylum - Shortfall in income (income)	+4,002	CFEA	Fostering Service - Non Independent Fostering Allowance lines (gross)	-1,317
CFEA	Independent Sector Residential Care - increase in demand and high cost placements (gross)	+2,184	CFEA	Family Support - Planned management action (gross)	-1,090
CFEA	Fostering Service - Independent fostering allowances (gross)	+1,366	CFEA	Independent Sector Residential Care - placement funding from Joint Residential Assessment Panel (income)	-728
CFEA	Assessment and Related - Frontline staffing overspend (gross)	+1,260	CFEA	Adoption Service - adoption allowances (gross)	-502
CFEA	ASK Early Years - additional Sure Start targets (gross)	+1,000	ORS	Personnel and Development - reduction in school staff redundancy costs (gross)	-398
CFEA	Other Services Support - Legal costs (gross)	+650	CFEA	Assessment and Related - additional income from Best project, training and Health	-353
ORS	Capital Strategy - closing schools revenue maintenance (gross)	+543	CFEA	Independent Day Care - lower take up of places	-198
ORS	Personnel and Development - pensions (gross)	+468	CFEA	Education Psychology - staffing vacancies (gross)	-125
ORS	Capital Strategy - mobile classroom costs (gross)	+278	CFEA	Fostering Service - additional income for training, placements etc (income)	-124
CFEA	Adoption Service - County Adoption Team	+245	CFEA	Direct Payments - utilisation of Sure Start grant giving base budget underspend (gross)	-108
CFEA	Family Support - shortfall of partnership income (income)	+183	CFEA	Leaving Care/16 plus - lower than anticipated take up of places (gross)	-101
CFEA	Section 17 - increased support to clients (gross)	+119			
ORS	Business Management - delay in administrative support saving (gross)	+118			
		+12,416			-5,044

**1.1.4 Actions required to achieve this position:**

N/A.

**1.1.5 Implications for MTP:**

Some of these ongoing pressures are being addressed through the 2009-12 MTP process, such as independent fostering allowances and independent sector residential care. We are expecting to manage the remaining pressures downwards on an ongoing and sustainable basis, however if this is not fully achieved we may need to address some of these issues within an already extremely difficult 2009-12 MTP.

**1.1.6 Details of re-phasing of revenue projects:**

None

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

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

In the CF&EA portfolio:

- We anticipate that we will have some one-off Sure Start funding available for re-badging of base expenditure. The availability of the funding is, as in previous years, linked to the timing of the opening of Childrens Centres. This is likely to be the last year that the option will be available to us but we should be able to deliver £1,000k through this to offset the £1,000k pressure shown in 1.1.3.4.
- The directorate underspent its LAA grant in 2007-08 by £250k. LAA funding which is one off in nature will be used to offset part of the pressure.
- We will continue to look in detail at expenditure items in the Directorate – particularly Childrens Social Services – that we may be able to charge to the LA element of the DSG where we have some capacity. We have set a target of £1,000k.

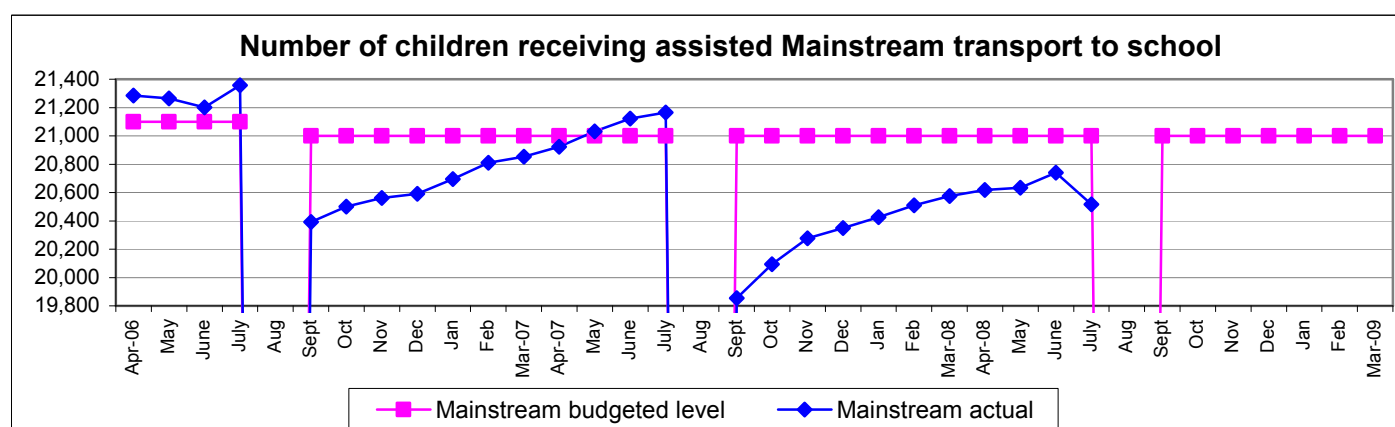
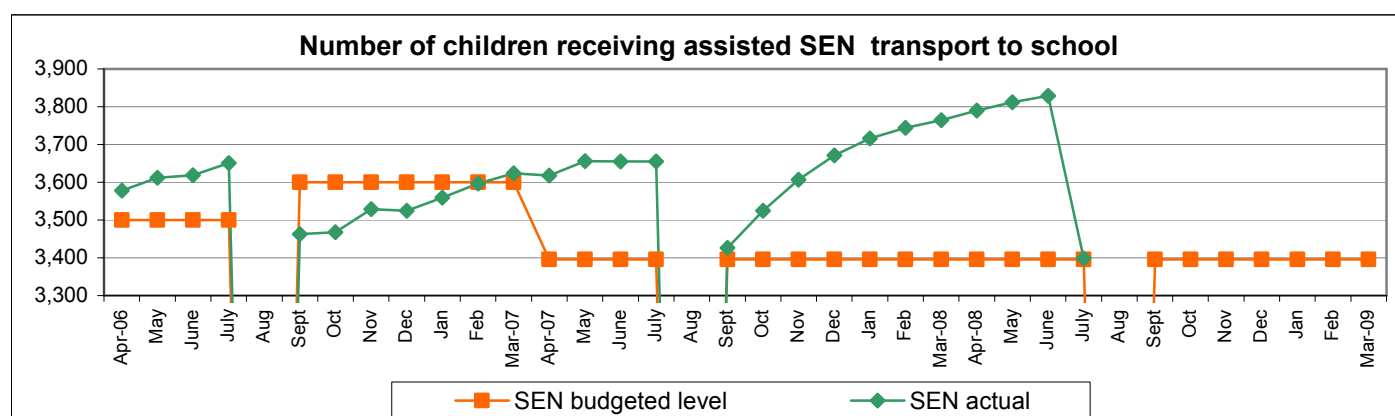
These management actions will cover £2,250k of the reported pressures and leaves the directorate with a residual overspend of £1,438k (excluding Asylum). Options to manage the residual overspend will be discussed at SMT in September and this could include a vacancy freeze. However at this stage the directorate expects to finish the financial year in a balanced position.

Although these measures will cover the majority of this year's overspend, there will still be an underlying pressure in the base budget, as most of the proposals listed above are using one-off monies. The directorate is looking to manage this pressure downwards on an ongoing and sustainable basis, however if this is not fully achieved we may need to address some of these issues within the 2009-12 MTP.

## 2. KEY ACTIVITY INDICATORS AND BUDGET RISK ASSESSMENT MONITORING

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

	2006-07				2007-08				2008-09			
	SEN		Mainstream		SEN		Mainstream		SEN		Mainstream	
	Budgeted level	actual	Budgeted level	actual	Budgeted level	actual	Budgeted level	actual	Budgeted level	actual	Budgeted level	actual
April	3,500	3,578	21,100	21,285	3,396	3,618	21,000	20,923	3,396	3,790	21,000	20,618
May	3,500	3,612	21,100	21,264	3,396	3,656	21,000	21,032	3,396	3,812	21,000	20,635
June	3,500	3,619	21,100	21,202	3,396	3,655	21,000	21,121	3,396	3,829	21,000	20,741
July	3,500	3,651	21,100	21,358	3,396	3,655	21,000	21,164	3,396	3,398	21,000	20,516
Aug	0	0	0	0	0	0	0	0	0	0	0	0
Sept	3,600	3,463	21,000	20,392	3,396	3,426	21,000	19,855	3,396		21,000	
Oct	3,600	3,468	21,000	20,501	3,396	3,525	21,000	20,093	3,396		21,000	
Nov	3,600	3,529	21,000	20,561	3,396	3,607	21,000	20,276	3,396		21,000	
Dec	3,600	3,525	21,000	20,591	3,396	3,671	21,000	20,349	3,396		21,000	
Jan	3,600	3,559	21,000	20,694	3,396	3,716	21,000	20,426	3,396		21,000	
Feb	3,600	3,597	21,000	20,810	3,396	3,744	21,000	20,509	3,396		21,000	
March	3,600	3,624	21,000	20,852	3,396	3,764	21,000	20,575	3,396		21,000	



#### Comments:

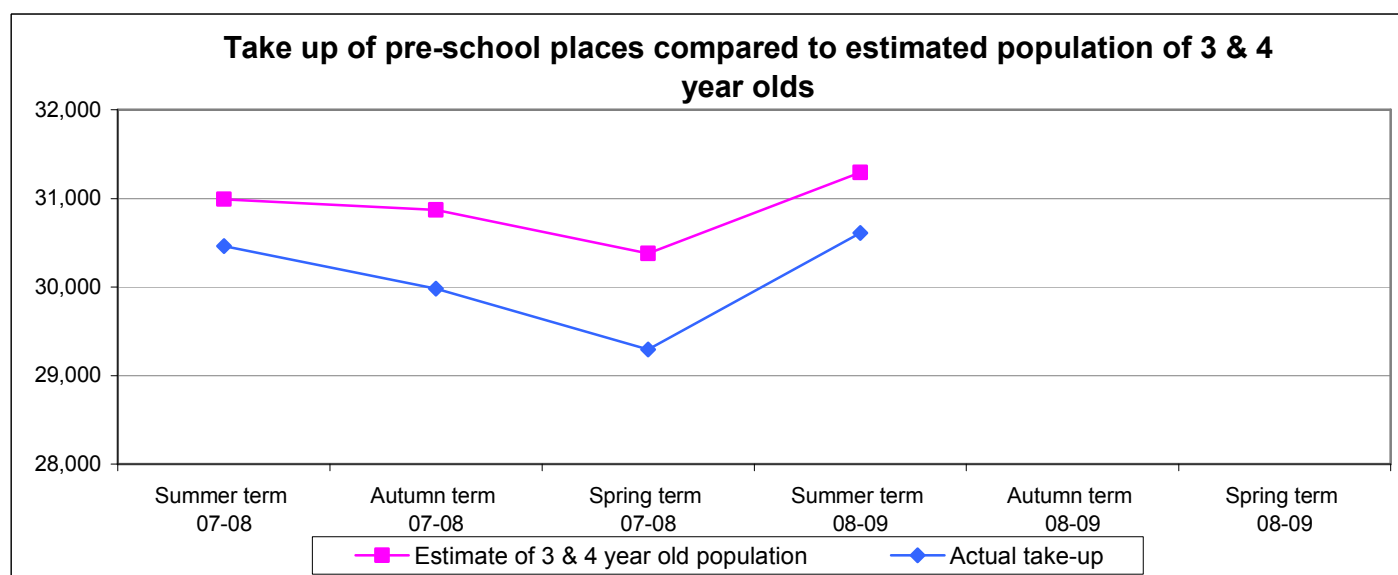
- SEN HTST** – In 2007-08 there was a significant gap between the actual and budgeted level of assisted SEN transport to schools which related to the savings targets which significantly reduced the budgeted level and the fact that the service was unable to achieve these. Whilst actual numbers travelling continue to exceed budgeted levels, work is still being undertaken by Passenger Transport Unit on the savings that will be achieved through contract negotiations. Any variance to budget will be reported following the outcome of this piece of work.

The actual number of pupils travelling appears low in July as the 'day of count' was after some special schools had closed for the summer. (The count is taken on a set day in the month). The data in September should give a better view of the levels of pupils receiving assisted transport.

- **Mainstream HTST** - The budgeted level has been calculated by dividing the 2008/09 budget by the current average cost per child. Actual numbers travelling are slightly less than budgeted levels but at this stage of the year an underspend has not been reported until the impact of the fuel price rise becomes clear.

### 2.2.1 Take up of pre-school places against the number of places available, split between Private Voluntary and Independent Sector (PVI) places and School places:

	2007-08					2008-09				
	<i>PVI places taken up</i>	<i>School places taken up</i>	Total places taken up	Estimate of 3 & 4 year old population	% take up	<i>PVI places taken up</i>	<i>School places taken up</i>	Total places taken up	Estimate of 3 & 4 year old population	% take up
Summer term	20,675	9485	30,460	30,992	98%	20,766	9,842	30,608	31,294	98%
Autumn term	14,691	15,290	29,981	30,867	97%					
Spring term	17,274	12,020	29,294	30,378	97%					

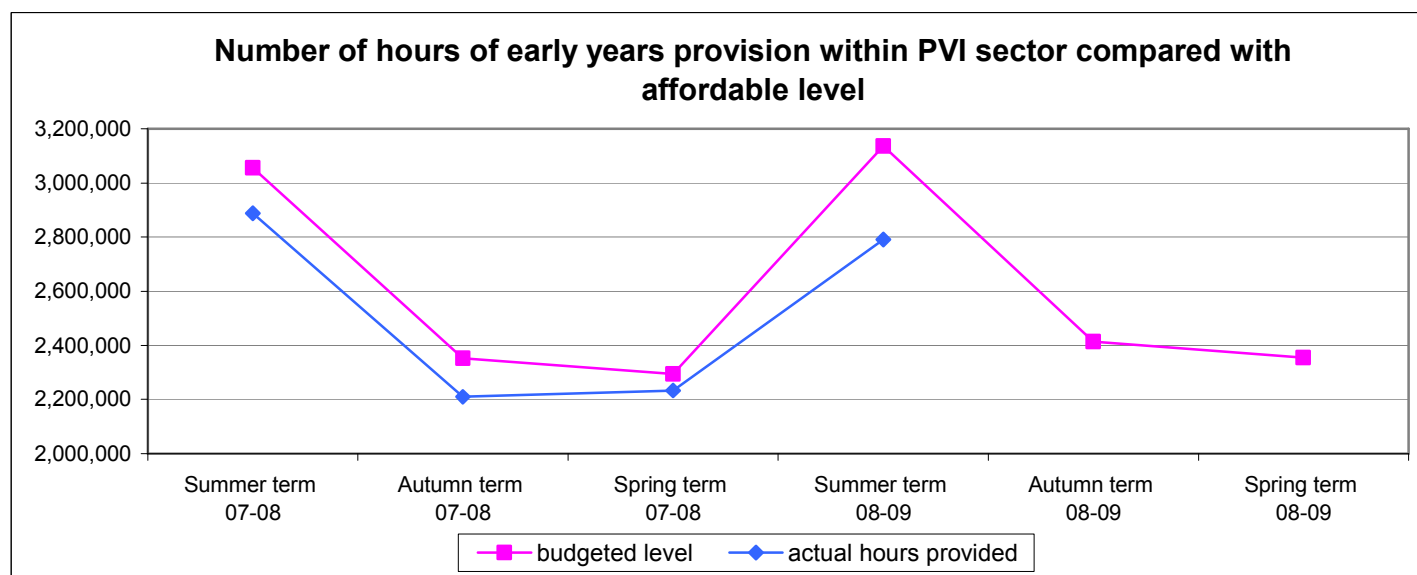


#### Comments:

- This graph shows that currently 98% of the estimated population of 3 and 4 year olds are receiving some level of early years provision, whether this be one session per week for 33 weeks or the maximum of five sessions per week for the full 38 weeks. This activity indicator is based on headcount and provides a snapshot position at a point in time, whereas the activity data in 2.2.2 below provides details of the number of hours provided in the Private, Voluntary & Independent sector, and will correlate with the variance on the Early Years budget within the Management Information Unit. However as this budget is funded entirely from DSG, any surplus or deficit at the end of the year must be carried forward to the next financial year in accordance with the regulations, and cannot be used to offset over or underspends elsewhere in the directorate budget. Therefore, as any unspent Early Years funding has to be returned to schools, at year end any underspend will be transferred to the schools unallocated reserve for DSG and hence is not included in the overall directorate forecast shown in table 1, but is reported in the narrative in section 1.1.3.17 of this annex

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

	2007-08		2008-09	
	Budgeted number of hours	Actual hours provided	Budgeted number of hours	Actual hours provided
Summer term	3,056,554	2,887,134	3,136,344	2,790,446
Autumn term	2,352,089	2,209,303	2,413,489	
Spring term	2,294,845	2,233,934	2,354,750	
	<b>7,703,488</b>	<b>7,330,371</b>	<b>7,904,583</b>	<b>2,790,446</b>



### Comments:

- The budgeted number of hours per term is based on an assumed level of take-up and the assumed number of weeks the providers are open. The variation between the terms is due to two reasons: firstly, the movement of 4 year olds at the start of the Autumn term into reception year in mainstream schools; and secondly, the terms do not have the same number of weeks.
- The current activity suggests an underspend on this budget which has been mentioned in section 1.1.3.17 of this annex.
- It should be noted that not all parents currently take up their full entitlement and this can change during the year.

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

	2005-06	2006-07	2007-08	2008-09
	as at 31-3-06	as at 31-3-07	as at 31-3-08	Projection
Total number of schools	600	596	575	574
Total value of school revenue reserves	£70,657k	£74,376k	£79,360k	£79,360k
Number of deficit schools	9	15	15	11
Total value of deficits	£947k	£1,426k	£1,068k	£920k

### Comments:

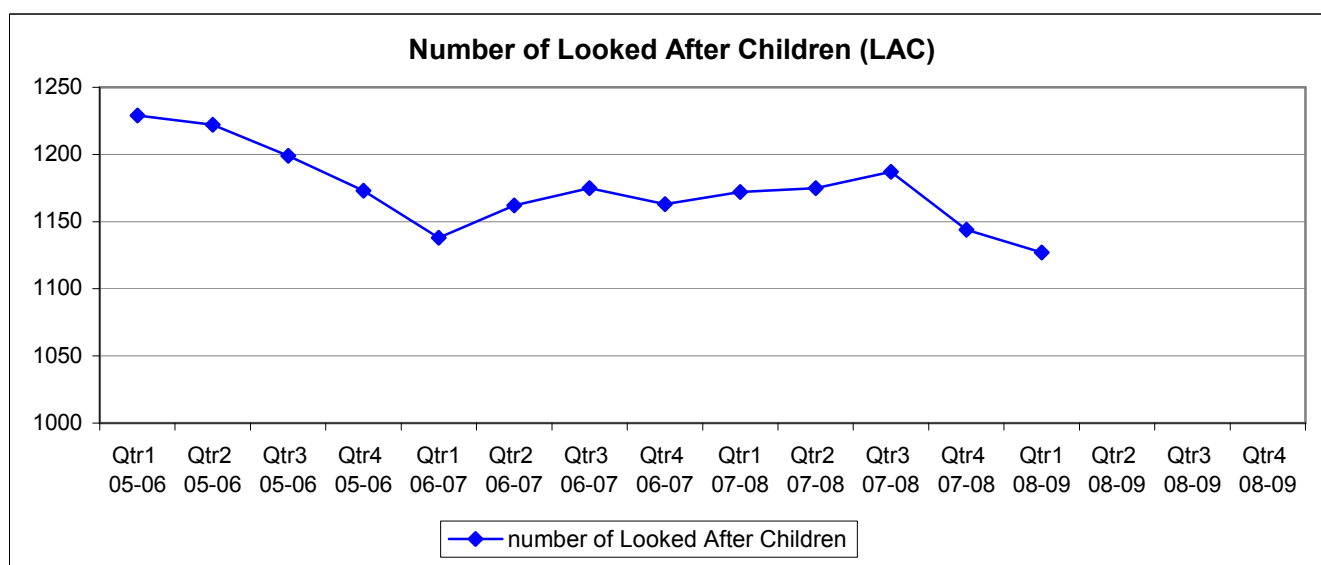
- The information on deficit schools for 2008/09 has been obtained from the schools budget plan submissions. The LA receives updates from schools through budget monitoring returns from all schools after 6 months, and 9 months as well as an outturn report at year end.
- KCC now has a “no deficit” policy for schools, which means that schools cannot plan for a deficit budget at the start of the year. Unplanned deficits will need to be addressed in the following

year's budget plan, and schools that incur unplanned deficits in successive years will be subject to intervention by the LA, which could ultimately mean suspending delegation.

- The CFE Statutory team are working with all schools currently reporting a deficit with the aim of returning the schools to a balanced budget position as soon as possible. This involves agreeing a management action plan with each school.

## 2.4 Numbers of Looked After Children (LAC):

	2005-06	2006-07	2007-08	2008-09
Apr – Jun	1,229	1,138	1,172	1,127
Jul – Sep	1,222	1,162	1,175	
Oct – Dec	1,199	1,175	1,187	
Jan – Mar	1,173	1,163	1,144	

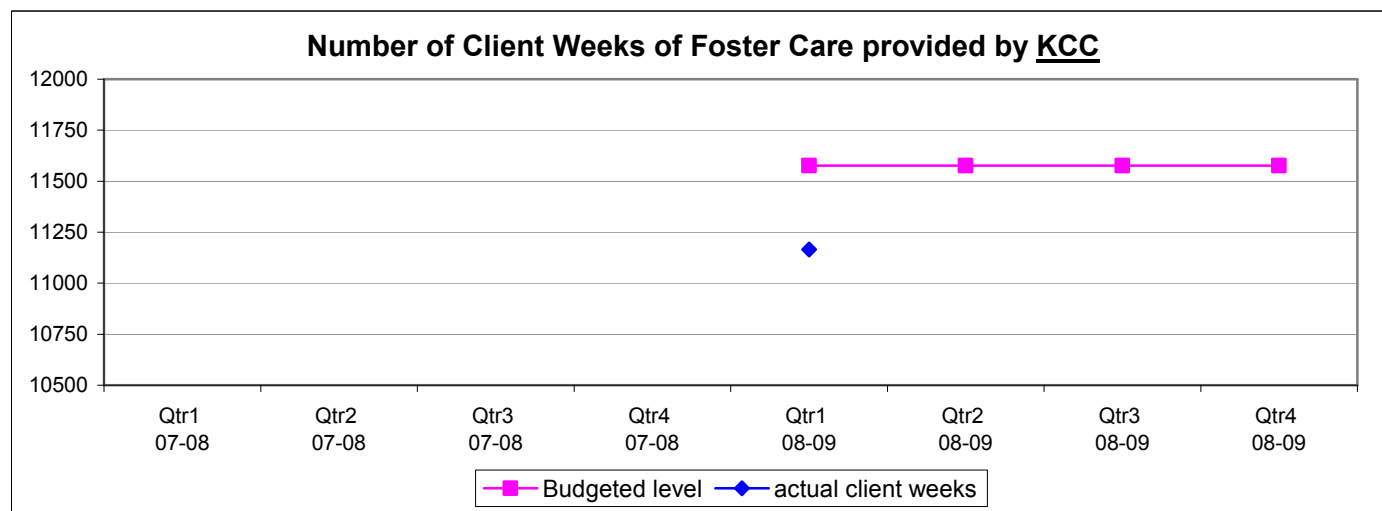


Comments:

- The actual number of Looked After Children is an estimate due problems with obtaining accurate information from the Integrated Childrens System. These figures may be subject to change once accurate information becomes available

### 2.5.1 Number of Client Weeks of Foster Care provided by KCC:

	2007-08		2008-09	
	Budgeted level	Actual Client Weeks	Budgeted level	Actual Client Weeks
Apr - Jun			11,575.8	11,165.7
Jul - Sep			11,575.8	
Oct - Dec			11,575.8	
Jan - Mar			11,575.8	
			<b>46,303.2</b>	<b>11,165.7</b>

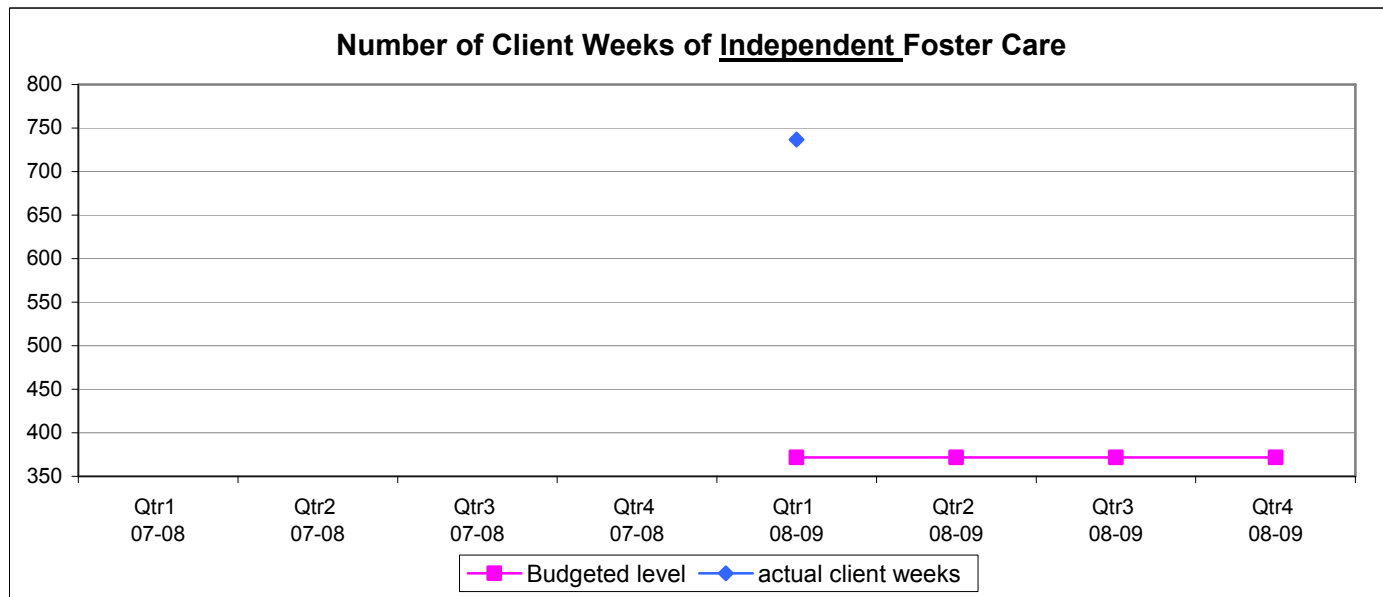


Comments:

- The actual number of client weeks is an estimate based on financial information only due problems with obtaining accurate information from the Integrated Childrens System. These figures will be subject to change once accurate information becomes available.
- The budgeted level has been calculated by dividing the budget by the average weekly cost. The average weekly cost is also an estimate based on financial information and estimates of the number of client weeks and may be subject to change.
- The activity data for 2007-08 is not readily available due to the problems with the Integrated Childrens System mentioned above. The data is being produced manually and this is a time consuming process. It will be available for the next quarters monitoring report.
- The current activity suggests an underspend on this budget which has been mentioned in 1.1.3.8 of this annex.

**2.5.2 Number of Client Weeks of Independent Foster Care:**

	2007-08		2008-09	
	Budgeted level	Actual Client Weeks	Budgeted level	Actual Client Weeks
Apr - Jun			371.78	736.59
Jul - Sep			371.78	
Oct - Dec			371.78	
Jan - Mar			371.78	
			<b>1,487.12</b>	<b>736.59</b>



Comments:

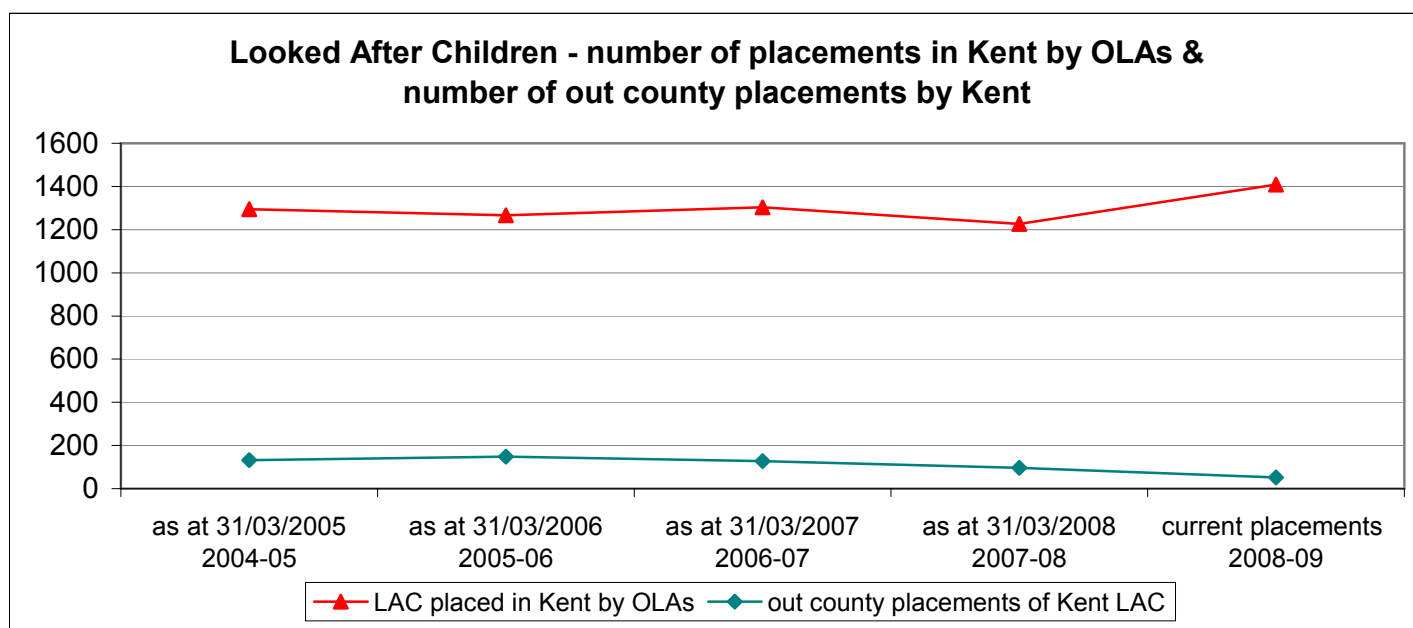
- The actual number of client weeks is an estimate based on financial information only due problems with obtaining accurate information from the Integrated Childrens System. These figures will be subject to change once accurate information becomes available.
- The budgeted level has been calculated by dividing the budget by the average weekly cost. The average weekly cost is also an estimate based on financial information and estimates of the number of client weeks and may be subject to change.
- The activity data for 2007-08 is not readily available due to the problems with the Integrated Childrens System mentioned above. The data is being produced manually and this is a time consuming process. It will be available for the next quarters monitoring report.
- The current activity suggests an overspend on this budget which has been mentioned in 1.1.3.8 of this annex.

## 2.6 Number of Placements in Kent of LAC by other Authorities:

2004-05 as at 31/03/2005	2005-06 as at 31/03/2006	2006-07 as at 31/03/2007	2007-08 as at 31/03/2008	2008-09 Current placements
1,294	1,266	1,303	1,226	1,408

## 2.7 Number of Out County Placements of LAC by Kent:

2004-05 as at 31/03/2005	2005-06 as at 31/03/2006	2006-07 as at 31/03/2007	2007-08 as at 31/03/2008	2008-09 Current placements
132	149	127	97	52

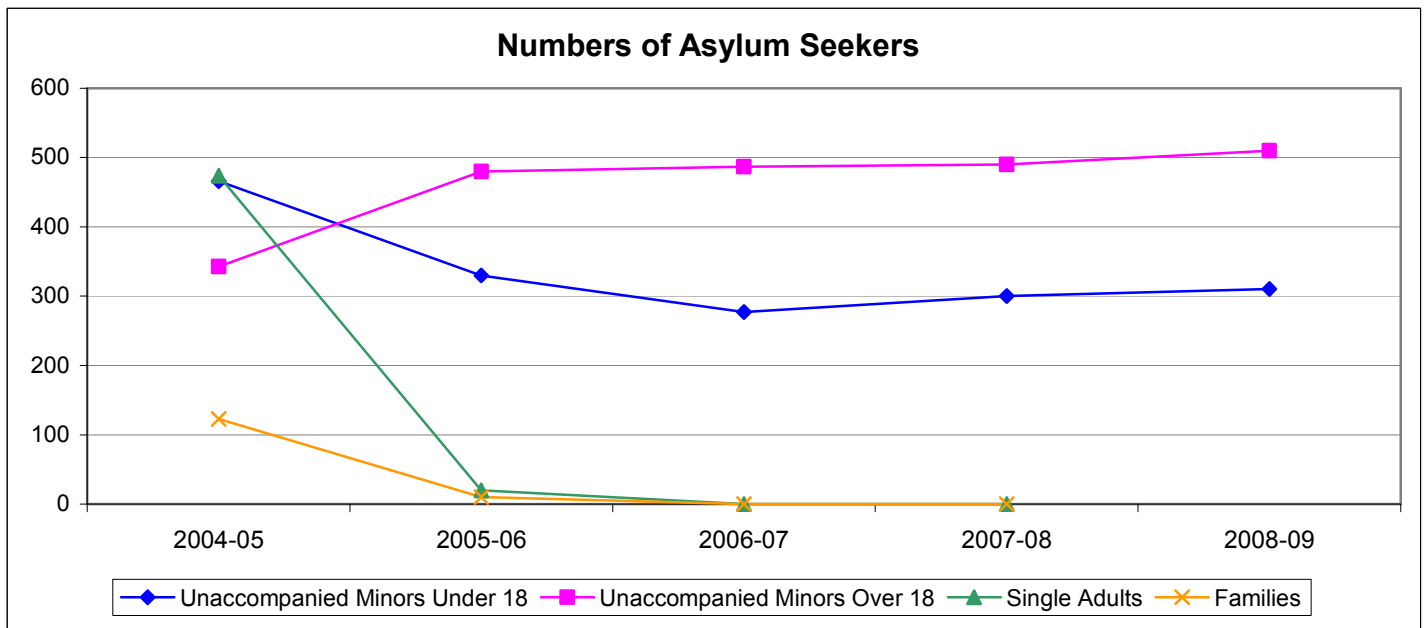


## Comment:

- Children Looked After by KCC may on occasion be placed out of the County, which is undertaken using practice protocols that ensure that all long-distance placements are justified and in the interests of the child. All Looked After Children are subject to regular statutory reviews (at least twice a year), which ensures that a regular review of the child's care plan is undertaken. The majority (over 99%) of Looked After Children placed out of the Authority are either in adoptive placements, placed with a relative, specialist residential provision not available in Kent or living with KCC foster carers based in Medway.
- It should be noted that the data shown above for 2008-09 is an estimate as accurate data is unavailable due to the ongoing problems with Integrated Childrens System.

## 2.8 Numbers of Asylum Seekers (by category):

	2004-05	2005-06	2006-07	2007-08	2008-09
	31-03-05	31-03-06	31-03-07	31-03-08	31-07-08
	Number	Number	Number	Number	Number
Unaccompanied Minors Under 18	466	330	277	300	310
Unaccompanied Minors Over 18	343	480	487	490	510
Single Adults	474	20	0	0	0
Families	123	10	0	0	0

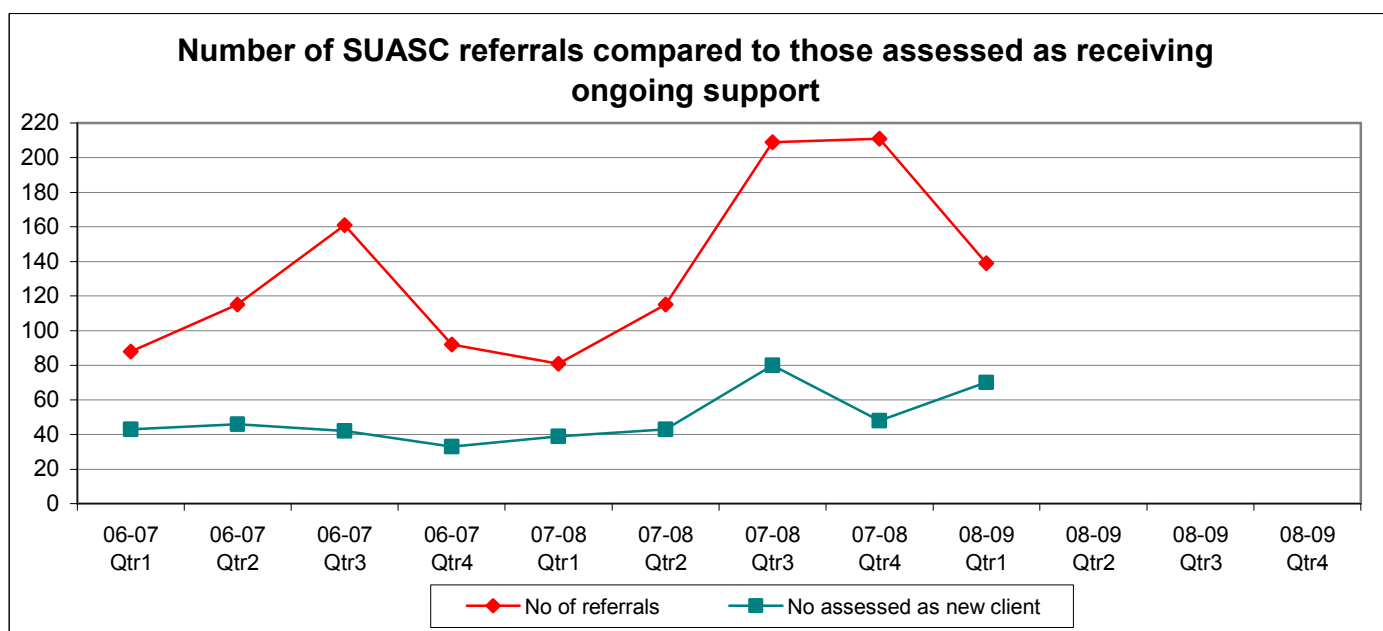


## Comment:

- Client numbers have risen as a result of higher referrals and are higher than projected numbers.
- The actual number of clients is an estimate based on financial information only due to ongoing problems with the Integrated Childrens System. These figures will be subject to change once accurate information becomes available.

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

	2006-07			2007-08			2008-09		
	No. of referrals	No. assessed as new client	%	No. of referrals	No. assessed as new client	%	No. of referrals	No. assessed as new client	%
April - June	88	43	49%	81	39	48%	139	70	50%
July - Sept	115	46	40%	115	43	37%			
Oct - Dec	161	42	26%	209	80	38%			
Jan - March	92	33	36%	211	48	23%			
	<b>456</b>	<b>164</b>	<b>36%</b>	<b>616</b>	<b>210</b>	<b>34%</b>			



**Comments:**

- Referral rates have reduced compared to the last half of 2007-08. However the numbers are considerably higher than for the same period in the previous two years. The number being assessed as under 18 is significantly higher than the same period in the previous two years.
- The actual number of clients is an estimate based on financial information only due to ongoing problems with the Integrated Childrens System. These figures will be subject to change once accurate information becomes available.

**Have you got referral numbers for July, which can go in the table above ?**

**[IN ORDER TO INCLUDE THESE TABLES IN THE EXECUTIVE SUMMARY, EACH DIRECTORATE WILL NEED TO COMPLETE AND RETURN FOR THEIR DIRECTORATE BUT THEY WILL NOT FORM PART OF THEIR ANNEX REPORT]**

**General guidance for completing table 4 for the executive summary:**

1. *The top section of the table will show only the current year budget and variance.*
  2. *The real variance and re-phasing in the top section of the table should be the same as the real variance and re-phasing shown in the 2007-08 column of table 3 in the directorate template.*
  2. *The re-phasing shown in the top section of the table, i.e the re-phasing in the current year, should be replicated in the 2007-08 column in the bottom section of the table. The 2008-09, 2009-10 and future years columns should reflect where the re-phasing from 2007-08 will impact. Overall the total re-phasing in the bottom right hand corner of the table should come to zero.*
  3. *The total re-phasing in each year in the bottom section of the table should be the same as the re-phasing figure in the each year at the bottom of table 3 of the directorate template.*
- 4.3 Table 4 below, splits the forecast variance on the capital budget for 2007-08 as shown in table 3, between projects which are:
- part of our year on year rolling programmes e.g. maintenance and modernisation;
  - projects which have received approval to spend and are underway;
  - projects which are only at the approval to plan stage and the timing remains uncertain, and
  - projects at initial planning stage.

**Table 4** – Analysis of forecast capital variance by project status

Project Status	Variance				
	budget £'000s	real variance £'000s	re-phasing £'000s	total £'000s	
Rolling Programme				0	
Approval to Spend				0	
Approval to Plan				0	
Preliminary Stage				0	
Total	0	0	0	0	
	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>future years</b>	<b>total</b>
	£'000s	£'000s	£'000s	£'000s	£'000s
<b>Re-phasing:</b>					
Rolling Programme	0				0
Approval to Spend	0				0
Approval to Plan	0				0
Preliminary Stage	0				0
Total	0	0	0	0	0

- 4.3.1 Table 4 shows that of the £X.Xm forecast capital variance £X.Xm is due to projects at the initial planning stage and £X.Xm is due to projects which are still only at the approval to plan stage and their timing remains uncertain. This leaves a variance of £X.Xm which relates to projects that are either underway or are part of our year on year rolling programme.

The e-mail of 29 February refers to this new requirement for 2008-09.

### Gross, Income Net position – revenue budget

Portfolio	CASH LIMIT			
	Gross £k	Income £k	Net £k	
OR&S			0	
CF&EA			0	
	0	0	0	
Asylum			0	
	0	0	0	
Schools			0	
Per Budget Book	0	0	0	
Additional Grants: <i>Portfolio/Asylum/Schools)</i>				Grant name:
OR&S			0	
			0	
			0	
			0	
			0	
			0	
			0	
Revised Budget	0	0	0	

All new grants approved since the budget/ or the previous full monitoring report should be detailed in order to reconcile to the new gross and income budgets. This should only reflect 100% grants. If some match funding is required then formal approval via Member decision process would need to be obtained as Members need to decide whether providing the match funding from existing budgets is a priority as it would need to be redirected from something else.

By amending the budgets to reflect the additional gross and income cash limits for these new grants will avoid having to show then as gross and income variances.

This page is intentionally left blank

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

To: Children Families and Education Policy Overview Committee -  
19 September 2008

Subject: JAR Action Plan

---

Summary: The paper presents the findings of the JAR inspection and the Jar Action Plan for improvement.

---

## Introduction

1. (1) The JAR inspection was a combined inspection that provided a comprehensive report on the outcomes for children and young people in Kent. The JAR inspection process focuses its investigations on how local services ensure children and young people:

- at risk are effectively cared for
- who are looked after achieve the best possible outcomes
- with learning difficulties and or disabilities achieve the best possible outcomes

(2) In addition the following investigations were also carried out:

- the impact of the partners' strategy on reducing variability across the county in participation and attainment by the age of 19 years
- the impact of partners' strategy in reducing the teenage pregnancy rate in targeted areas

(3) The findings of these investigations are summarised into 5 key judgements on the following areas:

- Safeguarding
- Looked after children
- Learning difficulties and or disabilities (LDD)
- Service management
- Capacity to improve

(4) The fieldwork for the inspection in Kent took place in January/February 2008 and involved a 10-strong multi-disciplinary team of inspectors, led by Steve Hart from Ofsted. It involved interviews with key staff from KCC and other partner agencies, focus groups and interviews with users and their carers, visits to key projects and services, and a review of the multi-agency files of 10 children randomly selected from 100 that were provided.

## Key Findings of the Inspection

2. (1) The overall findings of the JAR inspection were very positive, and were among the highest scores achieved by two-tier authorities nationally:

Area of service activity	Kent service score overall	JAR Assessment
Safeguarding	3	Good
Looked after children	3	Good
Learning difficulties and/or disabilities	3	Good
Service management	4	Outstanding
Capacity to improve	4	Outstanding

(2) The main findings of the inspection were summarised by the inspectors as:

- 1) Multi-agency child protection work is good with well managed and in some cases innovative services.
- 2) Effective action has resulted in the majority of looked after children living successfully in stable and excellent quality family placements
- 3) Strategic direction for services to support children and young people with learning difficulties and or disabilities is good
- 4) Services to reduce teenage pregnancy and improve the sexual health of children and young people are adequate overall
- 5) Partners have successfully focused attention on underachieving and vulnerable groups and have narrowed the participation and attainment gaps at aged 16 and 19.
- 6) Service management is outstanding overall with strong leadership across the partnership, clear political direction and a transformation agenda that is well understood across the partnership and drives the work of an enthusiastic and skilled multi-disciplinary workforce
- 7) The capacity to improve is also outstanding. A clear vision is supported by appropriate priorities for the future and there has been an impressive track record of effectively dealing with problems while maintaining good or better value for money. There is clear evidence of being able to deliver a range of well managed and quality assured service improvements.

## Building on Success - JAR recommendations for further action

3. (1) The recommendations identified as a result of the inspection (published on the 3<sup>rd</sup> of June 2008) have been the focus for the JAR action plan that the council and its partners are required to produce following the inspection.

(2) The key recommendations were divided into immediate actions and actions to be taken over the next 6 months. The implementation of these actions will be monitored as part of the performance monitoring of the new children and young people's plan. The recommendations from inspectors were:

## Immediate action

The local partnership should:

- Disseminate the report findings to children and young people in the area
- Ensure that all eligible young people have a Pathway plan that is regularly reviewed

Health partners should:

- Improve IT infrastructure and data collection to enable continuous assessment of performance and early recognition of variations in teenage conception rates and sexual health data so that services can be more effectively targeted.
- Avoid young people in need of in-patient mental health services being admitted to adult psychiatric wards

## Action over the next 6 months

Health partners should:

- Commence work to ensure there is sufficient and accessible specialist CAMHS provision for children and young people with learning difficulties and or disabilities

The action plan also includes actions on any other important weaknesses mentioned in the JAR report, including additional actions on the following areas:

1. Increasing the numbers of looked after children receiving annual health checks
2. Extending the provision of lead professionals to support LDD children and their families
3. Improving the time taken to secure adaptations to meet the needs of families with LDD children
4. Improve the accommodation and resources available in alternative education centres

(3) Each of these recommendations and important weaknesses is addressed in detail in the attached JAR Action Plan (see Appendix 1) and the draft action plan was agreed by the KCT at its board meeting on 17th July 2008.

(4) To maintain excellent performance in children and young people's services the CFE senior management team and partners have agreed to incorporate all the areas outlined in the JAR action plan into the revised CYPP. This will ensure the actions have a high profile with all partner agencies. The implementation of the actions in the JAR Action Plan will be monitored through the Trust's CYPP performance monitoring arrangements.

## **Recommendations**

4. Members are asked:-

- (i) to NOTE the Jar Action Plan before it is submitted to central government.

Sally Morris  
Head of Strategic Planning & Review  
01622 221825  
[sally.morris@kent.gov.uk](mailto:sally.morris@kent.gov.uk)

*Background Documents:* None  
*Other useful information:* None

**APPENDIX 1**  
**Kent County Council - Joint Area Review ACTION PLAN**  
**For submission to Ofsted and Secretary of State**  
**9<sup>th</sup> September 2008**

<b>1</b>	<b>DISSEMINATE THE FINDINGS OF THE JAR TO CHILDREN &amp; YOUNG PEOPLE</b>
----------	---

**Action:** COM01 - Ensure the successful dissemination of the JAR report findings to children and young people in the area, through appropriate means

**Priority:** Recommendation

**Lead Agency:** Kent County Council

**Lead Manager:** Shelley Whittaker

**Multi Agency Group:** na

Page 103

<b>Action Summary</b>	<b>Partners/Officers Involved</b>	<b>Resources</b>	<b>Timescales</b>
a) Summarise report findings for children and young people; develop and implement appropriate formats for children and young people and means to access findings (including posters, web)	KCC Corporate Communications	Existing staff in Communities Directorate and Corporate Communications	September 2008
b) Align with reports back to children and young people about EYI and YOS inspection findings.	KCC Communities Directorate	Within existing budgets for SPP division	Sept/08 release
c) Disseminate in a variety of formats and venues accessible to children and young people	KCC CFE		

<b>2</b>	<b>REGULARLY REVIEW PATHWAY PLANS FOR ELIGIBLE YOUNG PEOPLE</b>
----------	---

**Action:** LAC 01 - To ensure that young people eligible for services and support under the Children (leaving care) Act 2000 have an up to date Pathway/Transition plan

**Priority:** Recommendation / Important Weakness

**Lead Agency:** KCC - CFE

**Lead Manager:** Paul Brightwell

**Multi Agency Group:** LAC Strategy

Page 104

Action Summary	Partners/Officers Involved	Resources	Timescales
<p>Performance with respect to pathway planning is mixed. With respect to eligible children, performance within 16plus is above national and comparator averages – although performance with respect to relevant and former relevant children is below national average. Performance in SUASC is of particular concern and is in need of urgent improvement for eligible, relevant and former relevant children</p> <ol style="list-style-type: none"> <li>1. Undertake a practice audit on pathway planning (quality and quantity) during 2008/09 within SUASC, 16plus and children’s disability teams. The action plan that will result from this audit will be used to improve performance</li> <li>2. Pathway planning performance is being monitored by the Data and Performance LAC Issues Group</li> <li>3. The issue of quality pathway plans reviewed on time for all LAC and Care Leavers is to be incorporated into the revised 16plus service contract</li> </ol>	<p>CFHE Children’s Social Services (SUASC) and Children’s Disability Teams – Karen Goodman &amp; Liz Totman</p> <p>Rainer 16plus service – Mick McCarthy</p> <p>Adult Social Services</p>	<p>No additional resources required – audit included in regular CSS audit plan for 2008/09</p> <p>No additional resources required</p> <p>No additional resources required</p>	<p>During annual auditing cycle for 2008/09</p> <p>July 2008 onwards</p> <p>September 2008</p>

**3 IMPROVE ICT & DATA COLLECTION TO SUPPORT THE MONITORING AND TARGETING OF ACTIVITY TO REDUCE TEENAGE PREGNANCY**

**Action:** TP 01 – Improve IT infrastructure and data collection to enable continuous assessment of performance and early recognition of variations in teenage conception rates and sexual health data so that services can be more closely monitored

**Priority:** Recommendation / Important Weakness

**Lead Agency:** EKC PCT

**Lead Manager:** Richard Murrells

**Multi Agency Group:** T P Strategy Group

<b>Action Summary</b>	<b>Partners/Officers Involved</b>	<b>Resources</b>	<b>Timescales</b>
<p>a) The five Kent maternity units have been requested to send data to public health data analysts on a three-monthly visit. Data relating to 2006 and 2007 is being forwarded</p> <p>Termination data already sits with this team. Whilst provision of this data is being made through goodwill, efforts are being made to get PCT maternity contracts amended to ensure this is sustainable</p>	<p>TP Strategy Coordinator</p>	<p>People in maternity units and public health data informatics team</p>	<p>September 2008</p>
<p>b) Sexual health data is collected currently and provision of this is not an issue if requested with notice</p> <p>Information leads have been identified</p>	<p>TP Strategy Coordinator</p>	<p>None</p>	<p>September 2008</p>

**Action:** TP 02 - IT infrastructure in (a) GUM and (b) outreach settings is underdeveloped

**Priority:** Important Weakness

**Lead Agency:** EKC PCT

**Lead Manager:** Richard Murrells

**Multi Agency Group:** T P Strategy Group

Action Summary	Partners/Officers Involved	Resources	Timescales
(IT infrastructure in GUM is already sophisticated)  IT infrastructure for contraceptive/outreach services is being updated – new computers are being installed in East Kent  West Kent is improving paper process collation until finances allow expansion of computer programmes	TP Strategy Coordinator	None	Dec 2008

Page 106

**Action:** TP 03 - Continued high rates of teenage conception in some areas with significant variability across the county

**Priority:** Important Weakness

**Lead Agency:** EKC PCT

**Lead Manager:** Richard Murrells

**Multi Agency Group:** T P Strategy Group

Action Summary	Partners/Officers Involved	Resources	Timescales
The successful Shepway model is currently being implemented in all districts across the county	TP Strategy Coordinator	Funding for more school nurse time to implement a high standard of SRE/ services	Oct 2008
	Child Health Commissioner Public Health West Kent PCT	Funding to ensure sustainability for development of West Kent clinics, presently will be delivered from Teenage Pregnancy Strategy monies, PCT may not core fund 2008-09	Oct 2008

**Indicators to monitor improvement – Teenage Pregnancy**

- Regular review of data submission
- Children and Young People of Kent survey to review SRE
- Number of schools assessed as delivering a high standard of SRE
- Number of clinical sessions available to young people in West Kent
- Outreach sessions where IT resources are available
- Monitor data entry in clinics and outreach sessions and currency of data available to KCC
- Number of new fathers projects in operation

**4 AVOID PLACING YOUNG PEOPLE IN ADULT PSYCHIATRIC WARDS**

**Action:** SG01 - Avoid young people in need of in-patient mental health services from being admitted to adult psychiatric wards

**Priority:** Recommendation / Important Weakness

**Lead Agency:** EKC PCT

**Lead Manager:** Trish Dabrowski

**Multi Agency Group:** CAMHS Strategy

Page 107

<b>Action Summary</b>	<b>Partners/Officers Involved</b>	<b>Resources</b>	<b>Timescales</b>
a) Review 2007-08 u18s admitted to adult wards and number of serious untoward incidents produced	Child Health Commissioning  Trish Dabrowski / Duncan Ambrose	Data from health providers  Commitment and protected time from health commissioners and health providers	September 2008
b) Change KMPT contract to remove u18 activity from adult mental health contract (July)	Child Health Commissioning  Trish Dabrowski / Duncan Ambrose	Commitment and protected time from health commissioners and health providers	June/July 08
Letter to introduce CAMHS performance measures into the KMPT and EKHT contracts (immediate)		Input from contracting teams and financial teams	August 08
Letter to provider to ensure admission of an u18 to an adult ward triggers a serious untoward incident report which is reported to commissioners (immediate)			June/July 08
Letter to ensure serious untoward incident reporting by providers to commissioners			June/July 08

Action Summary	Partners/Officers Involved	Resources	Timescales
c) Performance management of CAMHS activity to monitor placement of u18s and serious untoward incident monitoring	Duncan Ambrose	Contractual arrangements for specialist CAMHS providers from financial year 2008-09  Information Technology support for collation of data and analysis of information (July)  CAMHS commissioner protected time (quarterly)	September 2008
d) Appointment of placement officer to monitor all in-patient admissions  Introduction of regular Tier 4 reviews by an experienced Tier 4 clinician	Trish Dabrowski	Appropriate candidates  Investment by host PCT and/or SHA	September 2008

**Indicators to monitor improvement – Safeguarding – CAMHS under-18**

- Formal report on u18s on adult wards 2007-08 produced
- Number of u18s admitted to adult wards reduced
- Number of serious untoward incidents regarding u18s admitted to adult wards reduced

**5 IMPROVE THE SUPPLY OF SPECIALIST CAMHS FOR CHILDREN WITH LDD**

**Action:** LDD 01 - Commence work to ensure that there is sufficient and accessible specialist CAMHS provision for children and young people with learning difficulties and/or disabilities

**Priority:** Recommendation / Important Weakness

**Lead Agency:** EKC PCT

**Lead Manager:** Trish Dabrowski

**Multi Agency Group:** CAMHS Strategy

Page 109

Action Summary	Partners/Officers Involved	Resources	Timescales
<p>a) A multi agency project group will be tasked with looking at improving access to CAMHS for learning disabled children (May to September 2008). This will build on the Joint Strategic Needs Assessment and will help to align the range of provision which currently exists across the county</p> <p>A user reference panel system will be established to support service development</p> <p>This activity has been supported by investment in Eastern &amp; Coastal Kent Teaching PCT and West Kent PCT to increase the provision on non-verbal therapies within mainstream specialist CAMHS</p> <p>6 month project of service development, followed by building business cases for multi-agency investment in the following commissioning cycle</p>	<p>Child Health Commissioning</p> <p>Trish Dabrowski / Duncan Ambrose</p>	<p>Commitment and protected time from health commissioners, health providers, children’s social services and education</p> <p>Approximately £170,000 of additional health funding will be available from April to September 2008, which is part of the £250,000 recurrent health investment in 2008-09</p> <p>Review of multi-agency spend on LDD CAMHS services</p>	<p>From September 2008</p>
<p>b) Performance management of CAMHS activity to monitor uptake of services by children with learning disabilities</p>	<p>Duncan Ambrose</p>	<p>Contractual arrangements for specialist CAMHS providers from financial year 2008-09</p> <p>Information Technology support for collation of data and analysis of information</p>	<p>September 2008</p>

Action Summary	Partners/Officers Involved	Resources	Timescales
		Additional resources for voluntary organisation providers may be required on a case by case basis  CAMHS commissioner protected time	

**Indicators to monitor improvement – LDD CAMHS**

- CAMHS mapping proxy measures for LDD CAMHS
- Needs assessment conducted for children with learning disabilities and mental health needs
- Number of children with learning disabilities referred to Tier 3 CAMHS
- Number of children with learning disabilities accepted by Tier 3 CAMHS
- Change of referral criteria for Tier 3 CAMHS to accept children who would be unable to use a verbal therapy
- Number of children with learning disabilities admitted appropriately to Tier 4 services

**6 IMPROVE THE NUMBER OF LAC RECEIVING ANNUAL HEALTH CHECKS**

**Action:** LAC 02 – Improve performance on the number of looked after children (KCC LAC) receiving annual (review) health assessments

**Priority:** Important Weakness

**Lead Agency:** KCC - CFE

**Lead Manager:** Paul Brightwell

**Multi Agency Group:** LAC Strategy

Action Summary	Partners/Officers Involved	Resources	Timescales
<p>There has already been a marked improvement in performance since March 2007 – resulting in a Band increase. It is expected that further increases in performance as a result of the actions being implemented will be forthcoming during 2008</p>	<p>CFHE Children’s Social Services – Paul Brightwell</p> <p>CSS area managers (LDD)</p> <p>Trish Dabrowski</p>		
<p>1. A detailed action plan has been produced to address performance under PAFC19 – health of LAC, which focuses on both annual health assessments and dental checks. The action plan has already been approved by CFHE Senior Management Team and Cabinet Scrutiny Committee and is subject to regular review</p>		<p>None – action plan already in place/actioned</p>	<p>December 2008</p>
<p>2. A detailed analysis of annual health assessments and dental checks by the Data and Performance LAC issues group – to include an analysis of performance by district to establish any district variations in performance and reasons for this</p>		<p>None</p>	<p>July 2008</p>
<p>3. Request (via Richard Murrells) for the extension of Eastern and Coastal Kent PCT’s dental screening at the initial health assessment to West Kent PCT area</p>			<p>Completed – April 2008</p>
<p>4. To establish a baseline and develop an Action Plan where it applies to disabled LAC (LDD)</p>		<p>None – action plan in place</p>	<p>December 2008</p>

**7 EXTEND THE PROVISION OF LEAD PROFESSIONALS / WORKERS AVAILABLE TO SUPPORT LDD CHILDREN AND THEIR FAMILIES**

**Action:** LDD 02 – A lack for some families of a ‘lead worker/professional’ to support them in securing a coherent package of support spanning more than one service

**Priority:** Important Weakness

**Lead Agency:** KCC - CFE

**Lead Manager:** Joanna Wainwright

**Multi Agency Group:** Integrated Processes

Action Summary	Partners/Officers Involved	Resources	Timescales
<p>a) The Pathfinder Delivery Plan, for 2008-2010 to transform short break services, has recently been approved by DCSF. Key tasks include engaging with parents and disabled children and young people to design the service. For further detail see draft Planning Tool</p> <p>The Partnership with Parents (PwP) service will provide improved information and support for parents and carers and disabled children and young people with dedicated Disabled Children and Families Independent Supporters and Participation workers. PwP will work with other sources of support such as the Parents Consortium and SMAP. This improvement will be delivered through the Aiming High programme and the further development of the Kent Resource Directory for Children’s Services as part of the implementation of the ECM agenda through Local Childrens Service Partnerships</p> <p>Expand the use of the Children’s Disability Register to inform a wider range of parents</p> <p>The Short Breaks Pathfinder Programme will ease the pressure on referrals and access to support by</p>	<p>Education/ Disability Children’s Service</p> <p>Liz Totman</p> <p>Joanna Wainwright</p> <p>CSS</p> <p>DCS</p> <p>SDU</p> <p>Health/Lead Locality Commissioner</p>	<p>Resources identified in the Pathfinder Delivery Plan.</p>	<p>2008-2010</p>

Action Summary	Partners/Officers Involved	Resources	Timescales
<p>reviewing the eligibility criteria and developing a self assessment tool for parents/carers to have direct access to support services</p> <p>The early support model is to be expanded to primary aged children to ensure Lead Professional/Key Worker support</p>			
b) Continued roll out of CAF/Lead Professional training	<p>Education</p> <p>Mary Burwell</p>	Currently resourced via the CAF budget. Future resource needs have been included as part of the MTP submission. Awaiting outcome	Detailed in CAF delivery plan on-going
<p>c) To ensure staff feel mandated to implement Lead Professional/key worker role</p> <p>Rob Semens to advise regarding a blanket variation to job descriptions</p>	<p>Education</p> <p>Mary Burwell</p>	Currently resourced via the CAF budget. Future resource needs have been included as part of the MTP submission. Awaiting outcome.	Detailed in CAF delivery plan on-going

**Indicators to monitor improvement – to address lack of lead worker / professional to offer support**

- Please see Pathfinder Delivery Plan
- The LCSP will provide quarterly statistical reports including the breakdown of the agency and professional of those undertaking the Lead Professional functions
- An evaluation questionnaire is being sent to Practitioners, Parents/Carers, Children and Young People to support the evaluation of the impact of CAF and Lead Professional in these Pilots
- Critical performance indicators on integrated processes have been agreed – these will be monitored through the monthly highlight reports for the CAF/Lead Professional/Contact Point Project Board
- The LCSPs will also provide reports on Action Plans that the Lead Professional agrees with the Parents/Carers and the other professionals in the team around the child

**8 IMPROVE THE TIME TAKEN TO SECURE HOUSING ADAPTATIONS FOR LDD CHILDREN**

**Action:** LDD 03 – The time taken to secure housing adaptations to meet the needs of families with children with learning difficulties and /or disabilities and limited publicity for their entitlements in such respects

**Priority:** Important Weakness

**Lead Agency:** District Councils

**Lead Manager:** Chair of JPPB for Housing

**Multi Agency Group:** JPPB

<b>Action Summary</b>	<b>Partners/Officers Involved</b>	<b>Resources</b>	<b>Timescales</b>
<p>Scoping exercise with district councils to identify each of the council policies on disabled children (because they are all different). Then to identify best practice and agree a policy that is the same across all districts – with the aim of introducing a fast track approach</p> <p>Through the 2010 County Transition Group improve engagement and planning with District Councils, Housing Associations and other partners to secure appropriately adapted independent living accommodation on a planned basis for young adults going through transition</p> <p>To establish a baseline to understand the reasons for delay. District Councils have to agree DFG before CSS funds any necessary top-up. District Council waiting lists for funding vary across the county. To improve the referral to assessment time, two additional OTs will be recruited</p>	<p>Liz Totman</p> <p>Children’s Trust</p> <p>CSS Area Managers</p> <p>District Councils</p> <p>Occupational Therapy in Adult Social Services</p>	<p>To be agreed by chair of JPPB</p>	<p>To be agreed by chair of JPPB</p>

**9 IMPROVE THE ACCOMMODATION AND RESOURCES AVAILABLE IN ALTERNATIVE EDUCATION CENTRES**

**Action:** PAN 01 – The quality of accommodation and resources in alternative education centres

**Priority:** Important Weakness

**Lead Agency:** KCC CFE

**Lead Manager:** Sally Williamson

**Multi Agency Group:** 14+ Strategic Partnership

Action Summary	Partners/Officers Involved	Resources	Timescales
a) Service Level Agreements from September 2008 for Alternative Curriculum will contain minimum requirements for accommodation	Commissioning  Attendance and Behaviour Service  Sally Williamson  Simon Fox	Allocation secured for Capital Funding as behaviour PRUs  Further resources will be secured as part of Medium Term Planning process	The new model SLA will be available for Partnership use by September
b) Future funding allocations in respect of alternative curriculum buildings will be determined by Members	Joanna Wainwright  SMT	This has been included as part of the MTP submission. Awaiting outcome.	Review complete before September
c) Training to be delivered to Cluster Staff and PRU leaders regarding effective tendering and commissioning of alternative provision	Commissioning  Attendance and Behaviour Service  Sally Williamson	This will be funded from the Attendance and Behaviour budget.	September
d) BSF and the Primary Capital Programme will incorporate, wherever possible, the co-location of alternative provision and existing PRUs	Commissioning  Attendance and Behaviour Service  SW  AEO and LEOs in the relevant areas	BSF resources	From December 2008

**Indicators to monitor improvement – to address quality of accommodation and resources in alternative education centres**

- SLAs in place specifying minimum requirements for accommodation
- Alternative Curriculum Monitoring Team reporting improved standards of provision

By: Head of Democratic Services and Local Leadership  
To: Children, Families and Education Policy Overview Committee  
Subject: Local Children's Services Partnerships (LCSPs) – Proposal to establish a Sub-Committee

Classification: Unrestricted

---

Summary: This reports sets out a proposal to establish a Sub-Committee of Children, Families and Education Policy Overview Committee to have an overview of the Local Children's Services Partnerships (LCSPs)

---

## Introduction

1. (1) At the last meeting of the Policy Overview Committee (POC) on 3 June 2008 Members received a report on the LCSP's an updated version is set out below

(2) The Kent Children's Trust (KCT) has agreed to introduce 23 Local Children's Services Partnerships Trusts across Kent from September 2008. The local partnerships will be the local "delivery arm" of the KCT, their key purpose is to strengthen integrated working to improve outcomes for local children, young people (CYP) and families. The LCSPs will be based on the geography of the existing school clusters and increasingly draw together all public and voluntary services for CYP and families in that locality including schools, early years settings, health and youth services.

