

**EDUCATION AND YOUNG PEOPLE'S SERVICES
CABINET COMMITTEE**

Wednesday, 23rd July, 2014

10.00 am

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



AGENDA

EDUCATION AND YOUNG PEOPLE'S SERVICES CABINET COMMITTEE

Wednesday, 23 July 2014 at 10.00 am
Darent Room, Sessions House, County Hall,
Maidstone

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

Tea/Coffee will be available 15 minutes before the start of the meeting

Membership (16)

Conservative (8): Mr L B Ridings, MBE (Chairman), Mrs P T Cole (Vice-Chairman),
Mr M A C Balfour, Mrs M E Crabtree, Mr S C Manion,
Mr M J Northey, Mr J M Ozog and Mrs P A V Stockell

UKIP (2) Mr L Burgess and Mr T L Shonk

Labour (2) Mr G Cowan and Mr W Scobie

Liberal Democrat (1): Mr M J Vye

Church
Representatives (3) Mr D Brunning, Mr Q Roper and Mr A Tear

Webcasting Notice

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UNRESTRICTED ITEMS

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

A - Committee Business

A1 Introduction/Webcast announcement

A2 Apologies and Substitutes

To receive apologies for absence and notification of any substitutes present

A3 Declarations of Interest by Members in items on the Agenda

To receive any declarations of interest made by Members in relation to any matter on the agenda. Members are reminded to specify the agenda item number to which it refers and the nature of the interest being declared

A4 Minutes of the meeting held on 22 April 2014 (Pages 7 - 14)

To consider and approve the minutes as a correct record

A5 Verbal Updates (Pages 15 - 16)

To receive verbal updates from the Cabinet Members for Education and Health Reform, Community Service and the Deputy Cabinet Member for Specialist Children's Services; and the Corporate Director for Education, Learning and Skills.

B - Key or Significant Cabinet/Cabinet Member Decision(s) for Recommendation or Endorsement

B1 Proposal to Enlarge Rose Street (Community) Primary School, Sheerness (Pages 17 - 26)

To receive a report by the Corporate Director for Education and Young People's Services that sets out the results of the public consultation on the proposal to commission an enlargement of Rose Street School, Sheerness, from 1FE to 2FE from September 2015.

C - Other items for comment/recommendation to the Leader/Cabinet Member/Cabinet or officers

C1 Review of the Kent Commissioning Plan for Education 2013-2018 (Pages 27 - 48)

To receive a report from the Corporate Director for Education, Learning and Skills and the Cabinet Member for Education and Health Reform on the progress made in implementing the Kent Commissioning Plan for Education 2013-2018 since its adoption by Cabinet in October 2013.

C2 Early Help and Preventative Services Prospectus and One Year Plan 2014-2015 (Pages 49 - 144)

To receive a report by the Cabinet Members for Education and Health Reform, Specialist Children's Services, and Community Service; and the Corporate Director for Education and Young People's Services on an Early Help and Preventative Services Prospectus and an interim One Year Plan for 2014-2015 that have been developed. These two key documents detail the strategic approach and ambitions for Early Help and begin to translate them into practice.

C3 NEETs and Apprenticeships 16 to 18 Year olds in Kent (Pages 145 - 156)

To receive a report from the Cabinet Member for Education and Health Reform and the Corporate Director of Education and Young People's Services that sets out details of the profile of the current NEET cohort and explains the work being undertaken to reduce NEETs and increase the take up of apprenticeships for 16-18 year olds.

C4 Risk Management - Strategic Risk Register (Pages 157 - 184)

To receive a report by the Cabinet Member for Education and Health Reform and Corporate Director for Education & young People's Services that presents the strategic risks of relevance to the Education and Young People's Services Cabinet Committee, in addition to the risks featuring on the corporate risk register for which the Corporate Director is a designated 'risk owner'. The paper also explains the management process for review of key risks.

D - Monitoring of Performance

D1 Education & Young People's Services Performance Scorecard (Pages 185 - 186)

To receive a report from the Cabinet Member for Education and Health Reform and the Corporate Director of Education and Young People's Services reviewing the Performance Management Framework, a monitoring tool, for the targets and the milestones for each year up to 2017, set out in the Strategic Priority Statement, Bold Steps for Education, and service business plans.

D2 Work Programme 2014/2015 (Pages 187 - 194)

To receive a report by the Head of Democratic Services that seeks topics and future items to be considered by the Cabinet Committee.

E - FOR INFORMATION ONLY - Key or significant Cabinet Member Decisions, taken outside the Committee Meeting Cycle

E1 Decisions taken outside of the Cabinet Committee meeting cycle (Pages 195 - 198)

To receive a report by the Cabinet Member for Education and Health Reform and Corporate Director Education and Young People's Services on decisions that were taken between meetings as they could not reasonably be deferred to the next programmed meeting of the Education and Young People's Services Cabinet Committee for the reasons set out in the report.

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

Wednesday, 16 July 2014

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

**EDUCATION AND YOUNG PEOPLE'S SERVICES CABINET
COMMITTEE**

MINUTES of a meeting of the Education and Young People's Services Cabinet Committee held in the Darent Room, Sessions House, County Hall, Maidstone on Tuesday, 22 April 2014.

PRESENT: Mr M A C Balfour, Mr D Brunning, Mr L Burgess, Mrs P T Cole, Mr G Cowan, Mrs M E Crabtree, Mrs T Dean, MBE (Substitute for Mr M J Vye), Mr S C Manion, Mr M J Northey, Mr C R Pearman (Substitute for Mr J M Ozog), Mr L B Ridings, MBE, Mr W Scobie, Mr T L Shonk, Mrs P A V Stockell and Mr A Tear

ALSO PRESENT: Mr R W Gough and Mr P M Hill, OBE

IN ATTENDANCE: Mr S Bagshaw (Head of Fair Access), Mr P Leeson (Corporate Director Education & Young People Services), Mr J Nehra (Area Education Officer - West Kent), Mr K Shovelton (Director Education Planning & Access) and Mrs M White (Area Education Officer - East Kent)

UNRESTRICTED ITEMS

1. Substitutes
(Item A2)

Apologies for absence were received from Mr Vye and Mr Ozog. Mrs Dean and Mr Pearman attended as substitutes.

2. Election of Chairman
(Item A3)

Mr Northey proposed, seconded by Mr Manion that Mr Ridings be elected as Chairman of this Cabinet Committee.

Carried

Mr Ridings took the Chair

3. Election of Vice Chairman
(Item A4)

1. Mrs Crabtree proposed, seconded by Mr Balfour that Mrs Cole be elected as Vice Chairman of this Cabinet Committee.

Carried

2. RESOLVED that Mrs Cole be elected as Vice Chairman of the Education and Young People Services Cabinet Committee

4. Declarations of Members' Interest relating to items on today's Agenda
(Item A5)

No declarations were made.

5. Future Meeting Dates 2014
(Item A6)

RESOLVED that the future meeting dates of the Education and Young People Services Cabinet Committee for 2014 be noted as follows:

Wednesday, 23 July

Wednesday 24 September

Tuesday 16 December

(All meetings will commence at 10.00 in the Darent meeting room)

6. Introduction to the new Cabinet Committee
(Item A7)

1. Mr Leeson advised on the additional responsibilities of the new Education and Young People Services Directorate included services from the Communities Portfolio and the Children's Services portfolio which included Children's Centres, Early Intervention and Prevention for children, young people and their families including Family CAF co-ordination, Adolescent Services Social Work Assistants, Early Years Treasure Chest, Commissioned Services for early intervention and prevention, Inclusion and Attendance – Child Employment and Young Carers Co-ordination.

2. Mr Hill explained that although the Communities Directorate had been decommissioned the portfolio continued within the remit of three of the Directorates and Cabinet Committees. Within the remit of Education and Young People Services was the Youth Services, Troubled Families, Inclusion and Attendance – Education Youth offending and Community Learning and Skills. He highlighted that a major concern for the County Council and nationally was Troubled Families and there were significant targets to achieve. Mr Hill agreed to submit a report to a future meeting of this Cabinet Committee on Youth Service contracts.

3. RESOLVED that the Cabinet Member for Community Services submit a report on Youth Service to a future meeting of the Cabinet Committee and the information in the verbal update be noted with thanks.

7. Decision Number: 14/00039 - Proposed Closure of Chaucer Technology School, Canterbury
(Item B1)

(Report by Mr P Leeson, Corporate Director for Education and Young People Services)

(Mrs M White, Area Education Officer for East Kent, and Mr K Shovelton, Director of Education Planning and Access were present for this item)

1. Mr Leeson introduced the report that outlined the proposal to close Chaucer Technology School, Canterbury, for all year groups except the current year 10 from 31 August 2014. Part of the school would remain operational until August 2015 to enable year 10 pupils to complete their GCSE courses.

2. Mr Leeson expressed his regret that the school had to close but the situation for Chaucer Technology School had become untenable.
3. The Chairman advised that he had used his discretionary powers to allow members of the public to speak on this item. No requests had been received by the Democratic Services Officer from the public to speak for or against the proposal.
4. Mr Gough and Mr Leeson responded to comments and questions by Members which included the following:
 - a) Mr Cowan stressed in the strongest terms that he considered that the information in the report on the closure of the Chaucer Technology School a fait accompli. He highlighted his point by referring to paragraph 1.10 of the report which referred to the pupils in Years 7, 8 and 9 being offered and accepting alternative schools places. He suggested that the issues regarding Chaucer Technology School should have been brought to the Cabinet Committee earlier for discussion. Mr Cowan stated that he would vote against the recommendations to close the school. Mr Gough advised that the events regarding the Chaucer Technology School had moved rapidly from December 2013 to the end of January 2014. He too regretted that parents learnt about the proposal to close the school following information being leaked to the press. This had occurred following preliminary discussions being made with local schools to ascertain whether there were places available to take pupils from Chaucer Technology School. It was not clear whether there was a better way of proceeding with a proposed closure as there had to be an assurance that there were places for the children locally should the decision be made to close the school.
 - b) In response to a comment made that Year 10 pupils needed support even though it was proposed that they would remain in the school until they completed their GCSEs. There had been concerns about the effect on extra curriculum activities etc. Mr Leeson said the remaining pupils in Year 10 would have the upmost support from Swale Academy Trust and would have opportunities for trips etc. It was a priority to ensure that all pupils had a good chance of completing their education.
 - c) Mr Leeson paid tribute to the local neighbouring schools that had welcomed and integrated pupils from Chaucer Technology School into their schools.
 - d) Mrs Dean made a request for more detail on the issue/options considered when drafting the report eg proposed housing developments in the area, neighbouring schools expansions/relocating to be forwarded outside the meeting.
 - e) A Member welcomed the public being given the opportunity to speak on this item and would like to see this practise continued. The Chairman advised that his decision to allow public speakers would be considered on a case by case basis.
 - f) In reply to a question, the Chairman advised that public meetings held as part of the consultations regarding school closures/expansions etc were open to all Members, cross party; and Members were encouraged to attend.
 - g) In response to a question regarding the need for additional secondary schools in the future in Canterbury, Mr Leeson and Mrs White advised that KCC had been working closely with Canterbury City Council regarding future housing developments and was confident that there would be no requirement for additional secondary school places in the Canterbury area until the middle of

the 2020s. The largest development was to be in South Canterbury which required a lot of enabling work from Kent Highways. Mr Gough considered that it was likely that the Chaucer Technology School site would be kept for educational purposes.

- h) The local Member, Mr Northey, reflected on his statement on page 12 of the report and said that few people had approached him regarding the closure of the school.

5. The Chairman proposed, seconded by Mr Balfour, that the Chaucer Technology School site should be retained for additional educational use and that further analysis of future need be undertaken to inform whether any part of the site could be disposed of or made available for alternative use.

Carried 8 votes for 5 against

6. RESOLVED that:-

- a) the responses to comments and questions by Members be noted;
- b) the Education and Young People Services Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education and Health Reform to issue a public notice to close Chaucer Technology School for all year groups except the current Year 10 from 31 August 2014 and to close the school permanently from 31 August 2015;
- c) the Education and Young People Services Cabinet Committee recommends that the Chaucer Technology School site be retained for additional educational use and further analysis of future need be undertaken to inform whether any part of the site could be disposed of or made available for alternative use;

And following the issuing of the Public Notice and subject to consideration of objections:

- d) Close the School for all year groups except the current Year 10 from 31 August 2014 and to close the school permanently from 31 August 2015.

Should objections, not already considered by the Cabinet Member when taking this decision be received during the notice period a separate decision would be required in order to continue the proposal and to allow for proper consideration of the points raised.

8. Decision Number 14/00040 - New Primary School at Knights Park, Tunbridge Wells

(Item B2)

(Report by Mr P Leeson, Corporate Director for Education and Young People Services Cabinet Committee)

(Mr J Nehra, Area Education Officer for West Kent and Mr K Shovelton were present for this item)

1. The Area Education Officer for West Kent, Mr Nehra, introduced the report that sets out the processes undertaken to establish a new school at Knights Park, Tunbridge Wells and the associated financial implication for Kent County Council.
2. Mr Nehra advised that this was key to delivering sufficient primary school places in Tunbridge Wells and the SEND Strategy. A proposal had been submitted to the Secretary of State and a decision on the appointed academy sponsor was expected in May 2014. He then highlighted an amendment to paragraph 2.2 a ii. third line which should read "However the cost net of the developer contributions is expected to be approximately £1.6m."
3. Mr Balfour moved the report, seconded by Mrs Stockell.
4. RESOLVED that:-
 - a) the Education and Young People Services Cabinet Committee endorses the decision to be taken by the Cabinet Member for Education and Health Reform to:
 - i. Allocate £5.4 million from the Education Learning and Skills Capital Budget to fund the capital cost of the new primary school at Knights Park.
 - ii. Authorise the Director of Property and Infrastructure Support in consultation with the Director of Governance and Law to enter into any necessary contracts/agreements on behalf of the County Council.
 - iii. Authorise the Director of Property and Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

9. Post 16 Transport Policy

(Item C1)

(Report by Mr R Gough, Cabinet Member for Education and Health Reform and Mr P Leeson, Corporate Director for Education and Young People Services Cabinet Committee)

(Mr S Bagshaw, Head of Fair Access and Mr K Shovelton, Director of Education Planning and Access were present for this item)

1. Mr Leeson introduced the report that explained the local authority's legal duty to consult on its Policy for Post 16 Transport and publish a Post 16 Transport Policy Statement by 1 June. Mr Leeson advised that the existing Policy remained the same with changes made to the travel pass.
2. Mr Bagshaw explained that it was proposed to reduce the cost of the travel pass to learners from £520 to £400.
3. Members were given the opportunity to make comments and ask questions which included the following:-

- a) A comment was made that this policy was an improvement for pupils.
- b) Mr Manion advised that schools had funding available to contribute towards the travel card. Mrs Dean sought information on this practise across the County.
- c) In reply to a question, Mr Bagshaw advised that schools and colleges could use bursary funding to further supplement the cost to learners if they wished and were able to allow staged payments for parents to access the travel pass. The local authority assisted this by invoicing the school or college at the end of each term.

4. RESOLVED that:-

- a) the information sought by Mrs Dean be forwarded outside the meeting; and responses to comments and questions by Members be noted;
- b) the proposed Kent Post 16 Transport Policy Appendix1 which was out for consultation and devised in light of the Member decisions already taken relating to the discretionary 16+ Travel Card Scheme be noted; and
- c) the Education and Young People Services Cabinet Committee endorsed the decision which was due to be taken by the Cabinet Member for Education and Health Reform to agree the Post 16 Transport Policy Statement to be published by 1 June.

10. Recruitment of Local Authority Governors

(Item C2)

(Report by Mr R Gough, Cabinet Member for Education and Health Reform and Mr P Leeson, Corporate Director for Education and Young People Services Directorate)

1. The Cabinet Member, Mr Gough, introduced the report that summarised the proposed action the local authority would take to comply with the new governance regulation to be introduced in September 2014, and September 2015 with regard to the local authority governors.

2. Mr Gough and Mr Leeson responded to comments and questions by Members which included the following:

- a) Members welcomed and generally agreed with the suggestions made within the report.
- b) With reference to the heading 'Role and Expectations of a Local Authority Governor', listed on page 55 of the report, which stated "Make a minimum of one governor visit to the school each year" a comment was made that schools and Ofsted expected a minimum of three visits as best practise. Mr Gough said that he had no objections to this suggestion.
- c) In reply to a question, Mr Gough advised that he was not aware of a maximum distance for which a governor had to live from a school to be appointed.
- d) It was suggested that with the number of vacancies for governors and tightening the criteria regarding skills base may cause even more issues in producing good governing bodies.

- e) Following a comment it was agreed that de-selection would be removed from the text.
- f) A comment was made that governors were generally working people and everything should be done to make carrying out their duties as straightforward as possible so that they are not put off applying.
- g) A suggestion was made that some subtle adjustments in the wording to encourage governors may need to be made for example "You would want to be a good governor therefore you will need to..."

3. RESOLVED that:-

- a) the responses to comments and questions by Members be noted;
- b) reference to de-selection be removed from the text;
- c) the revised duties of the Governor Appointment Panel (GAP) be noted; and
- d) the quality of local authority representation on governing bodies be strengthened.

11. DfE Consultation "Fairer funding in schools 2015/16"
(Item C3)

(Report by Mr K Abbott, Director of School Resources)

1. The Cabinet Member, Mr Gough, introduced the report and highlighted key points within the report which included the removal of the variations of allocations and the tackling of allocation of distinction between local authorities. He explained that there was now one off funding that looked at those local authorities that were underfunded. This approach had worked against Kent as Kent had moved towards greater delegation to schools. He ensured Members that Kent would be submitting a robust response to the consultation.

2. Mr Leeson confirmed that Kent was in the top list of local authorities that were poorly funded he gave the example of £85k per pupil received by London where in Kent £4k per pupil was received. He advised that Kent schools that were in financial difficulty were receiving support and placed on an agreed recovery programme for 2-3 years.

3. A comment was made that if additional funding was received this should be allocated to the Dover, Ramsgate and Thanet areas, Mr Gough advised that the allocation of this funding was mandated.

4. RESOLVED that the responses to comments and questions by Members be and the information provided on the consultation and Kent's proposed response be noted.

From: Roger Gough, Cabinet Member for Education and Health Reform
Mike Hill Cabinet Member for Community Service
Jenny Whittle, Cabinet Member for Specialist Children's Services
Patrick Leeson, Corporate Director for Education, Learning and Skills

To: Education Cabinet Committee –23 July 2014

Subject: Verbal update by the Cabinet Members and Corporate Director

Classification: Unrestricted

Electoral Divisions: All

The Cabinet Members and Corporate Director will verbally update Members of the Committee on: -

- Basic Need and related funding issues
- Children and Families Act – implementation autumn 2014
- Early Key Stage 2 Results
- Ofsted Update
- Newton Europe review of SCS
- Social Worker recruitment workshop

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From: Patrick Leeson, Corporate Director for Education, Learning and Skills

To: Education and Young People's Services Cabinet Committee – 23 July 2014

Subject: Proposal to Enlarge Rose Street (Community) Primary School, Sheerness

Classification: Unrestricted

Past Pathway of Paper: Education Cabinet Committee – 27 September 2013

Future Pathway of Paper: Cabinet Member decision

Electoral Division: Sheerness

Local Members: Ms Angela Harrison

Summary: This report sets out the results of the public consultation on the proposal to commission an enlargement of Rose Street School, Sheerness, from 1FE to 2FE from September 2015.

Recommendations:

The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to:

- (i) Issue a public notice to expand Rose Street School, by 210 places from 1FE to 2FE.

And, subject to no objections being received to the public notice:

- (ii) Expand the school
- (iii) Allocate £2,700,000 from the Education, Learning and Skills Capital Budget.

1. Introduction

1.1 The Swale district section of the Kent Commissioning Plan for Education Provision 2013-18 has identified a significant pressure in Reception year places. Specifically, the Isle of Sheppey is forecast to have a deficit of up to 98 Reception year places in September 2016 and this deficit is expected to continue. The new primary school being built at Thistle Hill will provide an additional 60 Reception Year places from September 2015. The Commissioning Plan identified a need to provide an additional 38 places in Sheerness from September 2014 and Rose Street School agreed to provide a temporary expansion of 30 additional places from September 2014.

1.2 It is proposed to permanently enlarge Rose Street School by 30 Reception Year places, taking the published admissions number (PAN) from 30 to 60 (two

Forms of Entry) for the September 2015 intake. Successive Reception Year intake will offer 60 places each year and the school will eventually have a total capacity of 420 pupils.

- 1.3 On 27 September 2013 Education Cabinet Committee recommended to the Cabinet Member for Education and Health Reform that a consultation takes place on the proposal to permanently expand a Sheerness Primary School. Feasibilities were undertaken at both Rose Street School and West Minster Primary School. Rose Street Primary School was considered to be the most cost effective and sustainable solution to meet the increased demand. Rose Street School also meets KCC's stated intention to only consider expansion to schools judged as "Good" or "Outstanding" wherever possible.
- 1.4 This report sets out the results of the consultation, which took place between 2 June and 30 June 2014. A consultation meeting for parents/carers, governors and members of staff was held on 16 June 2014.

2. Financial Implications

- 2.1 It is proposed to enlarge Rose Street School by 210 places taking the PAN to 60 (2FE) for the September 2015 intake and eventually a total capacity of 420 places.

- a. Capital – The enlargement of the school requires the provision of 7 additional classrooms, as well as ancillary facilities. A feasibility study was commissioned. The total cost is estimated to be in the region of £2,690,765.15. Appropriate funding has been identified as part of the Medium Term Capital Programme. The costs of the project are estimates and these may increase as the project is developed. If the cost of the variation exceeds 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.

- b. Revenue – For a period of three academic years from September 2015, the school will receive protection for an additional 30 Reception Year pupils at the rate of £2,727 per pupil. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will be allocated towards the classroom setup costs.

- c. Human – Rose Street School will appoint additional teachers, as the school size increases and the need arises.

3. Bold Steps for Kent and Policy Framework

- 3.1 These proposals will help to secure our ambition "to ensure every child will go to a good school where they make good progress and can have fair access to school places" as set out in 'Bold Steps for Kent'.
- 3.2 The 'Kent Commissioning Plan for Education Provision, 2013-18' has identified the demand for up to 214 Reception Year places within the Sheerness planning area. If capacity is not added, there will not be enough places available locally to meet demand and parental preference.

4. Consultation Outcomes

- 4.1 A total of 38 written responses were received: 28 respondents supporting the proposal; 2 objecting to the proposal and 8 respondents undecided.
- 4.2 A summary of the comments received is provided at Appendix 1.
- 4.3 A summary of the views and comments given at the consultation meeting is attached at Appendix 2.

5. Views

- 5.1 The view of the Local Member:
The Local Member, Ms Angela Harrison commented as follows:

“When the County Council started closing primary schools across Kent (2005/7) due to projected falling numbers of children, Rose Street was a failing school with falling numbers and a poor reputation. The Education Department was considering closing it. However, it was federated with West Minster Primary, put in special measures and due to tremendous hard work, not least by the former Head, Julie Holmes, it is now a thriving school – The School of Choice in Sheerness. I mention this, because doubling the size of the school will cause disruption to the smooth running of the school, no matter how carefully it is done, and I am concerned about the impact on the children’s learning.”

“When the Isle of Sheppey went from 3 tiers to 2 tiers, and the primary schools had to take 2 extra years, a lot of time and effort was put into the Rose Street site to properly plan the additional buildings to make best use of a very tight footprint. The result was extremely good. The school paid out of its funds for astro-turf to be put down on part of the “play area” for the children.”

“Now it seems that the plan is to dump some buildings on the astro-turf as it is the only available space and not replace the astro-turf elsewhere. This is wrong. I would expect the County Council to replace what they have to take up.”

“Overall, I understand the need for all schools to take the additional children predicted.

1. I want the Education Department to keep a close eye on other schools in the area using the additional capacity at Rose Street to divert their more needy applicants.
2. I would expect the final site plan and buildings to be agreed with the School and Governing Body and not just imposed.
3. I would expect the County Council to replace the astro-turf if it has to be taken up.”

The Education Cabinet Committee has a thankless task looking at these issues right across the County, but I hope you will be able to take on board my comments.”

- 5.2. The view of the Headteacher and Governing Body:
The Governing Body of the Sheerness West Federation and the Executive Headteacher are supportive of the Local Authority's plan for Rose Street Primary School to grow to 2 forms of entry, as they acknowledge the need to serve the wider needs of the children of Sheerness. They will work closely with the LA to provide the most appropriate accommodation to enable the school to continue the high standard of provision for which it is known and resulted in Rose Street being designated a 'National Support School' by the National College for Teaching and Learning in 2013.
- 5.3. The view of the Area Education Officer:
The Area Education Officer for East Kent fully supports this proposal and, having considered other commissioning options, is of the belief that this enlargement is not only necessary, but the most cost-effective and sustainable solution to increased demand in the area. All other schools in the planning area were considered.

Rose Street School is a popular and inclusive school judged as 'Good' by Ofsted and is regularly oversubscribed. The school's location means it is ideally placed to meet the forecast demand for primary school places in Sheerness.

6. Proposal

- 6.1 The proposed expansion of Rose Street School will increase the value of KCC's property portfolio by adding value to the school buildings.
- 6.2 The proposed expansion of Rose Street School is subject to KCC statutory decision making process and planning.
- 6.3 An Equality Impact Assessment has been completed as part of the consultation. To date no comments have been received and no changes are required to the Equality Impact Assessment.

7. Delegation to Officers

- 7.1 The Officer Scheme of Delegation; under Appendix 2 part 4 of the Council's Constitution, provides a clear and appropriate link between this decision and the actions needed to implement it. For information it is envisaged, if the proposal goes ahead, that the Director of Property & Infrastructure Support will sign contracts on behalf of the County Council.

8. Conclusions

- 8.1 Forecasts for the Swale district indicate an increasing demand for primary school places. This enlargement will add an additional 30 Reception Year places to the capacity per year, in line with priorities 3, 4 and 9 of 'Bold Steps for Kent and Policy Framework' and the 'Commissioning Plan for Education – Kent' (2013 – 2018).

9. Recommendations

The Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to:

- (i) Issue a public notice to expand Rose Street School, by 210 places from 1FE to 2FE, conditional upon obtaining planning agreement for the additional accommodation required.

And, subject to no objections being received to the public notice

- (ii) Expand the school
- (iii) Allocate £2,700,000 from Education & Young People's Services Capital Budget.

10. Background Documents

10.1 Bold Steps for Kent and Policy Framework

http://www.kent.gov.uk/your_council/priorities_policies_and_plans/priorities_and_plans/bold_steps_for_kent.aspx

10.2 Kent Commissioning Plan for Education Provision 2013-2018

<https://democracy.kent.gov.uk/documents/s43253/ItemD3KentEducationCommissioningPlan20132018final.pdf>

10.3 Education Cabinet Committee report– 27 September 2013

<http://kent590w3:9070/ieListDocuments.aspx?CId=746&MId=5033&Ver=4>

10.4 Consultation Document and Equalities Impact Assessment

<http://consultations.kent.gov.uk/consult.ti/RoseStreet/consultationHome>

11. Contact details

Report Author

- Marisa White
- Area Education Officer –East Kent
- Tel number: 01227 284407
- marisa.white@kent.gov.uk

Relevant Director:

- Kevin Shovelton`
- Director of Education Planning and Access
- 01622 694174
- Kevin.shovelton@kent.gov.uk

The proposed expansion of Rose Street School to increase the PAN from 30 to 60 places

Summary of written responses

Consultation documents (hard copies) distributed: 400
Responses received: 38

	Support	Against	Undecided	Total
Parents/Carers	10	1	6	17
Governors	1	0	1	2
Members of Staff	17	1	1	19
Total	28	2	8	38

In support of the proposal

Parents:

- Worried that new classrooms will be put on the playing field or magic grass as both areas are used by children and their friends.
- Thank you for expanding the school for local children.
- Agree with making the school larger and extending pupil base but has concerns with the school losing its 'closeness' and maintaining the friendly and warm environment. The school has come a long way and improved over the years. Please do not lose the way in the education of the children.
- Expanding will benefit the school but concerned whether 10 month daughter would eventually get a place despite a sibling already attending and whether there will be enough help for children who are struggling so they do not fall behind. Will there be increased classroom assistants?

Staff:

- Fantastic opportunity to expand an already brilliant school. Children and parents will benefit.
- Hope traffic plan will solve the present congestion in Seashells car park and not increase difficulties. Solution would be to re-site the main entrance to Broad Street so children and families are not using the Seashells car park.
- Only concern is parking and whether car park is big enough. Impossible to park outside school in both Rose Street and Broad Street due to staff, St. Edward's School and Seashells.

Against the proposal

Staff

- Not enough school space for the classes. The hall is already small. How will the school cater for whole school assemblies and invited visitors to speak to the children? Is there going to be enough outdoor space for the children as there is only one field?

**Proposal to expand Rose Street School,
Consultation Meeting for Parents/Carers, Governors and Staff
Monday 16 June 2014
Summary of the Meeting**

Panel

Leyland Ridings	Chair of Education & Young People's Services Cabinet Committee
Steven Connors	Executive Headteacher, Sheerness West Federation
Marisa White	Area Education Officer

The meeting was attended by parents, staff and governors. The meeting was also attended by Angela Harrison, KCC and SBC Local Member.

The meeting was an informal event to give parents/carers, governors and members of staff an opportunity to ask questions and comment on the proposal.

Marisa White opened the meeting and explained the reasons for bringing forward the proposal. Because of the pressure on primary school places, especially in Sheerness, the local authority had approached Steven Connors, Executive Headteacher for the Federation, and the Governing Body asking if feasibilities could be undertaken to explore the possibility of expanding one of the schools by a form of entry. The Executive Headteacher, Head of School and Governing Body agreed, and the decision was made to consult on permanent expansion of Rose Street School.

Steven Connors said that the school was working closely with the local authority on the project. The school had agreed to admit 60 into the Reception Class in September 2014 because of the number of applications received for a place in the school. The first phase of the project would be to provide an extra classroom for Reception Year, losing as little outdoor space as possible. The new classroom would house the nursery and the current nursery and Reception class would form the two Reception classrooms. The second phase would be to provide a new building, which would be used for Years 4, 5 and 6. Years 1, 2 and 3 would remain in the current building.

Mr Ridings explained that the results of the consultation would be reported to the Education & Young People's Services Cabinet Committee meeting on 23 July, a recommendation would be made to the Cabinet Member on whether to take the proposal forward.

Issues Raised	Responses from Marisa White (MW) and Steven Connors (SC)
When the schools on the island went from a three to two tier education system, staff spent a long time and worked hard to provide adequate play area, including astro-turf and allotments and would not want the new buildings to result in the school losing these facilities.	MW - We would not want to do anything that would result in the school losing what it has fought hard for over recent years. We will try to come up with a solution that the school is happy with. SC – The school will continue to fight for the outdoor space, especially for children who do not have that opportunity at home. The allotments are a big part of what the school offers and we will be looking creatively at using other areas. We are looking at ways of creating outdoor space and will look at what we can do

	about the astro-turf.
Issues Raised	Responses from Marisa White (MW) and Steven Connors (SC)
A concern was raised about other schools not taking children and Rose Street having to take them.	MW - The schools on the island work well together. Children are placed through the "In Year Fair Access" process, agreed by the schools. This process ensures that children are shared out fairly. Many of the schools are over PAN. However, it is difficult to manage the perceptions of parents especially when a school suggests that perhaps another school would be more suitable for their child.
A concern was raised about the hall size and timetabling space for PE sessions.	MW – the feasibility is indicating that the school will need a second large space. SC – this could be used for music.
Will we have somewhere here to provide school dinners for our children as West Minster does not have the capacity to provide meals at Rose Street as well as for itself.	MW – this will be looked at as part of the feasibility for space to provide a kitchen. MW will raise the issue with KCC Client Services. SC – commented that West Minster has a new steamer which increases the capacity to cook and therefore can provide meals for the additional children in September 2014, but that a kitchen would be required for September 2015.
A query was raised about providing good quality teachers because of the difficulty that the island has of getting good staff.	SC – said that this was the highest priority and that the school was fully staffed for September. He had recently been to Canada on a recruitment trip and had recruited 17 teachers to a supply agency and the school will be employing 3 excellent teachers. The school has a good reputation, but this issue remains high on the governing body agenda.

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

14/00018

For publication

Subject: Proposal to expand Rose Street (Community Primary) School

Decision:

As Cabinet Member for Education and Health Reform I agree to:

- (i) Issue a public notice to expand Rose Street School, by 210 places from 1FE to 2FE.

And, subject to no objections being received to the public notice

- (ii) Expand the school
(iii) Allocate £2,690,765.15 from the Education & Young People's Services Capital Budget.

Should objections, not already considered by the cabinet member when taking this decision, be received during the notice period a separate decision will be required in order to continue the proposal and expand the school to allow for proper consideration of the points raised.

Reason(s) for decision:

The Swale district section of the Kent Commissioning Plan for Education Provision 2013-18 has identified a need for up to 98 Reception Year places on the Isle of Sheppey. The expansion of Rose Street School will help to address these pressures and adheres to the principles of our Commissioning Plan as it increases capacity at a good, popular school. In reaching this decision I have taken into account:

- the views expressed by those attending the consultation meeting on 16 June, and those put in writing in response to the consultation;
- the views of the local County Councillor; Governing Body of the school and Staff;
- the Equalities Impact Assessment and any comments received regarding this; and
- the views of the Education Cabinet Committee which are set out below

Financial Implications:

It is proposed to enlarge Rose Street School by 210 places taking the PAN to 60 (2FE) for the September 2015 intake and eventually a total capacity of 420 places.

- a. Capital - The enlargement of the school requires the provision of 7 additional classrooms, as well as ancillary facilities. A feasibility study has been commissioned. The total cost is estimated to be in the region of £2,690,765.15. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
- b. Revenue - The school will receive increased funding through the Delegated Budget on a 'per pupil' basis.
- c. Human – Rose Street School will appoint additional teachers, as the school size increases and the need arises.

<p>Cabinet Committee recommendations and other consultation: 27 September 2012 The Committee endorsed the Kent Commissioning Plan, which identified a need for additional places in the Swale District. 23 July 2014 To be added after Committee meeting</p>
<p>Any alternatives considered: The Commissioning Plan for Education Provision 2013-18 explored all options and the expansion of this school was deemed the suitable option.</p>
<p>Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:</p>

.....
Signed

.....
Date

From: **Patrick Leeson, Corporate Director for Education and Young People's Services**

Roger Gough, Cabinet Member for Education and Health Reform

To: **Education and Young People's Services Cabinet Committee – 23 July 2014**

Subject: **Review of the Kent Commissioning Plan for Education 2013-2018**

Classification: **Unrestricted**

Past Pathway of Paper: Education Cabinet Committee – 27 September 2013

Future Pathway of Paper: Cabinet Member decision

Summary: This report informs Members of the progress made in implementing the Kent Commissioning Plan for Education 2013-2018 since its adoption by Cabinet in October 2013.

Recommendation: The Education and Young People's Services Cabinet Committee is asked to consider the report and note the progress achieved and the issues identified for further development.

1. Introduction

1.1 In September 2013 Kent County Council published the latest Kent Commissioning Plan for Education 2013-2018. This sets out our future plans as strategic commissioner of education provision across all types and phases of education. The Plan is updated annually with progress being monitored six to nine months after publication. This report reviews the progress made since September 2013.

1.3 This Review of the Plan, attached as an Appendix, covers the following topics:

- Progress in implementing the expansion of school places;
- Review of forecasting accuracy;
- Progress against our targets;
- Progress in implementing the Review of school places for SEN pupils;
- The impact of changes to national School Organisation Regulations.

1.4 In summary, this Review demonstrates that:

- Commissioning and implementing the planned number of new school places overall for September 2014 has been successful and that targets have been largely met. Delivery of a small number of projects has been adjusted in

response to changing contexts during the year and these are set out in paragraph 2.2 below.

