

**SPECIALIST CHILDREN'S SERVICES POLICY
OVERVIEW AND SCRUTINY COMMITTEE**

Tuesday, 21st June, 2011

10.00 am

**Darent Room, Sessions House, County Hall,
Maidstone**





AGENDA

SPECIALIST CHILDREN'S SERVICES POLICY OVERVIEW AND SCRUTINY COMMITTEE

Tuesday, 21 June 2011 at 10.00 am
Darent Room, Sessions House, County
Hall, Maidstone

Ask for: **Theresa Grayell**
Telephone: **(01622) 694277**

Tea/Coffee will be available 15 minutes before the meeting

Membership (12)

Conservative (10): Mrs A D Allen (Chairman), Mr M J Angell, Mrs P T Cole,
Mr H J Craske, Mr T Gates, Mr J D Kirby, Mr S Manion,
Mr M J Northey, Mr J M Ozog, Mr C T Wells

Liberal Democrat (1): Mr M J Vye

Labour (1): Mrs E Green

Webcasting Notice

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UNRESTRICTED ITEMS

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

Item No

A. COMMITTEE BUSINESS

- A1 Introduction/webcasting
- A2 Membership
- A3 Substitutes
- A4 Election of Vice-Chairman
- A5 Declarations of Members' interest relating to items on today's agenda

- A6 Minutes of the meetings of the Corporate Parenting Panel on 27 April 2011 (1 - 6)
- A7 Dates of Future Meetings
The Committee is asked to note the dates reserved for its meetings for the remainder of 2011, as follows:-
Wednesday 28 September 2011 - 2.00 pm
Thursday 17 November 2011 – 10.00 am
- A8 Chairman's Announcements
- A9 Oral Update by Cabinet Member

B. ITEMS FOR CONSIDERATION

- B1 Proposals for a KCC Assisted Boarding Scheme and DVD regarding the Royal Alexandra and Albert School (7 - 26)
- B2 'Putting Children First'; Kent's Safeguarding and Looked After Children Improvement Plan (27 - 28)

C. ITEMS FOR NOTE AND COMMENT

- C1 KCC's Performance Management Framework - TO FOLLOW
- C2 Core Monitoring Report (29 - 48)
- C3 Savings Monitoring Report - TO FOLLOW
- C4 Kent Environment Strategy and ISO 14001 Update - TO FOLLOW

D. SELECT COMMITTEE UPDATE

- D1 Update on Select Committee Work (49 - 50)

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
(01622) 694002

Monday, 13 June 2011

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

KENT COUNTY COUNCIL

CORPORATE PARENTING PANEL

MINUTES of a meeting of the Corporate Parenting Panel held in Swale 3, Sessions House, County Hall, Maidstone on Wednesday, 27 April 2011.

PRESENT: Mrs A D Allen, Mr R Brookbank, Mrs P T Cole, Mr G Cooke, Mr P W A Lake, Mr M J Vye, Mrs C J Waters, Mr M J Whiting Mrs J Whittle

IN ATTENDANCE: Mr P Brightwell (Policy & Performance Manager - Looked After Children), Mrs J Doherty (Policy Manager), Mr T Doran (Head Teacher of Looked After Children - VSK), Mr A Pettigrew (Senior Manager), Mr A Speller (CEO, The Young Lives Foundation), Mrs L Totman (Head of Corporate Parenting), Mr D Waller (Directorate Manager: Governance, Member Support & Communication) Ms D Fitch (Assistant Democratic Services Manager (Policy Overview))

UNRESTRICTED ITEMS

1. Election of Chairman

(Item)

Mrs A D Allen was elected Chairman of the Panel

2. Terms of Reference, agreed by County Council on 6 April - to be endorsed by the Panel

(Item 2)

RESOLVED that the terms of reference as agreed by the County Council on 6 April 2011 be endorsed.

3. Membership and Officer Attendance

(Item 3)

(1) The Chairman reminded the Panel that it was also intended to include young people and foster carers as Members of the Panel, but it was important that the Membership of the Panel did not become too large to be effective. Reports should be written in a way that made them easily understood by young people and foster carers who would not be use to local government terminology.

(2) Mr Speller confirmed that young people from the Children in Care Council were interested in being involved with the Panel but it was important to take into consideration the timing of the meeting in order to enable them to take part. He asked that the Panel to allow a rotating membership from the Children in Care Council. The Chairman stated that she would also be happy to receive items for the Panels agenda from young people. The importance of ensuring that the meetings of the panel were run in such as way as to make the young people feel comfortable participating was emphasised.

(3) Mr Brightwell referred to the issue of consent for young people attending meetings of the panel which were public. It was important to think creatively about

how to involve young people in the work of the panel. The challenge was for the panel to carry out its business in a way that made sense to young people. He suggested the possibility of using video conferencing to allow young people to participate in the meeting and give them the flexibility to just get involved with those items that were of interest to them.

(4) Ms Totman stated that she was in the process of identifying two foster carers to join this Panel and they should be identified in time for the next meeting. There was also an issue of the timing of meetings to enable them to attend as, for example, they may need to collect children from school.

(5) It was acknowledged that there was a need to keep the Membership of the Panel under review and to explore different options to make the meetings as accessible and effective as possible, such as video conferencing. It was important to ask young people how they would like to be involved.

RESOLVED that the County Council Membership of the Panel (Mrs A D Allen, Mr R Brookbank, Mrs P T Cole, Mr G Cooke, Mrs E Green, Mr P W A Lake, Mr K H Pugh, Mr L B Ridings, Mr M J Vye, Mrs C Waters, Mr M J Whiting and Mrs J Whittle) be noted.

4. Children In Care Council Update - Service Level Agreement for Young Lives Foundation.

(Item 4)

(1) Mr Speller updated the Panel on some of the key matters in relation to the Children in Care Council (CICC). The Council had been elected in May/June 2010 and held their first meeting in July 2010. They had now met five times (on a bi-monthly basis). Their next meeting would be held in June 2011.

(2) He stated that the CICC members had requested that young people in or leaving care should be involved in the design and delivery of training and professional development for those who make decisions about their lives in care, e.g. social workers, carers, designated teachers and discussions were now underway with relevant bodies to take this forward. He drew Members' attention to a recent suggestion from the Department for Education that CICC members should be involved in the training for corporate parents.

(3) A CICC online survey of the experience of young people in Kent's care was being distributed via the secondary schools in early May. It is hoped that the findings will be available by early June.

(4) CICC members had also contributed to the formulation of the Looked After Children's Strategy.

(5) The CICC had recognised the challenge of representing and communicating with all Kent's young people in and leaving care. A CICC web presence was currently in development; and the CICC was discussing introducing more localised arrangements with open CICC in local areas, combined with activities, to encourage greater involvement. The young people had also suggested that a hard copy newsletter should go out to all young people in care in the summer. This would

include the findings from the survey, an update on the Children in Care Council, and any relevant changes at KCC. It should be written in such a way as to be of interest to young people.

(6) Mr Speller referred to the funding for two apprenticeships to support the work of the CICC, for which recruitment was currently underway.

(7) Mr Speller informed Members that the CICC had been represented at the recent south east regional meeting for CICC's organised by the Department for Education. Arising from this and other regional meetings, the DfE has sent out templates for CICC's to complete and return that identified seven requests that Children in Care Councils should make of Corporate Parents and five features to ensure CICC's were robust and effective. The Department of Education had suggested that the Children in Care Council should have the right to meet on an annual basis with the Children's Services Director and the relevant Member. He stated that the Children in Care Council had not met with a Director of Children's Services but that they had met the Cabinet Member for Specialist Children's Services.

(8) Mr Speller and Mr Brightwell then answered a number of questions from the Panel which included the following:-

- Mr Brightwell explained that 12 young people had volunteered to be part of the Children in Care Council and they had all been appointed. Now that the profile of the Council had been raised, more young people were interested in taking part so it was intended to increase the membership to 20-25 young people and hold further elections.
- It was intended to have two lead Children in Care members for each area and to arrange local meetings which any looked after child in that area could attend.
- An assurance was given that these local meetings would cover district areas but at the moment they were in the process of looking at where looked after children lived to decide on areas for local meetings.
- It was suggested that the involvement of Looked After Children in Locality Boards should be considered.
- Mr Doran referred to the virtual schools website that had just gone live, which was a good networking tool for looked after children.
- In relation to governance of the Children in Care Council, the young people made it clear at their first meeting that they did not want to elect a chairman for the year; they agreed that the chairmanship would be rotated. Meetings tend to be informal. It was early days for the Council and young people were developing into their role and governance would develop as they became more confident.
- It was requested that copies of the records of outcomes from the Children in Care Council meetings could be made available to the Panel.

RESOLVED that the update report be noted.

5. Virtual School Business Plan and Head Teacher's Report (Item 5)

(1) Mr Doran introduced his progress report on the Improvement Plan Objectives and gave Members of the Panel the opportunity to raise concerns and issues. He stated that Virtual School Kent had a clear identification with a brand and logo. The logo and art work had been designed by a student at Canterbury College studying fine arts who was a looked after child. She was very pleased that her design had been chosen and had now decided to go to university to study Arts and Graphics. The Panel were shown the design and was very impressed with it. Mrs Whittle was asked to write and thank the designer for her work.

(2) Member of the Panel made comments and officers answered questions which included the following:-

- Mr Doran agreed to supply an organogram of the service at the request of Mr Vye.
- It was confirmed that the Looked After Children Education Advisors and High Level Teaching Assistants all came from an experienced educational background. They would be up skilling associated staff to build capacity. Each locality would have a looked after children specialist nurse.
- Mr Doran explained that resources would be deployed to 6 localities made up of the 12 districts, so some Districts were grouped together and some were stand alone.
- It was necessary to have accurate data to make sure that resources were used in a way that had the maximum impact for looked after children. In west Kent Looked After Children Advisors had to work with a smaller number of looked after children across a large area, whereas in the east Kent they may have 30 looked after children in a single school.
- In response to a question on whether the Integrated Data Set took data from all schools regarding looked after children, and was all information pooled with heath, Mr Doran explained that there were many systems which collected data and the majority were not designed to work together. Work was being carried out to improve the system.
- It was confirmed that all academies had signed up to data sharing.
- In relation to educational attainment Mr Doran set out the figures for looked after children achieving 5 GCSE's including maths and English, these were well below the national indicator. There needed to be a robust intervention package for any child that became a looked after child at key stage 4.
- In response to a question on what support there was for a looked after child in primary school to take the Kent Test, Mr Doran explained that one of the Higher Level Teaching Assistants for West Kent also delivered Kent Test tutoring and had a 100% pass rate. In year 11 there were 2 looked after children at grammar school.
- Mr Pettigrew explained that although Kent children did not do very well at Key Stage 4 , Kent had the same percentage of children in care as our benchmark authorities which achieved better results.
- Mr Pettigrew stated that the exclusion rate for Looked after Children was increasing.
- Mr Doran confirmed that the Personal Education Allowance (PEA) was £500 per child.

RESOLVED that (a) the proposal to prevent the loss of the PEA; (b) that the Panel support a letter being sent to Ministers regarding the loss of PEA from the Cabinet Member for Specialist Children's Services.

6. Update on Looked After Children Strategy - verbal update

(Item 6)

(1) Ms Totman explained that it was intended to take the draft Looked After Children's Strategy to the Panel before it was considered by the Specialist Children's Services POSC on its way to Cabinet and then the Improvement Board. Mr Brightwell stated that as the strategy delivered Corporate Parenting, it needed to be approved by Members. This strategy would fill the gaps highlighted by the Ofsted inspection. It would be a high level strategy which would set the vision and direction for all agencies responsible for delivering Corporate Parenting. At this stage there was a very clear willingness by agencies to sign up to this strategy. The document would also reflect the views and feelings of young people, which had been missing from other strategies. This strategy would clarify the meaning of Corporate Parent so that people understood their role and responsibilities.. The aim was to delegate as much of the decision making for Looked after children to their carers with support, so that decisions were made by people who were accountable to the young people.

(2) Mr Brightwell identified five key issues and challenges:-

1. Current performance
2. New legislation and guidance
3. Rise in the number of looked after children
4. Number of looked after children placed in Kent by other local authorities
5. Obtaining and using information in a better way.

He identified five strategic objectives

1. Working together
2. Becoming life long learners
3. Developing responsible adults
4. Being emotionally, mentally and physically healthy
5. Safe and nurtured in a home setting.

(3) Mrs Whittle referred to the need to have refresher courses for Member on their role as a Corporate Parent.