(3) Key elements of LCSP Working - being introduced from September 2008

(i) Local Children and Young People's Plan (LCYPP)

Each LCSP will agree and deliver a LCYPP based on the Kent CYPP and focussed on the particular issues that local C&YP face. All localities have prepared a first working edition of their LCYPP in readiness for September 2008. A range of multi agency data has been provided to support this planning. Local multi agency data sets can be viewed on:

[http://www.kenttrustweb.org.uk/Children/kct\\_localdata.cfm](http://www.kenttrustweb.org.uk/Children/kct_localdata.cfm)

(ii) Local Children's Services Partnership Board

The local Board will lead the development of integrated planning and delivery and work with existing partnership groups, for example Crime Disorder Reduction Partnerships. The Board will report to the Kent Children's Trust and be accountable for delivering the LCYPP. A local Partnership Agreement has been developed to support the effective operation of the LCSP Board.

### (iii) Local Children's Services Partnership Manager and Teams

Each local partnership will be managed by a LCSP Manager who will lead the development of integrated working, support the Partnership Board and ensure outcomes are improved. Appointments have been made to 20 of the 23 posts and cover arrangements are in place for the 3 vacancies.

Staff currently part of the cluster teams have transferred to the new LCSP and further staff will be deployed as the LCSPs develop. There will also be much stronger links with professionals across partner agencies particularly as the integrated processes for CAF, lead professional and Contact-Point are implemented.

Improving outcomes across the ECM framework is acknowledged to be a long term agenda. The introduction LCSPs in September is a significant milestone in Kent and forms part of a long term change programme to embed highly effective children's trust arrangements.

### **LCSP Sub- Committee**

2. (1) It is suggested that a Sub-Committee of this POC be established to oversee the operation of LSCP's with a particular focus on the LCYPP which will make recommendations to the POC on best practise and suggestion for improvements.

#### *Terms of Reference:-*

(2) To oversee the operation of the Local Children's Services Partnerships (LCSP's) and make recommendations to the Children, Families and Education Policy Overview Committee

#### *Work Programme*

(3) Meeting would provide an opportunity to review 3 - 4 LCSP's at a time making recommendations at the next meeting of the POC. There would be 2/3 study days a year spread around the country, which would consist of visiting localities in the morning and a meeting of the Sub-Committee in the afternoon.

#### *Size of Sub-Committee*

(4) It is suggested that the Membership of the Committee be based on the proportion 4:2:1 – which is the same size as Select Committees – with the Membership drawn from across the county.

#### *Time limited*

(5) This Sub-Committee will be time limited and it would review its operation after 1 year to give Members the opportunity to recommend improvements.

## *Meetings*

(6) It is recommended that the Sub-Committee meets 6 – 8 times a year. The meetings would be programmed so that there is timely reporting of the outcomes to the five meetings of POC in the year.

## **Recommendation**

3. That, subject to approval by the County Council at its meeting on 16 October 2008, a time limited Sub-Committee of the Children, Families and Education Policy Overview Committee be established to have an overview of the Local Children's Services Partnerships (LCSPs) on the terms set out in the report.

Peter Sass,  
Head of Democratic Services and Local Leadership  
01622 694002  
[peter.sass@kent.gov.uk](mailto:peter.sass@kent.gov.uk)

Background Documents: None

This page is intentionally left blank

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

To: Children, Families and Education Policy Overview Committee  
- 19 September 1008

Subject: Kent Children and Young People's Plan 2008-2011 – Positive About Our Future

Classification: Unrestricted

---

Summary: This paper presents Kent's updated Children and Young People's Plan 2008-2011 'Positive about our Future' to members of the CFE Policy Overview Committee. The plan incorporates the results from the extensive consultation exercise and has been endorsed by the Kent Children's Trust Board

## FOR INFORMATION

---

### **Introduction**

1. (1) At the request of the Kent Children's Trust Board (KCTB) the Children and Young People's Plan (CYPP) 2006-2009 has been updated to reflect national and local developments.

(2) The updated plan (Appendix A) has been drafted at a strategic level based on the 8 high level KCTB priorities with a focus on outcomes that could be improved and delivered through multi agency/partnership working. The outcomes and activities in the revised plan are based on an updated Kent wide needs analysis (Appendix B) that builds on the Joint Strategic Needs Assessment led by health colleagues.

(3) The delivery of this strategic plan will be underpinned by the plans of the 23 Local Children's Services Partnerships.

### **Consultation Arrangements**

2. (1) An extensive consultation exercise took place during June and July to seek the views of a full range of stakeholders including children and young people (see Appendix C for list of consultees).

(2) Members were included in the process and details of the consultation were circulated to all members through the Member Information Bulletin No 24 / 13 June 2008.

(3) Key changes arising from the consultation are detailed in Appendix D.

## Children and Young People's Plan 2008-2011

3. The attached plan has been updated to reflect the feedback from the consultation exercise and was endorsed at the Kent Children's Board on 11 September 2008.

### Recommendations

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

- Note the updated CUPP 2008-2011 'Positive about our Future' the Kent Children's Trust partnership plan to be published in October 2008.

Karen Mills  
Planning Manager, Strategic Planning and Review  
01622 694531  
[Karen.mills@kent.gov.uk](mailto:Karen.mills@kent.gov.uk)

*Background Documents:*

None

*Other Useful Information:*

<http://www.everychildmatters.gov.uk/strategy/planningandcommissioning/cypp/>

[www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

DRAFT

APPENDIX B

*Children & Young People's Plan*  
**Strategic Needs Analysis  
of Outcomes  
Kent 2008**

**Kent Children's Trust**

**For Discussion**

## DRAFT

### **Contributions from:**

Eileen McKibbin, Research & Evaluation Manager, Strategic Planning & Review, CFE, KCC

Graham Harlow, Performance Monitoring Officer, Strategic Planning & Review, CFE, KCC

Anna Embleton-Smith, Research Officer, Environment & Regeneration, KCC

Rachel Baker, Senior Management Information Officer, Management Information, CFE, KCC

Sarah Spencer, Senior Public Health Information Analyst, Kent Public Health Observatory,

June Jolley, Public Health Information Analyst, Kent Public Health Observatory

Katherine Atkinson, Research and Statistics Manager, Management Information, CFE, KCC

Mark Gilbert, Business Information Manager, YOS and KDAAT, Communities Directorate, KCC

Karen Kennedy, Performance Monitoring Manager (CSS), Management Information, CFE, KCC

Jo Reffold, Statistics Analyst, Business Information, Kent Police

Paul Godden, Information Officer, Business Performance and Management Unit, Management Information, CFE, KCC

Lauren Anning, Head of Information and Deployment, Connexions Kent and Medway

Jane Spurgin, Partnership Director, Learning and Skills Council

## Executive Summary

This strategic needs analysis assists in defining the outcome focus of the updated Kent Children and Young People's Plan (CYPP). It uses the Kent Children's Trust's eight top priorities identified in 2007, the agreed CYPP Population Indicators Framework (see Appendix 1), and other sources of relevant population level data. The analysis can be read and understood alongside the recently completed Joint Strategic Needs Assessment for Children in Kent (where there are some common elements related to health and well-being).

Overall in Kent there are many positive outcomes for the majority of children and young people. As a needs analysis, this report focuses on issues for improvement and includes analyses of sub-groups (where data available) within the county who may not be achieving positive outcomes.

A summary of each Priority area of the Kent Children's Trust follows.

### 1. POVERTY

**To reduce the impact of poverty (generational and situational) on children lives by tackling the underlying causes and mitigating the effects.**

*This means:*

- ✓ *Addressing the issue of poverty across each of the Trust's Priorities*

What the most important data tell us:

- Almost 48,000 children and young people in Kent live in poverty.

*Of children and young people eligible for FSM:*

- There is a 21% gap in children eligible for FSM, compared to all children, in reaching the benchmark for foundation stage profile.
- There is a gap in achieving Level 4+ at Key Stage 2 of 26% in English and 27% in Maths compared to non-FSM pupils.
- There is a gap of 33% in achieving 5 A\*-C GCSEs including English and Maths compared to non-FSM pupils.
- There is a gap of 32% in achieving full level 3 qualifications compared to non-FSM pupils.
- 66% who were post-16 said they *never* had a say on school/college issues (compared to 24%).
- Almost 1 in 10 said "not having a place to do homework was a barrier to their learning (9% compared to 6%).
- 12% of 11-19s smoked "most days (compared to 6%)
- 36% said their area was a good place to live (compared to 48%)
- 47% were at home most days from 7pm onwards (compared to 57%)
- Many were bullied in the area they live - 40% of 7-11 year olds had been picked on in the area they lived (compared to 26%); and 42% of 11-16s had been bullied in the last year (compared to 31%) – they were also more likely to have been bullied in their *local area* (48% compared to 32%)

## DRAFT

- o 60% said that they felt safe *in the area they live* 'most of the time' (compared 70%)

### What children and young people have told us (not just those eligible for FSM):

- o Over 1 in 3 said cost was a barrier to activities they wanted to do; about 1 in 4 said lack of transport was a barrier.
- o Over 1 in 4 said lack of money was potentially stopping them from achieving their future aspirations; about 1 in 6 said lack of transport was barrier.

## **2. RESILIENCE, CHOICES & COPING**

**To draw on and improve resilience in children and young people to help them make informed and healthy/safe choices and develop coping strategies. To include a focus on children and young people with emotional and/or mental health problems.**

### *This means*

- ✓ Improving early intervention for emotional and mental health
- ✓ Reducing risk-taking behaviour - substance misuse
- ✓ Developing resilience, confidence, and learned optimism (self-efficacy)
- ✓ Living healthier, more active lives (healthy weight)

### What the most important data tell us:

- o Almost 1 in 10 young people 11-16 (9%) and 1 in 4 post-16s (25%) admitted to "getting drunk" at least 1 or 2 times a week. By age 13/14 (Year 9), this accounts for one in every fourteen young people (7.4%) increasing to one of every five (20.3%) by 15/16 years old (Year 11). *Young people with SEN at school action and action plus level were more likely to say that they got drunk, than non-SEN or pupils with statements of SEN.*
- o Arrests of young people for drink offences have increased from 278 in 2005/06 to 403 in 2006/07.
- o The rate of teenage conceptions has declined more slowly than targeted (at 37.1 per 1,000 in 2006), reflecting reductions in some areas and increases in others. *Teenage conceptions are related to many influences, beyond sexual health issues, to include relationships, aspirations, as well as substance misuse.*
- o There were 395 hospital admissions for self-harm in 2006; while a small number, it may be indicative of need for earlier intervention and prevention for those with mental health concerns.
- o 22.7% of 5 year olds (Reception year) are obese or overweight, increasing to 30.9% by age 10 or 11 (Year 6); Kent rates are slightly lower than national. *Girls are less likely to be physically active, boys are less likely to eating healthy balance of foods, and older children are less likely to be eating healthy balance of foods.*

### What children and young people have told us:

- o Most children and young people know smoking is unhealthy; almost as many young people think getting drunk can be dangerous (but about 1 in 10 do not think so).

## DRAFT

- o Almost half of young people said they did not get enough information about how to “get advice about relationships”. *Most girls said this – even more than said they wanted information about sexual health.*
- o About 1 in 10 feel very sad or depressed most days.

### 3. PARENTING

**To improve parenting by implementing Every Parent Matters and developing more effective multi agency support and early intervention for families experiencing problems. To include:**

- o *taking action to increase fathers involvement in their children’s upbringing*
- o *reducing the incidence & impact of domestic violence and substance misuse on children and families*
- o *improving the communication & interaction development of younger children*

*This means:*

- o Improving “accessibility” in its broadest sense through Local Children’s Services Partnerships.
- o Parents’ interacting and engaging with young children
- o Improving parents’ outcomes, including domestic violence and in adults’ services (mental health, substance misuse)
- o Reducing smoking during pregnancy

What the most important data tell us:

- o 17.4% of mothers who were recorded as smokers in Kent at the time of delivery of their baby in 2006/07. *Incidence is greater in areas of deprivation.*
- o 69.3% of mothers initiated breastfeeding in 2006/07.
- o 80% of parents read with their 0-4 year olds everyday but 8% said they do this only once a week or less (4% of these “never”)
- o There was a rate of 11.6 incidents of domestic violence per 1,000 in the population in 2005/06.

What parents have told us:

- o Almost three-quarters of parents had sought information or advice at some point but that many parents, particularly parents of 11-16 year olds, did not feel they could get answers to all their parenting concerns locally.
- o Parents were most likely to turn to a) schools for information/advice about children’s activities and education/careers, b) friends/family about safety, and c) their Doctor or medical centre about health.

### 4. HOUSING

**To improve the quality and stability of housing provision for vulnerable children & young people through to early adulthood**

*This means:*

- o Initiating community/neighbourhood based engagement and responses to address concentrated areas of poor outcomes, often linked with poor housing and deprivation.

## DRAFT

- Preventing issues that lead to young people's homelessness or poor housing conditions (long-term and temporary periods).

### What the most important data tell us:

- Deprivation in the housing and services domain is significant in Kent, particularly affecting rural areas.
- About 1 in 10 people in Kent have housing related issues (ranging from having large amounts of consumer debt to very deprived areas).
- 6.5% of households had no central heating and 5.3% were overcrowded in 2001.

### What children and young people have told us:

- Care leavers have had concerns about housing, which has been taken up by partners to improve.
- Almost 1 in 10 children eligible for *FSM* said that not having a place to do homework is a barrier to their learning.

## **5. VULNERABLE GROUPS, INCLUDING YOUNG CARERS**

### **To improve the achievement and quality of life for young carers by implementing the Young Carers Strategy.**

#### *This means:*

- Ensuring services of all partners understand and address the needs of the most vulnerable groups in Kent.
  - Children and young people with learning difficulties and/or disabilities
  - Looked After Children
  - Children and young people from BME groups (particularly Gypsy/Roma)
  - Children, young people and families in poverty (see Priority 1).
- Young carers, while not represented in data sets, are a nationally recognised vulnerable group. Improving the outcomes of parents (adult services) who rely on their children to care.

### What the most important data tell us:

- Throughout this document, these groups are highlighted as vulnerable to poor outcomes, where to data allows for this kind of analysis (including education-related data and the Children and Young People of Kent survey data).

## **6. Things to do, Places to Go**

### **To ensure more young people have things to do and safe places to go in their leisure time and improve outcomes for adolescents at risk to themselves and potentially others, through for example implementation of the Integrated Youth Strategy**

#### *This means:*

- Addressing costs and transport barriers to activities, particularly for those in poverty (see Priority 1).
- Resolving locality specific barriers or lack of provision through Local Children's Services Partnerships.

## DRAFT

- Recognising the presence and contribution young people make in Kent communities, and balance the focus on offending.

### What the most important data tell us:

- There were 1,897 first time entrants into the Youth Justice System in 2007/08 – a rate of about 1.3% of 10-17 year olds.
- Many 11-16s (43%) and post-16s (33%) indicated they would like to do other activities in their spare time that they currently do not do - *11-13 year olds said this most often (52%)*.
- Over one-third of 11-16s said nothing was stopping them from doing activities they wanted, but barriers stopping many others were: cost (33%), lack of time (30%), not available locally (27%), lack of transport (23%), and/or family safety concerns (11%).
- Over half of 7-11s said they had the chance to have their say on what happened at school (56%) and over two-thirds of 11-19s said they did at least sometimes (67% 11-16, and 70% post-16). However, a quarter of 11-19s felt they *never* had the opportunity to have their say (25% and 24%) – *66% of post-16s eligible for FSM felt they never did*.
- Almost half of children (7-11) thought they had the chance to have their say on what happened in the area in which they lived (47%) but more than half of young people 11-19 said they *never* had the chance (54% 11-16 and 65% post-16).

### What children and young people have told us:

- Young people 11-19 said they would like to do things like: football (including American football), swimming, dancing (including hip-hop and Bollywood), ice skating, trampolining, going to a gym/fitness centre/keeping fit, tennis, horse riding, music, and martial arts.
- 55% of 11-16s indicated they were usually at home from 7pm onwards on weekdays; *this is lower for those eligible for FSM (47% compared to 57%) with SEN (44%, compared to 60%) or who were looked after (35% compared to 57%)*.
- Most children and young people said they do things to help others. Among young people (11-16 and post-16), many agree they already do things like recycle (56% and 62%), help a neighbour (30% and 25%), help someone who is being bullied (27% and 22% - see Priority 8) and raise money for charity (26% and 25%). More young people said they would like to do these things, indicating a desire to do more. Fewer young people were interested in school/college councils.

## **7. ENGAGEMENT& PARTICIPATION**

**To increase engagement and participation by young people in education, employment and society in order to prevent disaffection and improve security**

### *This means:*

- Improving early childhood development by age 5, through early years and other influences on development, including parenting.
- Increasing engagement and attainment by age 11, particularly for specific groups of children and areas.

## DRAFT

- Increasing engagement and attainment by age 16 for specific groups of young people.
- Increasing engagement, participation and attainment by age 19 for specific groups of young people
- Linking actions for improvement to Priority 1 (Poverty).

### What the most important data tell us:

- Under half (43%) of 5 year olds reached the national benchmark for the foundation stage in 2007 (46% nationally). *There are gaps between the achievement of all pupils and certain groups of children: SEN (30% gap), those eligible for FSM (21% gap), children from BME groups (5% gap) and between boys and girls (9% gap for boys). Those who have EAL also have a lower proportion reaching this level (13% gap) that may also reflect language spoken by this age.*
- Two-thirds (66.7%) of children achieved Level 4+ in Key Stage 2 in both English and Maths in 2007 (age 11) - an improvement on the previous year (71% nationally, which also improves year on year). *Gaps in achievement by certain groups are evident in English and in Maths, with the most noticeable in English for: SEN (51% gap to non-SEN), FSM (26% gap to non-FSM), and for boys (9% gap to girls, narrowing) as well as Gypsy/Roma, Irish Traveller, non-British white, and LAC although these latter are smaller groups.* Persistent absence for Primary pupils in 2006/07 was 1.7% in Kent (statistical neighbours 1.5% and England 1.8%.)
- 48.5% of young people achieved 5 or more A\*-C GCSEs including English and Maths in 2007, which improved on the previous year. This is better than national (45.9%), but there is a gap for some groups: *LAC in Kent schools (43.5% gap to non-LAC), Gypsy/Roma (none achieved this threshold, the gap in effect is 49%), SEN (47% gap to non-SEN) and FSM (33% gap to non-FSM).* Persistent absence for secondary pupils improved to 6.8% in 2006/07 (statistical neighbours at 5.9% and England at 6.7%.)
- 47.2% of young people achieve full Level 3 qualifications by age 19 in 2006/07 (48.0% nationally), *but while better than previous years, this achievement by those eligible for FSM shows a gap of 32% to those not-eligible for FSM – a wider gap than national FSM at 25.4%.*
- The proportion who is NEET is decreasing (5.3% in 2007/08) and has been lower than national; *over-represented groups in Kent are teenage parents, pregnant teenagers, LAC, and young people with LDD.*
- The rate of re-offending stands at 40.2% for the 2005 cohort (35.7% nationally) and there is no clear trend. The chances of a young person re-offending are greater for boys, those with more complex issues (including mental illness and/or substance misuse), and persistent problems (including with family or with education).

### What children and young people have told us:

- While over one-quarter of young people said nothing is making it difficult to learn, others said other pupils being disruptive (54% 11-16s and 43% of post-16s), and/or not getting feedback on how they are doing (24% and 28%) makes it difficult to learn.
- About 1 in 10 young people thought it was okay to miss school if they felt like it.

## DRAFT

- o Two-thirds know what sort of job they want when they grow up. Barriers to achieving what they want in the future were: lack of money (26%, see Priority 1), not having the right qualification (24%), lack of information or advice (14%), wanting to stay in the local area (14%) and/or lack of transport (12%, see Priority 1).

### **8. BULLYING & COMMUNITY SAFETY**

#### **To take action to reduce the incidence and impact of bullying in school and the community**

##### *This means:*

- o Decreasing incidence of bullying at school, in local areas and getting to/from school – particularly for some groups of children and young people.
- o Reducing the rate of young people who are victims of crime (often victims of young offenders) and addressing concerns of those who do not feel safe in areas they live.
- o Reversing the increasing rate of injuries leading to hospital admission, including unintentional injuries as locally identified.

##### What the most important data tell us:

- o About 1 in 3 children and young people experience bullying. Bullying declines between 11 to 19 years old with 31% of 11-16s and 14% of post-16s having been bullied in the 2006/07 school year; of those 11-16 who had been bullied at school, for one-third this happens on most days. Of Primary children, 38% had been picked on or bullied at school, 27% in the area they live, and 13% going to or from school. *Children with SEN are more likely than their peers to be bullied at school amongst 11-16s and in the area where live amongst 7-11s. Those eligible for FSM were more likely than their peers to be bullied in the areas where they live.*
- o There were 3.3% of children and young people 0-18 who were victims of crime in 2005/06 (10,654 incidents). Violence against the person was by far the most common type of crime (50%). Young people are much more likely to be a victim than a perpetrator of crime.
- o The rate of hospital admissions for injury shows a rising trend. In 2006/07, there were 14.8 admissions per 1,000 aged 0-19, accounting for over 5,100 admissions (a 7.4% increase on last year). Falls are the most common cause (29%) followed by other forms of injury due to external causes, transport accidents, self-harm (see Priority 2) and assaults/undetermined events.

##### What children and young people have told us:

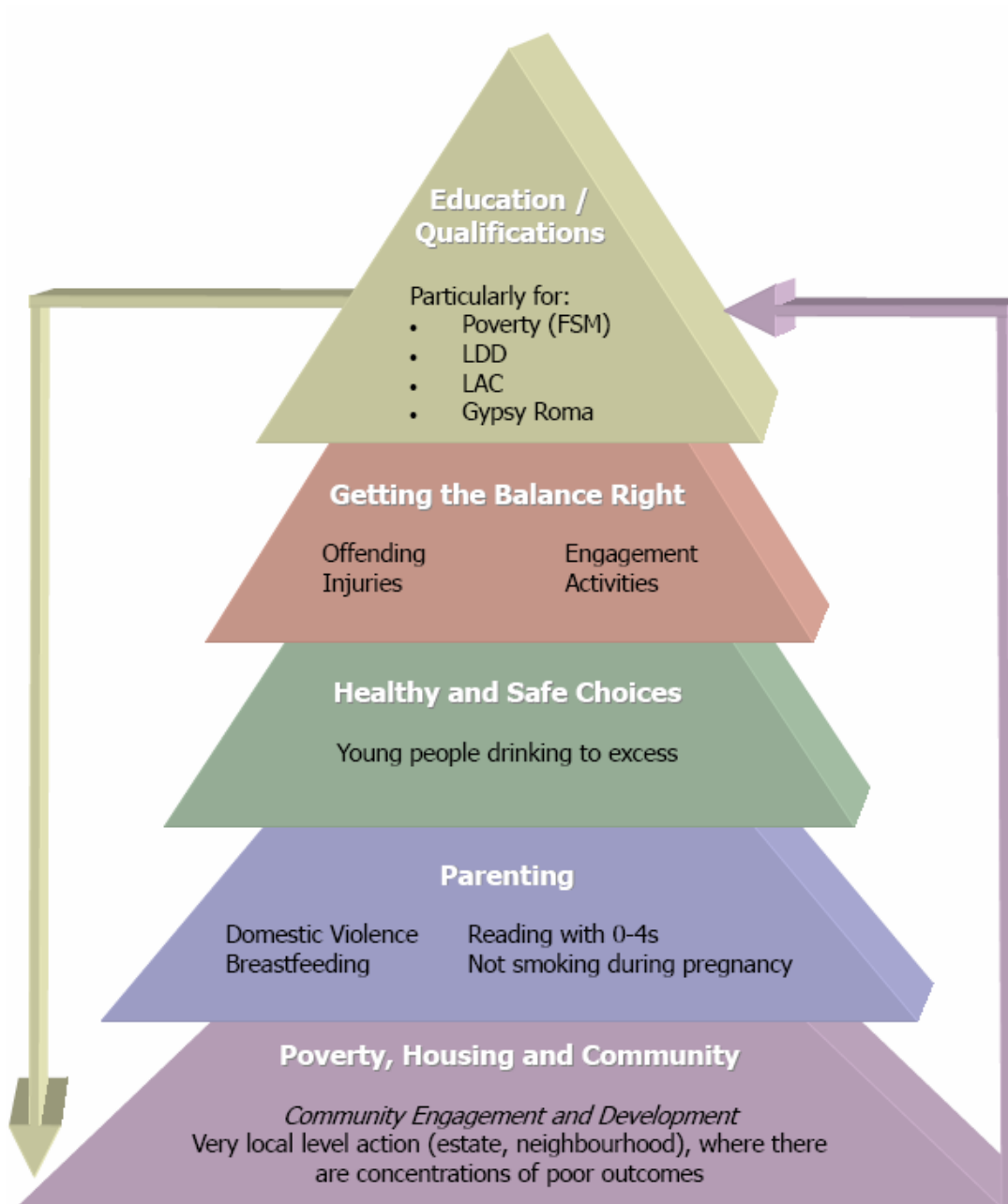
- o One in ten said bullying was making it difficult for them to learn.
- o Helping someone who is being bullied declines with age. While 4 in 5 Primary children tell an adult if someone is being bullied, this drops to 1 in 4 secondary young people who help someone who is being bullied; however, over half would like to help.
- o 56% of 11-16s and 37% of post-16s reported that they never shared information about themselves on the internet, but 27% and 35% did so at least one or two

## DRAFT

times a week. *About a quarter felt they needed more information on internet safety (24% and 25%).*

- o Most feel safe most of the time at school or college, getting to/from school or college, and in the areas they live, but about one-quarter only sometimes feel safe and a concerning few (under 10%) feel safe not very often or never (who were mostly concerned about gangs, people carrying knives, and people hanging around). *Of those who do not feel safe in the area they live, these are more often girls and young people with SEN and/or are eligible for FSM who have specified safety concerns.*

Across all of the above findings, taken thematically, the things most important to improve across the priorities are represented in the following graphic.



## Purpose & Methods

The Kent Children and Young People's Plan (CYPP) 2006-2009 was developed following DfES<sup>1</sup> guidance, needs analysis, and consultation across partners and with children and young people. In early 2007, the Kent Children's Trust approved a population indicators framework for the CYPP. Following the 2007 CYPP Review and completion of the first Children and Young People of Kent survey, the Trust identified eight top priorities to which all partners can contribute to improving outcomes.

This paper is an updated strategic needs analysis of outcomes to inform these priorities using the population indicators and other key sources. It uses available data to identify where outcomes can be improved and where there are gaps in achieving outcomes for some vulnerable groups. While this analysis informs the new CYPP, the performance management framework to support the CYPP will be aligned with the new National Indicator Set (NIS). As such, some data presented here will ultimately be replaced with new NIS baseline data.

As the DCSF requires the CYPP to be based on a thorough needs analysis (and be reviewed each year) the Department of Health requires a "Joint Strategic Needs Assessment" to address health and well-being. The latter has also been completed ("Joint Strategic Needs Assessment for Children in Kent"). It includes evidence-based interventions and can be read alongside this updated needs analysis ([http://www.clusterweb.org.uk/Children/kct\\_countydata.cfm](http://www.clusterweb.org.uk/Children/kct_countydata.cfm))

One last word on a cautionary note about small cohorts; in analysing data to identify gaps in positive outcomes for some groups of young people, some sub-groups become quite small. Therefore, for example, while groups of children and young people eligible for Free School Meals (FSM), or who have Special Educational Needs (SEN) are of a large enough size, the cohorts for looked after children or who are Gypsy/Roma are smaller and caution must be used in interpreting trends.

---

<sup>1</sup> Department for Education and Skills, now Department for Children, Schools and Families (DCSF)

## Analysis of Outcomes

### 1. POVERTY

**To reduce the impact of poverty (generational and situational) on children lives by tackling the underlying causes and mitigating the effects.**

#### Rationale

*“Growing up in poverty damages children’s health and well-being, adversely affecting their future health and life chances as adults. Ensuring a good environment in childhood, especially early childhood, is important. A considerable body of evidence links adverse childhood circumstances to poor child health outcomes and future adult ill health. Adverse outcomes include higher rates of: mortality from accidents, poor dental health, child mortality, low educational attainment, low birth weight, childhood obesity, school exclusions, infant mortality, teenage pregnancy, some infections, substance misuse, mental ill health. By international standards the comparative picture of child poverty in the UK has been poor. International variation in child poverty levels shows that child poverty is not inevitable. In other countries experiencing similar demographic changes and economic pressures to the UK, children have been protected from escalating child poverty by social policy favouring progressive taxation, higher spending on social protection for children. Eradicating child poverty is now a national policy target.”<sup>2</sup>*

The individual benefits of employment, which may include financial means, also can support self-esteem, aspirations, as well as examples parents give to their children. Yet, efforts to resolve child poverty through a return to work have been partial in success, as a return to work has meant a move from “workless poverty” to “working poverty” for too many<sup>3</sup>. *Child Poverty in Perspective: An Overview of Child Well-being in Rich Countries*<sup>4</sup> states:

- “There appears to be little relationship between levels of employment and levels of child poverty”.
- “Variations between counties in the proportion of children growing up in lone-parent families do not explain national poverty rates.”
- “In many OECD countries there is a pronounced trend towards lower relative earnings for the lowest paid.”

*“Tackling poverty in families is central to addressing the inter-generational cycle of disadvantage”<sup>5</sup>*

*“Ending child poverty requires a sustained national, local and regional effort across all agencies, service providers and professionals, but also businesses and communities.*

<sup>2</sup> Community Health Profiles, 2007; NHS and Association of Public Health Observatories, Interpretation of children in poverty.

<sup>3</sup> Working out of Poverty. A Study of the low-paid and the ‘working poor’; Graeme Cooke and Kate Lawton, Institute of Public Policy Research, January 2008.

<sup>4</sup> Unicef 2007, p.7

<sup>5</sup> *Think Family: Improving the life chances of families at risk*, Cabinet Office, Social Exclusion Task Force, 2007, p.5

## DRAFT

*Regional and local economic and regeneration strategies need to address the needs of the most disadvantaged families.<sup>6</sup>*

### **Analysis and Interpretation**

In England in 2001, there were 21.3% of children living in poverty<sup>7</sup>. Kent is ranked as significantly better than the England average at 17.6%; yet, this still accounted for **47,936 children in poverty**. Averaging also masks local variation, as both Thanet (27%, 6,881 children) and Shepway (22.4%, 4,213 children) ranked as significantly worse than England. No District in Kent has fewer than 5% of its children, or fewer than approximately 2,500 children, living in poverty.

The **Index of Multiple Deprivation scores (IMD)** ranks Local Authorities' positions based on different domains. Many overall IMD positions in Kent areas were worse in 2007 than in 2004 (in the points which follow<sup>8</sup>).

- o Kent's ranking nationally on IMD rose (i.e. became more deprived) by 2 since 2004. It is now 16.99, placing it 104<sup>th</sup> out of 149. It is also the 2<sup>nd</sup> most deprived amongst the southeast's county councils.
- o The position also rose for 10 of the 12 Districts in Kent. "The deprivation rank of Kent districts illustrates the extreme social and economic differences across the county. Thanet is within England's top 20% deprived and Sevenoaks is within England's least 20% deprived." Thanet's position was 65<sup>th</sup> of 354, a move up of 20 positions in deprivation ranking.
- o "Kent areas suffer the most from barriers to housing and services deprivation. There are more Kent LSOAs in England's top 20% deprived on this domain than there are on any other domain." (See section 4, Housing). "The pattern of deprivation across Kent varies for each of the different domains (types of deprivation). However, urban areas, and particularly those in coastal locations and in north Kent, tend to suffer the most in all domains with the exception of the Barriers to Housing and Services domain where rural areas are affected more greatly."

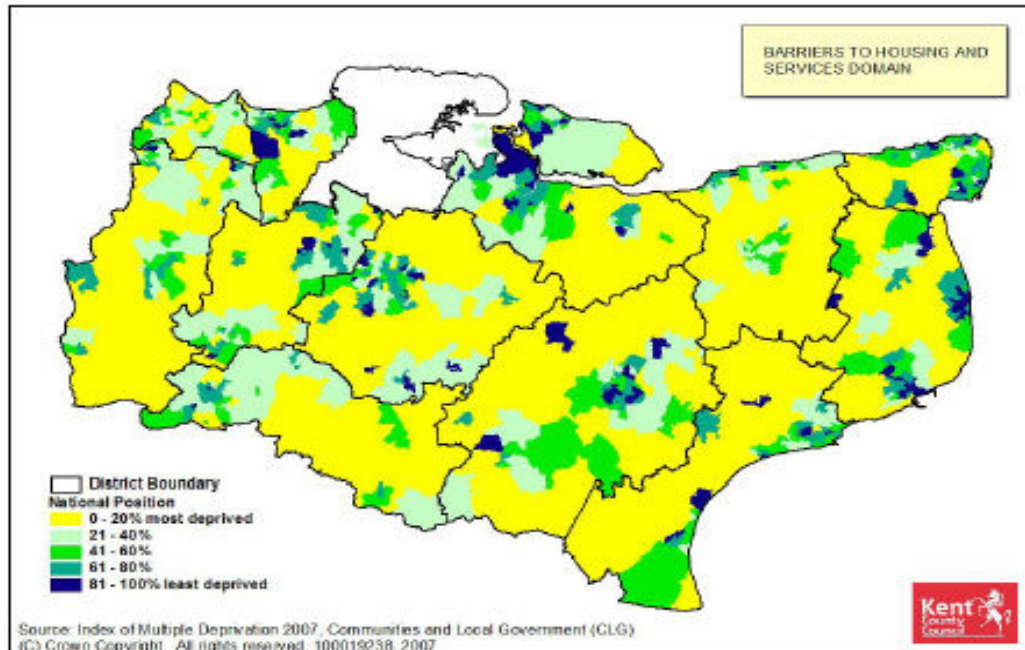
---

<sup>6</sup> P. 36, The Children's Plan, DCSF, 2008

<sup>7</sup> NHS, Health Profile 2007 for Kent; data based on prevalence of children living in families receiving means-tested benefits, percentage resident population, under-16 years, 2001, persons.(part of Indices of Deprivation 2004 – Income deprivation domain)

<sup>8</sup> The Pattern of Deprivation in Kent, based on the Indices of Deprivation, 2007; KCC, E&R, Analysis and Information Team.

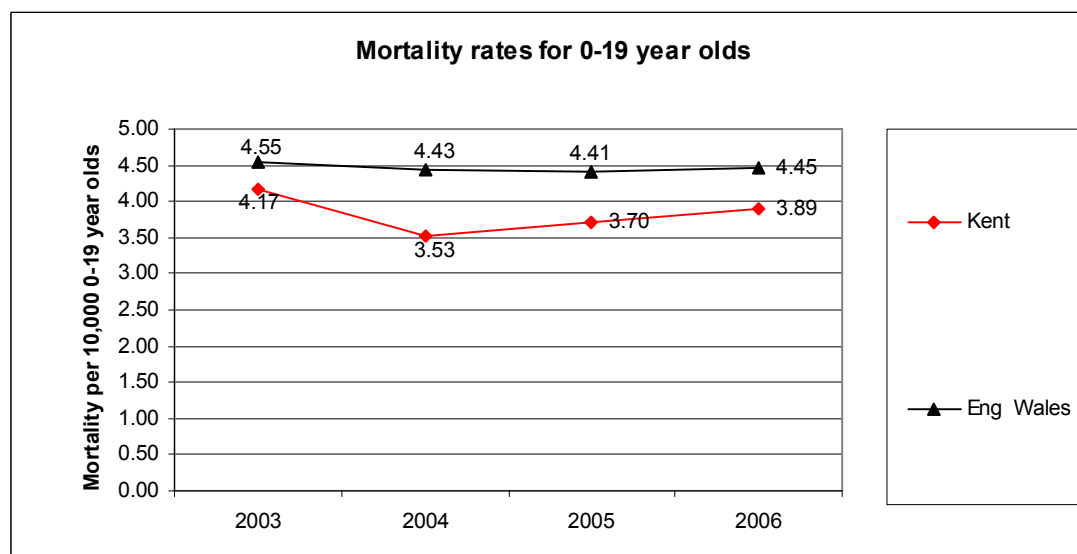
## DRAFT



The Analysis and Information Team  
Kent County Council  
[www.kent.gov.uk/research](http://www.kent.gov.uk/research)

- o The following indicators constitute the housing and services deprivation domain, and are therefore key to addressing deprivation in Kent:
  - Household Overcrowding
  - Local authority level percentage of households for whom a decision on their application for assistance under the homeless provisions of housing legislation has been made, assigned to the constituent SOAs .
  - Difficulty of access to owner-occupation (modeled estimates)
  - Road distance to a GP Surgery
  - Road distance to a general store or supermarket
  - Road distance to a Primary school
  - Road distance to a Post Office or sub-post office.
- o “Deprivation related to barriers to housing and services is concentrated in rural areas. This is partially related to the distance people live from services in rural areas but also because of difficulty people in rural areas have entering owner-occupation. Many native rural residents are being out-priced by town-dwellers looking to move to the country or city workers buying rural properties in Kent as 2<sup>nd</sup> homes. Nearly all of the areas in Kent’s top 20% deprived are also within England’s top 20% deprived. This is because approximately 78% of Kent’s land area is rural.”
- o See Appendix 2 for a table of most deprived LSOAs and Appendix 3 for District level maps of *Income Deprivation Affecting Children Index*.

Rates of **mortality** and **low birth weight** can be related to poverty (trend data on following page).



(Source: Derived from Kent & Medway Health Informatics Service, and ONS population statistics)

The **neonatal death rate** (deaths within 4 weeks of birth) is stated as a rate of 1,000 live births. The **neonatal mortality rate** is 2.3 in Kent compared to 3.5 per 1,000 live births in England and Wales (2006). The **0-19 years old mortality rate** includes the numbers of neonatal deaths and is stated as a rate of 10,000 in the resident population in the age group 0-19 years.

The **mortality rate for the 0-19 years old**<sup>9</sup> in Kent is also lower than the national rate. However, the 0-19 year old mortality rate is increasing. There are a number of different causes, some only related to the very young. Regional variation in the mortality rate for 0-19 years old ranges from 2.6 per 10,000 in Dartford to 4.9 per 10,000 in Thanet (over 2004-2006). Mortality is not split evenly by gender, with 67% being male and 33% female (2004-2006).

If the number of neonatal deaths is calculated as a percentage of all deaths in the age group 0-19 years, at Local Authority level Ashford has the highest at 51%, Sevenoaks the lowest at 25% with Kent at 34%. Other causes relate to community safety (see Priorities 6 and 8).

The term '**Low Birthweight**' is used to describe babies who are born weighing less than 2,500 grams (5lbs 8oz). The average birthweight is about 7lbs. The primary cause of low birthweight is premature birth (born before 37 weeks gestation). Although a baby born prematurely is more likely to be small there are other factors that can contribute to the risk of low birthweight.

- Age of mother (teen mothers have a higher risk of having a baby with low birthweight).
- Multiple births usually have a lower birthweight than single births.
- Mother's health – Babies born to mothers who have been exposed to drugs, alcohol and cigarettes are more likely to be a low birthweight (See Priority 3), as

<sup>9</sup> Derived from Kent & Medway Health Informatics Service, and ONS population statistics

## DRAFT

are babies born to mothers who have had poorer pregnancy nutrition, inadequate prenatal care or pregnancy complications.

In Kent, the **rate of low birthweight** is declining (6.92 in 2006) and remains below national (7.87), although there are different trends at District level. As single parents are over-represented in poverty figures, “it is notable that in Kent there are 25% more low birth weights indicated by sole registrations relative to all such registrations”<sup>10</sup>.

The Children and Young People of Kent Survey<sup>11</sup> (CYP Survey), included information about **barriers that young people experience** to things they want to do, including their plans for their future (see Priority 6). The following findings can be related to young people’s financial barriers.

While many young people said “nothing was stopping” them from doing activities they wanted to do (35% of 11-16s and 23% of post-16s), there were some significant barriers.

- o **Cost** was identified by 33% of 11-16s and 51% of post-16s - the most frequently identified barrier. There was little difference between secondary pupils eligible for FSM who indicated this was a barrier (37%) of compared with 34% who were not eligible.
- o **Lack of transport** was identified by 23% of 11-16s and 31% of post-16s. This was particularly so for those eligible for FSM (30%) compared to others (24%).
- o Post-16s more frequently identified barriers than those 11-16.

Similarly, many young people said “nothing was stopping” them in achieving their future aspirations (41% of 11-16s and 32% of post-16s). Yet, amongst other barriers, two relate to finances:

- o **Lack of money** was seen as a barrier by 25% of 11-16s and 36% of post-16s. Of pupils eligible for FSM, 29% saw this as a barrier (26% of their peers).
- o **Lack of transport** was also mentioned by 13% and 11% of these age groups respectively. More pupils eligible for FSM saw this as a barrier (19%, compared to 12%).
- o Again, it was young people post-16 who perceived more barriers, perhaps due to their being at a point in their lives of making important decisions about education, employment or training.

See also Priority 7 (gaps in attainment for pupils eligible for FSM).

### **Narrowing the gap**

The above evidence shows that poverty is impacting on outcomes for Kent’s children and young people. It also suggests that the broader experience of deprivation has not been improving in recent years - in the localised areas where it does exist, this impacts on the lives of young people and families with children.

---

<sup>10</sup> *ibid*; sole registrations where only the mother’s name is given on birth registration.

<sup>11</sup> Children and Young People of Kent Survey, KCC and NFER, 2007

## DRAFT

Addressing the underlying causes of poverty, and mitigating its effects, must address the different localised natures of its lived experience. This lived experience includes barriers that may not be readily apparent to some, including the fact that those in poverty are subject to higher tariffs, charges and fees as a result of lacking access to bank accounts and electronic financing<sup>12</sup>. Some aspects of poverty are experienced differently in localities across the county and this includes its connection to Housing (see Priority 4 on Housing). It also entails addressing rural aspects (including accessibility and transport) as well as different responses to the urban challenges of poverty in other areas.

The CYP survey shows that barriers due to costs and transport are real for young people. This is not only so for activities they want to do, but also for their hopes and plans for the future. In turn, this can have an impact on their belief that they can attain their plans for their future and possibly to continue with their education and training.

Many services focus on *mitigating the effects of poverty* to improve outcomes for its citizens, including children and young people. This includes, among other things, encouraging the take-up of benefits, healthy pregnancies, training/adult education, supporting an individual's return to work, as well as improving the educational aspirations and outcomes of young people living in deprived areas so they can escape generational cycles of poverty for themselves and their future families.

These above efforts to mitigate the effects of poverty are challenged by the broader *underlying causes of poverty*. It is difficult to escape the cycle of poverty without a broader socio-economic environment which enables one to do so, by having affordable and safe housing, good wages, training prospects within employment, etc. Therefore, as stated in The Children's Plan (national), a broader approach across all partners is required.

### **2. RESILIENCE, CHOICES & COPING**

**To draw on and improve resilience in children and young people to help them make informed and healthy/safe choices and develop coping strategies. To include a focus on children and young people with emotional and/or mental health problems.**

#### **Rationale**

*Resilience* is an often-quoted quality that has to do with certain characteristics an individual (or group of individuals) has to face challenges in life and to protect them from negative outcomes. This includes a belief that one can make a difference in one's own life (self-efficacy), as well as their capability, aspirations, and confidence. There are certain aspects of a young person's life which can help them be, and become, more resilient including having support from others/someone to talk to, encouragement from important people in their lives, and healthy strong connections with family/carers.

---

<sup>12</sup> *Families in Kent: A new perspective on families living in poverty*. Social Innovation Lab, KCC 2008

## DRAFT

The Unicef child well-being report<sup>13</sup> found that the UK placed 21<sup>st</sup> of 21 countries for the “Behaviours and Risks” dimension and 20<sup>th</sup> of 21 for “Subjective Well-being”. Several of the indicators that make up these dimensions are reflected in this Priority area of the Trust as a balance of risk-taking behaviours as well as protective factors in one’s life mitigating risks.

### **Analysis and Interpretation**

A number of indicators in the CYPP Population Outcomes Indicators Framework inform this priority area of the Trust.

**Rate of Hospital admissions for injury (0-19)** includes not only factors relating to safe places for young people to go (see Priority 6) and safe communities (see Priority 8), but also includes figures for young people being admitted to hospital as a result of actions which have put them into danger (e.g. alcohol-related incidents or self-harm). The overall admissions rate has been increasing in Kent (14.8 admissions per 1,000 aged 0-19 in 2006/07) - the majority due to falls. While a smaller number of admissions are as a result of **self-harm**, this has been increasing, reflecting 395 incidents amongst young people for 2006/07.

Most primary children (72%) indicated they **usually feel happy** and most secondary aged young people said they **enjoy their lives** (75%)<sup>14</sup>. There are some geographic differences in responses across LCSPs as well as by some sub-groups:

- o **FSM** (14%), **LAC** (14%) **SEN** (12%) groups of Primary children indicated somewhat more frequently that they **did not usually feel happy** compared to their peers (8%, 9%, and 8% respectively).
- o Boys were more likely to indicate that they strongly agree with the statement ‘**I enjoy my life**’ for both 11-16 and post-16 (50% and 48%) compared with **girls** (38% and 31%). Smaller proportions of secondary pupils eligible for **FSM** (69%), who were **LAC** (66%) or had **SEN** (69%) said they enjoyed their lives compared with their peers (77%, 76% and 78% respectively).

About 1 in 10 young people 11-19 in Kent said they felt **sad or depressed most days**<sup>15</sup> (11%, which is approximately what one may expect in the population – see also JSNA for Children in Kent, 2008). Variation across LCSP areas (based on schools attended) shows a high of 17% to a low of 7%. Further:

- o One in five who were **looked after** said they felt sad or depressed most days (20%) compared with their peers (10%). The difference was less for young people eligible for **FSM** (16% compared with 10%), and those with **SEN** (15% compared with 9%).
- o Boys were more likely to say they *never* felt sad or depressed compared to **girls** (29% and 10% respectively). Similarly, girls were more likely to say they felt sad or depressed *at least once or twice a month* compared to boys (64% and 36% respectively).

---

<sup>13</sup> *An overview of child well-being in rich countries, 2007*

<sup>14</sup> CYP of Kent Survey, 2007

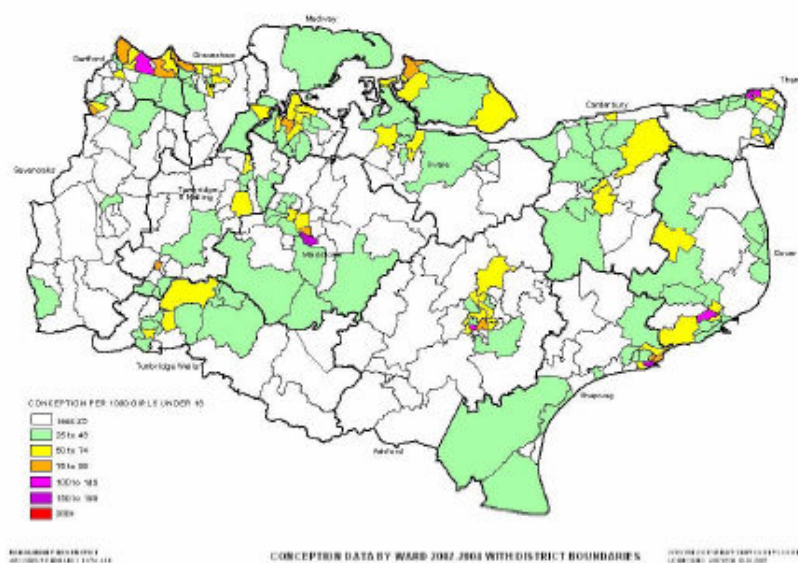
<sup>15</sup> *ibid*

## DRAFT

The **sexual health** of young people also reflects their ability to make informed and healthy/safe choices. While data for sexually transmitted infections (STIs) is not yet readily available at county level, **teenage conception figures** are, which show the 2006 under-18 conception rate at 37.1 per 1,000<sup>16</sup>. While the rate has reduced 11.9% from its 1998 baseline, the conception rate is not yet nearing the 2010 target of 21 per 1,000 and remains higher than other Southeast authorities.

There is variability across Districts, where Maidstone, Dartford and Swale show increases on the 1998 rate. Locality issues, as represented in the following map<sup>17</sup>, reflect pockets where conception rates are higher.

Conception data by ward 2002-2004 with district boundaries



Around three of every five young people reported having enough information on sexual health (60% 11-16 year olds and 57% post-16s) and a quarter said they did not (26% and 29%). Fewer said they received enough information about how to get advice about relationships, whereas nearly half (43% of 11-16s and 48% of post-16s) said they **did not get enough information about how to get advice on relationships**<sup>18</sup>. Those with SEN, who were looked after, or had EAL, were less likely than their peers to say they needed more information/advice. While there are differences across localities' findings, at a county level **girls** were more likely to say they did not get enough information about sexual health (37%) or about how to get advice about relationships (59%) than boys (25% and 44%).

One factor linked to a person's ability to make good choices, or likelihood to engage in higher-risk behaviours, is alcohol consumption. **Drinking to excess** can be a

<sup>16</sup> Under 18 Conceptions Summary. Local Authorities and Primary Care Trusts in Kent to 2006.

<sup>17</sup> *ibid*

<sup>18</sup> CYP of Kent Survey, 2007

## DRAFT

contributing factor to young people's hospital admissions, conceptions/sexual health, attendance (see Priority 7), and involvement in offending (see Priorities 6 and 8).

*"Drinking to excess is one of the leading causes of disease, injury, disability and premature death. The annual number of alcohol-related deaths in the UK more than doubled between 1991 and 2005 (when the figure was 8,386). It is estimated that some 17 million working days, costing £6.4 billion, are lost in the UK each year due to alcohol-related sickness absence. Alcohol misuse also contributes to health inequalities."<sup>19</sup>*

National research confirms the linkages between smoking with drinking alcohol and drug use:

*"The patterns of behaviour associated with having recently drunk alcohol (in the last seven days) were not unlike those related to regular smoking. Pupils who smoked regularly were more likely than those who had not, to have drunk alcohol recently. Similarly, pupils who had taken drugs were more likely to have drunk alcohol recently than those who had not."<sup>20</sup>*

*". . . Findings show a consistent pattern of differences between the prevalence of smoking, drinking and drug use; drinking alcohol is the most prevalent of the three and is also seen as more acceptable for pupils in this age group by parents and pupils themselves."<sup>21</sup>*

In Kent, survey data<sup>22</sup> show that **many young people never "drink alcohol"** (36% of 11-16s and 11% of post-16s) or never "get drunk" (61% of 11-16s and 23% of post-16s). Yet -

- o Almost 1 in 10 young people 11-16 (9%) and 1 in 4 post-16s (25%) admitted to **"getting drunk"** at least 1 or 2 times a week. Pupils with EAL were more likely than their peers to say they had *never* been drunk (82% compared to 58% of peers). While a small figure, there were 4% of pupils with SEN who admitted to getting drunk on "most days" compared with 2% of their peers.
- o About one of every fourteen Year 9 young people (13 or 14 years old) indicated they got drunk at least 1 or 2 times a week (7.4%). This increases to one of every five by Year 11 (20.3%).
- o Boys post-16 were more likely than girls to **"drink alcohol"** 1 or 2 times a week (47% compared to 37%).
- o Most young people agreed "getting drunk can be dangerous" (85% of 11-16s and 86% of post-16s), especially those with EAL (98%) possibly suggesting some home or cultural influences. However, 9% of young people were not sure if it could be dangerous and 5% disagreed (among 11-16s).

Alcohol-related hospital admissions data indicate that this has almost doubled from 885 in 1997-98 to 1,454 in 2006/07<sup>23</sup>. Arrests of young people for drink offences have also increased, from 278 in 2005/06 to 403 in 2006/07<sup>24</sup>.

<sup>19</sup> Alcohol Misuse Select Committee Report, Kent County Council, March, 2008; p.8

<sup>20</sup> *A survey of smoking, drinking and drug use among young people in 2006*, The Information Centre ONS, NHS, and NFER.

<sup>21</sup> *Ibid*, page 11.