- The re-designation and expansion of Special Schools is on track for September 2014 and 2015, including the relocation and rebuilding of three schools.
- The accuracy of our forecasting methodology has remained close to within 1% of accuracy, although the increase in inward migration into Kent during 2013-14 was greater than in previous years and higher than forecast.
- The increase in the school population has reduced the surplus capacity of school places across the Primary School sector – seven out of the 12 Kent districts are now operating at below 5% surplus capacity. Surplus capacity across the Secondary School sector remains high.

2. Progress in Implementing the Expansion of School Place Numbers

2.1 The Plan identified the need, by September 2014, for 15.3 permanent new forms of entry in Primary schools and 3 forms of entry in Secondary schools. To date, 12.2 forms of entry have been commissioned in Primary schools ready for September 2014 and 2.85 permanent new forms of entry in secondary schools in September 2014. This variation in delivering the planned numbers has been due to specific local circumstances including highways and planning issues, standards and availability of schools to expand.

2.2 An additional 130 temporary school places for Reception aged pupils have been commissioned in the short term to take account of the reduced provision of permanent places. The Plan identified the need to provide 250 temporary places for short-term pressures for Reception age pupils but at March 2014, 380 temporary places had been commissioned. The reasons for this shift from permanent to temporary places are set out below. Much of this variation is the consequence of unresolved highways and planning issues. Significant local variations include:

- **Swale** – The permanent expansion of 0.5FE for Ospringe Church of England Primary School is not going ahead as the impact of the expansion upon the highways could not be mitigated to enable planning consent to be requested. To ensure sufficiency of places, a temporary expansion for one year is being provided at Ospringe for September 2014 and expansion of Bysing Wood Primary School is being considered from September 2015.
- **Thanet** – The expansion of 1FE for Bromstone Primary School is not yet confirmed as mitigation of the impact of the expansion upon the highways to enable planning consent to be requested remains to be resolved at the time of writing.
- **Dartford** – The permanent expansion of 1FE for Knockhall Primary School is currently on hold until September 2015 to allow time for standards at the school to improve. The school is accommodating a temporary expansion for one year from September 2014. However a permanent expansion of 0.66FE at Joydens Wood Infant School is being arranged and two temporary expansions are taking

place - at Holy Trinity CEPS (15 places) and Temple Hill Primary School (30 places). These three expansions were not included in the Commissioning Plan.

- **Shepway** – We had proposed commissioning 30 temporary Reception Year places at a school in East Folkestone but no school was able to accommodate this. The supply of school places in Folkestone is therefore below the preferred threshold of 5% surplus and a new school is being commissioned for a site in East Folkestone, to open in September 2015.
- **Tunbridge Wells** – The Plan expressed our intention to commission 30 additional Reception Year places in Tunbridge Wells by September 2014. However it is now anticipated that a 5% surplus of Primary school places will be maintained across Tunbridge Wells for September 2014. The Wells Free School opened in Tunbridge Wells Town in September 2013, offering 24 additional places annually in Reception Year.

2.3 The Plan identified the need to commission five new Primary schools (academies as required by law) for September 2015. We are also seeking a promoter for a new Primary school in Tunbridge Wells and will shortly be starting the commissioning process for a new Primary school in Ashford, both of which are also planned to open in September 2015. Progress to date is set out in the table below:-

Area	School	Size	Promoter
Tonbridge & Malling	Kings Hill	1 FE	Valley Invicta Academies Trust
	Leybourne Chase	1 FE	Valley Invicta Academies Trust
	Holborough Lakes	1 FE	Valley Invicta Academies Trust
Swale	Thistle Hill	2 FE	Lilac Sky Academy Trust
Shepway	East Folkestone	1 FE	Valley Invicta Academies Trust
Tunbridge Wells	Knights Park	1 FE	To be confirmed
Ashford	Cheeseman's Green	1 FE	To be confirmed

2.4 A detailed summary of the progress made on all the Primary and Secondary school proposals shown in the School Commissioning Plan is given at Appendix 1.

3. Review of Forecasting Accuracy

3.1 The Plan set out forecast roll numbers (by planning areas at Primary school level and by District at Secondary school level) across each District in Kent. The forecasting system enables the production of both school based and residency based forecasts, thereby enabling provision to be made in the right locations. This system is closely aligned to the KCC 'Integrated Infrastructure and Financing Model' (IIFM) which is the corporate forecasting software currently used to forecast infrastructure needs over the long term.

3.2 Forecasting accuracy for Year Reception numbers

Table 1 below sets out the forecast Primary school roll data for January 2014 against the actual roll data as at January 2014 for Reception age pupils in order to review their accuracy. It shows that for Kent overall, the accuracy level is within 1%, however the district variations include under-forecasting particularly across North Kent and in Ashford.

Table 1: Year Reception

Area and District	Forecast Year R roll (2013/14)	Actual Year R roll Jan 2014	Difference (forecast less actual)	Over / under forecast (%)
East Kent	4825	4803	+22	+0.5%
Canterbury	1460	1450	+10	+0.7%
Swale	1742	1755	-13	-0.7%
Thanet	1623	1598	+25	+1.6%
North Kent	3852	3972	-120	-3.0%
Dartford	1304	1356	-52	-3.8%
Gravesham	1293	1318	-25	-1.9%
Sevenoaks	1255	1298	-43	-3.3%
South Kent	3935	3996	-61	-1.5%
Ashford	1518	1587	-69	-4.4%
Dover	1244	1230	+14	+1.2%
Shepway	1173	1179	-6	-0.5%
West Kent	4512	4502	+10	+0.2%
Maidstone	1719	1716	+3	+0.2%
Tonbridge and Malling	1547	1545	+2	+0.1%
Tunbridge Wells	1246	1241	+5	+0.4%
Kent Totals	17125	17273	-148	-0.9%

Canterbury – No significant variance.

Swale – No significant variance.

Thanet – Population volatility is a factor for Thanet forecasts and actual rolls at any one point in time can change within a very short period due to the high number of in-year admissions and families moving in and out of the area.

Dartford – The difference between forecast and actual numbers constitutes more than 2FE. There has been significant inward migration from the London Boroughs, coupled with a changing demographic that releases more family-sized dwellings to the market.

Gravesham - the forecasts for Gravesham were lower than the actual roll in January 2014, by about 1FE. This is largely due to inward migration from the London Boroughs, due to the lower cost of housing.

Sevenoaks – the Year Reception forecast was lower than the 2014 actual rolls. There is no single identifiable reason, although inward migration appears to be the major factor. This is driven largely by the high performance of most of the Primary schools in Sevenoaks. The establishment of additional Secondary places and the proposals for a selective satellite provision are also likely to attract pupils to local schools.

Ashford – The number of Year Reception pupils in Ashford in January 2014 was significantly higher (4.4%) than forecast. This is due to an increase in migration into Ashford, in part linked to the rapid increase in house building during the past 12 months.

Dover – The forecast roll was 1.2% higher than the actual roll at January 2014, which is marginally above the tolerance level of plus or minus 1%.

Shepway – No significant variance.

Maidstone – No significant variance.

Tonbridge & Malling – No significant variance.

Tunbridge Wells – No significant variance.

3.3 Forecasting accuracy of Primary school roll numbers

Table 2 sets out the forecast Primary school roll data for January 2014 against the actual roll data as at January 2014 for all Primary age pupils. Across Kent there were 1.4% more Primary school pupils at January 2014 than forecast, with 8 of the 12 districts seeing rolls in excess of 1% higher than expected. As forecasts roll forward, the increased pupil numbers demonstrate more growth in net inward migration to Kent than anticipated, affecting two thirds of districts. The figures mask pressures around particular Year Groups in some localities. The most affected district was Ashford with 2.4% more pupils than forecast, due to an increase in inward migration. Increased pressure in Herne Bay is largely due to families moving into rented accommodation from areas with more expensive housing, while in Swale migration pressures are particularly visible on the Isle of Sheppey.

Table 2: Primary age pupils

Area and District	Forecast primary roll (2013/14)	Actual primary roll Jan 2014	Difference (forecast less actual)	Over / under forecast (%)
East Kent	31691	32113	-422	-1.3%
Canterbury	9711	9882	-171	-1.7%
Swale	11527	11692	-165	-1.4%
Thanet	10453	10539	-86	-0.8%
North Kent	25845	26255	-410	-1.6%
Dartford	8482	8676	-194	-2.2%
Gravesham	8611	8739	-128	-1.5%
Sevenoaks	8752	8840	-88	-1.0%
South Kent	25782	26105	-323	-1.2%
Ashford	9916	10159	-243	-2.4%
Dover	7990	8051	-61	-0.8%
Shepway	7876	7895	-19	-0.2%
West Kent	29368	29802	-434	-1.5%
Maidstone	11304	11530	-226	-2.0%
Tonbridge and Malling	10073	10207	-134	-1.3%
Tunbridge Wells	7991	8065	-74	-0.9%
Kent Totals	112686	114275	-1589	-1.4%

3.4 Forecasting accuracy for Year 7 pupils

Table 3 sets out the forecast Secondary school roll data for January 2014 against the actual roll data as at January 2014 for Year 7 pupils. There is some under and over-forecasting shown but the numbers of pupils involved are within the capacity levels of local schools. Across Kent there were 2.2% more pupils in Year 7 than forecast. Again, this is generally reflective of an increase in inward migration, with 10 of the 12 districts having roll numbers greater than anticipated. The most extreme change, in Sevenoaks, is due to the opening of The Trinity Free School and thus a change in parental preferences and the provision available.

Table 3

Area and District	Forecast Year 7 roll (2013/14)	Actual Year 7 roll Jan 2014	Difference (forecast less actual)	Over / under forecast (%)
East Kent	4342	4373	-31	-0.7%
Canterbury	1445	1480	-35	-2.4%
Swale	1542	1515	+27	+1.8%
Thanet	1355	1378	-23	-1.6%
North Kent	2812	2968	-156	-5.3%
Dartford	1319	1366	-47	-3.4%
Gravesham	1154	1179	-25	-2.1%
Sevenoaks	339	423	-84	-19.8%
South Kent	3360	3399	-39	-1.1%
Ashford	1259	1312	-53	-4.1%
Dover	1162	1143	+19	+1.6%
Shepway	939	944	-5	-0.6%
West Kent	4515	4623	-108	-2.3%
Maidstone	1788	1799	-11	-0.6%
Tonbridge and Malling	1511	1534	-23	-1.5%
Tunbridge Wells	1216	1290	-74	-5.7%
Kent Totals	15029	15363	-334	-2.2%

Canterbury- The numbers of Year 7 children and overall Secondary pupil numbers are increased by the number of pupils traveling from a number of surrounding districts into Canterbury secondary schools where there has been significant surplus of places.

Swale – Forecasts slightly over estimated the number of Year 7 children.

Thanet – Forecasts have slightly under estimated the number of Year 7 children and overall secondary pupil numbers. This is due to inward migration and the volatility of the population moving into and out of the area.

Dartford – was under forecast by -3.4%. Dartford shares a boundary with the London Borough of Bexley so there is considerable cross border migration. Inward migration by families into Kent is also a significant factor.

Gravesham – was under forecast by about 1FE. Inward migration from the EU and increased small scale housing developments (under 10 units) appear to be the significant factors.

Sevenoaks– The 19.8% variation is due to the changes in secondary schools in Sevenoaks District during 2013, with the opening of Trinity Free School in September 2013 bringing more pupils into the town. About 74% of the children in the southern half of the district travel to schools in Tonbridge & Malling and Tunbridge Wells districts. In the North, a significant number travel to the Wilmington Grammar Schools in Dartford district.

Ashford – the higher than expected roll number (up 4.1%) is due to an increase in migration to the town.

Dover –Forecasts have over-estimated the number of Year 7 children by 1.6%. However as this equates to 19 children it will not cause a serious shortfall for any of the Dover Secondary schools.

Tunbridge Wells – was under forecast by -5.7% (74 places) and may be due to a lower than previous proportion of pupils going into the independent sector, a greater number coming to the district's Secondary schools from neighbouring districts (eg Tonbridge & Malling), and inward migration.

3.5 Forecasting accuracy of Secondary school roll numbers

Table 4 below sets out the forecast Secondary roll data for January 2014 against the actual roll data as at January 2014 for all Secondary age pupils (Years 7-11) in order to review their accuracy.

Table 4

Area and District	Forecast secondary roll (2013/14)	Actual secondary roll (2013/14)	Difference (forecast less actual)	Over / under forecast (%)
East Kent	22234	22420	-186	-0.8%
Canterbury	7394	7513	-119	-1.6
Swale	7741	7722	+19	+0.3%
Thanet	7099	7185	-86	-1.2%
North Kent	14522	14704	-182	-1.2%
Dartford	6798	6851	-53	-0.8%
Gravesham	5881	5915	-34	-0.6%
Sevenoaks	1843	1938	-95	-4.9%
South Kent	17277	17417	-140	-0.8%
Ashford	6272	6379	-107	-1.7%
Dover	5998	6016	-18	-0.3%
Shepway	5007	5002	-15	-0.3%
West Kent	23350	23681	-331	-1.4%
Maidstone	8971	9100	-129	-1.4%
Tonbridge and Malling	7652	7698	-46	-0.6%
Tunbridge Wells	6727	6883	-156	-2.3%
Kent Totals	77383	78222	-839	-1.1%

East Kent – Canterbury and Thanet had variances greater than minus 1%. This is due in the main to housing developments being re-phased and therefore less pupils coming forward as a result.

North Kent – The forecasting for Dartford and Gravesham are slightly lower than actuals. This is due to migration into the urban centres, driven by lower housing costs than London.

South Kent - 1.7% more pupils have sought places in Ashford secondary schools than forecast. This is due to migration into the town, linked to both new and existing housing.

West Kent - The under-forecasting in Maidstone and Tunbridge Wells is predominantly due to a greater than expected number of Year 7 pupils joining the Secondary schools as a result of inward migration and reduced numbers of pupils accessing the independent sector.

4. Progress against Our Targets

- 4.1 The targets which relate to providing sufficient school places are set out in 'Bold Steps for Education', and are reproduced in table 5 below.
- 4.2 Maintaining sufficient surplus capacity in schools across an area is essential both to meet increased demand and to enable parental preferences to be met. We strive to maintain around 5% surplus, which is judged to be an effective operating capacity.
- 4.3 Table 5 below shows that there is less than 5% surplus capacity in Reception classes in seven of the twelve districts of Kent, despite the significant Primary school expansion programme. At this time last year only three districts were below the 5% surplus level. The increase in migration over the past year accounts largely for the lower levels of surplus capacity. Across all Primary school year groups (Reception to Year 6) there is less than 5% surplus capacity in five of the twelve districts of Kent reflecting the inward migration of families, which increases the school rolls across all year groups. At this time last year all districts operated at above the 5% surplus for overall Year Reception to Year 6 school rolls. This reduced surplus capacity must be addressed by the 'basic need' programme for expanding the number of Primary school places available through the new Commissioning Plan for September 2014-2019.
- 4.4 Across the Secondary school age range there is a high percentage of surplus capacity overall, reflecting a period of reduced demand. However, as the increased numbers of Primary aged pupils transfer to Secondary schools over the next few years demand will rise and surplus capacity will return to an effective operating level.

Table 5

Targets	January 2014		
Maintain at least 5% surplus primary capacity in each District.	District	Year R	Yrs R-6
	Ashford	2.3%	3.6%
	Canterbury	5.2%	6.6%
	Dartford	4.8%	2.9%
	Dover	2.8%	10.9%
	Gravesham	3.9%	2.3%
	Maidstone	7.3%	6.4%
	Sevenoaks	9.3%	7.6%
	Shepway	3.8%	6.6%
	Swale	6.1%	2.9%
	Thanet	1.4%	3.1%
	Tonbridge and Malling	3.9%	6.6%
	Tunbridge Wells	11.7%	8.2%
	Kent	5.2%	5.5%
Maintain at least 5% surplus secondary capacity in each travel to learn area.	Area	Year 7	Yrs 7-11
	Dartford, Gravesham & N. Sevenoaks.	12.7%	9.4%
	S. Sevenoaks, Tonbridge & Tunbridge Wells.	12.2%	9.3%
	Maidstone & Malling.	15.6%	12.0%
	Ashford	12.6%	7.5%
	Canterbury	11.4%	12.0%
	Dover	12.7%	10.6%
	Shepway	22.0%	17.0%
	Swale	10.1%	6.8%
	Thanet	11.8%	8.3%
		Kent	13.2%

- 4.5 Table 6 below sets out the percentage of families receiving their first and second preferences for admission into Reception classes in Primary Schools and into Year 7 in Secondary Schools, in relation to the targets set.

Table 6

Targets	April 2014
To ensure that at least 85% of families secure their first preference Primary schools; and 95% secure first or second preference schools.	On offer day for September 2014 entry:- Reception children:- 85.0% secured their first preference 90.7% secured their first or second preference.
To ensure that at least 85% of families secure their first preference Secondary schools; and 95% secure first or second preference schools.	Year 7:- 88.1% secured their first preference 95.1% secured their first or second preference

5. Progress in Implementing Review of School Places for SEN Pupils

- 5.1 In January 2014 we formally launched “Kent’s Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) - Working Together Improving Outcomes”. It set out an overarching aim to improve the educational, health and emotional wellbeing outcomes for all of Kent’s children and young people with SEN and those who are disabled. One of the key aims is to encourage a mixed economy of provision across the maintained special schools and mainstream schools in Kent, as well as the highest quality and cost effective independent and non-maintained Special schools where some children and young people are placed. During 2013/14 we held an event to “meet the market” and introduce a new procurement framework for non-maintained schools to work with us. We recognise the importance of improving opportunities for children to attend their local schools, to ensure high quality multi-agency support is available, to improve transition and increase continuity of provisions at transfer ages. We have been working with headteachers to identify where we can improve existing arrangements. At the heart of the Strategy are children and their parents; giving them greater choice and control and we have increased the number of opportunities for parents to influence and shape our services.
- 5.2 Fundamental to meeting children’s needs is ensuring that every school can deliver Kent’s SEN core standards and to this end we have launched a Workforce Development Plan to underpin and develop our capacity to meet a wider range of special educational needs in mainstream schools. The district training offer includes training in autism (ASD), behaviour (BESN) and Speech and Language Needs (S&L). This is supported by the devolution of the Specialist Teaching and Learning Service to 12 lead Special schools, alongside resources to increase the range of expertise available through Outreach from Special Schools.
- 5.3 The capital programme to expand the number of places in Special schools has already rebuilt or refurbished 14 schools in Kent. Investment continues to bring similar transformation to the remaining 10 schools. This programme will result in an additional 500 Special school places in the County. However, there remains a need to commission further capacity for pupils with ASD, BESN and S&L. The SEND Strategy identified the need to add at least 275 additional places, including 100 in specialist resource bases in mainstream schools and a further 175 places in Kent’s Special schools. We have identified a number of schools which will be subject to statutory proposals to increase the designated pupil numbers to either regularise the current position or create additional spaces. We are also undertaking consultations on the relocation of some Special schools as a consequence of the capital programme mentioned above. A paper on the progress of this issue was taken to Education Cabinet Committee in March 2014.

Table 7 - Re-designation of Special school numbers

School	Designated Number	Proposed designated number
Bower Grove	146	183
Broomhill Bank	80	136
Five Acre Wood	210	260
Foreland	160	200
Foxwood	122	148
Goldwyn	60	115
Grange Park	79	97
Highview	160	188
Ifield	174	190
Oakley	188	206
Portal House	60	80
Ridge View	164	174
Rowhill	96	106
St Anthony's	96	112
St Nicholas	144	191
TOTAL	2091	2556

- 5.4 We have plans to develop at least 100 additional places for pupils with ASD, BESN and S&L within Specialist Resource Base Provisions (SRBP) in mainstream schools.
- 5.5 Following discussions with individual schools we are undertaking public consultations in the summer term 2014 to establish SRBPs at the schools shown in tables 8 and 9 below. The planned number in each school relates to September 2016. Negotiation is currently ongoing with two Primary schools in Swale and a Secondary school in Thanet for an additional three ASD SRBPs.
- 5.6 The DfE recently published new regulations governing changes to school organisation, including consultations (see Section 6 below) and we therefore plan to conduct the public consultations on these proposals using a combination of distribution by post and email together with a four week publication period on the School Consultation web page of the KCC website.
- 5.7 We are also proposing to expand the Aspen I Unit in Dover by creating 12 satellite places for children with Specific Learning Difficulties (SLD) in Aylesham Primary School, Dover. The consultation on the proposal started in April 2014.

Table 8 - Primary schools		Number of places		
Area/District	School (where agreed)	ASD	BESN	S&L
East Kent		12	8	0
Swale [Sheppey]	T.b.c.	6		
Swale [Sittingbourne]	T.b.c.	6		
Swale	St Mary's Faversham		8	
North Kent		18	0	0
Dartford	York Road Junior Academy	6		
Dartford	Oakfield Primary	12		
South Kent		0	8	12
Dover	River Primary			12
Dover	Nonington Primary		8	
West Kent		0	0	0
Kent Totals		30	16	12

Table 9 - Secondary schools		Number of places		
District	School (where agreed)	ASD	BESN	S&L
Thanet	T.b.c.	15		
Tonbridge & Malling	Holmesdale School	12		
Tonbridge & Malling	The Malling School	15		
		42	0	0

- 5.8 Table 10 sets out the SRBPs that we are establishing in the proposed new Primary schools currently being developed across Kent.

Table 10

Area/District	School (where agreed)	ASD	BESN	S&L
Swale	Thistle Hill Academy, Sheppey		14	
Shepway	East Folkestone Academy	12		
Tonbridge & Malling	Kings Hill Academy	15		
Tonbridge & Malling	Leybourne Lakes Academy		8	
Tonbridge & Malling	Holborough Lakes Academy		8	
Tunbridge Wells	Knights Park Academy	12		
Total		39	30	0

6. Progress in delivering Free Early Education Entitlement

- 6.1 Free early education became a statutory entitlement for eligible two years olds from 1 September 2013, with the local authority having a duty to secure provision. Around 20% of disadvantaged two years olds were eligible for free early education from September 2013. The programme will be extended from September 2014 to include around 40% of two years olds. KCC was given a target to secure 3,095 Free for Two places by September 2013 with an increase to 6501 places by September 2014 (this being the second largest target nationally).
- 6.2 The target to develop 3095 places was achieved by September 2013 and the progress on the target of developing 6501 places is illustrated in the table below.

Table 11

District	Sum of eligible Children in Ward	Sum of Current Shortfall
Ashford	485	103
Canterbury	552	38
Dartford	463	137
Dover	589	41
Gravesham	586	327
Maidstone	570	184
Sevenoaks	278	31
Shepway	564	133
Swale	792	210
Thanet	960	180
Tunbridge & Malling	329	65
Tunbridge Wells	333	32
Kent	6501	1481

6.3 The Gravesham District presents a particular challenge as there is a significant lack of available premises. Existing early years providers in the District have all been approached to provide additional places and where possible this has been achieved. To meet the targets for this District it is intended to further develop places with eligible childminders registered to offer Free for Two places.

6.4 Free early education for three and four year olds has been a universal offer for some years now, with the number of providers in Kent being registered to offer this being as follows:

Private, voluntary and independent providers	691
Childminders	431
Maintained Nursery Units	68

6.5 The take up of early education is universally very high and at close to 100%. The balance of four year olds are in attendance in school Reception classes.

Table 12

January 2014 Headcount	
Number of 3 year olds who claimed funding	18,351
Number of 4 year olds who claimed funding	6,612
Number of providers that claimed funding	985
Number of providers registered*	1,190

6.6 With effect from April 2014, the Free Early Education Entitlement for three and four year olds has been 'stretched', so that where providers are able to accommodate this, it is available during school holidays in addition to the more traditional offer of term time only.

7. Changes to School Organisation Regulations

7.1 On 28 January 2014 new legislation came into force affecting the way in which proposals regarding school organisation are made. The new regulations are

“School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013” and “School Organisation (Establishment and Discontinuance of Schools) Regulations 2013”. The regulations have amended the ways in which schools, governing bodies and local authorities can make significant changes, for example to the size and characteristics of schools; the opening of new provision under the academy presumption process and the circumstances in which new maintained schools may be established; and the closure of maintained schools. According to the DfE, “The regulations support the government’s aim of increasing school autonomy and reducing bureaucracy. They allow schools to have more control when making decisions about their size and composition and therefore enable them to be more responsive to the needs of parents and local communities.”

Key changes include:-

- a) Governing bodies can expand their schools or change the age range by up to two years (except for adding or removing a sixth form) without undertaking a formal statutory process.
- b) There are no longer any prescribed “pre-publication” consultation periods for school organisation changes. Local Authorities and governing bodies need to act rationally and take into account all relevant considerations. This gives us greater flexibility in our consultation process.
- c) Where statutory notices need to be published the representation period has reduced to four weeks.

These changes limit the ability of the local authority to fulfil the role of commissioner of school places. The regulations enable a school to expand in response to increasing popularity among parents but in doing so may render other local schools more vulnerable to reducing school roles and potential closure if there is already a surplus of school places in the area.

8. Next Steps

- 8.1 We propose to address the reducing surplus capacity of Primary school places through specific proposals for the expansion of school places in the new Education Commissioning Plan in September 2014.
- 8.2 We propose to monitor the trend of increasing inward migration and develop a profiling analysis of the increasing population to enable appropriate school provision and services to be planned and provided.
- 8.3 We propose to explore innovative solutions to creating a sufficiency of school places, including the creation of all-age schools. This will assist in ensuring we have sufficient Primary school places, whilst utilising surplus Secondary school accommodation at this time.
- 8.4 The closure of Chaucer Technology School, scheduled to take place in September 2015, highlighted how quickly a school can become vulnerable to reduced pupil numbers. A significant drop in pupil numbers, reflecting loss of parental confidence in the school, a serious budget deficit and low forecast pupil numbers combined to make closure unavoidable. One of our new priorities during 2014-15 will be to consider the potential vulnerability of other Secondary schools in the County due to reducing numbers and school budgets, where the places are needed, so that plans can be brought forward to ensure their future viability.

- 8.5 We propose to continue reviewing the separate infant and junior schools in the County. Current KCC policy sets out the need to consider amalgamation or federation of separate Infant and Junior schools where circumstances permit, for example in the event of a change of leadership in one school or where governors wish it. We propose that this policy should remain. We also propose to explore ways to support parents of children in Infant Schools to secure a Year 3 place at a school in areas where Junior schools have changed their status to become all through Primary schools.
- 8.6 The January 2014 pupil headcount data from schools and the pre-school data provided by the Public Health Observatory are both now available. Housing trajectories and land supply information become available from District Councils generally in April. These form the basis of information which is utilised by the forecasting system. Forecasts will be available during the summer months. These forecasts and the analysis of them will form the next iteration of the Commissioning Plan, together with the analysis contained in this review report. The forward plan for school expansions and building new schools will be updated in the Commissioning Plan to reflect any changes in the need for provision.
- 8.7 It is proposed that the next iteration of the Plan for 2014-19 will broadly follow the format of the current Plan. The Draft Plan will be brought to Education and Young People's Services Cabinet Committee in September 2014 for consideration.
- 8.8 An additional statutory duty is to ensure the availability of childcare provision for school aged children up to 14 universally and up to 18 where a young person has a special educational need and/is in the care of the Local Authority. Out of school childcare provision may be either registered by Ofsted, or in cases where this is not required, available on an unregistered basis by schools and other providers. Unregistered provision makes it difficult to assess supply across the county. In this context, a survey of schools non registered out of school childcare has recently been commissioned and is well underway. The current response rate from schools is 77%. This information, added to that about registered provision, will give us a more comprehensive picture of current supply. This will be available on a countywide, district and area basis and will also be provided to schools collaborations by their bespoke geographical areas. Advice and support will be available to schools and collaborations regarding establishing out of school childcare to fill identified gaps in supply.

9. Recommendation:

The Education and Young People's Services Cabinet Committee is asked to consider the report and note the progress achieved and the issues identified for further development.

10.1 Bold Steps for Kent and Policy Framework

http://www.kent.gov.uk/your_council/priorities_policies_and_plans/priorities_and_plans/bold_steps_for_kent.aspx

10.2 Kent Commissioning Plan for Education Provision 2013-2018

<https://democracy.kent.gov.uk/documents/s43253/ItemD3KentEducationCommissioningPlan20132018final.pdf>

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Appendix 1

District	Planning Area	Short Term Commissioning intentions set out in September 2013	March 2014 position
Maidstone	Across Maidstone	The Jubilee Free School is expected to provide an additional 2FE from September 2014	The Jubilee Free School is expected to provide 1 FE from September 2014.
Maidstone	Maidstone North	Not shown	Commissioned additional 15 temporary places at North Borough Junior School for September 2014.
Tunbridge Wells	Hawkhurst & Sandhurst	We will commission 30 additional year R places for September 2014	Commissioned 5 temporary places at Sandhurst Primary School
Tunbridge Wells	Hawkhurst & Sandhurst	Not shown	The Wells Free School is offering 24 permanent places per year (0.8FE)
Tunbridge Wells	Tunbridge Wells Urban	Commission an additional 2FE of additional Primary capacity linked to the Knights Park development on a site yet to be determined (subject to the development of core local strategy and housing development) for September 2015.	Site determined and S106 agreed for new primary provision linked to the Knights Park development. Competition to seek proposers underway, announcement expected by Secretary of State May 2014. Academy due to open September 2015.
Tonbridge & Malling	Kings Hill & Mereworth	Commission 30 places for Year R in 2014 at Kings Hill School	Temporary places commissioned for September 2014.
Tonbridge & Malling	Kings Hill & Mereworth	Commission the first FE of a new Primary school in Kings Hill for September 2015.	Commissioning process complete. Proposer identified – Valley Invicta Academies Trust. Academy is due to open September 2015.
Tonbridge & Malling	Larkfield & Leybourne	Undertake community consultation on the provision of additional school places to serve the Leybourne Chase development.	Commissioning process complete. Proposer identified – Valley Invicta Academies Trust. Academy is due to open September 2015.
Tonbridge & Malling	Snodland	Commission a new 1 FE primary school linked to the Holborough Lakes development for September 2015.	Commissioning process complete. Proposer identified – Valley Invicta Academies Trust. Academy is due to open September 2015.
Tonbridge & Malling	Tonbridge North/ South/ Hildenborough	Commission up to 30 additional Year R places for September 2014.	0.5 form of entry commissioned at Slade Primary School. Public Notice expired end February 2014.
Tonbridge & Malling	Tonbridge North/ South / Hildenborough	Commission up to 30 additional Year R places for September 2014.	Commissioned 15 temporary places at St Margaret Clitherow RC Primary School

District	Planning Area	Short Term Commissioning intentions set out in September 2013	March 2014 position
Dartford	Swanscombe & Greenhithe	Consult on expansion of Knockhall PS from 2FE to 3FE for September 2014.	Consultation completed. Permanent expansion on hold following standards issues
Dartford	Dartford West	Not shown	Temporary expansion of Holy Trinity PS from 1.5FE to 2FE.
Dartford	Joydens & Maypole	Not shown	Permanent expansion of Joydens Wood IS from 2.33FE to 3FE.
Dartford	Dartford North	Not shown	Temporary expansion of Temple Hill PS from 2FE to 3FE.
Gravesham	Gravesend North	Consult on expansion of Chantry PS from 1FE to 2FE for September 2014.	Consultation completed. School expanded for 2014
Gravesham	Gravesham East	Expansion of Kings Farm PS from 1.7 FE to 2FE for September 2014.	Permanent expansion providing 8 extra Year R places
Gravesham	Northfleet	Consult on expansion of Lawn PS from 20 PAN to 1FE for September 2014.	Consultation completed for permanent expansion for September 2014
Gravesham	Northfleet	Temporary one year expansion of St Joseph's Catholic PS from 1FE to 2FE for September 2014.	Temporary expansion
Sevenoaks	Sevenoaks Rural South	Expansion of Chiddingstone CE PS from PAN of 25 to 1FE for September 2014.	Permanent expansion providing extra 5 places
Sevenoaks	Swanley	Expansion of St Bartholomew's Catholic PS from 1.5FE to 1.66FE for September 2014.	Permanent expansion providing extra 5 places
Sevenoaks	Sevenoaks	The Sevenoaks Christian Free School will provide 120 Year 7 places from September 2013. Planned total capacity of 600.	Trinity Free School opened in September 2013.
Ashford	Ashford South East	1FE expansion of Furley Park PS is being commissioned for September 2014.	Public Consultation process completed. The School converted to Academy status on 1.11.13. Awaiting decision from SoS regarding changes to the funding agreement.
Ashford	Ashford South East	(2016-17): Subject to commencement of Cheeseman's Green housing development commission the first form of entry of a new 2FE primary school.	We are proposing to start seeking promoters for the new academy/free school in June 2014 with a view to opening the school off site in September 2015 and relocating it to its new building in September 2016.

District	Planning Area	Short Term Commissioning intentions set out in September 2013	March 2014 position
Shepway	Folkestone East	30 Bulge Reception Year places will be needed in 2014/15 (school to be identified).	School not yet identified due to site constraints.
Shepway	Folkestone East	(2015-16): We are commissioning a new 1FE school for September 2015.	Commissioning process complete. Proposer identified – Lilac Sky. Academy is due to open September 2015.
Shepway	Folkestone West	30 Bulge Reception Year places will be commissioned in 2014/15 (school to be identified).	Cheriton PS has been commissioned to admit an additional Year R class for September 2014.
Shepway	Secondary	2FE of capacity has been de-commissioned at Pent Valley School with effect from September 2014.	The school has completed the process.
Dover	Dover Town	We will commission 30 bulge Reception Year places for September 2014. (2015-16): We are proposing a 1FE expansion of White Cliffs Primary College of the Arts for September 2015.	St Martin's PS has been commissioned to admit up to 30 additional Year R pupils for 2014/15 only. Public Consultation process completed. Awaiting decision from SoS regarding changes to the funding agreement.
Dover	Whitfield	Commission 15 bulge Reception Year places for September 2014	White Cliffs Primary College for the Arts will provide for up to 30 additional reception children in September 2014. Feasibility work has been commissioned to look at possible future expansion of a school in or close to Whitfield.
Dover	St Margarets at Cliffe	Work with local schools to ensure all local pupils are placed.	Guston CEPS has changed its admission number from 22 to 30.
Canterbury	Whitstable	Not shown	30 temporary places commissioned at Joy Lane PS for September 2014
Canterbury	Whitstable	(2015) We will commission one form of entry in Whitstable.	Permanent expansion of Joy Lane PS is proposed from September 2015 and the consultation process has started
Swale	Sittingbourne (East, North and South)	Permanent expansion of The Westlands Primary School, Lansdowne Primary School and Lower Halstow School will provide an additional 2.3 forms of entry	The Swale Academy Trust consulted on permanent expansion of The Westlands Primary School from September 2013 and the permanent expansion is underway.

District	Planning Area	Short Term Commissioning intentions set out in September 2013	March 2014 position
			<p>Consultation on permanent expansion of Lansdowne PS has been completed. The school will expand from 1FE to 2FE from September 2014.</p> <p>Consultation on permanent expansion of Lower Halstow PS has been completed. The school will expand to 1FE (adding 10 places per year group) from September 2014.</p>
Swale	Sheerness, Queenborough and Rushenden, Halfway and Minster, Eastchurch and Warden Bay	<p>The forecast Reception Year increase will be managed through temporary arrangements with schools until permanent solutions are agreed.</p> <ul style="list-style-type: none"> • Halfway Houses – 30 places • Eastchurch – 30 places <p>Discussions are taking place with Sheppey primary schools to identify further options for temporary expansion.</p>	<p>30 temporary places commissioned at Halfway Houses PS for September 2014. (Planned to become permanent from September 2016 when the school is rebuilt through Priority Schools Building funding.)</p> <p>30 temporary places commissioned at Eastchurch CEPS for September 2014</p>
Swale	Queenborough and Rushenden,	Not shown	30 temporary places commissioned at Queenborough Primary School and Nursery for September 2014
Swale	Sheerness	Not shown	30 temporary places commissioned at Rose Street School for September 2014. Consultation will start on permanent expansion.
Swale	Thistle Hill	Not shown.	The Longer Term Commissioning Position indicated a need to commission additional provision at Thistle Hill. This has been brought forward and the new school will open in September 2015.
Swale	Faversham	Permanent expansion of Bysing Wood Primary School, Ethelbert Road Primary School and Ospringe CE Primary School will provide an additional 1.5 FE.	Ethelbert Road and Bysing Wood will permanently expand from September 2014. Ospringe CEPS expansion will not continue as planning agreement for the additional accommodation has not been obtained.
Swale	(secondary)	An additional 25 Year 7 places have been commissioned on a permanent basis at Fulston Manor School.	Additional 25 places added for September 2014 Year 7 entry.