(4) Mr Brightwell undertook to circulate a draft of the strategy to the Panel on 10 May to enable panel members to feed in their comments before it was considered by Cabinet and the Improvement Board.

RESOLVED that it be the Draft Looked After Children Strategy be circulated to Panel for their comments and that it be noted that it would also be taken to a future meeting of the Specialist Children's Services Policy Overview and Scrutiny Committee.

7. Future meetings

(Item)

Mr Vye suggested that at the agenda meeting Members should agree what they would like Mr Doran to update the Panel on. He stated that he would like an update on Secondary School exclusions at every other meeting and progress with children missing from care twice a year. In relation to these issues, Mr Doran suggested that Members might like to invite Mr Berry to attend their meetings for these items.

By: Jenny Whittle, Cabinet Member, Specialist Children's Services
Malcolm Newsam, Interim Corporate Director, Families and Social Care

To: Specialist Children's Services Policy Overview and Scrutiny Committee - 21 June 2011

Subject: **Proposals for a KCC Assisted Boarding Scheme & DVD regarding the Royal Alexandra and Albert School**

Classification: Unrestricted

Summary: This report outlines plans to develop an assisted boarding scheme providing opportunities for vulnerable Kent children on the edge of care to attend state and private boarding schools. This work forms part of the ongoing development of KCC's services for Looked After Children.

Members of the Policy Overview and Scrutiny Committee (POSC) are asked to NOTE:

- the prospectus DVD from the Royal Alexandra and Albert Boarding School; &
 - the attached business case for establishing a Kent assisted boarding scheme.
-

Introduction

1. (1) 'Assisted boarding' is an approach that seeks to place vulnerable and disadvantaged children into boarding schools places. The concept is that, in families where there is a significant strain on the relationship between parent/carer and child, removing the child from the home during term time may reduce the strain on parents who are struggling to cope financially, physically or emotionally, thereby increasing the likelihood that the family will remain intact whilst also improving the child's opportunity to succeed academically. Many modern boarding schools have an excellent track record of providing not only high quality educational standards, but a holistic package of pastoral care and extra curricular activities that can provide a stable, supportive and inspiring environment for a vulnerable child to achieve their potential.

Business Case for a Kent Scheme

2. (1) Since January, the Cabinet Member for Childrens' Specialist Services has led a small working group investigating options for introducing a KCC scheme giving the opportunity for some of Kent's vulnerable children to attend state or private boarding school. As a result of this research, we have met with the Royal Alexandra and Albert School in Reigate to discuss working in partnership, and also developed a business case for the Kent scheme. This paper is attached as Appendix 1 for CSS POSC members' information.

The Royal Alexandra and Albert School DVD

3. (1) The Royal Alexandra and Albert School in Reigate is a state-funded comprehensive boarding school that is rated Outstanding by Ofsted and has 80% of children gaining five GCSEs at A*-C (63% including English and Maths). The school has about 60 children, known as Foundationers, who attend the school free of charge referred by primary school teachers and social workers, or by families directly. The outcomes for these children have been very positive, and the school have a wealth of experience in providing holistic pastoral support to them. The KCC member-led working group have undertaken some initial conversations with the Head Teacher to discuss working in partnership to secure places at the school for some vulnerable children from Kent.

(2) The 10 minute DVD due to be played at today's meeting is a prospectus for the school and gives an overall outline of the environment of the school and the benefits it can offer a child. Members should note that the DVD is a general prospectus aimed at fee-paying parents so does not specifically refer to the School's work with Foundationer pupils.

Next Steps

4. (1) We are now undertaking further discussions with the Royal Alexandra and Albert School, and with the Cabinet Member responsible for Children's Social Services at Surrey County Council, to discuss their experience of working in partnership. Meetings are also taking place internally to discuss practical arrangements to initiate and embed the scheme.

Recommendations

5. (1) SCS POSC members are asked to NOTE:
- (a) the prospectus DVD from the Royal Alexandra and Albert School; &
 - (b) the attached business case (appendix 1) for establishing a Kent assisted boarding scheme.

Background documents: None

Contact Officer

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Corporate Strategy

Business Strategy & support

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APPENDIX 1 – ASSISTED BOARDING SCHEME OUTLINE BUSINESS CASE

1. Introduction

'Assisted boarding' is an approach that seeks to place vulnerable and disadvantaged children into boarding schools places. The concept is that, in families where there is a significant strain on the relationship between parent/carer and child, removing the child from the home during term time may reduce the strain on parents who are struggling to cope financially, physically or emotionally, thereby increasing the likelihood that the family will remain intact whilst also improving the child's opportunity to succeed academically. Many modern boarding schools have an excellent track record of providing not only high quality educational standards, but a holistic package of pastoral care and extra curricular activities that can provide a stable, supportive and inspiring environment for a vulnerable child to achieve their potential.

2. Context

2.1 The use of assisted boarding places for vulnerable and disadvantaged children has been quietly going on for many years in the UK, with a strong record of success (notably, Lord Adonis, former Schools Minister was an assisted boarder and is a firm advocate for the approach). Outcomes reported through the approach include marked improvement in educational attainment, but also wider measures of wellbeing such as increased resilience, improved social skills, and higher aspirations for their careers.

Until the 1970s, local authorities routinely supported several thousand vulnerable children in boarding schools, with only a handful of them in care. Boarding was viewed as a preventative measure and many local authorities ran their own boarding schools. However this picture has changed and the scheme fell out of favour. This is largely viewed as being down to a general perception of boarding schools as elitist and cold, and the growing emphasis placed on 'attachment theory' in social work which led to a preferential focus on the bonds between child and individual carer/parent figure as the key influencing factor on their development and wellbeing. In addition, there has been a widespread reduction in the number of boarding places for children in England as a whole, due to a lesser demand over the past thirty years. Meanwhile just 11.6% of looked after children achieved 5 GCSEs at A*-C including English and Maths across the country in 2010, compared to 53% of all children.

2.2 A number of charities continue to support the placement of vulnerable children into state and independent boarding schools and there is a large body of evidence that supports the success of this approach. A five-year study from the Royal Wanstead Children's Foundation found that 85 per cent of children whose fees have been paid by charity under an assisted boarding system reached the same or better standards as fee-paying children at the

same schools.¹ It also found that boarding school is highly effective in helping the 'recovery' of vulnerable children by most achieving the social skills, self-esteem and coping ability of their peer groups within 2-3 years.

In November 2006, Labour launched 'Pathfinders', a scheme aimed at getting local authorities to consider boarding school as an option for children in or on the edge of care. However, whilst the scheme offered £10,000 in start up funding for each local authority, the resulting figures were seen as disappointing by some. The evaluation report, by the Thomas Coram Research Unit, was largely positive, concluding that boarding school can be an environment where some vulnerable children will flourish.² But uptake was slow: 76 young people were considered for a boarding school place by the Pathfinder authorities over the 2 year period, although just 17 actually began at a school and 11 were still there when the evaluation ended

One theory on why this has been the case is the scheme's eligibility criteria, which were seen as being due to the criteria developed by the DCSF being too restrictive (see appendix 1 for full list). For instance if it was believed that if a family was given enough support, that the child was not at serious risk of coming into care (this usually turned out to be over-optimistic).

The Pathfinder suggested that the children likely to benefit from a mainstream boarding school are unlikely to display intractable behaviour problems, be challenging or disruptive, or present the school with serious management problems either in or out of the classroom. They also suggested it is most likely the children selected will have strong education potential or talents in sport, art or music. However they do acknowledge that most children are likely to be poorly socialised, withdrawn and emotionally very vulnerable, with a high incidence of minor mental health problems.

Another suggested reason for the lack of take-up is that some social workers have an distrust of the private sector and a steadfast belief that children need to attach themselves either with family members or foster carers and that these factors, together with low expectations, has led to boarding school not being considered as an option by many professionals.

2.3 There are a number of key conclusions and recommendations as a result of these projects.

- Primarily, this approach will not work for all disadvantaged/ vulnerable young people. It is about "the right child, in the right school, at the right time". Therefore, this initiative will only ever be suitable for a small percentage of children and careful matching and preparation of the child are essential. Critically, it should also be down to the decision of the young person themselves.

¹ 'Breaking Through: How Boarding schools can transform the lives of vulnerable children.' Royal Wanstead Children's Foundation, Colin Morrison, 2007.
<http://www.royalwanstead.org.uk/images/BreakingThrough.pdf>

² 'Boarding School Provision for Vulnerable Children: Pathfinder Evaluation, Claire Maxwell, Elaine Chase', June Stratham and Sonia Jackson, Thomas Coram Research Unit, UCL, 2009.
<http://education.gov.uk/publications/eOrderingDownload/DCSF-RR070.pdf>

- The evidence base suggests this approach works best with children aged 10-12 years old. Children this age are most adaptable to their new environment and typically, by the time they enter their teenage years, it is harder to change/influence behaviour in the same way.
- The approach is more suitable for children on the edge of the care system with an existing family relationship that can be repaired/built on rather than for those already in the system. There also needs to be a suitable place for the child to go during holiday periods and odd weekends based on a consistent relationship with a parent/carer/family member.
- Evidence suggests that there is a reasonably high level of engagement from suitable boarding schools in this approach, both in the independent and state sectors. The Royal National Children's Foundation currently work with over 90 different schools across the UK and a number of these are in Kent.
- Successful placements rely on good preparation before the child is placed, and clarity about expectations on both sides (school and local authority).

3. Business Need

Kent has a high number of Looked After Children (LAC) and some of our resources (school attendance, CAHMS) are stretched further by the huge number of out of county placements. We also have the long running problem of a high vacancy rate for social workers and large case loads.

The 2010 unannounced Ofsted Inspection of Safeguarding and Looked After Children highlighted the large gulf between the attainment of KCC LAC and the national average for LAC (which is still well below the average for children overall). Perhaps even more concerning, was the significant difference between the educational attainment of OLA LAC placed in Kent, compared to the LAC we are directly responsible for as corporate parents. The issues that this inspection result has uncovered not only highlight a huge challenge for Kent County Council, but also provides us with an opportunity to fundamentally challenge the way we support looked after children and seek out new opportunities to improve outcomes.

A Member-led group focused on improving outcomes for Looked After Children, was commissioned by Paul Carter following the Ofsted report. This is being led by Jenny Whittle, Cabinet Member for Specialist Children's Services with support from Ann Allen and Keith Ferrin. Assisted Boarding was put forward as a potential option for Kent LAC and contact was made with the Royal National Children's Foundation to discuss the Assisted Boarding scheme they facilitate, and opportunities for KCC. The meeting was very positive and it was concluded that an Assisted Boarders scheme in Kent has the potential to radically improve outcomes for a number of children on the edge of care, reduce the number entering the care system and thereby also reduce the pressure on our services for children already care.

The group met with Paul Spencer Ellis, Head Teacher of the Royal Alexandria and Albert School (RAAS) in Reigate to discuss the scheme. RAAS is a Ofsted

Outstanding rated state-funded comprehensive boarding school that has 80% of children gaining five GCSEs at A*-C (63% including English and Maths) and also seeks to provide places for disadvantaged children who may benefit from the respite boarding school can offer. The school has about 60 children, known as Foundationers who attend the school free of charge, referred by primary school teachers and social workers, or by families directly. Initial conversations suggested there was enthusiasm to consider working in partnership to make arrangements for vulnerable children referred by KCC.

4. Kent's Looked After Children and Child at Risk: a profile

- We have around 1,400 Kent LAC in the county, and roughly an additional 1,400 placed by other local authorities.
- There are currently 208 10-12 year olds being looked after - around 15% of LAC (excluding UASC). It is estimated that between 10 and 15 children per quarter become looked after at these ages (40 to 60 per year).
- Around 50 new children enter the care system every month.
- In the care system, we currently have 56 children formally placed with their parents (under a care order as a shared responsibility with KCC) and 90 with other family and kinship carers. Around 25 of these have been identified as currently at a suitable age for this scheme (10-11 years).
- It is more difficult to establish the number of children on the edge of care, however around 8,600 children are currently considered a 'Child in Need'. Of these, around 840 are currently aged 10-11 (roughly 10%). The number of children subject to a CP Plan as at 28/02/2011 aged 10 and 11 was 137.
- There were 672 children referred to Family Group Conferencing over 09/10 following assessment by their Social Worker than at least one child in their family met Social Care referral criteria; that is; they were thought to be at risk of coming into public care system. 62 FGCs have taken place following referral from Attendance and Behavioural Service concerned that the 96 children involved had significantly low school attendance. 75% of children involved in Social Care referrals are 10 or under, whilst the age range profile is reversed for Education referrals where 71% of children are 12 and over, that is, secondary school age. A report in 09/10 suggested around 100 children aged 11-13 were referred for FGC overall.
- Around 280 children are supported through kinship care arrangements outside of the LAC system.