<sup>22</sup> CYP of Kent survey 2007

## DRAFT

Hospital admissions in *Kent and Medway 2005-2007*<sup>25</sup> show the following:

- o Men make up a larger proportion of **admissions for drugs and alcohol** than women; while a smaller proportion than older men, boys 15-19 represent 4% of these admissions while those 10-14 make up less than 1%.
- o Girls 15-19 represent 3%, while girls 10-14 make-up 1%. Girls 15-19 make-up a significant proportion of those admitted for other evidence of alcohol (7.5%) while 10-14 year old girls represent almost 2%. Girls are also over-represented in admission for **toxic effect of alcohol** – the 15-19 year old age group is the most significant of either gender at over 8% while 10-14 year old girls reflect approximately 1.5%.

**Teenage conceptions** can also be related to alcohol consumption. A May 2006 NSPCC Casenotes report about calls related to pregnancy/pregnancy scares (the vast majority of which were from girls), found that<sup>26</sup>:

- o *“Many of the young people who call ChildLine to talk about unprotected sex say that alcohol played a part in their decision-making. Internationally, there is evidence that drinking leads to reduced use of contraception.”*
- o *“More than 15% of all the calls that ChildLine receives about peer pressure are related to sex. Some girls spoke of peer pressure – sometimes from other girls – to begin having sex as young as age 12, and said that they used alcohol to help them get over their own reluctance to become sexually active.”*

The choice to try **smoking** is important not only because it is unhealthy and addictive, but also that taking-up smoking is sometimes linked with/leads to other choices, such as substance misuse. In Kent, data<sup>27</sup> show that:

- o **Most young people 11-16 (85%) and post-16 (73%) reported that they never smoked.**
- o Few 11-16s indicated they smoked on most days (7%), but this increases with age to 15% by post-16s. **Almost 4% (3.8%) of Year 7 children have smoked at least 1 or 2 times a year; this rises to 14.2% by Year 9 and 28.6% by Year 11**(about 16 years old). One study has shown that smokers who begin by age 16 are more than twice as likely to continue smoking later in life<sup>28</sup>. (See also Priority 3, smoking during pregnancy).
- o More young people with SEN, eligible for FSM, or who are looked after indicated they smoked “most days” than their peers (**LAC** 15% vs. 7%; **FSM** 12% vs. 6%; and **SEN** 10% vs. 6%) while those with EAL were less likely (2% vs. 7%).
- o There are a number of risk factors associated with youth smoking (see JSNA 2008, page 95), and *“parental attitudes to smoking have been established as a major risk*

---

<sup>23</sup> Alcohol Misuse Select Committee Report, Kent County Council, March, 2008; p.34

<sup>24</sup> *ibid*; p.37

<sup>25</sup> Crime & Disorder Reduction Partnership Strategic Assessment, Hospital Admissions Data; prepared by Kent & Medway Public Health Information Team, Nov/2007.

<sup>26</sup> NSPCC, ChildLine Casenotes, Alcohol and teenage sexual activity

<sup>27</sup> CYP of Kent survey

<sup>28</sup> Khuder et al 1999, in JSNA 2008, page 96.

DRAFT

factor for smoking initiation, with permissive attitudes towards smoking increasing the risk<sup>29</sup>.

- o The vast majority of young people agreed that smoking caused health problems (95% of 11-16s and 97% of post-16s) – a greater proportion than agreed getting drunk can be dangerous. Primary children also showed such awareness, saying that it was unhealthy to smoke (95%) or be around people who smoke (94%).
- o The prevalence of smoking and getting drunk differs across the different LCSP areas (based on schools attended).

Contributing factors to **obesity and being overweight** are multiple and complex. The correlation between deprivation (see Priority 1) and obesity is statistically significant in Kent, “so that in general, obesity tends to be more prevalent in the lower socio-economic and lower income groups”<sup>30</sup>. The following table shows the important factors and relationships linked to obesity<sup>31</sup>.

Table 2: Important factors and relationships that cause obesity

		Energy output	Energy input
Individual behaviour		Leisure activities: Transport: Walking, cycling	Eating and drinking: cooking skills, informed choices
	Micro	Safe, available, affordable facilities: - Cycleways - Pavements - Green spaces - Leisure Facilities	Food should be*: Affordable Available Tasty Convenient Culturally acceptable Healthy and safe Well labelled.
	Macro	Government policy and incentives on: Transport, Education, Culture, Media & sport Public health	Global influences on behaviour of multinational food companies: Legislation Education

In Kent, the proportion of children overweight or obese in 2006/07 compared to national is as follows<sup>32</sup>:

	Reception		Year 6	
	% Overweight	% Obese	% Overweight	% Obese
Kent	13.3	9.4	14.0	16.9
	<b>22.7</b>		<b>30.9</b>	
Eastern & Coastal Kent PCT	14.0	9.7	13.4	17.6
	<b>23.7</b>		<b>31.0</b>	
West Kent PCT	12.7	9.1	14.5	16.1
	<b>21.8</b>		<b>30.6</b>	
National	13.0	9.9	14.2	17.5
	<b>22.9</b>		<b>31.7</b>	

<sup>29</sup> Ibid, p. 95

<sup>30</sup> Kent Obesity Strategy 2008, Draft

<sup>31</sup> ibid, page 12

<sup>32</sup> NHS, National Child Measurement Programme 2006/07 results, <http://www.ncmp.ic.nhs.uk/results.asp>

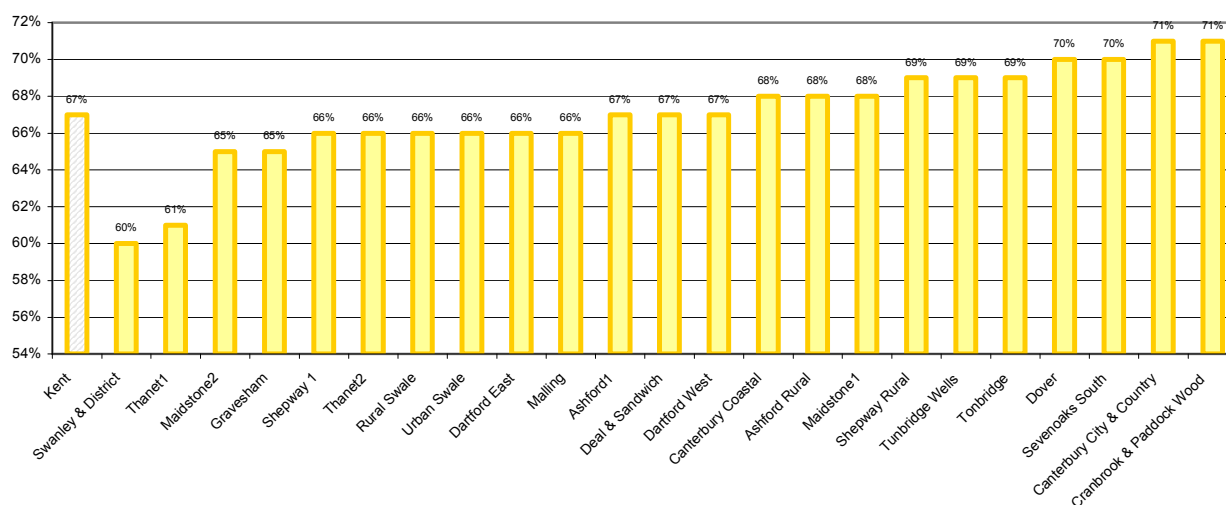
## DRAFT

In Kent, population indicators<sup>33</sup> show that:

- o **Healthy eating** – Consumption of 5 portions of fruits and vegetables a day appears to decline with age. On most days, 67% of Primary children eat “5 a day”, but almost as many eat sweets or chocolate (62%) and/or crisps (61%) on most days. Further, the proportion of those eating sweets/chocolates/ crisps most days increases with age in Primary, while the proportion eating 5 portions fruit/veg a day decreases by secondary age (50% 11-16s and 42% post-16s).
- o Girls, across all three age-ranges, were more likely to say that they ate at least 5 portions of fruit and vegetables on most days compared with **boys**. Most significant is amongst the 7-11 age group where 75% of girls compared with 63% of boys indicate they eat 5+ fruit/veg a day.
- o Looked after children and children with SEN were more often eating take-away food than their secondary-school aged peers. However, a higher percentage of primary school looked after children (81%) indicate that they eat 5+ portions of fruit/veg a day, compared with non-LAC children (67%); there is a similar pattern for secondary aged LAC (58% compared to 50%).
- o There are differences amongst localities (based on schools attended) as reflected in the following chart of Primary children’s responses.

**Percentage of primary school pupils eating 5+ portions of fruit/veg a day on "most days"**

(Source: Children & Young People of Kent Survey, 2007)



- o **Physical activity.** On most days, the majority of Primary children “play outside”(83%) or “play sports” (77%). Boys were more likely to play sports most days (84%) compared to **girls** (73%) and older children were more likely to play sports most days compared with younger children (83% of year 6 compared to 73% of year 3).
- o Over half of secondary young people exercise for an hour or more most days (54%) and there are considerable regional differences (from 46% to 63%). A higher

<sup>33</sup> CYP of Kent survey 2007

## DRAFT

proportion who were looked after (67%) indicated they exercise for at least one hour on most days when compared with their peers (54%)

- o **Lack of physical activity.** Over half of Primary children said they watch “lots of TV” on most days (55%). Those with **SEN** were more likely to say they did so (65%) compared to children without SEN (53%), as were younger children (65% of Year 3s compared to 48% of Year 6s).
- o Similarly of secondary-aged young people, over half said that on most days they watched TV or played computer for 2 hours or more<sup>34</sup> (54%), while 4% said they never did. Similar to Primary, more young people with **SEN** do so than their peers (62% vs. 51%), as do those who are **looked after** (60% vs. 53%), but there is a smaller difference for those eligible for FSM (57% vs. 53%). A smaller proportion of young people with EAL (46% vs. 54%) watch TV or play computer games for 2+ hours most days.
- o Fewer Primary children walk to school (44%) than go by car (56%). A similar proportion of secondary age young people also walk to school, which is interesting given that Primary schools are generally located closer to children’s homes, suggesting possible parental choice, perceived safety issues, or practical considerations. As activities become increasingly sedentary, it is important that adults and children are encouraged to be physically active, which includes modes of transport<sup>35</sup>. **Looked after children** were *less likely* to walk to (32%) and from (30%) school compared to other children (44% and 43% respectively) and pupils eligible for **FSM** were *more likely* to walk to school (57%), compared to other children (42%).
- o Few children and young people cycle to and from school/college (7-11at 2%; 11-16 at 4%; post-16 at 3%).

Several protective factors can support a young person’s **resilience**. Available data<sup>36</sup> show the following.

- o **Self-efficacy/confidence** - A small but important proportion of children and young people do not think that they can do better in their lessons *or* make a difference in their own lives (1.9% for 7-11s and 1.7% for 11-16s). Of the 7-11s, **boys** make up two-thirds of those who think this (66.7% of boys). Further, substantial proportions of these children either have **SEN** (43.3%); those who are eligible for FSM (15.1%) are somewhat over-represented. Girls and those with EAL are under-represented. Of 11-16 year olds, those with SEN continue to be over-represented, as do boys, but to a lesser degree.
- o When they need help, most children and young people in Kent have **someone to talk to at home** (Primary 88%; Secondary 79%) **and at school** (Primary 79%; Secondary 55%). Younger Primary children were more likely to talk to an adult at their school when they needed help compared with older children (88% of year 3 compared with 73% of year 6) and a somewhat lower percentage of primary children eligible for **FSM** (83%) indicate they could talk to an adult at home compared to their peers (89%). Similarly a lower percentage of **SEN** secondary school pupils (76%) indicate they could talk to an adult at home than non-SEN pupils (81%).

---

<sup>34</sup> 2 hours being a commonly accepted threshold where television watching begins to impact health and school attainment.

<sup>35</sup> see Kent Obesity Strategy, Draft 2008.

<sup>36</sup> CYP of Kent Survey 2007

## DRAFT

- o The majority of children and young people across the age groups would talk to either an adult at home or school or a friend if they needed help with something. However, between 10% and 18% of children indicated that they would not talk to one of these people. Overall, 2% of children said they would not talk to an adult at home or at school, or even talk to a friend, if they needed help.
- o Of *only those young people 11-19 who indicated they feel “very sad or depressed” on most days*, most of them also indicated they had someone to talk to when they can’t deal with issues on their own. A small minority who felt sad or depressed most days, however **did not have someone to talk to** at school (4.8%), at home (3.4%) or someone else (3.5%). Pupils eligible for FSM, girls, and those with SEN were over-represented.
- o A proxy indicator for **family connection time**, the majority of 7-11 year-olds (85%) and 11-19s (67%) “sit down to a meal with their family” on most days, but 13% of 7-11s said they did not do this and 4% of 11-19s said that they never did this<sup>37</sup>. Of 11-19s, girls were more likely to indicate they did sit down to a meal with their family on most days. Children eligible for FSM and those with SEN appear somewhat more likely to indicate they did not do this.

### Areas to improve

	<b>Area of focus</b>	<b>Indicator</b>
2.1	<p><b>Improving early intervention for emotional and mental health</b></p> <ul style="list-style-type: none"> <li>o Support for those presenting more complex and/or severe mental health problems</li> <li>o Support vulnerable children and young people feeling sad or depressed most days</li> </ul>	<ul style="list-style-type: none"> <li>o Number/rate of hospital admissions for self-harm</li> <li>o % children and young people feeling sad or depressed most days</li> <li>o over-represented groups not having someone to talk to when need help</li> </ul>
	<p><i>Narrowing the gap:</i></p> <ul style="list-style-type: none"> <li>• Looked after children</li> <li>• Poverty (FSM)</li> <li>• Learning Difficulties and Disabilities (LDD/SEN)</li> <li>• Young offenders (known from YOS cases)</li> </ul>	
2.2	<p><b>Reducing risk-taking behaviour - substance misuse (drinking to excess)</b></p> <ul style="list-style-type: none"> <li>o Prevalence and frequency of young people “getting drunk”</li> <li>o Alcohol consumption linked to physical health outcomes, and also attendance, injuries (A&amp;E and hospital admissions), crime, community safety, unsafe sex.</li> <li>o Age onset of drinking, getting drunk, and smoking</li> </ul>	<ul style="list-style-type: none"> <li>o % young people getting drunk “most days” or “1 to 2 times a week”</li> <li>o Reduced rates of above contributing to reducing other rates.</li> <li>o % Year 9s who have smoked, or have gotten drunk during year.</li> </ul>

<sup>37</sup> ibid

DRAFT

	<p><i>Narrowing the gap:</i></p> <ul style="list-style-type: none"> <li>• LDD/SEN (drinking to excess most days, smoking)</li> <li>• Girls (links to conceptions or toxic effect admissions)</li> <li>• Boys(links to assaults, whether as victim or offender)</li> <li>• Poverty/FSM (smoking)</li> <li>• LAC (smoking)</li> </ul>	
2.3	<p><b>Living healthier, more active lives (healthy weight)</b></p> <ul style="list-style-type: none"> <li>o Increasing levels of physical activity in daily life/most days</li> <li>o Improved balance of healthy eating</li> </ul>	<ul style="list-style-type: none"> <li>o % overweight or obese</li> </ul> <p>Most days:</p> <ul style="list-style-type: none"> <li>o % eating “5 a day”</li> <li>o % eating crisps/sweets/ chocolates</li> <li>o % watching TV/playing comp. games 2 hrs+</li> <li>o % exercising 1hr+</li> <li>o % walking or biking to/from school</li> </ul>
	<p><i>Narrowing the gap:</i></p> <ul style="list-style-type: none"> <li>• Girls (being physically active)</li> <li>• Boys (healthy eating)</li> <li>• Older children (healthy eating)</li> </ul>	
2.4	<p><b>Developing resilience, confidence, and learned optimism (self-efficacy)</b></p> <ul style="list-style-type: none"> <li>o Small but important group who do not believe what they do can make a difference (self-efficacy)</li> <li>o Consistent with “Golden Thread” for all those working with children and young people to reinforce message “You can do it (Expect the best)”<sup>38</sup></li> <li>o Girls having access to advice about relationships</li> </ul>	<ul style="list-style-type: none"> <li>o % who think that when they try they cannot make a difference in their work/life</li> <li>o % girls getting enough information on how to get advice about relationships.</li> <li>o % teenage conceptions</li> </ul>
	<p><i>Narrowing the gap:</i></p> <ul style="list-style-type: none"> <li>• LDD/SEN</li> <li>• Poverty/FSM</li> <li>• Some boys, particularly Primary</li> <li>• Girls (information/advice about relationships)</li> <li>• Young offenders</li> </ul>	

The challenge of 2 and 3 is that to improve these areas, action must reach beyond services for children, and including ways of life and modelling by adults at home, in neighbourhoods, and in the broader community.

Across the above areas, it is important to note that children and young people with EAL are over-represented in “protective” factors such as self-efficacy, and sitting down to a

<sup>38</sup> *Narrowing the Gap* “ what seems to make the difference – the top 10 golden threads” LGA, 2008

## DRAFT

meal with family and under-represented in prevalence of “risk-taking behaviours” like smoking and getting drunk.

### **3. PARENTING**

**To improve parenting by implementing Every Parent Matters and developing more effective multi agency support and early intervention for families experiencing problems. To include:**

- o ***taking action to increase fathers involvement in their children’s upbringing***
- o ***reducing the incidence & impact of domestic violence and substance misuse on children and families***
- o ***improving the communication & interaction development of younger children***

#### **Rationale**

*“Parents’ influence is important throughout childhood and adolescence. At different times parents guide, encourage and teach. Children learn from the example set by their parents. The support parents give for their children’s cognitive development is important, as is instilling of values, aspirations and support for the development of wider interpersonal and social skills. Recent research has shown the importance of parental warmth, stability, consistency and boundary setting in helping children develop such skills...”<sup>39</sup>*

**Think family.** *“The primary responsibility for a family’s welfare will always rest with parents. The task of public services is to provide the best possible support to enable parents to fulfil that responsibility.”<sup>40</sup>*

**3.1** *“Fathers matter to children’s development. Father-child relationships – be they positive, negative or lacking – have profound and wide ranging impacts on children that last a lifetime, particularly for children from the most disadvantaged backgrounds.”<sup>41</sup>*  
Highly involved fathers can impact on improved outcomes for children (e.g. emotional health, attainment) as well as for the mothers (e.g. less depression, breastfeeding infant for longer, and a return to workplace)<sup>42</sup>.

**3.2** *“Parental problems and alcohol use can frequently compromise children’s health development and children of substance misusing parents are amongst the most vulnerable children in the UK. Parental substance misuse is highly significant in child protection registration.”<sup>43</sup>*

*“There is growing evidence that children who live in families where there is violence between the parents can suffer serious long-term emotional effects. Even if they are not physically harmed, children may suffer lasting emotional and psychological damage as a*

<sup>39</sup> Every Parent Matters, DfES, 2007, page 5

<sup>40</sup> Think Family: Improving the life chances of families at risk, Cabinet Office, Social Exclusion Task Force, 2007, p.4

<sup>41</sup> Every Parent Matters, DFES, 2007, page 6

<sup>42</sup> The Difference a Dad Makes, The Fatherhood Institute, Dec/2007, page 3.

<sup>43</sup> JSNA for Children’s Health in Kent, 2008, page 69.

## DRAFT

*result of witnessing violence.<sup>44</sup>* It is also the case that children know far more of what is going on than their parents' think.<sup>45</sup> The link between domestic violence and child sexual and physical abuse is recognised<sup>46</sup>. Furthermore, considering generational cycles, it is important to note that based on calls to ChildLine, *"girls aged 16–18 are as likely to be physically abused by their boyfriends as they are by their mother or father."<sup>47</sup>*

**3.3** *"We have clear evidence as children move through their early years, of the positive impact of parental engagement on children's cognitive and social development; as well as on numeracy and literacy skills. It is a time of rapid brain growth and research has shown a direct link between the stimulation a child receives and their brain development."<sup>48</sup>*

The Unicef dimension for "Family and peer relationships" ranked the UK 21<sup>st</sup> of 21 countries.

### **Analysis and Interpretation**

The majority of parents surveyed recently in Kent agreed that their local area was a good place to raise a family (76%); however, 13% disagreed<sup>49</sup>. The same study found that the majority of parents had sought information or advice at some point (72%) but that many parents, particularly parents of 11-16 year olds, did not feel they could get answers to all their parenting concerns locally. Parents were most likely to turn to schools for information/advice about children's activities and education/careers, to friends/family about safety, and to their Doctor or medical centre about health<sup>50</sup>.

There is a recognised need to improve the accessibility (in its broadest sense) of services for those families who have found it difficult to seek or access support they may need<sup>51</sup>. Many accessibility issues are based on different localities/ neighbourhoods and the families living there, and as such can be best understood at the level of LCSPs.

One of the first decisions a parent can make which impacts on their future child's outcomes is ceasing **smoking during pregnancy**. *"There is conclusive evidence that smoking during pregnancy causes placental complications, premature rupture of the membranes, premature birth, perinatal death, reduced fetal growth (low birthweight baby), cot death and reduced lung function in infancy"* (the latter two are also caused by

---

<sup>44</sup> Barnardo's, Domestic Violence, When home is not safe for children,

[http://www.barnardos.org.uk/what\\_we\\_do/work\\_with\\_families/domestic\\_violence.htm](http://www.barnardos.org.uk/what_we_do/work_with_families/domestic_violence.htm)

<sup>45</sup> *Tackling Domestic Violence: providing support for children who have witnessed domestic violence*. Home Office development and practice report no, 33, 2004, page 1

<sup>46</sup> *ibid.*

<sup>47</sup> ChildLine Casenotes, *What children and young people tell ChildLine about physical abuse*, July 2006, page 1

<sup>48</sup> *Every Parent Matters*, DfES, 2007, page 8

<sup>49</sup> Research Report – Information the Strategy for Parental Support, prepared for Kent Children's Trust, BMG Research 2007, p.7

<sup>50</sup> *ibid.*, p.6.

<sup>51</sup> see Kent Children's Trust Strategy for Supporting Parents.

## DRAFT

exposure to 2<sup>nd</sup> hand smoke in childhood<sup>52</sup>. (JSNA for Children in Kent also includes for “substantial” and “suggestive” links of smoking during pregnancy).

- o At the time of delivery (2006/07), **17.4% of mothers in Kent were recorded as smokers**, with 20.1% in the Eastern and Coastal Kent PCT area and 14.8% in West Kent PCT area<sup>53</sup>.
- o The pattern across East and West Kent reflect broader factors, as “smoking patterns are increasingly socio-economically related”<sup>54</sup> (links to Priority 1).

**Breastfeeding** is related to a number of advantages in outcomes for baby (including lower rates of various infections) as well as outcomes for mothers (easier/cheaper, better health, and may promote mother-infant relationship)<sup>55</sup>. *“The World Health Organisation recommends that babies should be exclusively breastfed for six months. This recommendation was taken up by the Department of Health in 2003”*<sup>56</sup>.

- o In Kent, initial breastfeeding rates (recorded at time of delivery) show that **69.3% of mothers initiated breastfeeding** (Eastern/Coastal PCT 68.8% and West PCT 69.8%)<sup>57</sup>.
- o The choice to initiate (current data) and *continue* (new national indicator) breastfeeding is not only due to mothers’ knowledge that it is important, but is related to direct support (especially early on) and the indirect support or lack thereof due to family/ cultural norms (incl. anticipation of embarrassment), workplaces, and community/social acceptance.

**Parents’ interaction** with their children (e.g. speaking, playing, and reading with) contributes strongly to children’s language as well as social development. For example, one study shows that young children of mothers who have “high levels” of speaking with their infants have substantially higher rates of vocabulary development than children of mothers with “low levels”<sup>58</sup>; in effect, the former have distinct early linguistic and social advantages over the latter.

- o A proxy used for level of interaction is **how often parents read with their young children**. Reading not only directly influences children’s language development and appreciation of reading, but it is also time spent with “mum or dad” sharing a story, asking questions and talking together. In Kent, 80% of parents read with their 0-4 year olds everyday<sup>59</sup>; however, 8% said they do this once a week or less (4% of these “never”).

Ensuring high enough rates of **immunisation** is a critical focus of public health. *“The percentage being immunised in accordance with the national vaccination and*

---

<sup>52</sup> JSNA for Children in Kent, p29

<sup>53</sup> *ibid*, p27

<sup>54</sup> *ibid*, p29

<sup>55</sup> *ibid*, p31

<sup>56</sup> *ibid*

<sup>57</sup> *ibid*, p. 28

<sup>58</sup> Huttenlocher et al, 1991 in Hertzman, Powerpoint presentation,, Human Early Learning Partnership, University of BC.

<sup>59</sup> Informing the Strategy for Parental Support; Prepared for Kent Children’s Trust, BMG Research, 2007, p9.

## DRAFT

*immunisation schedule by the age of one, is broadly lower than the national and indeed the SHA figure*<sup>60</sup>.

- o With some variability among Districts, the rates of immunisation by 1<sup>st</sup> birthday in 2005/06 are 89% in Kent (SE SHA 90% and National 91%.)
- o Rates improve by 2<sup>nd</sup> birthday, and while still better than national the MMR rate of immunisation in Kent is at 86% (also 2005/06)<sup>61</sup>.

*“Good children’s services are critical, but adults’ services also have a crucial role to play in determining children’s achievements and future life chances. Even the best children’s services can only ever mitigate the impacts of parental problems such as domestic violence, learning disability or substance misuse”*<sup>62</sup>. Data show that children become increasingly more vulnerable to poor outcomes with an increasing number of parent-based family disadvantages<sup>63</sup> (including poverty, see Priority 1).

**Safeguarding** is a shared sense of responsibility across agencies and organisations, keeping children safe and protecting them from harm, preventing impairment of health and development, ensuring children have safe and effective care, and enabling children to have optimal life chances. (See also Priority 8 for broader aspects of safeguarding.) Safeguarding is broad and inclusive, and child protection is one of the key elements.

There is a higher proportion of **children subject to a child protection plan** in Kent (rate of 29.46 per 10,000 in November/2007) than national (24.00) or the South East (20.00)<sup>64</sup>. The rate is different at the level of Districts and reflects different reasons for registration (e.g. neglect or physical abuse).

- o The rate for neglect was highest (14.6), followed by emotional (8.9), physical (3.7) and sexual (2.2) abuse. Data suggests that children of mixed ethnicity may be over-represented in these figures (2.2% compared to 0.8 in general population, but over- or under-representation of some other ethnic groups is difficult to verify at this time as ethnicity is not always coded on systems (6.6% of cases)<sup>65</sup>.
- o The rate of children on subject to a child protection plan is indicative of many factors that often include one or more of the following: parental substance misuse, parental mental health problems, domestic violence, and/or poverty. With an increasing emphasis on multi-agency preventative work an indicator such as this may increase as a result of increased focus; yet, this itself puts a focus on the contribution services for adults can make in improving outcomes for parents to better enable them to nurture and raise their children.

---

<sup>60</sup> JSNA 2008, p33

<sup>61</sup> *ibid*

<sup>62</sup> *Think Family: Improving the life chances of families at risk*, Cabinet Office, Social Exclusion Task Force, 2007, p6

<sup>63</sup> *ibid*

<sup>64</sup> Children’s Social Services, Monthly Monitoring Report, Management Information, KCC CFE, Nov/2007 – based on what was then called the “Child Protection Register”.

<sup>65</sup> Management Information, CFE, KCC, analysis of data

## DRAFT

**Domestic violence** in a child's home profoundly impacts on their outcomes; further, there is a strong correlation between domestic violence and child maltreatment. The NSPCC provides the following national data:<sup>66</sup>

- o One in five women (19%) and one in ten men (10%) reported that they had experienced physical force by a partner or former partner at some time since age 16.<sup>67</sup>
- o Domestic violence accounts for 15% of all violent crime<sup>68</sup>.
- o There is "a strong overlap between physical, sexual and emotional abuse of children and domestic violence, and high proportions of those experiencing abuse from parents also experienced frequent violence between carers. The findings demonstrate the importance of identifying and addressing domestic violence as a predictor of child maltreatment."<sup>69</sup>

In Kent, there is as yet no official figure for the rate of domestic violence. However, as part the Children's Trust CYPP Outcomes Indicators Framework, the Kent Police shared the number of incidents. From this, a Kent baseline **rate of 11.6 incidents per 1,000** in the population was calculated (Apr/05 to Mar/06)<sup>70</sup>, reflecting different rates in the Police Business Command Units.

### Areas to Improve

The following are encompassed by the new Kent Children's Trust Strategy for Supporting Parents, as well as the Joint Strategic Needs Assessment for Children in Kent, and PCTs' public health strategies.

	Area of focus	Indicator
3.1	<p><b>Understanding / improving "accessibility" in its broadest sense through LCSPs</b></p> <ul style="list-style-type: none"> <li>o Implementing principles of Every Parent Matters and Kent Children's Trust Strategy for Supporting Parents</li> </ul>	<ul style="list-style-type: none"> <li>o <i>Through LCSPs</i></li> </ul>
	<i>Narrowing the gap:</i>	

<sup>66</sup> Domestic violence - Key child protection statistics (December 2007), [http://www.nspcc.org.uk/inform/resourcesforprofessionals/statistics/keycpstats/11\\_wda48736.html](http://www.nspcc.org.uk/inform/resourcesforprofessionals/statistics/keycpstats/11_wda48736.html)

<sup>67</sup> Ibid; reference - Coleman, K. et al. (2007) Homicides, firearm offences and intimate violence 2005/2006: supplementary volume 1 to Crime in England and Wales 2005/2006 (PDF). London: Home Office. Research, Development and Statistics Directorate.

<sup>68</sup> Ibid; reference - Walker, A. et al. (2006) Crime in England and Wales 2005/2006 (PDF). London: Home Office. Research, Development and Statistics Directorate

<sup>69</sup> Ibid; reference - Cawson, P. (2002) Child maltreatment in the family: the experience of a national sample of young people. London: NSPCC. p.78

<sup>70</sup> Kent Police, number of incidents; population base and calculation, KCC CFE and E&R.

## DRAFT

3.2	<b>Parents' interacting and engaging with young children</b> <ul style="list-style-type: none"> <li>o Initiating and continuing breastfeeding infants to improve health and other outcomes</li> <li>o Reading with children, as one means to "be with" and engage babies and young children.</li> </ul>	<ul style="list-style-type: none"> <li>o Breastfeeding rates</li> <li>o % of parents reading with their (0-4) children everyday</li> </ul>
<i>Narrowing the gap:</i> <ul style="list-style-type: none"> <li>• While not available in data, parents living in deprived areas/poverty and/or with limited literacy skills or LDD, suggest a priority of focus.</li> </ul>		
3.3	<b>Improving parents' outcomes</b> <ul style="list-style-type: none"> <li>o Substance misusing parents</li> <li>o Domestic Violence</li> <li>o Parents with mental health problems</li> </ul> <p>The above areas can be inter-related</p>	<ul style="list-style-type: none"> <li>o Rate of domestic violence</li> <li>o <i>Data from adult services are needed based on where there are children in the home</i></li> </ul>
<i>Narrowing the gap:</i> <ul style="list-style-type: none"> <li>•</li> </ul>		
3.4	<b>Reducing smoking during pregnancy</b> <ul style="list-style-type: none"> <li>o Health evidence abounds with the negative outcome impacts before birth, for infants, as well as children.</li> <li>o Girls taking up smoking (see Priority 2)</li> </ul>	<ul style="list-style-type: none"> <li>o Rates of mothers smoking during pregnancy</li> </ul>
<i>Narrowing the gap:</i> <ul style="list-style-type: none"> <li>• Areas of deprivation; areas with higher rates of poverty.</li> </ul>		

## 4. HOUSING

**To improve the quality and stability of housing provision for vulnerable children & young people through to early adulthood**

### Rationale

"Local authorities and Children's Trusts also need to look beyond the services that work directly with children to all of those who make decisions that affect their lives, now and in the future. Decisions taken by transport, planning, **housing** and other local government services have direct and indirect consequences for the quality of children's and young people's lives, and all public services need to share a common responsibility for children's wellbeing<sup>71</sup>" (emphasis added).

Shelter<sup>72</sup> highlight the following impacts of bad housing on children's outcomes:

- o "Up to 25 per cent higher risk of severe ill-health and disability during childhood and early adulthood
- o Increased risk of meningitis, asthma, and slow growth, which is linked to coronary heart disease

<sup>71</sup> The Children's Plan, DCSF, p.149

<sup>72</sup> Chance of a Lifetime: The impact of bad housing on children's lives. Sept/2006, page 8.

## DRAFT

- o A greater chance of suffering mental health problems and problems with behaviour
- o Lower educational attainment, greater likelihood of unemployment, and poverty”.

Key messages from a Social Care Institute for Excellence briefing<sup>73</sup> on housing impacts on children include:

- o “On the whole, the research indicates that there is an association between homes with visible damp or mould and the prevalence of asthma or respiratory problems among children.
- o Poor-quality housing can have an adverse effect on children’s psychological well-being.
- o Parents and children both complain of the social stigma of living in bad housing.
- o Interventions such as installing or improving heating systems have been found effective in alleviating the potentially adverse effects of damp on children’s health.”

The recently released document *Joint working between Housing and Children’s Services - Preventing homelessness and tackling its effects on children and young people* “focuses on four groups of children and young people who have been identified as being at particular risk of poor outcomes in the absence of effective joint working between Housing Services, Children’s Services and their partners:

- o 16 and 17 year olds who are homeless or at risk of homelessness
- o care leavers aged 18 to 21
- o children of families living in temporary accommodation
- o children of families who have been, or are at risk of being, found intentionally homeless by a housing authority”<sup>74</sup>.

### **Analysis and Interpretation**

While some Priority areas have many different indicators from which to draw conclusions and focus attention, housing lacks cohesive and representative indicators from across the county from which to work at this time. The lack of data to analyse needs or monitor improvements is itself a need in this area and is identified as a “data development” area in the Trust’s CYPP Population Indicators Framework.. Nationally, a “. . . review of the literature on the risks to child health posed by housing conditions found that there was a lack of standardised measures for assessing housing quality and hazards and a paucity of research on interventions”<sup>75</sup>

---

<sup>73</sup> The impact of environmental housing conditions on the health and well-being of children”, Research Briefing no. 19, Dece/2005.

<sup>74</sup> Department for Communities and Local Government; Department for Children, Schools and Families, May 2008, page 7

<sup>75</sup> The impact of environmental housing conditions on the health and well-being of children”, Research Briefing no. 19, Dece/2005.

DRAFT

Households (including families with children)

As presented under Priority 1, deprivation in the domain of housing and services sector is prominent in Kent. In addition to this, one of the only current reliable sources of data about overall housing quality is the Census:

<i>Jurisdiction</i>	<i>% households over-crowded</i>	<i>% w/out central heating</i>
<b>Kent</b>	<b>5.3%</b>	<b>6.5%</b>
Ashford	4.5%	4.4%
Canterbury	6.4%	5.9%
Dartford	6.4%	6.1%
Dover	4.7%	7.9%
Gravesham	5.7%	6.8%
Maidstone	4.7%	5.7%
Sevenoaks	3.8%	4.1%
Shepway	6.0%	7.4%
Swale	5.4%	7.7%
Thanet	5.9%	9.4%
Tonbridge & Malling	3.5%	5.6%
Tunbridge Wells	6.4%	6.7%

The previous table of 2001 data<sup>76</sup>, show two key factors about housing quality. The following table shows the percent of households on local authority housing registers who are **statutorily homeless** (04/05)<sup>77</sup>:

Authority	% on register who are homeless	Local no. per year	significant diff to England range?	% of Kent homeless*
<b>England Worse</b>	<b>35.8%</b>			
Tunbridge Wells	18.3%	216	Y, worse	9.3%
Maidstone	11.4%	293	Y, worse	12.6%
Gravesham	11.2%	222	Y, worse	9.6%
Tonbridge & Malling	10.2%	177	Y, worse	7.6%
Shepway	8.3%	192	no	8.3%
Dover	7.9%	177	no	7.6%
<b>Kent</b>	<b>7.8%</b>	<b>2,322</b>	no	
<b>England Average</b>	<b>7.8%</b>			
Thanet	7.3%	251	no	10.8%
Dartford	6.8%	181	no	7.8%
Ashford	6.2%	153	Y, better	6.6%
Sevenoaks	6.0%	129	Y, better	5.6%
Swale	5.8%	222	Y, better	9.6%
Canterbury	3.3%	109	Y, better	4.7%
<b>England Best</b>	<b>0.0%</b>			

\*last column calculated by CFE

<sup>76</sup> Audit Commission, on-line Area Profiles, for Kent and each of the 12 Districts, compiled into table.

<sup>77</sup> Community Health Profiles, 2007; NHS and Association of Public Health Observatories, compiled into table by CFE, KCC

## DRAFT

The above chart presents a different picture of housing vulnerability where areas one may not expect appear with higher rates of homelessness, albeit with several different data caveats including issues regarding “intentionally” or “unintentionally” homeless. The Public Health Observatories offer the following interpretation of this indicator:

*“Homelessness is associated with severe poverty and is a social determinant of health. Homelessness is associated with adverse health, education and social outcomes, particularly for children. To be deemed statutorily homeless a household must have become unintentionally homeless and must be considered to be in priority need. As such, statutorily homeless households contain some of the most vulnerable and needy members of our communities. The statutory homeless statistics suggest that 62% of officially accepted homeless households include dependent children or an expectant mother. Preventing and tackling homelessness requires sustained and joined-up interventions by central and local government, health and social care and the voluntary sector.”*

**BVPI data** on the length of stay in hostels and B&Bs varies by District and the reliability of these figures can be challenged and debated. (All BVPIs end in 2008 and are being replaced by the NIS.)

**Housing vulnerability** can also be described through other kinds of information. An analysis of Mosaic types with housing issues was undertaken in 2007<sup>78</sup>. Working from the descriptions of types, those with housing issues were identified and quantified. In Kent, about 10.4% of people would be identified as having housing related issues (National, 11.2%), with concentrations in specific areas. This analysis shows not only housing issues, but presents related neighbourhood issues and outcomes as well. Types over-represented in Kent include:

- Owner-occupiers with large amounts of consumer debt, including large mortgages, in areas largely of inter-war terraced housing (Type B13). These account for about 3.7% (population about 51,000). Most prominent in Dartford.
- Households in centres of small market towns and resorts containing many hostels and refuges (Type D25). These often are not seen as pleasant places to live and tend to score high on indices of deprivation (*although may have fewer children*). These account for about 2.5% (population about 33,500). Most prominent in Thanet.
- Families, many single parents, in deprived social housing, typically found on the edge of towns (Type G41). These areas often contain many of the UK’s poorest families and have problems such as violence, theft, vandalism and rubbish as well as factors of unemployment, family breakdown, poor housing conditions and drug/alcohol abuse (this neighbourhood type is *characteristic of having many children*). These account for about 1.6% (population about 21,000). Most prominent in Thanet, Swale, Canterbury and Dover.
- While not over-represented compared to national, the following type still represents the fourth most sizable proportion with housing issues in the county. These are young families living in “upper floors” of social housing (Type F37). Most of the accommodation are purpose built flats (1945-1970), often with no

---

<sup>78</sup> KCC, Analysis & Information Team for CFE and partners, Oct/2007

## DRAFT

more than 2 bedrooms, outside towns on greenfield sites and can be poorly serviced by local shops. Many residents may find it difficult to secure employment and *young families with children* tend to live in these often overcrowded conditions that can be associated with chronic illness. These account for about 1.0% (population about 13,500); most prominent in Maidstone.

Some of the above types are also over-represented in Mosaic analyses for cohorts of NEETs and persistent absentees (see Priority 7).

Overcrowding or lack of heating in households can lead to **children and young people not having a place to do their homework**. This proxy for housing was asked in the CYP of Kent Survey<sup>79</sup>. Findings lend further support to the focus on housing for those financially vulnerable: while a smaller proportion identified this issue as a barrier to their learning (6%, 11-16s and 7% post-16s), **almost 1 in 10 young people eligible for FSM said this was a barrier to their learning (9%)**, compared with their peers (6%). The role of how education helps breaks the inter-generational cycle of poverty (Priority 1) therefore has links to housing.

**When young people were asked about the area where they lived, two of every five felt that it was a good place to live** (42% 11-16s and 39% of post-16s) and a similar proportion felt that it was an okay place to live<sup>80</sup>. A small proportion did not think it was a good place to live (9% and 5%). Young people who were eligible for **FSM** were less likely to think that their local area was a good place to live compared to those who were not eligible for FSM (36% compared to 48%). Also, 14% who were eligible for FSM said it was not a good place to live, compared with 8%.

### Young people on their own

National studies can inform an understanding of housing issues facing young people on their own.

There were 2,724 children and young people who called ChildLine nationally in 2006/07 to speak about homelessness<sup>81</sup>. Of these:

- Around half said their parents or carers had thrown them out; 65% (1,759) were girls and 35% (965) were boys.
- On average, they were older than those who called about other problems, including running away.
- Some triggers for young people becoming homeless/being thrown out include: poor parenting, conflicts with parents, arguments over boundaries and rules, getting into trouble - parents fed up, school problems, pregnancy, and homophobia.

A recent CLG report also supports the above finding – that the “overwhelming” reason that young people 16-17 years old applying for support as homeless was relationship breakdown with parents or step-parents<sup>82</sup>.

---

<sup>79</sup> CYP of Kent Survey, 2007

<sup>80</sup> *ibid*

<sup>81</sup> Casenotes “Calls the ChildLine about running away and homelessness”, NSPCC ChildLine, Dec/2007

## DRAFT

Another study shows that “*socially isolated young people, looked after young people, young people leaving care, young offenders, young people from some BME communities, drug users, LGBT young people and young people with mental health problems are particularly vulnerable to housing and homelessness problems*”<sup>83</sup>. The same study found that housing/homelessness issues together were the most common reason disadvantaged young people come to services, especially youth advice services. However, it is important to note that the study also found that young people were considerably less likely to obtain advice about their homelessness problems.

This is a key aspect to recognise, as much existing data only captures a partial picture of those “unintentionally” homeless; it does not reflect those young people (or families) who may have become homeless through means deemed intentional, nor those (such as some young people) who may opt for “sofa surfing” or other temporary means and not seek/receive assistance altogether.

There is data about the housing of **care leavers**, who are seen as a distinctly vulnerable group given their status of leaving the looked after system. Kent data<sup>84</sup> show that:

- o In 2006/07, there were 79.4% of care leavers in suitable accommodation, which is comparatively lower than national.
- o However, the number of unaccompanied asylum seeking children (UASC) who go missing from care due to their fear of deportation, influences Kent’s figures. Without including UASC who go missing from care, the indicator would be 87.8%.

**Young offenders** are another group with housing issues; as such, there is a new indicator under the NIS.

The above two groups of young people vulnerable to housing issues are also vulnerable to other poor outcomes. Safe, stable housing is a basis from which they can continue their education, employment or training (see Priority 7); without it, their potential, as with all children and families, is threatened.

### **Areas to Improve**

It is difficult to portray a comprehensive picture of housing outcomes for children and young people as the data does not lend itself to creating a clear view of the position across the county. Therefore, it is important that Trust partners develop a capacity to inform needs analysis, as well as performance management in this area.

As stated in Shelter’s 2006 report<sup>85</sup>:

*A review of academic literature has drawn together strong evidence of the direct impact of bad housing – poor housing conditions, homelessness, and overcrowding – on children’s life chances. However, given the clear link, the volume of high quality*

---

<sup>82</sup> Department for Communities and Local Government, “Statutory Homelessness in England: The experiences of families and 16-17 year olds”. Homelessness Research Summary Number 7, 2008.

<sup>83</sup> Kenrick, J; Youth Access report - Locked out: The prevalence and impact of housing & homelessness problems amongst young people, and the impact of good advice, August 2007

<sup>84</sup> Management Information, CFE, KCC; in JAR Position Statement regarding Looked After Children, December 2007.

<sup>85</sup> Chance of a Lifetime: The impact of bad housing on children’s lives. Sept/2006, page 32

DRAFT

research in this area is surprisingly limited and there is an urgent need for more comprehensive research in this area.

Areas where the need for further research is particularly pressing are the psychological, social or behavioural effects of poor physical environments; the impact of poor housing on particularly vulnerable groups; and the impact of interventions set up to address housing problems.

More robust, up-to-date evidence of the ‘housing effect’ on children’s life chances would contribute to the already compelling case for addressing poor conditions, overcrowding and homelessness for children and families.”

	Area of focus	Indicator
4.1	<p><b>Initiating community/neighbourhood-based engagement and responses</b></p> <ul style="list-style-type: none"> <li>o Often clustering around housing problems, to also include holistic approaches (health, education, etc) – consistent with local Results-Based Accountability approach</li> <li>o Supported by LAA2 target areas for housing in Kent</li> </ul>	<ul style="list-style-type: none"> <li>o Means to evaluate would need to be developed, perhaps qualitative, by/with LCSPs</li> <li>o LAA2 targets should include data cuts for families with children or young people on own (<i>data development</i>)</li> </ul>
	<p><i>Narrowing the gap:</i></p> <ul style="list-style-type: none"> <li>• Local - To be identified based on very specific localities/estates/neighbourhoods, for relevant actions, including community empowerment</li> <li>• LAA – to be determined</li> </ul>	
4.2	<p><b>Prevention of issues leading to young people’s homelessness or poor housing conditions (long-term and temporary periods)</b></p> <ul style="list-style-type: none"> <li>o Corporate parenting (LAC, care leavers)</li> <li>o Young offenders</li> <li>o Parenting (see Priority 3) - family breakdown and conflict</li> </ul>	<ul style="list-style-type: none"> <li>o Care leavers in suitable accommodation</li> <li>o Young offenders in suitable accommodation</li> <li>o No others available (<i>data development</i>) – <i>reflected /captured ultimately in young people seeking services or advice about homelessness</i></li> </ul>
	<p><i>Narrowing the gap:</i></p> <ul style="list-style-type: none"> <li>• Care leavers</li> <li>• Young offenders</li> <li>• Young people experiencing family problems, known to different partners – implications: information-sharing</li> </ul>	

**5. VULNERABLE GROUPS, INCLUDING YOUNG CARERS**  
**To improve the achievement and quality of life for young carers by implementing the Young Carers Strategy**

In the “areas to improve” sections for each of the Trust’s other 7 Priorities is a focus on sub-groups (“narrowing the gap”) where data suggest inequality of outcomes. Apart

## DRAFT

from some of the important gender differences in some areas, the following groups are identified across several outcomes, and as such are important to identify at service outcomes level by different partners:

- **Children and Young People with Learning Difficulties and Disabilities (LDD)**
  - SEN, a specific reference to educational data used in this report show this group as vulnerable. What kind of vulnerability, and which outcome, depends upon the nature and severity of the difficulty or disability; therefore, actions to improve outcomes need to further consider these in given contexts.
- **Looked After Children** – those children and young people for which Kent is a Corporate Parent, but also the equal number of those from elsewhere who live in Kent and attend schools here.
- **Poverty** - FSM, a specific reference to educational data used in this report, used as a proxy for poverty. This should include the perspective of families in poverty to encompass issues related to Priority 3 (Parenting).
- **BME - Gypsy/Roma and Irish Traveller** – small groups of children and young people, but over-represented in poor outcomes (where data exist).

The identification of **young carers** as a vulnerable group was in response to research which demonstrates the pressures, vulnerability and poorer outcomes of this group. However, no data readily exists about Young Carers. The Children's Trust may therefore want to improve collection of data about young carers, to the degree possible, in partners' existing management information systems (or inform performance management by some other means). This includes adult services where outcomes can be impacted by improving outcomes for parents (Priority 3) who rely on their children to provide care.

With current national and local trends, the Trust may also want to improve means to understand and address outcomes of **New Arrivals** in Kent. This is raised in response to some data about "non-British white" educational outcomes, including the increasing numbers of this group.

**For the above groups (LDD, LAC, Poverty, Gypsy/Roma, Irish Traveller, young carers, and new arrivals) Trust partners should consider means within their own services to inform (data, indicators) and subsequently improve outcomes, for these groups.**

### **6. THINGS TO DO, PLACES TO GO**

**To ensure more young people have things to do and safe places to go in their leisure time and improve outcomes for adolescents at risk to themselves and potentially others, through for example implementation of the Integrated Youth Strategy**

#### **Rationale**

The rationale for this priority is well presented by the following quotes taken from *Aiming high for young people: a ten year strategy for positive activities*<sup>86</sup>, and links strongly to

<sup>86</sup> MH Treasury and DCSF, July 2007, p18.

## DRAFT

Priorities 2 and 7. Disadvantaged and marginalised young people are often those with less opportunity to engage in activities in leisure time.

*“What young people do in their leisure time can influence their future outcomes. Evidence shows that young people’s participation in positive leisure time activities, as well as offering enjoyable and exciting opportunities, also supports the development of resilience through building social and emotional skills. Good quality youth activities help build important characteristics that are increasingly necessary for capitalising on the opportunities available to young people and for overcoming disadvantage. This includes the capacity to plan for the future, moral maturity, and levels of self-control.”*

*“Participation in positive activities also protects against poor outcomes and helps counteract negative influences. It helps young people to feel good about themselves and their chances in life by developing their confidence and self-esteem, their motivation and aspirations. These characteristics can impact on their attitudes at school, the company they keep outside of school, and whether they take risks with their health or get involved in anti-social and criminal behaviour.”*<sup>2</sup>

### **Analysis and Interpretation**

The Children and Young People of Kent survey collected different information about the activities they engaged in as well as things they wanted to do but could not for various reasons (in following paragraphs and tables)<sup>87</sup>.

The most common places for young people (11-16 and post-16) to spend their time (as shown in next table) were:

- o **In the afternoon/early evening (between 4pm and 7pm) - at home**, just hanging out, at a friend’s house or (for 11-16s) at a school club. The most common activities were using the internet, watching television, and spending time with their family.
- o **During the late evening (from 7pm onwards) - at home**, just hanging out or (for post-16s) at a friend’s house. The most common activities were again watching television, using the internet, and spending time with their family.
- o **At weekends - just hanging out**, or at a friend’s house, or at home. Almost two-thirds of 11-19s indicated that they normally spent their weekends just hanging out. The most common activities were hanging out with their friends, shopping, using the internet and watching television. Almost half of post-16s said they spent their weekends doing paid work.

---

<sup>87</sup> Children and Young People of Kent Survey, 2007.

DRAFT

Where children and young people spend their time:	On weekdays between 4pm and 7pm %		On weekdays from 7pm onwards %		At weekends %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16
	At home	66	75	55	64	31
Just hanging out	39	33	26	36	61	65
At a friend's house	29	26	16	29	59	58
At a school/college club	24	16	7	4	6	3
At work	7	18	4	15	13	41
No response	11	8	27	15	14	8
11-16 N=10,344						
Post-16 N=961						

Source: Secondary/college survey: question 13

A series of multiple response questions, therefore percentages do not sum to 100

- o Other places young people said they spent their time included in town/a specific town/other local place, or with their families (not necessarily at home).
- o There are differences in the proportions of young people indicating they are “just hanging out” from 7pm onwards amongst the LCSP areas.

Differences amongst sub-groups of young people can mostly be seen in time spent at home. Somewhat smaller proportions of young people eligible for **FSM**, with **SEN**, or who were **LAC**, were at home in both 4-7pm and 7pm onwards:

	Home	
	4pm-7pm	7pm+
<b>FSM</b>	56%	47%
<b>non-FSM</b>	68%	57%
<b>LAC</b>	58%	35%
<b>non-LAC</b>	67%	57%
<b>SEN</b>	59%	44%
<b>non-SEN</b>	69%	60%

Amongst Primary children 7-11, around 90% indicated they did the following **things after school at least sometimes**: homework, activities with family members, playing with friends and watching television. Compared to the other activities, **attending an after-school club was the least common activity** (29% said they did *not* do this).

- o A higher proportion of children eligible for **FSM** compared to their peers indicated they play with their friends (61% compared to 49%), as did children with **SEN** (60%, as compared to non-SEN 47%).
- o A somewhat higher proportion of **looked after children** indicated they play with their friends (58% compared to 50%) as well as indicated they attend an after school club (65%; 44%).

## DRAFT

Most Primary children “play outside” on most days (83%); although EAL children seem somewhat less likely to play outside most days than their peers (78%, 83%).

Many 11-16s (43%) and post-16s (33%) indicated that they **would like to participate in other activities that they currently do not do**. Young people in Years 7 to 9 (11 to 13 year olds) were more likely to say there were other activities they would like to do in their spare time (52%) compared to older young people (key stage 4, 39%; post-16s, 35%). Responding to an open question, things identified most often as those they wanted to do were: football (including American football), swimming, dancing (including hip-hop and Bollywood), ice skating, trampolining, going to a gym/fitness centre/keeping fit, tennis, horse riding, music, and martial arts.

Young people were then asked if anything was stopping them from doing the activities they wanted to do. Responses are shown in the following table:

Barriers to participating in activities:	11-16 %	Post -16 %
Nothing is stopping them	35	23
Cost	33	51
Lack of time	30	43
Activity is not available locally	27	36
Lack of transport	23	31
Family have safety concerns	11	7
Their health	6	4
Other reason	10	6
No response	7	5
	<b>N=10,344</b>	<b>N=961</b>

*Source: Secondary/college survey: question 16*

*A multiple response question, therefore percentages do not sum to 100*

While many 11-16s said **nothing was stopping them** from doing activities they wanted to do (35%), **cost** and **transport** barriers were identified by several young people (as presented under Priority 1). **Time** was also seen as a barrier to activities, and so too was an **activity not being available locally**.

- o While young people with **SEN** were more likely to identify there was nothing stopping them than their peers (42% vs 32%), they were more likely to identify their health as a barrier (10%, 5%).
- o Young people with **EAL** were somewhat more likely than their peers to identify their family having safety concerns as a barrier (19% vs 11%).
- o **Looked after children** were more likely to say nothing was stopping them (50% vs 34%).

There are differences in responses across LCSP areas. Other important sources of local information are the results of Districts’ surveys and consultations with young people in development of Youth Strategies. With other local knowledge, LCSPs are in a stronger position to identify where provision is an issue, where access may be an issue, or where other issues may be present.

## DRAFT

As stated in the rationale for Priority 6, the lack of young people participating in positive activities they would like to do can impact across outcomes and their transition to adulthood. This could include engaging in excessive risk-taking behaviour (see data and issues highlighted in Priority 2) as well as becoming involved in crime/anti-social behaviour. Therefore, actions under this Priority impact across into other outcome areas.

Figures in Kent show there were 1,897 **first time entrants into the Youth Justice System** in 2007/08 (6% reduction from 2,020 in 2005/06; the 2006/07 figure was 1,728)<sup>88</sup>. In 2007/08, this means that an estimated 1.3% of 10-17 year olds in Kent entered the youth justice system (compared to 1.2% last year for Kent and 1.6% in England and Wales last year). The average age of entry into the Youth Justice System is 14. Assessments indicate risks of offending with disengagement in education (including low aspirations, link to Priority 7), family issues (link to Priority 3), resilience and choices (link to Priority 2), and having something to do (including ability to entertain oneself).

Around 70% of first-time entrants in 2007/08 were boys. Boys also have higher rates of re-offending (see Priority 7) resulting in them outnumbering girls by about 4 to 1 in the youth justice system as a whole. In 2007/08, over 90% of first-time entrants were White.

The majority of first time entrants in 2007/08 were given a Reprimand (a formal verbal warning given by a police officer to a young person who admits they are guilty of a minor first offence). A further 237 cases resulted in a court disposal, the majority of these being referral orders in which the offender will make some sort of reparation such as a letter of apology, practical work, or agreeing to receive a programme of support.

Where an indicator is established, there is focus – if it is negative, perceptions can then often become negative. It is therefore important to balance measures about things such as offending and bullying (see Priority 8) with measures about the positive contribution that young people do make. This may bring a more realistic perception about the presence of young people in communities, beyond that of hanging-out, causing trouble or offending. The following information is from the Children and Young People of Kent Survey, 2007.

Most 7-11 year olds (80%) said they “**help other people**”, some said they were not sure (15%) while very few (3%) said they did not. Girls were more likely to report that they help other people (87%) compared to boys (77%).

- o Most said they would tell **an adult if they saw someone being bullied** (81%), although the proportion declines for older children.
- o A proxy for personal responsibility among younger children, about three of every four children said they **always put litter in the bin** (77%); only 7% said they did not do this. Children eligible for FSM (70%), who had SEN (73%), or who have

---

<sup>88</sup> Youth Offending Service, KCC

## DRAFT

EAL (59%), were only somewhat less likely to agree they always put litter in the bin compared to their peers (78%, 79%, 67%).

- o Less than half (44%) help to **raise money for charity** (although still a sizeable minority), but 29% were not sure if they did this. One in four (25%) said they did not do this. As above, younger children were more likely to say they raised money for charity.

Most 11-19 year olds also agreed that they “**do things to help other people**” (11-16s, 69%; and post-16s, 76%). A substantial number of young people agreed they “already do” things which make a positive contribution (but an even greater proportion said they “*would like to*” do these things).

Over half of young people (11-16 and post-16) already recycle (56% and 62%) and a further 22% and 25% said they *would like to*, while only 14% and 8% said they would not. About one-quarter of young people said they already:

- o **Help a neighbour** (30% and 25%), and a greater proportion said they *would like to* (45% and 53%), while 16% said they would not do this.
- o **Help someone who is being bullied** (27% and 22%), and a greater proportion said they *would like to* (55% and 62%), while only 9% and 10% said they would not do this (see Priority 8).
- o **Raise money for charity** (26% and 25%), and a greater proportion said they *would like to* (51%) while 18% and 15% said they would not do this.

Smaller proportions of young people already do voluntary work (14% and 20%) and many others would like to (41% and 40%), but about one-third said they would not do this (35% and 34%). Young people were not likely to already vote in a school/college elections (19% and 17%) **or be joining a school/college council** (11% and 10%). While some said they *would like to* vote (30% and 31%) or join a council (21% 20%), more said they would not do these things (41% and 47%; 58% and 64%).

There are a number of differences across sub-groups of young people:

- o **Boys** (post-16) were more likely to already help a neighbour (34%) than girls (19%).
- o **Girls** (11-16) were more likely to say they *would like to* do voluntary work compared to boys (52% and 39% respectively). **Girls** (post-16) were more likely to say they *would like to* help someone who was being bullied (74%), help a neighbour (65%) and do voluntary work (52%) compared to boys (59%, 47% and 32% respectively). Girls were also more likely to already help raise money for charity (35% compared to 24%) and were less likely to say they would not like to raise money for charity.
- o Young people with **SEN** (11-16) were less likely than their peers to say they *would like to* help someone who was being bullied (52% compared to 63%), or help a neighbour (41% compared to 52%).
- o Young people eligible for **FSM** (11-16) were more likely to already help their neighbour compared to their peers (42% compared to 32%), but were less likely

## DRAFT

- to already help someone who was being bullied (51% compared to 62%). They were also less likely to already recycle (52% compared to 62%).
- o Young people with **EAL** (11-16) were more likely than their peers to say they *would like to* do voluntary work (64%, 45%), help a neighbour (59%, 49%), vote in a school election (45%, 33%), join a school council (42%, 22%), and recycle (35%, 24%). Post-16s with EAL were also more likely to say they would like to join a school/college council (47% compared to 22%).
  - o **Looked after** 11-16s were less likely than their peers to already recycle (51% compared to 62%), and were more likely to say they would not consider recycling (28%, 14%).