District	Planning Area	Short Term Commissioning intentions set out in September 2013	March 2014 position
Thanet	Ramsgate	The commissioning of permanent expansion of Newington Community Primary School & Nursery to provide an additional 1 FE.	The consultation on permanent expansion from 2FE to 3FE has been completed and expansion is underway.
Thanet	Broadstairs	The commissioning of permanent expansion of Bromstone Primary School to provide an additional 1 FE.	Consultation on permanent expansion from September 2014 has been completed and expansion is underway.
Thanet	Margate	We will commission an additional one form of entry at Cliftonville Primary School.	Consultation has been completed by the Academy Trust and permanent expansion will be from September 2015.
Thanet	Birchington & Garlinge	We will commission an additional one form of entry at Garlinge Primary School.	Consultation on permanent expansion to 4FE from September 2014 has been completed.

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From: Roger Gough, Cabinet Member for Education and Health Reform

Peter Oakfield, Cabinet Member for Specialist Children's Services

Mike Hill, Cabinet Member for Community Service

Patrick Leeson, Corporate Director for Education and Young People's Services

To: Education and Young People's Services Cabinet Committee – 23 July 2014

Subject: Early Help and Preventative Services Prospectus and One Year Plan 2014-2015

Classification: Unrestricted

Electoral Division: All

Summary: Following the establishment of the Early Help and Preventative Services Division in April 2014, a Prospectus (appendix 1) and an interim One Year Plan for 2014-2015 (appendix 2) have been developed (both are attached). These two key documents detail the strategic approach and ambitions for Early Help and begin to translate them into practice.

The Early Help Prospectus published in May 2014 sets out what we mean by early help and prevention, the scale of need and our vision and approach to addressing need including setting out arrangements for local service delivery and indicating how Early Help will reduce future demand by preventing problems arising or deal with them early on.

The One Year Early Help Plan details the key priorities, actions and targets to measure improvements in Early Help performance and deliver improved outcomes for children, young people and families till August 2015.

Recommendations: The Education and Young People's Services Cabinet Committee is asked to:

- (i) Note the vision and approach to early help and prevention, detailed in the Prospectus that has been shared with staff, schools and other key partners who are critical to delivering shared and improved outcomes for children, young people and their families;
- (ii) Consider and comment upon the Early Help Plan 2014-2015, and in doing so, endorse the Plan in order to provide strategic leadership focus for Early Help, improve service delivery and effectiveness and ensure that help and support is available to families that are experiencing difficulties, quickly and effectively.

1. Background

- 1.1 In September 2013 the County Council committed, in its transformation plan, 'Facing The Challenge - Delivering Better Outcomes' to transform the way services are delivered to achieve better outcomes while spending less.
- 1.2 The overarching framework for Children's Services 'Every Day Matters: Kent's Children and Young People's Strategic Plan 2013-2016', committed all parties involved with children, young people and their families, to work together to deliver integrated services. This strategy states: "A disproportionately high percentage of the budget is spent on a relatively small number of children with complex and acute needs. As a result, KCC has not invested sufficient resources in preventative services to the extent that we need to, if we are to succeed in shifting the balance between high level need and preventative services."
- 1.3 In order to achieve this commitment there have been three significant developments since 1 April 2014, which are integrating our services to build a coherent strategic approach for Early Help and Prevention that consistently delivers good outcomes for children, young people and families who need specific targeted help to overcome difficulties:
 - All Early Help and Preventative Services have been brought together through the establishment of a new Division within the Education and Young People's Directorate.
 - An Early Help and Preventative Services Prospectus was published in May 2014, setting out the strategy for Early Help. The Prospectus provides the rationale for change in order to achieve better outcomes shares a vision for the future and details where we are in terms of re-focusing and integrating services and provision into District based teams, informed by a better assessment of needs.
 - The Early Help One Year Plan 2014-2015 sets out what and how key service changes will be made, identifying the development of new processes and systems, rehearses service priorities and targets and identifies key outcomes to be achieved to change demand patterns.

2. Vision and approach to Early Help

- 2.1 The task of the Early Help and Preventative Services Division is to deliver effective early help and prevention, which means better outcomes for vulnerable children and families and reduced demand for social care services. The benefits are improved life chances for children and young people and lower costs to the Council and the taxpayer by reducing the demand for social care.
- 2.2 Kent County Council will target early help services for the most vulnerable children, young people and families who require additional support, with an absolute focus on delivering better outcomes. Children, young people and families will be able to access the right services at the right time in the right place. We will place them at the heart of everything we do, working in a more integrated way and avoiding, where possible, single service interventions which may lack coordination or result in wasteful duplication.

- 2.3 Our vision is that every child and young person, from pre-birth to age 19, and their family, who needs early help services will receive them in a timely and responsive way, so that they are safeguarded, their educational, social and emotional needs are met and outcomes are good, and they are able to contribute positively to their communities and those around them now and in the future, including their active engagement in learning and employment.
- 2.4 The intention is to make a significant difference through early help, to prevent the escalation of needs where we can, and identify the likelihood of problems emerging in the first place. The Early Help Service must make a significant difference by helping to 'step down' social care cases from Children in Need, Children with Protection Plans and Children in Care, in a way in which it is safe to do so.

Range of Preventative Services

- 2.5 From April 2014, the Early Help and Preventative Services have been organised to provide targeted support to vulnerable children, young people and families through two service delivery vehicles, Kent Integrated Family Support Service (KIFSS) and Kent Integrated Adolescent Support Service (KIASS). These services incorporate:
- Children's Centres
 - Troubled Families Programme
 - Early Intervention and Family Support Workers
 - CAF Co-ordinators
 - Attendance and Inclusion
 - Support for Gypsy, Roma and Traveller children
 - Youth Work
 - Youth Offending
 - Connexions Targeted Support for NEET young people
 - Services for Young People's Substance Misuse
 - Teenage pregnancy and sexual health
- 2.6 There will also be more joined up work with CAMHS, School Nursing and Health Visiting, together with a more co-ordinated approach to commissioning children's health provision.

Local District Lead Roles

- 2.7 Every school now has a named Early Help Service contact. Details of the contacts were circulated to schools in May 2014 as part of the Early Help Prospectus. The key local district lead roles to support schools are:
- KIASS Manager and Casework Manager
 - KIFSS Manager and Early Help Lead Professional Manager
 - Troubled Families District Co-ordinator
 - Specialist Teaching and Learning Service (STLS) District Co-ordinator
 - District Integrated Family Service Manager (Specialist Children's Services)

- 2.8 Our approach is based on the following key elements:

- Provide a single service response so that families, children and young people do not need to move around the system and in and out of different services.
- Strengthen earlier intervention through universal settings and to deliver our early help services in families and in and around schools and other universal settings.
- Co-ordinate our services with NHS services, so that we get a more integrated approach with health visitors, school nurses, CAMHS and substance misuse and sexual health workers who all have a role in providing early help.
- Use the strengths of families to help themselves and ensure continuity of support for them until they feel things have improved.

Key Outcomes we are looking for

2.9 Having clear outcomes in mind helps us to do the right things and enables us to measure the impact of our preventative interventions over time. They also provide us with performance data to drive continual improvements.

2.10 Early Help and Preventative Services will focus on the following key outcomes:

- Reduced need for statutory social care and more effective support for children and young people on the edge of care so that there are reduced numbers of children in care, child protection cases and children in need
- Increased numbers of children and young people who are stepped down safely from social care and who are not re-referred
- Increased use of the CAF and more successful outcomes as a result of CAF interventions
- Improved educational attainment outcomes and closing of attainment gaps at all ages
- Reductions in days lost to education through exclusion and absence, and in the number of permanent exclusions and rates of persistent absence from school
- Reduction in youth crime, re-offending and anti-social behaviour
- Reduced NEETs and improved participation in learning and training to age 18
- Improved readiness for school by vulnerable children at age 5
- Improved participation in 14-19 vocational pathways including increased take up of employment with training, apprenticeships and traineeships by vulnerable groups
- Reductions in substance misuse and teenage pregnancy
- Increased breast feeding and reductions in smoking by pregnant women and mothers
- Improved resilience and well-being for children and young people with reduced mental and behavioural problems and less demand for CAMHS services.

2.11 To assure ourselves of progress in achieving improvement in relation to the priorities we have developed a set of targets and outcome measures to show the impact the new preventative services are having. These are set out in the Action Plan.

3. Financial Implications

- 3.1 The extent of available resources will shape the scale but not the direction of the action plan. All priorities and targets detailed in the Early Help One Year Plan 2014-15 will be achieved within the agreed MTP budget for Early Help and Preventative Services in 2014-2015.
- 3.2 Wider resources will be harnessed to support the delivery of Early Help key priorities and actions, including Schools AEN Funding, Pupil Premium monies, Special School Outreach support, PRU and alternative provision, free Early Years places for 2 year olds and health resources including Health Visitors, School Nursing and CAMHS.
- 3.3 As the Early Help offer becomes more effective, comprehensive and targeted, so the impact on outcomes for children and young people will improve and prevent problems from escalating. This will generate savings on statutory Social Care as referrals become more appropriate with only the most effective interventions and support being commissioned in future years.

4. Next Steps

- 4.1 Work is already underway to improve provision and demonstrate a focus on improvement of outcomes. Further work is needed to re-design our services and develop better ways of working, and a number of service developments and changes are set out in the one year plan. This will be accelerated in the autumn term 2014 with the development of a more developed and longer term Early Help Strategy and Plan 2015-2017, led by Florence Kroll, the new Director of Early Help and Preventative Services who commences work with KCC on 21 July.
- 4.2 We shall build upon the actions in the Early Help One Year Plan, reflect upon what we learn through implementing changes and use this learning to inform Early Help and Preventative Services future configuration and practice to support Kent's children, young people and families more effectively.

5. Recommendations

Recommendations: The Education and Young People's Service Cabinet Committee is asked to

- (i) Note the vision and approach to early help and prevention, detailed in the Prospectus, that has been shared with staff, schools and other key partners who are key to delivering shared and improved outcomes for children, young people and their families;
- (ii) Consider and comment upon the Early Help Action Plan 2014-2015, and in doing so, endorse the Plan in order to provide strategic leadership focus for Early Help, improve service delivery and effectiveness and ensure that help and support is available to families that are experiencing difficulties, quickly and effectively.

6. Background Documents

6.1 Early Help and Preventative Services Prospectus:

http://www.kent.gov.uk/_data/assets/pdf_file/0006/13965/Early-help-preventative-services.pdf

7. Contact details

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Early Help and Preventative Services Prospectus

**Kent Integrated Family Support Service
and
Kent Integrated Adolescent Support Service**

May 2014



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1. Foreword

Our new Directorate of Early Help and Preventative Services is designed to provide integrated support for children, young people and families who are at risk of having poor outcomes in their lives. All children deserve to flourish and do well but too many are trapped in a cycle of deprivation that blights their life chances and leads almost too inevitably to problems and poor outcomes. The answer lies in providing early help for whole families to become more resilient, to break the cycle of neglect and deprivation so that lives are turned around.

The root causes of poverty are well known: family breakdown, economic dependency and worklessness, educational failure, addiction and indebtedness. At the heart of this is the family, which is where children develop and the early foundations for their future lives are established. Parenting ability and family structure have a profound impact on children, most powerfully in the early years of life. Our focus, therefore, is to give more priority to family support and to delivering integrated early help services to the families, children and young people who need additional support if very poor outcomes are to be avoided.

This work is not new but the track record of early intervention and prevention services having a transformational impact on turning around the lives of disadvantaged children and young people is not impressive. This is a turning point in Kent, to get this right and to deliver an integrated 'whole family' approach that works.

In recent years we have seen some worrying trends which make the challenges greater. The UK is one of the richest OECD countries but inequalities have been increasing and this has a direct impact on children's wellbeing. More than half of children living in poverty are in working households. We have seen a rapid rise in mental health problems in children, an increase in teenage pregnancies and sexually transmitted diseases and an epidemic of childhood obesity. Inequalities in health and emotional wellbeing are striking. Poorer children are more likely to be born too early and too small, and are less likely to be breastfed or immunised.

Many poorer children start school with more limited vocabularies and greater likelihood of behavioural problems. They fall further behind at school and even the brightest disadvantaged children are overtaken by their better off peers. While educational achievement gaps are narrowing the gains are small. But we know where we can make big differences. For example, reading to children regularly at age three has far more impact on their development by age five than family income. Helping parents to support their children's healthy development and learning has a significant impact on their progress, together with access to high quality childcare. Ensuring disadvantaged adolescents stay in learning or training and achieve good qualifications by age 18 transforms employment opportunities.

By age six the educational attainment of a child from a poor socio-economic background with high cognitive ability is overtaken by a child with lower cognitive ability and a better off background. Academic success and access to university, higher apprenticeships and the best jobs depends very much on academic, psychological and behavioural attributes from childhood that are the product

of parenting and family environment, as well as the quality of schooling. Social and emotional skills, the non-cognitive abilities associated with character and self-esteem, predict earnings and a deficit in these areas continues the cycle of poverty. We can do more to change this cycle.

In recent years our child protection system has become over-burdened and increasing the numbers of children coming into the social care system is not sustainable or affordable. Hence we are investing in interventions and early help programmes that are designed to prevent such problems arising in the first place.

So what works and who are we most concerned to help?

Many children and young people in Kent, over 50,000, live in poverty in families with less than 60 per cent of median income, and so they are less likely to achieve or maintain the standards of health, wellbeing, safety, educational attainment or employment enjoyed by others. A lot of these children thrive, in spite of difficulties, but among these there are children and families with multiple disadvantages who, without additional support, will not be able to improve their outcomes. For this reason Early Help and Preventative Services will ensure we target the right children, young people and families and respond with the most effective joined up packages of support that are likely to have long term positive impact.

At a universal level what works best is access to, and maximum benefit from, high quality early learning and childcare, children's centres and a good or outstanding school, supported by highly effective midwifery, health visiting and other health services to ensure children get a good start in life. The capacity of universal services to do more to prevent problems emerging and increasing is a key aspect of our approach.

Earlier interventions, when children are very young or when problems first emerge, are likely to be the most effective for long term outcomes. This means a focus on the earlier years but also on tackling problems as soon as they become apparent, whatever the age of the child or young person. As parenting is the most critical influence on children's lives our priority will be to support families, to help them access external support services, to build family resilience and develop parenting skills. Struggling families are more likely to include lone parents or step parents, to have a disabled child, to include children under five, to have adolescents excluded from school, with poor attendance or engaged in crime, to have no adult in employment or be headed by a teenage parent. These are the parents who need priority support through our family support and parenting programmes. We will adopt a whole family approach and provide joined up support to families using a key worker model. Multiple inputs to families from different professionals and services are confusing, wasteful and often not very productive.

Our targeted work will also give priority to tackling mental ill health and substance misuse in adults and in children and young people. These problems impair parents' ability to care for their children and are likely to cause significant emotional and physical harm to children. When children suffer poor emotional support and have mental ill health themselves we will provide a range of therapeutic interventions, taught programmes and mentoring that develop self-esteem and

resilience. At the same time and we will improve access to mental health services designed to improve clinical levels of depression, anxiety and self-harm.

The challenges are there for us all to see but our most immediate challenge is to stop doing things the way we have up to now, and to work differently. The development of a more integrated approach to delivering Early Help and Preventative Services is an enormous opportunity for us to work differently and have greater impact on turning around and improving children's and young people's life chances.

Our strategy has several important elements, which we are moving quickly to deliver. These are to:

- Join our services up so that we operate a whole family approach with a key worker
- Provide a single service response so that families, children and young people do not need to move around the system and in and out of different services
- Strengthen earlier intervention through universal settings and to deliver our early help services in families and in and around schools and other universal settings
- Coordinate our services with NHS services, so that we get a more integrated approach with health visitors, school nurses, CAMHS, and substance misuse and sexual health workers who all have a role in providing early help
- Have a clear simple pathway for children and young people's needs to be identified and assessed and a clear plan of support provided for the family
- Develop a good range of early help support services in each local area that are commissioned in a more joined up way
- Deliver District based integrated teams that will work together to provide support, and that will meet weekly to coordinate and review the support packages for families in their local area, and the progress that is being made towards achieving agreed outcomes
- Organise services for 0-11 year olds and adolescents, who have expertise with different age groups, that will work together and coordinate support for families as part of one Early Help Plan
- Use the strengths of families to help themselves and ensure continuity of support for them until they feel things have improved
- Work closely with schools, early years settings and post 16 providers to help them improve and coordinate the early help they give to children and young people with additional needs
- Provide on-going development and training so that we have a highly skilled early help workforce, confident to work with families to keep them safe and turn their lives around.

I look forward to working with all our colleagues to make a success of this new way of working in Kent.

Patrick Leeson

Corporate Director, Education and Young People's Services

1. Purpose of the Prospectus

Successful organisations provide vision and leadership, set clear directions and have simple rules and strong messages that guide the right behaviour to achieve better outcomes.

This prospectus sets out our vision, ways of working and direction of travel for our new Early Help and Preventative Services. Promoting the healthy development of children and young people and targeting support to those that need early help is both a moral imperative and a necessary economic and social investment, which is why Kent County Council is making Preventative Services and Early Help a strategic priority.

Our focus is on supporting families, communities and universal settings within local districts to support all children and young people to do well and to stay safe. Our aim is also to provide additional local services that can be accessed easily, at the right time in the right place, to ensure more targeted early help is available to meet the needs of children and young people in a way that avoids problems becoming more serious.

The prospectus sets out what we aim to achieve and the ways we will be transforming our work in the next year or two. It sets out how early help services will work with children, young people and their families to help them overcome difficulties and reach their full potential.

The early years of a child's life are critical for ensuring they develop well and they do not fall behind in a way which means they have poorer outcomes throughout life. The quality of the caring and learning environment experienced by a young child critically impacts on how well the brain develops and emotional resilience starts to grow, and the lack of positive experience and nurturing can have on long term detrimental impacts on cognitive and social-emotional outcomes.

While early development is critical later stages of childhood and adolescence are also key periods in life when children and young people need nurturing and additional support to overcome barriers to success in life. We know, for example, that the biological changes and brain development that takes place in early adolescence is a critical period. Most children and young people develop well but those where there is material and emotional deprivation may suffer significant harm. This is evident in their self-esteem, their relationships and behaviour, in their health and in their learning and achievement. The new Early Help and Preventative Services Division, working with our partners in health and other agencies and in close cooperation with schools, is designed to provide early help and additional support to the children and young people at risk of poor outcomes and emotional and physical harm. The key target groups are those children and families whose needs are just below the thresholds for statutory social care.

Our greatest success will be to ensure that fewer of these children in future will need social care protection or to be taken into care, because they are receiving sufficient early help and their lives improve.

If we want to improve outcomes in adult life, early intervention and prevention in the early years especially, and throughout childhood and adolescence are essential. The waste of human potential, the risk of further intergenerational deprivation and the cost to society are the key drivers for change. Long term unmet needs which result in significant mental ill health, substance misuse, family abuse and neglect, poor educational achievement, unemployment and criminal offending are too high a price for not investing in early help services.

Children get one chance in life and their futures should not be determined by their background or by disadvantages they face early in life. Poverty should not predestine children and young people to educational failure and poorer physical and mental health, and yet we know it does so too often. Nearly all parents want to do the best for their children but some struggle with problems they have inherited or developed in their own lives. Where multiple problems exist, children have the least good chances of doing well.

Our approach is to work with families to develop their resilience and increase their capacity to help themselves. Our focus is to increase the availability and impact of those positive things that have greatest beneficial effect on children's lives, such as good parenting, growing up in a household in employment, quality early childcare and learning, a good school, healthy eating, the development of emotional resilience, ambition for the future in learning and employment, help to achieve good qualifications and safe behaviours and healthy habits in adolescence and early adulthood. We are deliberately adopting a whole family approach, working with parents, children and young people and their schools, colleges and early years settings.

The prospectus sets out:

- What we mean by early help and prevention;
- Our context, scale of need, vision and key deliverables for improving outcomes;
- The services that will be available to deliver early help and prevention;
- The impacts and outcomes we want to achieve; and the metrics we will use to measure whether we are getting better at delivering improved outcomes for children, young people and their families.

All of our work is predicated on highly effective partnerships and good relationships with our schools, health providers, the Police and other key agencies and stakeholders, who will be at the heart of this new integrated way of working at district level in Kent.

The prospectus provides information about the structure and organisation of Early Help and Preventative Services from April 2014, which will ensure a more joined-up delivery of services at a local level to meet the needs of vulnerable children, young people and their families in a timely and effective manner.

3. What is Early Help and Prevention?

Preventative Services are designed to respond early to tackle issues emerging for children, young people and families, who are most at risk of developing problems and having poor outcomes.

Early help and early intervention may occur at any point in a child or young person's life. Responding to a problem as soon as it is identified, acting quickly to prevent escalation and building family resilience and confidence are core to Preventative Services.

By providing a clear focus on early help, in a timely and effective way to children and young people who need it, we aim to ensure they can flourish and will not in future experience harmful long-term consequences. Providing early help is designed to reduce the demand for high cost, specialist support services.

Early help is about:

- Preventing, or minimising the risk, of problems arising – usually through universal services such as schools, children's centres, youth work and health provision.
- Early intervention by targeting individuals, groups at high risk or those showing early signs of a particular problem to try to stop it occurring or escalating.
- Providing early help services that respond effectively to needs, to redress the situation, stop problems getting worse and improve outcomes.

Early help services are multi-disciplinary and multi-agency and are delivered in a joined up way to have maximum impact on improving outcomes, providing families with a more coordinated approach, achieving the most efficient use of resources and reducing demand for more costly services.

Identifying Need

Preventative Services focus on working in partnership, delivering a **whole system** approach to supporting families and children.

The identification of needs is based on an assessment of the child and family's circumstances. The three agreed multi-agency 'Levels of Need' are:

Level 1: Universal, where needs are met through engagement with universal services such as schools, GP services, youth clubs and where prevention is a priority.

Level 2: Targeted, where early help is available to address emerging or existing problems which, if not addressed, are likely to become more serious and need more specialist input.

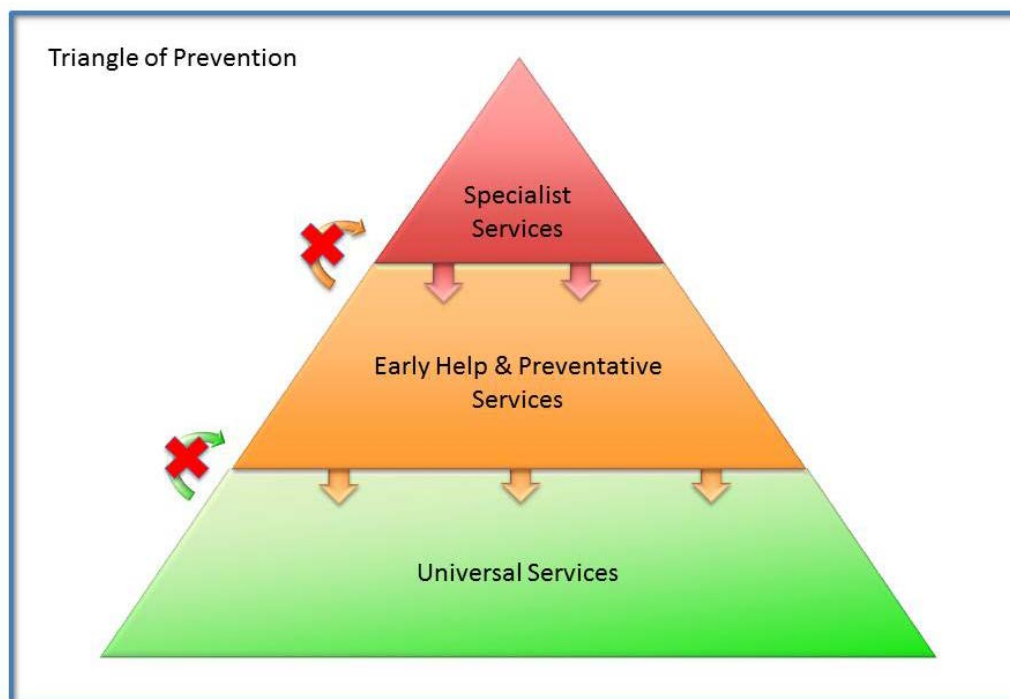
Level 3: Specialist, where needs have become serious and there is a greater likelihood of significant harm, requiring the intervention and protection of statutory services.

Level 2 is often differentiated into targeted support that is provided within schools, youth centres and children’s centres in response to the additional needs of children and young people, and a further level of targeted support provided by external services.

The service will be working with universal and specialist provision, ensuring that targeted support is available to those who need it, in whichever setting, and when they need it most. The service will be helping to ensure that children and families have a well coordinated experience throughout the pathways of care and support they receive.

The aim is to provide families with information, advice and support to prevent their needs escalating and to enable them to be supported at the lowest level of need, and where possible to become more self-reliant.

The diagram below positions Early Help and Preventative Services as a targeted service between specialist and universal provision. The arrows pointing down the pyramid indicate that early help services will prevent problems escalating and will support children to “step-down” from higher levels of support. The arrows with crosses through, demonstrate the impact of early help services in preventing the need to “step-up” to more intensive support interventions.



It is essential that the universal, targeted and specialist levels are seen as being parts of a continuum of support available to meet assessed need, and at any particular point in time. Children, young people and their families have different levels of need and their needs change over time depending on their circumstances. Most children are able to go through their childhood needing only the support of their family, their community, their school and other universal services to which all children are entitled. Some children and families need ongoing support, while

others may have their needs met sufficiently through an early intervention delivered within the universal level. Children, young people and families will not necessarily move systematically between the three levels. Occasionally a presenting concern or issue raised by a professional within the universal level will be so serious that it requires statutory or complex specialist assessment and intervention at the 'Specialist' level.

What Early Help and Preventative Services will do

The following key principles underpin the way that Kent Integrated Family Support Service (KIFSS) and Kent Integrated Adolescent Support Service (KIASS) will deliver support. The services will:

- Prevent or minimise the risk of problems arising or escalating for all children and young people and particularly those that are seen as vulnerable
- Intervene at the earliest opportunity with appropriate early help in order to secure the best outcomes for children, young people and families
- Be intelligence led so that our resources and activities are effectively targeted to prevent the need for specialist services including specialist children's social services, high level CAMHS, and high risk youth offending
- Target resources and support to families risk, or showing early signs of a problem, to try to stop it occurring to maximise the future life chances of children and young people
- Examine the true cost of different risk groups, not just to KCC services but also to the NHS and the wider public sector services, thus evaluating outcomes across the whole system rather than an individual organisation or service
- Make certain that services are local and accessible for children, young people and families across the continuum of need
- Move towards an integrated commissioning approach, moving away from commissioning services to commissioning based on families' needs
- Ensure that children and young people are effectively safeguarded by all of the agencies and staff that work with them, securing effective step-up and step-down processes with statutory social care
- Ensure that children and young people and families have a key worker to support them in making progress and to coordinate their early help plan
- Involve children, young people and families so that they are listened to, their strengths are used and they are actively engaged in the plan to support them
- Adopt a whole family approach, whilst keeping the child or young person firmly at the centre of any intervention or early help programme
- Guarantee the voice of the child, young person and family is central to all interventions especially casework
- Empower families and individuals to become more resilient, responsible and less dependent on outside help.

4. Context, Scale of Need, Vision and Preventative Services Approach

Our Vision

Kent County Council will target early help services for the most vulnerable children, young people and families who require additional support, with an absolute focus on delivering better outcomes. Children, young people and families will be able to access the right services at the right time in the right place. We will place them at the heart of everything we do, working in a more integrated way and avoiding, where possible, single service interventions which may lack coordination or result in wasteful duplication.

Our Vision is that every child and young person, from pre-birth to age 19, and their family, who needs early help services will receive them in a timely and responsive way, so that they are safeguarded, their educational, social and emotional needs are met and outcomes are good, and they are able to contribute positively to their communities and those around them now and in the future, including their active engagement in learning and employment.

In order to achieve this, Kent County Council and our partners will provide strong leadership, a skilled and flexible workforce, and the right integrated systems and processes to support children and young people to achieve their potential – whilst making best use of the resources available to us. Managers will have a proactive approach to demand management so that every penny spent is used in the best way possible to support Kent’s children, young people and families effectively.

A Preventative Approach involving New Ways of Working

To achieve this shared vision, our approach will involve some interim structures, but we shall also design and improve the service as we go forward. We will adopt a planned experimentation approach and the use of evidenced interventions, evaluating everything we do so that we learn and adapt.

We will develop a cost benefits and cost avoidance model that evidences where savings are being made over time and high cost interventions are avoided. Every change we make to systems and services will use logic models, so that we begin with the outcome or desired end in mind in order to determine the right actions to bring about that outcome.

Services will be more data and intelligence driven, using local information together with available data to target the right issues and needs in any locality. We will develop an integrated information sharing and data gathering system and processes, together with a single case management system, to support effective joint working between professionals across KCC, health, schools and

other agencies. We will use clear protocols for risk assessment and the stepping up and stepping down of cases with Specialist Children's Services.

We will develop an agreed integrated commissioning strategy, to help diagnose risk and tackle the root cause of family needs, and to specify what services are needed and what is expected of them, so that resources are spent wisely and efficiencies are achieved.

We will ensure that in undertaking needs analysis that there is a "no decision about me, without me" approach taken to offering appropriate and timely support by building strong working relationships with the family.

Transforming Services for Better Outcomes

Kent County Council's transformation plan 'Facing the Challenge – Delivering Better Outcomes' was approved in September 2013. It sets out KCC's response to the need to transform the way we work to achieve better outcomes, while spending less. One of the key transformation themes is Integration and Service Redesign, which have brought together all Preventative Services within the new Education and Young People's Directorate. From April 2014 we have re-aligned our services around the needs of children, young people and their families in order to secure improved outcomes.

This is a significant piece of transformation activity for the County Council which must be delivered at pace. Accordingly, the Authority is aligning its available resources for early help and prevention to do more and achieve more than we do now, while looking for ways in which we can make savings and spend more effectively to have a greater impact. This requires creativity and innovation, a recognition that business as usual will not suffice, and a greater capacity by our services to learn quickly from the best practices elsewhere, or in particular parts of Kent, and apply them successfully across the county. The necessary savings required of local government are challenging but they provide the opportunity to develop better ways of doing our business more efficiently and at lower cost.

The intention is to make a significant difference through early help, to prevent the escalation of needs where we can, and identify the likelihood of problems emerging in the first place. The service must also make a significant difference in reducing demand for statutory children's social care and to help 'step down' social care cases from Children in Need, Children with Protection Plans and Children in Care, where it is safe to do so.

Re-directing Focus and Resources

Our change programme is informed by the overarching framework for children's services 'Every Day Matters': Kent's Children and Young People's Strategic Plan 2013-16, which requires all

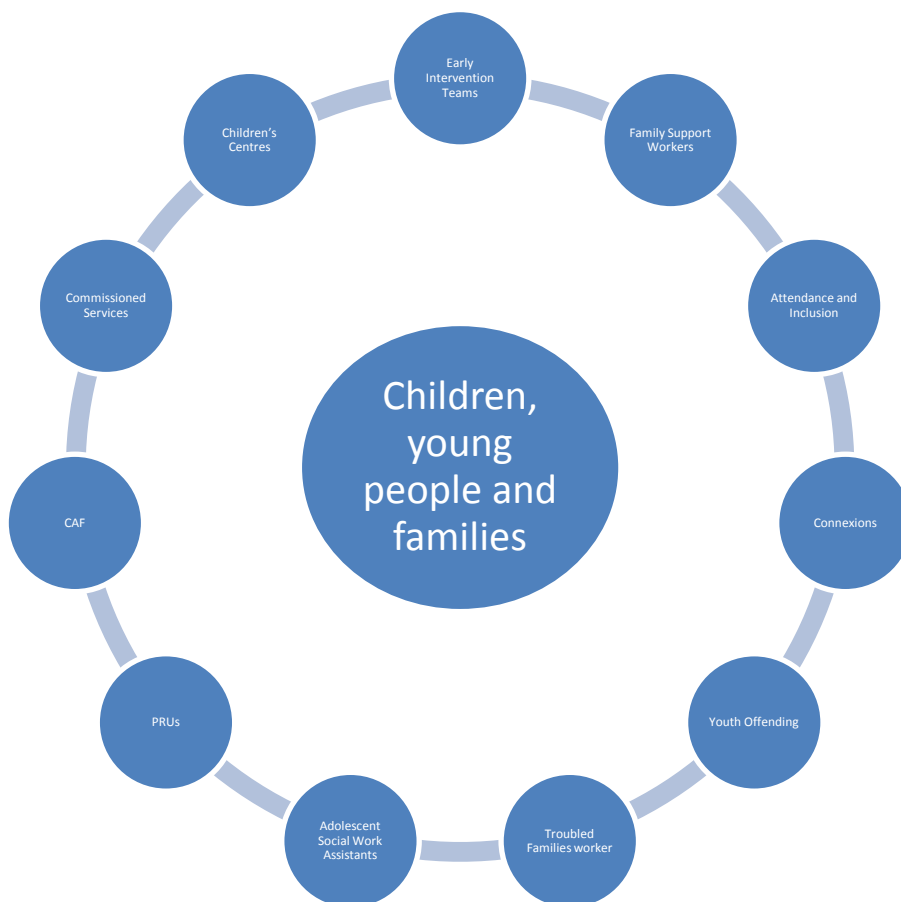
parties involved with children, young people and their families to work together to deliver integrated services. This Strategy states:

“A disproportionately high percentage of the budget is spent on a relatively small number of children with complex and acute needs. As a result, KCC has not invested sufficient resources in preventative services to the extent that we need to, if we are to succeed in shifting the balance between high level need and preventative services.”

Early Help Preventative Services

The new Division for Early Help and Preventative Services includes the prebirth-11 Service, Kent Integrated Family Support Services (KIFSS) and the 11-19 Service, Kent Integrated Adolescent Support Services (KIASS).

These services include Children’s Centres, Early Intervention Teams and Family Support workers, Attendance and Inclusion services, Connexions workers to provide targeted support for NEETs, Youth Offending workers, Troubled Families workers, Adolescent Social Work Assistants, Pupil Referral Units and Alternative Curriculum Provision, CAF colleagues and commissioned support services and health services for children and young people and Gypsy, Roma, Traveller and minority outreach workers.



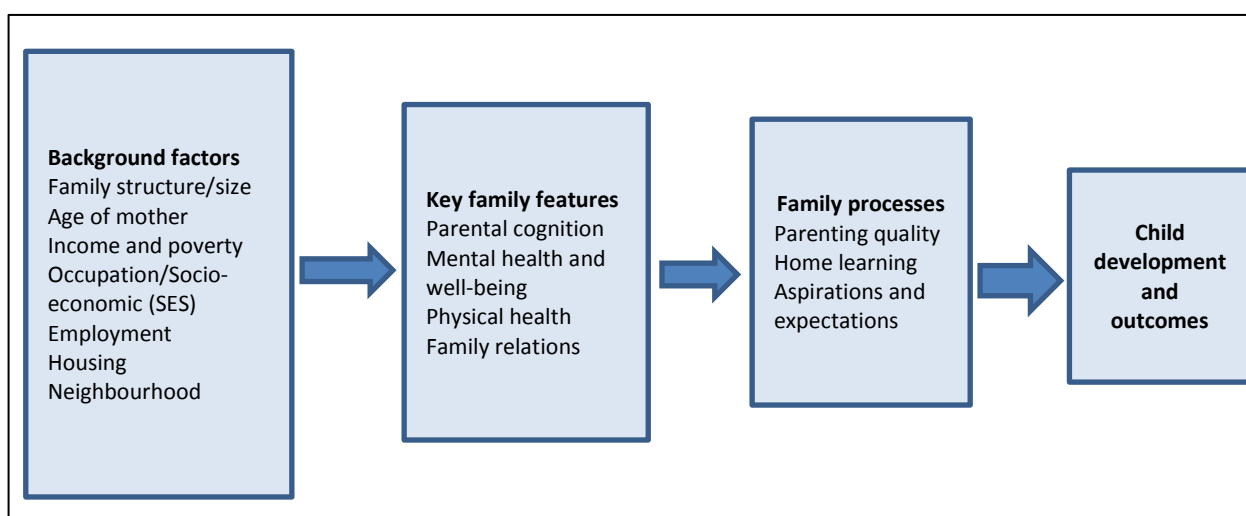
Schools, children’s centres and early year’s settings are at the heart of this new way of working at district level. By establishing a ‘team around the school’, it is expected that children, young people

and their families will be able to access services in a more timely, effective and appropriate manner so that early help activity will significantly improve outcomes for the child, young person and their family.