Associated Unit Costs (taken for 2009/10):

- Independent Fostering Agency placements on average cost £1086 per week

- The average weekly unit cost for LAC was £583
- The average gross weekly cost for a private sector children's home was £2,895

5. Benefits and Risks

This project has a number of clear and significant benefits accompanied by a low level of risk for the organisation so there is real potential to deliver a successful scheme. Key benefits, risks and the mitigating actions for these risks are detailed below.

Benefits:

- Significant improvement in educational attainment for Kent children—evidence suggests the majority of children placed in boarding school will achieve or exceed the average of the peer group within three years.
- Improved wellbeing and reduction in family breakdown for Kent children.
- Indirect implications for other existing LAC – a reduced pressure on their services through a reduction in children entering the system. Such as freeing up non-related foster care placements by enabling more children to be supported (during holidays) by their own family and increasing placement choice for other LAC and/or reduce the need to use more expensive IFAs for other LAC where a suitable in-house placement could not be found.
- Cost savings – use of boarding schools places for children at risk of care is cheaper than those children then entering the care system, particularly residential placements. There is also a longer term 'whole system' saving through the added contribution that these children will make to society through greater success in adulthood e.g. less reliance on public services and contributing to the country through paying more tax through greater employment opportunities.

Risks:

- Costs/demand– If the scheme is offered as a preventative measure, there is a small risk for KCC that families/carers in informal kinship care arrangements, who do not currently have a relationship with the local authority, will seek to engage with our services to access this scheme. This would increase costs for KCC – particularly in relation to kinship carer payments.
Mitigation: The use of strict criteria and signposting families we can't fund directly to charitable organisations such as the RNCF will counteract this.
- We will need specific criteria to ensure the successful placement of suitable children.
Mitigation: The scheme needs to be considered as part of a portfolio of options for vulnerable and looked-after children and must be fully embedded into the Council's Placement Strategy and Preventative

Strategy so it becomes part the overall approach to supporting vulnerable Kent children.

- Measuring improvements in outcomes will take several years to fully evidence, and associated cost avoidance is difficult to evidence. There needs to be awareness that a preventative model will not impact on the NI related to educational attainment of LAC directly – so performance measures will not improve as a result of simply placing children on the edge of care initiative.

Mitigation: It is important to consider the approach as part of a longer term preventative strategy that seeks to achieve the best outcomes for Kent children rather than a quick fix. This should include proactive identification of children who may be suitable in the future as well as those currently at age 10-11. Investigations should also be made into placing children already in the care system, as well as a preventative measure, where this is appropriate for the child. A new Kent based indicator should also be developed to measure the improvement of this group of children so that the success can be specifically tracked.

- Political – There is a small risk that the media could choose to present this as a negative story related to costs of fees, use of the independent education sector, or the perception of boarding schools.

Mitigation: Careful management of the scheme and clear proactive communication of the benefits of this approach.

- There is a risk that placing LAC in boarding schools with foster support for holidays will require full time payment of foster carers.

Mitigation: Alternative approaches should be used to secure foster carer placements for those children for whom this scheme could be suitable. It is recognised that the type of carer who may be attracted to a weekends and holidays only foster arrangement may be different to those typically used by CSS. Consideration will need to be given to alternative models of provision such as offering a special foster payment rate for holidays only, and through targeting potential carers who may not be able to manage a full time commitment but could offer a part-time placement (such as working couples).

- The perception amongst the social work profession and other professionals towards boarding school leads to a resistance to placements.

Mitigation: Clear communication plans, and actions to embed the scheme into KCC's overall approach to LAC including our Placement Strategy and Preventative Strategy. Responsibility for the success of the scheme will be shared between professionals. Multi agency involvement in decisions about placements for Looked After Children. The Virtual School will act as a lead professional with the boarding schools we work with and build a trusted relationship.

7. Scope and Dependencies

Scope

- The project will be targeted at Kent LAC only, for whom we have Corporate Parenting responsibilities. It is also proposed that the scheme excludes Unaccompanied Asylum Seeking Children (UASC) who have a distinct set of needs.
- The project will be limited to working with children identified within a defined set of criteria for suitability and will not be appropriate for the most vulnerable children we work with, or those with special needs.
- Placing children already in the care system will be more complex because of the need for a consistent carer for holidays and odd weekends. So consideration will need to be given to the best way of doing this.

Dependencies

- Incorporation of the scheme as an option within the overall KCC Placement strategy for Looked After Children, and through existing preventative service provisions such as using Family Group Conferencing as a vehicle to identifying suitable children/families for the scheme.
- Identification of schools willing to work with KCC on this scheme and agreement of a suitable funding arrangement for each child.

8. Options Appraisal

There are a number of approaches that could be used to implement this scheme:

A. Initiate the project with a small number of children with kinship care arrangements.

This would involve selected a small group of children (around 10) who have suitable kinship care circumstances. This would be a quick way of initiating the scheme, and increase the potential for evidencing success as an achievable quick win. However the impact would only be for a very small group, and waiting for outcomes to be evidenced would take 2-3 years, which would delay roll out if it is successful.

B. Roll out the approach for all suitable children on the edge of care

This had a more immediate impact for all eligible children and will increase the benefits we see as a result – less family breakdown and better outcomes for more children.

C. Seek to place all suitable vulnerable children – including any suitable children who are already 'looked after'.

Whilst it is recognised that there may not be a large number of children already in the care system that this scheme may suit, it should be available to those who are. This approach directly impacts the attainment of a small number of LAC and even for a small cohort it is highly likely this will significantly improve our current NI A*-C at GCSE attainment results. It also supports children for whom KCC is already a Corporate Parent (using the 'pushy

parent' mentality). It could also open up opportunities to consider revoking a care order in the future (in the right circumstances) for children currently in full care of the county, if the boarding placement can be used in conjunction with kinship care that may otherwise have not been viable such as grandparents who couldn't cope with providing year-round care.

9. The Proposal

To adopt a scheme for Assisting Boarding that is mainstreamed into the KCC Placement Strategy for Looked After Children and Preventative Services as part of the portfolio of options available to support vulnerable children. The scheme would identify children based on defined criteria as set out below, who are at risk of entering the care system or are 'looked after' with parent or kinship care arrangements.

9.1 Which Children?

Critical factors for the successful placement of children have been drafted with consideration of evidence from RNCF and the Royal Alexandria and Albert school. Following discussions with RAAS, we had an initial opportunity to present a number of potential cases for discussion with the school and discuss the characteristics of Foundationer boarders at the school who have successfully benefited from attendance. This initial discussion has informed the identified factors for further children that this option may suit so that this can be investigated further on a case-by-case basis. Appendix 3 presents some case studies from the school highlighting cases where the arrangement has worked, and where it hasn't.

As the scheme is embedded into KCC's overall Placement strategy, these criteria will help us to identify children who this may suit. The suggested list of factors is:

1) Age of child - ideal age for initial inclusion in boarding school would be 10 years to 12 years of age (but this could be younger for the right child).

2) Relationship with family. The ideal group that boarding schools would work best for would be children who are either on edge of care or those looked after where a relative/family friend is either already caring for the child, or would be prepared/able to do so during the holidays. Other groups of LAC could be included but there will be a need to identify stable care arrangements outside of term time. In addition, this may be appropriate for some LAC placed with parents.

3) Health needs - key issue is that any identified health issues need to be being addressed, especially issues around CAMHs. Issues around child's ability to form attachments and whether further work is needed to address this are relevant. However, attachment issues per se should not be over-riding factor for this age group of children. Research suggests that around a quarter of the population have what would be referred to as an insecure attachment - it makes them more common than left handers. Boarding school may well be more successful in addressing any unresolved attachment issues than placing

with non-related foster carers - if a boarding school proves more successful at holding on to the child.

4) Child's relationship with current school, including existing friend network. Some children will benefit from going to boarding school if this allows the child to separate from a peer network that is having a bad influence on them. Alternatively - some children may already have a positive relationship with their school and a strong group of friends. In some respects this latter point will be reflected in child's wishes and feelings

5) Education - criteria will need to include something on minimum levels of potential and achievement

6) Child's wishes and feelings

7) Families wishes and feelings

8) Alternative placement options - Boarding school option should be included amongst a list of possible alternatives and best option from this list should be chosen for a child regarding their placement plan.

9) Siblings - it may well be possible to use boarding school option to place siblings, as a means of preventing risks of placement breakdown if alternative option is non-related foster care.

10) As a means of avoiding high cost placements later on. While this project would work best for children in family/friends living arrangements, there will be times when we can predict from a child's previous LAC history, or from the issues in their lives, that they are destined for frequent placement changes. Research suggests that frequent placement changes increases likelihood that children will end up in an IFA or residential - this group would very much be justified on basis on invest to save.

Once children have been identified as suitable, the option of a boarding school place as an alternative or preventative measure to the child being placed in care can be incorporated into existing provisions such as Family Group Conferencing and embedded into our overall Placement Strategy and Preventative & early Intervention Strategy.

9.2 Which Schools?

Appropriate schools to approach should be selected through a process of discussion with the Royal National Children's Fund about which schools they are already working with in Kent, through directly approaching schools already known to KCC who seem suitable, and through approaching the Boarding Schools Association for assistance/signposting (the Boarding Schools Association were a facilitator for the national Path Finder pilot so already have an awareness of the scheme and potential interesting schools). We have already begun to develop a promising relationship with the Royal Alexandra and Albert School, who have a strong history of working with vulnerable children and the experience to make this work well.

In addition, a directory of Boarding Schools that supported the national Path Finders pilot included five Kent Boarding Schools, who may be worth approaching for this project.

- Kent Ashford School
- Bethany School
- St Edmund's School Canterbury
- St Lawrence College
- Wellesley House

Several other Kent Schools have been suggested as worth investigating including Kings and the Duke of York Military Academy. Consideration will need to be given to the suitability of each school on a case-by-case basis in terms of the ethos, make-up and character (for example if the student body is predominantly international it is unlikely to be suitable for most vulnerable children). A further consideration is the stability of the school as this needs to be a consistent arrangement available for a child from year 7 to 11 at the minimum.

It should be noted that independent schools may only be interested in offering places for students with a very strong academic record and this may be a barrier to finding places for some children who could benefit from the opportunity.

9.2 Partners

The Royal National Children's Foundation have expertise in successfully facilitating placements for children and assessing children/families for suitability. They have expressed enthusiasm for supporting KCC with developing a scheme, and should be able to offer advice from their long term experience. The charity has already begun to arrange meetings with potential Kent schools to discuss interest in the scheme as they already have a relationship with some. It is recommended that the charity is also used to facilitate matching schools with children.

9.3 Measuring outcomes

In order to assess the success of the scheme a Kent based indicator will be developed to measure the impact of the scheme as the Boarders progress through educational key stages.

Educational outcomes should be measured on a Key Stage basis (3 & 4) to allow time for the child's adjustment to boarding school and for the impact to filter through to attainment levels. Additional measures could also be used to track outcomes for the child in terms of emotional wellbeing. Interviews with the children involved could also provide a qualitative measure of their views of their own outcomes.

9.4 Funding arrangements

Boarding school places could be funded through packages including bursaries, discounts and charitable grants on a case-by-case basis in negotiation with individual schools depending on circumstances. It may be possible to arrange for schools to part fund places or offer reduced fees for vulnerable children as taking them on will support their charitable status - particularly where schools are already committed to the approach and have seen its success in practice.

For the national Path Finder pilot, the DCSF provided an illustrative example – the £20,000 annual cost of a place in an independent senior school, with a 40% bursary or discount and 20% paid by an education trust, would cost the Local Authority (schools and children services budgets) £8,000. Of this £8,000 around £3,500 might be covered by the DSG – so in this example the charge to CYP budgets would be £4,500 per annum. This would present excellent value if it prevented a child from coming into care.

Initial conversations with the Royal Alexandra and Albert school in Surrey suggest they would be willing to consider a funding arrangement based on a 25% contribution from the School, with KCC taking responsibility for building the overall funding package. They suggest that funding arrangements should plan for 110% of fees, to allow for incidental extras such as uniforms, transport and extra curricular activities.

Indicative fees for local Kent Boarding Schools are included as Appendix 2 .