The above shows that **many young people are involved in helping others and the community** and that **a large proportion would like to do these things**. This varies across gender, interests and community norms, which would indicate different means to engaging young people's interests and participation in such things. Important to note is the declining proportion (with age) that tell an adult or help someone being bullied, but may continue to want to help (see Priority 8); this suggests a need to address the pressures/disincentives to helping those being bullied.

Finally, it is important to **understand if young people feel they have the chance to have their say on issues which affect their school and local areas**.

Many young people feel they **have the chance to have their say on school or college issues**:

- o Approximately half the children (7-11) felt that they had opportunities to give their opinions on what happened at school (56%).
- o About 1 in 5 young people (11-16 and post-16) felt that they *often* had the chance to have their say about school or college issues (20% and 18%) and about half felt that they *sometimes* had this opportunity (47% and 52%). There were, however, about a quarter who felt that they *never* had the opportunity to have their say on school/college issues (25% and 24%).
- o Post-16s eligible for **FSM** were *far more likely* than their peers to say they *never* had a say on school/college issues (66% compared to 24%).
- o **Girls** were *less likely* than boys to say that they *never* had a chance to have their say on school/college issues (20% and 30%).

Fewer young people felt they **have the chance to have their say on issues in the area where they lived**:

- o Approximately half the children (7-11) felt that they had opportunities to give their opinions on what happened in the area in which they live (47%).
- o Only a small proportion of young people (11-16 and post-16) felt that they *often* had the chance (9% and 5%), about a quarter said they *sometimes* had the chance (28% and 24%), but more than half (54% and 65%) said they *never* had the chance to have their say on issues affecting the area where they live.

## DRAFT

### Areas to Improve

	<b>Area of focus</b>	<b>Indicator</b>
6.1	<p><b>Addressing costs and transport barriers to activities, particularly for those economically disadvantaged</b></p> <ul style="list-style-type: none"> <li>o See poverty analysis (Priority 1)</li> <li>o Informed by local knowledge of specific issues in LCSP areas.</li> </ul>	<ul style="list-style-type: none"> <li>o % of young people eligible for FSM identifying transport or cost as a barrier to activities they want to do.</li> </ul>
	<p><i>Narrowing the gap:</i></p> <ul style="list-style-type: none"> <li>• Areas of Deprivation, particularly rural (including Transport)</li> <li>• Young people eligible for FSM.</li> </ul>	
6.2	<p><b>Resolving locality specific barriers or lack of provision through LCSPs</b></p> <ul style="list-style-type: none"> <li>o Provision and availability of activities/places to go, including after school clubs, weekend and holiday activities, as needed.</li> <li>o Evening activities/places to go – to address young people who may be “just hanging out” at risk of other behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>o To be determined locally, in local plans.</li> <li>o 7-11 year-olds attending after school club.</li> </ul>
	<p><i>Narrowing the gap:</i></p> <ul style="list-style-type: none"> <li>• Young people in Years 7, 8 and 9 (activities/things to do)</li> </ul>	
6.3	<p><b>Recognising the presence and contribution young people make in Kent communities, and balance the focus on offending:</b></p> <ul style="list-style-type: none"> <li>o In ways which young people want/ support, not embarrass/discourage</li> <li>o Removing stigma/disincentives to support young people in helping with problems of bullying (see Priority 8).</li> <li>o Community Cohesion - not just “provision”</li> </ul>	<ul style="list-style-type: none"> <li>o % who feel they do not have chance to have their say on issues at school or where they live (link Priority 4).</li> <li>o Decrease % who “would like to” do things which make positive contribution and increase % who “already do”.</li> </ul>
	<p><i>Narrowing the gap:</i></p> <ul style="list-style-type: none"> <li>• Deprivation (FSM – decision-making/voices being heard)</li> <li>• Boys (recognition of helping neighbours; increase those doing other aspects)</li> <li>• Girls (who would “like to” do certain things – to more actually doing)</li> <li>• SEN</li> <li>• Older young people’s continuing engagement</li> </ul>	

### **7. ENGAGEMENT& PARTICIPATION**

**To increase engagement and participation by young people in education, employment and society in order to prevent disaffection and improve security**

#### **Rationale**

The wording of this Priority addresses young people’s ability and interest to do their best in education (attendance and attainment) and continuing to engage in employment and

## DRAFT

training. Of central importance here are those young people who are more at risk of disengaging from education, have limited aspirations for their lives, and/or are otherwise not able to find employment as they enter adulthood.

With the preventative aims of multi-agency working in the CYPP, the needs analysis will include indicators and information about younger children as well. As there are numerous indicators in education, following is a focused analysis of population indicators, broken out by different groups of children and young people.

### Analysis and Interpretation

Beginning with the youngest children in school, the national indicator for the **foundation stage** is achievement of 78 points or more with at least 6 points in each of the foundation stage scales in Personal Social and Emotional Development, and Communication Language and Literacy (two key aspects of being ready for school).

	2005	2006	2007
Kent	41%	36%	43%
National	48%	45%	46%

The above table<sup>89</sup> shows that the proportion of children reaching this level in Kent has improved from 2006, though remains below the national figure. Significantly, many groups of children<sup>90</sup> perform less well than the overall Kent figure (43%): 13% who have **SEN**, 22% who are eligible for **FSM**, 30% who have **EAL** (likely reflecting English as a new language), 34% of **boys**, and 38% who are **BME** reach this level. Although figures for **LAC** are small, data suggest a substantial gap here as well.

The diversity of young children's development by this age is evident and suggests a need to improve these early outcomes for some groups.

By **Key Stage 1**<sup>91</sup>, the trend by 2007 is a closing of the gap with national in attainment of Level 2 in Writing (Kent 79%) and Maths (Kent 90%). A gap persists in Reading of 2 percentage points (Kent 82%).

The **Kent KS1-KS2 value added score** (99.8) has remained below the median of local authorities in the past 3 years, and the gap increased in 2007<sup>92</sup>. Sizeable groups with lowest residual scores in 2007 were, pupils with **statements of SEN**, pupils of **Gypsy/Roma, Black Caribbean, Mixed White and Black African** ethnicity, all **SEN** pupils, pupils eligible for **FSM**, and **LAC**<sup>93</sup>.

By the end of Primary school, there is still a gap to national, as indicated by the achievement of **Level 4 or above at Key Stage 2**. While outcomes are improving year on year, so too are national (suggesting a gap of 2%-3% in English and 4% in Maths

---

<sup>89</sup>DCSF statistical releases: Note: Some concerns remain on the accuracy of data prior to 2007

<sup>90</sup>Management Information, CFE, KCC

<sup>91</sup> DCSF statistical releases

<sup>92</sup> ibid

<sup>93</sup> Management Information, CFE, KCC

## DRAFT

over the last 4 years<sup>94</sup>). This table shows the trend in Kent, followed by sub-group analysis<sup>95</sup>:

<b>Level 4+</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
English & Maths	63.2%	65.9%	65.9%	66.7%
English	73.8%	76.5%	76.4%	77%
Maths	69.6%	71.0%	71.6%	73%

- Girls continue to outperform **boys in English**, although progress has been narrowing this gap in Kent from 12% in 2004 to a 9% gap in 2007.
- There is no clear trend in narrowing the gap for pupils eligible for **FSM** (2005-2007), which for 2007 stands at 26% in English and 27% in Maths.
- Children with **SEN** have a significant gap between their achievement and that of non-SEN pupils of Level 4 or above in both English and Maths; for 2004-2007 the gap has been 58.4%, 57.8%, 56.6% and 57.8%. This shows there has been little change on this in the last few years.
- There has been a drop in achievement and widening gap between all pupils and those of **Gypsy/Roma** ethnicity in 2007 results. This is also true for **non-British white pupils**, which is a group growing in size, having doubled between 2005 and 2007 to over 400 pupils.
- Achievement by **LAC** (based on the OC2 return's calculation) shows improvement in recent years in attainment of Level 4 or above in English, but the trend in attainment of Maths is more varied and both remain below the Statistical Neighbour median and the overall National results (note: Kent has a lower rate of looked after children, and may therefore have a more challenging cohort).

<b>LAC<sup>96</sup></b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
English	25.5%	29.8%	38.1%
Maths	27.3%	17.5%	31.0%

A clear contributor to improving achievement is improving attendance; **persistent absence** (pupils missing 20% or more of their schooling) is therefore, a key outcome indicator. The 2006/07 academic year was the first year of DCSF published figures for maintained primary school pupils which show levels of persistent absence at 1.7% of pupils for Kent (higher than statistical neighbours median at 1.5% but lower than England at 1.8%.)

There are some sub-groups of Primary children who are over-represented in persistently absent figures<sup>97</sup>:

- **Travellers of Irish Heritage** (32% persistently absent) and **Gypsy/Roma** pupils (22% persistently absent) stand out as having high levels of persistent absence among BME groups.

<sup>94</sup> ibid

<sup>95</sup> ibid

<sup>96</sup> DCSF OC2 return. Please note this calculation is different than all LAC in Kent which shows 43% achieve level 4+ in English and 36% in Maths.

<sup>97</sup> Management Information, CFE, KCC

## DRAFT

- Other groups have approximately twice the rate of all pupils in Kent, these being pupils of **any other white background** (3.5%), **white and black African** (3.2%), and **Bangladeshi** (3.8%). This is a particular issue with boys from these groups, and **boys** have slightly higher persistent absence levels overall.
- Pupils with **SEN** have higher levels of persistent absence, which increases with level of SEN. **Pupils with statements of SEN** are about 4 times more likely to be persistently absent with 8.4% being so in 2006/07.

When Primary children were asked what **they liked about school**<sup>98</sup> the most popular things were the social aspects, followed by cognitive and skills-based activities, and then other aspects related to learning processes. Almost all (92%) children liked **seeing their friends** and **going on school trips** (90%) and over one-third (38%) liked **lessons**.

- Children who speak **EAL** more often said they liked lessons than did their peers (54% compared to 37%), as did children eligible for **FSM** (46% compared to 37%) and **LAC** (52% compared to 38%). This is promising as efforts are to improve the outcomes of these groups.
- Looked after children more frequently said they liked after school clubs than their peers (78% compared to 63%), and were more likely to attend these clubs (see Priority 6).
- However, 14% of children with **SEN** said that they *did not* like lessons, compared with 8% of children without SEN.

At **Key Stage 3**, Kent has moved from a position of being above the maintained school national performance in all 3 subjects, to being below national in all 3 subjects<sup>99</sup>, and in 2007 is at 73% in English (74% national); 74% in Maths (76% national) and 72% in Science (73% national).

However, **Kent's KS2-KS4 valued added score**<sup>100</sup> (1007.1) remains well above the national average (1000.9), indicating the progress young people make during their secondary years.

The evident achievement gap between young people in Kent and national at earlier key stages has closed by GCSEs and the percent achieving **5 or more GCSEs including English and Maths (or equivalent)** in Kent is greater than national and continues to get better.

<b>5+ GCSE or equivalent (incl. English and Maths)</b> <sup>101</sup>	<b>2006</b>	<b>2007</b>
Kent	46.8%	48.5%
National	44.1%	45.9%

However, there are groups of young people who are not achieving at the same rate as their peers in Kent<sup>102</sup>:

<sup>98</sup> Children and Young People of Kent survey, 2007

<sup>99</sup> DCSF statistical releases

<sup>100</sup> Ibid

<sup>101</sup> Ibid

## DRAFT

- While there are decreasing numbers of **LAC**, a large gap exists between their achievement and non-LAC pupils with a gap of 43.5% in 2007.
- For **BME** groups, attainment of **Gypsy/Roma** pupils is well below that of all pupils, with no pupils achieving this benchmark in 2007.
- The SEN/non-SEN gap is currently 47%, with only 14% achieving this level.
- A gap is also evident between **FSM** and non-FSM young people, with a 33% in 2007, with only 19% achieving this level.

As stated previously, a key indicator of engagement and attainment is attendance. Kent has an improving rate of **persistent absence**, but this is higher than comparators. For maintained secondary school pupils there is now two years of DCSF data:

<b>% persistently absent</b>	<b>2005/06</b>	<b>2006/07</b>	<b>Change</b>
Kent	7.4%	6.8%	-0.6
Stat Neighbour Median	6.2%	5.9%	-0.3
England	7.1%	6.7%	-0.4

There are also clear differences between groups:<sup>103</sup>

- Whilst the same two **BME** groups stand out as having much higher rates as for primary pupils, the cohort of Irish Traveller pupils is very small. The **Gypsy/Roma** cohort is also small though still over 200 pupils and has a rate of 26.4%.
- Gender difference is less pronounced in secondary pupils, although persistent absence is higher in **White and Black Caribbean girls** with a level of 8.1%.
- As with Primary, there were again higher levels of persistent absence among pupils with **SEN**; however, the highest rate in secondary was among pupils who were SEN at “school action plus level” (16.2%). Pupils with statements had a level of 8.4%.

For Kent **looked after children** (for whom Kent is the “corporate parent”) the performance assessment framework measure (PAF) has shown a high rate of pupils missing 25 days or more in the school year having risen to 21.9% in 2005/06 (academic year) against the national figure of 13.3%. For 2006/07 however, the rate in Kent has dropped to 15.6% at September 2007<sup>104</sup>.

Kent has experienced the same rate of **permanent exclusions** for the last 3 years (2003/04 to 2005/06) as reported by DCSF and has not closed the gap on the national figure (0.17% in Kent 2003/04 to 2005/06, and nationally 0.13% declining to 0.12%)<sup>105</sup>. Once again, variation is evident in certain groups<sup>106</sup>:

- **Gypsy/Roma** pupils were over-represented in figures with 0.6% permanently excluded in 2006/07.
- Evidence suggests **LAC** also have higher levels of permanent exclusion with a rate of 1.4% in 2006/07 (note: all LAC in Kent schools).

---

<sup>102</sup> Management Information, CFE, KCC

<sup>103</sup> Management Information, CFE, KCC

<sup>104</sup> Looked After Children position statement, for JAR inspection.

<sup>105</sup> DCSF statistical release

<sup>106</sup> Management Information, CFE, KCC

## DRAFT

- Pupils with **SEN** at “school action plus” level had higher rates at 0.9%, and pupils with statements of SEN had a rate of 0.4%.
- Permanent exclusions are **most common for pupils of secondary school age**, and peaked in **Year 9** in 2006/07 with a rate of 0.5%.

**By age 19**, there is an increasing proportion of young people **achieving full level 3 qualifications**. Most recent data for 2006/07, show Kent remains close to the national figure and there has been a reverse of the slightly widening of the gap in the previous 2 years<sup>107</sup>

Level 3	2003/04	2004/05	2005/06	2006/07
Kent	41.5%	44.5%	45.4%	47.2%
National	42.0%	45.4%	46.6%	48.0%

The gap in achieving full level 3 qualifications between all pupils and those eligible for **FSM** in Kent has persisted (32.1, 32.7, 31.8 for 2005-2007). This gap is larger than that nationally (26.2, 26.0, 25.4 for 2005-2007)<sup>108</sup>.

Children aged 7-11 indicated that the following activities helped them learn either ‘very much’ or ‘quite a lot’<sup>109</sup>:

- Making things/doing practical things – 74%
- Trips to places – 72%
- Using ICT – 67%
- Using my own ideas – 65%
- Working as part of a group – 66%
- Working on my own – 55%
- Doing projects that cover more than one subject – 50%
- Reading – 37%

Among sub-groups of young people:

- A somewhat larger proportion of pupils with **EAL** indicated reading helps them learn either 'very much' (25%) or 'quite a lot' (27%), when compared with their peers ('very much' = 16%, 'quite a lot' = 21%).
- A somewhat larger proportion of those eligible for **FSM** indicated using ICT helps them learn 'very much' (43%), compared with their peers (37%).
- A smaller proportion of **LAC** indicated working as part of a group helps them learn 'quite a lot' (27%) , when compared with their peers (37%).
- More pupils with **SEN** indicated using ICT helps them learn 'very much' (41%), when compared with non-SEN (36%).

Similar to the 7-11s, when 11-19s were asked what **they liked about school/ college**, the most popular things were the social aspects, followed by cognitive and skills-based activities, and then other aspects related to learning processes.

---

<sup>107</sup> Learning Skills Council

<sup>108</sup> DCSF statistical release

<sup>109</sup> Children and Young People of Kent Survey, 2007

## DRAFT

- 10% of children with **EAL** liked lessons, compared with 5% of their peers; and 70% liked seeing their friends compared with 79% of their peers.
- 68% of **LAC** liked seeing their friends compared with 78%.
- 72% of children with **SEN** liked seeing their friends compared with 80% of those without SEN.

When asked what, if anything, was **making it difficult to learn**, many said “nothing” was making it difficult to learn (26% of 11-16s and 29% of post-16s). However, frequently identified obstacles to learning<sup>110</sup> were:

- Other pupils being disruptive (54% 11-16s and 43% of post-16s) – the most common answer
- Not getting feedback on how they are doing (24% and 28%)
- Not getting enough help at school (18% for both)
- Being bullied (10% and 3% - see Priority 8).

Another kind of barrier can be **young people’s own perceptions and aspirations about learning and education**. Based on survey responses from young people 11-19<sup>111</sup>, about **one in ten either strongly agreed or agreed with the statement “it is OK to miss school /college if you feel like it”** (11%). Responses varied across LCSP areas and:

- 13% of **LAC** strongly agreed, compared with 4% of non-LAC
- 9% of **SEN** strongly agreed, compared with 3% of non-SEN
- 7% of **FSM** strongly agreed, compared with 4% of non-FSM

A smaller proportion either strongly agreed or agreed that “qualifications are a waste of time” (7%). Those with **SEN** (7%) or who were **LAC** (7%) were somewhat more likely to strongly agree than their peers (3%, and 2% respectively). However, 5.3% of young people not only indicated qualifications were a waste of time but also felt they would be able to get the sort of job they wanted; **boys** and those with **SEN** were over-represented amongst this group.

On the other hand, almost two-thirds of young people 11-19 (65%) agreed or strongly agreed with the statement ‘**I know what sort of job I want when I grow up**’.

- **Looked after children** were more likely to indicate that they knew what job they wanted when they grow up (77%), compared to other children (66%).
- Young people eligible for **FSM** were also somewhat more likely to strongly agree than their peers (45% compared to 39%).
- Young people with **EAL** less often strongly agreed (32%) compared with 40% of non EAL.

When asked about their perceptions of any **barriers to achieving their future aspirations**<sup>112</sup>, many young people indicated “nothing” (40% overall; 41% of 11-16s and

---

<sup>110</sup> Children and Young People of Kent Survey, 2007; see also Priority 4 barrier – not having a place to do homework,

<sup>111</sup> Children and Young People of Kent Survey, 2007

<sup>112</sup> *ibid*

## DRAFT

32% of post-16s). Following are perceived barriers which young people 11-19 think may prevent them from achieving their plans for the future:

- Lack of money (26%, see Priority 1)
- Not having the right qualification (24%)
- Lack of information or advice (14%)
- Wanting to stay in the local area (14%)
- Lack of transport (12%, see Priority 1)
- Family responsibilities (7%)

The proportion of young people who indicated “nothing” was a barrier to their future aspirations differed in LCSP areas and somewhat fewer young people eligible for **FSM** said “nothing” (35%) compared with their peers (41%).

The rate of young people **16-18 not in education, employment or training (NEET)** in Kent remains below that of the national figure, and the latest 2007/08 figure shows a significant fall below the previous 3 years<sup>113</sup>:

<b>Nov. to Jan. average</b>	<b>2004/05</b>	<b>2005/06</b>	<b>2006/07</b>	<b>2007/08</b>
Kent	6.2%	6.3%	6.4%	5.3%
National	8.0%	8.2%	7.7%	Not available

**Teenage parents, pregnant teenagers** (see Priority 2), **LAC**, and **young people with LDD** are groups over-represented amongst NEETs<sup>114</sup>.

No clear trend is apparent in the Kent rate of **18 – 24 year olds claiming Job Seekers Allowance**, which has been lower than national since May 2005; Any changes to the Kent figure are very much reflected across Great Britain (as shown in next table)<sup>115</sup>.

	<b>May 05</b>	<b>Aug 05</b>	<b>Nov 05</b>	<b>Feb 06</b>	<b>May 06</b>	<b>Aug 06</b>	<b>Nov 06</b>	<b>Feb 07</b>	<b>May 07</b>
Kent	3.6%	4.0%	4.0%	4.8%	4.4%	4.4%	4.3%	4.6%	3.9%
GB	4.2%	4.7%	4.6%	5.3%	5.0%	5.2%	4.9%	5.2%	4.5%

Indicators presented thus far under this Priority are in regard to keeping children and young people engaged and participating in education, training and employment. The counter balancing statement of the priority is to prevent disaffection and, along with Priority 6, to prevent offending. A key consideration in this Priority is therefore, young people who become disengaged and who may re-offend.

**Youth Re-offending rates (or recidivism)**<sup>116</sup> in Kent have varied over the past 4 years. Kent Youth Offending Services data indicates that youth re-offending rates in the county

<sup>113</sup> Connexions CIS, 2007/08 from Connexions Kent & Medway

<sup>114</sup> KCC, Connexions, LSC 14-19 Data Group, sub-group analysis of NEETs, Autumn 2007.

<sup>115</sup> Department of Work and Pensions

## DRAFT

are higher than the national levels although they have come down in recent years. The table below shows the overall rates of youth re-offending after 12 months:

<b>Cohort:</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
Kent	45.9%	47.6%	35.7%	40.2%
National	38.3%	39.4%	38.1%	37.4%

There is significant variation in re-offending rates at the different levels of the youth justice system. The table below shows the rates of re-offending after 12 months at the pre-court, first tier, community and custodial stages of the system.

<b>Tier</b>	<b>Kent</b>	<b>National</b>
Pre-court	26.8%	24.6%
First tier penalties	49.8%	45.0%
Community Penalties	66.9%	63.8%
Custodial Penalties	68.8%	64.3%
<b>Total</b>	<b>40.2%</b>	<b>37.4%</b>

The most recent data suggest that boys are more likely to re-offend than girls. Those with more complex issues (including mental illness and/or substance misuse), persistent problems (including with family or with education), a greater offending history, and/or continue mixing with peers who are offenders are also at greater risk of re-offending.

### Areas to improve

	<b>Area of focus</b>	<b>Indicator</b>
7.1	<p><b>Improving early childhood development by age 5</b></p> <ul style="list-style-type: none"> <li>o Reflecting early years quality, parental interaction with young children (see Priority 3), as well as other factors in young children's lives.</li> <li>o Earlier intervention, identification of needs and support for young pre-school age children</li> </ul>	<ul style="list-style-type: none"> <li>o % scoring 78 points or more with at least 6 points in each of the scales in PSED, and CLL</li> </ul>
	<p><i>Narrowing the gap:</i></p> <ul style="list-style-type: none"> <li>• SEN</li> <li>• FSM</li> <li>• Boys</li> <li>• BME</li> </ul>	

---

<sup>116</sup> Youth Offending Service, KCC; A cohort of young offenders are tracked for 12 months after their substantive outcome. The numbers who are reconvicted or receive a further pre-court outcomes within 12 months are identified to calculate a re-offending rate.

DRAFT

7.2	<p><b>Increasing engagement and attainment by age 11(end of Primary) – for specific groups and areas</b></p> <ul style="list-style-type: none"> <li>o Learning environment of Primary schools</li> <li>o Broader environment in which children live supporting/not supporting learning</li> <li>o Persistent absenteeism</li> <li>o Readiness for transition to Secondary</li> </ul>	<ul style="list-style-type: none"> <li>o % attaining Level 4+ at Key Stage 2 including English, Maths.</li> </ul>
<p><i>Narrowing the gap:</i></p> <ul style="list-style-type: none"> <li>• SEN</li> <li>• Boys</li> <li>• BME (Gypsy/Roma, Irish traveller, and non-British white)</li> <li>• FSM (NIS indicator)</li> <li>• LAC</li> </ul>		
7.3	<p><b>Increasing engagement and attainment by age 16 – for specific groups</b></p> <ul style="list-style-type: none"> <li>o Minimum necessary to move forward with education, employment, training</li> <li>o Broader environment in which children live supporting/not supporting learning</li> <li>o Addressing attitudes of minority about it being “OK to miss school”, or that “qualifications are a waste of time” (those more likely to disengage)</li> <li>o Addressing factors making it difficult to learn (including disruptive pupils)</li> </ul>	<ul style="list-style-type: none"> <li>o % achieving 5+ A*-C GCSEs, or equivalents</li> <li>o % indicating things which are making it “difficult to learn”</li> <li>o Key Stage 3 (particularly boys’ English),</li> </ul>
<p><i>Narrowing the gap:</i></p> <ul style="list-style-type: none"> <li>• SEN – specific needs</li> <li>• FSM</li> <li>• BME – Gypsy Roma</li> <li>• LAC</li> <li>• Young offenders (aspirations)</li> </ul>		
7.4	<p><b>Increasing engagement, participation and attainment by age 19</b></p> <ul style="list-style-type: none"> <li>o Strong link to Priority 1 (poverty)</li> </ul>	<ul style="list-style-type: none"> <li>o % achieving full level 3 qualifications</li> <li>o % who are NEET</li> </ul>
<p><i>Narrowing the gap:</i></p> <ul style="list-style-type: none"> <li>• FSM</li> <li>• Teenage parents and pregnant girls (NEET)</li> <li>• Young offenders</li> <li>• Care leavers</li> </ul>		

## **8. BULLYING & COMMUNITY SAFETY**

### **To take action to reduce the incidence and impact of bullying in school and the community**

#### **Rationale**

Bullying can be defined as "Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally"<sup>117</sup>.

Bullying can impact on children and young people's feelings of safety, their emotional well-being, as well as their ability to do well at school. It can happen at schools, but it can also happen to young people on their way to/from school, electronically ("cyberbullying"), or in the areas where they live. Beyond the impact it has on individuals, bullying can impact on the broader culture of schools as well as the wider communities in which children and families live<sup>118</sup>.

*"For more than a decade (bullying) has been the main reason for children calling ChildLine, with around 3000 calls every month"*<sup>119</sup>.

As bullying can take place in communities, it too is a component of community safety. It is important to assess children and young people's experiences and perceptions of safety in their communities. Therefore, this analysis takes a broader approach to this Priority, incorporating other safety outcomes for children and young people. This includes a focus on unintentional injury and the impact it has on individuals, families and society, as outlined by the Audit Commission's "Better Safe than Sorry" (2007):

- *"Unintentional injury is a leading cause of death and illness among children aged 1-14 years, and causes more children to be admitted to hospital each year than any other reason."*
- *"Each year in the UK, unintentional injury results in more than six million visits to accident and emergency (A&E) departments. Approximately two million of these involve children. This costs the NHS approximately £146 million. Half of these injuries occur in the home. Unintentional injury therefore represents a significant burden to the NHS, to local government and to the families and individuals affected by it."*

#### **Analysis and Interpretation**

**About 1 in 3 children and young people in Kent indicate they have been bullied**<sup>120</sup>.

Amongst Primary aged children:

- At school - 38% had been picked on or bullied (44% had not); a greater proportion of these are younger children.
- In the area they live - 27% had been picked on (58% had not).

<sup>117</sup> *Safe to Learn: Embedding Anti-Bullying Work in Schools*, DCSF, 2007.

<sup>118</sup> *Anti-Bullying Strategy to support schools and settings. 2006-2010*. Kent County Council

<sup>119</sup> NSPCC, [www.nspcc.org.uk/helpandadvice/whatchildabuse/bullying/bullying\\_page\\_wda55824.html](http://www.nspcc.org.uk/helpandadvice/whatchildabuse/bullying/bullying_page_wda55824.html)

<sup>120</sup> *Children and Young People of Kent Survey*, 2007

## DRAFT

- Going to or from school - 13% had been picked on (75% had not; note influence of the previously quoted proportion who come by car).

Half of children had been pushed or hit by other children (55%), were called names or talked about by other children (54%) and/or were left or stopped from joining in (49%). A third has had their possessions broken or stolen on purpose (33%).

- Children with **SEN**, were more likely to have been picked on *in the area where they lived* (35%) than their peers (25%).
- Children eligible for **FSM** were also more likely to report that they had been picked on *in the area they lived* (40%), compared to their peers (26%) and more reported that they had their things broken or stolen on purpose (43%) than their peers (32%).

Amongst 11-19 year olds, the incidence of bullying appears to decline with age. In the past year (2006/07):

- 31% of 11-16 year olds said they had been bullied (66% had not)
- 14% of post-16s said they had been bullied (84% had not).

As with Primary children, two groups of young people are over-represented in these bullying figures:

- Young people 11-16 with **SEN** (44%) were more likely to have been bullied in the last year, compared to their peers (29%) – they are more likely to be bullied *at school* (42% compared to 32% for their peers). Post-16s with SEN were also more likely to have been bullied (26% compared to 12%).
- Young people 11-16 who were eligible for **FSM** (42%) were more likely to have been bullied in the last year compared to their peers (31%) – they are more likely to have been bullied in their *local area* compared to their peers (48% compared to 32%).

The majority of young people who are bullied experienced this as **verbal bullying** (80% 11-16s and 89% post-16). This is followed by **being left out** (41% and 44%), **physical bullying**(38% and 29%), and **theft/damage to property** (16% and 17%). Some would rather not say (14% and 7%). Of the 10% who wrote some other form of bullying, the most common things were racism, being threatened, via internet/email/text messaging, or sexual harassment.

**Of only those 11-19 who have been bullied in the last year**, for some this happens frequently (particularly at school); that is, at least 1 or 2 times a week:

- Almost two of every three 11-16s were bullied **at school/college** at least 1 or 2 times a week (61%; 34% most days); this is 51% for post-16s (27% most days).
- One in five 11-16s was bullied **getting to/from school/college** at least 1 or 2 times a week (20%; 10% on most days); this is 16% for post-16s (6% most days).
- About one in six 11-16s was bullied **in the area they live** at least 1 or 2 times a week (16%; 8% most days); this is 19% for post-16s (6% most days).
- Over one in ten 11-16s was bullied **on-line** at least 1 or 2 times a week (12%; 6% most days); this is 11% for post-16s (7% most days).

DRAFT

- Almost one in ten 11-16s was bullied **by mobile phone** at least 1 or 2 times a week (9%; 5% most days); this is 8% for post-16s (2% most days).

One in ten 11-16s (10%) said that **being bullied was a factor making it difficult for them to learn** (the 4<sup>th</sup> most common factor). **Looked after children** more often reported this than their peers (11-19s, 41% compared to 26%), as did children with **SEN** (16% compared to 6%) and to a lesser degree, children eligible for **FSM** (14% compared to 9%).

There has been increasing attention to the safety concerns posed by social networking sites. In Kent, over half of 11-16s (56%) and just under two-fifths of post-16s (37%) reported that they **never shared information about themselves on the internet**. Over a quarter of 11-16s (27%) and over a third of post-16s (35%), however, reported sharing information about themselves on the internet *at least one or two times a week*. **About a quarter of 11-16s and post-16s felt they needed more information on internet safety** (24% and 25%).

Turning now to children and young people’s feelings of safety in Kent - **most feel safe “most of the time”** at school or college, getting to/from school or college, and in the areas they live<sup>121</sup>, as shown in the following tables (taken from the NFER report of the survey).

Table 5.3 Whether children (aged 7-11) feel safe

Whether children and young people feel safe:	Yes %	Sometimes %	No %	No response %
Getting to/from school	75	18	5	2
In the area they live	67	22	9	2
At school	65	29	4	2

N=31,527

Source: Primary survey: question 10

A series of single response items

Due to rounding, percentages may not always sum to 100

<sup>121</sup> *ibid*

DRAFT

Table 5.4 Whether children and young people (aged 11-19) feel safe

Whether children and young people feel safe:	Most of the time %		Sometimes %		Not very often %		Never %		No response %	
	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16	11-16	Post-16
In school/college	67	86	24	11	5	1	2	1	2	2
In the area they live	67	70	23	22	5	5	2	1	2	2
Getting to and from school/college	66	75	25	20	4	3	2	1	3	2
11-16 N= 10,344										
Post-16 N= 961										

Source: Secondary/college survey: question 7  
 A series of single response items  
 Due to rounding, percentages may not always sum to 100

However, there is a sizeable minority (about one-quarter) who only sometimes feel safe and a concerning few (under 10%) who feel safe not very often, or never.

- Of 11-19 year olds, it is **younger pupils** who do not feel as safe at school or getting to/from school.
- Young people aged 11-16 who were eligible for **FSM** were less likely to say that they felt safe *in the area they live* 'most of the time' (60%) compared to their peers (70%). (Links to Priorities 1 and 4.)

There are different patterns amongst young people about the **things in their local areas that make them feel unsafe**:

- **Younger children in Primary (Year 3s)** were more likely to be anxious about busy roads and broken glass. **Younger secondary-aged children** were more likely to feel unsafe about people drinking/getting drunk or about people carrying knives.
- **Girls of Primary age and post-16** were more likely than boys to identify several things that made them feel unsafe in their local area.
- Post-16s with **SEN** were more likely to say they felt unsafe *most of the time* being around people who were drinking/drunk and people on drugs compared to their peers.

Of **only** those children and young people who indicated they did not feel safe *in the areas where they lived* (less than 10%), the things of most concern to them were the following.

- For **7-11 year olds**, these things were people hanging around (56.6%) and broken glass on the ground (54.6%). Less than half said busy roads or speeding traffic (46.5%) and fewer said being on a bus or train (30.3%). Children eligible for **FSM** or with **SEN** are over-represented in these responses, as are **girls** to a lesser extent. A somewhat higher proportion of **BME** children said they worried about being on a bus or train. The vast majority (80.3%) also mentioned other things; some of which included getting run over/crossing the road, teenagers

## DRAFT

- hanging around, other people/strangers in the area, thieves/being mugged, bullying, or worried about if something could happen to friends/family.
- **For 11-19 year olds**, these things were: gangs (54.7%), people carrying knives (54.5%), and groups of people hanging around (51.8%). **Girls**, young people eligible for **FSM** and those with **SEN** are over-represented across a number of things identified as making them feel unsafe in their local areas.
    - **Girls** - this is particular so for being on a bus or train, dark or unlit places, and busy roads/speeding traffic.
    - **FSM** - this was particularly so for being on a bus or train, busy roads/speeding traffic, and people drinking/being drunk.
    - **SEN** - this was particularly so for busy roads/speeding traffic, things like broken glass/syringes lying around, and people drinking/being drunk.
- Some young people also wrote additional things, which included people around, being stalked/followed, people arguing/swearing/shouting at night, and being bullied.

In short, to improve perceptions of safety amongst those who currently do not feel safe, the above issues suggest the problems to tackle.

Ultimately, an indicator of lack of health and safety is of course the **mortality rate** (presented under Priority1). In 2005, deaths caused by accidents (including transport accidents), accounted for nearly 10% of all deaths<sup>122</sup> (consistent with perceived road safety fears).

The rate of **hospital admissions for injury** (previously raised under Priority 2) show that the overall trend is increasing in Kent<sup>123</sup>. It was 14.8 admissions per 1,000 aged 0-19 in 2006/07, accounting for over **5,100 admissions**; an increase of 7.4% on last year. Causes were:

- Falls (1,498) - the main cause (29% of all admissions); these often occur in the home.
- External mechanical forces (1,034, increasing); this varies by age of child to include things like a foreign body entering through eye or other orifice (for young children), to things like being hit/struck/kicked etc by another person, or striking or being struck by other objects (for older children).
- Transport accidents (570); a small increase over last year, mainly pedal cyclists (198 of total), followed by car occupants (109) pedestrians (103) and motorcycle riders (88).
- Intentional self-harm (395) – (See Priority 2), increasing each year for the last four years (from 278 in 2003/04)
- Accidental poisoning (352), mostly in the home.
- Assaults and undetermined events (257 admissions); a substantial increase on last year (173)

---

<sup>122</sup> Kent Children's Trust County Report card for Mortality Rate - based on Office of National Statistics.

<sup>123</sup> Ibid, report card for Hospitalisations for Injury 0-19, based on SHA Health Informatics data and KCC E&R population figures, calculated by KCC CFE.

## DRAFT

Having a significant link to Priority 2, analysis of **hospitalisation admissions data for assaults** (Kent 2005-2007<sup>124</sup>) show that:

- o Boys 15-19 and young men 20-24 make up the largest proportions of admissions for assaults of all age groups (17% and over 16% respectively). Boys 10-14 make up over 3%.
- o Girls 15-19 make-up the largest proportion amongst age groups for women (over 3%).

A high level population outcome indicator for Kent is the **rate of children and young people who are victims of crime**. In 2005/06, 3.3% for of children and young people 0-18 (or about 10,654) were victims of crime<sup>125</sup>. The chance of being a young person who is a victim of crime tends to increase with age. Further, young people who offend often do so against other young people (link to Priority 6 and 7). **Violence against the person** was by far the most common type of crime reported making up **over 50% of these reported offences**.

Therefore, data suggest that bullying is of prime importance to young people. Objective data on hospitalisations and crime show that broader aspects of community safety are also key, particularly given different trends across the county. Further, there is a strong link to outcomes of community safety (including perceptions of safety where children and young people live) and healthy/safe choices under Priority 2 –drinking to excess.

### Areas to Improve

	<b>Area of focus</b>	<b>Indicator</b>
8.1	<p><b>Decrease incidence of bullying at 1) school; 2) in local areas; and 3) getting to/from school</b></p> <ul style="list-style-type: none"> <li>o Prevalence of children and young people experiencing bullying, particularly at school.</li> <li>o Support children &amp; young people in how to help stop bullying (Priority 6)</li> <li>o Improve resilience/coping strategies (Priority 2)</li> </ul>	<ul style="list-style-type: none"> <li>o % who have been bullied, (by place).</li> <li>o % who help someone who is bullied (from Priority6).</li> </ul>
	<p><i>Narrowing the gap:</i></p> <ul style="list-style-type: none"> <li>• SEN – especially in area where they live (younger) and at school (older)</li> <li>• FSM – especially in area they live (community safety)</li> <li>• LAC (making it difficult to learn)</li> </ul>	

<sup>124</sup> Crime & Disorder Reduction Partnership Strategic Assessment, Hospital Admissions Data; prepared by Kent & Medway Public Health Information Team, Nov/2007.

<sup>125</sup> Kent Police data on offences; rate calculated by KCC CFE. Note that some double counting may occur as one may be a victim more than once in the year,

DRAFT

8.2	<p><b>Reduce the rate of young people who are victims of crime and addressing concerns of those who do not feel safe in areas they live</b></p> <ul style="list-style-type: none"> <li>o Further understanding, and address, factors of young people as victims of crime (not just as offenders) &amp; specific safety concerns of young people where they live</li> <li>o For each gender, 15-19 year olds make up substantial proportion for hospitalisations for assaults</li> </ul>	<ul style="list-style-type: none"> <li>o % who are victims of crime (particularly violence against the person)</li> <li>o % who do not feel safe in the areas where they live (sub-groups)</li> <li>o % who need more information about internet safety</li> </ul>
<p><i>Narrowing the gap:</i></p> <ul style="list-style-type: none"> <li>• SEN - feelings of safety where they live</li> <li>• FSM - feelings of safety where they live (link Priority 4 Housing)</li> <li>• Girls – feelings of safety where they live (and, amongst women – 15-19 admissions for assaults)</li> <li>• Boys 15-19 (admissions for assaults)</li> </ul>		
8.3	<p><b>Reverse the increasing rate of injuries leading to hospital admission, including unintentional injuries as locally identified</b></p> <ul style="list-style-type: none"> <li>o Unintentional injuries - Determined by LCSPs given trends and issues which may be present in locality.</li> </ul>	<ul style="list-style-type: none"> <li>o Rate of hospital admissions for injury 0-19</li> </ul>
<p><i>Narrowing the gap:</i></p> <ul style="list-style-type: none"> <li>• Sub-group analysis not available (data development)</li> </ul>		

## Next steps

This strategic needs analysis of outcomes uses available data, based on Kent Children's Trust agreed population indicators, to identify where outcomes can be improved and where there are gaps for some vulnerable groups. Finalised in May 2008, it is being used to inform the new CYPP. Indicators for the CYPP are being identified by the Kent Children's Trust, and will be largely based on the new National Indicator Set and link into the new Local Area Agreement. Next steps to create an indicator and performance framework for the CYPP include:

- o Aligning the KCT's existing CYPP population indicators framework to the new National Indicator Set.
- o Establishing baselines to monitor progress; some of which may be drawn from this analysis while others will be from the new National Indicators.
- o Setting a KCT data development agenda, as a part of this framework to fill gaps in data and/or the disaggregation of data to target actions (e.g. vulnerable groups).
- o Linking analysis in to the KCT commissioning cycle.

## Appendix 1

### Children & Young People’s Plan – “Positive about our future” Population Indicators Framework 2007

This indicators framework identifies population level indicators about outcomes for Kent’s children and young people. This is intended to inform multi-agency planning and evaluation in improving outcomes across Kent and /or within localities. There are additional organisation, agency, program, or project “performance measures” which contribute to achieving these outcomes.

Each indicator is (as much as possible) to be reported by county, sub-area, gender and specific sub-populations (e.g. LAC, LDD, ethnic group). Sub-analyses within Kent would identify local issues where planning and services could be focused to close gaps.

Children & Young People’s Plan				
Being Healthy	Staying Safe	Enjoying & Achieving	Making a Positive Contribution	Achieving Economic Well-being
<i>This means Children and Young People are: physically, mentally, emotionally and sexually healthy, have healthy lifestyles, and choose not to take illegal drugs.</i>	<i>This means Children and Young People are: safe from maltreatment, neglect, violence and sexual exploitation; safe from accidental injury and death; safe from bullying and discrimination; safe from crime and anti-social behaviour in and out of schools; have security and stability and are cared for.</i>	<i>This means Children and Young People are: ready for school, attend and enjoy school, achieve stretching national targets at Primary and Secondary School, achieve personal and social development and enjoy recreation.</i>	<i>This means Children and Young People: Engage in decision making and support the community and environment, engage in law abiding and positive behaviour in and out of school, develop positive relationships and choose not to bully or discriminate, develop self confidence and successfully deal with significant life change and challenge, develop enterprising behaviour.</i>	<i>This means Children and Young People: engage in further education, employment or training on leaving school, are ready for employment, live in decent homes and sustainable communities, have access to transport and material goods and live in households free from low income.</i>

## Appendix 1

High-level Population Indicators				
Being Healthy	Staying Safe	Enjoying & Achieving	Making a Positive Contribution	Achieving Economic Well-being
2) Mortality rate (Health)		9) % reaching 6+ points at Foundation Stage (PSED, CLL) (DFES/KCC-CFE)	13) Rate of first time offending (KCC-Communities)	15) % achieving full level 3 qualifications (KCC-CFE/LSC)
3) Rate of Hospital admission due to injury & illness (Health)		10) % achieving Level 4+ at Key Stage 2 (DFES/KCC-CFE)	14) % making positive contribution (based on survey examples) (CYP Survey)	16) % of 16-18 year old NEET (Connexions)
4) Rate of low birth weight babies (Health)	7) Rate victims of crime (Kent Police)	11) % achieving 5+ A* to C GCSEs (or equivalent) (DFES/KCC-CFE)		17) % of (18-24) claiming Job Seekers Benefit
5) Rate of STIs/ Rate of teenage conceptions (Health)	8) % who feel safe (by place) (CYP Survey)	12) % who enjoy their life/ usually feel happy (CYP Survey)		18) % of CYP living in decent housing
6) % Reception & Year6 pupils who are overweight/obese (BMI > 85 <sup>th</sup> or 95 <sup>th</sup> percentiles) (Health)				19) Rate of CYP living in temporary accommodation
1) % missing 20% or more days of school (Sec; Pri) (interpret with children not in school) (KCC-CFE)				
Index of multiple deprivation score				

Blue = Data Development (see page 4)

## Appendix 1

Intermediate Population Indicators				
Being Healthy	Staying Safe	Enjoying & Achieving	Making a Positive Contribution	Achieving Economic Well-being
Rate of immunisations	% who have been bullied in past year (nature/place)		% 11-19 "would like to" making positive contribution (based on survey examples)	% who know what sort of job they want in future
Rate of domestic violence (households with children)		Prevalence of things CYP do outside of school/college (after school – Primary)		
% mothers breastfeeding (initial/duration)	Rate of CP Registrations	Prevalence of things CYP like about school/college	Rates of recidivism	Prevalence of barriers to 11-19 y.o.'s plans for their future
% mothers smoking during pregnancy	Prevalence of things making CYP feel unsafe in the areas where they live	% who like being at/going to school/college		% 11-19 who think that "qualifications are a waste of time"
Prevalence of 11-19 year olds indicating they smoke	Rate of missing children	Prevalence of things that stop 11-19 y.o. from learning		% of 16-18 in employment with no training (from NEET+)
Prevalence of 11-19 year olds indicating they get drunk		% indicating they have the chance to have their say on school or issues in area where they live		
% eating 5 or more portions fruit/veg a day "most days"		% achieving Level 2+ at Key Stage 1		
% exercising" for 1 hour or more/playing outside or sports "most days"		% achieving Level 5+ at Key Stage 3		
% with someone who can help/talk to at home & school when can't deal with issues on own		Contextual value-added KS1-KS2 and KS2-KS4 (pupil-based, not school-based)		
% 11-19 who feel very sad or depressed "most days"		Prevalence of things helping pupils learn (Pri-like about)		
Change in (SDQ) score Tier 2 and 3 at 6-months				
Self-efficacy indicator				
% 11-19 who think it is "OK to miss school/college if they feel like it"				
Prevalence of barriers to activities that 11-19 y.o. would like to do				
% pupils excluded (by reason)				
% sitting down for a meal with family "most days"				

## Appendix 1

### Data Development Agenda

#### Outcome specific:

- Sexual Health (STI's & by gender) – getting population indicators and maintaining confidentiality of patients. Health contact is looking into availability of this data (Health - SHA)
- Body Mass Index (BMI) – representativeness, and availability issues. (Health - SHA)
- Rate of Breastfeeding – while initial is available, duration is not. (Health – SHA)
- Rate of Domestic Violence (in homes with children) – data available on domestic violence, need to confirm if/how available separately for homes with children (Kent Police)
- Rate of Missing Children – informed that data on “missing persons” not broken out by age ; determine if this can be resolved. (Kent Police)
- Decent Housing – indicators exist only for public social housing stock/RSL based on older audit. No indicator about the quality of housing in which CYP reside; although housing affects range of outcomes. (Audit Commission, and/or Kent Housing JPPB and/or Kent Housing Group)
- Temporary Housing – existing are performance measures and not capturing complete situation/outcome for young people (for example, those “sofa surfing”) (Audit Commission, and/or Kent Housing JPPB, and/or Kent Housing Group)
- 16 to 18 year olds who are employed, but with no training; subset of NEET+ (Connexions)

#### Cross-cutting

- Creating data at meaningful, accurate sub-group levels (LAC, LDD, SEN/LDD, and useful reporting of ethnic groups)
- Confirming where data reporting best done by CYP home community or school attended.
- Adequately reflecting under 5's across outcomes (incl. family/parents); incl. strategic links with Every Parent Matters
- Consistent reporting boundaries among partner group datasets.
- Information or data about parents/carers or family outcomes.
- Specific information to inform interpretation, on specific groups not adequately reflected in statistics due to small numbers; may entail qualitative methodology.

#### **Additional Interpretative Sources:**

- Teenage birth and termination figures
- Police/PCT data on injuries (hospital or other sources) by causes, to fill unreported gaps in identified indicators for injury and victims of crime.

## Appendix 2

### Top 20 deprived Lower Super Output Areas (LSOAs) in Kent, 2007

Source:

*The Pattern of Deprivation in Kent based on The Indices of Deprivation 2007* (page 15).  
Analysis and Information Team, Environment & Regeneration, Kent County Council (January 2008)

Table 5: Top 20 deprived LSOAs in Kent based on the IMD 2007 overall score

LSOA	LA Name	Ward Code*	Ward Name*	2007 Score	National Rank (out of 32,482)	KCC rank (out of 883)	KCC Rank in 2004 (out of 883)
E01024678	Thanet	29UNGS	Margate Central	72.00	167	1	3
E01024676	Thanet	29UNGS	Margate Central	71.30	192	2	1
E01024657	Thanet	29UNGM	Cliftonville West	66.49	399	3	2
E01024658	Thanet	29UNGM	Cliftonville West	62.96	631	4	5
E01024660	Thanet	29UNGM	Cliftonville West	62.53	670	5	6
E01024667	Thanet	29UNGP	Eastcliff	60.41	871	6	7
E01024609	Swale	29UMGX	Sheerness East	60.12	899	7	8
E01024580	Swale	29UMGN	Leysdown and Warden	58.68	1,040	8	9
E01024504	Shepway	29ULGH	Folkestone Harbour	57.74	1,141	9	17
E01024506	Shepway	29ULGJ	Folkestone Harvey Central	57.19	1,209	10	4
E01024507	Shepway	29ULGJ	Folkestone Harvey Central	55.28	1,442	11	11
E01024590	Swale	29UMGR	Murston	55.20	1,451	12	21
E01024614	Swale	29UMGY	Sheerness West	54.28	1,576	13	10
E01024663	Thanet	29UNGN	Dane Valley	53.00	1,781	14	14
E01024683	Thanet	29UNGU	Newington	52.97	1,789	15	15
E01024682	Thanet	29UNGU	Newington	52.56	1,847	16	13
E01024306	Gravesham	29UGGL	Singlewell	52.36	1,875	17	26
E01024687	Thanet	29UNGW	Northwood	52.16	1,914	18	16
E01024389	Maldstone	29UHHC	Park Wood	51.01	2,117	19	19
E01024615	Swale	29UMGY	Sheerness West	49.82	2,345	20	12

Note: The higher the score the more deprived an area is. A rank of 1 is the most deprived.

\* The ward code and name in which the LSOA sits has been provided for information. Data does not relate to the ward.

Source: Index of Multiple Deprivation 2007, Communities and Local Government (CLG)

## Appendix 3

### **Income Deprivation Affecting Children Index (IDACI)** **Maps**

## Appendix C

### Organisations/Partners

The Kent Partnership and all Sub Group Members  
 Local Strategic Partnerships (9)  
 Districts (12)  
 Strategic Health Authority / Primary Care Trusts  
 Police  
 Fire  
 Learning Skills Council  
 Connexions  
 Youth Offending Service  
 Kent Probation Service  
 Multi Agency Briefings

### KCC/CFE

Use of internal mechanisms for consultation – general email box, KCTB newsletter, CFE briefings, Knet news item, schools/Governors circulation, Clusterweb, SNAP on line survey, Senior Management Team , Divisional Management Teams .

Specific lead officers

Members through members newsletter/briefing

Community liaison managers

Cabinet Member Approval - Chris Wells and Mark Dance

CFE Policy Overview Committee -to be notified for information at September 2008 Meeting

### Groups to be consulted with reference to specific KCTB priorities

CYPP Priority	Group to be Consulted
Priority 1: To reduce the impact of poverty (generational and situational) on children's lives by tackling the underlying causes and mitigating the effects.	All Partnerships/Groups to be consulted for this overarching priority

CYPP Priority	Group to be Consulted
<p>Priority 2: To draw on and improve resilience in C&amp;YP to help them make informed and healthy/safe choices and develop coping strategies. To include a focus on Children &amp; Young People with emotional and/or mental health problems</p>	<p>Health and Wellbeing Group (Kent Partnership Sub Group) CAMHs Commissioning Strategy Group Kent Teenage Pregnancy Partnership KDAAT/ Bullying working group</p>
<p>Priority 3: To improve parenting by implementing every Parent Matters and developing more effective multi agency support and early intervention for families experiencing problems.</p>	<p><b>Safer and Stronger Communities Sub</b> Group (Kent Partnership Sub Group) Parenting Strategy Group The Kent Early Years, Childcare and Extended Services Board (EYCESB) KDAAT</p>
<p>Priority 4: To improve the quality and stability of housing provision for vulnerable Children &amp; Young People through to early adulthood.</p>	<p>Economic Development and Sustainable Communities (Kent Partnership Sub Group) Joint Policy and Planning Board Kent Housing Group Supporting People Commissioning Body</p>
<p>Priority 5: Supporting Vulnerable Children to improve their life chances including improving the achievement and quality of life for young carers by implementing the Kent Young Carers Strategy.</p>	<p>Health and well-being Group (Kent Partnership Sub Group) Young Carers Strategy Implementation Group Teenage Pregnancy Partnership CFHE LDD Steering Group Kent Transition Partnership LAC Steering Group</p>
<p>Priority 6: To ensure more young people have things to do and safe places to go in their leisure time and improve outcomes for adolescence at risk to themselves and potentially others, through for example implementation of the Integrated Youth Strategy.</p>	<p>Safer and Stronger Communities Sub Group (Kent Partnership Sub Group) Integrated Youth Strategy Group</p>

CYPP Priority	Group to be Consulted
Priority 7: To increase engagement and participation by young people in education, employment and society in order to prevent disaffection and improve security	Economic Development and Sustainable Communities (Kent Partnership Sub Group)  Post 14 Kent Strategic Forum  The Kent Early Years, Childcare and Extended Services Board (EYCESB)
Priority 8: Children and Young People are safe and feel safe in the communities where they live, go to school, play, and work (Including CTB priority: To take action to reduce the incidence and impact of bullying in school and the community.)	Safer and Stronger Communities Sub Group (Kent Partnership Sub Group)  Health and Wellbeing Group (Kent Partnership Sub Group)  Anti-Bullying Strategy group  Kent Safeguarding Children Board  CDRPs

**Children and Young people – Additional specific consultation work undertaken with under represented groups to ensure maximum coverage of all children and young people**

Children and Young People Survey.	Information from NFER survey.	Second survey, over 43,000 Children and Young People involved
-----------------------------------	-------------------------------	---

Groups	Interviewers/facilitators	Comments
Young People	Connexions	Consultation took place on 20 June in Sittingbourne. Connexions. Age 16 –19. Group included some LAC and young people from minority communities.
Young Offenders.	YOS	Consultation completed – feedback report produced.
Queenborough First School Sheppey	A. Mort	Consultation took place with 8-year-old children.
Looked After Children	16+ /Rainer	Ashford group of LAC provided comments following discussion of CYPP
BME	Participate By Right.	Consultation with 15 young people.
Disabled Children	Participate By Right.	7 disabled children in Whitstable.
Group of children	Participate By Right.	15 children age 5 to 11
Young Carers	Crossroads	Shepway youth centre Maidstone.



## Appendix D

Impact of Consultation on Positive About our Future: the Children and Young People's Plan 2008-11

The following changes were made to the Children and Young People's Plan following consultation:

Priority One: Reducing the impact of poverty:

- Ensure parents are enabled to take up work was extended to include enabling parents to take up learning opportunities in recognition that further education is also a route out of poverty.

Priority 2: Resilience, well being and healthy lifestyle;

- New activities have been included focusing on the way services can work in partnership with parents to promote self esteem and self confidence and engaging whole families in lifestyle changes to help and support children who are an unhealthy weight.
- An additional activity was included to ensure all steps are taken to avoid young people being admitted to adult psychiatric wards.

Priority 3: Parenting

- There was some remodelling of this section to ensure that services recognise the whole range of challenges parents might face, they offer what parents want, help them in their role and are easily accessible.
- The specific needs of fathers were highlighted to ensure that male carers are recognised and involved in decisions about their children.
- Family learning was included as another opportunity to help families out of the cycle of poverty, to raise self-esteem of parents and to inspire children to learn through the example of their parents.
- Concern over the drop in MMR immunisations in Kent by the age of 2 led to this being included as a focus for activity.

Priority 4: Housing

- The housing section was strengthened to highlight the problems of hidden homelessness and to ensure support is made available to help resolve disputes and tenancy problems.
- Also an additional action to improve the timeliness of housing adaptations for children with disabilities was included.
- Improving the supply and affordability of housing for young people was a theme throughout consultation and has now been included.

Priority 5: Vulnerable children

- There was specific recognition made of those children who may have an autistic spectrum disorder and ensuring early diagnosis and support is available.

Priority 6: Things to do and places to go:

- Recreation and leisure activities were separated out to reflect the needs of different age groups- young people were asking for places to go and be together, younger children wanted play areas
- The needs of young people who are at risk of reoffending were recognised rather than focusing purely on prevention of first time offending.

Priority 7: Participating and engaging in learning and society

- **The outcome for early years changed from a focus on attainment to improving more general outcomes for children from birth to 5 so that the importance of learning through**

**play and the role early years settings have in preparing children for school were included.**

- **Ensuring young people were engaged in learning and prepared for work was a key area that was strengthened following consultation. Ensuring that an accessible and appropriate curriculum was available, careers advice and guidance, enterprise and creativity and skills to make young people employable were all added.**

Priority 8: Children and young people are safe and free from bullying and harassment

- The responsibility of providers to provide a safe environment for all, but especially for vulnerable CYP was strengthened.

Enabling sections: How we will deliver the plan

- Strategic or organisational activity was moved to the enabling sections so that all activity relating to delivery structures, workforce planning, integrated processes and participation has been grouped rather than scattered across the different priorities.



# Positive about our future

Kent Children and Young People's Plan Update 2008-2011



## Contents:

**Foreword by Chair of Kent Children's Trust Board**

**3**

**Our Vision**

**5**

**Introduction**

**7**

**KCTB Priorities and Key Actions**

**15-47**

## Priority 1



Page 200

To reduce the impact of poverty (generational and situational) on children's lives by tackling the underlying causes and mitigating the effects.

**15**

## Priority 2



To draw on and improve resilience in children and young people to help them make informed and healthy/safe choices and develop coping strategies.

To include a focus on children and young people with emotional and/or mental health problems.

**19**

# The Children and Young People's Plan

## Priority 3



To improve parenting by implementing Every Parent Matters and developing more effective multi-agency support and early intervention for families experiencing problems. To include:

- taking action to increase fathers' involvement in their children's upbringing
- reducing the incidence and impact of domestic violence and substance misuse on children and families
- improving the communication and interaction development of younger children

**23**

## Priority 4



To improve the quality and stability of housing for vulnerable children and young people through to early adulthood.

**27**

## Priority 5



Supporting vulnerable children to improve their life chances including improving the achievement and quality of life for young carers by implementing the Kent Young Carers' Strategy.

**31**

## Priority 6



To ensure more young people have things to do and safe places to go in their leisure time and improve outcomes for adolescents at risk to themselves and potentially others, through for example, implementation of the Integrated Youth Support Services Strategy. **37**

## Priority 7



To increase engagement and participation by young people in education, employment and society in order to prevent disaffection and improve security. **41**

## Priority 8



Children and young people are safe and feel safe in the communities where they live, go to school, play and work – with a focus on taking action to reduce the incidence and impact of bullying in school and the community **47**

## Enabling measures to support delivery of the eight KCT priorities

■ Local delivery of quality services	
■ Workforce planning and development	
■ Integrated processes and procedures	
■ Involvement and participation of children and young people and their families	<b>51</b>
Appendix 1: Narrowing the Gap	<b>55</b>
Appendix 2: Narrowing the Gap Table	<b>58</b>
Appendix 3: Planning Structure	<b>60</b>
Appendix 4: Performance Monitoring	<b>61</b>
Appendix 5: Resources	<b>63</b>
Appendix 6: Quick Reference- Index of activity identified in the CYPP	<b>65</b>
Appendix 7: Glossary/Acronyms	<b>68</b>
Opportunity for children and young people and the public to feedback comments	<b>71</b>

# Foreword by Graham Badman

Chair of the Kent Children's Trust

## Welcome to Kent's Children and Young People's Plan.

This plan sets the direction for the Kent Children's Trust for the next three years.