Scale of Need

We aim to mitigate the impact of poverty and reduce child poverty where we can, and reduce the social exclusion and disadvantage experienced by too many children, young people and families. By making Preventative Services and Early Help a strategic priority we aim to transform as many lives as we can, working with our partners.

We recognise that parent and carer and wider environmental factors are often more significant contributors to child outcomes, than the characteristics of the child or young person themselves.



The kinds of carer or environmental factors that are known to contribute significantly to poor parenting and worse child outcomes are:

- Parental mental health problems
- Parental drug or alcohol misuse
- Family offending or anti-social behaviour
- Domestic violence
- Poor housing
- Family debt

For many families difficulties arise which, if addressed early enough, can be prevented from escalating to specialist services such as social care and youth offending.

Following an unprecedented rise in demand for specialist services from Children's Social Care in Kent in 2011, this has now reduced to a more stable state. However, the number of referrals and re-referrals is still high and we would like to see this reduce, not just because of cost but because it represents too high a level of social harm and child disadvantage and risk. More effective early

intervention and prevention will result in fewer referrals, and fewer inappropriate referrals and re-referrals, with children, young people and their families receiving the support they require much earlier and at a reduced cost.

Referrals to Social Care

There were 14,304 referrals to Social Care last year, and of these 69% went on to an assessment, but 31% did not. We need to do better to provide appropriate earlier support for the 30% that did not meet social care thresholds. Most of the referrals related to domestic abuse, emotional wellbeing, neglect and physical abuse. Re-referrals to Social Care are currently over 30%.

At present there are 994 children with a Child Protection Plan and 6,474 Children in Need. There are 1,842 children in care, 829 of these are 0-11 year olds and 1013 are 12-18 year olds.

In 2013, the educational outcomes for children in care (CIC) continued to improve at the end of Primary school and at age 16 for GCSE results. 43% of CIC who were looked after for more than 12 months achieved Level 4 or above in reading, writing and maths at age 11 compared to 38% in 2012. At age 16, 15% achieved 5 or more A* to C GCSE grades including English and Maths compared to 13% in 2012.

This means the CIC achievement gaps narrowed by 5% down to 37% from 42% the previous year for 11 year olds, , and by 2%, down to 47% from 49% in 2012 for 16 year olds, which is very encouraging. However these are the widest achievement gaps of any pupil group, and are an important focus for improvement in 2014. These children and young people seriously lag behind their peers in educational achievement, and are more likely to become NEET or a young offender than to go to university. We must change this.

Child Poverty in Kent

Poor children are four times more likely to become poor adults than other children. We will only succeed in reducing child poverty if we break this cycle. Raising the educational attainment of poor children and supporting their social and personal development are key ways to make more of a difference. By putting in place targeted early help support for disadvantaged children and young people who fall behind, we close achievement gaps and minimise the risk of problems escalating.

According to the latest available data:

- 18% of children and young people live in poverty in Kent (56,000)
- 14% of children and young people claim Free School Meals
- 65% of poor children are aged 10 and under
- 69% of children in poverty live with a lone parent
- 26% live in Thanet and Swale
- The greatest child poverty in Kent is in Swale, Thanet, Shepway, Dover and Gravesham with rates over 20%

Poorer children in Kent do less well than their peers at school. At the end of Primary school there is a significant attainment gap, at 22.5% and it is not improving. The national achievement gap is 17%. By age 16, the GCSE attainment gap between poorer pupils and their peers is 32.4%. This has not improved in the last three years and is still significantly greater than the national figure of 26%. Consequently, poorer children in Kent do less well at school than poorer children elsewhere in the country.

By contrast, in the Early Years Foundation Stage, there is good progress in narrowing the early learning achievement gap for five year olds to 19%, which is the third best result nationally on this measure. Developmental outcomes for children aged five are also well above average, which is extremely encouraging. We must build on and improve these strong foundations in the early years and ensure we do more to ensure the most disadvantaged children get a good start in life.

The CAF

The CAF, or early help assessment, will continue to be a key tool to carry out an assessment of needs and to plan the necessary actions to improve children's and family outcomes and support their additional needs.

- Currently 3,348 children and young people are supported through the CAF (Common Assessment Framework) which provides a multi-agency team around the family
- 21% are for those children aged 0-4, 41% aged 5-11, 30% aged 12-16 and 8% aged 16+
- The common areas of need are: domestic abuse, parental ill health and substance misuse, parenting skills, behaviour and attendance at school
- 43% of cases concern parental capacity and 64% concern family functioning, wider family issues and housing.

In order to tackle the barriers faced by poor and vulnerable children, young people and their families, we need to work towards increasing the range of protective factors in relation to risks experienced by:

- Helping parents provide a supportive environment and social network for their children
- Nurturing parenting skills through greater investment in parenting and family support
- Providing clear boundaries for children and young people at home and at school
- Ensuring all families who need it take up their free early years childcare entitlement
- Children's centres targeting and engaging all the families in need of additional support in their area
- Helping schools and early years education settings to improve children's emotional resilience (e.g. social skills, self-esteem)
- Supporting parents experiencing physical and mental health issues
- Supporting young carers
- Promoting opportunities for wider engagement in leisure, sport, art, volunteering and community activities
- Strengthening the preventative work and support for vulnerable children in universal services
- Enabling access for children to caring adults in the wider family and community

- Being clear who needs targeted support and why
- Investing in greater availability of emotional resilience and mental health programmes and treatment
- Working with Housing departments and associations to address housing problems
- Supporting parents and young people to improve their employability skills and access employment
- Providing a stable key worker relationship with some young people and families to ensure there is sustained support from a trusted adult from outside of the family
- Committing to involving families, children and young people in contributing to, and deciding, what will be most helpful to them
- Sharing information more easily between professionals, especially between health visitors, GPs, hospital A&E departments, the police, schools, early year's settings, children's centres and other staff in Early Help and Preventative Services.

5. Outcomes We Are Looking For

Having clear outcomes in mind helps us to do the right things and enables us to measure the impact of our preventative interventions over time. They also provide us with performance data to drive continual improvements.

These performance indicators help us to determine the progress or distance travelled towards our stated outcomes, and provides us with data to analyse whether this progress is sustained and cost effective over time.

	Quantity	Quality
Effort	<p>How much did we do? <i>(the quantity of the effort)</i></p>	<p>How well did we do it? <i>(the quality of the effort)</i></p>
Effect	<p>How many customers are better off? <i>(the quantity of the effect)</i></p>	<p>Percentage of customers better off? <i>(the quality of the effect)</i></p>

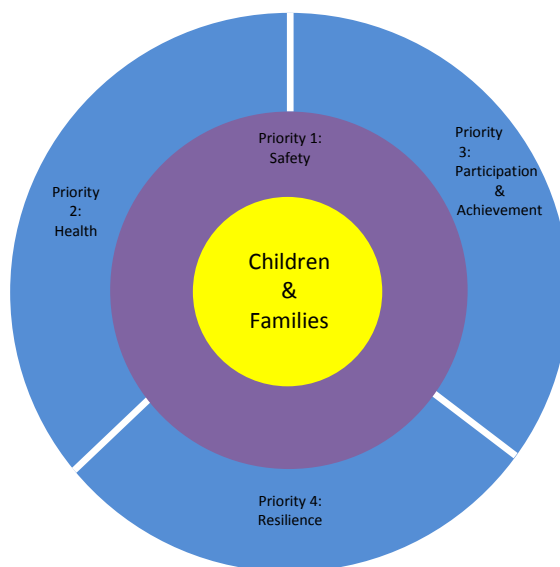
Early Help and Preventative Services focus on the following key outcomes for vulnerable children and young people who receive additional support including early help through the CAF process:

- Reduced need for statutory social care and more effective support for children and young people on the edge of care so that there are reduced numbers of children in care, child protection cases and children in need
- Increased numbers of children and young people who are stepped down safely from social care and who are not re-referred
- Increased use of the CAF and more successful outcomes as a result of CAF interventions
- Improved educational attainment outcomes and closing of attainment gaps at all ages
- Reductions in days lost to education through exclusion and absence, and in the number of permanent exclusions and rates of persistent absence from school
- Reduction in youth crime, re-offending and anti-social behaviour
- Reduced NEETs and improved participation in learning and training to age 18
- Improved readiness for school by vulnerable children at age 5
- Improved participation in 14-19 vocational pathways including increased take up of employment with training, apprenticeships and traineeships by vulnerable groups

- Reductions in substance misuse and teenage pregnancy
- Increased breast feeding and reductions in smoking by pregnant women and mothers
- Improved resilience and well-being for children and young people with reduced mental and behavioural problems and less demand for CAMHS services.

We will set clear targets for improved outcomes and monitor our progress in achieving them, in every locality in Kent and for the county as a whole. We will also compare our success with other similar areas and statistical neighbours and we will ensure we are in a good position to evaluate the most cost effective and efficient early help interventions that impact on improving particular outcomes for children and young people.

6. Key Operational Priorities and Performance Measures



Four key priorities for improvement have been established for preventative services. These priorities shape our work and focus on key areas where we will measure improvement in relation to important outcomes.

To assure ourselves of progress in achieving improvement in relation to the priorities we have developed a set of outcome measures to show the impact the new preventative services are having. We will develop this framework further as we make progress.

	KIFSS	KIASS
Safety	We will keep vulnerable and disadvantaged children safe without the need of specialist children’s services	We will ensure that more young people receive help earlier so that their needs do not escalate and require support from specialist provision
Health	We will reduce health inequalities in the early years and during childhood and ensure we improve physical and mental health outcomes	We will ensure young people are helped to avoid harm from substance misuse and risky behaviours and they benefit from improvements in support for mental health and wellbeing
Participation and Achievement	We will ensure vulnerable and disadvantaged children access and participate in good quality childcare and education and achieve good outcomes at ages 5, 7 and 11	We will ensure that all young people aged 11-19 are positively participating in EET, achieving good outcomes at ages 16 and 18, and progressing well to employment or higher learning

Resilience

We will ensure early help services support children and families to be resilient and overcome barriers to achieving their potential

We will ensure that young people are resilient with good mental and emotional health, are able to make positive informed choices and become active and responsible citizens with strong personal networks

Priorities for 0-11 year olds	Key Performance Measures
We will keep vulnerable and disadvantaged children safe without the need of specialist children's services	Number of CAFs completed per 10,000 population for 0-4 year olds and 5-11 year olds
	% and number of TAFs closed because the case has escalated to Children's Social Services for 0-4 year olds and 5-11 year olds
	% and number of SCS cases closed that have been stepped down to CAF/Preventative Services for 0-4 year olds and 5-11 year olds
	% and number of TAF's open for 3 months or less when outcomes were achieved for 0-4 year olds and 5-11 year olds
	% and number of TAF's open for 6 months or less when outcomes were achieved for 0-4 year olds and 5-11 year olds
	% and number of TAF's open for 12 months or less when outcomes were achieved for 0-4 year olds and 5-11 year olds
	% and number of referrals with a previous referral within 12 months for 0-4 year olds and 5-11 year olds
We will reduce health inequalities in the early years and during childhood and ensure we improve physical and mental health outcomes	% of mothers breastfeeding at 6-8 weeks from birth
	Obesity ¹ % of obese children in Reception and Year 6
	% Prevalence of smoking during pregnancy
	Number of A&E attendances for 0-4 year olds and 5-11 year olds
	Number of teenage mothers
	Number of children supported by CAMHS with a positive outcome
	Reduction in the number of children referred to CAMHS
Reduction in waiting and treatment times for CAMHS	
We will ensure vulnerable and disadvantaged children access and participate in good quality childcare and education and achieve good	% and number of fixed term exclusions at primary school
	% and number of permanent exclusions at primary school
	% and number of persistent absentees receiving early help
	% and number of take up of EYFE for two year olds, and

¹ This is important not to be lost, but is only reported on annually – the recommendation is that a quarterly figure is produced but this is current not available

outcomes	three and four year olds
	% of pupils at EYFS achieving a Good Level of Development ²
	% of pupils at KS1 achieving L2B+ in Reading, Writing and Mathematics ³
	% of pupils at KS2 achieving L4+ in Reading, Writing and Mathematics ⁴
	% reduction in attainment gaps for pupil premium pupils at EYFS, KS1 And KS2
We will ensure early help services support children and families to be resilient and overcome barriers to achieving their potential	Number of families who receive early help support who report a positive outcome in helping them to move on
	% of families contacted within 8 weeks of child being born - Children's Centre
	Number of families supported through the Troubled Families Programme that achieve good outcomes and are turned around (with child under 11)
	% and number of families in each reach area who engage with Children's Centres
	% of families with children living in poverty under 11 who access employment and who take up maximum benefits

Priorities for 12-19 year olds	Key Performance Measures
We will ensure that more young people receive help earlier so that their needs do not escalate and require support from specialist provision	Number of CAFs completed per 10,000 population for 12-16 year olds and post 16 year olds
	% and number of TAFs closed because the case has escalated to Children's Social Services for 12-16 year olds and post 16 year olds
	% and number of SCS cases closed that have been stepped down to CAF/Preventative Services for 12-16 year olds and post 16 year olds
	% and number of TAF's open for 3 months or less when outcomes were achieved for 12-16 year olds and post 16 year olds
	% and number of TAF's open for 6 months or less when outcomes were achieved for 12-16 year olds and post 16 year olds
	% and number of TAF's open for 12 months or less when outcomes were achieved for 12-16 year olds and post 16 year olds
	% and number of referrals with a previous referral within 12 months 12-16 year olds and post 16 year olds
We will ensure young people are	Number of young people supported by CAMHS with a

² This is important but is only reported on annually

³ This is important but is only reported on annually

⁴ This is important but is only reported on annually

helped to avoid harm from substance misuse and risky behaviours and they benefit from improvements in support for mental health and wellbeing	positive outcome
	Reduction in the number of young people referred to CAMHS
	Reduction in waiting and treatment times for CAMHS
	Number and % of teenage pregnancies and single mothers aged under 20
	Self-reported use of drugs and alcohol and reduction in drug misuse
	Attendance by young people at A&E for deliberate or unintentional harm
	Chlamydia rates for 15-24 year olds
We will ensure that all young people aged 11-19 are positively participating in EET, and achieving and progressing well to employment or higher learning	Percentage of persistent absenteeism by young people receiving early help
	Percentage of NEETs
	Percentage and number of fixed term exclusions for young people receiving early help
	Percentage and number of permanent exclusions for young people receiving early help
	Percentage and number of young people attending PRUs or alternative provision who achieve a good outcome at age 16 and have a positive destination to college or employment with training
	% young people achieving 5 good GCSEs with English and maths at age 16
	% young people achieving level 2 and 3 qualifications at age 19
	% reduction in attainment gaps for disadvantaged young people at ages 16 and 19
	Number of apprenticeships started and completed by vulnerable and disadvantaged young people receiving early help
We will ensure that young people are resilient, able to make positive informed choices and become active and responsible citizens with strong personal networks	Percentage and number of targeted young people aged 16-17 engaged in social action and volunteering
	Unemployment numbers for vulnerable 17-19 year olds
	Number of families with adolescent members supported through the Troubled Families Programme that achieve good outcomes and are turned around
	Number of young people receiving custodial sentences
	Numbers of young people first time entrants (FTE) into the criminal justice system
	Rate and number of re-offending by young offenders

7. Arrangements for Local Delivery of Support Services in 2014-15, including KIFSS and KIAS

Our aim is to enable staff at the front-line to better support children and young people's needs by working in a more integrated way, avoiding single service interventions which may be confusing for families or lack coordination or result in duplication.

The services are being integrated with a single interim management arrangement for KIFSS and KIAS from April 2014. Each district in Kent has a lead manager and integrated teams covering a range of professional skills and knowledge. Service delivery models are designed to respond quickly to provide children and families with integrated packages of support.

All of our early help and preventative services will be:

- Locally organised and delivered to be responsive and timely
- Multi-disciplinary and multi-agency
- Targeted on clearly identified need
- Integrated to ensure a continuum of support for children and families from pre-birth to 19
- Supportive of families to take more responsibility themselves
- Focused on clearly demonstrating an impact on outcomes
- Risk based and needs led
- Outcomes focused through effective case management

We aim to ensure that resources, which include KCC early help services and commissioned services, are aligned and in the hands of local service managers, whose job is to ensure professionals work together more constructively in close liaison with schools, early years settings and children's centres in order to be more flexible and responsive at the local level.

District-Based Structures

Ensuring that people receive the right combination of support at the right time for the appropriate duration is the key deliverable for the district-based model.

Preventative Services are charged with reducing inefficiency and duplication across services and sectors, by improving working practices and building positive relationships with families in need, schools and other agencies. With schools at the heart of the district-based model, supported by early help integrated teams, we aim to increase the number of children, young people and families who can benefit from universal provision and reduce the number of families in greater need.

KIFSS and KIAS will deliver services through a district-based structure, with core staff delivering targeted family support, with links to social care and health services. Children's Centres, schools and Youth Centres will operate as universal access hubs.

Children's centres aligned in "hub and spoke" arrangements for KIFSS, and Youth Centres for KFIASS, act as gateways for assessment, signposting and referral to other services. Within each district they can access a range of support that is on offer to families across a range of disciplines.

Both KIFSS and KFIASS have integrated teams for every district with District Lead Managers for each service. This Manager coordinates a team of practitioners with a range of expertise. The interim structures of the Preventative Services and KIFSS and KFIASS are set out in Appendix 2 and show the range of services and expertise available.

These teams provide a single point of access, early help, services and interventions, with a refreshed early help assessment process that is more risk based. All children, young people and their families will have a key worker who will be responsible for assessing their needs, planning their support and reviewing their progress back to universal services. Teams and a key contact will be wrapped around early years settings and schools.

Key Deliverables in 2014-15

KIFSS and KFIASS have the following common deliverables:

- District, or locality, based management structure and integrated teams comprising professionals who have expertise in early childhood development and well-being, family and parental support, education, social care, health, youth work and youth offending, careers and employment guidance
- Open access hubs provided by children's centres, schools and youth centres
- Case management of all children and young people receiving early help, to monitor progress and the quality of interventions, and ensure risks are escalated when appropriate
- Close links and coordination with local schools, pupil referral units, children's centres, early years settings, health providers, voluntary sector organisations and FE colleges and work-based learning providers
- Single points of access and an early help assessment and planning process
- Key worker or lead professional, including troubled family support worker, models of delivery
- Agreed information sharing and data gathering systems and processes
- Clear protocols for risk assessment and the stepping up and stepping down of cases with Specialist Children's Social Care Services
- A workforce development programme to improve skills and capacity of staff to meet needs
- An agreed integrated commissioning strategy to get the right services needed in each locality
- The integration of Troubled Families Programme into the service delivery models

8. Early Help Assessment

A key element to providing effective Early Help and Prevention is the consistent use across the children’s workforce of procedures and processes to identify and address the risks and needs of children, young people and their families. Underpinning this work will be the development of preventative services brand, embedded within a communications plan and supported by the launch of an Early Help website.

Early Identification

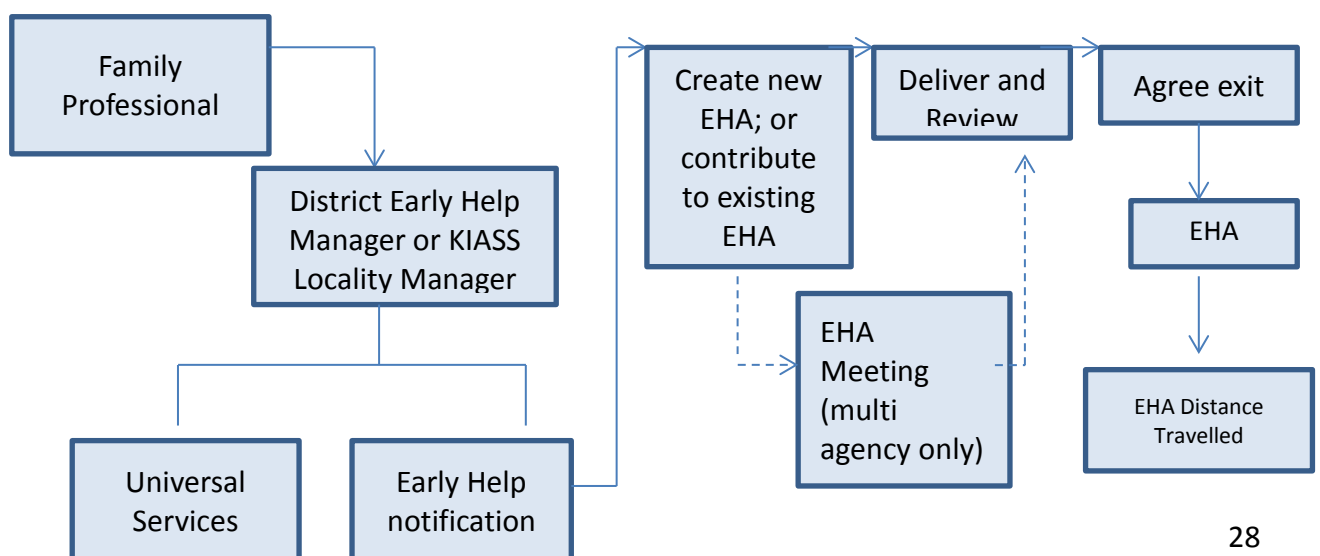
A key factor in identifying children and young people who need help is ensuring that services are designed to encourage contact from children, young people and families. Children’s centres, early years settings, schools and youth work play an important role in supporting this function. Early identification is key to being able to respond early to emerging needs. Early Help and Preventative Services will have a key contact for every school and early years setting to encourage the early sharing of information and early identification.

Early Help Assessment

High quality assessment makes a significant difference to children and young people receiving the right support and achieving improved outcomes. The CAF provides early help assessment and planning that aims to assess a child’s and family’s needs and develop and agree a plan through which we work together with the family to meet those needs.

We aim to refresh the CAF process, to improve the quality of assessment, to ensure it is a family assessment and that there is clear specification of outcomes, leading to a straightforward support plan. Many professionals would like it to be timelier in delivering actions and results and to be less bureaucratic to use. Work is under way to develop a new Early Help Assessment to recognise its broader use as the primary multi-agency assessment tool and to have this available electronically.

Early Help Assessment Process (EHA)



Identify: There is no perceived risk or significant harm to a child or young person, but you have identified a need for early help and additional support.

Notify: With consent from the family, request support by completing an Early Help Notification form on the Early Help and Prevention website (being developed), or by contacting your district manager.

Refer: KIFSS and KIASS managers will refer the family to the most appropriate early help key worker, for assessment and the development of an appropriate plan or package of support.

Assess: The allocated key worker, supported by the district casework manager, will create an Early Help Action Plan to set out how the actions they will take with other early help professionals to help improve the situation for the family. This may involve other agencies or services.

Review: The Early Help Action Plan is reviewed by the key worker for the case, supported by the district casework manager, and including the family to monitor improvements and include any new issues as they arise.

Early Support

Effective early intervention does not need to be delivered through targeted and specialist programmes. Early interventions in universal services often make a significant and positive difference and prevent needs escalating. For example, the schools that have good approaches to providing additional support for children and young people, for their learning and social development, making good use of the pupil premium and SEN resources, taking the right action to avoid exclusion and address poor attendance, and where there is advice and support for parents who need help, usually make a bigger difference. In areas of high social need, schools that provide breakfast clubs, healthy eating programmes and nutritious school meals, catch up sessions when children fall behind in their learning, additional exam tuition, after school care and clubs for sports and arts activities, and holiday and summer programmes make a significant difference to supporting poorer children and families. These universal services are good at targeted support and prevention.

Early Help and Preventative Services will work closely with schools to support their efforts to provide more effective early support and prevent some children and young people developing more serious problems. Schools are the biggest universal service, they often know most about children's and families' needs and what is needed to support them. Early help expertise can be most effectively preventative by working closely with schools.

We aim to develop with schools, some clearer standards for what a 'good' local preventative offer looks like. Already a number of schools within each district are keen to become early help and prevention 'Early Adopters', linked to Children's Centre Hubs and Youth Centres, in order to help redesign systems and services, and be centres of early help expertise.

9. Commissioning Support for the Delivery of Key Outcomes

Strategic Commissioning

The role of commissioning is central to the way that Early Help and Preventative services operate. In order for commissioning to have the required impact on improving outcomes and efficiency we aim to ensure services are commissioned in a more strategic way. This means resources and activities are aligned to deliver a more joined up and flexible service for children, young people and families, in each district, and there is a better specification of the outcomes that need to be achieved.

At present some commissioned services duplicate effort, they consume resources that could be more effectively used in an integrated way and outcomes are not always as clear as they could be. We intend to de-commission services that are no longer fit for purpose or do not achieve good enough outcomes and we aim to commission new services that are better matched to the needs of children, young people and families.

Our commissioning priorities are to provide more effective family support, an increase in parenting programmes and a wider range of interventions to improve emotional resilience and mental health for children, young people and parents. Consequently we will shift more resources to these key early help commissioned services.

We already know a great deal about needs in the community and the services that we have in place. Our commissioning approach will articulate the way that we re-allocate resources away from traditional approaches towards targeted and specialised interventions as part of an integrated early help offer, which better reflects our priorities.

A framework for commissioning

The development of integrated early help services demands that resources are aligned and focused on meeting agreed priorities. This will be underpinned by a clear commissioning approach that sets expectations of the way that services work together and the role they play in pathways delivering improved outcomes for children and families.

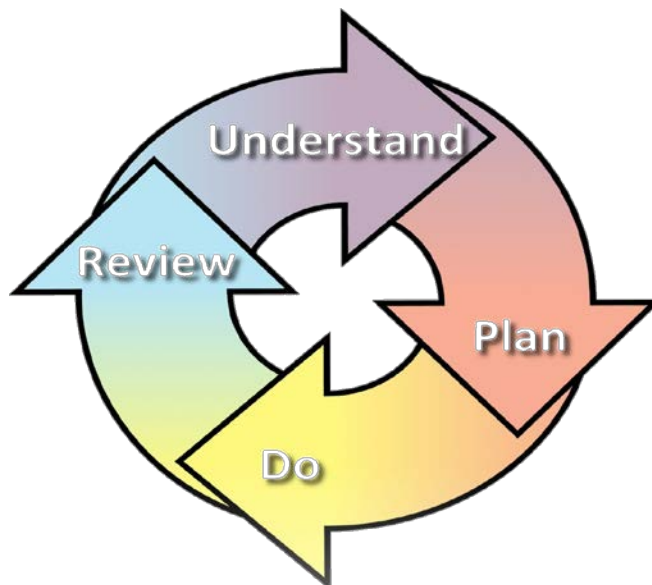
During 2013 Kent County Council adopted a Commissioning Operating Framework to establish the way that we would use commissioning to improve outcomes. The framework includes a detailed set of principles as follows:

- Commissioning is a council wide priority that is endorsed by members, led by senior managers and supports our vision that people are at the heart of all our activities.
- Our focus is on outcomes not processes.

- Our approach is pro-active and evidence based.
- Our commissioning activities will be person-centred and co-produced.
- We commission for quality and value for money
- We support economic growth and facilitate the market.

Our Commissioning Processes

Strategic commissioning includes a range of activity which falls into four stages:

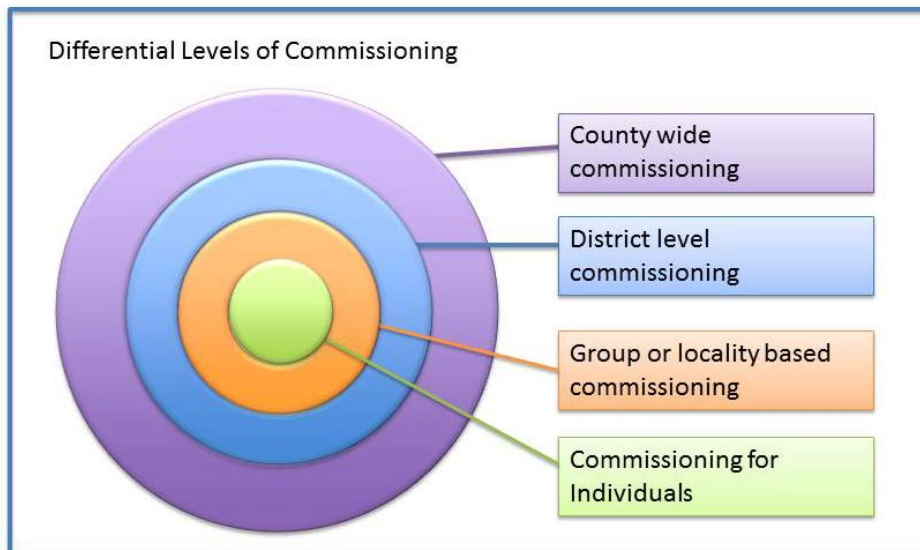


These processes are followed whether designing countywide priorities for the whole service, or securing a tailored service for an individual. In all cases the process starts with a clear understanding of needs and requirements, and results in evaluation of the impact of actions taken.

Commissioning for Early Help and Preventative Services will include front line practitioners and managers from the service as well as children and families, and partner organisations. The test will be deliverability of what is needed and its evidenced capacity to bring about a good outcome.

Levels of Commissioning

A key to delivering effective interventions through commissioning activity is to identify the appropriate scale on which to arrange a service. Within Early Help and Preventative Services this will mean that we have a mix of services that vary in reach from county wide interventions to those which are specifically arranged to meet the needs of a local area or particular individuals. Ensuring that we achieve the right mix, and that we are able to benefit from economies of scale at the same time as delivering flexibility to practitioners working with families, will be essential for the way we deliver our commissioned services.



County Wide Commissioning – some of the needs of children and families in Kent who need early help are broadly similar across the county. The core offer of the service such as parenting support, family mediation, and support to victims of domestic abuse will therefore be required throughout Kent. For these services we will ensure countywide provision is available, whilst ensuring that local services are able to allocate the resource flexibly according to local need.

District Level Commissioning – in order to reflect differing local priorities, partnerships and needs it is important for district based services to have some flexibility to direct resources. This may be a result of a locally agreed joint arrangement with schools, a CCG or district council.

Group or locality Based Commissioning – we will ensure that local managers have flexibility to identify services to meet a highly localised need. For example local intelligence may identify a particular school to work with and seek to trial an early help activity for a cohort of parents or pupils, which we will fund.

Commissioning for Individuals – where an individual or a family has a specific need that could be met through a single payment, or purchasing a service to provide a specialist intervention.

Within all of these levels of commissioning the common factor is to ensure that practitioners will have access to the provisions the required to meet identified needs, and flexibility about the way they can be deployed. This will be the key test of commissioning for Early Help and Preventative Services.

Joint Commissioning with Partners

Joint commissioning is a key tool for achieving the alignment of activity with our partners. This is particularly true with health service partners. Through the new Children's Health and Wellbeing Board, local Children's Operational Groups and local networks we will continue to identify opportunities to align our activities and bring services closer together. This work will be led by a new Joint Strategic Needs Assessment, and an agreed work plan establishing partnership priorities.

10. Kent Integrated Family Support Service (KIFSS)

Early intervention and prevention services provided to families and children aged from pre-birth to age 11 are now organised as a single integrated service with a cohesive offer to families in Kent.

Kent Integrated Family Support Service will focus on working in partnership, delivering a **whole system approach** for support to families and children.

Detailed plans, protocols and procedures will follow this document as the approach is embedded. Partner organisations and staff throughout the team will be involved in this planning.

District Based Structures

KIFSS delivers services through a district-based structure, with core staff delivering targeted family support, with links and access to wider education, social care, and health services. Children's Centres operate as universal access points and some are hubs for integrated service provision, working closely with local schools. The hubs act as gateways for assessment, sign-posting and referral to other services. Within each district they will access a range of support that is on offer to families across a range of disciplines.

District based management structures support integrated teams of professionals with early help expertise. Each district has an Early Help District Manager with responsibility for delivering an integrated service approach, allocating resources, building partnerships and developing local intelligence. This manager oversees a team of early help practitioners with the following areas of expertise:

Attendance and Inclusion
Children's Centres
Early Help Professionals
Troubled Families Support
Casework Management

Districts oversee the delivery and coordination of early help assessments (CAF) and planning processes. All children and families receiving early help will have a key worker with responsibility for the coordination of support and the necessary services to meet their needs.

Partnership Working

Effective partnership working is central to the way we work, ensuring close liaison and joint working with early year's settings and schools, and with local health professionals and services. We recognise that effective information sharing, referrals and well coordinated support between childcare settings, children's centres, schools, GP services, school nursing, health visiting, CAMHs and other services are essential.

Making this work at a local level is a key role for District Managers. They must form close links and coordination for example through:

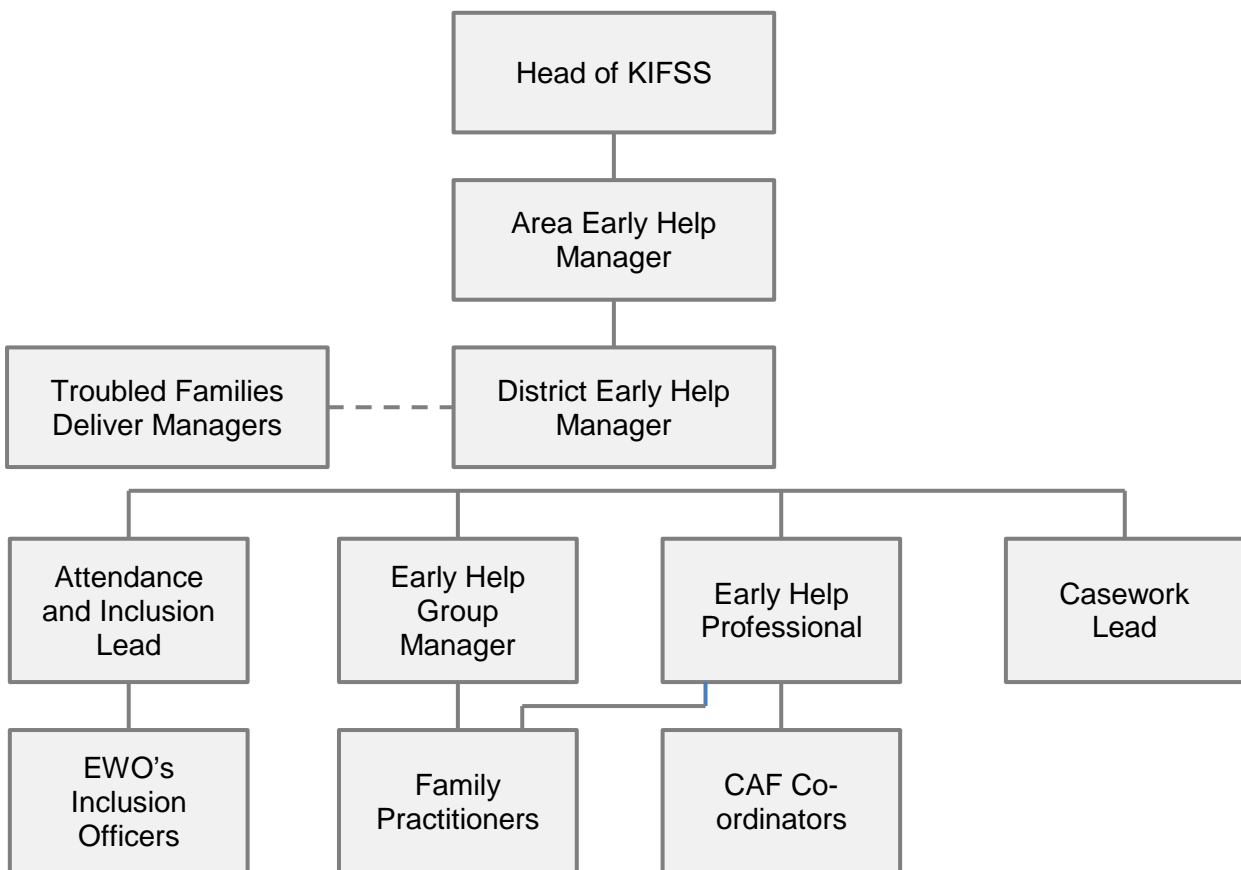
- Forums at district level for meeting and discussing vulnerable children and troubled families, and coordinating support among groups of professionals
- Operating clear protocols for Early Help and other risk assessment and arrangements for stepping up and stepping down of cases with social care services
- Effective information sharing and data gathering systems and processes, using local intelligence to target support and services to areas, and to individuals, most in need.