9.5 Embedding the Scheme

A key factor in the small number of children placed in the national pilot was seen to be the cultural influence of attitudes towards boarding school amongst social workers. As a result, there is a need to consider the best way of ensuring the scheme is embedded into mainstream business and not sidelined. It is recommended that the scheme is considered as an option of first resort for suitable children and that a range of agencies are involved in placement decisions for LAC – particularly including the Virtual School team to give an educational perspective on the decisions made. A clear communication plan and explanation of the approach will need to be provided for lead professionals, particularly social workers so that the benefits can be fully understood. This will also help ensure the right children are put forward, and the option is presented as an educational opportunity and respite offer for the family rather than a form of residential placement.

It is recommended that Family Group Conferencing is used as a key platform for offering this option to families with vulnerable children on the edge of care. This will ensure the scheme is considered via mainstream interventions with families rather than in isolation, and allows the families to jointly consider it as an option and explore the potential to create joint family support for a child to complement the arrangement.

Tony Doran's Virtual School team will act as the lead professional when working in partnership with the schools involved and help develop a

relationship of trust so that key information is shared openly and any potential problems are resolved quickly.

10. Affordability

The proposed model has genuine potential to be either cost neutral through replacing existing provision or offer savings through either the avoidance of entry into the care system or the type of placement required (in-house foster, IFA or residential).

10.1 KCC Savings/cost avoidance

The potential savings for this resource might come from reduced costs of paying the boarding school fees , if the boarding school was to meet KCC half way (through bursaries) , plus savings in social work time (if this can be used as a means of avoiding the need for some children to become looked after).

- The estimated average gross expenditure in for a LAC in foster or residential care in England is over £50,000 a year (Family Recovery Project: From Pathfinder to Service Transformation 2010): over 45% more than the cost of sending a child to Eton.
- Court proceedings and costs for placing a child in care are around £24,000 (LB of Westminster's costs of child protection staff time, average Section 17 contribution.)
- Boarding school fees range from £5,000 (state) to £25,000 with an average of around £8,000 per term (£24k a year based on a three term year). The average annual cost of an in-house foster care placement is currently around £30k in Kent. Working on a principle of funding 50% of an average costed school would almost certainly be less than the cost of foster care.
- Savings would be even more significant if the child was placed in IFA (c. £56k p.a.) or was then placed in residential care (c. £150k p.a.)

This estimated saving excludes the wider costs of social work such as staffing, care planning etc and the reduction of the use of wider services due to better outcomes for the child in question. Related KCC services could include:

- Attendance and Behaviour - we have three dedicated Education Welfare Officers for LAC - estimated costs for one case are £2,810³ .
- Youth Offending Services - last year 15% of KCC's LAC were known to YOS.
- Home to School Transport, many LAC require Home to School transport arrangements.

There should also be knock on implications to service pressures - for example, freeing up non-related foster care placements by enabling more children to

³ Westminster council's average cost per case from their Family Recovery project report, Sept 2010.

be supported (during holidays) by their own family. Some relatives may not be prepared to offer full time care (thus requiring these children to be looked after in non-related foster care) but would be willing to support the child during the holidays. This would reduce the need to use more expensive IFAs for other LAC where a suitable in-house placement could not be found.

For children already in the care system, there is also the potential to reduce costs by increasing the stability of their situation so that their needs do not escalate (by remaining at boarding school with social worker support, there is less risk of them moving on to residential care).

10.2 Wider Cost benefits

It is also likely there would be an associated reduction in demand on services for other public sector agencies such as Police and CAHMS (child and adolescent mental health services). The 2010 Margate Task Force High Cost Cases review highlighted an estimated annual cost of £160,000 to support a young person in care who lives in residential facilities and has 'absconded from care'. The costs in this case included taking the child in to care (£36,653), care arrangements, Youth Offending Services, intervention and police involvement among other interactions.

11. **Outline Project plan**

11.1 Resources required

The resources required for a phased roll out should be deliverable through existing services without the need for additional staffing.

11.2 Project Roles

Key roles for the projects are suggested as follows:

Project Sponsor	Jenny Whittle
Project Manager	Liz Totman
Virtual Project Team	Tony Doran
	Paul Brightwell
	Sarah Skinner
	Malcolm Newsam
Key stakeholders	Paul Carter, Leader
	Corporate Parenting Board
	KCC Improvement Board
	The Royal National Children's Foundation – via David Howarth and Chris Hughes
	Royal Alexandria and Albert School – head Teacher Mr Spencer Ellis
	Family Group Conferencing workers
	All Children's Social Workers

Appendix 1.1

DCSF Pathfinder Pilot_Criteria/indicators recommended for placing children

The introduction for the 'Protocols and guidance for participating local authorities and boarding schools' stated that:

'The Pathfinder is looking at providing an alternative approach to family support services for children assessed as being in tier 3 or even tier 4 need (the Hardiker model of need, Every Child Matters, 2003). The needs of these children will vary depending upon each child's own situation and circumstances.

There is no single "type" of child that should be placed, or situation that should lead to a placement, in boarding school. There are, however, some indicators which might assist in considering if boarding schools might be the best way to meet their needs:

- a. *the child most likely to have the best outcomes if supported at boarding school will have no intractable behavioural problems. They will be able to manage in a mainstream school setting, and will usually have average or good educational potential;*
- b. *They may have special educational needs, and be assessed as having a level of need under the Special Educational Needs Code of Practice, but most are unlikely to have a full formal statement of special educational need;*
- c. *They will have experienced good attachment in their early life and have a significant adult figure with whom they can spend holidays and who has a good relationship with them;*
- d. *They may well have problems socialising, be withdrawn or isolated and have few friends. They may have minor mental health problems, and exhibit self-harming behaviours, anxiety or bereavement disorders. They may be over adult, taking on too much responsibility, or they may be age inappropriate in other ways. They may also have experienced instability, or a life lacking in structure, and be likely to flourish in a setting with clear routines and structures.*
- e. *The child's family may be dealing with complex situations such as severe mental illness, other chronic illness or disability, drug or alcohol problems, domestic violence, homelessness, astute financial hardship, and instability, and may be on the verge of breakdown.*
- f. *The child may be cared for by siblings, grandparents, aunts or uncles or other extended family members because of the death of their parents, or the inability of their own parents to care well and safely for them. Their carers may themselves be disabled, elderly or ill and unable to provide full-time care.*
- g. *A few children may be looked after, but it is unlikely significant numbers will be. For some, a school placement may be part of shared care arrangements with extended family members, foster carers or special guardians. They may also be adopted or have experienced an adoption breakdown; and*

- h. *Crucially, the child and their family or primary carers will be fully involved in the choice, will have high aspirations and will be committed to and want to go to a boarding school.'*

Appendix 1.2: Fees Survey of Local Boarding Schools
(Taken from online sources)

- Bethany Co-ed age 11-18 in Goudhurst, Cranbrook
 - £7639 per term (£33k p.a.)

 - St Lawrence College, Thanet. 330 pupils:
 - years 3-6 £6,384 (£19k p.a.)
 - Years 7-13 £8,495 (£26500 p.a)

 - St Edmunds Canterbury, 8 +, boarding 5/6 nights a week founded to provide free education for fatherless sons of clergy of C of E, now accept applications from boys and girls for Foundationer status.
 - 8 – 12 £6k per term (£18 k p.a. plus music fees)

 - Wellesley House, Broadstairs. Only for ages 7-13. 2/3rd of children are boys
 - £6,650 per term (£21 k p.a.)

 - Ashford School and Ashford Friars prep school – independent school of the year 2010-11. 130 boarders
Full boarding fees for years 6-13 £8400 or £26 k p.a.
- Royal Alexandra and Albert School 910 pupils including 425 boarders
- Age range 7-18
 - Boarding fees £4,121 per term (£12,363 pa)
as it is a state school.

Appendix 1.3 Case Studies from RAAS

Case Histories

The Royal Alexandra and Albert School in Reigate is one of the larger state boarding schools, with almost four hundred boarders covering the age range 7 to 18. Unusually it is supported by a charitable foundation which funds boarding places for children whose home circumstances make boarding desirable. The following case studies are anonymised to protect identities of the young people involved.

Susan

Due to psychological problems, Susan's mother, who is a single parent, was taken into hospital and Susan became a looked-after child at the age of 9. The attached Social Worker believed that Susan's mother might recover enough to live at home and was concerned about Susan's education. After a number of visits and an interview, Susan started as a boarder within few weeks of the hospitalisation of her mother.

Susan is of above average ability and did well in boarding, being a member of various sports teams and generally, but not consistently, being in top sets.

Susan did reasonably well in her GCSEs, passing nine and with three at grade A. In addition, and very importantly she became a school prefect in and was an excellent role model for other girls. As she was allowed no social life at home and as her friends were, in the main, fellow boarders, Social Services funded a sixteenth birthday party for her in the school – the first time she had ever had a party.

In the Sixth Form she worked with great dedication and finally realised her real potential by achieving four grade As at A level. She is now in the third year of her Law degree.

Winston

Winston's mother is a single parent who had been unable to work for several years due to poor health. Winston began to get into trouble during his last years of primary education and it was clear that his mother could not cope.

He always found school work a struggle, but achieved five good GCSE passes and was an excellent sportsman, representing the County at both Rugby and Football. Perhaps due to the success that he felt he enjoyed at the school, he was excellent at showing visitors round, and one set of prospective parents made a point of telling the Headmaster that Winston was "a credit to the school".

He has kept in touch with the school and came back to see staff and pupils last term. He has a steady job, plays semi-professional football at the weekends and is studying at a college two evenings a week.

Anna

Anna's father left her mother and two other younger children and moved abroad. Severe epileptic attacks meant their mother had, on occasions, to be taken into hospital, and Anna became increasingly a "child carer", looking after the younger children. Anna came into boarding in Year 8 and spent four very successful years at the school, gaining excellent GCSE results.

The relationship with her mother grew more strained over the last couple of years and at the same time she re-established contact with her father. After GCSEs she went abroad to join her father and has resumed her education there. Her latest e-mail to the school talks enthusiastically about applying to university.

Chris

Chris was living with elderly grandparents who were increasingly unable to cope with him. There were several preliminary visits by attached Social Workers from the shire county where he lived.

The initial interview with Chris went well and he started boarding.

It then became apparent that Chris clearly had significant interpersonal skill difficulties, which was initially attributed to the fact that grandparents live in a rural setting and he was never allowed to bring friends home.

When consulted about this, the attached Social Worker eventually revealed that Chris was being seen by the Child and Adolescent Mental Health Team. This information had not been previously revealed to the school. In order to try to support Chris in boarding, Social Services eventually agreed to finance support for Chris in boarding. This support was swiftly put in place, with the equivalent of a Teaching Assistant to support him during some boarding hours.

After a full term of such support, the school reluctantly concluded that the placement was not working. Social Services were very reluctant to accept this judgement, despite only rarely visiting the school and having infrequent telephone contact with the school. Chris left boarding and returned to his grandparents and the local day school.

By: Jenny Whittle, Cabinet Member for Specialist Children's Services
 Malcolm Newsam, Interim Corporate Director, Families & Social Care

To: Specialist Children's Services Policy Overview & Scrutiny Committee - 21 June 2011

Subject: **Putting Children First: Kent's Safeguarding and Looked After Children Improvement Plan**

Classification: Unrestricted

Summary	Updates Members on progress on delivering the Improvement Plan
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Introduction

1. (1) The Improvement Plan is a standing item on the Committee's agenda. The Plan was drawn up in response to the findings of the Ofsted inspections which took place in August and October 2010. It sets out the overall strategy and detailed actions to significantly improve services to children in Kent and support for looked after children. It directly addresses the requirements set out in the Ofsted Report and subsequent Improvement Notice from government. More widely, it also seeks to enhance the quality of practice and improve the whole system through which children's needs are assessed and met via a fundamental re-shaping of Children's Services.

(2) The governance arrangements for children's social care improvement were approved by the County Council on 6 April. The Kent Improvement Board, which has an independent chair, Liz Railton (approved by the Parliamentary Under-Secretary of State for Children & Families) and a membership that includes representatives from key partner agencies, meets monthly. Ms Railton's first quarterly report was sent to all Members on 1 June and subsequently went to Cabinet on 20 June.

(3) The County Council also agreed to establish a Children's Services Improvement Panel which is an informal Member group that supports this (Families & Social Care Policy Overview & Scrutiny) Committee by offering challenge and overseeing the monitoring of progress. Because this Committee meets quarterly, the minutes of the Panel will be sent to Cabinet to note, as well as this POSC, so that they are reported to Members and the public in a timely manner.