It sits at the heart of children's services in Kent and puts into words our vision for the future. It involves many partner organisations including Kent County Council, Health, District Councils, Police, voluntary groups and most importantly children, young people and their parents.

The Kent Children's Trust is focused on creating the conditions, situations and structures in which all children and young people can achieve and enjoy life, no matter what their circumstances. This plan does not include everything we want to do but focuses on those things that we think we can change for the better if we all work together.

As always we want to do the best for all the children in Kent and especially for those facing difficult or special circumstances who may need extra help and support. We take every opportunity in the plan to focus on disadvantaged children and to find ways to improve their life chances. This is because children living in poverty or facing disadvantage are much less likely to fulfil their potential than other children.

The Children and Young People's Plan is vital in helping bring all agencies together to focus on the challenge of making sure that the momentum for narrowing the gap and enabling children and young people to be resilient and optimistic individuals gathers pace, whilst maintaining universal services for all. If we succeed the results will be seen in happier, healthier, fulfilled, safer children and young people enjoying high levels of achievement, social cohesion and economic prospects.

Feedback from children and young people and their families has shaped much of the new plan and will continue to influence our work in the future so your views on this plan and our services are particularly welcome.



**Graham Badman**  
Chair Kent Children's Trust

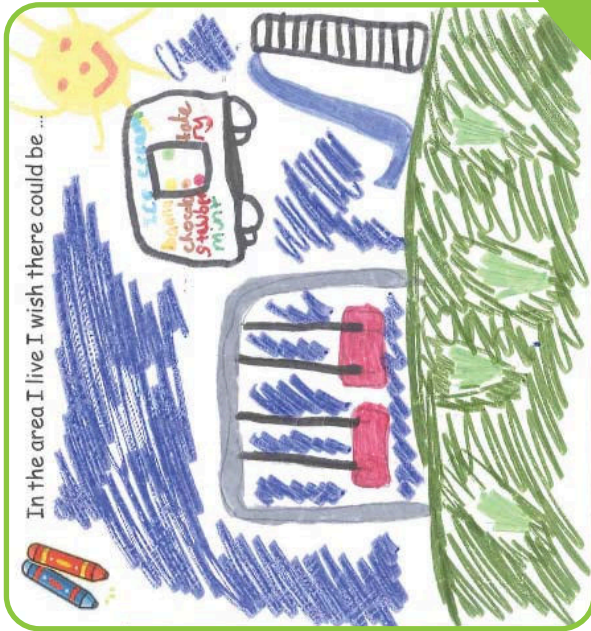


# Our Vision

In Kent's successful communities, achievement exceeds aspiration, diversity is valued and every child and family is supported. Children and young people are positive about their future and are at the heart of joined up service planning.

They are:

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



**Feedback**  
from children and young  
people, parents, carers that helped  
shape this plan:

“What about issues in the world and whether teenagers should have more of a say in these issues”.

“I REALLY want an indoor ice skating rink, as i enjoy ice skating”.

“We would like you to listen to us more about the different sorts of things we like to do”.

“I would like to learn to cook at school properly not just cakes, something i could use for the future”.

## The Children and Young People's Plan

A key element of the implementation of children's trusts and integrated working is the development of a strategic plan by the Local Authority (Kent County Council) and its partners (Section 17 of the Children Act 2004).

The Children and Young People's Plan (CYPP) is the single, strategic, overarching plan for all services affecting children and young people across Kent.

The CYPP aims to turn the Kent Children's Trust (KCT) vision into reality by addressing the needs and aspirations of children and young people (CYP) in Kent. It sets out the partnership's priorities for improving the way they deliver services to children, young people and their families.

The CYPP reflects the Trust's ambition to use the power of partnerships and multi-agency working to focus on improving outcomes for all children and young people with a particular focus on those disadvantaged children living in poverty or difficult circumstances. This will mean targeting support to give all children and young people the opportunity to fulfill their potential regardless of background, gender, culture, disability, religion, sexuality or ethnicity.

## What is a Children's Trust?

Children's Trusts bring together all services for children and young people in an area, based on the duty to co-operate in the Children Act 2004, to focus on improving life chances for all children and young people.

The Trust will make sure that all services work together to bring into effect the five national outcomes for children and young people set out in Every Child Matters.

# Introduction



As a result children will:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

This new way of working through Trusts will help agencies and individual professionals plan and work together. This integrated work will be supported by nationally agreed integrated processes, notably the Common Assessment Framework (CAF), the Lead Professional function and ContactPoint.

## What led to the development of Children's Trusts?

In 2003 the Government published a green paper called Every Child Matters. This was published alongside the formal response to the report into the death of Victoria Climbié.

The green paper built on existing plans to strengthen preventative services by focusing on four important themes:

- Increasing support for families and carers - the most critical influence on children's lives
- Making sure the right people get involved before children reach crisis point and stopping children from falling through the net
- Addressing the problems shown in the report into the death of Victoria Climbié - weak accountability and poor integration
- Making sure that people working with children are valued, rewarded and trained

This paper prompted widespread debate about services for children, young people and families. There was extensive consultation with people working in children's services and with parents, children and young people.

Following this consultation the Government published Every Child Matters: Next Steps and passed the Children Act 2004, providing the legal base for making more integrated and accessible services built around the needs of children, young people and families. Every Child Matters: Change for Children was published in November 2004.

## The Kent Children's Trust and Local Children's Services Partnerships

The Kent Children's Trust (KCT) was set up in September 2006, and during 2007 a number of local partnership arrangements were tested to find the best model for local planning and service delivery across Kent.

The Trust has decided to introduce 23 Local Children's Services Partnerships (LCSPs) across Kent from September 2008. LCSPs will work in Kent communities to put the KCT vision into action. The LCSPs will bring together all public and voluntary services and will draw on the strengths of all partners to assess need, make plans and provide services. The Trust has a key role in ensuring there are services that provide early intervention and preventive support to children, young people and their families.

This vision for LCSPs is supported by the national Children's Plan and will result in a new leadership role for partners in universal services. Schools and primary health services will be central to the effectiveness of this strategy, which aims to have the right support in place early on for children and young people who have additional needs.

The Trust is particularly concerned about tackling the barriers that come from living in poverty or disadvantage, and to involve parents and children who may already be socially excluded or disadvantaged in other ways.

208

## Kent's Children and Young People's Plan (CYPP)

The Kent Children's Trust Board has now established itself at the heart of services for children and young people. The aim of this new, updated plan is to identify where better multi-agency and partnership working can significantly improve outcomes for children and young people over the next three years.

The updated plan also includes recent developments that will impact on how the Trust prioritises, plans, delivers and monitors services. These developments include:

- the Joint Strategic Needs Assessment (JSNA) for children in Kent
- the Strategic Needs Analysis of Outcomes for Kent Children's Trust
- identification of the eight priorities at the heart of the KCT's agenda for change
- development of the new Kent Agreement (LAA2)
- feedback from the children and young people of Kent surveys and other consultations
- new national indicator datasets by which outcomes will be monitored
- the Joint Area Review (JAR) and Annual Performance Assessment (APA) - external feedback on progress and areas for improvement

This plan will provide the countywide, strategic direction for the Local Children's Services Partnerships. The LCSPs will lead the local planning and implementation process that will make the strategic plan responsive to local needs and provide a clearer and more personalised way of delivering services, when and where they are needed.

### **Involvement of Children, Young People and their Families**

The views of children and young people and their families have been central to the development of this plan. All the way through the plan there are examples of what CYP and their families have told us. These examples have come from a number of sources including:

- the Children and Young People of Kent Survey 2007 that collected the views of over 45,000 children aged 7-19 from more than 450 schools and colleges.
- parents' survey of over 1,200 parents and carers in 2007 and a series of 43 focus groups asking parents about the kind of adults they wanted their children to be
- feedback postcards from the 2007 Kent County Show from 800 children
- Connexions research with 36 young people aged 13-15 who persistently truant asking the young people why they truant (2008)
- focus group sessions run by Connexions Kent and Medway with CYP from across Kent (2008)
- experiences of vulnerable groups (2008); for example
  - Looked after Children
  - Disabled children
  - Young carers
  - Young offenders
  - Black and minority ethnic children

### **Our Priorities: The Eight KCT Priorities**

Following a process of analysis of all the relevant data the KCTB identified eight priorities that represent the Trust's vision for change for the next three years. These are:

1. To reduce the impact of poverty (generational and situational) on children's lives by tackling the underlying causes and mitigating the effects.
2. To draw on and improve resilience in CYP to help them make informed and healthy/safe choices and develop coping strategies. To include a focus on CYP with emotional and/or mental health problems.

3. To improve parenting by implementing Every Parent Matters and developing more effective multi-agency support and early intervention for families experiencing problems. To include:

- taking action to increase fathers' involvement in their children's upbringing
- reducing the incidence and impact of domestic violence and substance misuse on children and families
- improving the communication and interaction development of younger children

4. To improve the quality and stability of housing provision for vulnerable children and young people through to early adulthood.

5. Supporting vulnerable children to improve their life chances including improving the achievement and quality of life for young carers by implementing the Kent Young Carers' Strategy.

6. To ensure more young people have things to do and safe places to go in their leisure time and improve outcomes for adolescents at risk to themselves and potentially others, through for example implementation of the Integrated Youth Support Services Strategy.

7. To increase engagement and participation by young people in education, employment and society in order to prevent disaffection and improve security.

Page 10

8. Children and young people are safe and feel safe in the communities where they live, go to school, play and work – with a focus on taking action to reduce the incidence and impact of bullying in school and the community

In addition the partnership has identified some key enabling activities that must be addressed effectively to secure the delivery of the eight priorities, they include:

- integrated service delivery teams
- workforce planning and development
- integrated processes and procedures
- involvement and participation of children, young people and their families

## A profile of Kent

This is a list of key facts and figures that give a snapshot of the county as it is today:

- Kent is one of the largest counties in the UK with a population of 1.3 million
- Children and young people aged 0-18 make up 24% of the population (327,000)
- 77% of Kent people live in urban areas and towns and 23% in rural areas
- Black and minority ethnic people make up 3.5% of Kent's population
- Average household income in Kent is lower than in the rest of the south east
- Kent is below the regional average for skills - 28% of the working population have no qualifications
- There are 550 primary and secondary schools with just over 200,000 children attending
- An estimated number of at least 43,000 people do paid or voluntary work with children and young people across Kent

### Deprivation

In Kent we estimate that almost 48,000 children and young people live in poverty. The 2007 Index of Deprivation average score for Kent is 16.99 but Thanet, with a score of 27.61, remains the most deprived district and is within England's top 20% deprived districts whilst Sevenoaks and Tonbridge and Malling are within England's 20% least deprived.

In 2004-5, 22% of the UK child population (2.8 million children) were living in relative income poverty. The proportion of children living in workless households is still one of the highest in the EU (16% in 2007). 1.7m children in this group live in a couple household and at least one person is working in the majority of these households.

Research shows children living in poverty are more likely to have low birth weights, have a shorter life expectancy and are more likely to die in an accident. Children who live in rented accommodation are more likely to suffer limiting long-term illnesses. Teenage pregnancy rates are higher in deprived areas and children from disadvantaged backgrounds are more likely to be involved in anti-social behaviour, including drug use and crime. They are also less likely to achieve whilst at school and, once adult, are more likely to have low earnings, be less likely to work and are more likely to be offenders.

It is crucial to break this cycle of deprivation to make sure that the present generation of children and young people can maximise their potential and achieve success but also to make sure that their children will grow up with high levels of ambition and expectation.

As is shown above, the level of deprivation varies across Kent, and it is important that the Local Children's Services Partnerships assess local needs and ensure that appropriate services are available to deal with both the causes and effects of deprivation.

## What children and young people have told us about their life in Kent

Throughout the plan we use feedback from children and young people and their parents to illustrate what it is like to be a young person living in Kent today. There are a number of recurring themes across all the consultations, regardless of the backgrounds of the children and young people involved.

In summary the things children and young people most often talked about were:

- not enough things to do in their local area
- leisure activities are too expensive
- nowhere for young people to just gather and be together
- lack and cost of public transport
- stigmatisation of all young people when only a minority are involved in anti-social behaviour
- fear of people hanging about on the streets
- having somewhere to study, even if it isn't at home
- relationships with parents with CYP wanting parents to have more time to spend with them and suggesting their parents needed more parenting skills
- relationships with school and their teachers, wanting teachers to better understand their needs and wanting improved equipment in school/college
- preparation for leaving school, learning life skills and opportunities to try work
- participation - children and young people want to be involved in decision making in all aspects of their lives
- concern for the environment and recycling

Page 212

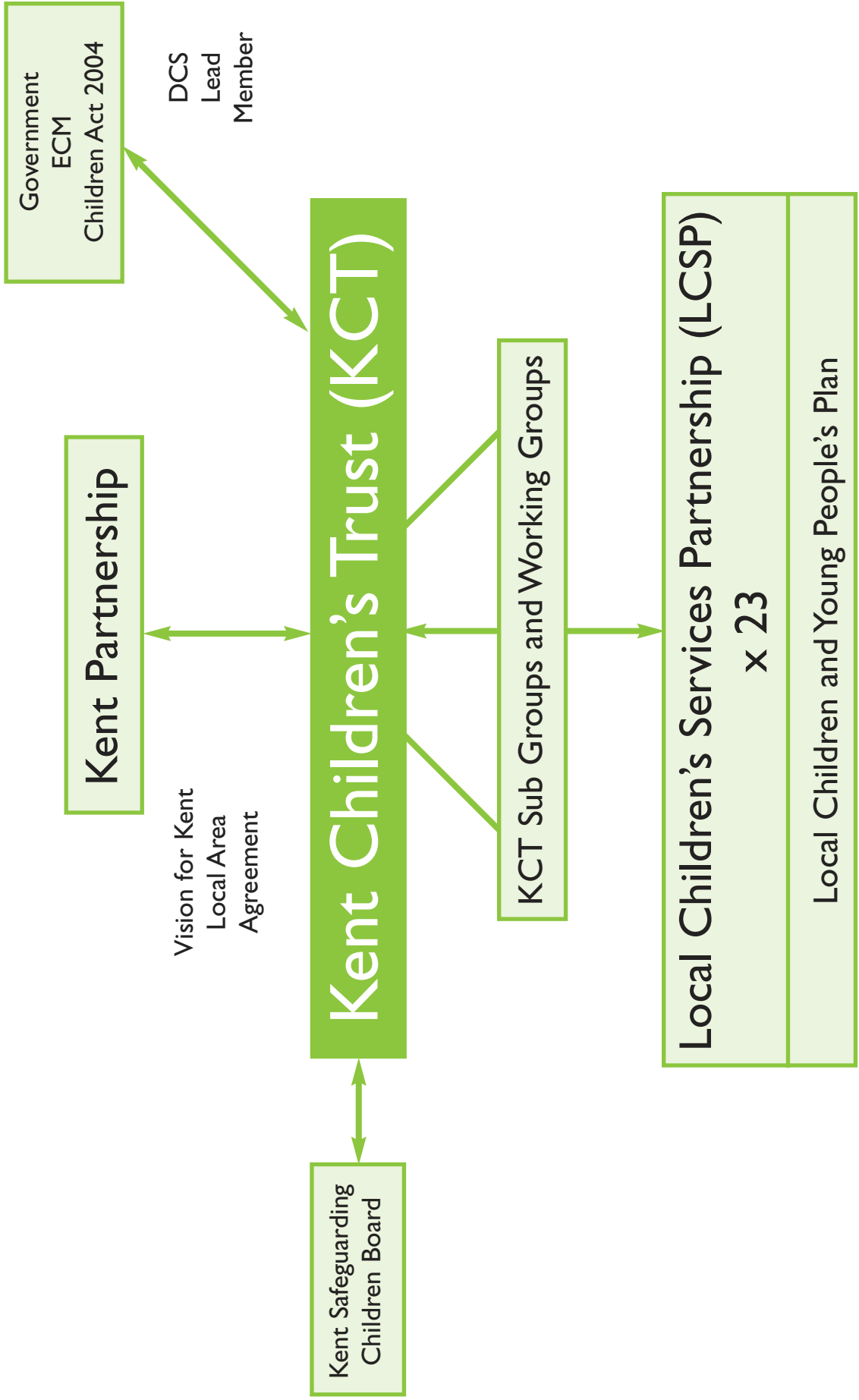
The things parents most frequently talked about were:

- wanting their children to feel loved and secure
- lack of leisure facilities for families, children and young people
- challenge of raising teenagers
- wanting their children to be safe
- lack and cost of public transport
- helping their children into adulthood
- wanting respect from those who work with their children and being involved in decision making about their children
- the way schools work with children – concerns about discipline and class control, class sizes and communication with parents

NOTES - All data refers to Kent unless otherwise referenced.

The following diagram shows the structure and planning framework for the KCT.

## Working together to improve outcomes for Children, Young People and Families in Kent



## This means:

- Finding ways in everything we do to reduce the effects of poverty on the lives of Kent's children and young people and their families

## What the data tells us:

- Almost 48,000 children and young people in Kent live in poverty.
- The majority of households where there is no adult in employment tend to be found in the east of the county and mostly in districts with coastal towns, with one exception in the west of the county
- National statistics tell us that child poverty increases the risk of mental health problems in children and young people with 15% of CYP at the lowest income levels experiencing mental health difficulties compared to 5% at the higher end of income levels.
- 9.7% (approximately 20,000) of pupils in Kent were eligible for free school meals, (FSM) 2005/06.

Page 214

# Priority 1

To reduce the impact of poverty (generational and situational) on children's lives by tackling the underlying causes and mitigating the effects.



*"Individuals, families and groups in the population can be said to be in poverty when they lack the resources to obtain the types of diet, participate in the activities, and have the living conditions and amenities which are customary, or are at least widely encouraged and approved, in the societies in which they belong."*

P Townsend, Poverty in the United Kingdom: a survey of household resources and standards of living (1979)

## What children and young people have told us:

- 1 in 3 of all children (not just FSM) who took part in the Children and Young People of Kent survey said cost was a barrier to activities they wanted to do; about 1 in 4 said lack of transport was a barrier.
- 1 in 4 of all children said lack of money was potentially stopping them from achieving their future aspirations; about 1 in 6 said lack of transport was a barrier to this.



*“Say you’ve got single parents, they have to buy school uniforms from a certain place because they’ve got this silly badge on, you have to have it otherwise it makes them look bad, yet when we were kids the school uniforms you could buy anywhere, and you could buy a sew-on badge.”*  
 Father from a focus group in Sittingbourne

## What we will do to improve outcomes:

**Outcome 1A:**  
 Ensure parents are enabled to work or take up learning opportunities

We will:

1. Support sustainable, flexible, affordable local childcare to meet the needs of working parents, including out of school provision
2. Ensure JobCentre Plus support is available in all children’s centres.

**Outcome 1B:**  
 Children and young people fulfil their potential regardless of financial circumstances

We will:

3. Narrow the educational attainment gap between those children and young people eligible for free school meals and their peers
4. Ensure there is equality of access to recreational activities, in particular in areas of deprivation or for those with few economic resources
5. Make sure that lack of affordable transport is not a barrier to accessing services, further education and work placement opportunities
6. Work with schools and colleges to make sure that children and young people do not feel stigmatised if they take free school meals or cannot afford material possessions/branded items, including uniforms or school trips



# Priority 1

## Outcome 1C: Families struggling to manage financially have access to help and support

We will:

- 7. Explore the feasibility and impact of developing credit unions in areas of deprivation
- 8. Ensure local services are equipped to offer a first line of support and signposting to debt counselling and welfare services
- 9. Reduce the number of people dependent on welfare benefits through strategies such as the Supporting Independence Programme

## Monitoring

How will we know we have achieved this?

### Performance Indicators

NI 101	Inequality gap in the achievement of a Level 3 qualification by the age of 19
NI 102	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4
NI 106	Young people from low income backgrounds progressing to higher education
NI 118	Take up of formal childcare by low-income working families
NI 116	Proportion of children in poverty
NI175	Access to services and facilities by public transport, walking and cycling

“Our job is to work with people who are facing strained circumstances and direct them in the right way so that, when they do return to work, we can give them the right support, for example through our children’s centres.”

“We signpost them to the right agencies and provide the right infrastructure so that they can retain their jobs because it cannot be easy.”

Graham Badman -  
Chair KCT



**Feedback**  
from children and young  
people, parents, carers that helped  
shape this plan:

*“Every young person should have a say”.*

*“Your clothes are different if you’re poor”.*

*“If you have lots of brothers and sisters, like I do sometimes my parents find it difficult to pay for us all to go on school trips”.*

*“Having an after school study place and special times at the library like a study club would help me learn more at school”.*



## This means:

- Reducing risk-taking behaviour
- Equipping children and young people with emotional skills to build on success and deal with life's challenges
- Encouraging healthy eating and being active
- Improving access to mental health services for children and young people
- Reducing the number of teenage pregnancies

## What the data tells us:

- Page 218
- Over 22% of 5 year olds (Reception year) are obese or overweight, increasing to 30.9% by age 10 or 11 (Year 6).
  - National figures tell us that 40% of young offenders have a diagnosable mental health disorder
  - Over 15% of CYP living with a single parent have a mental health problem compared to 8% of those living with two parents
  - There were 395 hospital admissions for self-harm in 2006; whilst a small number, it indicates a rising trend.
  - Almost 1 in 10 young people aged between 11-16 and 1 in 4 over 16 admitted to getting drunk at least 1 or 2 times a week.
  - Arrests of young people for drink offences have increased from 278 in 2005/06 to 403 in 2006/07.
  - Kent Council for Addiction reports a rise from 463 to 526 young people engaged in their services for problematic drug and/or alcohol use between 2006-2008
  - Between 1998 and 2006 there was an 11.9% reduction in teenage pregnancy across Kent.

# Priority 2

To draw on and improve resilience in children and young people to help them make informed and healthy/safe choices and develop coping strategies. To include a focus on children and young people with emotional and/or mental health problems



*“Many of the young people who call ChildLine to talk about unprotected sex say that alcohol played a part in their decision-making. Internationally, there is evidence that drinking leads to reduced use of contraception.”*

NSPCC, ChildLine Casenotes: alcohol and teenage sexual activity (2006)



## What children, young people and parents have told us:

- Almost half of young people, mostly girls, said they did not get enough information about how to get advice about relationships.
- 1 in 10 children did not think getting drunk could be dangerous
- About 1 in 10 feel very sad or depressed most days.
- Over a quarter of parents said that it was difficult to access facilities where their children could exercise

## What we will do to improve outcomes:

### Outcome 2A:

Children and young people are resilient and equipped with social and emotional skills to deal with the challenges and pressures in their lives

We will:

10. Work with parents to promote well being, self confidence and self esteem in our children and young people
11. Make sure children and young people continue to develop personally and socially, tackling cultural, religious and moral issues that are part of growing up, using programmes such as Personal, Social, Health and Economic Education (PSHE) and Social Emotional Aspects of Learning(SEAL)



## Priority 2

### Outcome 2B:

Reduction in inappropriate risk-taking behaviour, which should lead to a reduction in drug and alcohol misuse and teenage pregnancy (LAA)

We will:

- 12. Further develop services in relation to healthy lifestyles and prevention including through community based nursing
- 13. Ensure young people have access to high quality Sex and Relationships Education and to confidential services delivered by trained professionals
- 14. Further improve access to services, support and information that help children and young people to stop misusing drugs and alcohol and to help them give up smoking

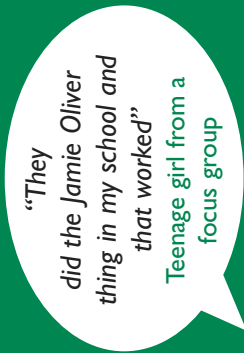


### Outcome 2C:

Reduction in the proportion of children and young people who are not a healthy weight (LAA)

We will:

- 15. Increase access to physical activities including sports in school and colleges and after school clubs, especially for those aged 11-18
- 16. Encourage healthy eating and an understanding of the role of nutrition in living a healthy lifestyle
- 17. Further develop programmes that offer support to CYP who are, or are considered at risk of becoming, an unhealthy weight and engage their families in making healthy lifestyle choices together





**Outcome 2D:  
Improved access to Mental Health services (LAA)**

We will:

- 18. Improve access to child and adolescent mental health services (CAMHS) for looked after children (LAC), young offenders, and children and young people with a learning difficulty or disability
- 19. Avoid young people in need of in-patient mental health services from being admitted to adult psychiatric wards
- 20. Make sure children with mental health problems receive timely support and appropriate ongoing care

**Monitoring**

**How will we know we have achieved this?**

**Kent Agreement /LAA Indicators**

- NI51 Effectiveness of child and adolescent mental health services (CAMHS)
- NI55 Obesity among primary school children in reception year

**Other Performance Indicators**

- NI 50 Emotional health of children
- NI 113 Prevalence of Chlamydia in under 20 year olds – No data yet
- NI 112 Under 18 conception rate
- NI 115 Substance misuse by young people
- CYP survey percentage feeling sad or depressed most days
- CYP survey percentage of young people getting drunk at least once or twice a week

## This means:

- Giving mothers and fathers the confidence and skills to parent positively
- Helping parents to bond with their children and promote their healthy attachment
- Making sure adults who are parents or part of the wider family get access quickly to services and support they need
- Making sure children who live in difficult domestic circumstances have the support and help they need
- Reducing smoking during pregnancy

# Priority 3

To improve parenting by implementing Every Parent Matters and developing more effective multi-agency support and early intervention for families experiencing problems.



## What the data tells us:

- There was a rate of 11.6 incidents of domestic violence per 1,000 in the population in 2005/06.
- 80% of parents read with their 0-4 year olds everyday but 8% said they do this only once a week or less (4% of these “never”)
- 17% of mothers were recorded as smokers in Kent at the time of delivery of their baby in 2006/07. The incidence is greater in areas of deprivation.
- 69% of mothers in Kent started breastfeeding in 2006/07.
- The percentage of children being immunised in accordance with the national vaccination and immunisation schedule by the age of one is broadly lower than the national figure. By the age of two, the overall percentage of children immunised in Kent is better than the national average with the exception of Meningitis C.

“...Sure Start is a really good idea. It's brilliant, not a problem, you know it cost me a fiver, I did five courses, it was really helpful, helped her sleep, things like that.”

Mum in a focus group

## What children, young people and parents have told us:

- Parents want access to quality staff and services and to be respected
- Parents told us that they want to work with services but are not always aware how to access them
- Parents tell us they want their children to feel loved and important, be educated and healthy. They also want to be part of a community and to support their children into adulthood.

## What we will do to improve outcomes:

### Outcome 3A:

Mothers, fathers and carers have help when they need it

We will:

21. Make sure that good quality parenting programmes are available that help parents in their role
22. Do more to involve fathers and male carers regardless of whether they live in the family home or not
23. Make sure those families who need more intensive help or have children or young people facing special circumstances get the support they need
24. Promote family learning opportunities, encouraging parents to learn along with their children through strategies such as the Family Literacy, Language and Numeracy (FLLN) strategy





## Priority 3

### Outcome 3B:

Mothers and fathers have information, advice and support that will help to give children the healthiest possible start in life by increasing rates of immunisation, breastfeeding and reducing rates of parents' smoking

We will:

- 25. Make sure mothers who wish to breastfeed have information and support
- 26. Find ways to increase rates of all immunisation for babies by 12 months and rates of MMR immunisation at 24 months
- 27. Make sure expectant parents have information and support to give up smoking

Page 224

### Outcome 3C:

There is a reduction in the repeat incidence and impact of domestic violence and substance misuse on children and families (LAA)

We will:

- 28. Improve the ways agencies work together to support vulnerable families who are experiencing the effects of domestic violence, drug or alcohol misuse
- 29. Work with providers of adult services to ensure parents have priority in accessing drug and alcohol services

*"I always phone the health visitor or one of the community nurses and they are good"*  
 Mum in a focus group



## Monitoring

**How will we know we have achieved this?**

### Kent Agreement /LAA Performance Indicators

NI32	Repeat incidents of domestic abuse data available from 2009-10
NI40	Drug users in effective treatment

### Other Performance Indicators

NI 53	Prevalence of breastfeeding at 6 – 8 weeks from birth
2010 KCC	Number of parents supported through children's centres and Family Liaison Officers
Vital Signs- Health- TBC	Percentage of children who complete immunisations recommended by age 1
Health	Smoking during pregnancy

## This means:

- A focus on vulnerable groups including children with disabilities, care leavers, young offenders, homeless young people, young parents, homeless families
- Making sure vulnerable young people are supported during their journey into adulthood
- Preventing issues that lead to young people's homelessness or poor housing conditions (long-term and temporary periods)
- Ensuring housing is appropriate, decent and suitable

# Priority 4

To improve the quality and stability of housing provision for vulnerable children and young people through to early adulthood.



## What the data tells us:

- Deprivation in the housing and services domain is significant in Kent, particularly affecting rural areas.
- About 1 in 10 people in Kent have housing related issues (ranging from having large amounts of consumer debt to very deprived areas with poor outcomes).
- 6.5% of households had no central heating and 5.3% were overcrowded in 2001.
- In 2006/07, there were 79 % of care leavers (including unaccompanied asylum seeking children) in suitable accommodation, which is lower than the national average.
- ChildLine reports triggers for young people becoming homeless/being thrown out as: poor parenting, conflicts with parents, arguments over boundaries and rules, getting into trouble – parents fed up, school/college problems, pregnancy, and homophobia (Casenotes “Calls to ChildLine about running away and homelessness”, NSPCC ChildLine)



## What children, young people and parents have told us:

- Economic wellbeing was a concern for parents and carers. During focus groups fathers/male carers were very concerned about how their children could become financially independent and economically active given the current lack of opportunities for employment, training and the lack of affordable housing.
- Care Leavers and LAC aged 16 years plus have told us that housing is an area of concern for them

## What we will do to improve outcomes:

### Outcome 4A

#### Families and vulnerable young people have access to decent and suitable housing (LAA)

We will:

30. Make sure care leavers and young offenders have access to decent housing
31. Improve the supply and standards of affordable accommodation that is accessible to young people and that adequate and appropriate support mechanisms are provided to enable successful transition into independent living
32. Reduce the time young people spend in temporary accommodation and ensure where temporary accommodation is used it is safe and appropriate
33. Work together to prevent young people from becoming homeless and find ways to identify hidden homelessness
34. Improve the time taken to secure housing adaptations to meet the needs of families with children with learning difficulties and/or disabilities and improve information available to families about this service
35. Develop a multi-agency response under the prevention agenda around mediation and tenancy sustainment



## Monitoring

How will we know we have achieved this?

### Kent Agreement /LAA

NI1187 Tackling fuel poverty – people receiving income based benefits living in homes with a low energy efficiency rating

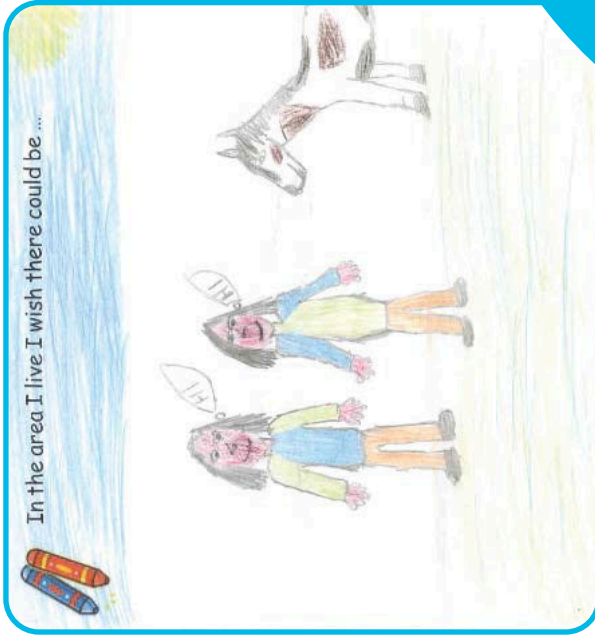
Page 228

### Other NIs

NI 146 Young offenders access to suitable accommodation

NI 147 Care leavers in suitable accommodation

NI 156 Number of households living in temporary accommodation



**Feedback  
from children and young  
people, parents, carers that helped  
shape this plan:**

*“Competing for your school is so much more fun and you want to take part” .*

*“If you don't follow the fashion you are an outcast” .*

*“Another skill I think school should teach me? Learning how to manage money, pay bills and mortgages” .*

*“Have get fit discos – so it's a social thing whilst you are getting fit” .*

## This means:

- Ensuring all partners understand and address the needs of the most vulnerable groups in Kent
- Improving the outcomes of parents who rely on their children as carers by providing them with adult support services
- Making sure no child or young person is disadvantaged or discriminated against because of their circumstances, background, learning difficulties or disabilities, culture, gender, ethnicity or sexuality
- Implementing the Young Carers' Strategy

# Priority 5

Supporting vulnerable children to improve their life chances, including improving the achievement and quality of life for young carers by implementing the Kent Young Carer's Strategy.



## What the data tells us:

- Young carers, whilst not represented in data sets, are a nationally recognised vulnerable group. The 2001 census captured information on the number of children and young people providing unpaid care. Within Kent 1.1% of children (equivalent to 3,164) provided some unpaid care at that time.
- In addition to young carers, analysis across the Trust's priorities show the following to be more vulnerable to poor outcomes:
  - Children and young people with learning difficulties and disabilities (LDD), using Special Education Needs (SEN) data as a proxy
  - Looked after children and care leavers
  - Black and minority ethnic children (BME) particularly Gypsy/Roma and Irish Traveller children
  - Children and young people eligible for free school meals (FSM)
- National research tells us that looked after children face much poorer outcomes than their peers.
- As at January 2008 there were 5% of pupils whose home language was not English (English as an additional language -EAL)



## What children, young people and parents have told us:

- More children with SEN than others said that their health was a barrier to activities they wanted to do.
- Looked after children and care leavers worried about being in financial difficulty, especially after the age of 18.

“When my Mum was ill everybody thought it was all OK - but I wasn't.”  
Young carer

## What we will do to improve outcomes:

### Outcome 5A

Young carers are supported to live a full and active life

We will:

- 36. Encourage young carers to identify themselves and make use of support services
- 37. Make sure that a range of support is available and easily accessible through both adults and children's services to help young carers



### Outcome 5B

Children and young people who are disabled and those with learning difficulties have access to services that meet their needs, experience better educational outcomes and improved outcomes in all aspects of their lives

We will:

- 83. Develop services to provide early and effective diagnosis and support for children who may have a learning difficulty and/or disability including those who may have an autistic spectrum disorder
- 39. Continue to monitor, evaluate and challenge the educational progress and attendance of young people who have learning difficulties and/or disabilities to make sure that specific and targeted support is provided
- 40. Give better support to young people with disabilities as they move into adulthood
- 41. Develop and extend the suitable range of services for children with disabilities such as respite, community and recreational activities

### Outcome 5C

Looked after children are fulfilling their potential and have the help and support they need

We will:

- 42. Keep the promises we have made to looked after children in the Kent Pledge including making sure that every looked after child has a care, health and education pathway plan in place
- 43. Encourage looked after children to take up regular health and dental checks
- 44. Improve the educational achievements of looked after children and improve their attendance at school
- 45. Ensure looked after children have support and help as they reach critical stages of their life and particularly as they move into adulthood and out of care



**Outcome 5D**  
**Black and minority ethnic children and young people are fulfilling their potential**

We will:

- 46. Ensure access, inclusion and equality of educational outcomes for minority ethnic children and children for whom English is an additional language
- 47. Focus resources at the lowest attaining groups where access to education is vulnerable, particularly Gypsy, Roma and Irish Traveller children and young people

**Monitoring**

**How will we know we have achieved this?**

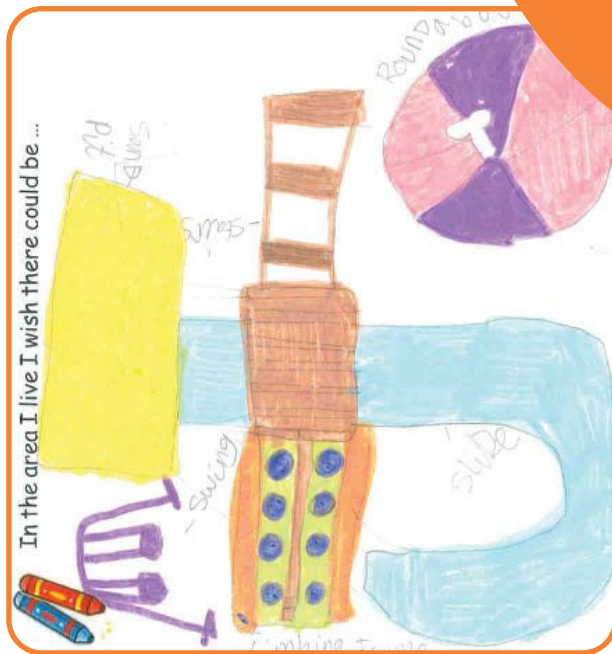
**Kent Agreement /LAA Performance Indicators**

NI 99	Children in care reaching level 4 in English at Key Stage 2
NI 100	Children in care reaching level 4 in Maths at Key Stage 2
NI 101	Children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)
NI 87	Secondary school persistent absence rate cut by vulnerable groups



**Other Performance Indicators**

NI154	Services for disabled children
NI 58	Emotional and behavioural health of children in care
NI 104	The Special Educational Needs (SEN)/non-SEN gap – achieving Key Stage 2 English and Maths threshold
NI 105	The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*-C GCSEs inc. English and Maths
NI 107	Key Stage 2 attainment for Black and minority ethnic groups
NI 108	Key Stage 4 attainment for Black and minority ethnic groups
NI148	Care leavers in employment, education or training
PAF	Health checks and dental checks for LAC



**Feedback from children and young people, parents, carers that helped shape this plan:**

*“You need praise when you do something good and so you want to do it well again” .*

*“Connexions when I left school were very good they gave me all the information and helped me to complete the forms” .*

*“Being a parent is the hardest thing in the world to get right” .*

## This means:

- Local, accessible, affordable activities
- Children and young people have their say in designing services to meet their needs
- Ensuring young people who may be at risk of offending or reoffending are engaged in positive activities
- Implementing the Integrated Youth Support Services Strategy including the Targeted Youth Strategy

## What the data tells us:

- Page 236
- There were 1,897 first time entrants into the Youth Justice System in 2007/08 (1,728 in 2006/07) – a rate of about 1.3% of 10-17 year olds.
  - Barriers stopping 11-16s from doing activities were: cost (33%), lack of time (30%), not available locally (27%), lack of transport (23%), and/or family safety concerns (11%).
  - More than half of young people 11-19 said they never had the chance to have their say on what happened in the area in which they lived and a quarter felt they never had a say on what happened at school/college

## What children, young people and parents have told us:

- Young people 11-19 said they would like to do things like: swimming, dancing (including hip-hop and Bollywood), ice skating, trampolining, keep fit, tennis, horse riding, music and martial arts.
- The majority of parents did not feel that their local area had sufficient affordable local activities for children and young people. This proportion was higher among parents of older children (63%), those living in East Kent (59%), and those who were lone parents (58%).

# Priority 6

To ensure more young people have things to do and safe places to go in their leisure time and improve outcomes for adolescents at risk to themselves and potentially others, through for example implementation of the Integrated Youth Support Services Strategy.



*"I think the main reason why young adults are out on the street and out drinking, causing hassle - because they are bored! We have nothing to do. You have to have money if you want to do something. If you want to go to the cinema you have to pay, if you want to go to the gym to keep yourself healthy you have to pay, you even have to pay to get anywhere by public transport. It is too expensive"*

*Young person*



## What we will do to improve outcomes:

### Outcome 6A

Encourage all children and young people to take part in youth, cultural and community activities. (LAA)

We will:

48. Ensure that young people have safe places to meet and things to do that they want to do
49. Make sure that children have safe, accessible and exciting places to play
50. Use the opportunity represented by the 2012 Olympic and Paralympic Games to inspire children and young people to take part in a range of opportunities
51. Support, encourage and promote opportunities for children and young people to engage in volunteering

### Outcome 6B

Reduce youth offending (LAA)

We will:

52. Make sure that the needs of vulnerable teenagers are identified early and met by agencies working together effectively in ways that are shaped by the views and experiences of young people themselves
53. Extend existing Youth Offending Prevention and Diversion schemes in targeted neighbourhoods in order to increase engagement with young people at risk of offending.
54. Ensure services and support are available to give young offenders the best opportunity not to reoffend



## Monitoring

How will we know we have achieved this?

### Kent Agreement /LAA Performance Indicators

NI110	Young people's participation in positive activities
NI111	First time entrants to the Youth Justice System aged 10-17

### Other Performance Indicators

NI19	Rate of proven reoffending by young offenders
CYP Kent Survey	Percentage of children and young people who feel they have their say at school/college and in their local area
CYP Kent Survey	Prevalence of barriers to activities (ie cost, location etc)



**Feedback from children and young people, parents, carers that helped shape this plan:**

*“There is not enough support for parents with out-of-control teenagers”.*

*“I have been working with a builder and can now see the benefit of English and Maths. I have to write quotes and calculate estimates and this makes me more keen to learn at school”.*

*“It would be easier if all the teachers understood what a young carer is but I don’t want to be singled out”.*

## This means:

- Improving early childhood development by age 5
- Educational provision offers a variety of learning experiences
- Education in Kent is of the highest possible quality
- Children and young people attend school or college
- More young people move into employment, further education or training from school or college

# Priority 7

To increase engagement and participation by young people in education, employment and society in order to prevent disaffection and improve security

## What the data tells us:

- Page 240
- Under half (43%) of 5 year olds reached the national benchmark for the foundation stage in 2007 (46% nationally).
  - Two-thirds (67%) of children achieved Level 4+ in Key Stage 2 in both English and Maths in 2007 (73% nationally)
  - Persistent absence from education for primary pupils in 2006/07 was 1.7% in Kent (statistical neighbours 1.5% and England 1.8%.) for secondary pupils it was 6.8% in Kent (statistical neighbours 5.9% and England 6.7%).
  - 65% of young people achieved 5 or more A\*-C GCSEs in 2007 compared to national of 60%.
  - 47% of young people achieve full Level 3 qualifications by age 19 in 2006/07
  - The proportion of young people who are not in employment, education or training is decreasing (5.3% in 2007/08) and has been lower than national; over-represented groups in Kent are teenage parents, young offenders, LAC and young people with LDD.
  - The rate of re-offending stands at 40.2% in 2005 (35.7% nationally)
  - In 2007 60% of pupils stayed on at school into year 12.





## What children, young people and parents have told us:

- While over one-quarter of young people said nothing is making it difficult to learn, others said other pupils being disruptive were a barrier to learning (54% 11-16s and 43% of post-16s)
- About 1 in 10 young people thought it was okay to miss school or college if they felt like it
- Barriers to getting what they want from the future were: lack of money (26%), not having the right qualification (24%), lack of information or advice (14%), wanting to stay in the local area (14%) and/or lack of transport (12%)
- Reasons for persistent absence included boredom in lessons, dislike towards some teachers or dislike of a subject, suffering from tiredness, bullying or facing family pressure to stay at home.

## What we will do to improve outcomes:

### Outcome 7A: Improved outcomes for children in their early years

We will:

55. Continue programmes that enhance personal, social and emotional development and communication, language and literacy which will drive up levels of attainment in early years settings
56. Recognise the importance of creativity in early education and childcare settings and the vital role of creative play in learning and development
57. Strengthen the links between pre-schools/nurseries and primary schools, sharing good practice and preparing children for school
58. Support settings and providers to work together with parents and agencies to improve outcomes for all children



**Outcome 7B**  
Improved attainment across all the key stages with a particular focus on Key Stage 2

We will:

- 59. Make the most of opportunities through numeracy and literacy strategies to target groups vulnerable to underachievement with a particular focus on Key Stage 2
- 60. Increase attendance in schools and colleges - reducing persistent absence and permanent exclusions through intervention strategies

**Outcome 7C:**  
Improved participation, achievement and progression in and through the 11-19 education and training offer

We will:

- 61. Plan and deliver a broad and inclusive 14-19 curriculum and qualifications framework with clear and accessible pathways for progression that meet the needs of young people and employers, through the active collaboration of schools, colleges, further education colleges, higher education Institutions, work-based learning providers and employers.
- 62. Improve the engagement and achievement of vulnerable learners through early identification, effective support and the provision of an accessible and appropriate curriculum
- 63. Make sure that those young people not in mainstream education receive effective provision and support to meet their learning needs.
- 64. Increase the proportion of young people who participate in education, training and employment post-16.

"I think in year 8 you should have taught me about careers advice."

Young person



**Outcome 7D:**

Young people are equipped with the personal, employability and learning skills and attributes for success in higher levels of learning, training and employment. (LAA)

We will:

- 65. Provide impartial, up-to-date and personalised information, advice and guidance (IAG) for all young people, and ensure that their parents or carers have access to information to support their child's decision-making process,
- 66. Effectively embed the provision of careers education, work-related learning and enterprise within the curriculum.
- 67. Make sure learning settings provide opportunities for children and young people to develop their personal, learning and thinking skills as part of the broader curriculum

**Monitoring**

**How will we know we have achieved this?**

**Kent Agreement /LAA Performance Indicators**

NI 87	Secondary school persistent absence rate
NI 92	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest
NI117	16-18 year olds who are not in education, employment



**LAA/ DCSF statutory indicators**

NI 72	Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy
NI 73	Achievement at level 4 or above in both English and Maths at Key Stage 2 (Threshold)
NI 75	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths (Threshold)

**Other Performance Indicators**

NI 45	Young offenders engagement in suitable education, employment or training
NI 79	Achievement of a Level 2 qualification by age 19
NI 80	Achievement of a Level 3 qualification by age 19
NI 174	Skills gap in the current workforce reported by employers (Bi-annual)



**Feedback  
from children and young  
people, parents, carers that helped  
shape this plan:**

*“I want my children to say they had a good childhood”.*

*“I want to live somewhere nice, in a good area, with lots of people around me. Wherever you live will affect how you behave. I don't want to live in a bad area as people can lead me astray”.*

*“We need to let young children play”.*

*“Recognise that young people involved in ASB are a small minority and praise the great stuff young people do”.*



## This means:

- Decreasing incidence of discriminatory incidents and of bullying at school, in local areas and getting to/from school or college
- Reducing the rate of young people who are victims of crime and addressing concerns of those who do not feel safe where they live.
- Taking action to make sure children and young people are protected and safe from harm
- Promoting a closer community by enabling a safe and inclusive environment for all and especially for vulnerable groups.

# Priority 8

Children and young people are safe and feel safe in the communities where they live, go to school, play and work, with a focus on taking action to reduce the incidence and impact of bullying in school and the community.



Page 246

## What the data tells us:

- During the 2006/07 school year 31% of 11-16s said they had been bullied. Of these, 34% said it happened most days. 38% of primary children said they had been picked on or bullied at school, 27% in the area where they lived and 13% going to or from school.
- More children and young people with SEN or eligible for FSM were bullied compared to their peers.
- The rate of hospital admissions for injury shows a rising trend. In Kent in 2006/07, there were over 5,100 admissions (a 7.4% increase on last year). Falls are the most common cause (29%) followed by other forms of injury due to external causes, transport accidents, self-harm and assaults/undetermined events.
- About 3.3% of CYP were victims of crime in 2005/6
- 903 children were on the child protection register as at 31st December 2007



## What children, young people and parents have told us:

- 1 in 10 said bullying was making it difficult for them to learn.
- A quarter of children felt they needed more information on internet safety
- Less than 10% never or rarely feel safe in the area where they live. Of those who do not feel safe, these are more often girls and young people with SEN and/or are eligible for FSM.
- The issues that most concerned parents in terms of keeping their children safe were:
  - busy roads
  - lack of safe places to play
  - lack of security or supervision in public places

## What we will do to improve outcomes:

**Outcome 8A:**  
The incidence and impact of bullying has been reduced

We will:

68. Extend the use of restorative approaches as a way of repairing harm caused by bullying and changing bullying behaviours
69. Expect all providers to have a safe and inclusive environment, promoting community cohesion with policies, systems and strategies in place that are clearly sign posted if parents, children and young people need help or advice about dealing with bullying or discriminatory behaviour

*"I was a bully - I think it had an impact on whether or not people came to school. I regret it now."*  
Young person



**Outcome 8B:**  
Reduction in perception of crime and Anti-Social Behaviour where the offender or victim is aged 17 years or under (LAA)

We will:

- 70. Reduce alcohol and drug related anti-social behaviour involving young people
- 71. Identify and target specific areas to reduce crime and disorder

**Outcome 8C**  
Ensure vulnerable children are safeguarded

We will:

- 72. Make sure the wellbeing of children and young people is paramount and their needs are taken into account if their parents/carers are assessed as needing support from adult services
- 73. Provide advice and guidance to children and young people and their families about E-safety (internet, mobile phones)
- 74. Reduce the number of child deaths and injuries
- 75. Make sure vulnerable groups can access advice and information about fire safety through Kent Fire and Rescue Service's free home fire safety check

**Priority 8**

*"I feel that public transport could be made safer as in my area and travelling to and from school there have been a couple of incidents in which we were threatened and mugged."*  
Young person



## Monitoring

How will we know we have achieved this?

### Kent Agreement /LAA Performance Indicators

NI 21 Dealing with local concerns about anti-social behaviour and crime by the local council and police

### Other Performance Indicators

NI 48	Children killed or seriously injured in road traffic accidents
NI 69	Children who have experienced bullying
NI 70	Hospital admissions caused by unintentional and deliberate injuries to CYP
CYP Kent Survey	Percentage of children and young people who say they feel safe most days
KCT	Rate of CYP who are victims of crime



## Enablers

This plan has identified the most important priorities of the Kent Children's Trust and described some of the things we want to do to improve outcomes for all CYP in Kent over the next three years. Our services, our staff and the way we work together with parents and carers underpins the future success of this plan. Quality services, well trained staff, systems and processes that make things easier and more efficient will drive the Trust's vision forward and make sure we can turn that vision into a reality.

### What children, young people and parents have told us:

- Parents told us that they wanted clearer and more timely information and support so that they could work as equal partners in supporting their children. They want professionals with good listening skills that communicate with them regularly so that they don't feel they have to keep on asking to be kept informed. They want to know what is realistic. They understand how complex some of the issues can be, do not want to repeat their story to a number of different professionals and want the opportunity to have more input into decisions made at meetings relating to their children.

Page 250

(Source: Consultation with foster carers, adoptive parents, and parents and carers with children with additional educational needs)

- Young people were asked to say what they felt made a 'good' worker, which gives an idea of what young people look for in the staff they encounter:
  - friendly
  - approachable
  - appearance (good hygiene, knowledgeable, calm)
  - passionate about their job and helping people
  - someone to look up to
  - a good listener

(Source: 2007 Consultation conducted by Connexions Kent and Medway young people who are not in Education, Employment, or Training (NEET))

Enabling measures  
to support delivery  
of the eight Kent  
Children's Trust  
priorities.



## What we will do to improve outcomes:

### Enabler A - Integrated service delivery teams that are easily accessible

We will:

- Develop a strong network of Local Children's Services Partnerships (LCSPs) where partners make sure their agency is actively engaged at the local level
- Support LCSPs to make decisions at the most local level that promote excellent performance, value for money and are within the strategic framework established by the Kent Children and Young People's Plan
- Make sure there are strong performance management arrangements with clear performance reporting
- Further improve multi-agency approaches to safeguarding children in Kent and work closely with the Kent Safeguarding Children Board (KSCB)
- Continue the children's centre programme and extended services programme
- Promote, facilitate and enable improved joint working through more multi-agency front line services

### Enabler B - Workforce planning and development:

A quality workforce in place that ensures there is a range of skills to meet the varied and different needs of children and young people

We will:

- Develop and implement an inter-agency strategy for workforce development including the recruitment and retention of high calibre professionals, career progression and integrated continuous professional training and development to support integrated working. The revised workforce strategy will focus on the key priorities of the Trust in line with the revised CYPP
- Continue to develop and introduce the lead professional function in Kent to provide a better experience for children, young people and their families who need co-ordinated support
- Make sure that all those who work with children and young people are able to identify vulnerable children and children with additional needs at the earliest possible opportunity
- Ensure quality of leadership to deliver best outcomes for all
- Give our workforce the skills to identify issues faced by families and the knowledge of services available to signpost parents to the help they need
- Provide training and support to staff in early years settings

### Enabler C - Integrated processes:

Common processes for early assessment (including multi-agency assessment), allocation/referral and response from the most appropriate services are in place and working effectively

We will:

- Put in place the multi-agency common assessment framework for children and make sure quick, easy access to help and support is available for all
- Streamline access to information by integrating systems and processes, promoting use of the Kent Resource Directory for children's services and Contactpoint
- Invest in improved data and intelligence collecting to inform planning and commissioning, ensuring the needs of specific and vulnerable groups are identified.
- Agree and implement an operational strategy to progress integrated commissioning across children's services

### Enabler D - Participation and involvement of children, young people and parents/carers in all key decisions

- Implement the Engagement and Participation framework and make sure that seldom heard groups have their say in key decisions affecting children and young people
- Ensure that parents' involvement in the design, delivery, evaluation and development of services is encouraged and continuously supported
- Listen to young people's views and opinions and develop their ideas to improve life in Kent, including their education and leisure time, and tell them how their ideas have made a difference
- Increase young people's participation in important decision making and recruitment interview panels



**Feedback**  
from children and young  
people, parents, carers that helped  
shape this plan:

*“I want my son to be happy, safe, confident”.*

*“Not to have so much pressure from school and parents please”.*

*“In the sixth form you have to wear suits and some people  
can’t afford it”.*

*“Giving out dinner cards makes it obvious that some  
children haven’t got much money — they should  
be more discreet or find another way”.*



### Narrowing the Gap

How we are planning to mitigate the effects of poverty and disadvantage in Kent

There are a number of programmes and initiatives that will help support the most disadvantaged sections of our community:

#### **Supporting Independence Programme**

The Supporting Independence Programme aims to make a real difference to the lives of people living in Kent's most disadvantaged communities. It brings together a wide range of organisations to help people lift themselves out of dependency and into independence, employment and more fulfilling lives.

#### **The Economic Development and Regeneration**

Kent Prospects 2007 to 2012 serves as the detailed economic development and regeneration framework for Kent. It sets out how we will secure Kent's future economic success, including growth and regeneration opportunities, and includes important areas of work that will help to narrow the gap:

- greater access to learning, skills, job opportunities, and community facilities in Kent's disadvantaged and deprived communities
- closing the skills gap
- strengthening the rural economy.

#### **The Kent Agreement (Local Area Agreement/LAA)**

The new Kent Agreement for 2008-2011 harnesses the power of wellbeing and influence contained within the Kent partnership and will help to promote positive experiences, optimism and capability in people and communities. The activity planned across the Kent Partnership will help to improve the lives of children and their families and reduce the number of children in Kent that live in poverty or disadvantage.

A number of the high level LAA priorities for the Kent Partnership focus specifically on children and young people including targets to improve:

# Appendix



- school performance – attainment and attendance – 16 targets set by the department for children, schools and families
- levels of obesity in children in reception year (children aged 4-5)
- effectiveness of child and adolescent mental health (CAMHs) services
- numbers of first time entrants to the youth justice system aged 10-17
- young people's participation in positive activities
- the number of 16-18 year olds who are in education, employment or training
- the health and sustainability considerations of children's choices when travelling to school

Other LAA performance indicators will also have a direct impact on the wellbeing of children and their families, including:

- alcohol-harm related hospital admission rates
- drug users in effective treatment
- dealing with local concerns about anti-social behaviour and crime by the local council and police
- repeat incidents of domestic violence
- civic participation in the local area
- participation in regular volunteering
- engagement in the arts
- people (including children) killed or seriously injured in road traffic accidents
- tackling fuel poverty - people receiving income based benefits living in homes with a low energy efficiency rating
- number of affordable homes delivered
- number of vulnerable people living independently

The LAA will also focus on activity across Kent to protect the environment. We know that our children and young people are

concerned about the environment, climate change and the world they will inherit. The LAA will enable partners to come together with children and young people and find ways to help tackle climate change. The links between climate change, sustainability and the impact on the most vulnerable in society is again reflected in the LAA. Child poverty is linked to rising energy costs, resulting in fuel poverty and rising food bills; flooding caused by climate change is most likely to affect some of the more deprived coastal areas in Kent.

The activity related to achieving Kent's LAA priorities and the associated performance indicators are reflected throughout the Children and Young People's Plan.

For more information about Kent's LAA visit [www.kentpartnership.org.uk](http://www.kentpartnership.org.uk)

### Groups we are targeting in Kent

There are also children who, whilst not living in poverty, are also vulnerable to under achievement and face poorer outcomes in life. Our research shows that the groups most likely to face disadvantage in Kent are:

- children eligible for free school meals (FSM)
- children and young people with learning difficulties and disabilities (LDD)
- looked after children and care leavers (LAC)
- Gypsy/Roma and Irish Traveller children
- teenage parents

There are many services and projects across Kent supporting these groups of children and their families. We must continue to focus attention on the most vulnerable in our society to make sure that

children and young people fulfill their potential regardless of their circumstances or background.

### See Appendix 2: Narrowing the gap table

The priority for the KCT and LCSPs will be the wellbeing of families, promoting the positive influence of parents on children and children on parents. We will provide ways to deal with both income and physical conditions such as housing and nutrition, and will work to break the cycle of deprivation by instilling:

### Capability in families and communities

Helping families break out of cycles of generational poverty and embedded traditions by focusing on changing economic and social deprivation and its results- poor housing, crime, domestic violence, poor nutrition and health problems through:

- focus on preventative work
- increasing employability and offering support to make sure families get the most out of their disposable income
- use of children's centres and extended services programmes through schools
- providing breakfast clubs to support parents, children and learning
- access to health services through school nurses
- address all types of inequality

### Learned optimism/self efficacy in children and young people

Helping CYP make the most of their opportunities, make healthy choices and believe that they are the best that they can be by:

- putting strategies in place at school that narrow the gaps between underachieving groups and their peers
- having strong and successful role models

- providing a range of learning opportunities and a broad curriculum so that all children can learn and enjoy doing well in activities
- being able to take part in activities that are beyond reach because of cost or access/transport barriers
- making sure children and young people feel positive about themselves

### Resilience in children and young people

Supporting and providing children and young people with the emotional and social skills to deal with challenges and setbacks.