Partnership working is equally important in working with Specialist Children’s Services to ensure children are safeguarded from harm and there is secure risk management as cases are moved between Early Help Services and Social Care. Local joint management teams operate to ensure effective arrangements for supporting children at risk.

Workforce Development

All staff in the service play a key role in relation to universal services, targeted services and alongside specialist services. A key element of the service is that all staff will have a specialism, whilst developing core skills to meet key outcomes. A targeted workforce development programme will focus on developing skills and capacity to meet needs, and develop the culture of the service. All staff will receive training to deliver key aspects of core outcomes, and to be able to support universal services to deliver them. All staff will work with universal settings to provide training, information and advice in order to build capacity for early intervention and prevention.

Structure Chart



The Service Offer

The diagram below shows some of the early help support that is available within districts.



This support will be provided by a range of staff in a range of settings. These include the following:

- Children's Centres
- Attendance and Inclusion
- Early Intervention Teams
- Family Support Workers
- Gypsy, Roma, Traveller and minority outreach workers
- Troubled Families Workers
- Commissioned Services

11. Kent Integrated Adolescent Support Service (KIASS)

The Kent Integrated Adolescent Support Service (KIASS) is designed to ensure that young people who are most vulnerable and at risk of the poorest outcomes receive carefully targeted support on a sustained basis. As with the other service provision for young children, the key priority is to deliver an effective model of early help and intervention to achieve better outcomes and reduce levels of need for more specialist and costly services.

KIASS provides early intervention and prevention services for young people aged 11-19, and up to age 25 for young people with a learning difficulty or disability. It provides a multi-agency model that has Secondary schools at its heart, providing effective, targeted, flexible and responsive support to meet the specific needs of young people and their families experiencing difficulties.

Using early risk indicators and information supplied by schools, pupil referral units and youth services, KIASS is able to target vulnerable young people who need specific additional support quickly with the aim that they can remain on the universal path and achieve positive outcomes.

KIASS Functions

- To deliver a family support key worker as part of a family plan to improve outcomes for adolescents
- To deliver attendance and behaviour management and support services to schools, PRUs, families and young people
- To support and deliver youth work in community and school settings
- To provide information and advice services to young people, families and other professionals
- To deliver support and intervention services for vulnerable young people and their families
- To support NEET young people (and those at risk of becoming NEET) into education or employment with training
- To prevent young people from becoming known to or remaining with social care services
- To support and supervise young people with statutory youth justice orders, young people coming out of youth custody, to prevent and reduce offending or anti-social behaviour and run crime prevention activities
- To deliver statutory local authority interventions including taking legal action where necessary
- To deliver personal development, social, emotional and wellbeing interventions
- To coordinate support with the Troubled Families programme

KIASS provides a service delivery model that aligns professionals and integrates activity along an adolescent pathway, in order for young people and their families to access the right services at the right time, in the right place.

District Based Structures

KIASS delivers services through a double district-based structure, with core staff delivering targeted adolescent and family support services, with links and access to wider education, social

care, youth justice, police and health services. Youth Centres and other open access hubs operate as universal access points for young people and some are hubs for integrated service provision, working closely with local schools. The hubs act as gateways for assessment, sign-posting and referral to other services.

Double district based management structures support integrated teams of professionals with early help expertise. Each double district has a KIASS Manager with responsibility for delivering an integrated service approach, allocating resources, building partnerships and developing local intelligence. This manager oversees a team of early help practitioners with the following areas of expertise:

Attendance and Inclusion
Youth Work
Youth Offending
Early Help Professionals
Troubled Families Support
Casework Management

District teams oversee the delivery and coordination of early help assessments (CAF) and planning processes. All young people and families receiving early help will have a key worker or lead professional with responsibility for the coordination of support and the necessary services to meet their needs. All cases will be overseen and progress supervised by the Casework Manager.

Partnership Working

Effective partnership working is central to the way we work, ensuring close liaison and joint working with schools, colleges, pupil referral units and with local health professionals and services. We recognise that effective information sharing, referrals and well coordinated support between youth centres, schools, pupil referral units, GP services, school nursing, CAMHs and other services are essential.

Making this work at a local level is a key role for KIASS Managers. They must form close links and coordination for example through:

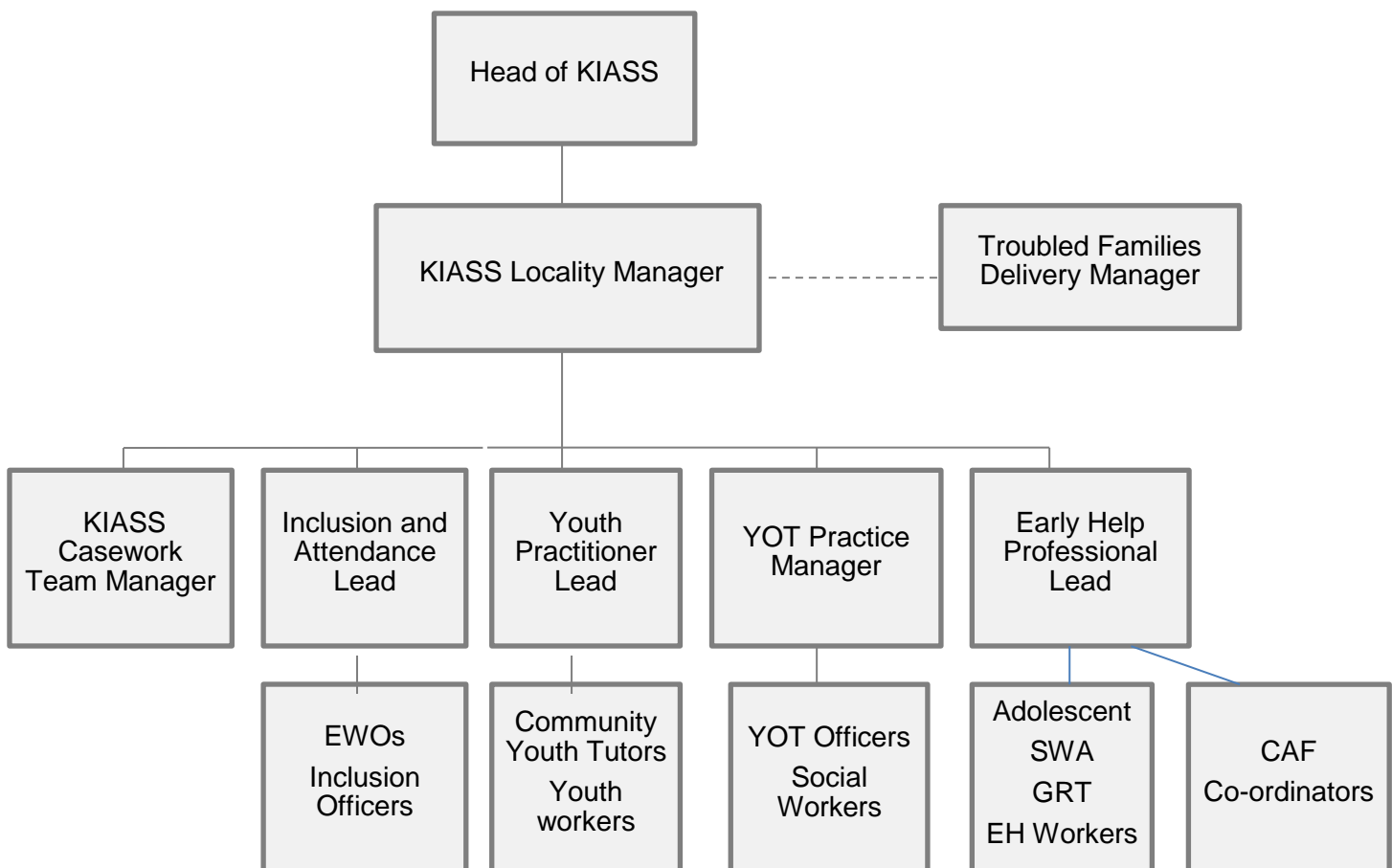
- Forums at district level for meeting and discussing vulnerable young people and troubled families, and coordinating support among groups of professionals
- Operating clear protocols for Early Help and other risk assessment and arrangements for stepping up and stepping down of cases with social care services
- Effective information sharing and data gathering systems and processes, using local intelligence to target support and services to areas, and to individuals, most in need.

Partnership working is equally important in working with Specialist Children's Services and Youth Justice to ensure young people are safeguarded from harm and there is secure risk management as cases are moved between Early Help Services, Social Care and Youth Justice. Local joint management teams will operate to ensure effective arrangements for supporting young people at risk.

Structure Chart

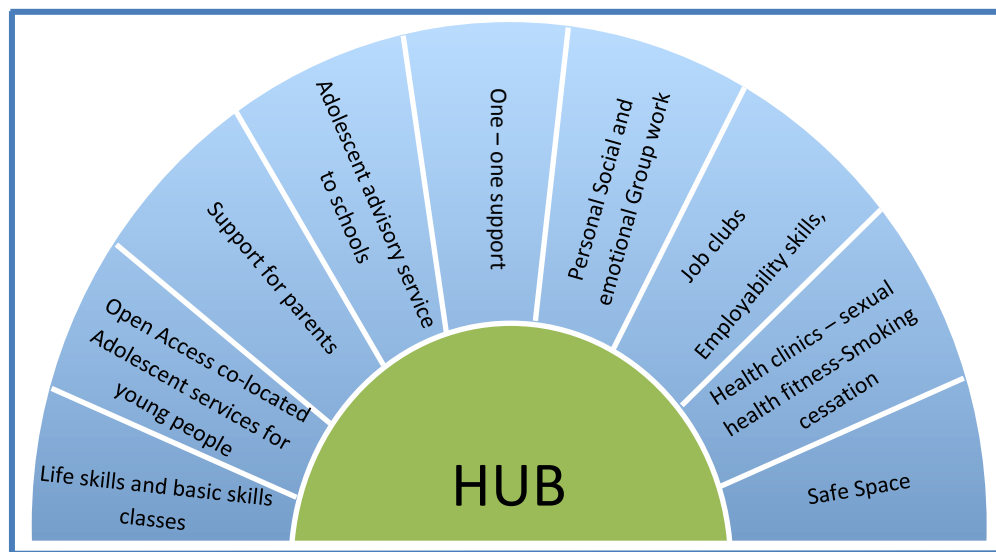
The role of the KIIASS Manager is to coordinate and manage integrated delivery and priorities, be the strategic link with schools and other partner agencies and be the operational management lead for all local adolescent services with responsibility for achieving agreed outcomes and targets.

Each double district also has a Casework Manager to oversee the quality and progress of cases, ensure that the child is at the centre of casework and outcomes are achieved. Appendix 1 lists the twelve service delivery hubs and the relevant KIIASS Managers' contact details.



The Service Offer

The diagram below shows some of the early help and support that will be available within districts.



This support will be provided by a range of staff in a range of settings. These include the following:

- Life skills and basic skills classes
- Open Access co-located Adolescent services for young people
- Support for parents
- Adolescents advisory service to schools
- One –one support
- Personal Social and emotional Group work
- Job clubs
- Employability skills
- Health clinics – sexual health fitness
- Safe Space

12. Your Views

- This work is just the beginning. We will continue to learn and evolve with your support, expertise and involvement in order to:
- Analyse where need is presenting, to understand what demand looks like and target our resources more effectively;
- Listen, react and re-design services and systems to build upon what is working most effectively; and
- Assess and review service effectiveness to plan future delivery.

As always, we welcome your feedback so we can continue to improve. Please email us at EYPSsupportteam@kent.gov.uk with any thoughts or contributions about how Early Help and Preventative Services should operate as we go forward

13. Appendices including key contact details

- **Key Contact details**
- **Maps**

Appendix 1: Key Contact Details

Director of Early Help and Preventative Services: Florence Kroll

The Lead County Managers are:

Angela Slaven: Interim Director Early Help and Preventative Services

Nick Fenton: Interim Head of Kent Integrated Family Support Service 0-11 years

Sharon Dodd: Interim Head of Kent Integrated Adolescent Support Service 11-19 years

David Weiss: Lead Manager Troubled Families Programme

Nick Wilkinson: Lead Manager Youth Offending

Nigel Baker: Lead Manager Service Transformation

Louise Simpson: Lead Manager Attendance and Inclusion

Area Early Help Managers

The Kent Integrated Family Support Service (0-11 year olds) is overseen by three Area Early Help Managers:

Helen Anderson: Shepway, Ashford, Maidstone and Tonbridge/Malling;

Vicki Wiltshire: Dartford, Gravesham, Sevenoaks, Tunbridge Wells

Sabine Voigt: Thanet, Dover, Canterbury and Swale. (With effect from 7th July this role will be covered by Alan Collado)

District Managers

The arrangements for District Managers are as follows:

District	KIASS Locality Manager	KIASS Casework Team Manager	KIFSS Early Help Manager
Dartford & Gravesham	Tim O'Brien	Mark Ford	Mark Walsh
Sevenoaks, Swanley & Tunbridge Wells	Sarah Gow (interim)	Stephen Holland	Christine Kiely
Maidstone and Tonbridge & Malling	Karen Coffey	Jenny Ward	Hema Birdi
Ashford and Shepway	Louise Fisher	Vacant*	Julia Easton
Thanet and Dover	Sharon McLaughlin	Joanne Terry Mark Powell	Bryony Khadaroo
Canterbury and Swale	Dan Bride	Nick Moor	Rob Jobe

The above colleagues can be contacted on email @kent.gov.uk.

Troubled Families Local Delivery Managers

District	Name		Email
Ashford	Chris	Beale	christopher.beale@kent.gov.uk
Canterbury	Read	Catherine	catherine.read@kent.gov.uk
Dartford	Roberts	Matt	matt.roberts@dartford.gov.uk
Dover	Reeves	Nathalie	nathalie.reeves@kent.gov.uk
Gravesham	Brown	Natalie	natalie.brown@kent.gov.uk
Maidstone	Kershaw	Ellie	elliekershaw@maidstone.gov.uk
Sevenoaks	Marks	Jackie	jackie.marks@sevenoaks.gov.uk
Shepway	O'Grady	Gemma	gemma.o'grady@kent.gov.uk
Swale	Maile	Geoff	geoffmaile@kent.gov.uk
Thanet	Roche	Rebecca	rebecca.roche@kent.gov.uk
Tonbridge & Malling	Page	Glenn	glenn.page@kent.gov.uk
Tunbridge Wells	Bett	Lucy Ann	lucyann.bett@kent.gov.uk

KIFSS Hubs

Children's Centre & District	Centre Address	Telephone Number
Brent - Dartford	Brent Children's Centre, The Roundhouse, Overy Street, Dartford DA1 1UP	01322 296140 07827 970332
Buttercup - Dover	The Buttercup Children's Centre, Triangles Community Centre, Poulton Close, St Radigunds, Dover. CT17 0HL	01304 226919 01304 248363
Cranbrook – Tunbridge Wells	Cranbrook Children's Centre, Carriers Road, Cranbrook, Kent, TN17 3JZ	01580 713296
Folkestone Early Years - Shepway	Folkestone Early Years Centre, Dover Road, Folkestone, Kent. CT20 1QF	01303 212720 07525 393062
Joy Lane - Canterbury	Joy Lane Children's Centre, At Joy Lane Primary School, Joy Lane, Whitstable, Kent. CT5 4LT	01227 263998 07827 885079
Little Forest - Tunbridge Wells	Little Forest Children's Centre, Friars Way, Tunbridge Wells, Kent. TN2 3 UA	01892 532319
Meadow - Maidstone	The Meadow Children's Centre, Furfield Close, Park Wood, Maidstone, Kent, ME15 9JR	01622 699900
Milton Court - Swale	Milton Court Children's Centre, Brewery Road, Sittingbourne, Kent. ME10 2EE	01795 474396 07826 868001
Priory - Thanet	Priory Children's Centre, Cannon Road, Ramsgate, Kent, CT11 9SQ	01843 587457

Riverside - Canterbury	Riverside Children's Centre, Kingsmead Road, Canterbury, Kent. CT2 7PH	01227 475550
Riverside - Gravesham	Riverside Children's Centre, Dickens Road, Gravesend, Kent. DA12 2JY	01474 535301 07540 715650
Seashells - Swale	Seashells Children's Centre, Sheerness Children & Families Centre, Rose Street, Sheerness, Kent. ME12 1AW	01795 667070
Six Bells - Thanet	Six Bells Children's Centre, 201 High Street, Margate Kent, CT9 1WH	01843 254500 07595 089206
Spring House - Sevenoaks	Spring House Children's Centre, Spring House Family Centre, Hospital Road, Sevenoaks, Kent TN13 3PT	01732 465539
Swanley - Sevenoaks	Swanley Children's Centre, Northview, Swanley, Kent. BR8 7BT	01322 668132
The Willow - Ashford	The Willow Children's Centre, Brookfield Road, Ashford, Kent. TN23 4EY	01233 641156
Woodlands – Tonbridge and Malling	The Woodlands Children's Centre, Chapman Way, East Malling, Kent. ME19 6SD	01732 874086

KIASS Hubs

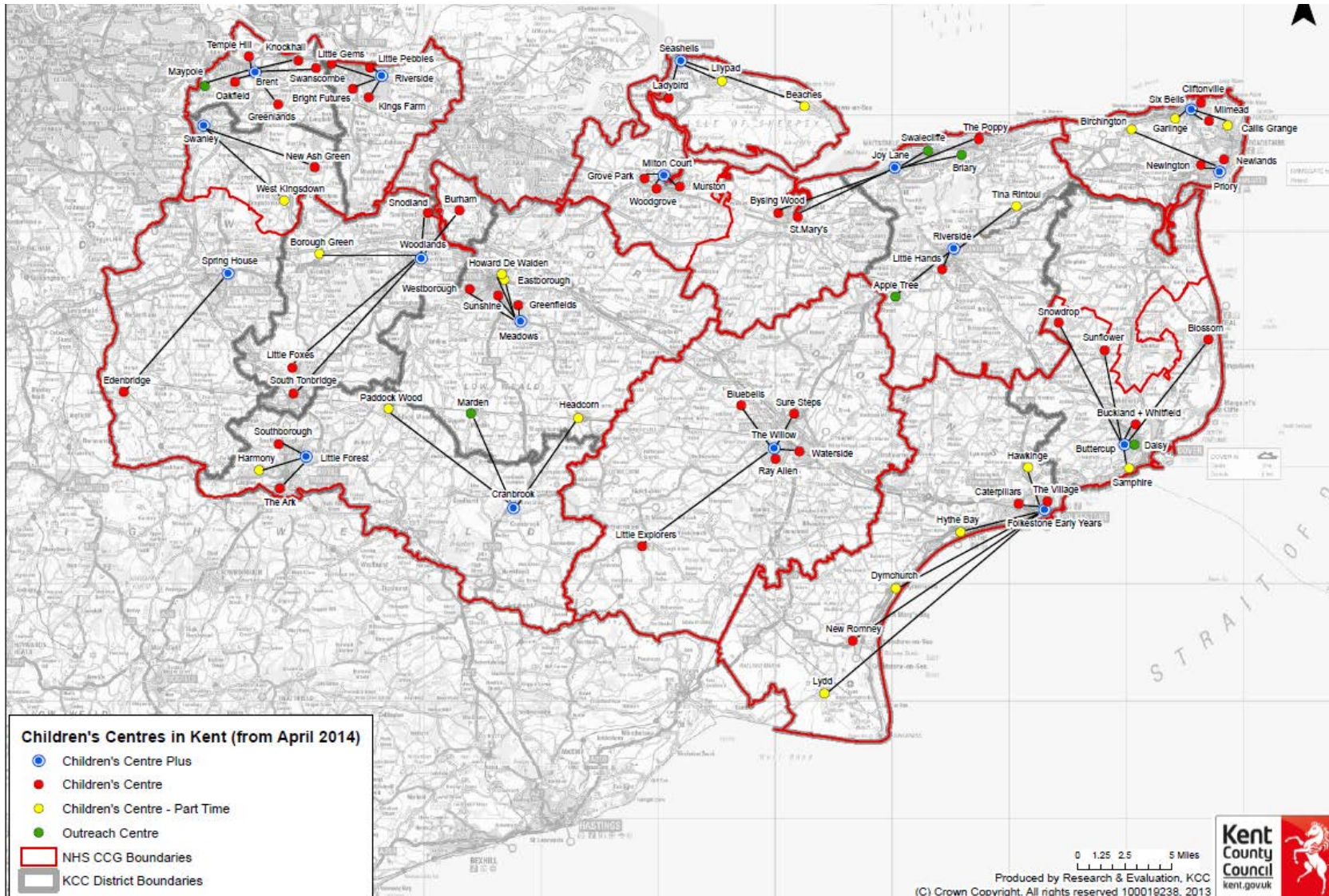
District	Centre address	Telephone Number
Ashford	Ashford North Youth centre Mabledon Avenue Ashford Kent TN24 8BJ	01732 874086
Canterbury	Whitstable youth centre Tower Parade Whitstable Kent CT5 2BJ	01227 275178
Dartford	YMCA Round House, Overy St, Dartford, Kent DA1 1UP	01322 282030
Gravesend	Northfleet youth centre Hall Road, Gravesend, Kent, DA11 8AJ	01474 351451
Dover Split site	K college Youth HQ Maison Dieu Road Dover Kent CT16 1DH Linwood Deal Youth centre Mill Road, Deal Kent CT14 9AH	0845 207 8220 01304 374104
Maidstone	Info zone 3 Palace Ave, Maidstone, Kent ME15 6NF	01622 755044
Swale	The New House Youth Centre Chalkwell Road, Sittingbourne, Kent, ME10 2LP	01795 423836
Shepway Split site	Five youth centre 5 Grace Hill	01303 850 005

	Folkestone Kent CT20 1HA Marsh Academy Youth Centre Station Road, New Romney, Kent TN28 8BB	01797 364593
Tonbridge and Malling	C Block Youth centre Tonbridge Adult Education Centre, Avebury Avenue, Tonbridge, TN9 1TG	0845 606 5606
Tunbridge Wells	The Mansion House Grove Hill Road, Tunbridge Wells Kent, TN1 1EP	01892 793621
Thanet	Quarterdeck Youth centre Zion Place Margate Kent CT9 1RP	01843 292927
Sevenoaks	Swanley Junction Youth Centre St Mary's Rd, Swanley, Kent BR8 7BU	01322 664370

Appendix 2: Map

KIFSS – Children’s Centre Hubs and Spokes

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Early Help and Preventative Services

One Year Plan 2014-15

**Working smarter to achieve improved outcomes
through integrated service delivery**

DRAFT

July 2014

DRAFT

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NB: Please note that references to the Common Assessment Framework (CAF) are now referred to as Early Help Assessment (EHA).

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Scope and Purpose of the Plan

The purpose of this Plan is to set out what will be achieved in the first year of transforming Early Help and Preventative Services in Kent. It includes priorities for service development and change, the improvements needed to assessment processes, case management and data systems, and ambitious targets to improve outcomes for children, young people and families. There are clear expectations that we will see an impact on reducing the numbers needing children's social care services and there are opportunities to make efficiencies in early help services that deliver better outcomes at lower cost.

Kent's Early Help and Preventative Services delivery model is:

- Locally organised and delivered to be responsive and timely
- Multi-disciplinary and multi-agency to ensure a continuum of support for children, young people and families
- Targeted on clearly identified need
- Integrated to ensure a continuum of support for children and families from pre-birth to 19
- Family focused so they can take more responsibility for themselves and be involved
- Focused on clearly demonstrating an impact on outcomes employing effective case management
- Risk based and needs led

This requires significant culture change and new ways of working, with higher levels of skill among staff to support children and young people safely at earlier levels of intervention and to be more expert at working with whole families. The One Year Plan, therefore, sets out a range of workforce development needs and expectations for improved working practices.

Aligning Early Help Services against the Continuum of Need

The diagram below shows how this early help action plan maps onto the continuum of need used in Kent. The different levels of need of individual children and families also form part of a continuum of help and support provided by Early Help and Preventative Services to respond to those children and families who would benefit from early help following an assessment.

The agreed multi-agency 'Levels of Need' are:

Level 1: Universal, where needs are met through engagement with universal services such as schools, children's centres, GP services, youth clubs and where prevention is a priority.

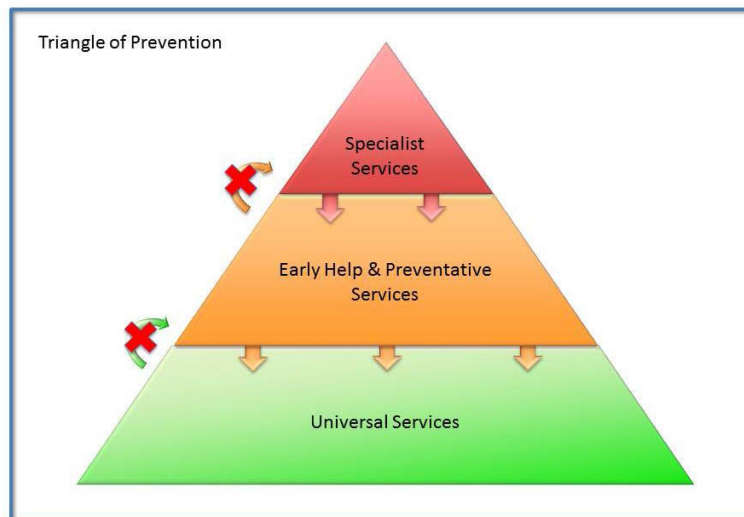
Level 2: Targeted, where early help is available to address emerging or existing problems which, if not addressed, are likely to become more serious and need more specialist input.

Levels 3 and 4: Specialist, where needs have become serious and there is a greater likelihood of significant harm, requiring the intervention and protection of statutory services. Level 3 refers to children in need and child protection and Level 4 refers to children in care.

Level 2 is often differentiated into targeted support that is provided within schools, youth hubs and children's centres in response to the additional needs of children and young people, and a further level of targeted support provided by external services.

The Early Help Service will be working with universal and specialist provision, ensuring that targeted support is available to those who need it, in whichever setting, and when they need it most. However the core work is targeted support to children and families at Level 2 with more complex and multiple needs that sit below the thresholds for children's social care.

The diagram below positions Early Help and Preventative Services as a targeted service between specialist and universal provision. The arrows pointing down the pyramid indicate that early help services will prevent problems escalating and will support children to "step-down" from higher levels of support. The arrows with crosses through, demonstrate the impact of early help services in preventing the need to "step-up" to more intensive support interventions.



What is Early Help?

Early Help means intervening as soon as possible to tackle problems emerging for children, young people and their families or working with a population most at risk of developing problems. Early Help reflects the widespread recognition that it is better to identify and deal with problems early rather than respond when difficulties have emerged and intervention can be less effective and often more expensive.

Early Help can give families the opportunity to regain control of their circumstances without formal statutory interventions, such as children in need and child protection circumstances.

Range of Preventative Services

From April 2014, the Early Help and Preventative Services Division provides services to vulnerable children, young people and families and is delivered through Kent Integrated Family Support Service (KIFSS) for 0-11 year olds and Kent Integrated Adolescent Support Service (KIASS) for 11-19 year olds. They will work in a joined up way to provide whole family support. These services incorporate:

- Children's Centres
- Troubled Families Programme
- Early Intervention and Family Support Workers
- EHA Co-ordinators
- Attendance and Inclusion
- Support for Gypsy, Roma and Traveller children
- Youth Work
- Youth Offending
- Connexions Targeted Support for NEET young people
- Services for Young People's Substance Misuse
- Teenage pregnancy and sexual health
- There will also be more joined up work with CAMHS, School Nursing and Health Visiting, together with a more co-ordinated approach to commissioning children's health provision.

Local District Lead Roles

The key local district lead roles to support children, young people, families, schools and early years settings are:

- KIASS Manager and Casework Manager
- KIFSS District Manager and Early Help Professional
- Troubled Families District Co-ordinator
- Specialist Teaching and Learning Service (STLS) District Co-ordinator
- District Integrated Family Service Manager (Specialist Children's Services)

Every school now has a named Early Help contact. Details of the contacts were circulated to schools in May 2014 as part of the Early Help Prospectus.

Common Challenges

In order to harness the commitment of staff and partners to the activities in this Action Plan, we need to overcome a number of challenges.

- Building a coherent strategic approach for early help and prevention that consistently delivers good outcomes for children and families
- Address the challenge to make our way of working more efficient and save money whilst improving service delivery
- Target resources more effectively to need
- Integrate services and systems better, so that services are coordinated and systems talk to each other
- Improve the measurement and evaluation of the impact of early help
- Identify what good early help looks like and build on this successful practice
- Improve analysis of data and intelligence by developing an integrated data management system that can inform priorities and targets
- Map the cost of early help to understand the costs of current interventions and devise a financial model that maps costs against benefits

Overcoming these challenges are priorities for this Action Plan.

Current Position

Key Information about the Scale of Need

Pupil Population

There are approximately 346,600 children and young people under the age of 19 years in Kent. This is 23.2% of the total population.

Child Poverty

- Approximately 18% of children and young people live in poverty (56,000) in Kent, in families with less than 60% of the median income
- 14% claim free school meals
- 65% of children in poverty are aged 10 and under
- 69% of children in poverty live with a lone parent
- 33% of those are in a lone parent family with two children
- 26% live in Thanet and Swale
- The greatest child poverty is in Swale, Thanet, Shepway, Dover and Gravesham with rates over 20%

Statutory Social Care

- Current Specialist Children's Services (SCS) caseload is 10,655
- Child Protection numbers 1177
- Children in Care (CiC) numbers are 1842
- There were 19,741 referrals to March 2014
- There were 5250 re-referrals (26%) to March 2014

Early Help Assessment (EHA) and Team Around the Family (TAF)

- In 2013-14 there were 3754 EHA completed assessments
- Children and young people with TAF support numbers were 7149
- 3,690 TAFs closed
- 1,554 TAFs closed with outcomes achieved
- 464 TAFs escalated to SCS
- 1,153 cases were stepped down by SCS

Troubled Families

- The target is 2560 families
- Families identified to date 2274
- Families worked with 2153
- Families fully engaged with at present 700
- 755 families have been turned around (29% compared to national average 33%)
- The highest target numbers are in Swale (369) and Thanet (364)

Children's Centres

- There are 64,738 children registered at Children's Centres
- Children estimated from disadvantaged homes, 9700
- Children with Special Educational Needs and Disabilities (SEND) 1257

Pupil Referral Units

- (PRU) single registrations 218
- Dual registrations 562

Absence from School

- Persistent absence numbers are 3800 Primary, 5444 Secondary

Youth Offending

- The case load (2013-14) was 1826 (involving 1423 young people)

Disadvantaged 2 Year Olds

- There are 2366 Children accessing free 2 year old childcare provision
- 3847 children are eligible

NEETs

- NEET numbers are 2867 which is 5.9% of 16-18 year olds
- 1110 are NEET vulnerable groups including
- 184 CiC
- 497 young parents
- 259 young people with Learning Difficulties and Disabilities (LDD)

Our Vision and Approach

Kent County Council will target early help services for the most vulnerable children, young people and families who require additional support, with a focus on delivering better outcomes. Children, young people and families will be able to access the right services at the right time in the right place. We will place them at the heart of everything we do, working in a more integrated way and avoiding, where possible, single service interventions which may lack coordination or result in wasteful duplication.

Our Vision is that every child and young person, from pre-birth to age 19, and their family, who needs early help services will receive them in a timely and responsive way, so that they are safeguarded, their educational, social and emotional needs are met and outcomes are good, and they are able to contribute positively to their communities and those around them now and in the future, including their active engagement in learning and employment.

The intention is to make a significant difference through early help, to prevent the escalation of needs where we can, and identify the likelihood of problems emerging in the first place. The service will also make a significant difference in reducing demand for statutory children's social care and to help 'step down' social care cases from Children in Need, Children with Protection Plans and Children in Care, where it is safe to do so.

Our Early Help approach is based upon four key pillars:

- Prevention - Reduce future demand by preventing problems arising or dealing with them early on. The task is to promote a bias towards early help and prevention, help people to understand why this is the right thing to do, the choices it requires as well as the benefits it can bring.
- Performance - Demonstrate a focus on improvement of outcomes, applying LEAN improvement methods to ensure services are effective and well designed, based on the best evidence and delivered by the right people to the right people at the right time.
- People - We will unlock the potential of staff, empower them to work together in new ways both with partner agencies and children, young people and families to redesign and co-produce services around their skills and networks.
- Partnerships – We will develop local partnerships and collaborations bringing partners together with schools and early years settings to deliver shared and improved outcomes.

Our approach is based on the following key elements:

- Provide a single service response so that families, children and young people do not need to move around the system and in and out of different services.
- Strengthen earlier intervention through universal settings and to deliver our early help services in families and in and around schools and other universal settings.
- Co-ordinate our services with NHS services, so that we get a more integrated approach with health visitors, school nurses, CAMHS and substance misuse and sexual health workers who all have a role in providing early help.
- Use the strengths of families to help themselves and ensure continuity of support for them until they feel things have improved.

Key Outcomes We Are Looking For

Having clear outcomes in mind helps us to do the right things and enables us to measure the impact of our early help interventions over time. They also provide us with performance data to drive continual improvements.

Early Help and Preventative Services will focus on the following key outcomes:

- Reduced need for statutory social care and more effective support for children and young people on the edge of care so that there are reduced numbers of children in care, child protection cases and children in need
- Increased numbers of children and young people who are stepped down safely from social care and who are not re-referred
- Increased use of the EHA and more successful outcomes as a result of EHA interventions
- Improved educational attainment outcomes and closing of attainment gaps at all ages
- Reductions in days lost to education through exclusion and absence, and in the number of permanent exclusions and rates of persistent absence from school
- Reduction in youth crime, re-offending and anti-social behaviour
- Reduced NEETs and improved participation in learning and training to age 18
- Improved readiness for school by vulnerable children at age 5
- Improved participation in 14-19 vocational pathways including increased take up of employment with training, apprenticeships and traineeships by vulnerable groups
- Reductions in substance misuse and teenage pregnancy
- Increased breast feeding and reductions in smoking by pregnant women and mothers
- Improved resilience and well-being for children and young people with reduced mental and behavioural problems and less demand for CAMHS services.

To assure ourselves of progress in achieving improvement in relation to the priorities we have developed a set of outcome measures to show the impact the new preventative services are having.