Progress to date

2. (1) A detailed report on progress went to County Council and then Cabinet in May. Key actions to note since those reports were made are:

- On 23 May Cabinet approved the workforce strategy and “compelling offer” to improve recruitment and retention of children’s social workers.
- The Peripatetic Team is up to full strength, and has taken on 423 cases, which has had a significant impact on reducing numbers of unallocated cases.
- The Duty and Initial Assessment Team (DIAT) improvement programme has been rolled out from Swale to Thanet, Tunbridge Wells and Ashford and is having a positive impact.
- The county duty team, a small and temporary team of qualified social workers, has been recruited to work alongside the Kent Contact and Assessment Centre in order to make decisions about which cases need initial assessments and therefore should be passed through to DIATs. There have been some teething problems which are being resolved.
- The commissioning framework for early intervention and preventative services has been advertised on the SE Business Portal.

Impact on Performance

3. (1) Between February and early May we have:

- Reduced unallocated cases from 2269 to 338 (of which only 71 have been unallocated for more than 28 days).
- Reduced outstanding initial assessments from 1926 to 665
- Reduced outstanding core assessments from 2019 to 1411

(2) To deliver the improvement notice targets on bringing down outstanding initial and core assessments (to 200 and 100 respectively by August) is still very challenging indeed and every effort is being made to achieve them.

(3) The Children’s Services Improvement Panel will be given detailed performance information for its meeting on 22 June.

Recommendations

4. Members are asked to NOTE the progress that is being made on delivering the Improvement Plan.

Malcolm Newsam

Interim Corporate Director Families & Social Care

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Background documents: None

By : Jenny Whittle, Cabinet Member, Specialist Children's Services
Malcolm Newsam, Interim Corporate Director, Families and Social Care

To: Specialist Children's Services Policy Overview and Scrutiny Committee - 21 June 2011

Subject: **Core Monitoring Report**

Classification: Unrestricted

Summary: The purpose of this report is to inform Members about key areas of performance and activity relating to Specialist Children's Services as reported to Cabinet. It includes information up to the end of March 2011.

Introduction

1. (1) The fourth quarterly Core Monitoring report for 2010/11, including information up to the end of March 2011 was presented to Cabinet on 20 June.
- (2) Attached in Appendix A is the Specialist Children's Services element of that report and the overall summary of performance for the whole authority.
- (3) This process contributes to the management of the overall performance of the authority and the reports are published on the external web site as part of KCC's transparency agenda.

Report format changes

2. Additional indicators related to children's social services have been included in the current Core Monitoring report to reflect the priority need for improvement in this area.

Future Reports

3. The new reporting framework for 2011/12 is under development and will replace the current Core Monitoring. The new framework will deliver a single performance management process for the organisation and will incorporate the monitoring of "Bold Steps for Kent" and other outcomes for core services of the authority.

Equality Implications

4. The Core Monitoring report examines key indicators agreed by Cabinet. Officers have the opportunity to include any equality issues arising from the indicators in the commentary for each.

Recommendation

5. Members of the Specialist Children's Services Policy Overview and Scrutiny Committee are asked to NOTE this report.

Contact officer:
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Background documents: None

Kent County Council

Core Monitoring Report

Cabinet 20 June

Extracts for Specialist Children Services

Including Information up to the end of March 2011



Contents

Description	Page	Previous Status	Current Status
Overall Summary of Performance	4		
Key to interpreting the data	6		
Council-wide Indicators			
Contact Kent : calls answered within 20 seconds		Green	Amber
Gateways		Provided for information only	
Complaints			
Staffing numbers (FTE)			
Staffing age profile		Amber	Amber
Staffing equalities – disability		Amber	Amber
Staffing equalities – ethnicity		Amber	Amber
Staff turnover		Information only	
Staff sickness absence		Amber	Green
CO2 emissions from KCC non-schools estate		Amber	Amber
CO2 emissions from schools		Red	Red
Children, Families and Education			
Foundation Stage pupil attainment		Amber	Green
Key stage 2 attainment – all children		Red	Red
Key stage 2 attainment – looked after children	7	Red	Amber
GCSE results – all children		Amber	Amber
GCSE results – children with free school meals		Red	Red
GCSE results – looked after children	8	Amber	Red
Young people not in education, employment or training		Green	Green
Secondary schools inspections		Green	Green
Primary schools inspections		Red	Red
Early years and childcare providers inspections		Amber	Green
Schools in special measures		Amber	Red
SEN assessments		Amber	Amber
Pupil exclusions		Amber	Amber
Pupil absence – secondary schools		Amber	Amber
Children's Social Services			
Referrals to children's social services	9	Red	Red
Initial assessments	10	Red	Red
Initial assessments completed within 7 days	11	Red	Amber
Core assessments within timescales	12	Red	Red
Children with child protection plan	13	Red	Red
Number of looked after children (LAC)	14	Red	Red
Social worker vacancies	15	Amber	Green
Asylum service – young people now aged 18+	16	Red	Red
LAC placed in Kent by other local authorities	17	Red	Red

Description	Page	Previous Status	Current Status
Adult Social Services			
Direct payments/Personal budgets		Amber	Green
Older people in residential care		Amber	Amber
Older people in nursing care		Amber	Amber
Domiciliary care for older people		Amber	Green
Learning disability residential care		Red	Red
Environment, Highways and Waste			
Household waste tonnage		Amber	Amber
Recycling/composting		Amber	Amber
Municipal waste taken to landfill		Green	Green
Congestion - Maidstone		Amber	Green
Freedom pass		Amber	Red
Routine highways repairs within 28 days		Amber	Red
Pothole repairs – average repair time		Red	Amber
Streetlight faults repaired - KCC		Amber	Amber
Streetlight faults repaired - UKPN		Red	Red
Road traffic casualties		Amber	Green
Communities			
Library visits		Amber	Amber
Library book issues		Red	Red
KCC apprenticeships		Green	Green
New entrants to the youth justice system		Amber	Amber
Young offenders in education, employment and training		Amber	Amber
Adult education enrolments		Green	Green
Drug users leaving treatment free of dependency		Green	Green
Supporting People – people achieving independent living		Amber	Amber

Overall Summary of Performance

This is our fourth Core Monitoring report for 2010/11. It provides information on key activity and performance for the fourth financial quarter, up to the end of March 2011.

The publication of this report is part of our transparency agenda, making the information and data we use as an organisation more open to public scrutiny.

The main concern in the financial year was the poor Ofsted report for our children's social services received in November. An Improvement Plan has been drawn up and various actions to improve the service are now underway. The improvement of services for vulnerable children is the top priority for the council and additional indicators relating to Children's Social Services have been added to the Core Monitoring report to ensure that the position and improvements are openly reported.

Overall performance for the indicators included in the current Core Monitoring is as follows:

RAG Status	Indicators in each category		
	Previous	Current	Net Change
Green	7	14	+7
Amber	29	21	-8
Red	17	18	+1
Total	53	53	

The following areas have shown improvement:

- Average days sickness for staff has reduced in the year
- Attainment for Kent children is now significantly better than the national average at Foundation Stage
- Ofsted inspection results for early years settings are also now better than the national average
- Attainment for looked after children at Key Stage 2 has improved and is now close to the national average
- Timeliness of initial assessments for children's social services has improved and is now closer to the Improvement Notice target
- Social worker vacancies have now been reduced to close to zero
- The percentage of adult social services clients with personal budgets and direct payments has reached the national target level
- Hours of domiciliary care for older people purchased from the independent sector during the year has come in within budget
- Average journey time in Maidstone morning peak hours has improved in the quarter compared to the same time last year
- Average time to repair potholes improved in the quarter and performance was close to target
- The numbers of people with serious injury in road traffic accidents in Kent has continued to reduce this year and the rate of reduction is ahead of the last published national average.

The following areas have shown a drop in performance:

- Response times for answering in-coming phone calls dropped below the national benchmark for the quarter

- GCSE results for looked after children have fallen significantly behind the national average and actions to address this are in the Improvement Plan
- The number of schools in special measures has again increased in the quarter and is above the national average
- Take-up of the Freedom Pass has been very successful and as a result has led to a budget pressure
- Response times for routine highway repairs have dropped in the quarter and remain below target.

The following areas have maintained a high level of performance:

- The percentage of young people aged 16 to 18 not in education, employment or training in Kent continues to be significantly below the national average
- The rate of good or better Ofsted inspection results for secondary schools continues to be ahead of the national average
- The percentage of household waste taken to landfill in Kent is significantly lower than the national average
- The number of apprenticeships provided by KCC continues to be ahead of target
- Adult education enrolments in Kent exceeded target for the year
- Success rates for drug treatment services continue to be significantly better than national average.

The following areas show performance continuing to be rated with a Red RAG status:

- Carbon dioxide emissions from schools have increased and our target for a 10% reduction by 2010 has not been met
- Pupil attainment at Key Stage 2 remains significantly behind the national average as do the related primary school Ofsted inspection results
- Attainment results for children with free school meals is significantly below the national average
- A range of indicators relating to children's social services from referral rates, to speed of carrying out core assessments to the numbers of children on child protection plans or looked after are below target levels set in the Improvement Plan
- The number of unaccompanied asylum seeker children, now aged over 18 and continuing to be supported by KCC continues to be above past levels
- The number of looked after children placed in Kent by other local authorities continues to be significantly higher than the average for other local authorities
- The number of adults with learning disability supported in residential care continues to be significantly above the national average resulting in budget pressures
- Average response times for repairing streetlights where the network operator is responsible continue to remain some way behind the target level
- The number of library book issues continues to be significantly below the national average.

Further details on these areas of concern and the actions to address them can be found in the main body of this report.

**Katherine Kerswell
Group Managing Director
Kent County Council**

General notes on interpreting the data included in this report

A selection of key indicators for the core areas of activity and performance of the council is included in this report. Indicator values are shown by graph and data tables, including Direction of Travel and RAG ratings (see tables below for a key to interpreting these).




A range of presentation styles are provided for different indicators depending on the information available. In some cases we provide the most recent results for the last four financial year quarters, while for other indicators we provide annual data for the last few years with the most recent quarter's data also shown.

Where relevant and available, the indicators are provided with comparative data showing national averages or other suitable benchmark information.




It should be noted that past annual data provided in this report is generally validated data which is public domain and available in many cases within the remit of national statistics.

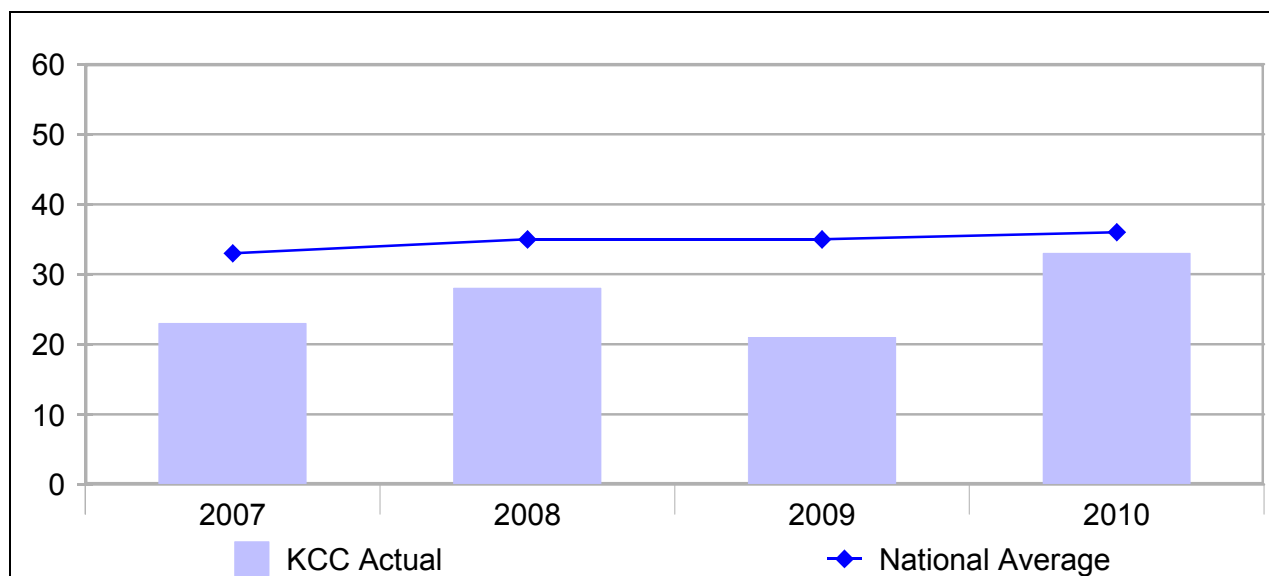
However, quarterly data provided in this report and all information subsequent to March 2010 is classed as provisional local management information which in some cases is provided on an estimated basis. This data is likely to be subject to future revisions.