We will:

- improve the aspirations and confidence of young people
- ensure that children and young people do not feel stigmatised if they take free school meals
- make sure children and young people have access to ICT and have somewhere to do their homework
- give young people help and advice about managing relationships

## Appendix 2

Specifying known gaps<sup>1</sup>  
Please note:

- 1: The figure shown in brackets indicates the gap that needs narrowing- i.e. of all the children who do not take free school meals 80% achieved level 4 KS2 English. However of all the children who do take free school meals only 54% achieve the same level at KS2. This is the way the gap is assessed nationally. The effect of these vulnerable groups under-performing can be seen in the Kent column.
- 2: The data identifying gaps is taken from the pupil census. The performance of LAC therefore, is referring to those pupils identified as LAC in the census, which is a different group to the LAC who are looked after by KCC.

Indicator	National (SN)	Kent	Boys	Girls	FSM (non-FSM)	SEN (non-SEN)	LAC (non-LAC)	Gypsy / Roma (unless stated)	Age
% of school population			50.9%	49.1%	9.7%	24.2%	1%	0.4%	
% young people aged 11-16 indicating that they “get drunk” at least 1 or 2 times a week		9%				11% (7%)	10% (8%)		7% (Yr 9) 20% (Yr 11)
% who do not get enough information about how to get advice about relationships (2007)		43% 11-16s 48% post-16s	44% post-16	59% post-16					
% who do not get enough information about sexual health (2007)		26% 11-16s 29% post-16s	25% post-16	37% post-16					
Rate of first time entrants 10-17 into the youth justice system (2007/08)	1.6% (2006/07)	1.3%	70% of cohort	30% of cohort		90% are “white” ethnic background			
% who say they never have the chance to have their say on issues at school/college (2007)		14% 7-11s 25% 11-16s 24% post-16s	post-16s 30%	post-16s 20%	post-16s 66% (24%)				
% reaching 78+ points and 6+ points each in PSED and CLL in Foundation Stage Profile (5 yr olds) (2007) <sup>2</sup>	46%	43%	34%	52%	22%	13%		38% BME	

Indicator	National (SN)	Kent	Boys	Girls	FSM (non-FSM)	SEN (non-SEN)	LAC (non-LAC)	Gypsy / Roma (unless stated)	Age
% achieving Level 4+ in Key Stage 2 English	80%	77%	73%	82%	54% (80%)	41% (92%)	43% (77%)	23%	
% achieving Level 4+ in Key Stage 2 Maths	77%	73%	73%	71%	48% (75%)	38% (86%)	36% (73%)	26%	
% achieving 5 or more GCSEs or equivalent including English and Maths	45.9%	48.5%	45%	52%	19% (52%)	14% (61%)	6.5% (50%)	0%	
% reaching Level 3 Qualifications by age 19	48%	47%			18% (50%)				
% persistently absent in Secondary (2007) <sup>2</sup>	6.7% (5.9%)	6.8%				16.2% (SAplus) 8.4% (SSEN)		26%	
% being bullied in last year		31% 11-16s			42% (31%)	44% (29%)			Decreases with age
% who strongly agree that they enjoy their life		39% 11-16s	50% 11-16s	38% 11-16s					
% of 11-19s who smoke most days		7% 11-16 15% post-16			12% (6%)	10% (6%)	15% (7%)		Increases with age

<sup>1</sup> This table is not exhaustive, many other gaps may exist, but data to identify these is not yet available.

<sup>2</sup> National and Kent figures based on DCSF statistical release, subgroups identified by CFE Management Information data and children and young people of Kent survey.

### Vision for Kent

### Kent Partnership Local Area Agreement 2

### Kent Children and Young People's Plan

<p><b>Mitigating Poverty</b> Priority 1</p> <ul style="list-style-type: none"> <li>■ Kent Prospects-Economic Development Plan</li> <li>■ Supporting Independence Programme</li> <li>■ Local Transport Plan for Kent</li> </ul>	<p><b>Emotional, Physical and Mental Health</b> Priority 2</p> <ul style="list-style-type: none"> <li>■ KCC Alcohol Select Committee</li> <li>■ Youth Alcohol Action Plan</li> <li>■ Personal, Social, Health and Economic (PSHE) Education Strategy for Kent</li> <li>■ The Kent CAMHs Strategy</li> <li>■ The Teenage Pregnancy Strategy</li> <li>■ Healthy Weight Strategy</li> <li>■ Healthy Schools Strategy</li> <li>■ PCT Local Development Plans</li> <li>■ The Kent Drug Strategy</li> <li>■ KDAAT Young Person's Service Needs Assessment</li> <li>■ Travel to School Strategy</li> </ul>	<p><b>Parenting</b> Priority 3</p> <ul style="list-style-type: none"> <li>■ The KCT Parenting Strategy</li> </ul>	<p><b>Housing</b> Priority 4</p> <ul style="list-style-type: none"> <li>■ Regional Housing Strategy</li> <li>■ District Housing Strategies</li> </ul>	<p><b>Vulnerable Groups</b> Priority 5</p> <ul style="list-style-type: none"> <li>■ The Kent Pledge for Children in Care</li> <li>■ Integrated Youth Support Strategy</li> <li>■ SEN Policy</li> <li>■ LDD Steering Group</li> <li>■ Recommendations</li> <li>■ Invisible People – a multi-agency Strategy for Young Carers in Kent</li> <li>■ Kent Transition Partnership</li> <li>■ 12 District Early Support Programmes</li> </ul>	<p><b>Things to do</b> Priority 6</p> <ul style="list-style-type: none"> <li>■ District Level Plans/Strategies</li> <li>■ Play Strategy</li> <li>■ The Youth Justice Strategy</li> </ul>	<p><b>Engaged in Society</b> Priority 7</p> <ul style="list-style-type: none"> <li>■ The Participation framework for children and young people in Kent</li> <li>■ Kent LEA's Accessibility Strategy</li> <li>■ The BSF Strategy for Change</li> <li>■ Primary Strategy</li> <li>■ Secondary Strategy</li> <li>■ 14-19 Learner Strategy</li> <li>■ The ICT Strategy</li> <li>■ Improvement Strategy for Schools and Settings</li> <li>■ Leadership Strategy Action Plan</li> </ul>	<p><b>Being Safe</b> Priority 8</p> <ul style="list-style-type: none"> <li>■ The County Community Safety Agreement</li> <li>■ District Safety Strategies</li> <li>■ Anti-Bullying Strategy</li> <li>■ Kent and Medway Safeguarding Children Policy</li> <li>■ Safer Schools Strategy</li> <li>■ Road Safety Plan</li> <li>■ CDRP Annual Strategy</li> </ul>
--	---	---	---	---	--	---	---

### Plans/Strategies supporting more than one Priority of the Kent Children and Young People's Plan

- \* KCC Equality Action Plan 2007-2010; \* KCT Governance Framework; \* Common Assessment Framework for Kent; \* Working Together to Safeguard Children Plan;
- \* The Joint Strategic Needs Assessment for Children's Health 2008; \* Live life to the Full – A Strategy for Public Health in Kent; \* The Early Years and Childcare Strategy
- \* The Extended Schools Plan; \* The Children's Centres Plan; \* The Kent Sure Start Plan; \* The Kent Children and Young People's Workforce Strategy; \* The Kent Compact

### Proposed Performance Monitoring Arrangements

#### Performance monitoring of the Kent Children and Young People's Plan (CYPP)

##### Introduction:

The Kent CYPP is based on a thorough needs assessment conducted by the local authority, primary care trusts (PCTs) and other partners. This assessment highlighted the areas of activity, and in some cases specific groups of children and young people, that needed additional or different types of support from the Trust to improve their life chances and outcomes.

This plan is based on a Kent wide analysis and given the variety and complexity of the social and demographic situation across the County some of these priorities will be more important in some localities than others. These differences in local emphasis will be reflected in the Local Children's Services Partnership plans.

##### Structure of the plan

This plan sets out eight key priorities that the KCT partnership will focus on over the next three years.

Under each priority the Trust has agreed the key outcomes or 'results' it aims to achieve to address the eight priorities.

The Trust has identified a number of key actions that it believes will be critical to delivering the outcomes. The actions included are not an

exhaustive list of everything that will happen or contribute to the delivery of any one result, rather they are some of the vital key steps to achieving a successful outcome.

A number of key performance indicators have been identified against each priority.

These will be used to monitor progress.

##### How will progress against the plan be monitored?

The KCT board will monitor progress against the Kent CYPP twice a year. Monitoring will be done through:

- performance indicators identified in the plan. A number of these are produced annually and are collected and published at different times of the year. A twice yearly reporting structure will provide the Board with more timely access to data as it becomes available across the partnership. Where possible and appropriate these indicators will be dis-aggregated to provide information by local partnership areas and specific vulnerable groups identified in the plan
- light touch, summary feedback against key actions, using a red/amber/green system. Each key action will have an identified lead officer or organisation.
- reporting for Kent's LAA will support the performance monitoring of the CYPP
- as part of the monitoring cycle there will be an annual refresh of the needs assessment and the associated outcomes and actions to make sure that the plan is still relevant and appropriate e.g. picking up emerging needs.
- identifying and managing risks to delivery of any action to help increase the probability of success supported by the production of an annual risk register

## Monitoring local performance through the Local Children's Services Partnership CYPPs

Local Children's Services Partnership plans will

- reflect the Kent wide needs assessment in their plan
- identify specific challenges and needs within their local communities
- use local information to help target scarce resources

Progress will be monitored through:

- regular twice yearly reports to the LCSP Board, produced by the LCSP manager, including their contribution to the success of the strategic CYPP through local activity
- local data where available through dis-aggregation of performance indicators identified in the strategic plan and where appropriate locally identified and agreed performance measures.
- annual risk register, regularly reviewed

## Performance management arrangements across the Trust

The KCT is a sub group of the Kent Partnership and will work to deliver the priorities of the Partnership set down in the Local Area Agreement relating to children and young people and their families. These priorities are reflected throughout the CYPP and will be regular monitored through reports to the Kent Partnership.

Underpinning the monitoring mechanisms described here there is an expectation that all parts of the partnership will have effective operational performance management mechanisms in place.

## Appendix 5

### Resources

On 22 May 2008 all the partners from the KCT signed a partner agency agreement. This set out a number of commitments that will support the delivery of services through the Trust partnership and included:

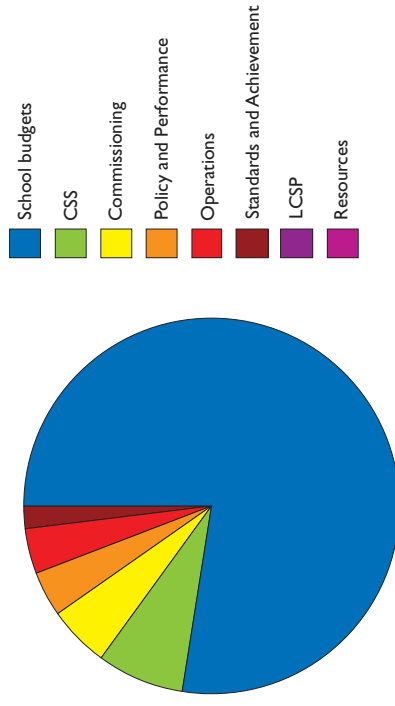
- **Each lead officer from the partner organisations will make sure their agency makes an appropriate contribution to the resourcing of the Children and Young People's Plan**

### Budgets Supporting Children's Services

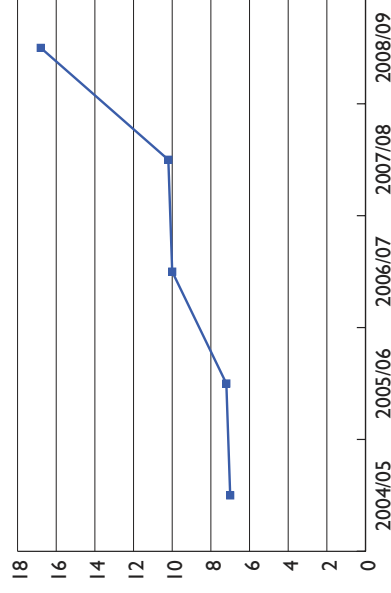
One of the essential features of a Children's Trust is the effective joint planning and commissioning of services and the flexible use of pooled budgets. In Kent we are already finding ways for all agencies to come together as we work towards integrated, seamless and effective service provision. KCT will influence the way in which mainstream funding is used in order to improve outcomes for children, families and young people. This will include:

- identifying opportunities for integrated commissioning and developing stronger partnership arrangements
- aligning budgets on shared priorities
- total CFE budget 2008-9 – **£299.6m**
- child health budget 2008-9 – £170m

### Kent County Council CFE Budgets 2008-2009



### Budget devolved to LCSPs 2004-2009



### Value for Money

KCT will ensure the most efficient use of resources, minimise duplication and improve the targeting of scarce resources. It will work through the 23 LCSPs which will make sure decision making at the most local level that is consistent with excellent performance (i.e. improved outcomes for children), value for money (quality and

infrastructure) and within the strategic framework established by the Kent Children and Young People's Plan.

### Children's workforce

Our workforce is our most valuable resource. The children and young people's workforce in Kent includes all those who work with children and young people whether their work is paid or unpaid, employed or self-employed, full-time or part-time.

An effective Trust must have integrated front line delivery organised around the child, young person or family rather than professional boundaries of existing agencies. The size of the challenge of transforming the wide range of different paid and unpaid workers into one integrated children's workforce cannot be underestimated. It will involve a significant change management process which will help to create the agreements and sharing of information and resources that will be necessary. New ways of thinking will be required alongside new professional identities and new ways of accrediting competence, which in turn could create new meanings for the word "qualified".

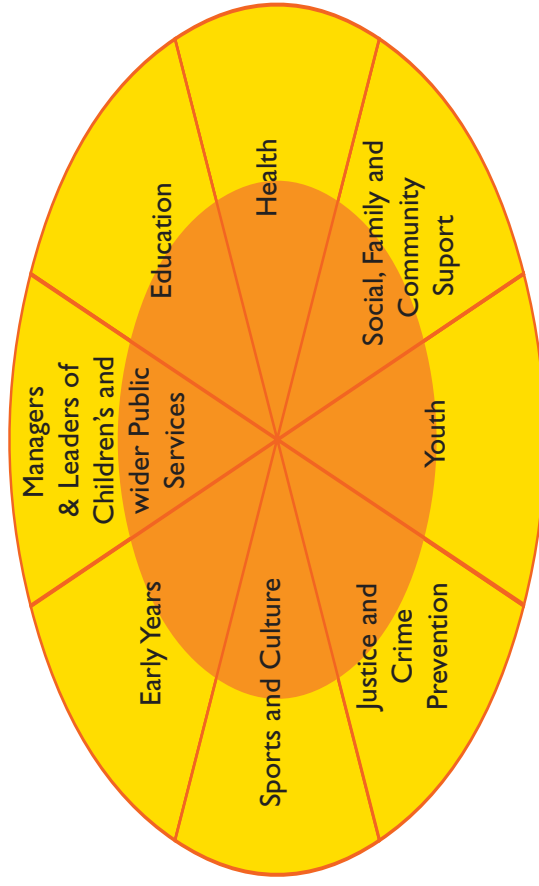
The Children and Young People's Workforce Strategy Group carried out an initial mapping exercise for Kent in 2006 (this data is currently being updated).

- the school workforce is covered by about 36,500 contracts, 42% of which are for teachers and tutors, and 27% of which are for teaching assistants.
- the non-school education workforce is covered by about 2850 contracts.
- those that work in the PVI early years and childcare sector number approximately 7,000, not including childminders.
- National Health Service staffing figures need to be revised in the

light of PCT reviews in 2005. However 1st and 2nd level Nurses represent 60% of the Paediatrics workforce, and Midwives constitute 59% of Maternity Services.

- Children's Social Services number around 1100 full time equivalent staff. The staff breakdown is 31% Social Workers, 16% Social Work Assistants, 20% Administrative staff, 14% Management and Supervision.
- there is a wide range of other services, notably Youth and Community, Youth Justice, Connexions, and Sport/Leisure that still needs analysis.

### The children's workforce including everyone who works with children and young people and their families



**Core Children's Workforce:** People who work or volunteer with children, young people and their families, or are responsible for their outcomes all the time.



**Wider Children's Workforce:** People who work or volunteer with children, young people and/or their families part of the time, or are responsible for their outcomes as part of their jobs.

	See Priority	Outcome	Key action
Alcohol misuse - CYP	2	2B	16
Anti-social behaviour	8	8B	67
Attainment	7	7B	54
Attendance	7	7B	55
Black, Minority and Ethnic children	5	5D	42-43
Breastfeeding	3	3C	27
Bullying	8	8A	64-66
CAF, ContactPoint- Integrated processes	Enabler	B	77-81
Care leavers - accommodation	4	4A	29 15
Care leavers - transition into adulthood	5	5C	41 18
Carers - young carers	5	5A	
CAMHs	2	2D	20
Childcare	1	1A	3
Community Cohesion	8	8A	66
Children centres	1	1A	1-2
Crime and young people who are victims of crime	8	8B	68
Death - reduce number of deaths and injuries CYP	8	8C	72
Domestic violence	3	3B	24
Disabled children - achieving at school	5	5B	35-36
Disabled children- play and recreation	6	6A	47
Disabled children - transition to adulthood	5	5B	37
Early identification - children with a learning difficulty and or disability	5	5B	35
Early identification - emotional wellbeing	2	2D	21
Early identification - family support	3	3A	22
Early identification - young people more likely to offend	6	6B	49
Early identification - training for those who work with CYP	Enabler	A	76
Emotional wellbeing, resilience	2	2A	11-12
Extended Services	1	1A	1-3
Fire safety	8	8C	72

	See Priority	Outcome	Key action
Free School meals- narrowing the gap	1	1B	5-8
Early Years- attainment, quality of provision	7	7A	51-52
Early Years - social development of children	0-5	3	3A 23
Healthy lifestyle choices	2	2B	14, 17
Healthy weight	2	2C	18-19
Housing	4	4A	29-32
Homelessness	4	4A	32
Information, advice, guidance- careers	7	7D	63
Internet safety	8	8C	71
Immunisation for babies up to 1	3	3C	28
Key Stage 2	7	7B	54
Looked After Children	5	5c	38-41
Not in school- alternative provision	7	7C	59
Olympic and Paralympic Games	6	6A	46
Parenting support and advice	3	3A	22
Parents supported to work	1	1A	1-4
Parents in financial difficulties	1	1C	9-10
Parents as role models, bonding in the early years	3	3A	23
Parents as role models, sharing learning	7	7A	53
Parents - Participation and engagement	Enabler	C	84
Parenting programmes	2	2A	13
Participation and engagement - CYP	Enabler	C	83, 85,86
Participation- service design - things to do	6	6A	44
Personal Social Health and Economic Education	2	2A	11
Play	6	6A	48
Poverty	1	1A-1C	1-10
Road safety	8	8C	72
Safeguarding	8	8C	69-70
Sex and Relationships Education	2	2B	15
Smoking cessation - CYP	2	2B	16
Smoking cessation - parents	3	3C	26
Sports-at school	2	2C	

	See Priority	Outcome	Key action
Sports - for leisure	6	6A	45
Substance misuse - CYP	2	2B	16
Substance misuse - parents	3	3B	24-25
Supporting Independence	1	1A	4
Transport	1	1B	7
Things to do	6	6A	44-48
Teenage pregnancy	2	2B	15
Vocational learning	7	7C	56-57
Workforce planning	Enabler	A	73-76
Work - preparing for work	7	7C & 7D	56-63
Young offenders - accommodation	4	4A	29
Young offenders - reduce offending	6	6B	49-50

## Appendix 7

### Glossary of terms

#### Child Poverty Data

The key source of data on income poverty and material deprivation, *Households Below Average Incomes (HBAI)* is published annually by the Department for Work and Pensions (DWP). It provides the data, which is used to measure progress against the Government's target to halve child poverty by 2010/11 and eradicate it by 2020.

Those children living in a household on less than 60% of median income are said to be living in poverty. The median is the halfway point between the nation's highest and lowest incomes.

#### Child and Adolescent Mental Health Services (CAMHs)

Child and Adolescent Mental Health services promote the mental health and psychological wellbeing of children and young people and provide high quality, multidisciplinary mental health services to all children and young people with mental health problems and disorders to make sure there is effective assessment, treatment and support for them and their families.

#### Children's Centres

Children's centres bring together a range of services for children under five years old and their families.

#### Common Assessment Framework (CAF)

Assessing additional needs at an early stage and deciding on what action to take is the purpose of the CAF. The CAF is designed to enable practitioners across several agencies, (after training) to participate in one assessment process that includes the child and their family. The aim is to achieve more consistent and co-ordinated support for children

and their families by agencies working together more effectively.

#### Community Cohesion

Factors such as age, wealth, gender, ethnicity, religion, sexuality and political ideology can create divisions in communities. The partners who come together in the Kent Children's Trust have an important community leadership role in bringing communities together.

A cohesive community is one where:

- there is a common vision and a sense of belonging for all communities
- the diversity of people's different backgrounds and circumstances is appreciated and positively valued
- those from different backgrounds have similar life opportunities
- strong and positive relationships are being developed between people from different backgrounds and circumstances in the workplace, in schools and within neighbourhoods.

#### ContactPoint

ContactPoint will be the quick way for a practitioner to find out who else is working with the same child or young person, making it easier to deliver more co-ordinated support. It will be a basic online directory, available to authorised staff who need this resource as part of their work. This process should support and facilitate more integrated working amongst professionals supporting children and young people. It is a key part of the Every Child Matters programme to improve outcomes for children.

#### Extended Services

Extended services are mainly provided through schools that offer a range of services that go beyond the school day, including childcare, parenting support, swift referral to specialist services, providing wider community access to services such as adult learning.

## Integrated Youth Support Services Strategy (IYSS) and Targeted Youth Support (TYS)

IYSS is about providing universal access to services for all young people according to their needs. The government intends that IYSS should be driven by the same principles of ECM reform: inter-agency governance and integrated strategy, processes and frontline delivery. It will need to address issues such as closer integration of planning, commissioning and delivery of services, and the active involvement of young people in these processes.

Targeted Youth Support: TYS is a key branch of Integrated Youth Support Services. It sets out how agencies can work together to help vulnerable young people with complex needs to access the intensive support they require. Key elements of TYS include identifying vulnerable young people early, providing personalised support by a trusted lead professional and making services accessible and relevant.

To  
a  
ge

### Jobcentre Plus

Jobcentre Plus provides help and advice on jobs and training for people who can work and financial help for those who cannot.

### Kent Safeguarding Children Board (KSCB)

The Kent Safeguarding Children Board brings together representatives from each of the main agencies and professionals responsible for helping to protect children from abuse and neglect. It is an inter-agency forum for agreeing how the different services and professional groups should co-operate to safeguard children throughout Kent and for making sure that arrangements work effectively in bringing about better outcomes for children.

### Key stages and qualifications:

The National Curriculum states which subjects children must study at school. It also divides them into age groups called Key Stages. The Key Stages are as follows:

Key Stage	Year groups	Ages
Foundation Stage	Preschool - end of Reception Year	0-5
Key Stage 1	Years 1-2	5-7
Key Stage 2	Years 3-6	7-11
Key Stage 3	Years 7-9	11-14
Key Stage 4	Years 10-11	14-16

### Qualifications:

Level 1 qualification– equivalent to five GCSEs at grade A\* - G

Level 2 qualification– equivalent to five or more GCSEs at grade A\* - C

Level 3 qualification– equivalent to A-level

### Lead Professional

The lead professional role is a key element of integrated support. The lead professional takes the lead to coordinate provision and act as a single point of contact for a child and their family when a range of services are involved and an integrated response is required.

They will make sure that professional involvement is rationalised, coordinated and achieves the intended outcomes.

### The Local Area Agreement (LAA)

The LAA is a three-year 'rolling' written agreement between central government and a 'local area', in this case Kent. Central government is represented by the regional Government Office (GOSE). The local area is represented by the Local Authority and the Local Strategic Partnership (which includes representatives from key agencies such as District Councils, the Police, Primary Care Trusts, voluntary sector, local business and the local community).

The agreement is made up of outcomes, indicators and targets aimed at delivering a better quality of life for people through improving performance on a range of national and local priorities.

### Looked after Children

Children in the care of the local authority.

### Parents and Carers

Includes any adults with significant caring responsibilities. This might be for example, birth mothers and fathers, adoptive parents, foster carers, stepparents, members of the extended family and grandparents.

### Preventative and Early Intervention Services

The services that reach every child and young person have a crucial role to play in shifting the focus from dealing with the consequences of difficulties in children's lives to preventing things from escalating or going wrong in the first place.

### Restorative Approaches

Restorative approaches in schools aim to reduce bullying and victimisation, manage conflict and improve attendance in schools. Research evidence supports restorative approaches in schools as a particularly promising approach to improving behaviour and attendance. Restorative approaches bring together students affected by bullying, or other serious behavioural incidents, and those responsible to agree on how the harm caused by their actions or done to them is to be repaired. Restorative approaches are also being established in local communities.

### Settings/Providers

Interchangeable terms used to encompass the range of provision across Kent including any provision that provides early education and childcare, (including nurseries and childminders), any provision that provides access to learning including schools, colleges, vocational centres and alternative education units.

### Universal Services

The key universal services - services available to all children and

young people- are:

- GPs, health visitors, midwives and school nurses
- Early education and childcare
- Primary and Secondary education

### Young Carer

A young carer is a child or young person (under the age of 18) who is carrying out significant caring tasks and assuming a level of responsibility which would usually be undertaken by an adult. This could be caring for a parent(s) or sibling(s).

### Acronyms

ASB	anti-social behaviour
BME	black and minority ethnic
CAF	Common Assessment Framework
CAMHs	child and adolescent mental health services
CYP	children and young people
CYPP	Children and Young People's Plan
EAL	English as an additional language - pupils whose first language is not English
FSM	children eligible for free school meals
LDD	children and young people with learning difficulties and disabilities
JSNA	Joint Strategic Needs Assessment
KS2	Key Stage 2
KCT	Kent Children's Trust
KCT(B)	Kent Children's Trust (Board)
LA2	Local Area Agreement 2
LAC	looked after children
LCSP	Local Children's Services Partnerships (local arms of the KCT)
PSHE	Personal, Social, Health and Economic Education
SEN	special education needs

## Feedback and comments

Your feedback and comments are always welcome  
Contact: [childrentrustadmin@kent.gov.uk](mailto:childrentrustadmin@kent.gov.uk)

**Internet:** [www.kent.gov.uk/publications/education-and-learning/kccchildren-young-people-plan.htm](http://www.kent.gov.uk/publications/education-and-learning/kccchildren-young-people-plan.htm)

**Tel:** 01622 694195

**Fax:** 01622 694186

**Address:**

Strategic Planning and Review Team  
Room 2.70, Sessions House  
County Hall  
Maidstone  
Kent  
ME14 1XQ



**This document is available in alternative formats and can be explained in a range of languages. Please call 01622 694533 for details.**

## **INCOME DEPRIVATION AFFECTING CHILDREN INDEX (Sub domain of the Income Domain)**

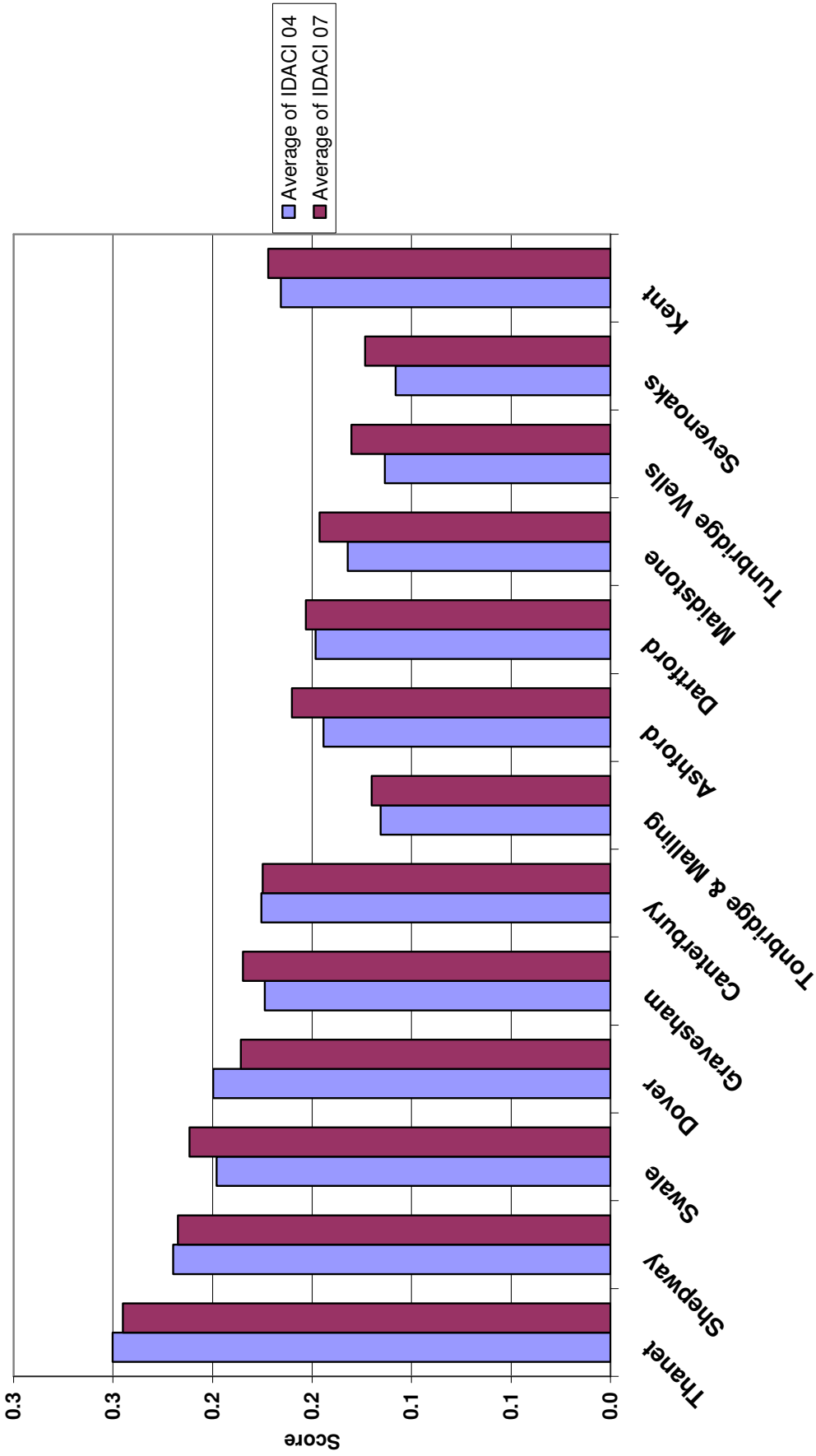
The Income Deprivation Affecting Children Index (IDACI) is constructed using a sub-set of the overall Income Domain, and shows the percentage of children in each SOA that live in families that are income deprived (ie, in receipt of Income Support, Income based Job Seekers Allowance, Working Families Tax Credit or Disabled Person's Tax Credit below a given threshold).

The IDACI is not combined with the other Domains into the overall Index of Multiple Deprivation as the children are already captured in the Income Domain.

An IDACI score of, for example 0.24, means that 24% of children aged less than 16 in that SOA are living in families that are income deprived.

# IMD 2007 Income Deprivation Affecting Children

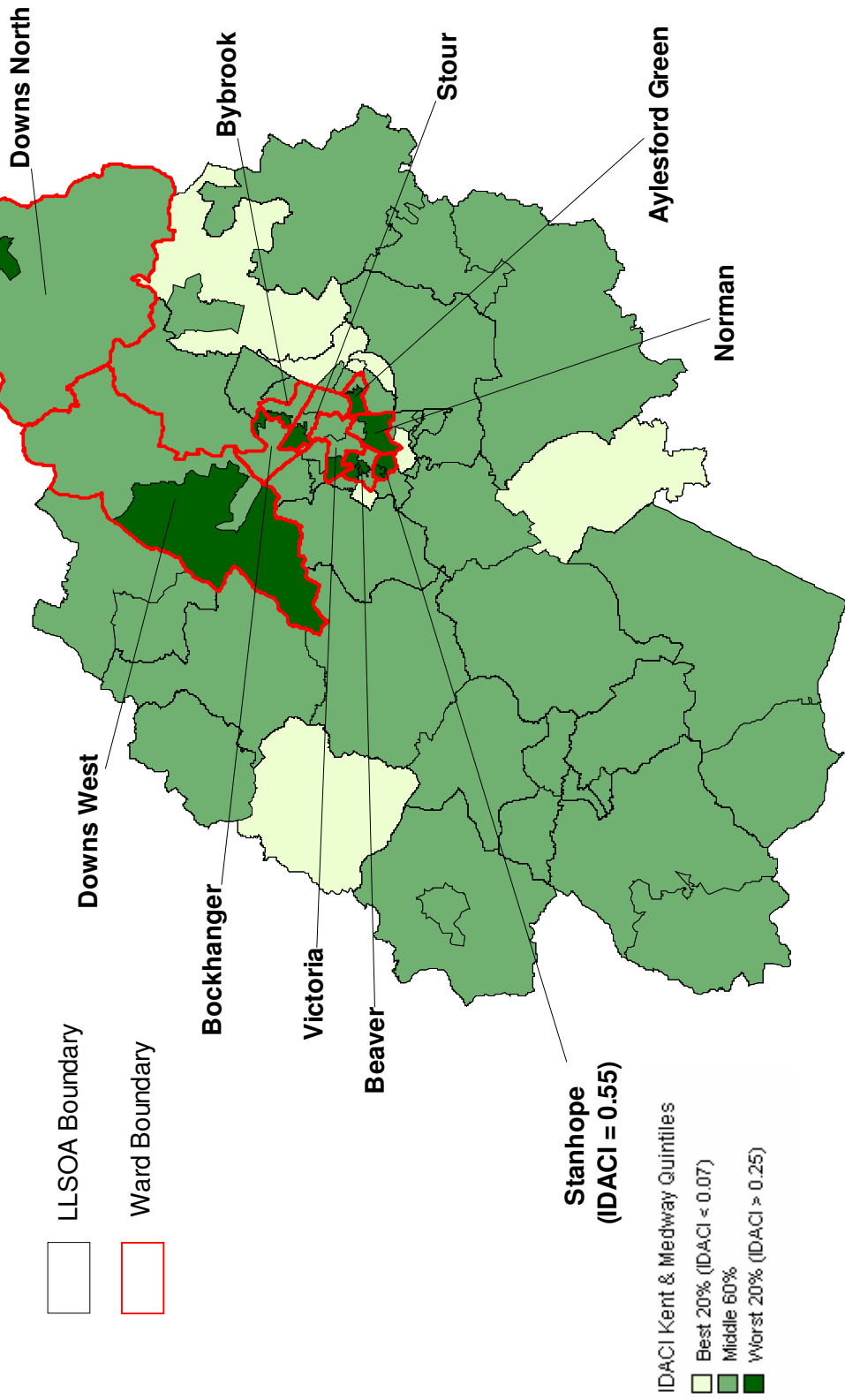
## IDACI 2004 - IDACI 2007 Comparison for Kent Local Authorities



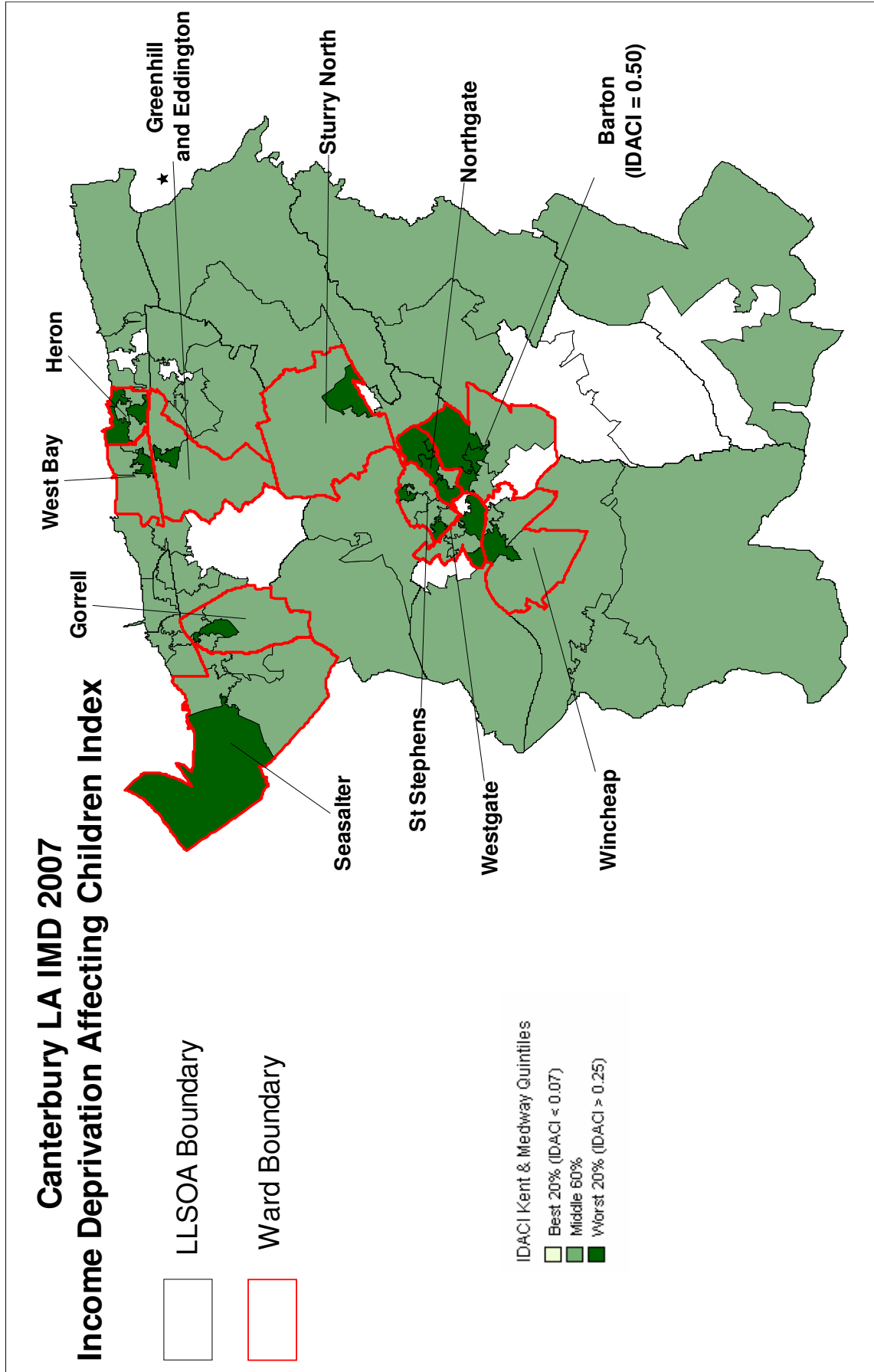
# IMD 2007 Income Deprivation Affecting Children

## Ashford LA IMD 2007

### Income Deprivation Affecting Children Index

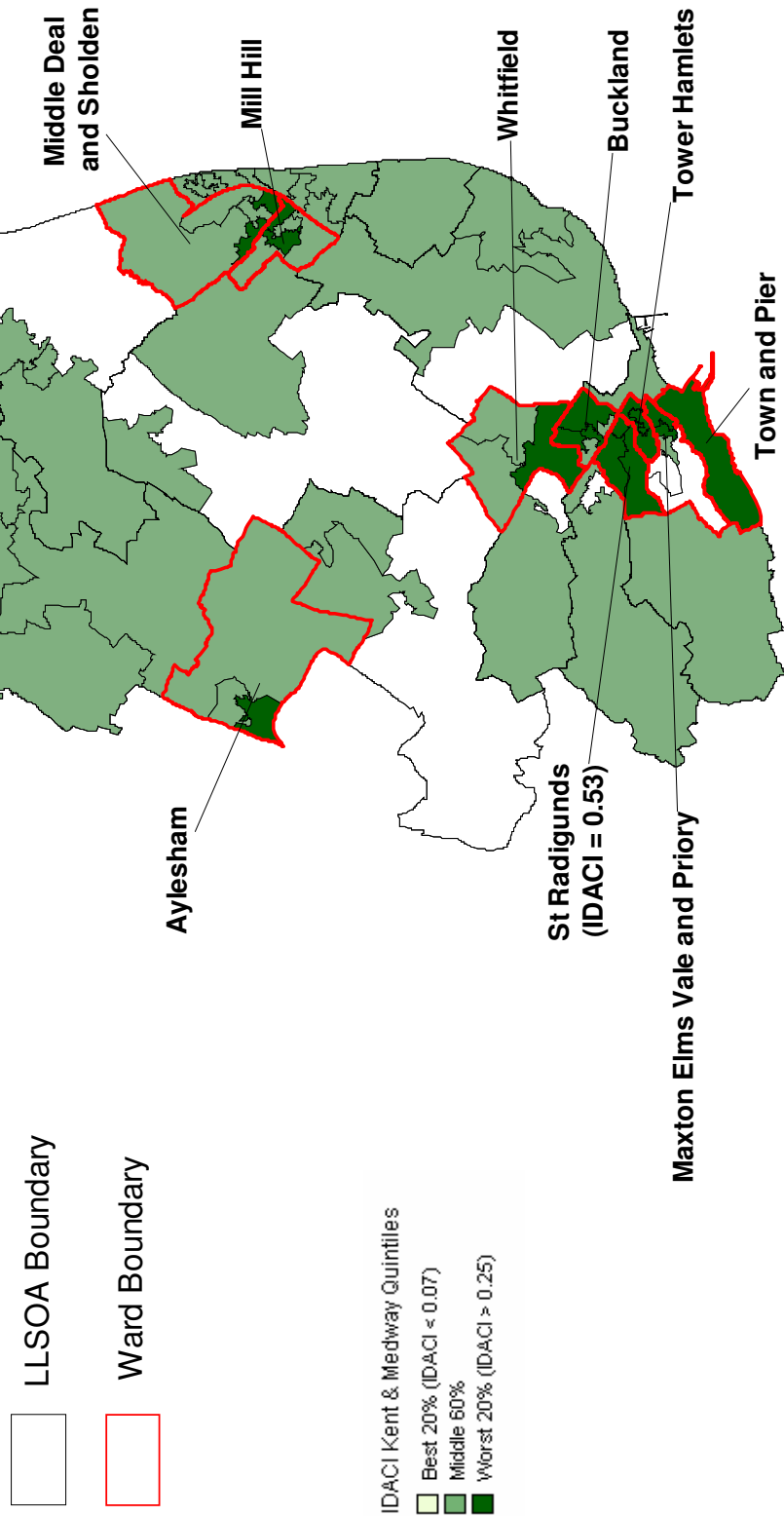


# IMD 2007 Income Deprivation Affecting Children

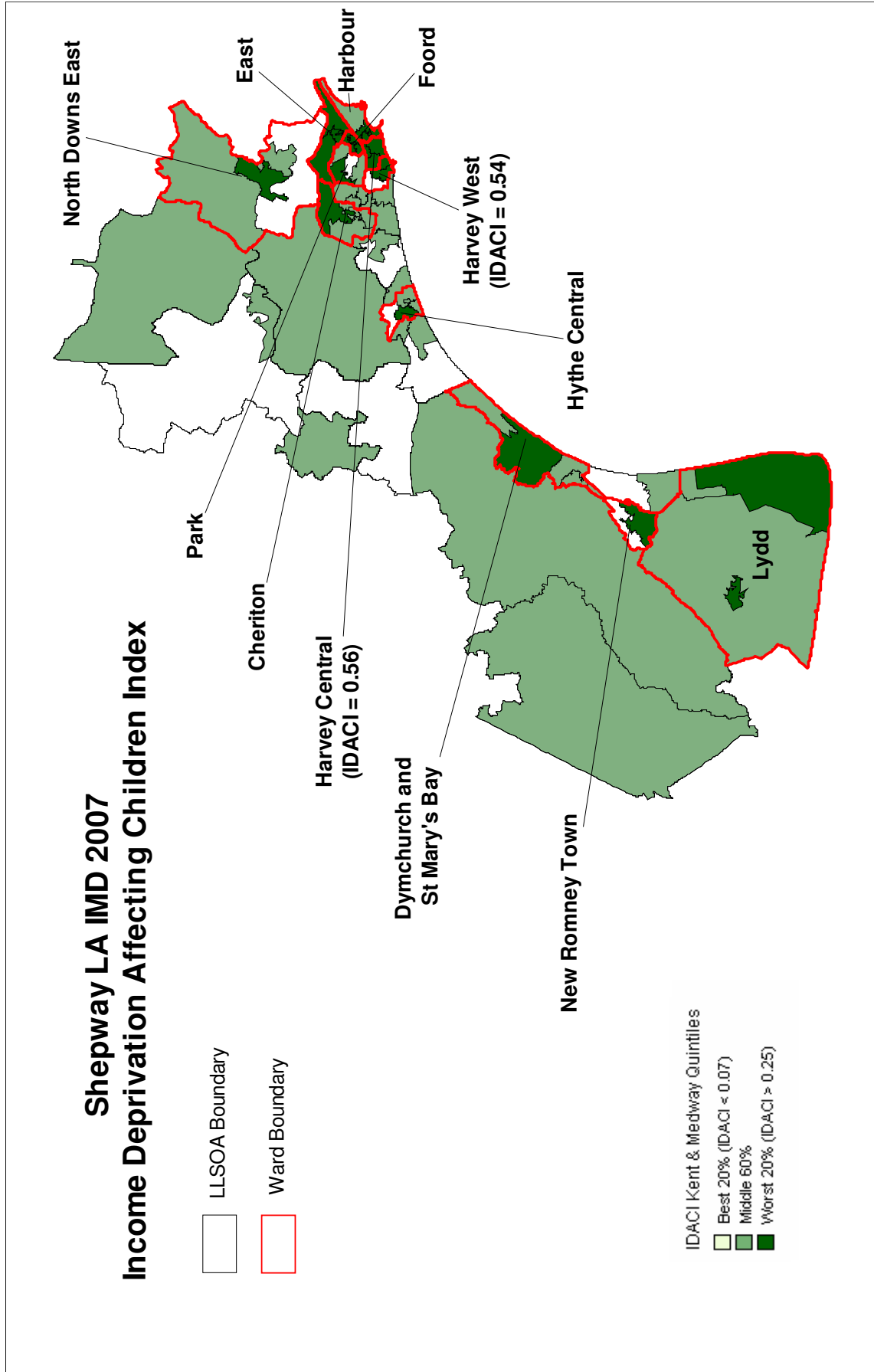


# IMD 2007 Income Deprivation Affecting Children

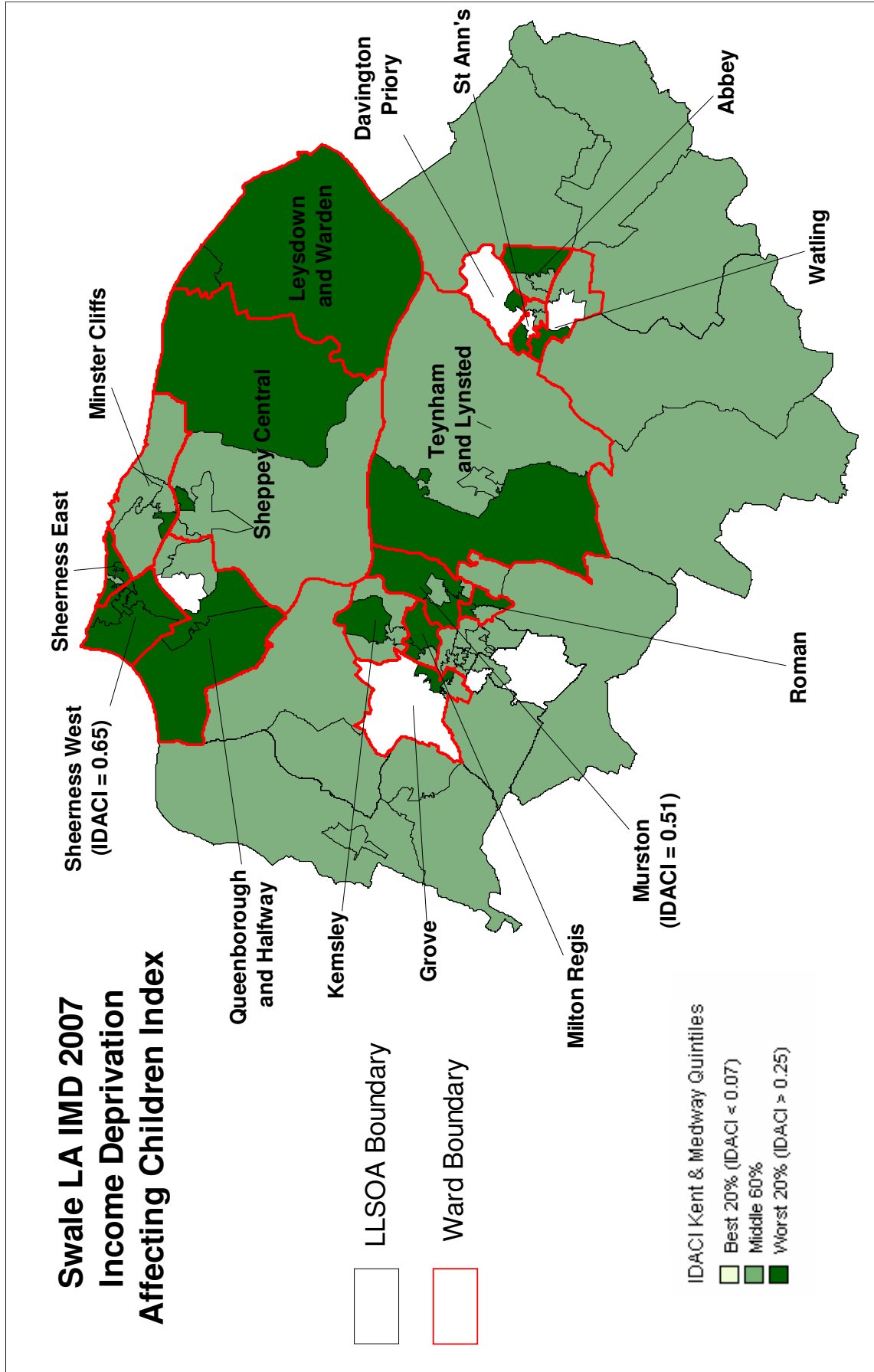
## Dover LA IMD 2007 Income deprivation Affecting Children Index



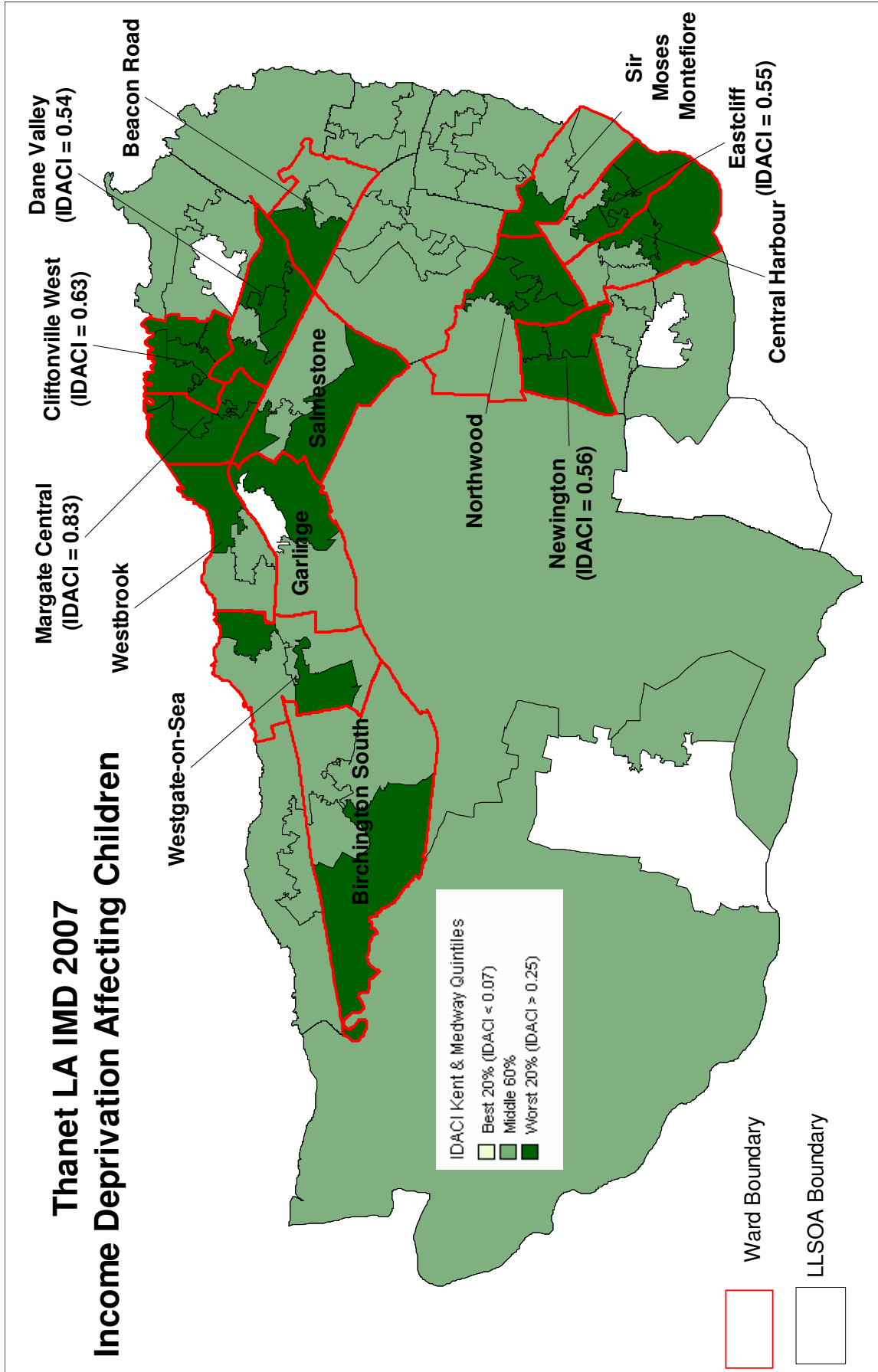
# IMD 2007 Income Deprivation Affecting Children



# IMD 2007 Income Deprivation Affecting Children



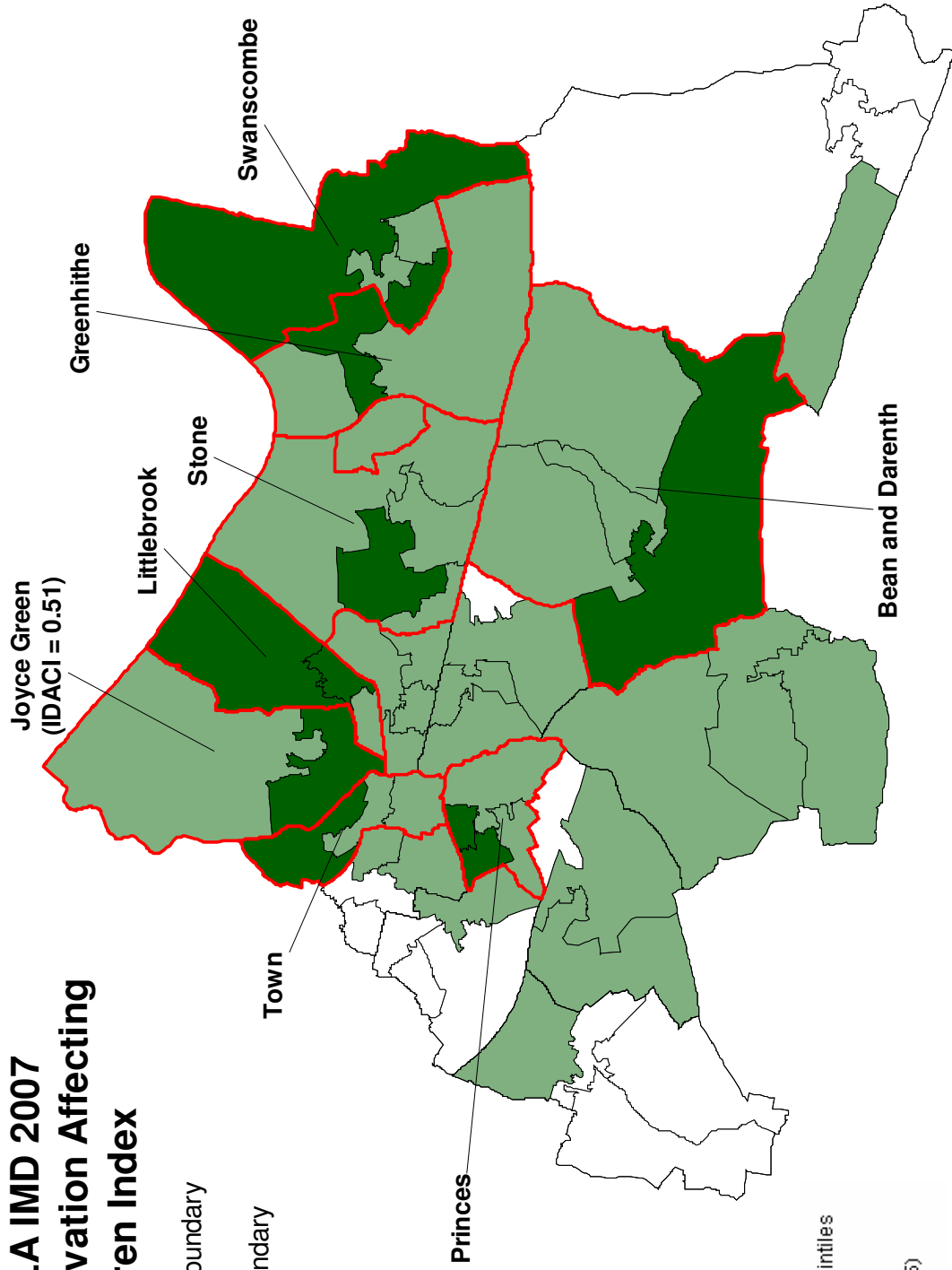
# IMD 2007 Income Deprivation Affecting Children






