

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

Wednesday, 24th September, 2014

10.00 am

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



AGENDA

EDUCATION AND YOUNG PEOPLE'S SERVICES CABINET COMMITTEE

Wednesday, 24 September 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 Mr C R Pearman

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

Please note: this meeting may be filmed for live or subsequent broadcast via the Council's internet site – at the start of the meeting the Chairman will confirm if all or part of the meeting is being filmed.

By entering the meeting room you are consenting to being filmed and to the possible use of those images and sound recordings for webcasting and/or training purposes. If you do not wish to have your image captured then you should make the Clerk of the meeting aware.

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 Membership

The Education and Young People's Cabinet Committee is asked to note that Mr C Pearman has replaced Mrs P Stockell as a representative of the Conservative Group on this Cabinet Committee.

A4 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

A5 Minutes of the meeting held on 23 July 2014 (Pages 7 - 16)

To consider and approve the minutes as a correct record

A6 Verbal update by the Cabinet Members and Corporate Director (Pages 17 - 18)

To receive a verbal update from the three Cabinet Members for Education and Health Reform; Community Services and Specialist Children's Services; and the Corporate Director for Education and Young People's Services on the following:

- Provisional 2014 Results
- Implementation of 2014 Children and Families Act
- Virtual Schools Kent Awards Day

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

B1 Review and Implementation of KCC Policy on Supporting Pupils with Medical Conditions (including Mental Health Needs) (Pages 19 - 26)

To receive the report from the Corporate Director for Education and Young People's Services that sets out the details of the new structure and delivery models and the new KCC Policy on Supporting Pupils with Medical Conditions (including Mental Health Needs).

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

C1 Early Years and Childcare and Children's Centres: General Update and Progress Report (Pages 27 - 40)

To receive a report from the Cabinet Members for Specialist Children's Services and Education and Health Reform; and the Corporate Director of Education and Young People's Services that provides an update on the progress of and key issues for development in relation to early years and childcare and children's centres.

C2 Commissioning Plan for Education Provision 2015-2019 (Pages 41 - 198)

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 provides the Cabinet Committee with the opportunity to comment on the Commissioning Plan for Education Provision 2015-19 prior to final approval by Cabinet.

C3 Recruitment and Retention of Headteachers and Teachers (Pages 199 - 204)

To receive a report from the Cabinet Member for Education and Health Reform and Corporate Director for Education and Young People's Services that provides an update on the strategy to improve the retention and recruitment of Headteachers and teachers in Kent.

D - Monitoring of Performance

D1 Annual Equality and Diversity Report (Pages 205 - 232)

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 a position statement for services within the Education and Young People's Service (EYPS) Directorate regarding equality and diversity work and progress on KCC Equality objectives for the year 2013/14.

D2 Work Programme 2014/2015 (Pages 233 - 238)

To receive a report from the Head of Democratic Services that seeks future topics and 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 239 - 242)

To receive a for information report by the Cabinet Member for Education and Health Reform and Corporate Director of Education and Young People's Services on the decisions taken outside the meeting cycle in accordance with the process in Appendix 4 Part 6 of the Constitution.

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, 17 September 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.

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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 Wednesday, 23 July 2014.

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

ALSO PRESENT: Mr R W Gough, Mrs J Whittle and Mrs S V Hohler

IN ATTENDANCE: Mr P Leeson (Corporate Director Education & Young People Services), Ms F Kroll (Director, Early Help and Preventative Services), Ms A Slaven (Interim Director Preventative Services), Mr K Shovelton (Director Education Planning & Access), Ms S Dunn (Head of Skills and Employability), Mr M Scrivener (Corporate Risk Manager), Mrs M White (Area Education Officer - East Kent) and Ms C A Singh (Democratic Services Officer)

UNRESTRICTED ITEMS

12. Apologies and Substitutes
(Item A2)

Apologies for absence were received from Mrs Crabtree and Mrs Stockell. Mr Pearman attended as the substitute for Mrs Stockell and Mr Brookbank attended as substitute for Mrs Crabtree.

13. Declarations of Interest by Members in items on the Agenda
(Item A3)

There were no declarations of interest.

14. Minutes of the meeting held on 22 April 2014
(Item A4)

RESOLVED that the Minutes of the meeting held on 22 April are correctly recorded and that they be signed by the Chairman.