Key to RAG (Red/Amber/Green) ratings

		RAG Ratings
Green		Performance is significantly better than the most recently published national average/benchmark or exceeds local targets where set or the indicator represents an activity which is performing within the budget allocation
Amber		Performance not significantly different from most recently published national average or close to but not exceeding local target or an activity which is performing close to the budget allocation
Red		Performance significantly worse than the most recently published national average or significantly behind local targets where set or the indicator represents an activity which is performing over the budget allocation provided
N/a		Data not available in order to assess performance

Key to DoT (Direction of Travel) ratings

		DoT Ratings
		Improvement in performance or change in activity levels with a positive impact on budgets and resources
		Fall in performance or change in activity levels with a negative impact on budget and resources
		No change in performance or activity levels

Percentage of 'children looked after' achieving level 4 or above in Key Stage 2 tests for both English and maths combined
Amber
 ↑


Higher result is better	Summer 2007	Summer 2008	Summer 2009	Summer 2010
KCC Result - LAC	23%	28% ↑	21% ↓	33% ↑
National average - LAC	33%	35%	35%	36%
RAG Rating	▲	▲	▲	●
KCC Result - All children	67%	69%	68%	70%
LAC cohort size	40	40	55	40

2010 results show an improvement in both English and maths attainment by 'looked after children'. This was most noticeable in maths with the latest result now slightly exceeding national performance. The improvement in the English result narrows the gap with national performance but remains some way behind.

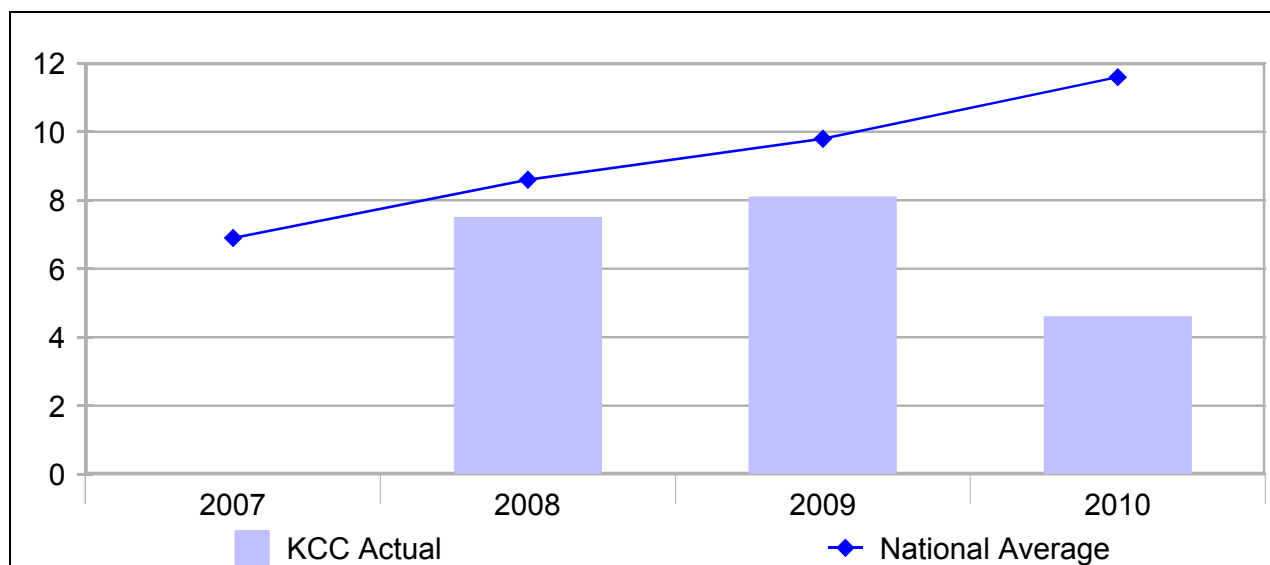
Attainment for looked after children was an area highlighted as in need of improvement in the 2010 Ofsted inspection. In response, actions are included in the Improvement Plan, including the aim to increase capacity in the education for looked after children team.

Data Notes:

- Source: DfE.
- Indicator relates to children looked after continuously for at least 12 months.
- Numbers of children are rounded to the nearest 5.
- Some eligible children did not sit the test in 2010 due to the boycott by some schools.

Percentage of looked after children achieving 5 or more A*-C GCSEs, including English and maths

Red
↓



Higher result is better	Summer 2007	Summer 2008	Summer 2009	Summer 2010
KCC Result	N/a	7.5%	8.1% ↑	4.6% ↓
National average	6.9%	8.6%	9.8%	11.6%
RAG Rating	N/a	●	●	▲
Number eligible to sit tests	110	105	110	130

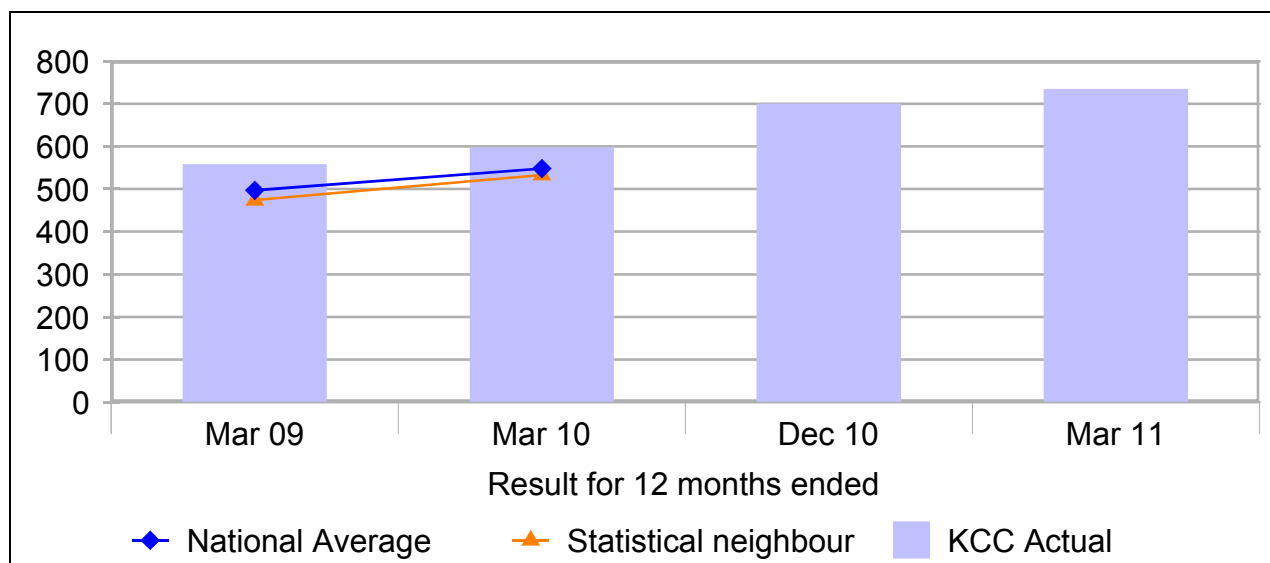
Achievement of looked after children in Kent at GCSE remains behind the national average, and includes a fall in the achievement of 5 or more A*-C grades. Although to put this in perspective, the drop in achievement is accounted for by only 3 less children failing to achieve the required standard.

Attainment for looked after children was an area highlighted as in need of improvement in the 2010 Ofsted inspection. Actions are included in the Improvement Plan, including the aim to increase capacity in the education for LAC team. Other actions include:

- The creation of the Virtual School Kent (VSK) offers opportunities to improve service delivery and outcomes. The agreement that the VSK should give priority to looked after children focus's the limited resources available.
- The multi agency nature of the VSK and the development of partnerships with agencies sitting outside of it, enables better access to other services which impact upon children's learning e.g. speech and language services and CAMHS.

Data Notes:

- Source: DfE.
- Indicator includes children looked after continuously for at least 12 months.
- Numbers of children are rounded to the nearest 5.
- Data for Kent 2007 was suppressed as the count of children with good results was less than 5.

**Referrals to children's social services
per 10,000 children aged under 18**
Red
 ↓


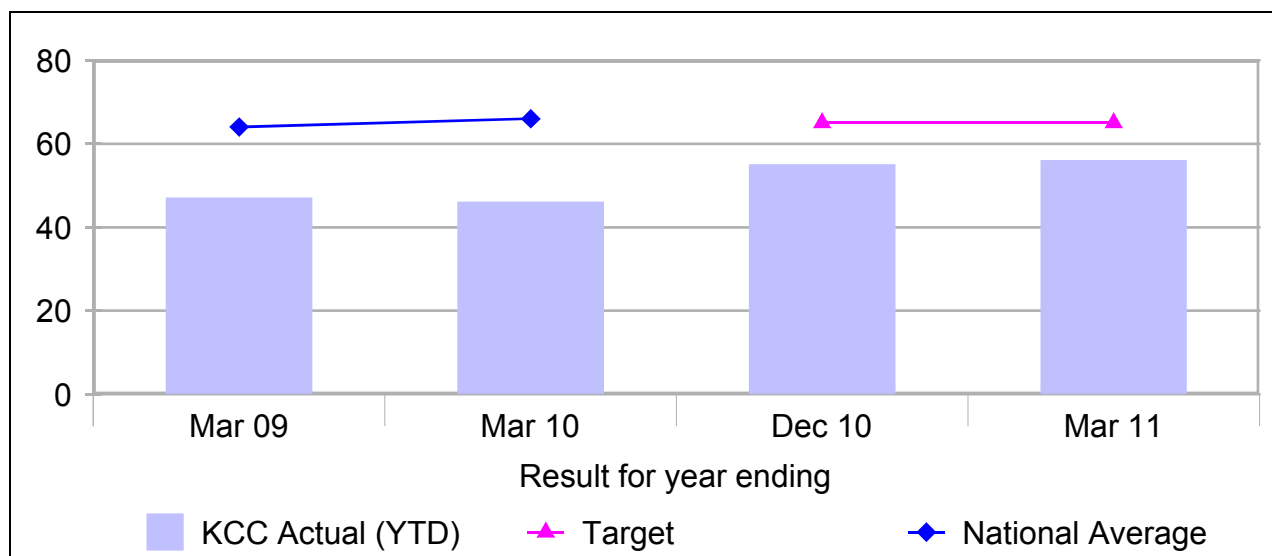
Lower result is better	Year ended Mar 09	Year ended Mar 10	Year ended Dec 10	Year ended Mar 11 Provisional
KCC Result	557	596 ↓	693 ↓	734 ↓
National average	497	548	N/a	N/a
RAG Rating	▲	●	▲	▲
Statistical neighbours	474	533	N/a	N/a
Number of referrals	17,400	18,600	21,800	22,800

The rate of referrals to children's social services in Kent continues to increase, up 23% on last year and 6% since December 2010, and the levels seen this year are significantly above the last published national rate.

Actions being taken to address this issue are detailed in the Improvement Plan.

Data Notes:

- Source: DfE and Management Information Unit, KCC.
- The data for the year to March 2010 is based on the new Children in Need (CIN) census. The results should be treated with caution as this is the first full year of the CIN census.
- Referral numbers rounded to nearest 100.
- The RAG ratings for December 2010 and March 2011 are based on comparison to the most recently published national average – March 2010.