# IMD 2007 Income Deprivation Affecting Children

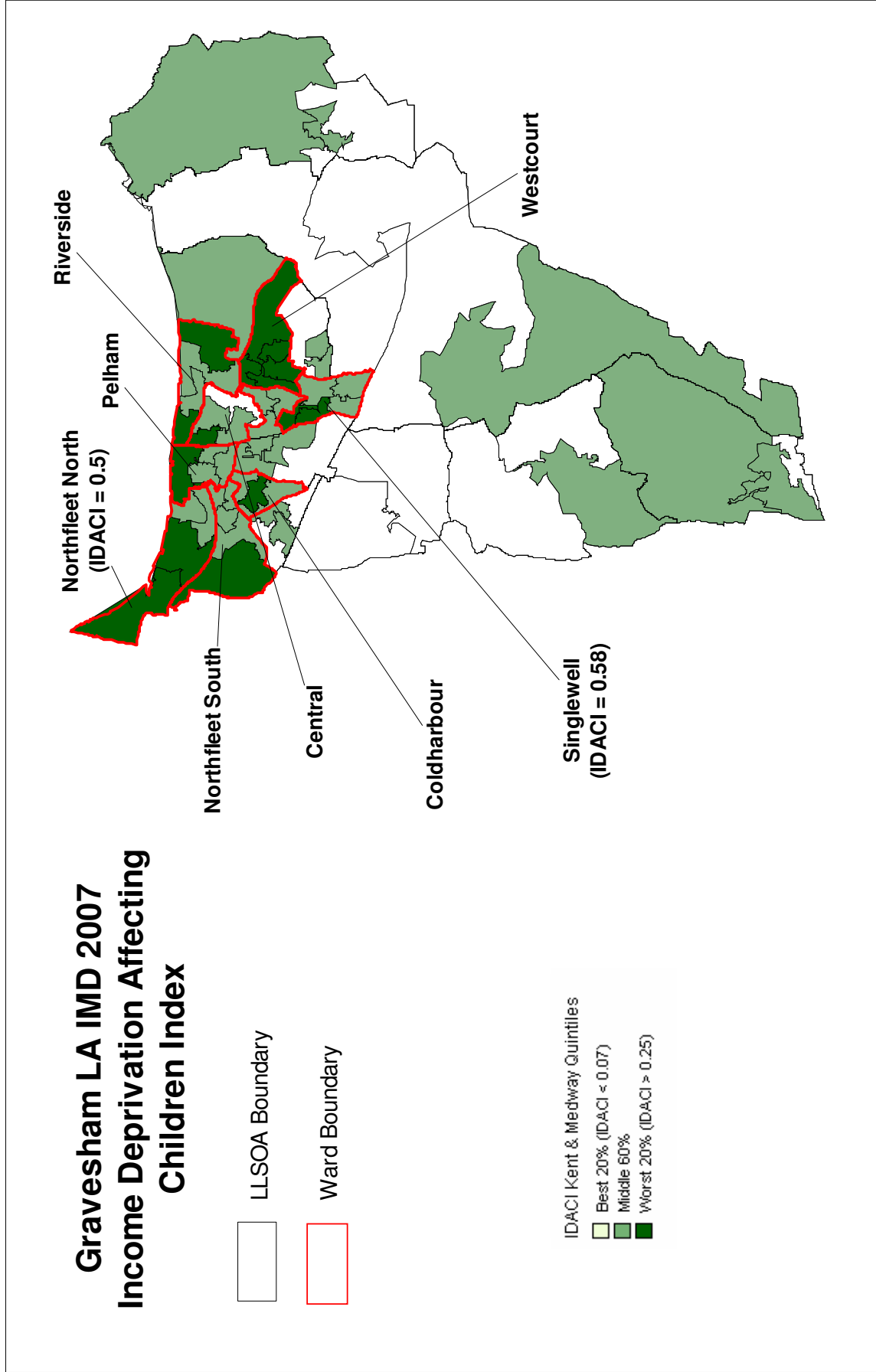
## Dartford LA IMD 2007 Income Deprivation Affecting Children Index

-  LLSOA Boundary
-  Ward Boundary



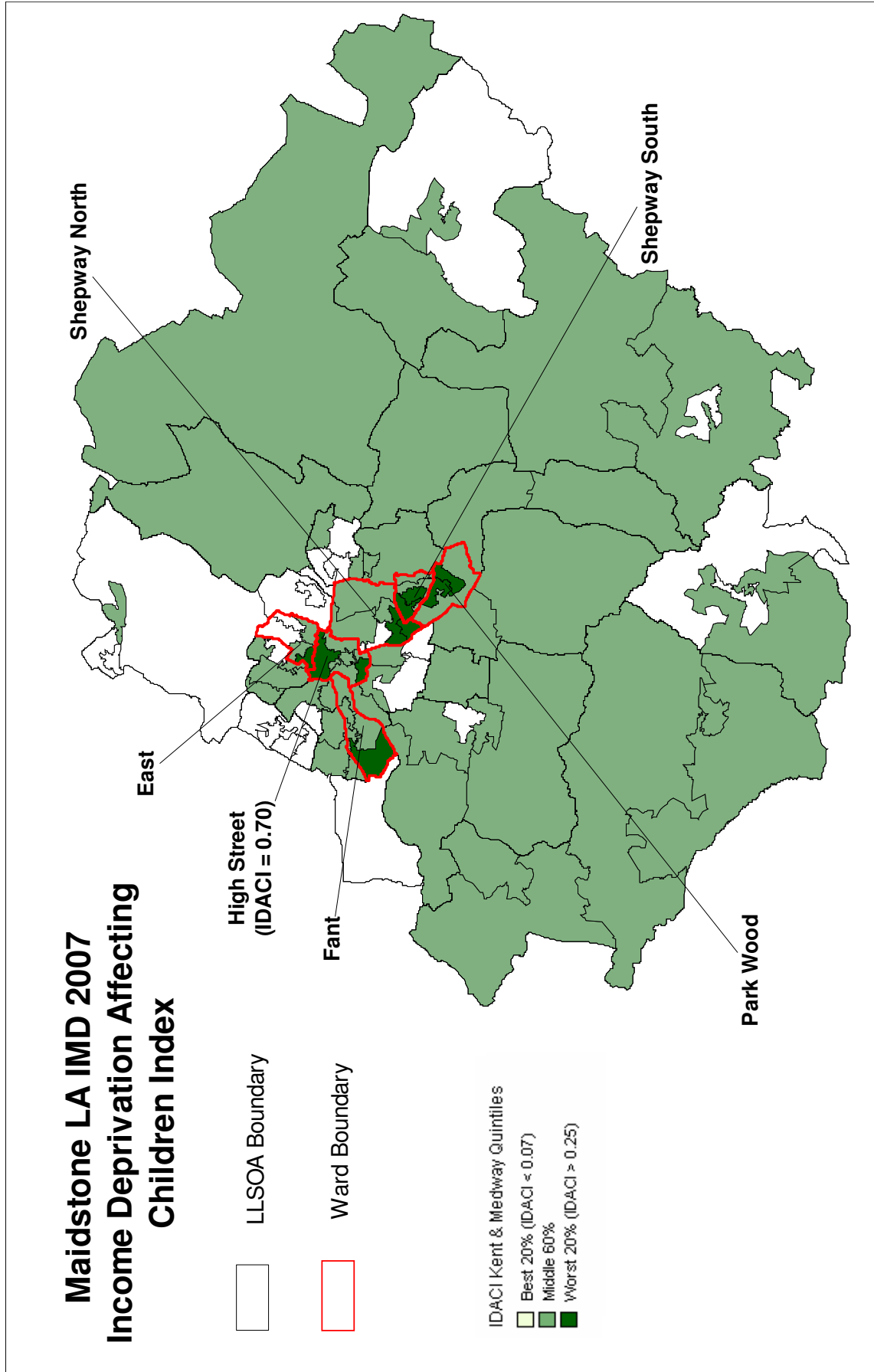
- IDACI Kent & Medway Quintiles
-  Best 20% (IDACI < 0.07)
  -  Middle 60%
  -  Worst 20% (IDACI > 0.25)

# IMD 2007 Income Deprivation Affecting Children

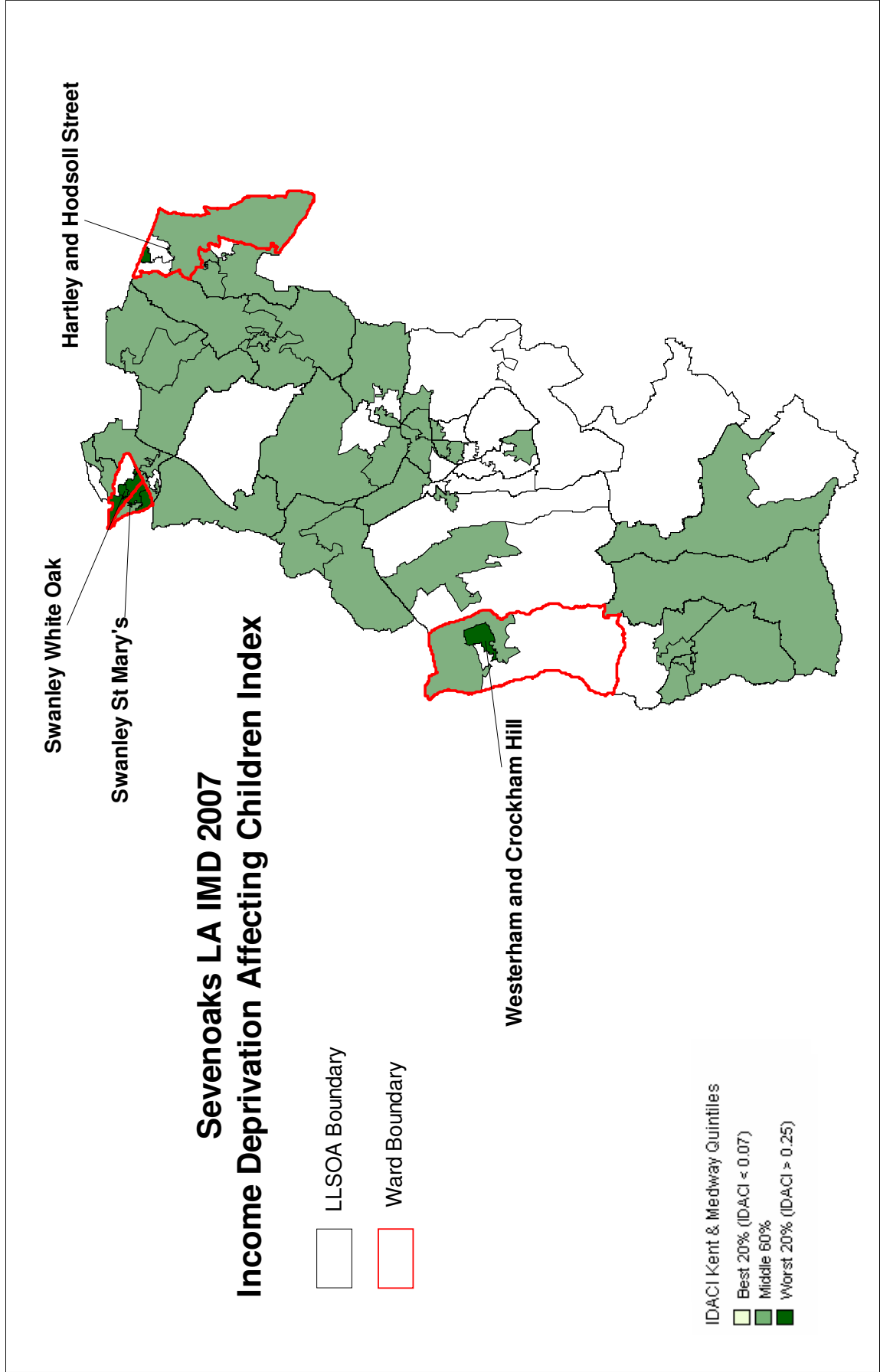


# IMD 2007 Income Deprivation Affecting Children

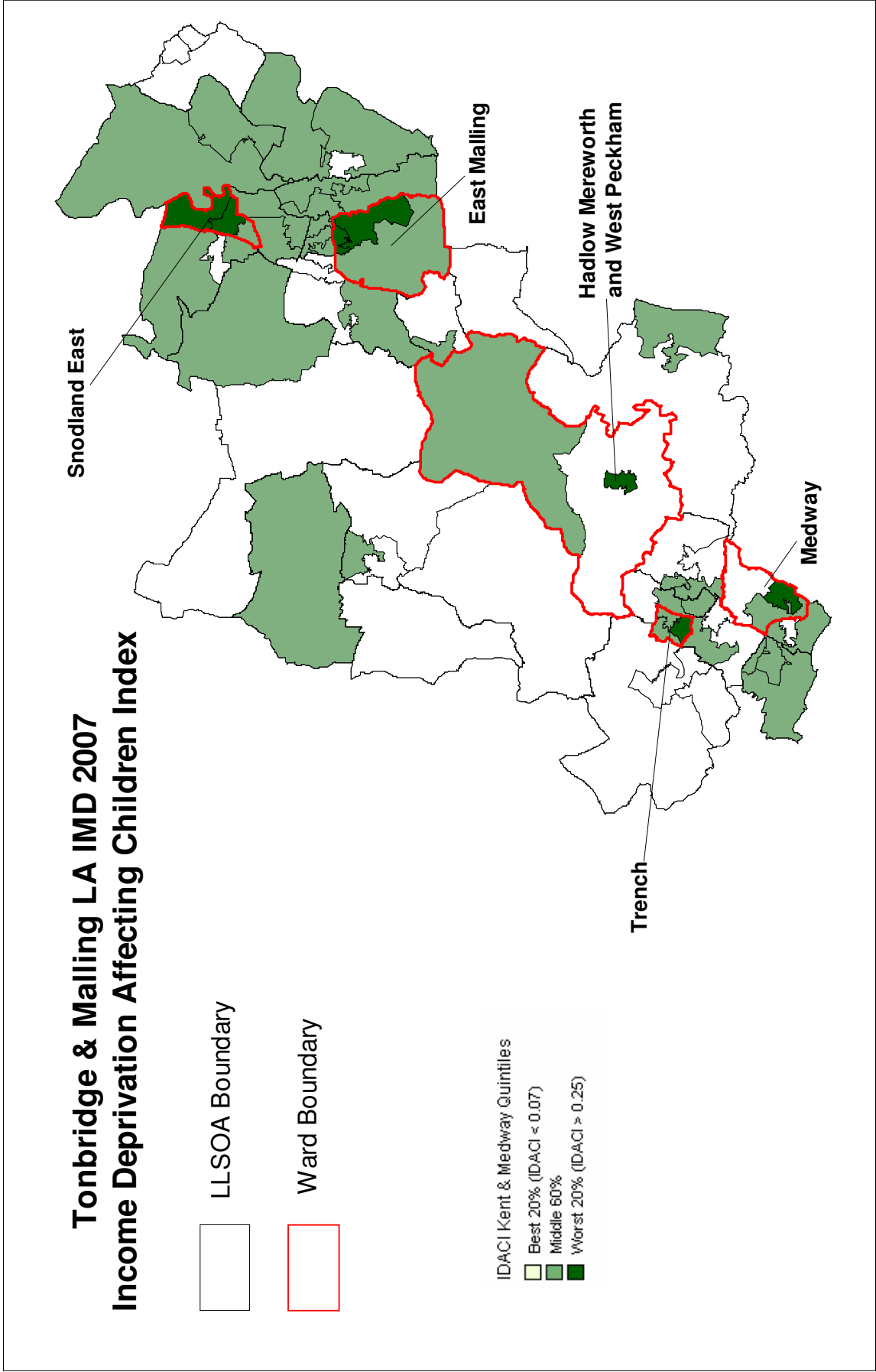
## Maidstone LA IMD 2007 Income Deprivation Affecting Children Index



# IMD 2007 Income Deprivation Affecting Children

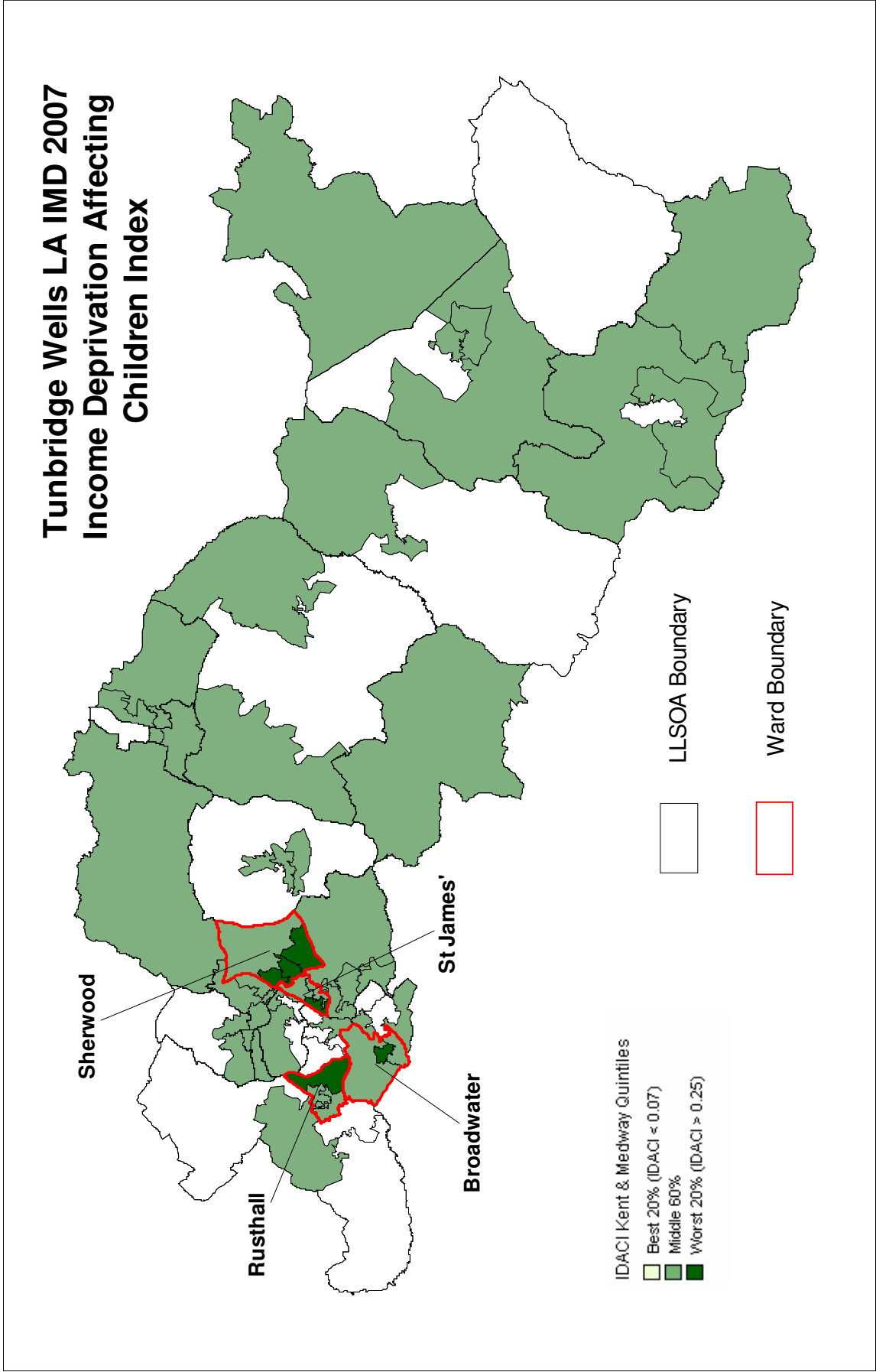


# IMD 2007 Income Deprivation Affecting Children



# IMD 2007 Income Deprivation Affecting Children

## Tunbridge Wells LA IMD 2007 Income Deprivation Affecting Children Index



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

To: Children, Families and Education Policy Overview Committee - 19 September 2008

Subject: *Towards 2010* - Second Annual Report

Classification: Unrestricted

---

Summary: This report sets out the process for finalising the second *Towards 2010* Annual Report prior to approval by County Council on 16 October and attaches a draft of the report (for the Children, Families and Education targets) for Members' comment.

FOR INFORMATION

---

**Introduction**

1. *Towards 2010* was formally launched in September 2006. Annual reports on progress against all 63 targets are discussed and approved by County Council each autumn.

**Format**

2. Feedback from members has been taken into account in finalising the layout of this year's Annual Report and each separate report for each target includes the following elements:

- Status of the target (Either 'More progress needed', 'On course' or 'Done and ongoing')
- List of partners with whom we are delivering this target
- Progress to date
- Work planned between now and 2010
- Measurable indicators (where relevant – as agreed at County Council in December 2007).

**Summary**

3. (1) Those *Towards 2010* targets relevant to this committee are shown in the table below together with the relevant status: please note that status is still draft waiting for the Leader to approve designation.

(2) Please note that CFE also contributes to a number of other targets that are owned and monitored by other Directorates

<b>Towards 2010 Target</b>	<b>Status</b>
10. Improve the quality of Early Years education by strengthening links between pre-schools/nurseries, and primary schools, thereby improving children's ability to learn when they enter primary school	On course

11. Help and inspire all our children to do well, with a particular focus on ensuring that the results our 7 and 11 year-olds achieve at Key Stage 1 and Key Stage 2 improve faster than the national rate.	On course
12. Work with Headteachers to encourage a zero tolerance approach towards disruptive behaviour, bullying and vandalism in our schools.	On course
13. Continue to offer and develop further multi agency support to parents by helping them with the problems they and their children face in everyday life	On course
14. Listen to young peoples views and opinions and develop their ideas to improve education and life in Kent	On course
17. Double the number of participants on Skill Force type programmes	On course
51. Promote healthy eating in children and young people by providing nutritious lunches through the "Healthy Schools" programme and launch a range of community-based healthy eating pilots aimed at parents and carers.	Done and on going
<b>Joint with E&amp;R</b>	
Target 30: Work towards introducing a Kent youth travel card entitling all 11-16 year olds to free public transport in the county, subject to the outcome of two district pilots	
31. Pilot staggered school hours to relieve rush hour congestion	On course
<b>14-24 unit returns Joint CFE and CED/E&amp;R</b>	
Target 6: Increase opportunities for graduates to work and live in Kent ( joint with E&R )	More progress needed
15. Introduce an entitlement to the very best careers guidance for all 13-19 year old students and raise the expectations and aspirations of our young people through master classes presented by businesses, entrepreneurs and academics	More progress needed
16. Expand our pioneering 14-16 vocational programme to over 4,000 students, offering real choice in a diverse and stimulating curriculum tailored to the needs of students and relevant to the real world.	On course
Target 18: Introduce a Kent Apprenticeship scheme, offering at least 1,000 apprenticeship opportunities across the private and public sectors (joint with CED)	On course
Target 19: Introduce the Kent Community Programme, building teams of apprentices to participate in community projects (joint with CED)	On course
Target 20: Build strong business-education partnerships that benefit both employers and schools ( joint with CED)	More progress needed

<b>Joint with Communities</b>	
Target 22: Establish a biennial Kent Youth Games and support Kent sports men and women to compete in the 2012 London Olympics and Paralympics	On course
Target 47: Create and launch initiatives that facilitate more competitive sport in schools, support after-school sports clubs and sponsor more inter-school competitions and holiday sports programmes	On course
<b>Joint with Adult services return</b>	
Target 55: Ensure better planning to ease the transition between childhood and adulthood for young people with disabilities and to promote their independence	On course

Please note that where targets are cross-directorate they will be reported to all relevant Policy Overview Committees.

### **Approval process**

4. (1) The draft Annual Report will be discussed at Cabinet on 13 October prior to approval at County Council on 16 October.

(2) The draft Annual Report will be discussed at the September meetings of all Policy Overview Committees to enable Members to comment on the early draft prior to its finalisation for the Cabinet and County Council meetings.

(3) Each Policy Overview Committee will receive the draft reports on the relevant targets relating to their committee's accountabilities. Attached is a draft of the reports for the CFE related targets as listed in the above table.

### **Recommendations**

5. Members are asked to COMMENT on the attached drafts.

Sally Morris

Head of Strategic Planning & Review, Strategic Planning and Review

01622 22(1825)

[sally.morris@kent.gov.uk](mailto:sally.morris@kent.gov.uk)

Karen Mills

Planning Manager, Strategic Planning and Review

01622 694531

[karen.mills@kent.gov.uk](mailto:karen.mills@kent.gov.uk)

*Background documents:-* None

*Other useful documents:-* None

This page is intentionally left blank

By: Carol Parsons, Director – Standards & Achievement

To: Children Families and Education Policy Overview Committee – 19 September 2008

Subject: June Report to Cabinet Members 2008 – Monitoring of Attainment in Schools

Classification: Unrestricted

---

Summary: This report has been prepared to provide Members with an update from the Standards and Achievement Division for the period January to May 2008.

The Members Monitoring Group has requested that this information be shared with Members at Children Families and Education Policy Overview Committee.

---

### **Introduction/Background**

1. (1) The Members Monitoring Group includes Members from all party groups and the 3 Diocesan Directors (or their representatives). Divisional managers from the Standards & Achievement Division present reports three times a year.

(2) The autumn report analyses SATs and examination results from the Foundation Stage, Key Stages 1 to 4 and Post-16. Termly reports in the spring and summer have covered key issues which are of interest to the Members.

### **Update from the Standards & Achievement Division**

2. The June 2007 report included an introduction to the new floor target for schools in Key Stage 4, at GCSE and discussions related to the National Challenge announcement. In response to Member requests, information was also provided about National Strategy inclusion programmes and their impact on the progress of pupils, the Kent Improvement Programme and School Leadership.

### **Changing national floor targets**

3. (1) Over the past four years, Kent has been supporting schools to achieve the existing floor target of 30% 5 A\*-C GCSE by Summer 2008. Projections indicate that all Kent schools should meet the target on time. The new measure is more exacting and will require pupils to achieve grade C or above in both English and mathematics (E/M) within the 5A\*-C measure.

(2) Kent has developed a number of support programmes which have improved 5A\*-C results. The most successful support programme to date, has been the *Within School Variation Programme*, which was introduced in 2006. Eighteen

high schools and 5 wide ability schools have been working in partnership with Advisory Service Kent (ASK) to improve achievement. This group of schools improved performance at 5 A\*-C (E/M), from 23.5% to 28.2% in the year 2007, 3.2% more than the overall increase for Kent schools and are expected to continue this improvement in 2008.

(3) Last autumn 2007, the Prime Minister made a pledge, that by 2012 no schools should achieve less than 30% 5 A\*-C GCSEs including English and mathematics (E/M). The Chancellor of the Exchequer shortened the timeframe in his budget speech to 2011.

(4) The performance of Kent students has consistently been above the national average for this measure, improving year on year. Nationally in 2004, 42.6% students achieved 5A\*-C (E/M), rising to 46% in 2007. In Kent in 2004, 45.1% of students achieved 5A\*-C (E/M) rising to 48.5% in 2007.

(5) Data comparisons with statistical neighbours have included the 5A\*-C GCSE (E/M) measure since 2005. Kent performance has always been in the top half of the 10 comparative authorities and has improved from third ranked in 2005 to second ranked in 2007

(6) On 10 June 2008, the Secretary of State launched the National Challenge, a programme of support to secure higher standards in all secondary schools. As part of this, Local Authorities must identify targeted support and bid for funding for schools below the 30% threshold. In 2007, 31 Kent schools were below the threshold, however projections suggest that this number will be significantly reduced this summer. A range of strategies are currently in place and will continue to support schools to achieve the target and these include additional bespoke support in English and mathematics. In National Challenge schools with high value added scores, students are supported by teachers in all curriculum subject areas to improve both literacy and numeracy.

(7) Kent has drawn up and submitted plans for every National Challenge school to the Department for Children, Schools and Families as required.

### **The National Strategy Inclusion Programmes and their impact on the progress of children and young people in Kent**

4. (1) In autumn 2007, the statutory target setting process required schools to set targets for the proportion of pupils who were predicted to make 2 levels of progress (within the national curriculum) in English and mathematics by 2009. These new targets will apply in both key stages 2 and 3.

(2) Pupil tracking enables the early identification of pupils who are “falling behind” and there are various intensive, time-limited and tailored intervention strategies which schools can use to support pupils to meet or exceed national expectations. These include the *Communication Language and Literacy Development Programme*, the *Every Child a Reader, Reading Recovery Programme*, the *Every Child Counts, Numeracy Recovery Programme*, the *Inclusion Development Programme*.

(3) Full details of these programmes and their impact on pupil achievement can be found in Appendix A.

## **The Kent Improvement Programme**

5. (1) School Improvement Partners play a key role in ensuring that schools evaluate pupil performance, identify priorities for improvement and set challenging targets to improve outcomes for all students. All schools in Kent have been allocated a nationally accredited School Improvement Partner or a colleague currently undergoing accreditation. The role of Improvement Partner has now been rolled out to the early years settings that currently require the highest level of support.

(2) During Spring 2008, 78 schools were inspected, 7 schools had subject inspections and 7 schools received monitoring visits from Her Majesty's Inspectorate (HMI). Forty five schools were judged to be good or better and 9 were judged as outstanding. A further 29 schools were judged to be entirely satisfactory and 4 schools judged to require improvement.

(3) Forty five early years settings were inspected during Spring 2008. Twenty nine settings were judged to be good or better for care and education and 6 were judged as outstanding. A further 15 settings were judged to be satisfactory for care and education with 1 setting judged to require improvement.

## **School Leadership**

6. (1) The recruitment, retention and development of high quality school leaders is a key priority for Kent and is outlined in the *'Kent Leadership Strategy for schools and settings'*. Underpinning the strategy, a number of key programmes have been developed. The *Kent Aspiring Senior Leaders' Programme* is targeted at leaders at all levels in schools, who aspire to senior leadership and aims to develop leadership capacity and capability for the future. Since its inception, this programme has been heavily oversubscribed and the L.A has secured further additional funding from the Training and Development Agency to meet demand. The *Kent Aspiring Headteachers programme* is targeted at successful, suitably experienced senior leaders (Deputy Headteachers or Assistant Headteachers) who have completed the National Professional Qualification for Headship and aspire to headship within the next two years.

(2) One of our key priorities, is to increase the number of schools in the primary phase where leadership and management is judged to be good and outstanding. Using the strong capacity we have in Kent, we plan to facilitate projects where the best leaders can support colleagues in satisfactory schools, to raise their expectations and to develop the qualities and skills as effective leaders.

(3) The *'Kent Improvement Strategy for Schools and Settings'* requires School Improvement Partners to work with headteachers and governors to identify strengths and areas for improvement in leadership and the schools capacity for further improvement. They make recommendations and commission additional support to build capacity at school level.

## **Recommendations**

7. Members of the Children Families and Education Policy Overview Committee are asked to note this report.

Pippa Doran  
Interim Principal Adviser, Secondary  
01622 694985  
[pippa.doran@kent.gov.uk](mailto:pippa.doran@kent.gov.uk)

Diana Robinson  
Senior Adviser, Inclusion and Achievement  
01233 898589  
[diana.robinson@kent.gov.uk](mailto:diana.robinson@kent.gov.uk)

Peggy Harris  
Head of Service Development  
01622 694983  
[peggy.harris@kent.gov.uk](mailto:peggy.harris@kent.gov.uk)

---

*Background Documents:* None  
*Other Useful Information:* None

The National Strategy Inclusion Programmes and their impact on the progress of children and young people in Kent

Communication Language and Literacy Development Programme

The Communication Language and Literacy Development programme was introduced in Kent, in December 2006. It was developed to improve the number of children in the Foundation Stage to achieve in the Communication Language and Literacy Development strand and in Personal Social and Emotional Development strand.

The programme combines intensive training for staff, the use of an audit tool to improve the learning environment, a focus on moderating assessment judgements, training in the use of Letters and Sounds and coaching and support by a dedicated literacy consultant.

Initially a small number of schools and settings were targeted, because of their low Foundation Stage Profile (FSP) scores or the low numbers of pupils achieving Level 2 in reading at the end of Key Stage 1

The impact of this programme which covers progression from recognising sounds and letters through to confident spelling, is that pupils in the schools involved, are making good progress in their understanding of Letters and Sounds, in line with age-related expectations.

The programme is creating successful, sustainable improvements in learning and teaching of early reading, building local capacity for early reading expertise.

Every Child a Reader, Reading Recovery Programme

The Reading Recovery Programme was introduced in Kent, in September 2006. The National Strategies provided the funds for the appointment and training to Masters level of one Lead Consultant and Kent Members agreed to fund a second consultant. The programme comprises a partial contribution (60%) for each school to employ a Reading Recovery teacher. This teacher provides highly structured, one to one teaching for 30 minutes a day, for 16 to 20 weeks to the 4 pupils with the lowest reading scores in Year 1 in each school.

The impact of this programme on the pupils involved has been significant and at the end of the first year (July 2007) 75% of pupils in the programme achieved at least Level 1a in reading (having made at least 3 sub-levels progress) and some achieved Level 2c. The remaining 25% achieved Level 1c. Headteachers in the schools involved also report that this programme had improved the quality of teaching practice across the whole school.

Every Child Counts, Numeracy Recovery Programme

The Numeracy Recovery programme was introduced in Kent, in January 2008. The National Strategies provided the funds for the appointment and training of a Lead Consultant. The programme comprises partial funding (60%) for each school to employ a Numeracy Recovery teacher. This teacher provides highly structured, one

to one teaching for 30 minutes a day, for 12 to 20 weeks to the 4 pupils who are working below their peers in Year 2.

The school were selected by self-nomination from within the Gravesham, a Cluster which had the lowest mathematics performance at Key Stage 1.

The impact of the programme on the pupils involved shows that from January to March 2008 89% made 1 sub-level or more progress, 58% made 2 sub-levels or more progress, 24% made 3 sub-levels or more progress and 5% made 4 sub-levels progress. The general expectation would have been for less than one sub-level in this period of time, so the results are very good to date.

### Inclusion Development Programme

The Inclusion Development Programme was launched in March 2008. It is a web-based audit tool for all teachers, teaching assistants and Early Years practitioners to identify their own knowledge, skills and understanding in high incidence special educational needs. The materials include a combination of questions, activities and video clip examples which staff will use over a period of time with individuals or small groups.

The initial materials were designed for pupils with dyslexia and speech, language and communication needs. Materials to support autistic spectrum disorder, behavioural, emotional and social development and moderate learning difficulties will be released in the future. They are designed to ensure that the school (or pre-school setting) can provide an inclusive learning environment. The audit tool will help adults and the school to become more aware of both the barriers faced by pupils, with these specific needs and of the ways to overcome them through high quality teaching.

Our expectation is that all schools will use these materials (these high incidence needs occur in every class) and we will particularly want to ensure that schools nominated as the Cluster Lead School for dyslexia and speech and language use these materials early in order to provide support to other schools in their community.

### Kent Dyslexia Strategy

Although not part of the National Strategies, Kent's Policy for Dyslexia (June 2005) includes a three tiered training framework (awareness/core/advanced) which has been in place since January 2006. These training events will complement the Inclusion Development Programme by providing the awareness level training for all schools and the specialist and advanced training opportunities for staff who wish to extend their skills.

## Schools involved in the Communication Language and Literacy Development Programme

## Cohort 1 from September 2006

Cluster	School
Ashford 1	Beaver Green Community Primary
Canterbury City & Country	Diocesan & Payne Smith CofE Primary School
Canterbury City & Country	Pilgrims' Way Primary School
Deal & Sandwich	St Joseph's Catholic Primary, Aylesham
Dover	Guston Primary
Dover	Vale View Community Primary
Dover	St Martin's Primary
Dover	Shatterlocks Infant
Shepway 1	Cheriton Primary
Associated Nurseries and private, voluntary and independent (PVI) settings	

## Cohort 2 from September 2007

Cluster	School
Maidstone 2	Bell Wood Community Primary
Maidstone 2	Greenfields Community Primary
Maidstone 2	Oak Trees Community Primary
Maidstone 2	South Borough Primary
Associated Nurseries and private, voluntary and independent (PVI) settings	

Cohort 3 from September 2008 is still to be decided but will probably be five schools from Gravesham area and associated Nurseries and PVI settings

## Schools involved in Every Child a Reader – Reading Recovery

Cluster	School
Ashford 1	Beaver Green Community Primary
Ashford 1	Victoria Road Primary
Ashford 2	Kingsnorth CEP
Canterbury City & Country	Diocesan & Payne Smith Primary
Canterbury City & Country	Pilgrim's Way Primary
Canterbury Coastal	Briary Primary
Cranbrook & Paddock Wood	Paddock Wood Primary
Cranbrook & Paddock Wood	Sandhurst Primary
Dartford East	Sedley's CEP
Dartford East	The Craylands School
Dartford West	The Brent Primary
Dartford West	The Gateway Community Primary
Dartford West	Wilmington Primary
Deal & Sandwich	Eastry CEP
Deal & Sandwich	St Joseph's Catholic Primary
Dover	Priory Fields School
Dover	Shatterlocks Infant School
Dover	St Mary's CEP
Gravesham	Dover Road School
Gravesham	Holy Trinity School

Gravesham	Kings Farm Primary
Gravesham	Westcourt Primary
Gravesham	Whitehill Primary
Maidstone 1	Brunswick House Primary
Maidstone 1	Coxheath Primary
Maidstone 2	Bell Wood Community Primary
Maidstone 2	Greenfields Community Primary
Maidstone 2	Kingsmead Primary
Maidstone 2	Molehill Copse Primary
Maidstone 2	Oak Trees Community Primary
Malling	St Mark's CEP, Eccles
Malling	West Malling CEP
Rural Swale	Boughton-under-Blean Primary
Sevenoaks	Riverhead Infant School
Shepway 1	Cheriton Primary
Swanley	Horizon Primary
Swanley	St Mary's CEP
Swanley	West Kingsdown CEP
Thanet 1	Holy Trinity & St John's CEP
Thanet 1	Minster CEP
Thanet 1	Northdown Primary
Thanet 2	Ellington Infant school
Thanet 2	Newington Community Primary
Tonbridge	Hadlow Primary
Tunbridge Wells	Sherwood Park Primary
Tunbridge Wells	St Barnabas' CEP
Urban Swale	Milton Court Primary
Urban Swale	Queenborough First School
Urban Swale	Woodgrove Primary

Schools involved in Every Child Counts, Numeracy Recovery

Gravesham Cohort
Chantry Primary
Dover Road Primary
Istead Rise Primary
Kings Farm Primary
Raynehurst Primary
Shears Green Infants School
Vigo Village Primary
Westcourt Primary
Whitehill Primary
Wrotham Road Primary

Web links for Inclusion Development Programme for early years, primary, secondary and initial teacher training materials

<http://www.standards.dfes.gov.uk/primary/features/inclusion/sen/idp>

By: Marilyn Hodges, Director Strategy, Policy and Performance

To: Children, Families and Education Policy Overview Committee –  
19 September 2008

Subject: Annual Complaints Report 2007/08

Classification: Unrestricted

---

Summary: This report provides Members with information about the operation of the Children's Social Services Complaints Procedure for 2007/08.

---

## Introduction

1. (1) This report is the Annual Complaints Report for Children's Social Services, which is required by the "Children Act 1989 Representations Procedure (England) Regulations 2006". In Kent the report is extended to include supplementary information regarding the complaints and enquiries received in the wider CFE Directorate.

(2) The report contains information about the number and type of complaints received. It also highlights key issues affecting the operation of the complaint procedures during the past year.

## Operation of the Children's Social Services Complaints Procedure in 2007/08

2. (1) Children's Social Services continues to operate a robust and effective complaint procedure in accordance with statutory requirements. The new complaint regulations and associated guidance issued in September 2006 has impacted on the complaint procedure in terms of extending the scope of the procedures. Although the number of statutory complaints at Stage One has not increased, it is noticeable that there are more Stage Two complaints, possibly reflecting the greater complexity of some issues raised in the complaints received. With the extended scope of the regulations more child protection and legal issues are dealt with in the complaints procedure often raising issues that are not easily resolved at an early stage.

(2) In addition to the legal requirement to have a procedure in place, the approach taken is to be receptive to complaints and compliments. Complaints provide useful customer feedback; they are not used to apportion blame where the services may not have been up to the standard expected but to develop a learning and customer responsive culture. Within this approach to complaint handling, every effort is made to ensure service users and cares are aware of their right to make a complaint if they are not satisfied with the service provided. All Looked After Children in Kent are advised how to complain. Information is also provided in leaflets, cards, on the website and via partner organisations, so that all children in receipt of services and the adults in their lives are aware of their right to complain.

(3) It had been anticipated that there might be further changes to the procedure to reflect greater integration with the health economy complaint procedures. The White Paper "Our Health, Our Care, Our Say: A New Direction for Community Services" (2006) stated that "We will develop by 2009 a comprehensive single complaints system across

health and social care". The Department of Health issued a consultation document entitled "Making Experiences Count"; however one of the outcomes of the consultation was that children's services complaints procedures would **not** be part of the single integrated process at this stage. (Kent is an "Early Adopter" for new integrated adult health and social care complaint procedures). Nevertheless, in Kent close working relationships are developing with complaint managers in health services to ensure there is clear co-ordination where a complaint spans organisational boundaries.

(4) In addition to closer working on complaint processes with health colleagues, there is also a move to provide greater consistency in complaints handling across KCC.

(5) There are three stages to the current Children's Social Services complaints procedure. These are:

- Stage One - Local Resolution,
- Stage Two - Investigation Stage
- Stage Three - Complaints Review Panel.

(6) More emphasis is being placed on resolving complaints at the first stage of the procedure, usually this will involve a manager contacting the complainant to try to problem solve. However, where a complaint is not resolved at Stage One, or if the response to Stage One is unreasonably lengthy; the complainant has the right for the complaint to be considered at Stage Two (Investigation Stage). This involves a thorough investigation into the issues and consideration of the complaint by an Internal Investigating Officer and an Independent Person. Complainants have the right for their complaints to progress to a Complaints Review Panel if they remain dissatisfied and the main issues are not upheld at Stage Two.

(7) During 2007/08 there have been training sessions for staff regarding conducting investigations into complaints and writing responses to complaints. The Local Government Ombudsman's Office assisted with the delivery of complaint investigation training and the Customer Care team has provided training for social work teams, newly qualified social workers and administrative staff in complaints handling.

(8) It is a requirement for the Local Authority to offer an advocate to a child or young person making or wishing to make a complaint. It is also a requirement to provide an "Independent Person" to consider complaints at the Stage Two "Investigation" Stage. In Kent this service is provided by NCH (shortly to change its name to Action for Children) and the Upfront advocacy service is available for Looked After Children who require advocacy.

### **Number of Children Social Services Complaints Received in 2007/2008**

3. (1) In 2007/08, there were 267 complaints relating to Children's Social Services. Of these 178 were statutory complaints logged under the Children Act procedures. The other 89 were non-statutory complaints –complaints that were outside the scope of the legislation. The total number of complaints has increased over previous years however this was the first full year in which the new regulations were in operation and the figures are not, therefore directly comparable.

(2) There were 36 "merits" (or letters of compliment). These included instances where others, for example courts, teachers, service users, police officers and foster

carers, complimented social workers on the quality of their work. There were also 94 enquiries (these include 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	2007/08
Enquiry	98	94	69	94
Merit	42	46	36	36

Type of record	2004/05	2005/06	2006/07	2007/08
Non –statutory	30	49	50	89
Statutory complaints	188	179	189	178
Total complaints	218	228	239	267

(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 service 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) 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 (10,222), the number of existing service users and the number of contacts with the service everyday, the proportion of complaints is relatively small. Statutory complaints received in 2007/08 represent only 2.5% of latest caseload figures.

(5) When a statutory complaint is received, in the majority of cases it will be logged at the first stage of Local Resolution. At this stage a local manager will endeavour to address the issues and resolve the complaint. In 2007/08, 177 complaints were logged at Stage One. Where the complaint is not resolved then the complainant might decide to take the complaint to the next Stage of Formal Investigation. In 2007/08, 42 complaints were logged at Stage Two (compared to 32 in 2006/07); four of these were subsequently withdrawn. There were also 6 complaints that went to the Complaints Review Panel Stage in 2007/08. The Panels were constituted under the new regulations with 3 Independent Panel Members considering the complaints and making recommendations to the Local Authority.

(6) In 2007/08 most statutory complaints were received by letter (116) but increasing numbers of people are using e-mail (19). Other complaints were made by direct contact with customer care by telephone or in person. Half of the 19 complaints from children and young people were via the Upfront children’s advocacy service for Looked After Children.

(7) The time scales for Stage One complaints are 10 working days for most complaints and 20 working days for complex complaints (for example complaints that involve another agency). The majority of Stage One complaints were responded to within the statutory time scales with 67.1% responded to within 10 working days and 78.6% of the complex complaints responded to within 20 working days. In 2007/08 there were difficulties in meeting time scales on Stage Two complaints – there were a number of reasons for this – the complexity of the complaints, the increased number of Stage 2 complaints and the independent provider of the Independent Person experienced problems meeting the increased demand. This has now been addressed and time scales are improving.

(8) Children's Social Services collates diversity and equalities information as required by the statutory guidance. A form is issued to people who have made complaints to seek information on ethnicity, gender and age of the complainants. Not everyone completes and returns the form so the details are not known for all complaints.

(9) In 2007/08, 21 complainants also contacted the Local Government Ombudsman with their complaints. The issues raised reflected the range of services, for example complaints relating to the decision to place a child for adoption, requests for more support, the decision to end a service and challenging the information presented in a legal case. The Ombudsman's office considered that of the 21 cases, 5 were premature, 3 were non maladministration, 4 were outside the Ombudsman's jurisdiction, 4 were not investigated under "Ombudsman's discretion", in 1 case there was a local settlement and in another 4 cases the complaints are still under consideration.

### **Key Themes Arising from the Complaints, Enquiries and Merits**

4. (1) Some people accessing Children's Social Services might not be "willing" customers as the reasons for the contact could be due to a statutory intervention as a result of concerns for the welfare of a child. Not surprisingly many of the complaints received reflected the contentious nature of aspects of the service. Approximately 30% of complaints related to the attitude or behaviour of staff. This might include for example instances where service users considered social workers were not taking their views sufficiently into account or where a comment was made that the service user didn't agree with, or where there was a perception that the social worker had not acted fairly regarding a dispute between family members. Some people complained that their social workers did not keep them sufficiently informed of developments and considered the social workers were not communicating frequently enough or responding quickly enough to issues raised.

(2) Disputed decisions also accounted for approximately 30% of complaints. This covers a range of issues including for example decisions about changes of placement or decisions about the provision of a particular service such as Direct Payments.

(3) Another issue that gives rise to complaints is where people want more support than is being offered (19%). An example is where someone has left a family home and wants social services to intervene in the family but the assessment indicates the family does not need social work help. Another example is where people are requesting more financial support such, as where a relative or friend is caring for a child in need. Other examples include where parents of disabled children are requesting more support such as day care or respite care for their child.

### **Learning the Lessons from Complaints**

5. (1) By providing an accessible complaint procedure, it gives Children's Social Services an opportunity to put things right for the service user and it serves as a safeguard for children and young people who might be in vulnerable situations. It can also be useful in providing customer feedback on the service provided.

(2) Given the nature of the service, complaints are often very specific to the circumstances of the person making the complaint. In considering and investigating the complaints, where it is thought the service has not been to the expected standard, then recommendations are made for changes and to provide redress. Following the investigation of complaints at Stage Two an "adjudication meeting" is convened to

consider the complaint and what actions are required. These meetings are chaired by a Head of Service who examines the reports in detail and identifies any lessons to be shared at a local level, with the Children's Services Management Team or referred to the policy section. A number of practice issues were addressed in this way in 2007-8.

(3) In 2007-8 there were occasions where lessons were learned more widely from complaints. One example is where a parent complained that his views had not been properly considered at a case conference – clear advice on this and on the right to complain is now included in the new safeguarding procedures and in leaflets for people being invited to case conferences. Other complainants questioned the difficulty of complying with written agreements, the policy section is now drawing up good practice guidance for social workers to advise on the use and status of written agreements.

(4) Complaint reports are provided to the children's social services management team and complaint information is provided in regular performance monitoring reports with details about trends and issues raised. Information from complaints is also used in local training so that common issues raised can be addressed.

### **Next Steps**

6. There are a number of developments taking place in 2008/09, which are intended to further improve the Children Social Services complaint procedure. This includes: making the procedure more accessible to children and young people (as the number of complaints from this group is relatively low), provide more training for staff on aspects of the complaint procedures, and continue to develop links with colleagues in health to ensure a co-ordinated response to joint complaints. A list of proposed actions is included in Appendix 2.

### **Complaints Relating to the "Education" part of Children, Families, and Education.**

7. (1) There are not the same statutory requirements for complaints about education services, nevertheless it is still important to have a responsive and robust complaints procedure in place to resolve any dissatisfaction and to learn the lessons where services have not been to a standard that might be expected. It is planned to review complaint processes to ensure consistent arrangements and compatibility with corporate procedures. It is also intended to identify ways in which complaints information can be used to inform performance monitoring and planning.

(2) Complaints about schools are passed direct to the schools to be dealt with in the schools complaints procedure. Also, appeals processes exist for people to challenge decisions they are not satisfied with, for example appeals processes for school admissions, transport and statementing. Consequently not all "dissatisfaction" is handled through the complaints procedure.

(3) In September 2007, a Respond database, based on the one used in Children's Social Services, has been developed to log complaints and enquiries. There is not a full year set of data to analyse yet and there are still areas for development, nevertheless it is a useful tool for logging and tracking complaints and should in due course be a useful source of data.

(4) Between 1 September 2007 and 31 March 2008, 218 complaints and "expressions of discontent" have been logged. This is an increase on the previous year but this is probably due to a more systematic approach to logging issues rather than any

reflection on the services delivered. There were also 110 enquiries logged, 55 school issues, and 110 contacts requesting or providing information.

(5) The majority of complaints received were through written correspondence – either by letter or by e-mail. Most were initiated by parents or close relatives of children and young people.

(6) In 2007/08, there were 75 cases where people contacted the Local Government Ombudsman with complaints relating to “education” services. The majority of these related to decisions on school placements (54), SEN appeals (7), and home to school transport (4). Other examples of issues raised include home schooling, school mergers and closures, and school discipline.

## **Conclusion**

8. (1) In 2007/08 Children Social Services continued to provide a robust and effective complaints procedure in line with new statutory regulations and guidance. Lessons are learned from complaints and used to improve service delivery.

(2) In the “Education” part of the Directorate, there are appeals processes in place for people wanting to challenge decisions. Where complaints are received that do not fall within the remit of appeals and are not for school complaints procedures, then the complaints are being logged on the Respond database.

## **Recommendations**

9. Members of the Policy Overview are asked to note the contents of this report.

Anthony Mort  
Policy Manager – Customer Care  
01622 696363  
[Anthony.mort@kent.gov.uk](mailto:Anthony.mort@kent.gov.uk)

---

*Background Documents:* None  
*Other useful information:* None

## Children Social Services Complaints

### Type of Record

Type of Record	2004/05	2005/06	2006/07	2007/08
Enquiry	98	94	69	94
Merit	42	46	36	36
Non –statutory	30	49	50	89
Statutory complaints	188	179	189	178

### Complaints at Each Stage of the Procedure

Stage One – Local Resolution	177
Stage Two – Formal Investigation	42
Stage Three – Complaints Review Panel	6

(1 complaint went straight to Stage Two and was not considered at Stage One).

### Originator of the Complaint

Originator	Number
Child or young person	19
Parent	122
Close relative	15
Carer	2
Foster Carer	8
Health representative	1
Legal representative	1
M.P	5
School	5
Total	178

### Subject

Subject of complaint	Number.
Attitude of staff	21
Behaviour of staff	30
Child Protection	2
Confidentiality	2
Contact with staff	4
Delay	11
Disputed decision	52
Financial assessment	2
In House Service	1
Kinship Payments	2
Lack of information	6
Lack of respite care	5
Lack of support	32
Other/unknown	3
Personal information	3
Request for service	1
Total	177

## Outcomes

Explanation	127
Apology	55
Advice Given	9
Issue Resolved	7
Practice issues addressed	7
Complaint withdrawn	3
Other procedural issue	3
Change of decision	1
Service Change	1
Financial settlement	1
<b>Total</b>	<b>214</b>

It should be noted that complaints can have more than one outcome and that an apology is only recorded when fault has been identified.

## Ethnicity of complainants

African	1	0.5%
Any other ethnic group	2	1.0%
Asian	1	0.5%
Black Other	2	1.0%
Indian	1	0.5%
Not known.	88	49.5%
White British	81	46%
White Other	2	1.0%
Total	178	100%

## Age

Age	Number	Percentage
Under 16	11	6%
16-19	9	5%
20-24	12	7%
25-59	64	36%
60-64	2	1.0%
65+	2	1.0%
Not known	78	44%
Total	178	100%

## Gender

8 complaints were jointly received from both parents, 75 complaints were from males and 95 from females.

## Disability

88 complainants said they were not disabled, two were disabled and 87 not known.

## Sexual Orientation

This information is not currently recorded but it is planned to do so in the future to meet new statutory requirements.

## **Education Complaints**

### **Type of records logged relating to Education (1.09.07 to 31.03.08).**

Type of record	Number	Percentage
Complaint/discontent	218	43.2%
Enquiry	110	21.8%
Information (action required)	61	12.1%
Information (no action required)	49	9.7%
Merit /Compliment	2	0.4%
School issue	55	10.9%
Other	9	1.8%
Total	504	100%

### **Originator of complaints re Education (1.09.07 to 31.03.08)**

Parent/Guardian/relative	124	54.6%
M.P	38	16.7%
Other	25	11%
Legal Representative	12	5.3%
School	8	3.5%
School Governor	6	2.6%
County Councillor	4	1.8%
Contractor	3	1.3%
Anonymous	2	0.9%
Neighbour	2	0.9%
Advocate	1	0.4%
Child /young person	1	0.4%
Service Provider	1	0.4%
Total	227	100%

(There are more “originators” than complaints as each complaint might have more than one person contacting KCC about the complaint).

**This page is intentionally left blank**

## Appendix 2

### Actions for Children's Social Services in 2008/09

Issue	Action Taken	Lead	Time scale	Progress
Number of complaints from C & YP relatively low.	Improve accessibility for C & YP. <ul style="list-style-type: none"> <li>• Text service</li> <li>• New Leaflet</li> <li>• Improve website</li> </ul>	Customer Care  Policy Manager	December 2008	In progress
Advocacy available if an increase in C&YP making complaints.	Through contracts with NCH and Upfront.	Contracting, Customer Care, Policy Manager		In progress
Support for teams and units with high proportion of stage 2 complaints and high % of complaints against caseload.	Training and targeted work with teams	Customer Care	On –going	In progress
Support for Investigating Officers	Formal Training from LGO and guidance from Customer Care	Customer Care. Training.	September 2008	Date set
Training for staff in letter writing at Stage One.	Courses arranged for staff	Customer Care. Training.	September 2008	1 course held.
Improve recording of ethnicity of complainants	<ul style="list-style-type: none"> <li>• Complainants asked when they telephone.</li> <li>• Use of ICS.</li> </ul>	Customer Care managers	April 2008	On-going
Improve resolution at early stage.	Continue to meet complainants early in the process.	Team Leaders. Managers.		On-going
Training for support staff	Training in handling difficult situations.	Customer Care. Training.	November 2008	Dates set
Information on complaints for case conference attendees.	Leaflet produced on right to complain and to submit written views to conference.	Policy Manager – child protection.		Done.

Teams to learn from complaints locally	Teams and Districts to look at subject of complaints on a regular basis	Teams Customer Care	On-going	In progress in some Districts
Regular reports to Childrens Social Services Management Team on learning from complaints.	<ul style="list-style-type: none"> <li>• Detailed reports quarterly to management team on outcomes, lessons and issues arising from complaints.</li> <li>• Complaint information included in Performance Monitoring Report.</li> <li>•</li> </ul>	Customer Care	On -going	In progress and on going.
Co-ordination of complaints involving health sector.	Liase with health complaints managers through complaints network	Customer Care /Policy Manager	On-going	In progress.

**By:** Cabinet Working Group on Climate Change (Alex King, (Chairman), Keith Ferrin & Kevin Lynes)  
 Cabinet Members for Children, Families & Education (Leyland Ridings & Mark Dance)  
 Managing Director for Children, Families & Education (Graham Badman)

**To:** Children, Families & Education Policy Overview Committee - 19 September 2008

**Subject:** A summary of progress towards delivering Kent County Council's Climate Change Action Plan (which implements Select Committee on Climate Change recommendations as adopted by Council in January 2007) and other environmental performance objectives. An overview of next steps for Children, Families & Education (CFE)

**Classification:** Unrestricted

---

**Summary:** The Select Committee on Climate Change published its recommendations in October 2006. Kent County Council produced its first response in January 2007 in which it committed to a series of actions since drawn together in a Climate Change Action Plan, overseen by the Cabinet Working Group on Climate Change. This report summarises progress and outlines specific next steps for CFE to contribute to the next phase of the programme (at paragraphs 3(3), 4(3), 5(7) and 6(3)).

---

## **Introduction**

1. (1) The Select Committee on Climate Change published wide-ranging and ambitious recommendations in October 2006. The Council approved action in response to the 12 sets of recommendations in January 2007. This action was a first response to the recommendations, focused on immediate priorities and on bringing together several existing areas of work into a coherent strategy.

(2) The climate change agenda is moving rapidly. A reconvened review meeting of the Select Committee on Climate Change in March 2008 recognised that significant progress had been made and identified the next phase of work now needed in each Directorate in KCC. This has been further supplemented by an independent review from Climate South East and the outcomes of KCC's recent CPA review.

(3) The purpose of this report is to bring Members up-to-date with progress relevant to the CFE portfolio; and to present proposed next steps for CFE, focusing on win-wins between climate change objectives and the vision for the Directorate.

## An overview of KCC's Climate Change Action Plan

2. (1) KCC's Climate Change Action Plan is grouped into three workstreams as defined in the Nottingham Declaration Action Pack (this is the definitive source of good practice for local government on tackling climate change to which KCC signed up in 2001), underpinned by cross-cutting leadership, governance and communication.

(2) The three workstreams are:

- a. ***KCC as an estate manager: Mitigation and carbon management:*** We are leading by example to reduce our own carbon emissions to meet a series of targets; 10% reduction by 2010, 20% by 2015, working towards the Government's current UK-wide target of a 60% reduction by 2050.
- b. ***KCC as a service provider: Adaptation and resilience:*** We are working to ensure all the services we deliver understand the impacts of climate change and make provisions to adapt as necessary, reflected in business planning across KCC from 08/09 onwards. We are also making sure our policies and decisions support adaptation across Kent.
- c. ***KCC as a community leader:*** We have agreed new Kent Agreement 2 targets to take action across Kent, both to reduce carbon emissions and to ensure businesses, infrastructure, services, communities and landscapes across Kent are able to adapt to the opportunities and challenges presented by climate change.

(3) Further information is attached in case of interest:

- **Annex 1** summarises current KCC policy on climate change.
- **Annex 2** contains some highlights and successes so far, and next steps as identified by the Select Committee on Climate Change and an independent review by Climate South East.

The remainder of this paper focuses on action within CFE.

### Specific action owned directly by CFE

3. (1) A CFE representative attends the KCC Environment Board, which has agreed a prioritised strategic action plan on environmental performance for KCC. The Directorate is also well represented on a range of cross-Directorate sub-groups.

(2) CFE takes a specific joint lead in delivery of some of the Select Committee on Climate Change actions, specifically under Recommendations 4 (Eco Schools work); 5 (renewable energy in schools); 6 (construction standards and energy efficiency in schools); and and 12 (educating young people in Kent about climate change). Details are at **Annex 3**.