PRIORITY	KIFSS	KIASS
Safety	We will keep vulnerable and disadvantaged children safe without the need of specialist children's services	We will ensure that more young people receive help earlier so that their needs do not escalate and require support from specialist provision

PRIORITY	KIFSS	KIASS
Health	We will reduce health inequalities in the early years and during childhood and ensure we improve physical and mental health outcomes	We will ensure young people are helped to avoid harm from substance misuse and risky behaviours and they benefit from improvements in support for mental health and wellbeing
Participation and Achievement	We will ensure vulnerable and disadvantaged children access and participate in good quality childcare and education and achieve good outcomes at ages 5, 7 and 11	We will ensure that all young people aged 11-19 are positively participating in EET, achieving good outcomes at ages 16 and 18, and progressing well to employment or higher learning
Resilience	We will ensure early help services support children and families to be resilient and overcome barriers to achieving their potential	We will ensure that young people are resilient with good mental and emotional health, are able to make positive informed choices and become active and responsible citizens with strong personal networks

How We Will Measure Progress

In this Plan we set out clear targets for improved outcomes and we will monitor our progress in achieving them, in every locality in Kent and for the county as a whole. We will also compare our success with other similar areas and statistical neighbours and we will ensure we are in a good position to evaluate the most cost effective and efficient early help interventions that impact on improving particular outcomes for children and young people.

Early Help performance measures are set out on page 29. They will help us to determine the progress or distance travelled towards our stated outcomes, providing us with data to evidence whether this progress is sustained and cost effective over time.

An Early Help and Preventative Services Scorecard is available to enable the measurement and tracking of progress against service targets.

Progress So Far

1. Establishment of a New Early Help Division

In April 2014, the Early Help and Preventative Services (EH&PS) Division was established as a consequence of Kent County Council's transformation plan 'Facing the Challenge – Delivering Better Outcomes' which was agreed in September 2013. It sets out KCC's response to the need to transform the way we work to achieve better outcomes, while spending less. One of the key transformation themes is Integration and Service Redesign, which have brought together all Early Help and Preventative Services within the new Education and Young People's Directorate.

This is a significant piece of transformation activity for the County Council which is being delivered at pace. The Authority is aligning its available resources for early help and prevention to do more and achieve more than we do now, while looking for ways in which we can be more effective at targeting our resources to need, make savings and spend more effectively to have a greater impact.

The intention is to make a significant difference through early help, to prevent the escalation of needs where we can, and identify the likelihood of problems emerging in the first place. The service will also make a significant difference in reducing demand for statutory children's social care and to help 'step down' social care cases from Children in Need, Children with Protection Plans and Children in Care, where it is safe to do so.

Our change programme is informed by the overarching framework for children's services 'Every Day Matters': Kent's Children and Young People's Strategic Plan 2013-16, which requires all parties involved with children, young people and their families to work together to deliver integrated services. This Strategy states:

"A disproportionately high percentage of the budget is spent on a relatively small number of children with complex and acute needs. As a result, KCC has not invested sufficient resources in preventative services to the extent that we need to, if we are to succeed in shifting the balance between high level need and preventative services."

The creation of the Early Help and Preventative Services Division is a reflection of the County Council's desire to deliver improved outcomes for vulnerable groups.

2. Prospectus

In May 2014, an Early Help and Preventative Services Prospectus was published and circulated to Members, staff, all schools and partner agencies in Kent. This Prospectus set out our vision, ways of working and direction of travel for the newly formed Early Help and Preventative Services Division within the Education and Young People's Services Directorate. It makes the strategic case for a focus on early help and prevention and provides the rationale for change, in order to achieve better outcomes. This Prospectus sets out:

- What we mean by early help and prevention;
- Our context, scale of need, vision and key deliverables for improving outcomes;
- The services that will be available to deliver early help and prevention;
- The impacts and outcomes we want to achieve; and the metrics we will use to measure whether we are getting better at delivering improved outcomes for children, young people and their families.

3. One Year Plan (2014-2015)

In order to provide focus, improve effectiveness, deliver services more efficiently and more robustly, and measure positive outcomes for children, young people and families, this One Year Early Help Plan (2014-2015) has been developed. It sets out the key priorities, targets and actions for Early Help and Preventative Services to August 2015.

This Early Help Plan is focused on providing help and support to families in Kent that are experiencing difficulties, quickly and effectively.

In the first year there is a need to focus on developing service responses that are fit for purpose and evidence the impact and outcome of the new division. This will require a fundamental change in the way we do things, how business is undertaken and the manner in which staff and teams join up to provide one coherent and cohesive family plan. There will be a shift from individual and silo working to the development of services that respond to the needs of the whole family and are provided in a systemic and clearly understood pathway of response and service offer. This first year will necessitate combining the agenda to delivering savings through reducing demand whilst conducting a series of reviews and redesign of service delivery models. To achieve this we are working with our consultants Newton Europe to re-design services.

The priorities in this first year are determined by the need to demonstrate service effectiveness and to evidence the opportunity to reduce demand and provide better more effective services to families, children and young people.

We will develop a longer term 2015-2017 Plan following this One Year Plan (2014-2015), to ensure continued successful delivery against our key priorities.

Summary of Key Priorities and Actions (2014-2015)

Priority	What we will achieve	By when
Service Delivery Model	Define and deliver an Early Help offer which is better and more productive using evidence-based interventions to achieve positive outcomes for children and families.	September 2014
	Demonstrate the impact of Early Help and Preventative Services in reducing demand and realising reductions in expenditure.	July 2015
	Develop an integrated Early Help delivery model which achieves acceleration of phase 1 of the Troubled Families Programme and enables the achievement of turning around the lives of 7,000 families in Kent, by the conclusion of phase 2 of the programme.	July 2015
	Undertake a wider market review of Children's Centres to refine and target their future operation and improve their reach and efficiency.	April 2015
	Operate a whole-family approach and provide a single point of access to a co-ordinated 0-19 Early Help Service using named key-workers to support children, young people and their families in need.	September 2014
	Establish a think family approach. Employ the strengths of families to help themselves identify their own problems, needs and solutions. By supporting families to find sustainable solutions to their problems, Early Help aims to build resilience in children and families to overcome difficulties. This will include a co-production approach to designing and embedding new ways of working. To further support young people and families, a 0-19 on-line Virtual Advisory Team Service will be established.	November 2014 December 2014
	Trial and implement whole school approaches to resilience to support young people and families to participate and achieve through the HeadStart Kent initiative.	September 2014

Priority	What we will achieve	By when
	Undertake a scoping exercise, in partnership with schools to review, refine and target the operation of children's centres model across the localities to more effectively meet the requirements of the core children's centre offer and to ensure the effectiveness and reach of children's centres across Kent.	September 2014
	Wherever possible through universal services, children's and families' needs will be met, requiring Early Help services to be delivered more through universal settings such as schools, children's centres and early years settings. To support this, early years settings and schools will have a linked, named 0-19 Early Help contact.	September 2014
	Work with Kent Police to reduce the proportion of young offenders who re-offend, identifying what works and instituting changes in the Youth Offending Service Delivery Model.	July 2015
	Develop for each District, an Edge of Care Support Team to manage risk better in the community, providing help for complex Early Help cases.	September 2014
Performance Measures and Monitoring	Develop an Early Help Performance Scorecard. This will enable tracking and assessment of progress against service targets and key performance measures.	September 2014
	Institute service monitoring and review processes to monitor performance levels on a monthly basis.	September 2014
	Agree District targets for improvements as part of the development of Early Help District Implementation Plans.	September 2014
	Agree a clear set of performance measures with stretching targets across the 0-19 Early Help service.	September 2014
	Complete an evaluation of phase 1 of the Troubled Families Programme to inform future integrated Early Help service delivery.	July 2015
Data and Intelligence	Review, develop and procure an integrated information sharing and data gathering system, together with a single case management system to support effective joint working across KCC, Health, schools and other key agencies.	Draft specification June 2014 and procure by April 2015

Priority	What we will achieve	By when
	Map and align data sources and systems across services and partner agencies in order to analyse data into meaningful intelligence. This has been reflected in the production of District Datasets. This District Dataset provides baseline data about service usage and need and enables targets to be established, agreed, published and monitored on a regular basis to support improvement.	June 2014
	Improve children's centres data collection and analysis to assess and improve their reach and effectiveness in evidencing impact and improved outcomes.	December 2014
	Analyse and reduce the proportion of young offenders who re-offend using the Youth Justice Board re-offending toolkit.	July 2015
Integrated Service Delivery	Revise and refresh the Early Help Assessment process (CAF) to improve effectiveness and outcomes; provide a clear and simple pathway for children and young people's needs to be identified, assessed and a clear plan of support provided to the family.	January 2015
	Promote the development of a seamless, integrated 0-19 Early Help Service that delivers District-based integrated teams that work together to provide co-ordinated Early Help support packages that achieve agreed outcomes.	September 2014
	Develop District Implementation Plans for local Early Help teams, which include agreed caseload management levels.	October 2014
	Achieve better co-ordination of Early Help Services with Health professionals so that a more integrated offer is provided to universal and targeted service users; named Health Visitors, School Nurses, CAMHS, Substance Misuse and Sexual Health workers are available.	September 2014
	Work closely with schools, Early Years Settings and post-16 providers to help them improve and co-ordinate the Early Help they give to children and young people with additional needs.	July 2015

Priority	What we will achieve	By when
	Develop and implement a clear protocol for risk assessment and the stepping up and stepping down of cases to Early Help, with colleagues in Specialist Children's Services (SCS). Embedding effective working relationships with SCS is key to this step up/step down arrangement.	September 2014
	Implement the South East 7 and Kent and Medway Protocols to reduce the proportion of children in care in the Criminal Justice System, through implementation of agreed triage processes between key services and agencies.	July 2015
	Undertake joint case audits with Specialist Children's Services in respect of young people in care / leaving care to support them so that they do not enter the Criminal Justice System.	September 2014
	Work with Kent Police to introduce appropriate interventions to reduce the over-representation of Black, Minority Ethnic Young People within the youth offending population.	July 2015
	Work with KCC's Employability and Skills Team to reduce the number of NEETs, especially among young people in care and in the youth offending population.	July 2015
	Establish a pre-employment, pre-apprenticeship and pre-enterprise training programme to reduce the number of young people who are NEET, working with the DWP, Job Centre Plus and the Skills and Employability Team.	July 2015
Joint Commissioning	Review commissioning spend and priorities by undertaking a rigorous analysis of need to inform the re-commissioning of Early Help services that are value for money.	July 2014
	Develop and agree an integrated Early Help Commissioning Strategy to help diagnose risk and tackle the root cause of family needs, clearly specifying what services are needed and what is expected of them, so that resources are more effectively targeted and efficiencies achieved.	April 2015
	Ensure there are new integrated commissioning arrangements in place to deliver the Troubled Families Programme.	April 2015

Priority	What we will achieve	By when
Workforce Development	Provide development and training to grow a highly skilled 0-19 Early Help workforce, with a common core of knowledge and understanding about children's needs, so that they are confident in working with families to keep them safe and turn around their lives. This will require the design and delivery of a workforce development programme that improves the skills and capabilities of staff.	November 2014
	Develop a 0-19 Early Help contract with staff that clearly sets out expectations around work quality and quantity including caseload levels and support available to staff to achieve the standards identified.	March 2015
Communications and Engagement	Produce a regular Early Help and Preventative Services e-Bulletin for staff to inform and engage them in change activities.	July 2014
	Ensure that there is a "no decision about me, without me" approach by putting in place mechanisms to hear the voice of children, young people and families in Early Help assessment and service development and delivery.	January 2015
	Establish a comprehensive Early Help social marketing and campaigns programme using digital technology to improve delivery of advice and guidance to children, young people and their families.	July 2015
Resources	Develop a cost benefits and cost avoidance model that identifies the potential cost savings or benefits associated with a particular activity or intervention. By monetising the benefits of an intervention savings will be able to be projected more confidently and there will be clear evidence of the financial impact of early help interventions.	April 2015
	Deliver the Facing the Challenge savings for Early Help and Preventative Services through the work with Newton Europe, to include a series of efficiency reviews and service re-design, management re-structure and improved Information, Quality and Performance functions.	December 2014

Service Specific Focus and Priorities

The first four priorities that follow are common to KIFSS and KIASS, reflecting the ambition for a seamless, unified and integrated 0-19 Early Help Service.

Early Help Assessment Process

This is a major piece of transformational change which will see the new teams fully recruited to by July 2014. These teams will provide a single point of access with a **refreshed early help assessment process** that is currently in development and which, after completion and testing, will be ready for full adoption by November 2014.

Workforce Development

A key priority is to ensure staff are supported to develop their skills and develop new ways of working, and in conjunction with colleagues across the division we will design a **workforce development programme** that will be implemented by November 2014. This will ensure all our work is of high quality and delivers measurable impact and improved outcomes.

By March 2015 we will also have developed an **Early Help contract** with our workforce that clearly sets out expectations with regards to the quality of work expected, and the support that will be provided in helping staff achieve this.

To ensure increased confidence in managing risk in the community and supporting the reduction in consultations, referrals and inappropriate contacts with specialist children's services it is important to strengthen the understanding of thresholds and implement a systemic family intervention and 'think family' approach. This will involve ensuring that Early Help workers can use a range of techniques including family mediation, group conferencing, multi-systemic family therapy, Solihull and disorganised attachment to manage more complex cases in the community.

As part of managing risk more effectively in the community we shall also implement a single approach to supervision across 0-19 Early Help Services that is consistent with Specialist Children's Services, to improve the quality of casework. We will include partner organisations in the supervision arrangements and those volunteers and mentors engaged in supporting children, young people and families.

Engagement with Schools and Early Years Settings

A fundamental aspect of the service will be to increase the capacity of universal providers to improve their ability to identify and support children when issues are first identified. By September 2014 **all settings and schools will have a linked named worker from the Locality Early Help team** as a first point of contact.

Through the development of highly effective partnerships and strong, robust relationships with all partners charged with supporting children and their families we will reduce the need for intervention by specialist services.

Step Up and Step Down Protocol and Caseloads

By September 2014 we will have **agreed and implemented refreshed step up and step down protocol** that will allow for improved identification of risk and clearer pathways between Early Help and Specialist Children's Services.

This will result in an increased step down rate to Early Help Services of 15% in 2014-15 moving from 1145 to 1316 cases stepped down, with the projection of 40% increase to 1603 cases stepped down by 2017.

In terms of reducing cases that are escalated into SCS we aim to reduce this figure by 15% in 2014/15 from 600 to 510 cases, with a 40% decrease in 2017 taking the figure to no more than 360 cases.

We will operate caseloads of **18-24 families at any one time** in line with SCS. There is an expectation that this will be compromised of complex and less intensive early help assessments and youth justice cases (where relevant). This work will reduce the proportion of children and young people open to Specialist Children Services who are classed as Children in Need. By July 2015 we will have seen this number fall by 10% to 300 per 10,000 population from the current rate of 330.1 per 10,000. Through supporting these young people appropriately and, where possible, helping them have their needs met through universal and targeted services, we will also reduce the re-referral rate to Specialist Children's Services from 26.6% to 25% (a 6% decrease in actual numbers).

The percentage of Early Help Assessments closed where positive outcomes have been achieved will increase by 25% from the 2013/14 baseline of 66.6% to 82.5%.

Through more effective support and guidance, and access to a wider range of services that can provide single agency support or improved one-to one work with young people and families, we would expect to see a 15% reduction in referrals to SCS moving from 19,741 in 2013/14 to 16,779 by 2015; with step downs increasing by 30% from 1145 to 1490, and a 25% reduction in step ups into SCS from 600 in 2014 to 450 in 2015.

In 2014/15 we expect to see an increase in the numbers of children, young people and families with an Early Help Assessment completed per 10,000 per age group so that:

- Early Help Assessments completed per 10,000 per age group, 0-4 increases from 86 to 103.
- Early Help Assessments completed per 10,000 per age group, 5-11 increases from 132 to 154.

- Early Help Assessments completed per 10,000 per age group, 11-16 increases from 117 to 136
- Early Help Assessments completed per 10,000 per age group, 16-19 increases from 48 to 57.

With that in mind we expect to see an increase in the percentage of Early Help Assessments and Team Around the Family plans closed with a measurable positive outcome by 25% from 66% to 83%.

Kent Integrated Family Support Service (KIFSS)

Kent Integrated Family Support Service (KIFSS) is the 0-11 service strand of the newly established Early Help and Preventative Services. The service is at the beginning of a six month initial implementation phase which will see the completion of a major restructuring of Children Centre and Early Intervention teams into locality based Early Help teams whose role will be to meet the needs of children up to age 1. There will also be closer integration of the work of Children's Centres with schools.

To develop the service offer we will:

- Implement a **hub and spoke service model** across 17 identified localities that ensures a range of open access service delivery points through which we will also meet the requirements of the **Core Children Centre Offer**.
- Undertake an initial scoping exercise investigating the potential opportunities that could result from **schools becoming more involved** in, and in some cases responsible for, the successful delivery of this offer, which will be completed by November 2014.
- Support staff to develop strong relationships and work with whole families and their children, encouraging a culture of resilience with families being empowered to do more for themselves
- Focus on the family rather than simply the child, using systems based interventions to effect change.
- Promote the involvement of Families in reviewing the effectiveness of interventions as well as in service development and design.
- Undertake a wider market engagement exercise and service review of Children Centres in order to improve the quality and outcomes in each hub, and achieve further efficiencies.

To ensure young people receive help earlier so that their needs do not escalate, we will:

- Work with Specialist Children's Services to better understand the key factors that trigger children and young people becoming known to specialist services so that we can target our resources more effectively.
- Ensure there is a single point of contact for all assessment requests working with specialist services to provide an effective triage system for addressing complex needs earlier.
- Reduce the number of children and young people who become known to, or who are worked with Social Care, supporting effective step downs into Early Help

To ensure better reach and impact through improved targeted support, we will:

- Improve data collection and analysis to ensure a much sharper emphasis on the impact of the help offered with improved evidence of support reaching the most vulnerable families and target groups.
- Deliver accredited interventions that concentrate on improving parenting skills and promoting positive parent and child relationships and interactions in the family.
- Increase the engagement of those families at greatest risk of experiencing poor outcomes.
- Work with public health colleagues to help address improvements in areas such as breastfeeding rates and smoking cessation in pregnancy.
- Deliver a range of targeted interventions with identified schools where persistent absenteeism and high rates of exclusion are an issue.
- Promote the importance of learning through targeted interventions that support children's transition into school and between schools at Key Stage 2 and 3.
- Use a clear set of performance indicators that underpin a range of stretching targets across the whole 0-11 agenda. All staff will be aware of these and understand the targets for their local areas.

Kent Integrated Adolescent Support Service (KIASS)

Kent Integrated Adolescent Support Service (KIASS) is the new multi-agency integrated service for young people aged 11-19, bringing together staff and services from Youth Justice, Youth Work, Troubled Families and Inclusion and Attendance. A KIASS staffing structure is in place since April 2014, deployed across six double district areas each led by a KIASS Locality Manager.

To ensure we embed new ways of working we will:

- Establish a single point of access for all adolescent services including an on line advisory service, open access one stop shops and multi-disciplinary points of delivery for young people.
- Support staff to develop strong working relationships with young people and families, ensuring we do more to help families become more resilient.
- Establish a 'think family' approach within adolescent services, ensuring there is effective whole family support taking place.
- Establish a social marketing and campaigns programme using digital technology to improve the delivery of advice and guidance to young people and their families.

To ensure young people receive help earlier so that their needs do not escalate, we will:

- Reduce the number of young people who become known to Social Care, as part of the children in need assessment, supporting effective step downs into Early Help.
- Reduce the numbers of young people becoming known to specialist children's services due to Southwark judgement (200 by March 2014) or as part of the youth justice system.
- Support young people to move out of care through improved targeted engagement.
- Work with Specialist Children's Services to better understand the key factors that trigger young people becoming known to specialist services so that we can target our resources more effectively.
- Establish an Edge of Care Point Of Delivery (POD) in each District that can manage risk in the community through Early Help assessments for complex cases.
- Establish an engagement programme for young people to address risky behaviours including substance misuse and Children Missing return interviews.
- Ensure a single point of contact for all casework, quality management and working with specialist services to provide an effective triage system for addressing complex needs earlier and managing step down transfers.

To increase the number of young people who are participating in Education, Employment and Training, we will:

- Reduce persistent absenteeism from 6.7% in 2012/13 to 5.5% in 2014/15 (with a particular focus on addressing absenteeism in PRUs).

- Reduce by 25% the number of Fixed Term Exclusions from 6156 in Secondary schools in 2013/14 to 4617, and Permanent Exclusions from 76 in 2013/14 to below 40 in 2014/15.
- Ensure that each Secondary school and PRU has a named KIASS contact, and priority schools have a team around the school. This will be supplemented through the development of an online Virtual Advisory Team by December 2014.
- Support improved transition for vulnerable learners between Primary and Secondary school and from Key Stage 4 to post 16 learning and training, to ensure every young person has a positive destination.
- Trial and implement whole school approaches to developing emotional resilience and wellbeing using targeted interventions as part of the HeadStart lottery funded programme.
- Reduce the numbers of young people who are NEET from 5.5% in 2013/14 to 2.4% by July 2015, by targeting vulnerable groups, working with training providers, European Social Fund providers, Colleges, Children's Centres, Job Centre Plus, KCC Skills and Employability Team and KCC's Economic Development Unit to deliver pre-employment, pre-apprenticeship and pre-enterprise training programmes for young people.

To increase the resilience of young people, so that they are better equipped to make positive informed choices and become active and responsible citizens, we will:

- Improve partnership working at County and District level and enable much closer working with criminal justice agencies, Specialist Children's Service (SCS), education, health and the Voluntary Sector.
- Reduce youth offending, including the number of first time entrants into the criminal justice system, re-offending and custodial sentences. Reduce the numbers of young people who are first time entrants into the youth justice system from 698 in 2014 to 628 in 2015 (10% reduction).
- Reduce the disproportionate number of children in care in the criminal justice system by implementing the Kent and Medway Protocol and by July 2015 reduce the proportion of children in care in the CJS to 10% of the caseload (currently 52% in quarter 4 of 2014 to 47% in quarter 4 of 2015).
- Reduce the significant over representation of black and minority ethnic (BME) young offenders by working with Kent Police to address this important issue.

Over the last 3 years there has been a 37% decrease in the numbers of first time entrants to the youth justice system, with over 200 fewer young people year on year. Local authorities have delivered a significant reduction by taking whole authority

partnership approaches. By working with representatives from the County Youth Justice Board (CYJB) we will visit a number of authorities where this has been achieved to establish a multi-agency action plan to reduce first time entrants. In the interim we will:

- Use restorative approaches, social action programmes and resilience mentors (using the Rochester model) to support young people.
- Work in partnership with Kent Police to learn from high performing areas (Essex and Warwickshire)
- Develop a 'strengths based' or desistance approach with young offenders and prepare for the transfer of responsibility for managing junior attendance centres from 1 April 2015.
- By July 2015, we will reduce the proportion of young offenders who re-offend to 31% from 33.4%.

Kent Troubled Families Programme

The Kent Troubled Families Programme is the third biggest programme nationally and aims to improve the lives of 2560 families where there are significant problems with crime, unemployment and poor attendance at school. For each family, central government requires we should achieve at least two of the following outcomes:

- Reduce crime and anti-social behaviour
- Get the children to attend school regularly with minimal absenteeism
- Get adults back into work and off of "out of work benefits"

By May 2014 we have been successful in turning around 30% of the cohort, which is 755 families. This is good progress but below the national average of 33%. It has been delivered by an excellent partnership between the Police, Specialist Children Services, Schools and the Jobcentre Plus teams, with KCC taking the strategic leadership. District Councils have a key role to play in coordinating the delivery at a local level. There is much to achieve in the coming year, to achieve the national target of 100% of families meeting the outcomes required by April 2015.

To ensure we significantly improve the number of families turned around, we will:

- Understand the impact and effectiveness of services contributing to the Programme, and redesign and develop commissioning opportunities that improve the resources available and target these more effectively.
- Develop a service delivery model that is fit for delivering a new Phase 2 of the national programme that will commence in 2015.
- Redesign the delivery model in Kent to achieve integration of the programme into the core business of Early Help and Preventative Services.

- Agree a commissioning plan that achieves integrated services to support the early help and preventative services agenda to drive down demand and also supports the opportunity for families to be Stepped Down from specialist services.
- Complete the evaluation of Phase 1 and integrate the learning into Phase 2 of the national Troubled Families programme.
- Turn around 70% of families by April 2015.
- Use a Cost Calculator model to evidence reductions in the cost of public services generated through the programme.

Caseloads

At a county level, the Troubled Families caseload is 2560 families (over 3 years), increasing from April 2015 to an estimated 7500 families (over 5 years). These cases will be coordinated by Early Help and Preventative Services staff and will be part of their caseloads.

Developing the Model of Universal Provision

A key priority for Early Help and Preventative Services is to work with schools, early years settings and children's centres to strengthen their work to support vulnerable children and young people.

Many schools, for example, are centres of good practice in being inclusive schools that provide a wide range of additional learning and welfare support for vulnerable children and families. We will work with these schools to support them as hubs of provision around which we will align the work of children's centres and provide integrated Early Help Service teams around the schools. We will also work with and support other schools to develop further their early help offer.

A good model of universal early help provision in schools includes many of the following elements:

- Effective liaison and joint work with children's centres and youth hubs
- Good work to support transitions with children and families, into school, from Primary to Secondary School and at post 16
- Family support work and parenting programmes, together with a strong commitment to engaging hard to reach parents and helping to improve their capacity to support their children
- Designated staff to manage multi-agency work with external agencies and coordinate the CAF or early help assessment process and its outcomes
- Provision of additional services such as counselling, family and play therapy, assertive mentoring, mindfulness programmes, restorative approaches to managing behaviour and the use of nurture groups
- Effective child protection and safeguarding arrangements and good use of consultation arrangements with staff in Early Help and Children's Social Care services
- Good use of the Pupil Premium to ensure the needs of disadvantaged and under-achieving learners are met and they achieve better engagement and improved progress and attainment
- Effective strategies to reduce persistent absence and good support for absent pupils to catch up with learning
- Outreach work to families and home visiting, especially for nursery age children
- Effective SEND support and good use of the LIFT process to improve provision for pupils and advice and support for staff

- Active contribution to the local In Year Fair Access process to ensure solutions are found to meet the needs of hard to place pupils, and effective reciprocal arrangements with other schools
- Highly trained and effective teaching assistants who are skilled in supporting the additional learning and welfare needs of pupils
- A whole school approach to developing pupils' emotional resilience and well being and a graduated approach to addressing and improving the mental and physical health of pupils
- Effective engagement and joint work with the Troubled Families programme
- Good support for and active engagement with child in need cases, child protection plans and support for children in care, including effective partnership with the Virtual School to improve outcomes for children in care
- Effective use of the provision available through PRUs and alternative curriculum to address the needs of pupils at risk of exclusion, including a strong commitment to successful re-integration of pupils and a low rate of permanent exclusion
- Good partnership with Kent Police and Youth Offending services to address anti-social and offending behaviour

We will actively support this range of work in schools by aligning resources available through Early Help Services; by reducing the number and complexity of multi-agency contacts that have to be managed; by providing more specialist supervision for more complex cases where needed; by reducing and simplifying referral processes and waiting times; and by improving information sharing.

At the same time we will commit to training school staff, where appropriate and in situations where that will strengthen schools' early help and prevention work. We also recognise that there are opportunities to work with schools to make the best use of available resources when commissioning additional services.

Measuring Impact

Early Help Performance Scorecard

The Education and Young People's Directorate has developed a Performance Scorecard which is the monitoring tool for measuring progress against targets and agreed outcomes.

Early Help Performance Indicators and Targets

Detailed below are a set of clear indicators for measuring the difference the objectives in this one year plan will make. As we develop, further work will be undertaken to ensure we are measuring the things that really count and not just those things for which data is available, specifically the impact of services on key outcomes.

Early Help District Context Datasets

In parallel with the development of the Directorate Performance Scorecard, work has been undertaken to produce District Context Datasets which provide current baseline performance data. These Datasets have been circulated to staff. The evidence provided in the District Dataset offers baseline information to help the development of local priorities and performance measures that align to our key outcomes.

This baseline information is intended to be used to inform the development of District targets, which will be vital at the local authority level for improving the targeting of appropriate support in relation to needs.

District targets will be agreed for Early Help by October 2014 in order to assess and monitor progress locally and across the County, using the evidence about particular vulnerable groups and characteristics of families, children and young people that are more at risk than others and therefore in need of Early Help.

Variation in performance across Districts

The following table shows the range of performance for a snapshot of key performance measures across Districts in Kent currently.

	Performance Range	
Reduce the number of Primary permanent exclusions by 10%	Ashford, Dartford, Dover, Gravesham, Sevenoaks, Tunbridge Wells	Thanet
	0 (Sep 2013 – June 2014)	11 (Sep 2013 – June 2014)
Reduce the number of Secondary fixed term exclusions	Sevenoaks	Swale
	115 (Sep 2013 – June 2014)	1,173 (Sep 2013 – June 2014)
Reduce the level of persistent absence in the Secondary sector	Tunbridge Wells	Swale
	4.7% (2012/13)	8.2% (2012/13)

	Performance Range	
Reduce the percentage of NEETs overall	Sevenoaks	Thanet
	3.72%	8.12%
Reduce the number of first time entrants to the Youth Justice System	Canterbury	Ashford
	23.3 (<i>rate per 10,000 of 10-19 year olds</i>)	53.9 (<i>rate per 10,000 of 10-19 year olds</i>)
Troubled Families: percentage of phase 1 cohort turned around	Sevenoaks	Dartford
	21.6%	40.2%
Increase the percentage of TAFs closed with a positive outcome by 25%	Thanet	Canterbury
	52.0%	77.4

The expectation is that all Districts raise their performance against the measures in the table to the highest in the County. This will require colleagues to learn from each other, identify best practice and replicate it across all Districts promptly and effectively.

Monthly Management Activity Monitoring

To support the achievement of our performance indicators, Heads of Service will monitor on a monthly basis the following activity measures, both County and District wide and take necessary remedial action where data indicates activities are not progressing at the pace required to achieve the targets. These include, for example, the numbers of :

- EHAs / TAFs
- NEETs
- Step Up / Step Down cases
- Referrals into Social Care

Baseline data for these monthly activity measures can be found in a table at Appendix 2.

Early Help Information, Quality and Performance Unit

In order to do things differently, there is a need to sharpen our business performance. Accordingly, a new Unit has been established to support the work of the Division and lead on:

- Evaluation of impact and production of intelligence-based analysis to support delivery of services.
- Identification of best practice and its application to the work of the Division.
- Support for the use of LEAN processes to ensure continuous improvements in pathways and service processes to improve service delivery and outcomes.
- Quality assurance in order to ensure that what the service is doing is effective.

Early Help and Preventive Services Performance and Targets

Indicator	Performance		Target
	Kent 2014	National 2014	2015
Reduce referrals to Specialist Children's Services by 15%	19741		16779
Reduce re-referrals to Specialist Children's Services by 6%	26.6%		25%
Increase step downs from statutory Social Care to Early Help by 30%	1145		1490
Reduce step ups from Early Help to statutory Social Care by 25%	600		450
Early Help Assessments completed per 10,000 per age group, 0-4	86		103
Early Help Assessments completed per 10,000 per age group, 5-11	132		154
Early Help Assessments completed per 10,000 per age group, 11-16	117		136
Early Help Assessments completed per 10,000 per age group, 16-19	48		57
Increase the percentage of CAFs and TAFs closed with a measurable positive outcome by 25%	66%		83%
Reduce the number of primary fixed term exclusions by 10%	1107		1000
Reduce the number of primary permanent exclusions by 10%	26		23
Reduce the level of persistent absence in the primary sector	3.1%		2.8%
Reduce the number of secondary fixed term exclusions	6783		5625
Reduce the number of secondary permanent exclusions	76		39
Reduce the level of persistent absence in the secondary sector	6.7%		5.5%
Troubled Families: percentage of phase 1 cohort identified and worked with	84%	N/A	95%
Troubled Families: percentage of phase 1 cohort turned around	30%	N/A	70%
Reduce the percentage of NEETs overall	5.9%		2.4%
Reduce the number of NEETS coming from vulnerable groups	1142		890
Reduce the percentage of young women who become pregnant (per 1000 women aged 15-17)	25	26	23
Increase the percentage of Children's Centres receiving a judgement of good or better following Ofsted inspection	72%		75%
Increase the percentage of DWP identified 2 year olds taking up free entitlement	79%		83%
Percentage of funded 2 year olds in good or outstanding settings	85%		86%
Increase the percentage of children taking up 'free for two'	61%		80%
Reduce the number of first time entrants to the Youth Justice System by 10%	698	N/A	628
Reduce the rate of re-offending by young people	33.4%	35.3%	31%
Reduce custodial sentences as a percentage of court disposals	4.3%		3.5%
Reduce the number of Children in Care on the Youth Justice caseload (snapshot at end of each Quarter)	52	N/A	47
Increase the percentage of families with children under 5 living in poverty who are registered with a Children's Centre	TBA		TBA
Increase the percentage of priority families with children under 5 living in the area who have sustained contact with a Children's Centre	TBA		TBA
Increase the percentage of children with FSM achieving good levels of development in the Early Years Foundation Stage	48%	36%	50%
Increase the percentage of parents from target groups completing parenting or other programmes	50%		60%
Increase the percentage of children being breastfed at six to eight weeks and sustained over time	36%		40%
Reduce the percentage of babies born to mothers who still smoke at the end of pregnancy by 10%	13.1%		11.8%
Increase the number of vulnerable learners on apprenticeships	173		200
Increase the percentage of Children Missing Education offered suitable education within 30 days of becoming known	56%		70%
Number of families electing to educate at home who receive a visit by the LA	618		700
Reduce CAMHS caseload, for patients open at end of the month (May 2014)	8949		8000
Reduce the number waiting for routine treatment after assessment by CAMHS	484		350

Research and Best Practice

In order to achieve our key outcomes at the scale and pace needed, we will find out what is good and do more of it. We will apply more evidence-based early interventions about what works (research and policy) to our processes and systems (practice) to deliver improvements to children's and family outcomes.

We will assess what works to determine both the best early interventions available and their relative value for money.

We will assess our progress in planning and delivering Early Help by employing good practice from both local and national sources.

Local Best Practice

We will identify Early Years Settings and Schools that are engaging in good early help and share their approach widely for adoption by other education leaders and Early Help partners.

We will use the diagnostic work undertaken across KCC Children's Services by our partner, Newton Europe concerning current operational and financial performance to realign our services and resources to better meet need and therefore improve the quality of Early Help services and outcomes for users as well as increase Early Help's reach and effectiveness.

Improvement methodology will also deliver earlier action without significant up-front investment in services. It asks how existing services can perform better (or earlier) and demands rapid, small-scale changes. Accordingly, Early Help will utilise LEAN approaches to secure changes and improvements to services.

National Best Practice

The ambition is to deliver outstanding early help and achieve significant improvements, which include reductions in demand for more specialist and costly interventions. We will monitor and employ the findings of Ofsted, best practice in other local authorities and national initiatives such as the Troubled Families Programme and the work of The Treasury, and Early Intervention Foundation where it provides sound evidence of improved impact.

We will use the New Economy Unit Cost Database of Initiatives and Interventions, as it grows, to identify and replicate effective practice.

We will work with the Early Intervention Foundation to design and pilot cost effective interventions and learn from their work with 20 pilot local authorities determining how best to make early intervention a more effective reality on the ground.

We have undertaken an analysis of what Ofsted has identified as good Early Help to inform our self-assessment of effectiveness, (based on an analysis of recent Ofsted Inspection Reports of Children's Services in four counties judged to be Good and outstanding. These Common Characteristics of Good Early Help can be found at Appendix 1.

Resources for Early Help

The 2014/15 budget for Early Help and Preventative Services is set out below and includes all KCC's Medium Term Financial Plan savings that the service is required to make:

Early Help and Preventative Services Budget 2014-15	Proportion of Budget
Staffing	£27,411,100.00
Non-staffing costs including Commissioned Services	£22,538,600.00
Gross Budget	£49,949,700.00
Service Income	£5,157,500.00
Government Grants	£10,879,800.00
Total EH&PS Budget	£33,912,400.00

Wider Resources Available to Early Help	
Schools AEN Funding	£88.0m
Pupil Premium	£49.9m
STLS and Special School Outreach	£7.7m
PRUs and Alternative Provision	£11.8m
Free Early Years for 2 Year Olds	£17.6m
School Nursing	£5.0m
Health Visiting	£19.0m
Total	£199.0m

Understanding Costs and Effectiveness using Cost Benefit Modelling

There is now a body of evidence to show the case for investing in early intervention approaches to improve outcomes for children, young people and families. Investing early in the life of a problem, or when children are younger, can have greater benefits in the long-term and is therefore likely to be most cost effective. We will identify the extent of the potential cost savings that result from early help interventions.