Percentage of referrals to children's social services which progress onto initial assessment
Red
↑


	Year to Mar 09	Year to Mar 10	Year to Dec 10	Year to Mar 11
KCC Result	47%	46% ↓	55% ↑	56% ↑
Target			65%	65%
National average	64%	66%	N/a	N/a
RAG Rating	▲	▲	▲	▲

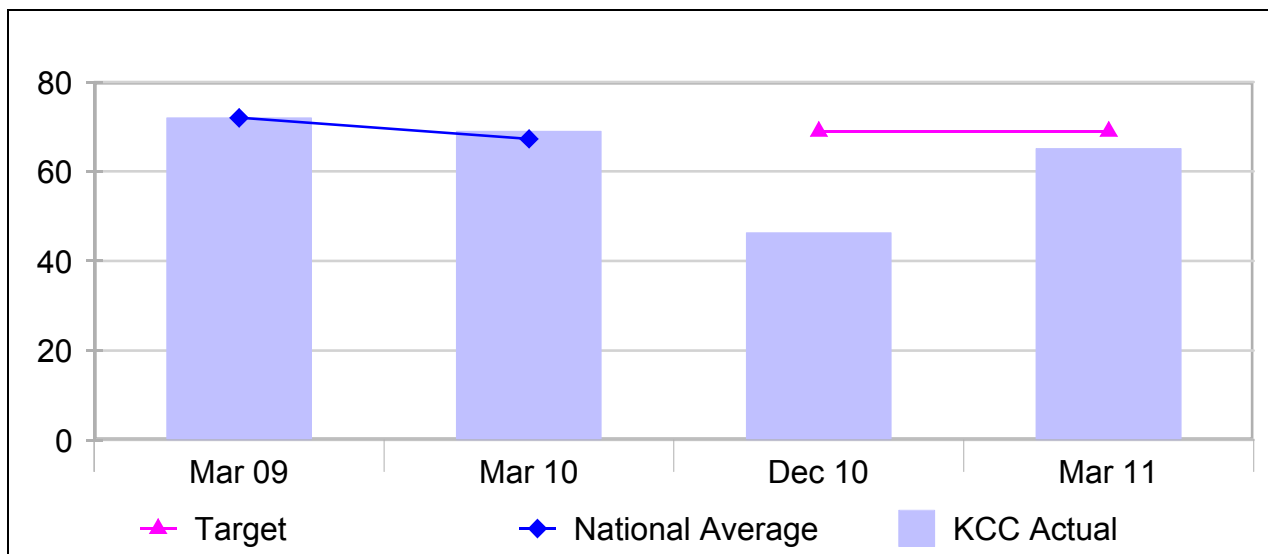
The number of referrals entering the service continues to be high and whilst the percentage of referrals progressing to initial assessment has slightly improved it continues to be below the targets established in the Improvement Notice.

Actions to redress the balance between the number of referrals accepted and the number of initial assessment undertaken is outlined in the Improvement Plan

Data Notes:

- Source: Management Information Unit, KCC.
- It is difficult to quantify where good performance lies – it is assumed that the ideal is a median position neither too high nor too low.

Percentage of initial assessments completed within timescale (7 days from referral)	Amber ↑
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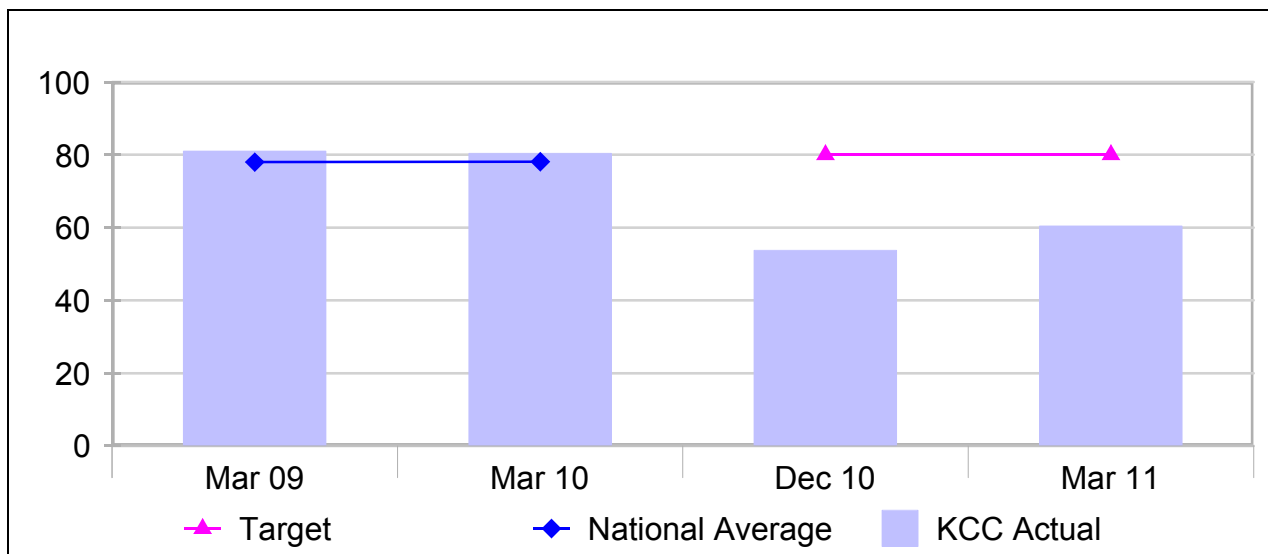
Higher result is better	Year to Mar 09	Year to Mar 10	Qtr to Dec 10	Qtr to Mar 11 Provisional
KCC Result	72%	69% ↓	46% ↓	65% ↑
Target			69%	69%
National average	72%	67%	N/a	N/a
RAG Rating	★	●	▲	●

Whilst this indicator shows an improving picture and a narrowing of the gap with the Improvement Notice target, the indicator will be subject to fluctuation. The management of outstanding Initial Assessments has and will continue to have a negative effect on the indicator until this work is completed.

Actions in respect to the management of outstanding Initial Assessments and restoring timely throughput in the system are detailed in the Improvement Plan.

Data Notes:
<ul style="list-style-type: none"> Source: Management Information Unit, KCC.

Percentage of core assessments completed within timescale	Red ↑
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Higher result is better	Year to Mar 09	Year to Mar 10	Qtr to Dec 10	Qtr to Mar 11 Provisional
KCC Result	81%	80% ↓	54% ↓	60% ↑
Target			80%	80%
National average	78%	78%		
RAG Rating	★	★	▲	▲

Whilst this indicator shows an improving picture in the later part of the year, the percentage of Core Assessments undertaken within timescales is below the target established in the Improvement Notice. The management of outstanding Core Assessments has and will continue to have a negative effect on the indicator until this work is completed.

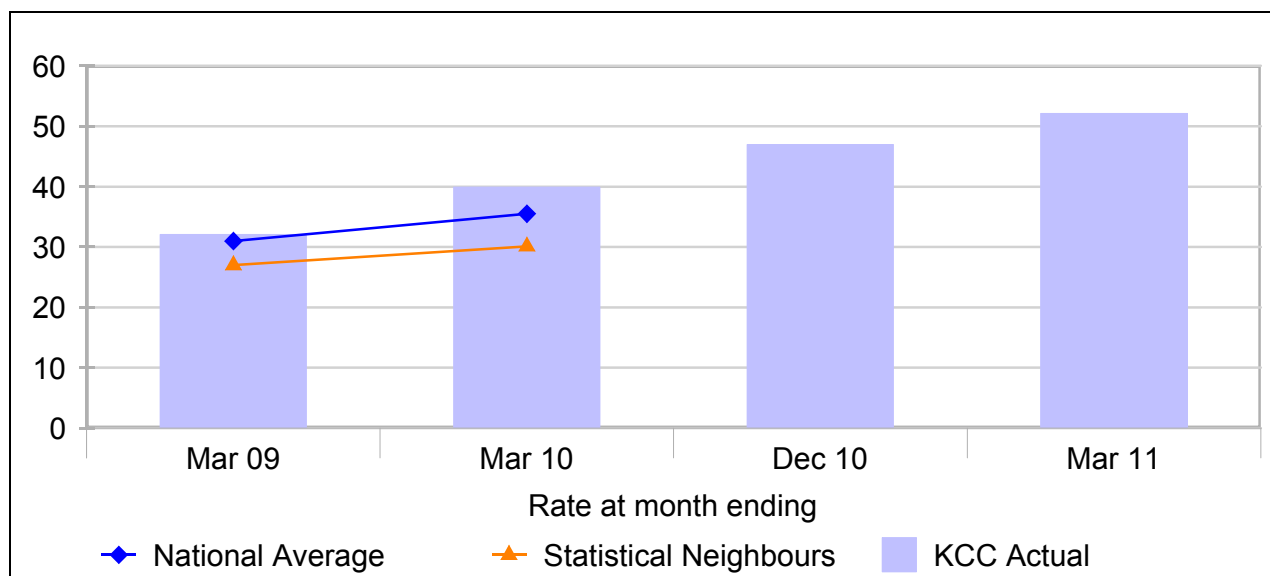
Actions in respect to the management of outstanding Core Assessments and restoring timely throughput in the system are detailed in the Improvement Plan.

Data Notes:

- Source: Management Information Unit, KCC.

**Number of children with a child protection plan
per 10,000 children aged under 18**

Red
↓



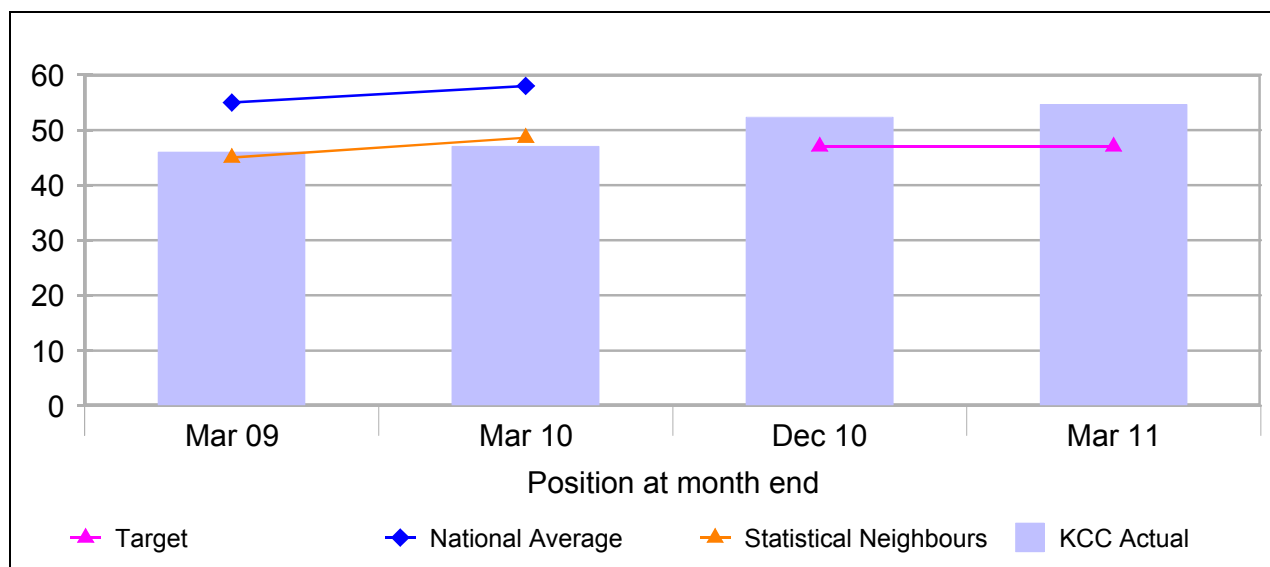
Lower result is better	As at end of Mar 09	As at end of Mar 10	As at end of Dec10	As at end of Mar 11 Provisional
KCC Result	32.1	39.9 ↓	47.0 ↓	52.1 ↓
National average	31.0	35.5	N/a	N/a
RAG Rating	●	▲	▲	▲
Statistical neighbours	27	30.1	N/a	N/a
Children with plans	1,000	1,240	1,470	1,620

The number of children subject to a child protection plan continues to increase, being 31% up on last year, and 11% since December. The current position is 47% above the last published national average for March 2010.

Action being taken is detailed in the Improvement Plan and includes: a review of current cases where children have been subject to a child protection plan for over 18 months; strengthening child protection and conference processes, including core assessments, reports and multi-agency working; work to strengthen KSCB functions, and the independent chairs quality assurance function to ensure that cases are robustly managed and to drive forward planning.

Data Notes:

- Source: DfE and Management Information Unit, KCC.
- The data for the year to March 2010 is based on the new Children in Need (CIN) census. The results should be treated with caution as this is the first full year of the CIN census.
- Number of children rounded to nearest 10.
- The RAG ratings for December 2010 and March 2011 are based on comparison to the most recently published national average – March 2010.