(3) Progress has been made in some areas but there is more to do; the next set of opportunities are:

## ***Eco-Schools and Sustainable Schools initiatives***

a. To support and **actively promote** the new *Kent Schools Action on Climate Change* schools pack, the *Supporting Kent Schools to become Sustainable Schools* directory of information, and the *Sustainability Policy* template for Kent schools. To take a lead in continuing to update all these.

b. Building on the success of the Nottingham Declaration on Climate Change in securing local authority commitment to tackling climate change (see 2.1 above), an equivalent national initiative for schools is expected to be launched later this year. In the interim, the Kent schools pack will have a similar sign-up pledge. CFE's **support** will be key to the success of these initiatives.

c. There is a key role for the **Advisory Service**, in particular the Lead Secondary Advisor's role as KCC representative for Sustainable Schools on the Specialist Schools and Academies Trust for Kent. The KCC Eco-Schools officer also seeks CFE support for new role on the new South East Sustainable Schools Network, which will enable much easier access to material on sustainability issues. CFE are asked to continue to commit to high-level attendance at Network and other relevant events.

d. Recognising that Eco-Schools and Sustainable Schools activity contribute significantly to wider CFE *Transforming Schools Culture* aims, to develop an **action plan** based on the facilitated *Sustainable Schools Self-Evaluation for Authorities (s3+)*. Several CFE officers are attending a meeting on 13 October to take this forward; strong support from CFE in implementing this action plan will be important.

## ***Building Schools for the Future programme***

e. The 2008 Select Committee review, and the independent Climate South East review of KCC's Climate Change Action Plan, both strongly emphasised the opportunity presented by the Building Schools for the Future programme to support both carbon reduction and climate change adaptation of the KCC estate and services. There has been some consideration of sustainable construction and other environmental issues in the BSF waves to date, but there is potential to expand this significantly. It is proposed that CFE work with the Climate Change Programme, Property Group and others as appropriate to deliver a targeted BSF "**breakthrough project case study**" that:

- Injects some focused training, awareness-raising and expertise into the BSF project team to enable KCC to further develop its intelligent client capacity.
- Tests what is possible and feasible through the BSF programme in terms of direct carbon savings, helping schools adapt to the changing climate, looking at the broader role of new schools in the community, pupil awareness-raising and well-being. Identifies barriers and considers how these could be addressed (e.g. changes to value-engineering processes).
- Communicates lessons learned as a high-profile case study within KCC in order for other staff and projects to benefit from the experience.
- Leaves a legacy of project team members who worked on a high-priority, high-profile project for KCC who now have a deeper understanding of the issues that they can take into their next role.

The first step will be to engage with CFE and other BSF team members to scope out a possible project. Some limited funding is available from the Climate Change Programme and from the Carbon Trust to support this work.

## Mitigation and carbon management in CFE

4. (1) CFE is committed to tackling all aspects of environmental performance, including making a proportionate contribution to the KCC-wide carbon reduction targets. This is a particular challenge for CFE because energy use in schools represents 80% of the total used across the KCC estate. Carbon emissions from business miles in CFE are also high compared to other Directorates. KCC's current carbon emission targets and new regulatory frameworks require emissions from schools to be included in KCC's carbon targets and give CFE an important role in driving emissions reductions.

(2) Specific highlights to date include:

- a. Some initial implementation of **greener office practices**, such as reducing wasted energy, using recycled paper, reduced printing and reducing staff travel. Some green objectives have been identified in CFE business plans;
- b. Significant use of the KCC Energy Loan Fund to fund **capital investment in energy efficiency measures** across the CFE and schools estate. To date, CFE has received £277,000 of loans that has so far resulted in annual savings of £72,000 and 474 tonnes carbon dioxide. Using the shadow price of carbon, this also provides an additional £12,000 of annual wider public economic benefit as a direct result of reduced emissions.
- c. Schools have been assessed for feasibility of installing a range of **renewable energy** measures. During summer 2008, several new solar panel, wind turbine and biomass boiler projects were installed, again with support from the KCC capital investment fund in many cases.

(3) Looking forward to March 2009 and beyond, the next set of opportunities for CFE are:

- d. To achieve full **ISO 14001 environmental management system accreditation** by March 2009. Progress to date has been relatively slow and now needs some renewed effort from CFE;
- e. To **invest-to-save** in further carbon-saving and energy-saving measures across the Directorate, taking advantage of high energy prices and increasingly attractive payback periods. This includes, but is not limited to, making full use of the corporately-funded Energy Loan Fund and of upcoming Energy Performance of Buildings analysis where feasible. It is worth noting that, although there has been significant take-up of the Energy Loan Fund across schools, there has not been take-up in other CFE buildings yet;
- f. 133 **school boilers** are in category D1 and are in need of replacement across the KCC estate. New boilers are at least 25% more efficient than existing ones. Replacement is subject to available funding from CFE (or from the Diocese in the case of voluntary-aided schools). However, in other local authorities, policy has been changed to make schools responsible for replacing their own boilers, which appears to encourage

- schools to invest-to-save. It is perhaps worth CFE considering a similar change in policy.
- g. Government has stipulated that schools will be included in future CFE carbon budgets under the new CAA framework and the Carbon Reduction Commitment. This is a great opportunity to leverage further improvements in energy use and carbon emissions in schools.
  - h. To begin to consider how to monitor and reduce the Directorate's wider carbon footprint, including that of any outsourced functions and services, in line with future CAA requirements.

## **Service adaptation and resilience in CFE**

5. (1) KCC is taking a risk-based approach to identifying vulnerabilities and opportunities for its services arising from the changing climate. A standard methodology has been developed based on national good practice, which the corporate Climate Change team has been using successfully to engage both senior managers and frontline staff across service areas, often as a supplement to the standard business planning process.

(2) The method reveals some interesting relationships between the changing climate, service delivery and the resilience of wider "receptors", for example patterns in service demand, impacts on staff and customers, implications for all long-term policies, strategies and decisions, implications for local budget structures, insurance, logistics and management structures. These are often subtle, but are critical to understand and respond to on a risk-based basis in order to maintain high standards of service delivery, not least when it is critical to retain continuity of service during extreme weather events. In many cases, business models are not yet optimally adapted to the current climate, let alone any future changes.

(3) Extreme weather events, nested within longer-term trends, cause the most disruption and economic impact. An innovative initiative is being taken forward by Kent partners to develop a Kent Local Climate Impacts Profile, with support from the UK Climate Impacts Programme and a national network of pilot projects. This quantifies the impacts of recent extreme weather events on services, communities and businesses in Kent, establishes thresholds, and combines these with predicted climate and weather trends in order to improve decision-making about what adaptive response is appropriate. Products from this will continue to inform the risk-based approach.

(4) We already know that schools are a high-risk receptor of the changing climate and extreme weather events. In order to protect pupil wellbeing, there are implications for how schools are retrofitted with measures to adapt, how new schools are designed and constructed, and the timing of the school year and day. Mal-adaptation also has broader impacts on the Kent economy, for example the knock-on effect of parents having to take time off work when schools are closed in extreme weather.

(5) Some further information about the analysis process, including more possible impacts and adaptive responses for CFE is at **Annex 4**.

(6) The KCC Climate Change Action Plan as agreed by Cabinet requires each Directorate service area to demonstrate an understanding of climate change

impacts and begin to deliver appropriate adaptive responses from 08-09 business plans onwards. Relatively little work has been done in CFE to date; this should now be a priority.

(7) The next set of opportunities are:

- a. As a first step, the Climate Change team offer to hold an **adaptation workshop** for relevant CFE managers in autumn 2008, with a view to supporting CFE in developing a more comprehensive climate change adaptation strategy in time for 09/10 business plans;
- b. To participate fully in the development of the Kent **Local Climate Impacts Profile** upon request. This includes a positive opportunity to bring climate change adaptation into schools as a learning activity. For example, the Climate Change Programme has already established links with one school in Kent where pupils are keen to undertake their own monitoring of climate impacts on their school, that will feed into the Profile project. This approach has been successful elsewhere in England;
- c. In line with the KCC Environment Policy, to build capacity towards developing a clear approach within the Directorate for “**climate-proofing**” all decision-making and policy work.

### **CFE’s community leadership role**

6. (1) CFE has a particularly important community leadership role which was recognised by the Select Committee on Climate Change. As well as leading by example in reducing carbon emissions across the schools estate, and making sure the school is well adapted to climate change, there are broader issues around pupil wellbeing and raising the awareness of young people about climate change. This in turn has a ripple effect; pupils influence their parents to reduce energy use at home, and schools are often a social hub for communities. The recent Ofsted report *Schools and sustainability: a climate for change?* gives further emphasis.

(2) Some relevant highlights to date:

- a. Over 400 schools in Kent now have School Travel Plans, for which KCC’s Sustainable Transport team provides support and advice. The Plans include walking buses, cycling training and facilities, school buses and walking buses. The Kent Freedom pass is also reducing carbon emissions associated with travel and congestion on Kent’s roads.
- b. Eastchurch Primary School, noted for its Eco School achievements, has now become a focus for one of KCC’s pilot Low Carbon Communities. Building on the success within the school, the project has empowered local residents and leaders to take forward a carbon reduction plan for the entire community.

(3) The next set of opportunities are:

- c. KCC’s support for Low Carbon Communities work is expanding as part of the new Kent Agreement 2 community carbon reduction target. For example, Members may be interested to hear of another innovative community-led citizen engagement project at **Hamstreet Primary School** that has been shortlisted for national funding. The Climate Change

Programme is supporting this project and, depending on its initial success, is keen to work with CFE and other partners to consider how the approach could be replicated elsewhere in Kent.

- d. The new Kent Agreement 2 contains a specific indicator and delivery plan on tackling fuel poverty in Kent, which links strongly to the CFE **child poverty** agenda. CFE have been invited to engage in a workshop on fuel poverty and are encouraged to identify win-wins.
- e. More broadly, CFE will wish to consider how, through a combination of the measures described above, it can support delivery of Kent-wide targets on carbon reduction and climate change adaptation under **Kent Agreement 2**.

## Conclusion

7. Kent County Council has made good progress towards delivery of the Climate Change Action Plan in the last 18 months. However, as the economic, regulatory, public opinion and scientific drivers become stronger, CFE will wish to demonstrate a further significant contribution towards the next phase of the Action Plan as outlined above. This in turn will be a sound basis upon which the Directorate can also support delivery of Kent-wide targets on carbon reduction and climate change adaptation under Kent Agreement 2.

## Recommendations

8. Members are asked to:
  - a. Note progress to date and the general shape of the Climate Change Action Plan going forward;
  - b. Agree the proposed next steps for CFE, in particular as outlined at **3(3), 4(3), 5(7) and 6(3)** above;
  - c. Invite CFE officers to report back progress to the POC at six-monthly intervals starting March 2009.

Alison Cambray  
Climate Change Project Manager, Corporate Policy Unit, CED  
[alison.cambray@kent.gov.uk](mailto:alison.cambray@kent.gov.uk)  
01622 221979

Grahame Ward  
Resources Director - CFE  
[grahame.ward@kent.gov.uk](mailto:grahame.ward@kent.gov.uk)  
01622 696551

---

*Background Documents:* None

*Other useful information:* None

**This page is intentionally left blank**

## Annex 1: Current KCC policy on climate change

**Kent County Council recognises that climate change is happening and that KCC has a critical role in helping Kent's businesses, communities and individuals understand and prepare for the impacts of climate change, as well as playing their part in reducing those impacts. Some climate change is already unavoidable and will require us to adapt to the inevitable as well as reducing emissions to minimise future climate change.<sup>1</sup>**

- KCC has been signatory to the *Nottingham Declaration on Climate Change* since 2001 (now signed by most local authorities in the UK, including most in Kent)<sup>2</sup>.
- The implications of climate change cut across all work areas of KCC's work and services, and as such require a corporate, organisation-wide response across the themes below<sup>3</sup>. KCC will ensure staff are aware of the relevance of climate change for all its services and activities<sup>4</sup>.
- KCC's vision, as stated in the KCC Environment Policy<sup>1</sup>, is to stabilise and progressively reduce the Council's environmental footprint; to progressively reduce carbon dioxide emissions and make sure the KCC estate and services are adapted to the future impacts and opportunities of climate change. KCC will 'climate proof' decisions to ensure it reduces its contribution to climate change and help to prepare for the impacts and opportunities of unavoidable climate change.
- Tackling climate change has been identified as a priority for 2008-09 in KCC's Annual Plan<sup>4</sup>.

### ***Climate change mitigation & carbon management within KCC***

- Through implementation of the KCC Environment Policy and the ISO 14001 environmental management system, KCC will make continuous improvements in reducing the impact of KCC's buildings, vehicles and operations on the environment<sup>5</sup>.
- KCC has a special responsibility to lead by example and will ensure that carbon emissions arising directly from the delivery of its services are minimised. KCC is committed to reducing carbon emissions arising from its own estate by 10% by 2010 and 20% by 2015 (from a 2004 baseline), in line with current Government targets towards 60% by 2050<sup>6</sup>.
- KCC is extending its carbon reduction work to include emissions from arising from business travel, commuter travel, outsourced services and other sources, in line with the approach in the *Cabinet Paper on KCC Energy Reduction Targets (2007)* and the new Government national indicator on carbon emissions from local authorities.
- These will be real reductions arising from increased energy efficiency and use of on-site renewable energy. Carbon offsetting will only be considered as a last resort when all other options have been explored – e.g. for some essential car use<sup>6</sup>.
- KCC is committed to continuing the Energy Loan Fund (which funds capital investment for energy-saving, water-saving and renewable energy measures across the KCC estate)<sup>5,6</sup>.
- KCC is preparing for the impact of the Carbon Reduction Commitment on KCC from 2010 onwards by joining the Local Government Information Unit (LGIU's) innovative *Carbon Trading Councils* scheme for 2008-2009. This stimulates the idea of operating within carbon budgets and trading with other councils<sup>4</sup>.
- Towards 2010 Target 41: KCC will ensure that new KCC buildings set an example by delivering the best possible standards of construction by applying an evidence-based approach to sustainability using energy-efficient, robust and built to last materials<sup>5</sup>.

### ***Climate change adaptation and resilience***

- KCC will ensure that the impacts of climate change on all KCC work areas and services are understood and that appropriate adaptive responses are identified in business planning from 2008 onwards<sup>3</sup>.
- KCC is committed to continuing development of a Kent Local Climate Impacts Profile in order to inform a risk-based approach<sup>4</sup>.

### ***Community leadership***

- KCC will develop plans and projects with its partners and local communities to progressively address the causes and impacts of climate change, according to local priorities and securing maximum benefit for communities.

- KCC will lead work through the Kent Partnership and Kent Public Service Board to deliver the Vision for Kent, which contains a goal to reduce Kent's contribution to climate change by reducing energy use and increasing energy efficiency and to prepare for its impacts<sup>7</sup>.
- Specifically, KCC will continue to lead activities under the *Kent Agreement 2* to help the county to reduce carbon emissions and adapt to the changing climate, moving towards creation of a low-carbon and climate change resilient economy<sup>4</sup>.
- On Kent-wide carbon reduction, KCC will play its part towards achieving an 11.2% ( $\pm 2.5\%$ ) reduction in per capita CO<sub>2</sub> emissions across Kent by 2011 in line with National Indicator 188<sup>8</sup>.
- KCC will play its part towards planning to adapt to climate change across Kent by 2011 in line with National Indicator 188<sup>8</sup>.

### **Energy policy<sup>9</sup>**

- KCC will take an evidence-based, case-by-case approach to influencing decisions about the future energy mix in the UK, following the energy hierarchy<sup>9</sup>:
  1. *Reduce*: We will support energy efficiency measures thereby reducing the need for new power stations and sources;
  2. *Renewables*: We will support new opportunities for renewable energy sources where practical and in the best interests of the people of Kent;
  3. *Rethink*: Where there is a need, for the best interests of the people of Kent, to build new fossil fuel / nuclear power stations as part of the energy mix, we will support the most efficient technologies possible.

### **Biomass and biofuels<sup>9</sup>**

- KCC is exploring opportunities for using biomass and biodiesel.
- It is important that the source of biofuels and biomass is sustainable and each proposal will be considered on a case-by-case basis with the aim of balancing locally-sourced sustainable supply and demand for biofuels.
- KCC recognises that there are opportunities in Kent to make better commercial use of our own available biomass, notably coppiced woodlands. KCC supports such schemes where they are of benefit to the people of Kent.

### **Water policy<sup>3</sup>**

- KCC recognises that supporting efforts to ensure the maintenance of a healthy water environment is central to its community leadership role.
- KCC will adopt and adhere to a *water policy hierarchy* based on an evidence-based, case-by-case approach:
  1. *Reduce*: We will support a reduction in the use of water and leakages thereby minimising the need for the development of new resources
  2. *Rethink*: Where there is a business need for recycling water or developing new resources we will call for further work to compare the feasibility and sustainability of options and support those which offer the best practicable environmental outcome.

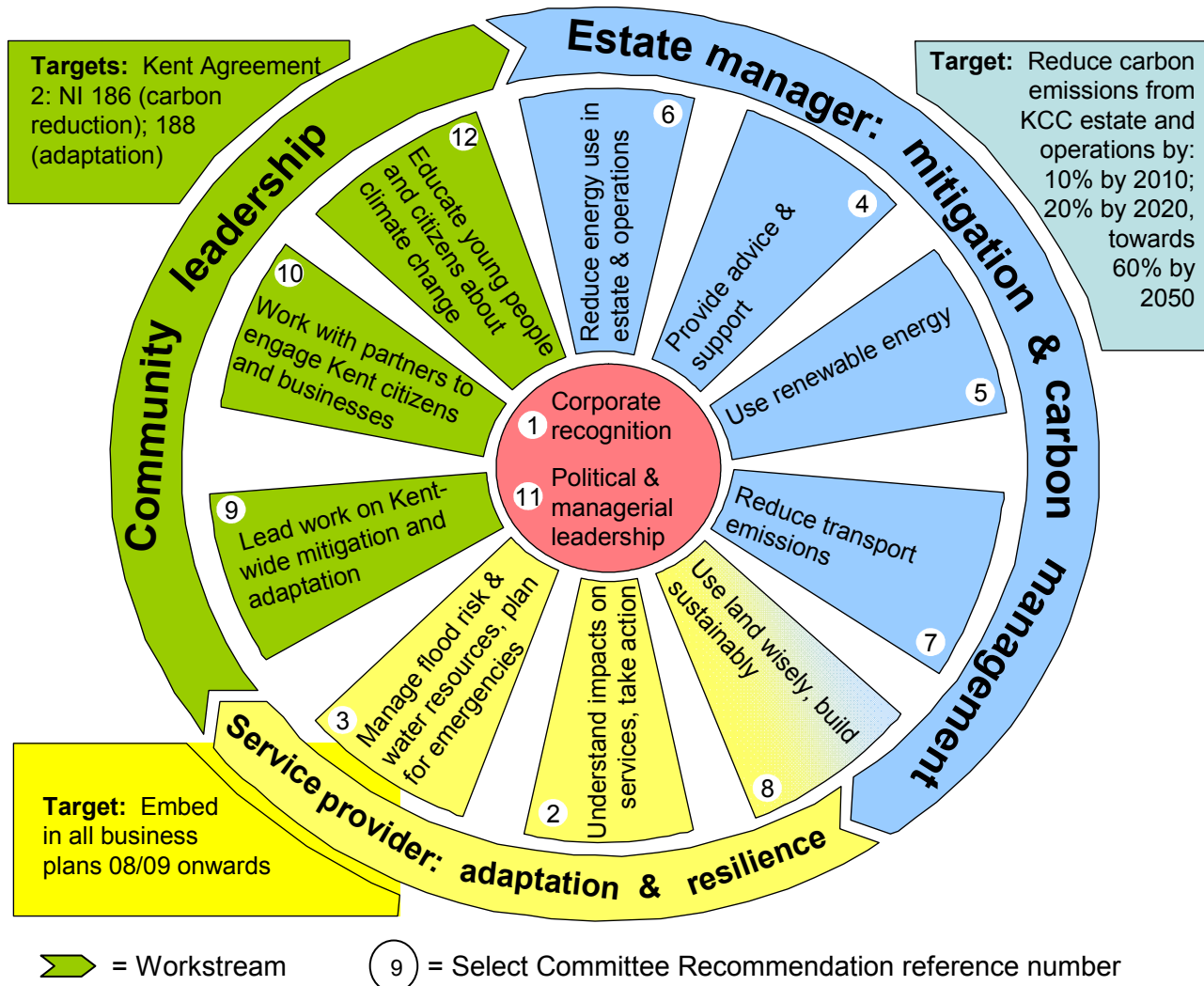
## **Climate Change Programme | Corporate Policy Unit Correct as at 1 September 2008**

- 
1. Revised KCC Environment Policy (2007)
  2. KCC's Nottingham Declaration on Climate Change commitment (2001)
  3. Council response to Select Committee on Climate Change Report (2007)
  4. KCC Annual Plan 2008-2009
  5. Towards 2010 targets (2007 update)
  6. Cabinet paper on KCC energy reduction targets (2007)
  7. Vision for Kent (2006)
  8. Kent Agreement 2 (2008)
  9. Agreed by Cabinet Working Group on Climate Change (2008)

## Annex 2: KCC Climate Change Action Plan overview

### Overview

The following diagram shows the Select Committee recommendations grouped into 3 strands of action, together with the high-level targets for each strand:



### Benchmarking

An independent assessment of the KCC Climate Change Action Plan by Climate South East in February 2008 concluded that:

- Full implementation of all the outcomes intended by the Select Committee on Climate Change would position KCC at Level 5 on a scale of 1 to 6, and therefore amongst the leading public and private sector organisations responding to climate change.
- Significant progress has been made in the first phase of the Climate Change Action Plan; a strong foundation upon which to build. KCC is now averaging Level 3, with some leading edges into Level 4.
- Implementation of next steps identified above and in the full range of papers going to all Directorate POCs will enable KCC to make significant further progress towards Level 5 and even beyond.

Several of our Climate Change Action Plan projects and initiatives are now being held up as exemplars across the South East, the UK as a whole and internationally.

## Highlights to date and next steps

The full plan runs to some 30 pages. Some brief highlights only are listed here.

Some selected highlights	Important next steps <sup>1</sup>
<b>Corporate leadership</b>	
<ul style="list-style-type: none"> <li>▪ Governance arrangements established, including Cabinet Working Group on Climate Change</li> <li>▪ Programme team established</li> <li>▪ Programme funding baselined</li> <li>▪ New KCC Environment Policy</li> <li>▪ Energy-saving measures for Directorates embedded into ISO 14001 accreditation programme</li> <li>▪ Targets embedded in Towards 2010, business plans, Annual Plan</li> <li>▪ New sustainability appraisal for decisions</li> <li>▪ KCC climate change officers are leading and actively participating in several regional and national good-practice networks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stronger Directorate-led ownership of next steps through Policy Overview Committees*</li> <li>▪ Further corporate improvement on climate change and sustainability through CPA Improvement Plan and linked to audit processes*</li> <li>▪ New internal “hearts and minds” engagement on climate change and environmental issues, including staff training, regular written briefing for Members, Kent Graduate Programme project on climate change autumn 2008 (with Carbon Trust funding)*</li> <li>▪ New external and internal webpages on climate change autumn 2008</li> <li>▪ New “breakthrough” projects to be scoped around which to focus staff development, testing what is possible: Better Workplaces and Building Schools for the Future projects*</li> </ul>
<b>Estate manager: mitigation &amp; carbon management</b>	
<ul style="list-style-type: none"> <li>▪ Carbon reduction targets agreed by Cabinet</li> <li>▪ Carbon emissions reduced by ~3% so far</li> <li>▪ Energy Loan Fund extended, achieving significant carbon savings</li> <li>▪ Set of working groups established to drive progress in estates, travel &amp; transport etc.</li> <li>▪ Participating in Carbon Trading Councils initiative 2007-08 to help prepare for Carbon Reduction Commitment (mandatory cap and trade scheme from 2010)</li> <li>▪ Commitment in principle to BREEAM “very good” design standard for KCC buildings. Government now requires all new buildings to be “excellent / zero carbon” by 2019.</li> <li>▪ Ongoing training programmes for energy management for facilities managers, school caretakers etc.</li> <li>▪ KCC commercial fleet now runs on 5% biodiesel.</li> <li>▪ Most schools now have travel plans.</li> </ul>	<ul style="list-style-type: none"> <li>▪ New drive for energy efficiency and take up of renewable energy across KCC directorates (due to energy price rises, improved progress towards carbon targets, “early action” credit for Carbon Reduction Commitment, regulatory requirements under Energy Performance of Buildings legislation*</li> <li>▪ Develop and implement (as opportunities arise) expanded breadth of KCC’s measured carbon footprint to include all forms of travel, IT, operations, outsourced services, procured goods (also CAA requirement). Review and extend KCC’s internal carbon targets in line with this*</li> <li>▪ Develop and implement sustainable procurement strand (an outline sustainable procurement action plan has now been agreed that starts with a few pilot projects across KCC spend areas, including ways to incorporate carbon management into assessment criteria)*</li> <li>▪ Travel and transport remains about 40% of KCC’s carbon footprint. New drive to</li> </ul>

<sup>1</sup> Those steps that are **asterisked\*** were identified or re-emphasised in the 12-month review of progress by the Select Committee on Climate Change in March 2008.

Some selected highlights	Important next steps <sup>1</sup>
<ul style="list-style-type: none"> <li>▪ Switch to low-energy traffic signals, streetlighting pilot.</li> </ul>	<p>reduce emissions / costs of transport and travel across KCC, new policies to be implemented by March 09*</p>
<b>Service provider: adaptation &amp; resilience</b>	
<ul style="list-style-type: none"> <li>▪ All 2008-09 business unit operating plans had some initial reference to developing an understanding of how the changing climate will impact service delivery and what action to take in response.</li> <li>▪ KCC-specific methodology (based on good practice) established for all service areas to use to climate-proof their services. Now an exemplar.</li> <li>▪ Report published and implementation in progress about impacts of climate change in Kent on biodiversity.</li> <li>▪ Separate Select Committee on Flood Risk convened summer 2007, recommendations adopted by Council March 2008 (together with Pitt Review actions). Significant work now being taken forward in KHS, Kent Resilience Forum and elsewhere.</li> <li>▪ Water policy adopted by KCC in 2007.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Significant further work to be completed during 2008-09 to support each service area in developing a comprehensive climate change adaptation plan.</li> <li>▪ Now that PPS1 (climate change) and other guidance is available, a new focus is needed in KCC to ensure planning decisions in Kent are “climate-proof”, including district LDFs.*</li> <li>▪ Ensure sufficient up-to-date guidance available for new development and retrofitting, including updating Kent Design Guide if needed*</li> <li>▪ Further work on Kent flood risk management</li> <li>▪ Further work to influence water company plans including re. balancing supply and demand, water efficiency, carbon emissions arising from water treatment</li> </ul>
<b>Community leadership</b>	
<ul style="list-style-type: none"> <li>▪ Climate change mitigation and adaptation targets for the county agreed under the Kent Agreement 2 (2008-11), under both the Environmental and Economic themes. Comprehensive yet pragmatic delivery plans created, opportunities for drawing in external funding being pursued.</li> <li>▪ Initial pilot Kent Local Climate Impacts Profile project a significant success and best practice exemplar</li> <li>▪ Kent Low Carbon Communities pilot project has created significant public interest, has the potential to make real carbon savings, and has produced what is probably the most comprehensive and practical community toolkit currently available</li> <li>▪ Kent Schools Climate Change Action Pack completed and will be published October 2008.</li> <li>▪ Work has started with several district councils to help them develop their climate change programmes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Secure extension of Energy Loan Fund to support Kent district councils too as far as possible*</li> <li>▪ Programme of workshops and activity to share good practice between and further support action in district councils</li> <li>▪ To provide further advice to parish councils</li> <li>▪ Extension of Kent Low Carbon Communities pilot project (wider reach of resources into other communities, revision of toolkit, Kent-wide challenge fund and related activity)</li> <li>▪ Broader citizen and business-focused engagement, communication and support (with other Kent partners)</li> <li>▪ Kent-wide Local Climate Impacts Profile next phase project involving range of key partners. Preparation for release and use of new UK climate scenarios to be issued November 2008</li> <li>▪ To improve how Local Boards can continue to support Kent-wide climate change objectives.*</li> <li>▪ To continue work and engagement with young people in Kent*</li> <li>▪ To consider how best to apply the Sustainable Communities Act to deliver Kent Agreement 2 climate change objectives.</li> </ul>

**This page is intentionally left blank**

## Annex 3: Action for which CFE has specific joint responsibility

Progress updated to best of knowledge as at 28 August 2008

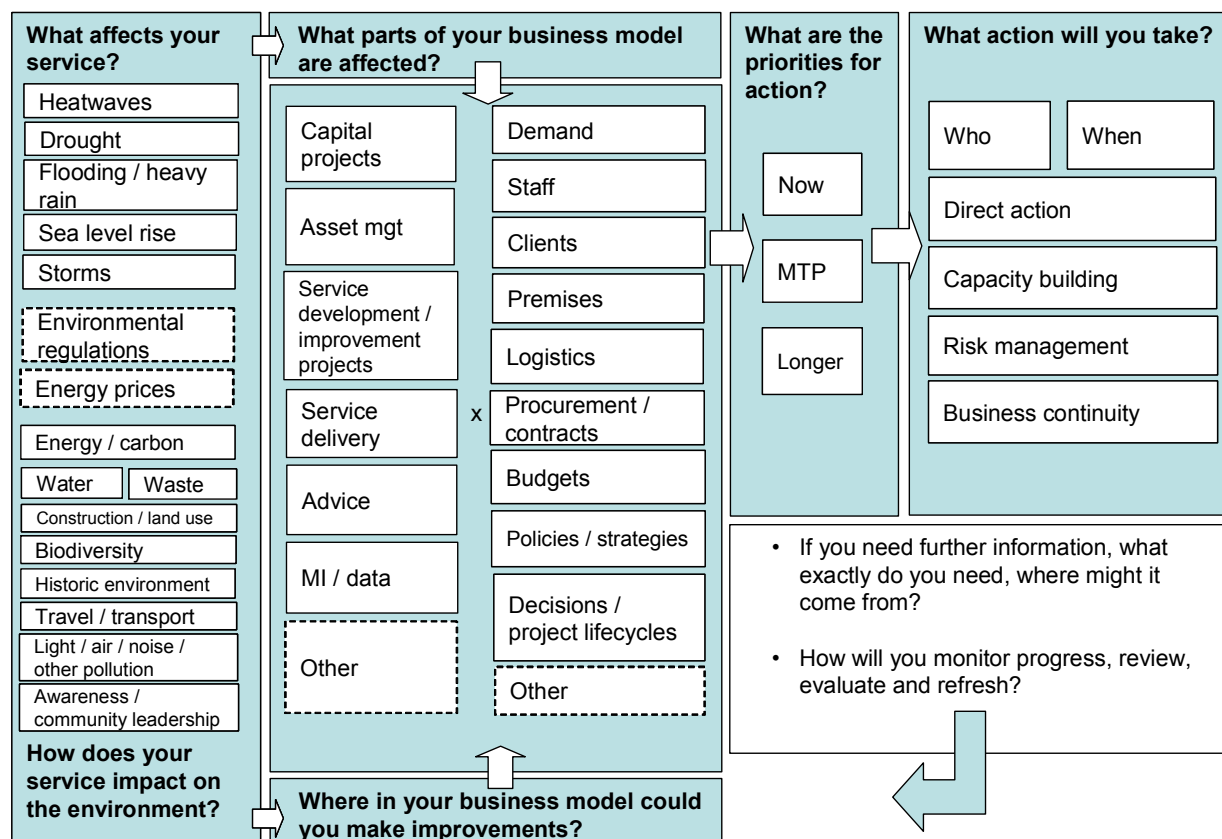
Select recommendation should..."	Committee "KCC	Council's initial commitment in response "KCC will..." <sup>2</sup>	Actions, progress, next steps
Recommendation 4			
Partner with the Kent Eco-Schools team (E&R) and other stakeholders to produce a county-wide "school pack" on climate change.		We will ask officers to incorporate climate change into the Big Green Fair initiative, and ensure a detailed schools pack is ready for use by September 2007.	<ul style="list-style-type: none"> <li>✓ Central Government sent a general climate change pack to all schools in 2007 which initially met this requirement.</li> <li>✓ Several Big Green Fairs have been held to engage schools about climate change.</li> <li>✓ More recently, Kent schools requested a more specific pack about the local Kent context aligned to the new curriculum changes. This has now been prepared by the Eco Schools team and will be launched in October 2008.</li> </ul>
Ensure the Kent Eco-Schools initiative is adequately funded and staffed to achieve delivery of this initiative to all Kent schools.		Core funding has been agreed for the Eco-Schools officer post.	
Recommendation 5			
Undertake feasibility studies for the use of locally-produced biomass across the KCC estate, including schools and new-build sites.		We are already carrying out survey work in a proportion of schools. Officers will submit proposals for a rolling programme of feasibility studies by March 2007.	<ul style="list-style-type: none"> <li>✓ Feasibility studies have been completed for biomass and other renewable energy sources in schools. A couple were suitable for biomass boilers and were due to be installed during summer 2008. There are also about 20 ongoing solar photovoltaic and wind turbine projects in Kent schools, using the KCC Energy Loan Fund.</li> <li>✓ Renewable energy sources are considered in BSF new-build projects, although more work is needed.</li> </ul>
Recommendation 6			
Commit to the BREEAM "very good" standard and adopt a clear timetable to move to the BREEAM "excellent" standard or its equivalent for all new <u>school</u> and other buildings and major refurbishments.		<p>As our Towards 2010 objectives make clear, we are committed to:</p> <ul style="list-style-type: none"> <li>▪ ensuring that new KCC buildings set an example by delivering the best possible standards of construction, by applying an evidence-based approach to sustainability using energy-efficient, robust and built-to-last materials;</li> <li>▪ reducing the impact of KCC's buildings and vehicles on the</li> </ul>	<ul style="list-style-type: none"> <li>✓ Commitment in principle to BREEAM "very good" design standard for new KCC buildings. Monitoring of BREEAM standards under Towards 2010 Target 41.</li> <li>✓ As yet no formal timetable for moving to the "excellent" standard, but projects are considered on a case-by-case basis. Government has since announced all new non-domestic buildings to be "zero-carbon" by 2019, which is the timetable we will now need to work to.</li> <li>✓ New Government regulations require evaluation of implementation of BREEAM design standards in construction and use of buildings, which will help monitor outcomes.</li> <li>✓ KCC's commercial fleet now runs on 5% biodiesel.</li> </ul>

<sup>2</sup> In common with several of these commitments, alternative ways of delivering progress towards the Select Committee's intended outcomes have been approved.

	environment, including trialling the use of bio-fuels and other new technologies	
Identify targets to significantly increase the retrofitting of existing <u>school</u> and other buildings with energy efficiency measures and renewable energy installations.	Work is being carried out on an asset replacement policy, linked to Kent Design. We should like to see a report on this, with suggested targets, by July 2007	<ul style="list-style-type: none"> <li>✓ KCC Energy Loan Fund extended and is making significant carbon savings and cost savings.</li> <li>✓ KCC estate has been assessed to prioritise targeted use of loan fund to invest in most cost-effective quick wins first.</li> <li>✓ New Display Energy Certificates legislation require in-depth analysis for each building in the KCC estate (including schools) and will provide further information to drive the next phase of asset replacement and retrofitting work, overseen by the KCC Environment Board and its sub-groups.</li> </ul>
Write into procedures governing the management of <u>school</u> estates key energy saving practices. Strengthen the focus on sustainable operation in the induction, training and performance regime for <u>school</u> governors and those who manage the KCC estate.	We shall ask officers to review this in parallel with work above.. Pilot training of school caretakers and site managers has been completed. A further 8 sets of 2 days being planned for 2007 to cover around 100 schools. Officers will review Facilities Management training programme and Governors Training by March 2007.	<ul style="list-style-type: none"> <li>✓ Training of school estate managers, bursars and governors continues.</li> <li>✓ The <i>Supporting Kent Schools to become Sustainable Schools</i> brochure, published in 2008, provides a directory of services and information for schools.</li> </ul>
Recommendation 12		
KCC raise climate change awareness within and beyond young people to show what they can do to reduce risks to future generations to adapt to the changes which are coming.	We expect this recommendation to be taken forward in conjunction with – and to the same timetable as the wider communications strategy	<ul style="list-style-type: none"> <li>✓ Schools pack now completed (see Recommendation 4 above)</li> <li>✓ Wider communications strategy will now be delivered through Kent Partnership as part of Kent Agreement 2, with significant opportunities and projects that will raise awareness of young people in Kent.</li> </ul>
The Children, Families and Education directorate produce a report to Cabinet on how climate change education can best be advanced in Kent's schools	We will ask officers to submit an initial report by April 2007 (taking account of the work undertaken in context of recommendation 4) and to consider by July 2007 the options for using from September 2007, the detailed school pack mentioned in the response at section 4. Further reporting requirements will be determined at a later stage.	<ul style="list-style-type: none"> <li>✓ This will now be taken forward through the Sustainable Schools Self-Evaluation for Authorities (s3+) action plan.</li> <li>✓ Further work is needed to incorporate climate change into future versions of the Children &amp; Young People's Plan, both as a topic of concern for young people and because of the benefits of promoting the environment to the academic, social and health agendas.</li> </ul>

## Annex 4: Climate change and environmental performance in CFE: analysing service impacts

A simple flowchart aligned to business planning:



Some further selected climate change adaptation opportunities and challenges for CFE:

Children, Families and Education	Increased risk of heat-stress in educational establishments and pollution leading to poorer air quality leading to increase in related illness among children, including breathing difficulties.	Ensure adequate shading and cooling available, ensure water and other treatment measures available
	Increased risk of structural damage and disruption to school transport as well as stranded children from extreme weather	Ensure high standards of sustainable construction reflect climate change pressures and that plans for disruption due to extreme weather are in place and up-to-date
	Loss of trees and shrubs in school grounds due to drier summers	Plant drought-tolerant plants, harvest rainwater for use on site
	Schools at heart of community affected by extreme weather, flood risk, air quality etc	Raise awareness in and beyond the classroom about 'learning to live' with climate change
	Longer growing season for plants, need for year-round grass maintenance	Adapt maintenance schedules and resources and minimise energy implications thereof

This page is intentionally left blank

By: Overview, Scrutiny and Localism Manager

To: Children, Families and Education Policy Overview Committee  
19 September 2008

Subject: Select Committees – Update

Classification: Unrestricted

---

Summary: This report updates Members on the Select Committee Topic Review programme.

---

**Select Committee: Accessing Democracy**

1. This Select Committee under the Chairmanship of Mrs Angell has produced its report which was considered by Cabinet on 15 September 2008. A copy of the Executive summary is attached for your information. If you would like a hard copy of the report please contact Angela Evans on 01622 221876 or email [angela.evans@kent.gov.uk](mailto:angela.evans@kent.gov.uk)

**Select Committee: Autism Spectrum Disorder**

2. The Select Committee for Autism Spectrum Disorder is currently gathering evidence gathering. The Select Committee is aiming to complete this phase of work by the end of October. The Terms of Reference are attached to this report as appendix 1.

**Select Committee: Transition**

3. As Members are aware under the constitution the Select Committees are reconvened one year on from when its report is published. The Select Committee for Transition was reconvened met on 28 June 2008, the Minutes for the meeting are attached to this report as appendix 2 for information.

**Policy Overview Co-ordinating Committee**

4. The Policy Overview Co-ordinating Committee is due to meet on 10 September 2008 to discuss the topic review programme and other issues including, building additional capacity for Policy Overview Committees and programming of POCs in 2009. There will be a verbal update on the outcomes from this meeting to the POC.

**Recommendation**

5. Recommended that the report and the oral update be noted.

Christine Singh  
Democratic Services Officer (Policy Overview)  
01622 694334  
[christine.singh@kent.gov.uk](mailto:christine.singh@kent.gov.uk)

Background Information: *Nil*

This page is intentionally left blank

## **Autistic Spectrum Disorder Select Committee**

### **Terms of Reference**

1. To investigate the extent and prevalence of people with autism in Kent.
2. To explore existing and emerging national and local policies and strategies with regards to Autistic Disorder Spectrum (ASD).
3. To examine the effectiveness of current ASD-related services in Kent.
4. To explore existing and emerging approaches to funding, and present financial resources employed to support ASD-related services in Kent.
5. To investigate the extent of existing collaboration and partnership working amongst individuals and agencies providing support to people with autism.
6. Having considered all the above aspects, to make recommendations for an approach for Kent.

This page is intentionally left blank

## ADULT SOCIAL SERVICES POLICY OVERVIEW COMMITTEE

### SELECT COMMITTEE: TRANSITIONAL ARRANGEMENTS

MINUTES of a meeting of the re-convened Select Committee on Transitional Arrangements held on Monday, 23 June 2008 in Sessions House, County Hall, Maidstone.

PRESENT: Mrs V J Dagger (in the Chair), Mr R B Burgess, Mrs S V Hohler, Mr S J G Koowaree, Mr T A Maddison and Mr M J Northey

IN ATTENDANCE: Mr O Mills, Managing Director, Kent Adult Social Services; Mr M Thomas-Sam, Head of Policy and Service Development, KASS; Mr D Waller, Policy Manager, KASS; Miss T A Grayell, Democratic Services Officer, and Mr G Bridgland, Staff Officer to Mr K G Lynes (Cabinet Member for Kent Adult Social Services).

#### UNRESTRICTED ITEMS

##### **1. Transition to a Positive Future – Response to the Select Committee Report** *(Report by Managing Director, Kent Adult Social Services)*

(1) Members considered a report which set out progress against each of the Select Committee's 12 recommendations, and commented on the progress against each. Where Members disagreed with the symbol denoting the progress made, this is noted below. *A copy of the officers' summary progress report is attached to these Minutes as Appendix 1.*

##### **Recommendation 1 – That KCC work with all providers to increase the availability and choice of leisure facilities for young disabled people and promote and publicise 'taster sessions' to encourage participation**

Members noted, and were pleased to hear about, the progress so far and the fact that there was ongoing action on developing partnership working to allocate the £15m of Government funding which had been made available. Feedback on this outstanding work would be reported at a later date to the Adult Social Services POC and the Children's, Families and Education POC. *Members felt that this recommendation should show 'some good progress although more to do'*

Members expressed the wish that examples of good practice should be taken advantage of and rolled out across the whole county. They also emphasised that the way of working needed to be consistent and achieve continuity.

##### **Recommendation 2 - That KCC and schools promote a variety of initiatives to raise disability awareness among peers of young disabled people in mainstream schools and the wider community**

Members supported and encouraged signing up to the Charter and expressed the view that the importance of signing up should be emphasised in the text. Members were keen to know what obstacles, if any, there were to signing up. The text should emphasise that

the Sevenoaks scheme quoted was only one example of what was going on and that many different good schemes were running around the county. *Members felt that this recommendation should show 'some good progress although more to do'*

**Recommendation 3 - That the Cabinet Members of CFE and KASS are made aware of the Hampshire transition documents and protocols, particularly the new Transition Handbook and Multi-agency guide, with a view to working towards a similar scheme for Kent.**

Members noted excellent progress and were pleased at what had been achieved.

**Recommendation 4 - That KCC should evaluate the capacity of current data systems to enable strategic monitoring of transition plans.**

*Members felt this recommendation should show 'complete/advanced progress'. Further evaluation in the future would allow Members to see if the process was working and the information was being well used.*

**Recommendation 5 - That the Transition Task Group investigates the potential for the increased use of Trans – Active in Kent schools, colleges and other settings.**

Members felt that the original recommendation of using the Trans-Active model was too prescriptive as this was not necessarily the best model to use. However, they felt the recommendation had been actioned in that Trans-Active and other models had been investigated (and, in some cases, discounted). Members emphasised that the outcomes were more important than the model used. *Members felt this recommendation should show 'complete/advanced progress'.*

**Recommendation 6 - That KCC should identify the source and type of advocacy available for parents and young people to facilitate better transition planning and make provisions to meet any gaps in service.**

Members were pleased to note the work done on this recommendation, and noted that, for the first time ever, a contract for advocacy services had been let to a national organisation. Members were keen to hear how well this scheme was working.

**Recommendation 7 - To ensure that CFE and KASS commissioning strategies are co-ordinated, including use of jointly resourced budgets where appropriate, to provide a more graduated and consistent approach to service provision for young disabled people in transition from childhood to adulthood. Such strategies should incorporate Transition Worker roles or demonstrate clearly alternative means of providing similar support.**

Members noted the progress made against this recommendation.

Mr Mills emphasised there had been clear agreement of the need to have one dedicated person to be a contact throughout the transition process but expressed the view that the first priority was to establish a protocol and identify resources to cover the role/services before deciding how best to deliver it, or what to call it.

**Recommendation 8 - That the Managing Directors of KASS and CFE must ensure that information about transition and KASS is available in a range of accessible**

**formats and is brought to the attention of young disabled people and their parents in advance of meetings to enable them to participate in transition planning**

Members noted progress made and were reassured by Mr Thomas-Sam that the KASS/CFE officer team would check that this sharing of information was happening as it should.

**Recommendation 9 - That KCC, Connexions and partners identify how to use available resources more effectively to benefit young disabled people in transition.**

Members noted the progress against this recommendation, and the ongoing work.

**Recommendation 10 - That individuals identified as Lead Professionals for young people in transition to adulthood have the capacity to undertake the function and are provided by KCC and partners with training and support.**

Members were very pleased to see good progress on this recommendation.

**Recommendation 11 - That KCC, schools and other partners promote the use of Direct Payments by young people whose social care needs will extend into adulthood, by raising awareness and understanding of DP among CFE staff and ensuring that DP are discussed (with the involvement of a peer-mentor or DP support worker/advisor where possible) as part of the transition planning from Year 9 onwards.**

Members were very pleased to see good progress against this recommendation.

Mr Waller explained the problems experienced by profoundly disabled young people when reaching 18 if their parents could no longer claim direct payments on their behalf and the young person themselves could not claim for themselves if they lack sufficient mental capacity. This problem will largely be rectified by the Health and Social Care Bill when it becomes law in 2009.

Mr Mills explained there was also a complex situation for young people placed in Kent by other local authorities. Once they reached 18, if they chose to stay in Kent, Kent would take on the considerable cost of a large number of young people choosing to stay in the county and access its services.

**Recommendation 12 - That KCC, through Kent Supported Employment and its partners, explore the potential of a programme to assist with transition planning in schools and elsewhere.**

Members noted excellent progress made against this recommendation and noted that the Job Action Group had been established since the Select Committee had completed its work.

## **2. Next Steps**

(1) The Democratic Services Officer explained that the Overview and Scrutiny Team's established monitoring process prescribed the 'one-year-on' meeting to review progress on recommendations, but that the Select Committee was free to decide how it wished to move forward thereafter.

- (2) It was RESOLVED that:-
- (a) the Committee express its pleasure with the overall progress made, and that thanks be conveyed to the officers and all those who had contributed to the achievements which had been made in the 12 months since the Select Committee report had been published;
  - (b) it be noted that KASS and CFE had worked closely to achieve the good progress outlined in the report;
  - (c) the Committee need not meet again but would see updates on progress on the few outstanding threads via Adult Social Services POC and CFEPOC so it could address the monitoring issues highlighted above; and
  - (d) these Minutes be submitted to both Adult Social Services POC and CFE POC so both Committee can be made aware of the progress achieved and the work ongoing.

By: Oliver Mills, Managing Director, Kent Adult Social Services

To: Select Committee: Transitional Arrangements – 23 June 2008

Subject: **Transition to a positive future – RESPONSE TO THE SELECT COMMITTEE REPORT**

Classification: Unrestricted

---

Summary: To advise Members of the implications of the recommendations in the Transitional Arrangements Select Committee report presented in April 2007.

To outline responses to the recommendations and update on the actions taken to date as a result of the report's recommendations.

---

## Introduction

- (1) The Transitional Arrangements Select Committee was formed in October 2006, and reported to Council in April 2007.
- (2) The Terms of Reference for this Select Committee Topic Review were, for young disabled people and those with a learning difficulty, (including those In Care), in making the transition to adult life and services, to:-
  - identify where KCC (through partnership working) could develop or enhance transition policy to improve the experience of transition;
  - incorporate the views of a number of young people aged 14-25 and their parents/carers;
  - consider ways of promoting independence and inclusion in community life for these young people; and
  - make recommendations that will ensure a more seamless transition to adult life and services and contribute to strategic corporate objectives especially those embodied in 'Towards 2010', target 55.
- (3) The Transitional Arrangements Select Committee Report made a total of 12 recommendations for further action. Please see Appendix 1 for the details of these recommendations and the Officer response.
- (4) The Committee received evidence from a wide range of stakeholders, including young people, parents and carers, Parent and Disability Organisations, professionals from special schools, Health, Connexions, Learning Skills Council, academia, other local authorities, as well as both frontline and senior officers from Kent Adult Social Services and from Children, Families and Education. A full list of

witnesses, who attended Select Committee hearings, visits made and written evidence received is shown in Appendix One and Two of the Select Committee report.

- There were a number of reasons for establishing this Select Committee. Primarily it was in response to concerns that some young disabled people, including those with learning difficulties, were having poor or unplanned transitions and that there was a variation across the county. This was coupled with the knowledge that local organisational change in line with national policy developments presented an opportunity for a fresh look at the topic. This Select Committee report will assist Kent County Council (KCC) and partners in improving the lives of young people.

### **Recommendation**

Members are asked to note and comment on the response to the recommendations by officers.


Michael Thomas-Sam  
Head of Policy and Service Development  
01622 694843


Joanna Wainwright  
Director of Commissioning  
01622 696595



---

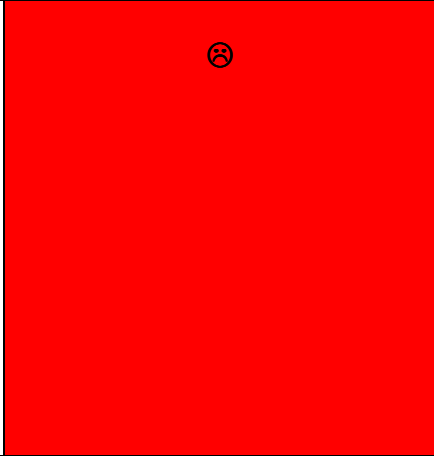
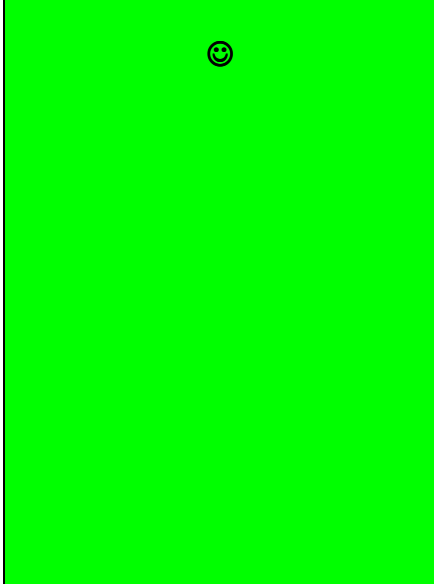
*Background Documents:*

## Summary of progress towards each Select Committee Recommendation



Significant highlights	Progress to date	Status
Recommendation 1:		
<p>That KCC work with all providers to increase the availability and choice of leisure facilities for young disabled people and promote and publicise ‘taster sessions’ to encourage participation</p>	<p>KCC is one of only 21 local authorities to have gained Pathfinder Status. CFE has been given an additional £15m over 3 years by central government to increase access to short breaks. Part of the plan for this is to increase the access to leisure activities for disabled youngsters, including those who currently may not be eligible for support.</p> <p>There is a lot of work going on via local Learning Disability groups and the Kent Partnership Board as well as across directorates and with district councils.</p> <p>For example, KASS services in Thanet have built links with the District Council’s Sports Development Officer and with local schools. This had led to greater use of mainstream facilities by people with disabilities.</p> <p>Similarly, the Dartford’s Local District Partnership Board has successfully engaged with the management of Bluewater to improve the disability awareness of the staff. Following this, Bluewater is now investigating installing a Changing Place. This will enable profoundly disabled people and their families to access the shops and facilities more easily.</p>	

Recommendation 2:		
<p>That KCC and schools promote a variety of initiatives to raise disability awareness among peers of young disabled people in mainstream schools and the wider community</p>	<p>The Kent Children’s Trust is considering whether to sign up to the Charter proposed under ‘Every Disabled Child Matters’ and is likely to decide on this by the autumn.</p> <p>However, this recommendation is not specific to transition and the responsibility to promote awareness is wider than schools. As part of wider policy agendas, KCC works with, or part funds, various disability and carers’ organisations, such as Partnership with Parents, Parents’ Consortium, and Centre for Independent Living Kent. These organisations have a role, and a track record, in raising disability awareness across the county.</p> <p>A specific example is the “Community for All” project in Sevenoaks. Members of the project include individuals, organisations and businesses such as shops. Members are committed to disability access and display a sticker that signifies that they are disability-friendly. In addition to increasing the confidence of some people with disabilities to access facilities, some shops are saying that it has increased their business.</p>	

Recommendation 3:		
<p>That the Cabinet Members of CFE and KASS are made aware of the Hampshire transition documents and protocols, particularly the new Transition Handbook and Multi-agency guide, with a view to working towards a similar scheme for Kent.</p>	<p>Kent's Protocols are now complete. They were informed by best practice from other authorities and developed in partnership with many of the stakeholders who gave evidence to the Select Committee.</p> <p>They have been through extensive consultation with the agencies concerned, as well as with young disabled people and their parents/carers. The Protocols have been edited to achieve the Plain English logo.</p> <p>The Protocols will be signed off by the Children's Trust Board this summer and will be in place by the start of the autumn. There will be a formal launch by The Leader of the County Council on the 6<sup>th</sup> November 2008.</p>	
Recommendation 4:		
<p>That KCC should evaluate the capacity of current data systems to enable strategic monitoring of transition plans.</p>	<p>The focus has not been upon a technical 'fix' but upon putting a tracking system in place that ensures that no young people fall through the cracks. It is believed that this has been achieved. All agencies have agreed a minimum set of data that, with parental consent, will be shared across agencies.</p> <p>Specifically within CFE, there have, however, been changes to technical systems. With the introduction of Integrated Children's System (ICS) there is now a single system that has key details available to both education and social care staff. This will improve the flow of information about individual young people as well as enabling more strategic monitoring.</p>	

Recommendation 5:		
<p>That the Transition Task Group investigate the potential for the increased use of Trans – Active in Kent schools, colleges and other settings.</p>	<p>Trans-Active is only one of several models and is not generally agreed to be the best. There is a view that Kent should not commit to one model and that it might be better to agree the principle objectives and allow ‘settings’ to achieve them in their own way.</p> <p>For example, a model that has been quoted nationally is the work undertaken at Valence School, Sevenoaks. Person Centred Plans have been used to form the basis of the statutory Transition Plans. This has been very well received by people involved, particularly the young people who have driven the process.</p>	
Recommendation 6:		
<p>That KCC should identify the source and type of advocacy available for parents and young people to facilitate better transition planning and make provisions to meet any gaps in service.</p>	<p>Partnership with Parents already provides independent advice/representation for parents. This has been identified as ‘very good’ in the recent Joint Area Review.</p> <p>Through the work of the 2010 Transition Executive and the Kent Partnership Board, work is being undertaken to identify and train peer mentors to provide independent representation for young people in transition. Young people are being identified through local learning disability (LD) groups.</p> <p>In addition, KASS has let a contract for a county-wide Advocacy Scheme for adults with LD. It might be possible for advocacy to be spot-purchased from this scheme for young people who require it.</p>	

Recommendation 7:		
<p>To ensure that CFE and KASS commissioning strategies are co-ordinated, including use of jointly resourced budgets where appropriate, to provide a more graduated and consistent approach to service provision for young disabled people in transition from childhood to adulthood.</p> <p>Such strategies should incorporate Transition Worker roles or demonstrate clearly alternative means of providing similar support.</p>	<p>This is a longer-term aim. However, Kent's Protocols require KASS to become involved in planning for children with complex needs at an earlier stage. This should promote a more consistent and co-ordinated approach. It also includes an advisory role for CFE staff beyond 18, to ensure consistency of support.</p> <p>Kent's transition strategy does not include dedicated transition workers at this point because the local authority is required to introduce the role of a Lead Professional for children.</p> <p>The need for transition workers is currently under review in both KASS and CFE. Work is being undertaken to produce an "Invest to Save" business case for the development of this role.</p>	☺
Recommendation 8:		
<p>That the MDs of KASS and CFE must ensure that information about transition and KASS is available in a range of accessible formats and is brought to the attention of young disabled people and their parents in advance of meetings to enable them to participate in transition planning</p>	<p>The Protocols include a section that provides information for families and also includes an 'Easy Read' version for some people with learning disabilities. They also specify the minimum standard for the provision of local information and leaflets.</p> <p>Specific local guides on Transition and support networks and services are being developed or updated. This is being undertaken by KCC staff at a district level. The provision of more locally specific information is felt by young people and their families to be more helpful.</p> <p>For example, the Transition Guide for Thanet has been co-ordinated by KASS staff but has been closely guided by the suggestions of stakeholders, particularly young people and carers.</p>	☺

Recommendation 9:		
<p>That KCC, Connexions and partners identify how to use available resources more effectively to benefit young disabled people in transition.</p>	<p>KCC now directly commissions Connexions and will be in a position to monitor Connexions' performance in relation to transition. With recently proposed changes to the funding of the Learning Skills Council, KCC is likely to have increasing influence on their resource as well.</p> <p>It is expected that Kent's Protocols will lead to a more effective use of all agencies' resources.</p>	
Recommendation 10:		
<p>That individuals identified as Lead Professionals for young people in transition to adulthood have the capacity to undertake the function and are provided by KCC and partners with training and support.</p>	<p>The Lead Professional role is being rolled out between April – September 2008. The requirements of the Transition Protocol have been included in the guidance relating to Lead Professionals.</p>	

Recommendation 11:

That KCC, schools and other partners promote the use of Direct Payments by young people whose social care needs will extend into adulthood, by raising awareness and understanding of DP among CFE staff and ensuring that DP are discussed (with the involvement of a peer-mentor or DP support worker/advisor where possible) as part of the transition planning from Year 9 onwards.

Direct Payments are not specific to transition. However, DPs are addressed in the Protocol. Work is being undertaken by partnership organisations to raise awareness and the DP Team at Parents' Consortium has been expanded. As part of the Aiming Higher Pathfinder Programme even more staff will be recruited and support given to expand the availability of Personal Assistants. This will further increase the take up of DPs.

Work is also being undertaken between KASS and CFE to ensure that when people transfer to the Adults DP Support Scheme, the transition is as smooth as possible. There are still some legislative barriers to a smooth transition for some people. These should be addressed in the forthcoming Health and Social Care Bill and work is already being undertaken to ensure that as soon as the Bill is passed we can implement the benefits



Recommendation 12:

That KCC, through Kent Supported Employment and its partners, explore the potential of a programme to assist with transition planning in schools and elsewhere.




Kent, along with Medway and South East Transition to Adults Group, has been chosen by the Department of Work & Pensions to become a demonstrator project for "Getting a Life". This will help young people with disabilities to achieve their employment aspirations. Kent supported Employment (KSE) is leading the project in Kent.

A specific example of this is St Nicholas at Canterbury College. The Select Committee identified the development of specialist provision in the mainstream FE college as a good example. This has now been built on with £80k additional funding from the LSC to enhance the employment outcomes of their students. KSE has been involved in supporting taking this forward.

In addition, the Job Action Group is working to increase employment opportunities for people with LD.



STATUS

- Key:
-  = Complete/advanced progress
  -  = Some good progress although more to do
  -  = Little/no significant progress yet/high risk (therefore high priority next steps)