We will work with KCC's efficiency partner, Newton Europe, to better understand how and where children's operational costs are currently spent, so that we can better assess the effectiveness of our current resource deployment and inefficiencies, duplications, gaps in provision and how well we target our resources effectively against need. We will use this work to make efficiencies and re-design our services.

An example of unit cost interventions is the cost of remanding a young offender to secure estate. A single bednight in a secure training centre costs £533 and £158 in a young offender institution. In 2013/14 we spent £774,000 on remands. New ways of working and maintaining the confidence of magistrates can reduce these costs.

Working with KCC's efficiency partner, we will develop a cost benefits and cost avoidance model that will enable us to identify unit costs of interventions, the most effective interventions and project savings for future years.

Efficiency Reviews

The Early Help Division is currently undertaking a number of efficiency reviews in order to achieve savings and deploy more resources to the most effective and needed commissioned services. These reviews include:

- Management Structures
- Business Support
- Children's Centres Delivery
- Commissioning Spend and Effectiveness

In addition, KCC will work with its efficiency partner Newton Europe, to analyse current spend on Children's Services, determine actual unit costs and develop a cost benefits and avoidance model to assess value for money and effectiveness of Early Help activities and interventions. This will enable us to more effectively deploy resources in the future and evidence the economic and financial business case for investment in Early Help and Prevention.

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Common Characteristics of Good Early Help

Identified following analysis of Ofsted Inspection Reports of Children's Services judged to be good and outstanding.

1. When partners/agencies have worries about children and young people, they **know who to contact to make an appropriate referral**.
2. The '**continuum of need**', a threshold for services document is well embedded in practice. The **Thresholds document** sets out services available and the criteria that triggers access to services and support. All professionals and partners know when the thresholds are met and who to contact. Threshold criteria for access to social care services are **well understood and owned by all staff so that referrals are appropriate** and result in fewer referrals overall and reduced numbers of re-referrals.
3. **Effective performance data** supports managers where delays may be affecting children and families. To ensure children and families improve, staff need regular performance information which shows what is working well and what can be done better. This will determine key actions by managers and staff.
4. There is an **effective and comprehensive early help offer delivered by Multi-Agency Teams and Children's Centres** which is having a significant and positive impact on outcomes for children and young people and prevents problems escalating.
5. Children and families who are assessed as needing early help and support receive good services from locally based multi-agency teams. The **support provided results in good outcomes that improve the lives of children**, young people and their families. Offers of early help to children and families need to clearly state how things will get better. **Plans should be clear and realistic** and set out the support available for families to help them make improvements.
6. **There is a strategy for early help** that provides clarity of direction and reduces the number of children who have a child protection plan or require specialist services and the number of children looked after. The strategy needs to show how the LA and partners are **moving away from a reactive approach to managing demand smarter**.
7. Young children and families receive good early help from Children's Centres, who are part of an integrated early help and preventative approach. The **impact of the Children's Centres needs to be measured and a system used to track children's progress**.
8. A **comprehensive directory** should be available of **local services** to provide good quality information, advice and guidance to professionals, in order that they can signpost effectively.
9. **Early Help support** needs to be **targeted in greatest areas of need**.

10. **All children who go missing from home, care or education are the subject of rigorous scrutiny by the LA.** The LA has good arrangements for identifying and tracking young people who are missing from home, care or education. Risks are identified and well managed. Timely information sharing, clear planning and actions to reduce risk and provide support to young people are evident. Reports are generated weekly on all missing children and arrangements are in place to investigate. **Schools know about their responsibilities and take appropriate action** when a child or young person is missing from education.
11. **EWOs target** vulnerable children and young people **to reduce the rate of persistent absence. Schools reduce** the number of exclusions through managed moves.
12. **Pathway plans** (including a range of education, employment and training opportunities) are consistently good quality to help in **supporting young people as they move towards independent living.** Young people aged 16 + who are homeless or at risk of becoming homeless are safeguarded and supported.
13. The **LA has set out high aspirations for the Early Help service and set ambitious targets for improving services.** Leaders and managers have clear plans for improving services based on a **good understanding of its strengths and weaknesses** and how these impact on service delivery, reflected in the re-alignment of services to improve outcomes. **Strategic priorities are clearly identified** in response to local need and national initiatives. These priorities are reflected through the early help strategic approach and robust commissioning arrangements which underpin the effective delivery of services.
14. **Self-assessment and a performance scorecard are used** to evidence focus and improvements.
15. **Systems are in place to ensure good information sharing** (including with health, schools, and pathways of referral). The information sharing reflects a clear shared understanding and approach between agencies.
16. Most **assessments are of good quality, timely, comprehensive and proportionate to risk,** resulting in appropriate decisions and planning, **with a direct offer of help to address identified needs.** The CAF is used well. **Early help assessments** are effective in determining the level of need and **are suitably outcome-focused** and reduce risks for children. The voice of the child needs to be present in assessments.
17. Multi-Agency Team **workers receive a good range of support, supervision and training,** to help them effectively address children and families' needs. This is reflected in a high quality workforce strategy.
18. **Focused investment in Early Help services** effectively targets the most vulnerable families. The support provided identifies those families who need statutory intervention earlier. A **growing number of children and families are receiving help and support at a much earlier stage.** As a direct consequence of this investment **statutory interventions are declining overall.** There should be an overall decrease in the number of children subject to a Section 47 child protection enquiry, fewer children are on child protection and children in need plans and there is a steady fall in the number of LAC.

19. There are **good arrangements for the transition of cases between teams, including both escalation and de-escalation** when children's circumstances and needs change. There are clear and safe arrangements in place to step down a case from statutory services to early help which ensures families are able to maintain improvements with less intensive support.
20. A **clear and thorough analysis of risk and protective factors** informs the planning and decisions being made to support and protect children.
21. The **Troubled Families** Initiative has been **effectively assimilated into Early Help** to ensure the integration of this service and its future sustainability.
22. The approach to **commissioning is based on a thorough analysis of needs** (using the JSNA) **to inform the use of resources and the delivery of services** across the partnership.
23. LAC need to be regularly attending and progressing at school and all have PEPs to support this. The **Virtual Headteacher challenges and supports school leaders to ensure tracked progress of LAC improves** to at least the levels expected for their age.

June 2014

Monthly Management Activity Monitoring

Table to be inserted when populated

DRAFT

From: Roger Gough Cabinet Member for Education and Health Reform

Patrick Leeson Corporate Director for Education and Young People's Services

To: Education and Young People's Services Cabinet Committee – 23 July 2014

Subject: NEETs and Apprenticeships 16 to 18 Year olds in Kent

Classification: Unrestricted

Electoral Division: All

Summary:

The report sets out details of the profile of the current NEET cohort and explains the work being undertaken to reduce NEETs and increase the take up of apprenticeships for 16-18 year olds.

Recommendation:

The Education and Young People's Services Cabinet Committee is asked to consider and endorse the work being undertaken by the KCC Skills and Employability Service to reduce NEETs and increase apprenticeships for 16 to 18 year olds.

1. Introduction

- 1.1 This report explains the profile of the NEET cohort for Kent and gives details of the activities being developed and implemented by the KCC Skills and Employability Service to continue to reduce the number of young people who are NEET (not in education, employment or training). The report explains the challenges young people face when leaving school and entering the work place, and sets out the need for appropriate pathways into apprenticeships and employment with training at ages 16, 17 and 18.
- 1.2 Preparation for employment through appropriate high quality vocational and technical learning pathways both pre and post 16 is critical to ensure young people can access apprenticeship opportunities at ages 16, 17 and 18. The decline in the previous offer of vocational courses for 14 to 16 year olds following the Wolf Report reforms has led to significant changes and new qualifications. These provide new pathways for young people who are looking for apprenticeships as a positive progression route at age 16. Unless there is a high quality vocational and technical offer at Key Stage 4 with good progression to post 16 vocational learning or apprenticeships post 16, learners face many barriers to accessing apprenticeship opportunities. This is compounded by some post 16 providers being too reliant on academic qualifications and offering too few quality extended work experience placements for those young

people wishing to access apprenticeships. Therefore our challenge is to develop the new provision that is needed to secure these better opportunities for young people. At present we face significant gaps in the provision across Kent.

- 1.3 Technical awards for 14-16 year olds were announced by the government in mid-June 2014. These new qualifications, which are occupationally-specific, will provide good progression routes into apprenticeships. The Skills and Employability Service will start discussing these opportunities with schools once the specifications for these qualifications have been released. These new awards will count towards the new headline performance measure called Progress 8, which in future will be the published results for schools across eight subjects, including English and maths, for pupils at age 16. Young people will be able to take up to 3 vocational or technical qualifications as part of their KS4 programme.
- 1.4 The number of Apprenticeships starts for 2012/13 declined for all age groups nationally. This is due to changes in funding arrangements and a number of apprenticeship providers withdrawing from the age 16 to 18 market. However, the decline in apprenticeship take up has been significantly less in Kent than elsewhere. This is due to the significant work undertaken by Kent Employment Programme officers in supporting employers to take on NEET young people and those who have been unemployed for more than 3 months.
- 1.5 Ensuring that young people have access to careers information and guidance about apprenticeship opportunities is essential to recruitment at ages 16 and 17. This is delivered through a number of key activities within the Kent Choices4U brand. This report explains how this work is being expanded to focus on Apprenticeship recruitment over the coming months.
- 1.6 The Skills and Employability Service now has statutory responsibility for tracking all 16 to 19 year olds. This data is being used to target young people who may wish to take up apprenticeship opportunities. The number of young people being tracked in 2013/14 is 51,668. This report sets out how the Skills and Employability Service and KIASS (Kent Integrated Adolescent Support Service) is managing this new system and will increasingly use this data to target apprenticeship opportunities in localities and by occupational sectors.

2. Facing the Challenge

- 2.1 The Skills and Employability Service has recently undergone a major transformation programme. The new work strands and team structures are for Young People, Adults and Employment. Within these strands officers have been realigned to provide a more efficient service to increase activity with employers to maintain apprenticeship take-up and improve the offer. Our next task is to improve our integrated working internally particularly with KIASS, and the School Improvement and Standards Team. Externally we are creating new ways of working with Schools, KAFEC, KATO and Universities to ensure that the right pathways are available for young people within each district.

- 2.2 Providing targeted support for vulnerable young people and adults is also a priority for us. Kent Supported Employment is now integrated within the Skills and Employability Service. This will enable us to add capacity to the already successful Assisted Apprenticeship programme and provide support to Troubled Families to generate apprenticeship and assisted employment opportunities.

3. 14-24 Learning, Employment and Skills Strategy

- 3.1 Increasing the number of Apprenticeship opportunities is a clear priority within the 14-24 Learning, Employment and Skills Strategy. There are four key performance priorities linked to expanding apprenticeships opportunities. These include the establishment of 5 Youth Employment Learning Zones, continuing to increase in the number of KCC apprenticeships, the development of pre apprenticeship programmes and at least 50% of all schools employing apprentices by 2016.
- 3.2 To ensure these targets are met the Skills and Employability Service is involved in a wide range of activities to increase the number of apprenticeships and reduce NEETs. These key activities include:
- Establishing Progression Partnerships in the 12 Districts. These meetings consider all young people in the locality and offer them appropriate pathways for further learning opportunities or employment with training. These NEET to EET groups act as a clearing house for young people and broker a suitable offer with all providers in the locality including schools, colleges and work based providers.
 - Developing new learning pathways to employment through a programme called the 2-1-2 curriculum model in schools. This post 16 study programme offers a substantial vocational qualification, English and maths qualifications and extended work experience placements. Four schools have engaged in the pilot programme this year with a further 15 schools are developing this offer for September 2014. This curriculum model provides good progression pathways into apprenticeships.
- 3.3 Since April 2013 the Kent Employment Programme has recruited 631 young people aged 16-24 into an apprenticeship, of which 147 were re-engaged from the NEET cohort. The evidence shows that the impact of this programme goes beyond the one year of the apprenticeship, as 98 of the first 103 KEP apprentices still remain in employment with the original employer. This is a much higher success rate than any other apprenticeship programme. The programme ends in March 2015, so further investment in the project by Kent County Council would contribute to supporting more NEET vulnerable groups into apprenticeships.
- 3.4 The Assisted Apprenticeship programme offers significant additional support through job coaches and job mentoring for vulnerable young people who have multiple barriers to entering the labour market including those with learning difficulties and disabilities, Children in Care, young offenders and teenage

parents. All of these learner groups are on an apprenticeship programme this year, with 22 young people having been supported through this scheme this year. The programme is now being reshaped and expanded as the Kent Supported Employment programme is integrated within the Skills and Employability Service. We expect to expand the programme to offer 200 new Assisted Apprenticeships.

- 3.5 Within KCC the number of apprenticeships is increasing with an expectation that the target of 120 will be exceeded this year. There will be more Level 3 opportunities available over the next four months to attract young people at age 17 who leave school after completing Year 12. This higher level offer includes expanding the Microsoft apprenticeship scheme.
- 3.6 Currently, 180 schools are employing apprentices, and there have been 252 apprenticeship starts this year. This work continues to engage more schools and there will be a focus on increasing the number of level 3 and 4 apprenticeships in conjunction with major companies such as Barclays, Macdonald's, IBM, Price Waterhouse Coopers and the Association of Graduate Recruiters who have contacts with the vast majority of blue chip companies.

4. Decline in NEETs

- 4.1 The percentage of NEETs has fallen over the last year. The average for 2014 compared to 2013 fell from 6.1% to 5.9% in March 2014 as shown below. These figures are higher than the national and south east England averages.

NEETs -Three Month Average

	Academic Age 16-18 (year 12-14)							
	2013-14				2012-13			
	Jan-14	Feb-14	Mar-14	Ave	Jan-13	Feb-13	Mar-13	Ave
ENGLAND	5.3%	5.3%	5.3%	5.3%	5.7%	5.6%	5.6%	5.6%
SOUTH EAST	5.1%	5.1%	5.1%	5.1%	5.3%	5.2%	5.1%	5.2%
KENT	5.9%	5.8%	6.0%	5.9%	6.2%	6.1%	6.0%	6.1%

- 4.2 The NEET figures should always be used in conjunction with the Not Known figures. From 2013 to 2014 the Not Known figures increased from 2.4% to 5.0%, which is well below the south east average.
- 4.3 The Skills and Employability Service now has access to more detailed information and reports on vulnerable learners who are NEET. This new data will enable both KIASS and the Skills and Employability Service to target early help activities to young people most at risk from disengaging post-16. The work will include the offer of apprenticeships and pre-apprenticeships training. A new area of work will be to develop supported employment opportunities for young people attending Special schools.

- 4.4 A key shift in this activity has been to work directly with schools and colleges to help them understand their role in ensuring that young people have positive and appropriate destinations. The main focus of the work has been to continue to develop Career Education Guidance and Advice systems in schools and to gather the electronic transfer of existing data sets from schools and colleges. We aim to ensure that schools support young people to make informed choices at ages 16 and 17 including apprenticeships. This data can be regularly reviewed by individual schools and learners as part of the destination and activity data collection process, enabling services to be targeted to vulnerable groups and individual learners. The data will be used to target interventions through KIASSE to engage vulnerable young people who are at risk of becoming NEET or who are NEET.

Three Month Averages - Not Known

	Academic Age 16-18 (year 12-14)							
	2013-14				2012-13			
	Jan-14	Feb-14	Mar-14	Ave	Jan-13	Feb-13	Mar-13	Ave
ENGLAND	7.5%	7.1%	6.9%	7.2%	8.7%	8.2%	7.9%	8.3%
SOUTH EAST	7.9%	7.6%	7.5%	7.7%	10.7%	9.2%	8.3%	9.4%
KENT	4.6%	4.7%	5.8%	5.0%	2.8%	2.3%	2.2%	2.5%

- 4.5 The Not Known figures for Kent shows that the Local Authority has sustained a good performance in comparison with other Local Authorities and nationally. KCC will continue to reduce the number of NEETs through more targeted interventions delivered by KIASSE.

5. 16 to 18 year olds available for apprenticeships

January 2014 data for NEETs and Apprenticeships	
Number of NEETs	2307
Number of apprenticeships 16 to 18	1440

- 5.1 Of the 2307 young people who are NEET, approximately 1,000 learners could progress into an apprenticeship with appropriate support, guidance and pre-apprenticeship preparation including job coaches particularly at aged 17. To increase the number of more vulnerable NEET young people into apprenticeships additional resources will be required. These learners often have significant barriers to learning and are not work ready.
- 5.2 The profile of the NEET cohort in January 2014 shows that, 1641 were identified within a vulnerable group. The majority of these young people find progression into any form of participation in employment or education difficult for a number of reasons. Often it is the lack of time appropriate engagement programmes to prepare them for employment. 530 of this vulnerable group are

teenage mothers and 330 are in the LDDD group. The profile of the LDDD NEET Cohort aged 16-24 shows that disengagement for these learners has an upward trajectory after age 17. Poor progression pathways at ages 16 and 17 will result in young people leaving full time education, without appropriate preparation for an apprenticeship or employment with training.

- 5.3 These vulnerable groups require significant additional support from a range of agencies to access opportunities such as apprenticeships. The Skills and Employability Service offers the Assisted Apprenticeship Scheme, and the Kent Employment Programme and now the Kent Supported Employment Programme provides job coaches for young people and mentors for employers. Many apprenticeship providers are not able to provide this important additional support because of costs and lack of experienced staff. This is an area that Kent Training and Apprenticeship should develop as part of the Kent County Council EFA (Education Funding Agency) contract with a value of over 500k for 16 to 18 year old apprenticeships.

6. Apprenticeship Profile in Kent

National Apprenticeship Service Data

- 6.1 The National Apprenticeship data set shows an overall fall in the number of apprenticeship starts in the second quarter from August to January, in line with national trends. However, there was a year on year increase in the number of Advanced and Higher Level Apprenticeships. Overall the decline in the Kent figures was not as great as those recorded nationally and by our statistical neighbours.

16-18 Apprenticeships at Quarter 2 for comparison

	Final 12/13	Change	Q1 12/13	Q1 13/14	Change Q1	Q2 12/13	Q2 13/14	Change Q2
16-18	2,597	- 172	1,011	850	-161	1,521	1,440	- 81
19-24	3,791	+349	1,029	840	-189	1,764	1,650	-114
25+	5,159	+217	1,051	490	-561	2,091	1,010	-1,081
Total	11,547	+394	3,091	2,180	-911	5,376	4,100	-1,276

- 6.2 Although this shows a small decline, it represents a significant increase on quarter 1 which is the result of targeted interventions by KCC and other partnerships. Approximately 600 apprentices started during this period. The significant decline in the 25+ age range was due to the introduction of apprenticeship loans. This system of loans has now been withdrawn, which will see the number of 25+ apprenticeships increase.

Access to Apprenticeships

- 6.3 A key issue for many NEETs is they are not work ready. The threshold for accessing an apprenticeship is the ability to go on to achieve level 2 by the end of the apprenticeship. Entry requirements for apprenticeship are increasing,

and the introduction of traineeships as a pre apprenticeship opportunity has not been popular with either young people or employers.

- 6.4 The number of apprenticeship frameworks where the threshold is now a level 2 qualification to commence an apprenticeship is increasing, for example technical apprenticeships like engineering or apprenticeships involving working with children. These now require the attainment of at least grade C GCSE in both English and maths before the commencement of the apprenticeship.
- 6.5 A further barrier for some young people will be the introduction of summative assessments for the new apprenticeship framework being introduced in September 2014.
- 6.6 Many of the NEET cohort do not fulfil these criteria, as they are working at Level 1 or Entry Level. They require substantial support to prepare for an apprenticeship to meet both the academic and technical standards and work ready competencies. There has been a decline this year in pre apprenticeship programmes with a number of work based training providers withdrawing from the market. Changes to the post 16 programme of study funding also appear to be a disincentive to offer these types of courses for many providers.
- 6.7 The number of apprenticeship starts for 16-18 year olds has reduced in the past year, but this reflects a national decline which sees Kent performing better than its statistical neighbours. The small decline reflects the following;
 - Improved economy has meant employers can now afford to recruit experience over apprentices.
 - The situation with K College with a significant reduction in overall learner numbers including apprenticeships
 - Loss of some training providers due to poor Ofsted inspection outcomes
 - National providers are no longer offering 16 to 18 apprenticeship opportunities, for example NACRO
 - Replacement of pre apprenticeships with Traineeships where take up has been extremely low
 - Some increase in the numbers of young people going into jobs without training
 - Raising of the Participation Age has seen a 1% increase this year in the number of 16-17 year olds selecting a school sixth form as their destination choice.
 - The uncertainty of apprenticeship funding for providers means there is a reluctance to develop new provision.

7. Resources

Financial Implications

- 7.1 A number of activities to support the reduction in NEETs and the expansion of apprenticeships for 16 to 18 year olds are delivered by the Skills and Employability Service and KIASS, and this includes the current contract with

CXK. Targeted work to increase the number of 16 to 18 year old apprenticeships has been through the Kent Employment Programme (KEP). This includes a grant to employers of £2000 to employ NEETs, and currently there are 147 NEET young people who are on apprenticeships through this programme. The budget for KEP was £2 million, and is currently funded through the Big Society funding to 2105. There is only sufficient funding for a further 300 apprenticeship starts, and the removal of this funding could see a further decline in the number of apprenticeship in the future, particularly in the 16 to 18 age range.

Human Resources

7.2 There are 5 officers in the Skills and Employability working directly with employers and young people to increase the number of apprenticeship opportunities.

8. Conclusions and Future Developments

Promoting Apprenticeships for 16 to 18 year olds

8.1 To increase the number of apprenticeship starts the Skills and Employability Service has agreed a 16-18 apprenticeship campaign in collaboration with FE Colleges, Training Providers and other partners. This will run from May 2014 to January 2015. This will include:

- An intensive campaign with schools to raise the awareness of apprenticeship options at ages 16,17 and 18. The Skills and Employability Service will provide support for the recruitment process into apprenticeship in localities. This will require additional resources to create a job matching service. This activity has been requested by 300 head teachers.
- Coordinating apprenticeship vacancies in Kent through the Kent Messenger. In June over 300 apprenticeships were advertised and an intensive recruitment exercise has now started which, if successful, will be repeated in January and April 2015.
- Increasing the number of Year 13 leavers into apprenticeships during the summer term. This will focus on level 3 apprenticeships. Retention and the dropout rate at age 17 is a significant issue because of inappropriate post 16 programmes in some schools.
- Continuing to expand the post 16 vocational offer 2-1-2 model, with 20 schools starting in September 2014. This is an effective pathway into apprenticeships by brokering contact between young people and employers and providing high quality work experience placements.

- Use of the FE job shops through KAFEC to develop a coordinated approach with colleges to increase the number of apprenticeships.
- Working directly with employers to convert more work experience/internships and traineeships into apprenticeships.
- Developing the KCC apprenticeships programme including level 3 and 4 opportunities and increasing the number of work experience placements which convert into apprenticeships.
- Focused work in the Youth Learning and Employment Zones in Gravesham, Swale, Thanet, Dover and Shepway to actively recruit more young people into apprenticeships.
- Advocacy with parents – a campaign to engage and inform parents about apprenticeships

Employer Engagement

- 8.2 Effective employer engagement is crucial to increasing apprenticeships. The Kent Employment Programme (KEP) has successfully engaged over 1000 businesses across Kent to promote the value of apprenticeships. This service has been highly valued by employers especially when recruiting young people aged 16 to 18. Providing high quality support for the recruitment process has resulted in 631 apprenticeship starts being created. The team also provides support and guidance to employers to enable them to access funding through KCC and other Government funds.
- 8.3 The team has established strong working partnerships with Job Centres and Work Programme providers across Kent, as well as various training providers and colleges. A major impact of the programme has been, of the 103 apprentices who completed their apprenticeship since April 2012, 98 remain in employment with the same employer.
- 8.4 There is only sufficient funding to recruit a further 300 new apprentices, and there is no doubt that once the funding is no longer available the number of 18+ apprenticeships starts in Kent will decline.
- 8.5 Identifying new ways of engaging employers in developing appropriate training programmes is a priority. The tourism and hospitality sectors provide 64,000 jobs in Kent. Businesses in Kent's hospitality sector have recognised skills gaps, general recruitment and retention challenges and a strong desire to simplify points of entry to its many and varied businesses. The aim is to promote sustainable, professional career development. KCC is developing, in partnership with employers, a new Guild model for this industry supported by a range of employers including Shepherd Neame, Hilton Hotels and

Rosemary Shrager. A fully developed Kent Guild would encompass key stakeholders and provide a single focus for:

- promoting/marketing a positive image of the sector,
- operating and working within the sector in Kent for employers,
- working with the sector for education and skills providers,
- supporting young people looking to embark on a career
- supporting businesses to develop, grow and to recruit and develop young people into sustainable jobs

8.6 Negotiations are currently taking place with employers and providers to replicate this model for the construction, land-based and digital media sectors.

Access Programmes to Apprenticeships (Next Steps)

8.7 A significant number of NEET young people do not have the necessary skills to access employment. This number needs to be reduced by ensuring there are more opportunities for appropriate work related provision in schools, colleges and work based learning providers. This work has already started in schools by reviewing the destinations of young people at ages 17 and 18, in addition to this work the Skills and Employability Service proposes. Moving forward we will be

- Using the tracking data to monitor those at risk of not participating to target earlier appropriate interventions which will be delivered by KIAS.
- Monitoring leavers and joiners from full time study programmes and offer these learners apprenticeships. Providers will report to KCC the names of leavers and joiners from their institutions and we will work with KIAS officers and CXK personal advisers to develop a protocol for targeting the new leavers with appropriate support to re-engage them.
- Developing a KCC Virtual Academy which would provide a range of pre- employment programmes for 14 to 19 (24) year olds
- Developing the Participation Partnerships in each District to focus on identifying appropriate provision for young people identified at risk of becoming NEET and positively promote apprenticeships or work with training as an option. This would require a dedicated service for apprenticeship recruitment.
- Continuing to use the District data packs to develop appropriate provision in schools and colleges following an analysis of gaps in provision to support young people into apprenticeships. We will identify where there are shortages in provision to meet the needs of the local

economy. The new district data packs are currently being finalised and will be published during August.

- Increasing the number of pre apprenticeship programmes with appropriate progression routes. This will include expanding the offer delivered by Kent Training and Apprenticeships, and other work-based training providers.
- Exploring additional funding opportunities to enable the Kent Employment Programme to continue for a further 2 to 4 years.
- Identifying opportunities to expand the Assisted Apprenticeship programme to offer 200 placements over the next 12 months.

9. Recommendation:

The Education and Young People's Services Cabinet Committee is asked to endorse or make recommendations to the Cabinet Member on the proposed activities to reduce NEET numbers and increase the number of 16-18 year old apprenticeships (set out in Section 8 of this report)

Background Documents

- NCCIS Activity Survey report to DfE January 2013
- NCCIS Activity Survey report to DfE January 2014
- National Apprenticeship Service figures
- NCCIS March 2014 Tables
- CXK performance data
- FE Data Library: Apprenticeships. Data Service

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From: Roger Gough, Cabinet Member for Education and Health Reform

Patrick Leeson, Corporate Director for Education & young People's Services

To: Education Young People's Services Cabinet Committee – 23 July 2014

Subject: Risk Management - Strategic Risk Register

Classification: Unrestricted

Past Pathway of Paper: None

Future Pathway of Paper: None

Electoral Division: All

Summary: This report presents the strategic risks of relevance to the Education and Young People's Services Cabinet Committee, in addition to the risks featuring on the corporate risk register for which the Corporate Director is a designated 'risk owner'. The report also explains the management process for review of key risks.

Recommendation:

The Cabinet Committee is asked to consider and comment on the risks presented.

1. Introduction

- 1.1 Directorate business plans (known as Strategic Priorities Statements) were reported to Cabinet Committees in March / April as part of the new business planning process introduced for 2014/15. The Strategic Priorities Statement included a high-level section relating to key directorate risks. These risks are set out in more detail in this paper.
- 1.2 Risk management is a key element of the Council's Internal Control Framework and the requirement to maintain risk registers ensures that potential risks that may prevent the Authority from achieving its objectives are identified and controlled. The process of developing the registers is therefore important in underpinning business planning, performance management and service procedures. Risks outlined in risk registers are taken into account in the development of the Internal Audit programme for the year.
- 1.3 Directorate risk registers are reported to Cabinet Committees annually, and contain strategic or cross-cutting risks that potentially affect several functions across the Education & Young People's Services directorate, and often have wider potential interdependencies with other services across the Council and external parties.

- 1.4 Corporate Directors also lead or coordinate mitigating actions in conjunction with other Directors across the organisation to manage risks featuring on the Corporate Risk Register. The Corporate Director for Education & young People's Services is a "co-owner" of the corporate risk relating to the management of demand for children's social care, which reflects the importance of early help and preventative services within the directorate. This risk is presented to the Committee for comment in appendix 1.
- 1.5 For information and awareness, the corporate risk profile as at June 2014 is outlined below:

	Low = 1-6	Medium = 8-15	High =16-25	
Risk No. 1*	Risk Title		Current Risk Rating	Target Risk Rating
CRR 1	Data and Information Management		9	9
CRR 2	Safeguarding		15	10
CRR 3	Access to resources to aid economic growth and enabling infrastructure		12	8
CRR 4	Civil Contingencies and Resilience		12	8
CRR 7	Governance & Internal Control		12	8
CRR 9	Health & Social Care integration (Better Care Fund)		12	8
CRR 10(a)	Management of Adult Social Care Demand		20	12
CRR 10(b)	Management of Demand – Specialist Children's Services		20	12
CRR 12	Welfare Reform changes		12	9
CRR 13	Delivery of 2014/15 savings		12	4
CRR 14	Procurement		9	6
CRR 17	Future operating environment for local government		20	10
CRR 18	Public Services Network – compliance with Code of Connection security standards		8	4
CRR 19	Implementation of the Care Act 2014		15	6

- 1.5 A standard reporting format is used to facilitate the gathering of consistent risk information and a 5x5 matrix is used to rank the scale of risk in terms of likelihood of occurrence and impact. Firstly the current level of risk is assessed, taking into account any controls already in place to mitigate the risk. If the current level of risk is deemed unacceptable, a 'target' risk level is set and further mitigating actions introduced with the aim of reducing the risk to a tolerable and realistic level.
- 1.6 The numeric score in itself is less significant than its importance in enabling categorisation of risks and prioritisation of any management action. Further information on KCC risk management methodologies can be found in the risk management guide on the KNet intranet site.

¹ *Each risk is allocated a unique code, which is retained even if a risk is transferred off the Corporate Register. Therefore there will be some 'gaps' between risk IDs.

2. Financial Implications

- 2.1 Many of the strategic risks outlined have financial consequences, which highlight the importance of effective identification, assessment, evaluation and management of risk to ensure optimum value for money.

3. Strategic Priorities and Policy Framework

- 3.1 Risks highlighted in the risk registers relate to strategic priorities of the *Facing the Challenge* KCC transformation agenda, as well as the delivery of statutory responsibilities.
- 3.2 The presentation of risk registers to Cabinet Committees is a requirement of the County Council's Risk Management Policy.

4. Risks relating to the Education & Young People's Services directorate

- 4.1 There are currently 11 strategic risks featured on the Education & Young People's Services risk register (appendix 2), 4 risks are a "High" priority, 6 are "medium" and one is a "low" priority. All risks have mitigations in place to manage them. Members will be familiar with a number of these risks as part of regular items presented to the Committee.
- 4.2 It is likely that the risk profile will continue to evolve during the coming months as KCC's transformation agenda progresses.
- 4.3 Inclusion of risks on this register does not necessarily mean there is a problem. On the contrary, it can give reassurance that they have been properly identified and are being managed proactively.
- 4.4 Monitoring & Review – risk registers should be regarded as 'living' documents to reflect the dynamic nature of risk management. Directorate Management Teams formally review their risks, including progress against mitigating actions, on a quarterly basis as a minimum, although individual risks can be identified and added to the register at any time. Key questions to be asked when reviewing risks are:
- Are the key risks still relevant?
 - Have some risks become issues?
 - Has anything occurred which could impact upon them?
 - Have the risk appetite or tolerance levels changed?
 - Are any related performance / early warning indicators appropriate?
 - Are the controls in place effective?
 - Has the current risk level changed and if so is it decreasing or increasing?
 - Has the "target" level of risk been achieved?
 - If risk profiles are increasing what further actions might be needed?
 - If risk profiles are decreasing can controls be relaxed?
 - Are there risks that need to be discussed with or communicated to other functions across the Council or with other stakeholders?

5. Recommendation

Recommendation:

The Cabinet Committee is asked to consider and comment on the risks presented.

6. Background Documents

6.1 KCC Risk Management Policy on KNet intranet site.

<http://knet/ourcouncil/Pages/MG2-managing-risk.aspx>

7. Contact details

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KCC Corporate Risk Register

CORPORATE RISK RELEVANT TO THE EDUCATION AND YOUNG PEOPLE'S SERVICES DIRECTORATE

EDUCATION AND YOUNG PEOPLE SERVICES Corporate Risks Summary Risk Profile

Low = 1-6
Medium = 8-15
High =16-25

Risk No.*	Risk Title	Current Risk Rating	Target Risk Rating
CRR 10(b)	Management of Demand – Specialist Children’s Services (shared responsibility with SCHWB)	20	12

*Each risk is allocated a unique code, which is retained even if a risk is transferred off the Corporate Register. Therefore there will be some ‘gaps’ between risk IDs.

NB: Current & Target risk ratings: The ‘current’ risk rating refers to the current level of risk taking into account any mitigating controls already in place. The ‘target residual’ rating represents what is deemed to be a realistic level of risk to be achieved once any additional actions have been put in place. On some occasions the aim will be to contain risk at current level.