**Number of children looked after per 10,000 children,
(including unaccompanied asylum seeker children)**
Red
 ↓



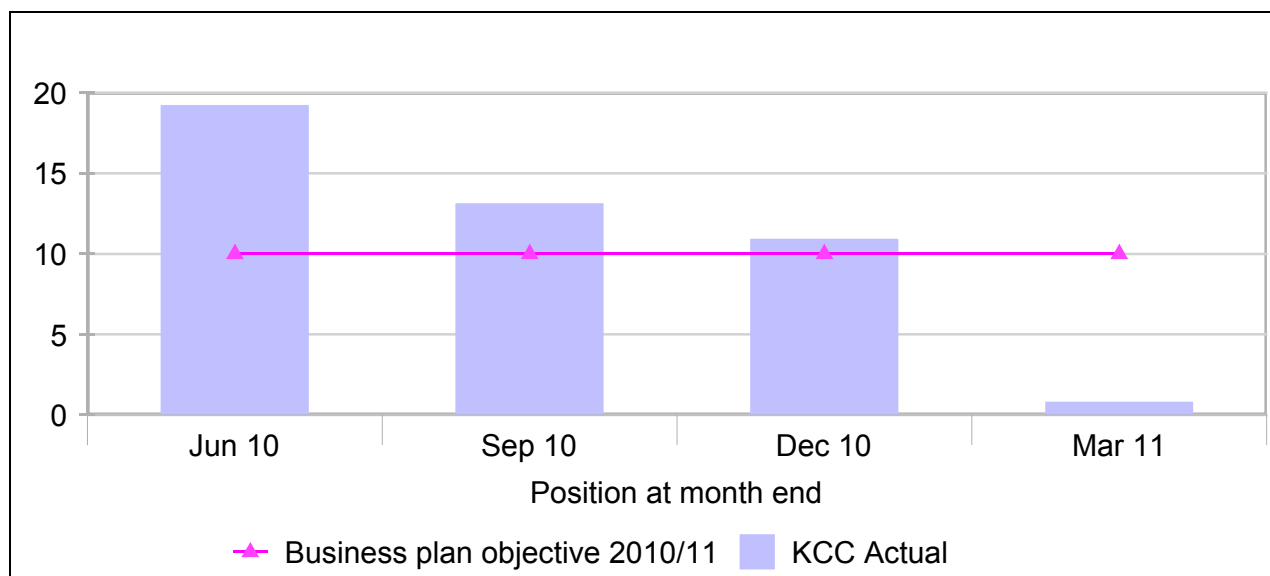
Lower result is better	As at end of Mar 09	As at end of Mar 10	As at end of Dec 10	As at end of Mar 11 Provisional
KCC Result	46	47 ↓	52 ↓	55 ↓
Target	47	47	47	47
RAG Rating	★	●	▲	▲
National average	55	58	N/a	N/a
Statistical neighbours	45	49	N/a	N/a
Number of children	1,415	1,455	1,630	1,700

The numbers of looked after children (LAC) in Kent continue to increase with the rate up by 17% since last year, and by 4% since December 2010. This brings the rate up to above the last published figure for statistical neighbours and close to the last published national average.

Actions in response to the increasing number of LAC children entering the system and the ongoing service delivery and permanency planning and tracking of LAC children is outlined in the Improvement Plan and the LAC strategy.

Data Notes:

- Source: DfE and Management Information Unit, KCC.
- Number of children rounded to nearest 5.
- Performance for this indicator is now assessed against a target level based on the rate at March 2010, and was previously based on comparison to national average.
- Unaccompanied asylum seeker children are also now included within this indicator whereas previously only British resident children were included.

**Children's social worker vacancies (caseholding)
as a percentage of establishment posts**
Green



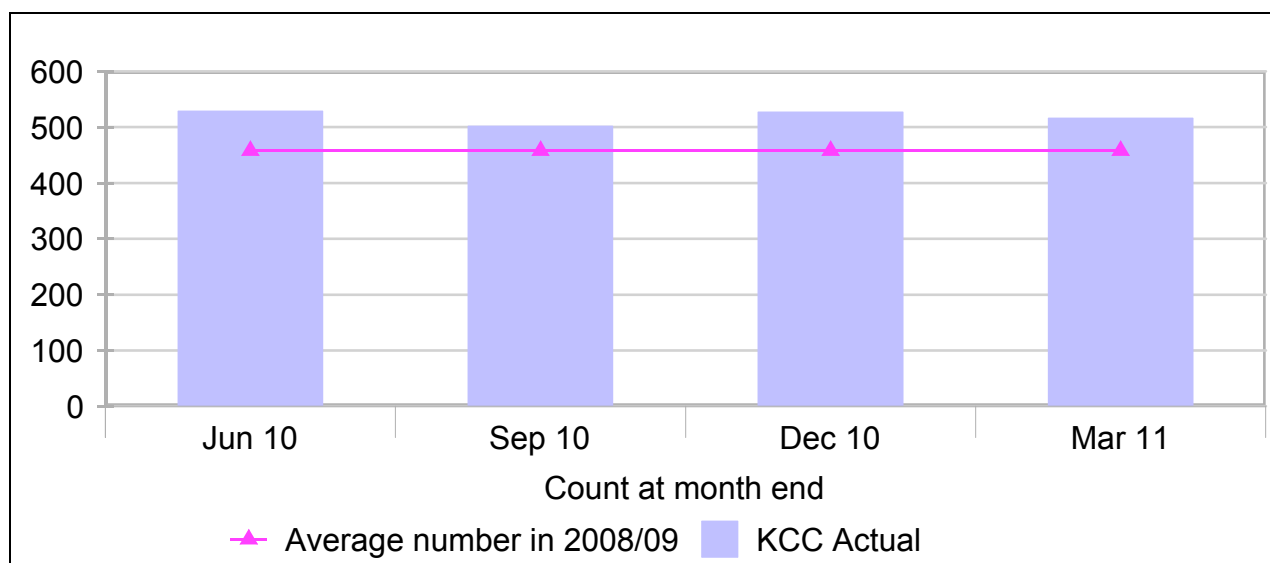
Lower result is better	As at end Jun 10	As at end Sep 10	As at end Dec 10	As at end Mar 11
KCC Result	19.2%	13.1% ↑	10.9% ↑	0.8% ↑
Plan 2010/11	10%	10%	10%	10%
RAG Rating	▲	●	●	★
Posts held by agency staff	5.5%	6.0%	8.8%	16.1%
Posts held by directly employed qualified staff	75%	81%	80%	83%

Social worker vacancies have declined following the recruitment strategy which has attracted newly qualified social workers and social workers from overseas. A number of posts are held by agency staff to ensure staff levels reach establishment staffing levels.

Actions in response to workforce issues are contained in the Improvement Plan.

Data Notes:

- Source: Management Information Unit, KCC.

Number of unaccompanied asylum seeker children supported by the local authority, who are now aged 18 and above
Red


Lower result is better	As at end of Jun 10	As at end of Sep 10	As at end of Dec 10	As at end of Mar 11 Provisional
KCC Result	529	502 ↑	527 ↓	516 ↑
2008/09 Average	458	458	458	458
RAG Rating	▲	▲	▲	▲

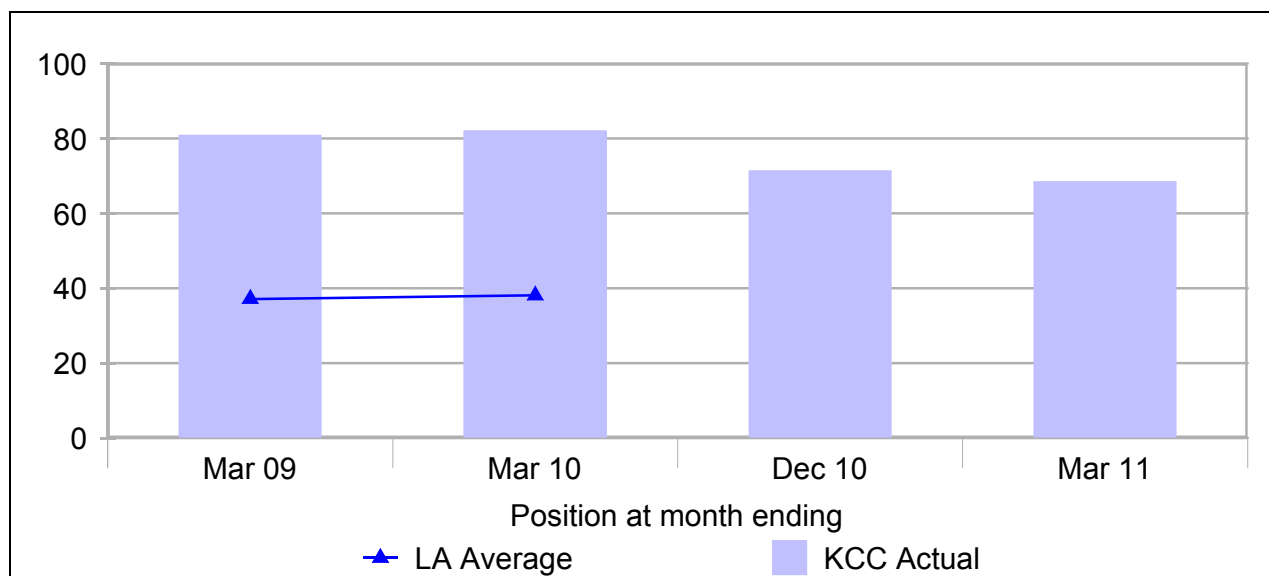
The numbers of UASC aged over 18 supported by the KCC has fluctuated during the year and as at March was at a similar level to the previous year (519 in March 2010), which is higher than previous historic levels. However, the total number of UASC of all ages supported has been on a reducing trend, which in the longer term will help reduce numbers aged over 18.

The decision making process regarding returning unaccompanied minors to their originating home country is made by the Home Office and therefore is not within the local authority's power to influence. The new regulations and guidance being issued by Government under volume 3 of the Children Act 1989, from April 2011, means that unaccompanied asylum seeking children will lose their rights as care leavers once their entitlement to remain in this country has been removed. This will mean that the local authority will have reduced responsibilities for them, even while they remain living in this country.

It was agreed with the UK Border Agency (UKBA) that the local team would work in partnership with KCC to prepare young people for their return to their country of origin, for those who are classified as having All Rights of Appeal Exhausted (ARE). This is still in the early stages of development due to restructuring of UKBA locally.

Data Notes:

- Source: Management Information Unit, KCC.

Children looked after placed in an area by other local authorities, as a percentage of the number of local looked after children
Red
↑


Lower result is better	As at end Mar 09	As at end Mar 10	As at end Dec 10 Provisional	As at end Mar 11 Provisional
KCC Result (DfE data)	80%	80% ↔	71% ↑	69% ↑
Local authorities (LA) average	37%	38%	N/a	N/a
RAG Rating	▲	▲	▲	▲
Numbers placed in Kent (local data)	1,400	1,420	1,385	1,385

The number of children placed into Kent by other local authorities remains high when compared with the average rate of placements into other areas. The rate shows a reduction this year but this is mostly due to an increase in the numbers of local looked after children, with only a small reduction in numbers placed into Kent by other local authorities.

The new sufficiency duty starting from 1 April 2011 requires local authorities to secure, where reasonably practicable, sufficient accommodation in their local authority area. It is unclear how far this will alter current practice.

Data Notes:

- Source: DfE and Management Information Unit, KCC.
- Numbers of LAC rounded to nearest 5.
- The RAG ratings for December 2010 and March 11 are based on comparison to the most recently published national average – March 2010.
- Kent local data shows a higher number than DfE data, as local data includes those placed who are over 18 years old (i.e. care leavers).

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By: Head of Democratic Services

To: Specialist Children's Services Policy Overview and Scrutiny Committee - 21 June 2011

Subject: **UPDATE ON SELECT COMMITTEE WORK**

Classification: Unrestricted

Summary: This report updates Members on current and future Select Committee work and invites suggestions for future Select Committee Topic Reviews.

Current Select Committee Review Work

1. The following reviews are underway:-

Educational Attainment at Key Stage 2 – The Select Committee held its first meeting in early February to elect Mr C T Wells as its Chairman and agree its terms of reference and scope. Informal briefings, then hearings and visits, are taking place in May, June, July and possibly September. If this is the case, it is unlikely that the Select Committee will be able to submit its final report to full Council in December, and a revised timetable will be prepared for consideration by the Scrutiny Board.

The contacts in Democratic Services for this Select Committee are: Research Officer Pippa Cracknell (01622 694178) and Assistant Democratic Services Manager Denise Fitch (01622 694269).

The Student Journey – This Committee held its first meeting in late April, at which it elected Mr K Smith as Chairman and Mr M C Dance Vice-Chairman, and agreed its terms of reference and scope. Evidence gathering hearings are taking place in June and July, and a series of visits, further hearings and work with stakeholders is planned for September and October. The review will submit its final report to the full Council in May 2012.

The contacts in Democratic Services for this Select Committee are: Research Officer Gaetano Romagnuolo (01622 694292) and Democratic Services Officer Theresa Grayell (01622 694277).

Suggestions for Select Committee Topic Reviews

2. If Members have any suggestions of topics they would like to put forward for consideration for inclusion in the future topic review work programme, they should contact the Democratic Services Officer for this POSC.

Recommendation:-

3. Members are asked to note the review work currently underway and advise the Democratic Services Officer of any topics which they would like to put forward for consideration for inclusion in the future Select Committee Topic Review Work Programme.

Theresa Grayell
Democratic Services Officer

Background Information: *Nil*

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