Risk ID CRR10(b)	Risk Title Management of Demand – Specialist Children’s Services				
<p>Source / Cause of Risk</p> <p>Local Authorities continue to face increasing demand for specialist children’s services due to a variety of factors, including consequences of highly publicised child protection incidents and serious case reviews, and policy/legislative changes.</p> <p>At a local level KCC is faced with additional demand challenges such as those associated with significant numbers of Unaccompanied Asylum Seeking Children (UASC) There are also particular ‘pressure points’ in several districts.</p> <p>These challenges need to be met as specialist children’s services face increasingly difficult financial circumstances and operational challenges such as recruitment and retention of permanent qualified social workers.</p>	<p>Risk Event</p> <p>High volumes of work flow into specialist children’s services leading to unsustainable pressure being exerted on the service.</p>	<p>Consequence</p> <p>Additional financial pressures placed on other parts of the Authority at a time of severely diminishing resources.</p> <p>Children’s services performance declines as demands become unmanageable.</p> <p>Failure to deliver statutory obligations and duties or achieve social value.</p> <p>Ultimately an impact on outcomes for children, young people and their families.</p>	<p>Risk Owner</p> <p>Corporate Director SCHWB</p> <p>Corporate Director EYPS</p> <p>Responsible Cabinet Member(s):</p> <p>Specialist Children’s Services</p>	<p>Current Likelihood</p> <p>Likely (4)</p> <p>Target Residual Likelihood</p> <p>Possible (3)</p>	<p>Current Impact</p> <p>Major (5)</p> <p>Target Residual Impact</p> <p>Serious (4)</p>
Control Title				Control Owner	
Analysis and refreshing of forecasts to maintain the level of understanding which feeds into the relevant areas of the MTFP and the business planning process				Corporate Director SCHWB / Director Commissioning SCHWB	
Kent Integrated Adolescent Support Service (KIASS) aims to reduce demands by enabling swift access to specific additional and early help, particularly for the most disadvantaged and vulnerable young people, to meet their needs quickly and flexibly.				Corporate Director Education & Young People Services	
Plans developed to appropriately manage the number of children in care				Director Specialist Children’s Services	
Intensive focus on ensuring early help to reduce the need for specialist children’s support services.				Corporate Director of EYPS / Corporate Director SCHWB	
Continued support for investment in preventative services through voluntary sector partners				Director Commissioning SCWHB	
Maintain the use of appropriate tools to obtain value for money in relation to the commissioning of expensive specialist				Director Commissioning SCWHB	

residential and independent fostering accommodation		
Dedicated Children in Care project action plan being presented to June Children's Transformation Board		Director Commissioning SCHWB
Action Title	Action Owner	Planned Completion Date
Ensure the appropriate number of looked after children in care (subject to continual monitoring) including ensuring appropriate thresholds for intervention	Director Specialist Children's Services	September 2014 (review)
Ensure that children in care receive appropriate levels of support and services through effective multi-agency intervention that is responsive to their needs.	Director Specialist Children's Services	July 2014 (review)
Implement a programme of work to deliver integrated, early help and prevention service for the 0-19s and their families that is streamlined, responsive and effective in terms of reducing demand for acute services and managing need at the appropriate level/tier of support.	Corporate Directors EYPS	September 2014 (review)
Diagnostic work for children's services to be scoped with the aid of efficiency partners	Director Specialist Children's Services	August 2014

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Education and Young People Services Risk Register

JULY 2014

Education & Young People Services Directorate Summary Risk Profile

Low = 1-6
Medium = 8-15
High =16-25

Risk No.*	Risk Title	Current Risk Rating	Target Risk Rating
EYPS 01	Changes to Ofsted frameworks	15	5
EYPS 02	Transport budget savings	20	12
EYPS 03	Demand for specialist provision and placement of pupils with statements of SEN	12	6
EYPS 05	School provision planning – capital budget pressures	9	9
EYPS 06	More schools will move into a potentially deficit budget position	20	8
EYPS 07	Safeguarding children who are home educated	12	6
EYPS 08	Children not in full time education	9	6
EYPS 09	Free school meal requirement	9	6
EYPS 10	Non-integrated data information systems	16	4
EYPS 11	Achievement of outcomes and savings relating to Early Help and Preventative Services	16	8
EYPS 12	Implementing the new Children & Families Act 2014	6	4

*Each risk is allocated a unique code, which is retained even if a risk is transferred off the Corporate Register. Therefore there will be some ‘gaps’ between risk IDs.

NB: Current & Target risk ratings: The ‘current’ risk rating refers to the current level of risk taking into account any mitigating controls already in place. The ‘target residual’ rating represents what is deemed to be a realistic level of risk to be achieved once any additional actions have been put in place. On some occasions the aim will be to contain risk at current level.

Likelihood & Impact Scales					
Likelihood	Very Unlikely (1)	Unlikely (2)	Possible (3)	Likely (4)	Very Likely (5)

Impact	Minor (1)	Moderate (2)	Significant (3)	Serious (4)	Major (5)
Risk ID	EYPS 01	Risk Title	Changes to Ofsted Frameworks		
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact
Changes to Ofsted frameworks	There is an increased risk of schools not reacting speedily enough to frequent changes to Ofsted frameworks resulting in increased numbers of schools dropping to "Requires Improvement" or into Category. Once categorised there is a requirement for the school to move into Academy status with associated costs.	This would lead to additional support being required, reputational damage and financial implications	Patrick Leeson, Corporate Director Education and Young Peoples Services	Possible (3)	Major (5)
				Target Residual Likelihood V Unlikely (1)	Target Residual Impact Major (5)
Control Title			Control Owner		
A school improvement strategy is in place to reduce the risk of schools going into an Ofsted category or maintaining "Requiring Improvement"			Sue Rogers, Director Education Quality and Standards		
Action Title		Action Owner		Planned Completion Date	
Regular monitoring by School Improvement Advisors and Improvement Advisors on visits to schools to ensure that Ofsted revisions are understood and reacted to		Sue Rogers, Director Education Quality and Standards		July 2014	
School Improvement Advisors to familiarise schools immediately changes to Ofsted Frameworks happen		Sue Rogers Director Education Quality and Standards		July 2014	
Reframing support for schools that have been judged to be in Ofsted Category as Local Authority resources diminish		Sue Rogers, Director Education Quality and Standards		July 2014	

Risk ID	EYPS 02	Risk Title	Transport Budget Savings			
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
There is a legal requirement on the LA to make appropriate provision for transport for SEN learners where their needs require it.	There is insufficient budget allocation to meet rising costs of SEN transport. The SEN transport budget has been set at £17.8m. The projected cost of transport for 2014/15 financial year is expected to be between £20-21m when accounting for recent rises in transport costs and the existing travel patterns.	The extent of shortfall will create a significant budgetary pressure on KCC because the LA has no alternative but to meet its legal duties in this regard.	Kevin Shovelton, Director of Education Planning and Access	V. Likely (5)	Serious (4)	
				Target Residual Likelihood	Target Residual Impact	
				Possible (3)	Serious (4)	

Control Title	Control Owner	
Centralised eligibility assessment process	Scott Bagshaw, Head of Admissions and Transport	
Results of pilot scheme analysed and our approach adjusted to increase take-up of personalised budgets	Scott Bagshaw, Head of Admissions and Transport	
Policy on eligibility for SEN transport now completed	Scott Bagshaw, Head of Admissions and Transport	
Revised working practice to reduce demand on KCC delivered services	Scott Bagshaw, Head of Admissions and Transport and Julie Ely, Head of SEN Assessment and Placement	
Transport Integration Team have reviewed costings and produce detailed reports with user demographic and key information that is presented to a review body each month to enable strategic targeting of activity.	Scott Bagshaw, Head of Admissions and Transport	
Action Title	Action Owner	Planned Completion Date
3 year programme to be developed to enable some Special Schools to operate their own transport	Scott Bagshaw, Head of Admissions and Transport	July 2014
Co-location of Education Officers assessing eligibility and the SEN Transport logistics team based in Transport Integration.	Scott Bagshaw, Head of Admissions and Transport	July 2014

A dedicated Project Manager employed to progress ITT and manage uptake of PTB's	Scott Bagshaw, Head of Admissions and Transport	July 2014
Deep dive reviews of transport activity into establishments	Scott Bagshaw, Head of Admissions and Transport	July 2014
Work closely with Special Schools to identify suitable candidates to receive ITT with a view to transition to public transport	Scott Bagshaw, Head of Admissions and Transport	July 2014
The implementation of the SEN strategy will reduce the amount of school travel and create new school places	Scott Bagshaw, Head of Admissions and Transport	July 2014
A small ITT team recruited from 1 April 2014 to quickly roll out ITT	Scott Bagshaw, Head of Admissions and Transport	July 2014
Analysis of journey types to identify prospective candidates for a personal transport budget.	Scott Bagshaw, Head of Admissions and Transport	July 2014

Risk ID	EYPS 03	Risk Title	Demand for specialist provision and placement of pupils with Statements of SEN			
Source / Cause of risk		Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact
Proposals in SEND strategy to increase commissioned places to 3700		Additional numbers are on track but there is a risk that the additional places in Kent are not delivered on time or within budget	Budgetary pressure on KCC as a consequence of legal duty to make specialist provision and continued placement in costly independent schools	Patrick Leeson, Corporate Director Education and Young Peoples Services	Likely (4)	Significant (3)
					Target Residual Likelihood	Target Residual Impact
					Possible (3)	Moderate (2)
Control Title				Control Owner		
Kent SEN strategy review and implementation				Kevin Shovelton, Director Education Planning and Access		
Pilot completed allowing outcomes to be used to scale up local decision making using core standards				Julie Ely, Head of SEN Assessment and Placement		
Workforce development plans issues w/c 20/1/2014				Julie Ely, Head of SEN Assessment and Placement		
Action Title			Action Owner		Planned Completion Date	
Commission additional places in Kent special schools to maximise use of existing accommodation; target capital resources to improving and increasing physical environment and places in special schools			Julie Ely, Head of SEN Assessment and Placement		September 2014	
Increase capacity in Kent's mainstream schools; raise awareness of core standards to increase the number of pupils who can be included in a local mainstream school			Julie Ely, Head of SEN Assessment and Placement		September 2014	
Increase the number of Profound, Severe and Complex needs (PSCN) places at FiveAcre Wood (50) by September 2015. Behavioural, Emotional and Social Needs (BESN) places at Goldwyn (35) by September 2014. PSCN places at Ridgeview (67) BY September 2015. Autistic Spectrum Disorder (ASD) places at Broomhill Bank (56) by September 2015.			Julie Ely, Head of SEN Assessment and Placement		September 2014	

Planning consents and Governing Body agreement are being sought for new provision.

Julie Ely, Head of SEN Assessment and Placement

September 2014

Risk ID EYPS 05	Risk Title	School Provision Planning – Capital Budget Pressures				
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
A significant expansion of schools is required to accommodate major population growth in the short term to medium term (primary age) and long term (secondary age). The “Basic Need” capital grant for DfE will not fund the expansion in full. A funding gap to deliver the programme for schools will be created by cost pressures from higher than expected build costs, low contributions from developers and sudden increases in pupil demand.	The expansion required may not be delivered, meaning that KCC is not able to provide appropriate school places	The duty to provide sufficient school places is not met	Kevin Shovelton, Director of Education Planning and Access	Possible (3)	Significant (3)	
				Target Residual Likelihood	Target Residual Impact	
				Possible (3)	Significant (3)	
Control Title			Control Owner			
Alternative strategies could be employed if required to reduce the impact of risk consequences e.g. more temporary solutions, scaling back of maintenance.			Kevin Shovelton, Director Education Planning and Access			
EYPS capital monitoring mechanism with Member involvement now created			Kevin Shovelton, Director Education Planning and Access			
The Kent commissioning plan contains the forecast expansion numbers and locations. A school expansion programme has been mapped, costed and kept under review.			Kevin Shovelton, Director Education Planning and Access			
Policy and operations to secure sufficient developer contributions are overseen by Cabinet sub-group			Kevin Shovelton, Director Education Planning and Access and Paul Crick, Director Environment, Planning and Enforcement			
The school expansion programme is under Member scrutiny and review by relevant Education and Property programme boards/forums/committees.			Kevin Shovelton, Director Education Planning and Access			
Action Title		Action Owner	Planned Completion Date			
A new director level Basic Need Programme board has mapped and costed the school expansion in detail to 2015 and is exploring more cost effective delivery solutions		Kevin Shovelton, Director Education Planning and Access	August 2014			
A bid has been made for extra funding under the priority school building		Kevin Shovelton, Director Education Planning and	End of June 2014			

Risk ID EYPS 06	Risk Title	More schools will move into a potentially deficit budget position				
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
The fourth year of a "flat cash" DSG settlement for schools coupled with major national changes to school funding and the formula will put serious pressure on the budgets of a number of schools – especially those with falling rolls – in the short to medium term. Secondary schools are also expressing additional pressures as a result of national changes in the 6 th form funding. Also changes in the Ofsted frameworks resulting in more schools moving into category. Experience shows that the additional costs incurred as a result of this can also push a school into deficit.	More schools will move into a potentially deficit budget position	There will be pressure on school budgets with knock-on consequences as they make budget savings to balance the budget. There will be increased pressure on the central redundancy budget and also increasing demands upon Schools Financial Services. SPS (Schools Personal Service) and School Improvement. There may also be a negative impact upon standards in some schools	Patrick Leeson, Corporate Director Education and Young Peoples Services	V. Likely (5)	Serious (4)	
				Target Residual Likelihood	Target Residual Impact	
				Likely (4)	Moderate (2)	
Control Title			Control Owner			
Direct conversations taking place with the Chief Executive of the Education Funding Agency (EFA).			Keith Abbott, School Resources and EYPS Finance Business Partner			
Joint work is underway with school improvement colleagues to identify those schools at most risk as a result of the financial changes. Meeting has now taken place with school improvement colleagues.			Keith Abbott, School Resources and EYPS Finance Business Partner			
Paper re long term implications of funding and school roll numbers in Secondary Schools taken to DMT way day on 5 February 2014			Keith Abbott, School Resources and EYPS Finance Business Partner			
Met with Permanent Secretary regarding funding issues			Keith Abbott, School Resources and EYPS Finance Business Partner			
The potential implications of all the changes to school funding have been identified and DfE have been lobbied. Budget tool issued for 2014/15 and beyond.			Keith Abbott, School Resources and EYPS Finance Business Partner			
Action Title		Action Owner	Planned Completion Date			
As a result of a paper taken to DMT in February 2014, more detailed work to be carried out on top 12 schools of concern		Keith Abbott, School Resources and EYPS Finance Business Partner	July 2014			

For schools that have declared a balanced budget position, close monitoring of management action.	Keith Abbott, School Resources and EYPS Finance Business Partner	End of June 2014
Commence discussions with other schools that have showed future problems.	Keith Abbott, School Resources and EYPS Finance Business Partner	End of June 2014
Recovery plans with schools that have flagged up problems	Keith Abbott, School Resources and EYPS Finance Business Partner	End of June 2014

Risk ID	EYPS 07	Risk Title	Safeguarding children who are home educated			
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
The Elective Home Education process does not require a young person to be seen by a member of the local authority tasked with identifying the suitability of education	Risk of delay in identifying potential safeguarding concerns.	Failure of KCC to fulfil its safeguarding duties.	Patrick Leeson, Corporate Director Education and Young Peoples Services	Possible (3)	Serious (4)	
				Target Residual Likelihood	Target Residual Impact	
				Unlikely (2)	Significant (3)	
Control Title			Control Owner			
Revised policy to include interaction with child as mandatory			Kevin Shovelton, Director Education Planning and Access			
Raising of awareness amongst other practitioners to recognise potential implications of children home educated that are not in contact with universal education services			Elective Home Education Team			
Early intervention prior to decision will reduce the number of vulnerable young people entering into Elective Home Education			Director of Early Help & Prevention Services			
Action Title		Action Owner	Planned Completion Date			
Revised policy to be taken to Cabinet		Patrick Leeson, Corporate Director Education and Young Peoples Services	October 2014			

Risk ID	EYPS 08	Risk Title Children not in full time education				
Source / Cause of risk		Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact
Section 436a of the Education Act 1996 (inserted by the Education and Inspections Act 2006) "requires all local education authorities to make arrangements to enable them to establish (so far as it is possible to do so), the identities of children in their area who are not receiving a suitable education". The local authority must also ensure that it "monitors the numbers of children/young people in the authority who are not receiving an education, including those new to the area of the country.		Information on children and young person's not in full-time education is held on a number of different systems that are not fully integrated. There is a risk that the professionals working with a C&YP may not be aware that they are not accessing education.	Failure of KCC to fulfil its duties to identify and monitor those children/young people not receiving an education and to ensure education is offered.	Patrick Leeson, Corporate Director Education and Young Peoples Services	Possible (3)	Significant (3)
					Target Residual Likelihood	Target Residual Impact
					Unlikely (2)	Significant (3)
Control Title				Control Owner		
Provision continues to be delivered to meet statutory obligation following PRU review				Louise Simpson, Acting Head of Inclusion		
Attendance offer revised to facilitate more robust monitoring of school attendance registers				Louise Simpson, Acting Head of Inclusion		
Improved information sharing systems between Admissions, Children Missing Education and Elective Home Education Teams				Louise Simpson, Acting Head of Inclusion		
The Elective Home Education Policy and process has been revised				Louise Simpson, Acting Head of Inclusion		
Action Title		Action Owner		Planned Completion Date		
Corporate Director to issue guidance to schools and other professionals in order to set up central register		Louise Simpson, Acting Head of Inclusion		August 2014		
Ensure centralised provision results in full time entitlement for pupils not on a school roll		Scott Bagshaw, Head of Admissions and Transport		End of June 2014		
Ensure that the proposal secures full-time (or as much as it is suitable) entitlement for pupils with health needs		Sue Dunn, Head of Skills and Employability		July 2014		

Setting up of an integrated database/case management system	Rob Comber, Monitoring and Quality Assurance Officer	July 2014
Develop a regular reporting system of off-rolled children by trialling a system of getting off-rolled information using B2B information from schools	Louise Simpson, Acting Head of Inclusion	August 2014
Single management information system being developed to ensure improved data sharing between agencies (see risk EYPS 10)	Katherine Atkinson, Performance & Information Manager	September (review)

Risk ID	EYPS 09	Risk Title Free school meal requirement				
Source / Cause of risk		Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact
The Chancellor's Autumn statement of 2013 stated that free school meals would be provided to all Reception, Year 1 and Year 2 children in 2014. There is limited time to address the issues that this decision raises or to take the required actions prior to September 2014. In addition there is insufficient funding to address the capital issues in schools to enable them to provide for the additional meals and sittings.		There is a risk that KCC schools will not be able to meet the statutory requirement to provide free infant school meals from September 2014.	If this risk was to occur it could lead to reputational damage to KCC as well as to the school itself. In addition there could be parental complaints and possibly legal action.	Director of Education Planning and Access: Kevin Shovelton	Possible (3)	Significant (3)
					Target Residual Likelihood	Target Residual Impact
					Unlikely (2)	Moderate (2)
Control Title				Control Owner		
A survey has been sent to schools to understand the impact of the decision and the results have been analysed				Janet Stein, Client Services Manager		
Communication with schools and through the Primary Head Teachers Forum – ongoing.				Marisa White, Area Education Officer		
Criteria re prioritisation/allocation of funding was decided at the Executive Meeting in March 2014				Marisa White, Area Education Officer		
Funding being allocated according to decision taken by Schools Funding Forum				Janet Stein, Client Services Manager		
The Director of EYPS Finance received confirmation of distribution of revenue between September – March 2014/15				Keith Abbott, School Resources and EYPS Finance Business Partner		
Universal free school meals for infants project team in place				Marisa White, Area Education Officer		
Working with contractors re staffing and menus for September 2014				Janet Stein, Client Services Manager		
Action Title		Action Owner			Planned Completion Date	

Risk ID	EYPS 10	Risk Title Non-integrated data information systems				
Source / Cause of risk		Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact
Over a period of time, the number of data collection systems has increased. There is a great deal of duplication and a lack of consistency in the data, and none of the systems are integrated with each other. This is leading to an un-coordinated approach towards working with children and young people. Although we are taking steps to procure a management system that should be in place by the end of 2014 or early 2015.		There is a risk that staff will be working with incomplete information on children or YP due to the amount of data and systems that are collecting the data.	If staff work with incomplete data on children or YP it may lead to safeguarding issues for the child and reputational issues for the Authority. In addition, performance is presented in an uncoordinated manner due to inconsistency of the systems.	Katherine Atkinson, Performance and Information Manager	Likely (4)	Serious (4)
					Target Residual Likelihood	Target Residual Impact
					Unlikely (2)	Moderate (2)
Control Title				Control Owner		
Action Title			Action Owner		Planned Completion Date	
Demonstrations are planned for potential new systems			Katherine Atkinson, Performance and Information Manager		July 2014	
Make more widespread use of common identifiers in order to assist joining up systems in the short-term			Katherine Atkinson, Performance and Information Manager		July 2014	
Use the Oracle Business Intelligence system to assist in joining up the databases			Katherine Atkinson, Performance and Information Manager		July 2014	

Risk ID	EYPS 11	Risk Title Achievement of outcomes and savings relating to Early Help and Preventative Services				
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
.As part of KCC's transformation programme, several early help and prevention services have been brought together into one division, to be redesigned and integrated to provide a cohesive service offer to families, ultimately reducing demand on education and social services. The division has a number of challenging outcomes to achieve, including significant savings in short timescales, some of which are unidentified.	The required benefits and savings are not achieved in time.	Non achievement of savings: additional budget pressure for the directorate/ or Authority at a time of diminishing resources. Non-achievement of outcomes: demand for children's social care services does not reduce.	Angela Slaven, Interim Director Preventative Services	Likely (4)	Serious (4)	
				Target Residual Likelihood	Target Residual Impact	
				Unlikely (2)	Serious (4)	
Control Title			Control Owner			
Interim arrangements established while services are redesigned			Angela Slaven, Interim Director Preventative Services			
A vision for Early Help Services has been developed			Angela Slaven, Interim Director Preventative Services			
Action Title		Action Owner	Planned Completion Date			
Savings PID's are being written to outline how required savings are to be achieved		Angela Slaven, Interim Director Preventative Services	End of May 2014			

Risk ID	EYPS 12	Risk Title Implementing the new Children and Families Act 2014				
Source / Cause of risk Children and Families Act 2014	Risk Event There is a risk that the service will be unable to fulfil the requirements of the Children and Families Act, particularly the joint commissioning duty with Health by September 2014	Consequence Reputational embarrassment and possibility of legal action against the authority.	Risk Owner Patrick Leeson, Corporate Director Education and Young Peoples Services	Current Likelihood Moderate (2)	Current Impact Significant (3)	
				Target Residual Likelihood Unlikely (2)	Target Residual Impact Moderate (2)	
Control Title			Control Owner			
Action Title		Action Owner			Planned Completion Date	
To develop a whole service action plan		Julie Ely, Head of SEN Assessment and Placement			July 2014	
Contribute and support the work of the SEN and disabilities pathfinder which is trialling aspects of the proposed statutory changes, ensuring information provided for all stakeholders is easily accessible		Julie Ely, Head of SEN Assessment and Placement			July 2014	
To establish a Reference Group to follow-up a detailed implementation		Julie Ely, Head of SEN Assessment and Placement			September 2014	

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From: **Roger Gough, Cabinet Member for Education and Health Reform**
Patrick Leeson, Corporate Director for Education, Learning and Skills

To: **Education Cabinet Committee –23 July 2014**

Subject: **Education & Young People’s Services Performance Scorecard**

Summary: The Education and Young People’s Services performance management framework is the monitoring tool for the targets and the milestones for each year up to 2017, set out in the Strategic Priority Statement, Bold Steps for Education, and service business plans.

Recommendation: The Education and Young People’s Services Cabinet Committee is asked to support the development of a new Education and Young People’s Services performance scorecard to reflect the expanded scope of the work of the Directorate..

1. Introduction

- 1.1 Each Cabinet Committee receives a performance management scorecard which is intended to support Committee Members in reviewing performance against the targets set out in the Strategic Priority Statement, Bold Steps for Education, and service business plans.

2. Education & Young People’s Services Performance Management Framework

- 2.1 The performance scorecard needs redevelopment following the formation of the Education and Young People’s Services directorate in April 2014. This work has started by pulling together indicators across all relevant services.
- 2.2 Management Information has been liaising with Heads of Service over the development of service scorecards, which are more detailed than the overall directorate scorecard.
- 2.3 Work is taking place with Heads of Service to identify those indicators that should feature on the directorate scorecard (a subset of those published on service scorecards), and to ensure targets are in place for those indicators so they are measurable on the scorecard. A number of the new indicators and targets are included in the Early Help One Year Plan, which is also presented to this Cabinet Committee meeting.
- 2.4 Following this the directorate scorecard will be designed and populated with data, with a view to being published late September, after Quarter 2 is complete.
- 2.5 The new directorate scorecard will be published quarterly.

3. Recommendations

- 3.1 The Education & Young People's Services Cabinet Committee is asked to support the development of a new Education and Young People's Services performance scorecard to reflect the expanded work of the Directorate and its key plans and strategies..

Background Documents


None

Contact details

Lead Officer

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Lead Director

Name: Sue Rogers

Title: Director of Education, Quality and Standards

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 Sue.Rogers@kent.gov.uk

From: Peter Sass, Head of Democratic Services

To: Education and Young People's Services Cabinet Committee – 23
July 2014

Subject: **Work Programme 2014/15**

Classification: **Unrestricted**

Past Pathway of Paper: None

Future Pathway of Paper: Standard item

Summary: This report gives details of the proposed work programme for the Education and Young People's Services Cabinet Committee.

Recommendation: The Education and Young People's Services Cabinet Committee is asked to consider and agree its work programme for 2014/15.

1. Introduction

- 1.1 The proposed Work Programme has been compiled from items on the Forthcoming Executive Decision List; from actions arising from previous meetings, and from topics identified at agenda setting meetings, held 6 weeks before each Cabinet Committee meeting in accordance with the Constitution and attended by, the Chairman, Mr Ridings, Vice Chairman, Mrs Cole and 3 Group Spokesmen, Mr Burgess, Mr Cowan and Mr Vye.
- 1.2 Whilst the Chairman, in consultation with the Cabinet Member, is responsible for the final selection of items for the agenda, this item gives all Members of the Cabinet Committee the opportunity to suggest amendments and additional agenda items where appropriate.

2. Terms of Reference

- 2.1 At its meeting held on 27 March 2014, the County Council agreed the following terms of reference for the Education and Young People's Services Cabinet Committee '*To be responsible for those functions that fall within the responsibilities of the Corporate Director of Education and Young People's Services as well as some functions transferred from the former Communities Directorate and now located within the Education and Young People's Services*'. The functions within the remit of this Cabinet Committee are:

Preventative Services

- Integrated Youth Services includes Youth Justice, Youth Work (including Youth Centres and outdoor activity centres)
- Children's Centres
- Early Intervention and Prevention for children, young people and their families including Family CAF co-ordination
- Adolescent Services Social Work Assistants
- Inclusion and Attendance includes Education Youth Offending, Educational Welfare, Inclusion Officers, Child Employment and Young Carers Co-ordination, Early Years Treasure Chest, Commissioned Services for early intervention and

- prevention
- Troubled Families

Education Planning and Access

- Provision Planning and Operations (includes school place planning and provision, client services, outdoor education and the work of the AEOs)
- Fair access Admissions and Home to School Transport (includes Elective Home Education, Home Tuition and Children Missing Education)
- Special Educational Needs Assessment and Placement Educational assessment processes for pupils with Special Educational Needs and Disabilities (includes Portage and Partnership with Parents, Educational Psychology Service) Education Quality and Standards
- Early Years and Childcare Safeguarding and Education
- School Standards and Improvement including Governor services,
- School Workforce Development and Performance and Information,
- Skills and Employability for 14-24 year olds includes Kent Supported

Employment & Community Learning & Skills

- Inclusion Support Service Kent (formerly MCAS) School Resources
- Finance Business Partners
- Development of delivery model for support services to schools
- Academy Conversion

2.2 Further terms of reference can be found in the Constitution at Appendix 2 Part 4 paragraph 21 and these should also inform the suggestions made by Members for appropriate matters for consideration.

3. Work Programme 2014/15

3.1 An agenda setting meeting was held on 2 June, at which items for this meeting's agenda and future agenda items were agreed. The Cabinet Committee is requested to consider and note the items within the proposed Work Programme, set out in appendix A to this report, and to suggest any additional topics that they wish to be considered for inclusion to the agenda of future meetings.

3.2 When selecting future items the Cabinet Committee should give consideration to the contents of performance monitoring reports. Any 'for information' or briefing items will be sent to Members of the Cabinet Committee separately to the agenda or separate Member briefings will be arranged where appropriate.

4. Conclusion

4.1 It is vital for the Cabinet Committee process that the Cabinet Committee takes ownership of its work programme to help the Cabinet Member to deliver informed and considered decisions. A regular report will be submitted to each meeting of the Cabinet Committee to give updates of requested topics and to seek suggestions for future items to be considered. This does not preclude Members making requests to the Chairman or the Democratic Services Officer between meetings for consideration.

5. Recommendation: The Education and Young People's Services Cabinet Committee is asked to consider and agree its work programme for 2014/15.

6. Background Documents

None.

7. Contact details

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EDUCATION AND YOUNG PEOPLE'S SERVICES CABINET COMMITTEE
WORK PROGRAMME 2014/2015

Item	Purpose of Item/requirements of the report	Date requested	Cabinet Committee submitted to	For Monitoring eg annually
A report on the co-option of Teacher Advisers/Union reps.		25/7/2013	tba	
Recruitment of Teachers – Annual figures		Mr Cowan Agenda Setting 8/10/2013	April 2014	Annually
Children's Centres and Early Years Attainment		Mr Vye Agenda Setting 8/10/2013	tba	
Mr Vye would like to see good news reports eg sport, foreign languages being taught in Kent schools etc Suggestion: Presentation on Olympic Legacy Programme – Danny O'Donovan 01622 203800 Oxford Rd, Maidstone.		Mr Vye Agenda Setting 8/10/2013		

Decision No. 12/02018 - Proposed expansion of Pembury Primary School, Tunbridge Wells	It was agreed to temporary expansion only to give officers time to explore alternative options for additional primary capacity within the Tunbridge Wells area.	19/03/2013	tba	
"Virtual School Kent" Minute extract from Corporate Parenting 14 February 2014	"it was suggested that the report be referred to the Education Cabinet Committee to highlight and refer onwards the issues which could be addressed by that Committee, and Mrs Whittle undertook to speak to the Directors of Families and Social Care and Education, Learning and Skills to make this connection"	Minute extract from Corporate Parenting 14 February 2014		
Cabinet Member for Community Services to submit a report on Youth Service contracts.		22 April 2014 Meeting	Sept 2014	
Teenage Pregnancy Strategy	It is a new strategy about reducing teenage pregnancies in Kent. We will be asking the Cabinet Committee to comment and approve/endorse it.	Requested by Children's Health and Wellbeing Board Wayne Gough Business Planning and Strategy Manager, Public Health, Dr Alexis Macherianakis, Consultant in Public Health Medicine	September 2014 meeting	

Item	Purpose of Item/ Requirements of the report	When does the Cabinet Committee receive item?
Final Draft Budget Reports	For the Cabinet Committee to comment on the forthcoming budget for the year ahead and find out details of planned expenditure.	Annually (January)
Commissioning Plan	This sets out our future plans as strategic commissioner of education provision across all types and phases of education. The Plan is updated annually with progress being monitored six to nine months after publication.	Bi-annually (September and December)
School Performance Exam Results	For the Cabinet Committee to comment on the data covering key stages SATs, GCSE and A level results annually and compare with available national data.	Annually (November December)
Performance Scorecard	For the Cabinet Committee to review and comment on the development of the Education and Young People's Management Framework.	At each meeting
Business Plan Outturn Monitoring (quarterly?)		(December)
Post 16 Transport Policy Statement (to be published by 1 June each year)	For the Cabinet Committee to consider and endorse or make recommendations on the proposed Post 16 Transport Policy before it is published.	Annually (May)

FORTHCOMING EXECUTIVE DECISIONS

Decisions to be taken under the remit of this Cabinet Committee as of 21 May 2014	Lead officer/s	Cabinet Member
Expansion of Pembury Primary School, Tunbridge Wells	Simon Webb Kevin Shovelton	Mr Gough
Library Services in Sherwood	Jonathan White, Projects & Operations Manager	Mr Hill
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 5px;">Page 1 of 1 194</div> <div> Ferne Bay Gateway - temporary relocation of library services </div> </div>	Jonathan White Projects & Operations Manager	Mr Hill

From: **Roger Gough, Cabinet Member for Education and Health Reform**

Patrick Leeson, Corporate Director Education and Young People's Services

To: **Education and Young People's Services Cabinet Committee – 23 July 2014**

Subject: **Decisions taken outside of the Cabinet Committee meeting cycle**

Classification: **Unrestricted**

FOR INFORMATION ONLY

Summary: The attached decisions were taken between meetings as it could not reasonably be deferred to the next programmed meeting of the Education and Young People's Cabinet Committee for the reasons set out below.

Recommendation: The Education and Young People's Services Cabinet Committee is asked to note that decisions: 14/00003/2 Proposal to relocate and expand Tunstall CE Primary School; was taken in accordance with Appendix 4 Part 6, paragraph 6.11, of the Constitution; and 14/00013(b) - Proposed expansion of Garlinge Primary School & Nursery, Margate; 14/00057 - Proposal to expand the Aspen I Provision, Dover; 14/00058 - Proposal to redesignate Furness School; 14/00059 - Proposal to expand Goldwyn School, Ashford; 14/00042(b) - Proposal to increase the designated number at Broomhill Bank School, Tunbridge Wells; 14/00071- Proposal to make a prescribed alteration to Holmesdale Technology College were taken in accordance with Appendix 4 Part 6, paragraph 6.18 (b) to (d) of the Constitution.

- 1.2 For the reason(s) set out below it has not been possible for this decision to be discussed by the Cabinet Committee prior to it being taken by the Cabinet Member or Cabinet. Therefore, in accordance with process set out in Appendix 4 Part 7 paragraph 7.18 of the Constitution, the following decisions were taken and published to all Members of this Cabinet Committee and the Scrutiny Committee.
- 1.3 (i) Decision Number: 14/00003/2 Proposal to relocate and expand Tunstall CE Primary School - The Education Cabinet Committee considered and endorsed the proposal to issue a public notice to relocate Tunstall CE Primary school at its meeting on 14 January 2014. This subsequent decision was taken to allocate the necessary funds to expand the school. To ensure the building works can begin on time the Cabinet Member was required to take this decision outside of the Committee cycle.
- (ii) Decision Number: 14/00013(b) - Proposed expansion of Garlinge Primary School & Nursery, Margate. On 27 September 2013 Education Cabinet Committee recommended to the Cabinet Member for Education and Health Reform that a consultation takes place on

the proposal to expand Garlinge Primary School & Nursery. To ensure that the building works can begin on time the Cabinet Member was required to take this decision outside of the Committee cycle.

- (iii) Decision number: 14/00057 - Proposal to expand the Aspen I Provision, Dover. On 4th December 2013 the Education Cabinet Committee recommended to the Cabinet Member for Education and Health Reform that he implements the key proposals set out in the SEND Strategy. To ensure the additional places are available for September 2014 the Cabinet Member was required to take this decision outside of the Committee cycle.
- (iv) Decision number: 14/00058 - Proposal to redesignate Furness School. On 14 March 2014 the Education Cabinet Committee recommended to the Cabinet Member for Education and Health reform that a consultation take place on the proposal to redesignate Furness School. To ensure the changes could be implemented by September 2014 it was necessary for the Cabinet Member to take the decision outside of the Committee cycle.
- (v) Decision number: 14/00059 - Proposal to expand Goldwyn School, Ashford. On 14 March 2014 the Education Cabinet Committee recommended to the Cabinet Member for Education and Health reform that a consultation take place on the proposal to Expand Goldwyn School. To ensure the changes could be implemented by September 2014 it was necessary for the Cabinet Member to take the decision outside of the Committee cycle.
- (vi) Decision Number: 14/00042(b) - Proposal to increase the designated number at Broomhill Bank School, Tunbridge Wells. On 14 March 2014 Education Cabinet Committee recommended to the Cabinet Member for Education and Health Reform that a public notice be issued on the proposal to increase the designated number at Broomhill Bank School. To ensure that the building works can begin on time the Cabinet Member was required to take this decision outside of the Committee cycle.
- (vii) Decision number: 14/00071- Proposal to make a prescribed alteration to Holmesdale Technology College. On 4th December 2013 the Education Cabinet Committee recommended to the Cabinet Member for Education and Health Reform that he implements the key proposals set out in the SEND Strategy. To ensure the additional places are available for September 2014 the Cabinet Member was required to take this decision outside of the Committee cycle.

2. Recommendation: The Education and Young People's Services Cabinet Committee is asked to note that decisions: 14/00003/2 Proposal to relocate and expand Tunstall CE Primary School; was taken in accordance with Appendix 4 Part 6, paragraph 6.11; and 14/00013(b) - Proposed expansion of Garlinge Primary School & Nursery, Margate; 14/00057 - Proposal to expand the Aspen I Provision, Dover; 14/00058 - Proposal to redesignate Furness School; 14/00059 - Proposal to expand Goldwyn School, Ashford; . 14/00042(b) - Proposal to increase the designated number at

Broomhill Bank School, Tunbridge Wells; 14/00071- Proposal to make a prescribed alteration to Holmesdale Technology College were taken in accordance with Appendix 4 Part 6, paragraph 6.18 (b) to (d).

Background documents:

3.1 Bold Steps for Kent and Policy Framework

http://www.kent.gov.uk/your_council/priorities_policies_and_plans/priorities_and_plans/bold_steps_for_kent.aspx

3.2 Kent Commissioning Plan for Education Provision 2013-18

<https://democracy.kent.gov.uk/documents/s43253/ItemD3KentEducationCommissioningPlan20132018final.pdf>

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