15. Verbal Updates
(Item A5)

1. Mr Gough, Mrs Whittle, Mrs Hohler and Mr Leeson gave the verbal updates on activities that took place since the last meeting of the Cabinet Committee.

Basic Need and related funding issues

2. The Local Authority considered the settlement for 2015 to 2017 by the government inadequate as it was significantly lower than £37 million received in the previous session at £27 million for this period, especially with the growth and demand continuing at the same rate. Representation had been made to the government requesting a detailed examination on how the settlement was determined. There was also a focus on inward migration into Kent which had come in higher than was forecast and the projections indicated that this would continue to rise and would be key to the Kent's pitch for the a proper share of the £300 million allocated funds that had been held back by the government.

3. Many of the provisions of the Children and Families Act 2014 would be implemented in the Autumn of 2014, in particular the provisions that related to Special Educational Needs and the establishment of the Education and Health Care Plan that would replace the need for statements and bring education and health closer together. Mr Gough added that although the Code of Practise for this was yet to be published Kent had already carried out a lot of work on this and was prepared for this change in Special Educational Needs.

Early Years Foundation Stage - Key Stage 2 Results

4. Mr Leeson gave an update on the provisional results for the Early Years Foundation Stage - Key Stage 1 and 2 advising that at the early years foundation stage, Kent was above the national average with a significant improvement of 5% increase on the 63% achieved last year. In 2014, 68.5% of 5 year olds had achieved a good level of development. The national figure was 60%. At Key Stage 1 there had been an improvement of between 2.5% and 3% in standards at level 2b and above for reading, writing and mathematics, this took Kent above the national average figure. Standards in reading had improved by nearly 3% and were above the national average and were now 82% in Kent of 7 year olds achieving a level 2b in reading compared to the national average of 81%. For Level 2b in writing Kent was in line with the national average at 69% that was a 2.5% increase of what was achieved in 2013 and in Maths there was also an increase in the percentage of children that achieved at level 2b or above at 81.5% which was 2% above the national average. At Key Stage 2 the percentage of pupils in Kent that achieved combined level 4 and above in reading, writing and mathematics had increased by 5%, it was now 80% and the national figure was 78%. This was the first time Kent has been above the average for primary school standards. There would be a detailed report submitted to this Cabinet Committee in September.

Recruitment of Social Workers

5. Mrs Whittle advised on difficulties of recruiting and retaining Social Workers on a permanent basis and avoiding wasting money on agency staff overheads.

Kent School Games

6. Mrs Hohler advised that the Final Kent School Games were held in Canterbury when the Sports Minister, Helen Grant, MP for Maidstone & The Weald was in attendance. Mrs Hohler considered that the Games had contributed to the general wellbeing of school pupils in Kent.

7. Mr Gough, Mrs Whittle, Mrs Hohler and Mr Leeson responded to comments and questions by Members which included the following:

a) Members gave their congratulations on the Key Stage 2 results.

- b) Mr Leeson advised that the confirmed figures for Key Stage 1 and Key Stage 2 would be available in September.
- c) Mr Gough advised that there were primary schools that would be expanded in Thanet to provide more places but recognised there were still pressures that he would continue to respond to.
- d) Mr Leeson advised that concerns had been raised regarding Academy Trusts taking responsibility for a large group of schools in an area but the decision of the sponsors of academes was not in the gift of the local authority but with the Department for Education.
- e) A Member congratulated all those who took part in the Kent School Games and considered it important for the Games to continue.
- f) A comment was made that it was better to have permanent Social Workers to create better intervention, stability and continuity for clients.
- g) Mr Leeson advised that there continued to be a good rate of improvement in those schools that required improvement. He advised that there were 29 schools in Kent in the category of concern but a hard and slow process of work continued to be carried out with those schools and the number would be halved.
- h) Mrs Whittle advised that a report would be submitted to a future meeting of this Cabinet Committee on the progress made in the recruiting and retention of Social Workers.
- i) Mr Leeson explained that delays regarding the expansion and use of the field at Laleham Gap School, Margate, were due to planning permissions being secured which were due to take place in September 2014.

8. RESOLVED that the responses to Members comments and questions and the information in the verbal updates be noted.

16. Proposal to Enlarge Rose Street (Community) Primary School, Sheerness
(Item B1)

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

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

1. The Chairman, Mr Ridings, introduced the report by highlighting the views received on the proposal to expand Rose Street. Mr Shovelton advised that the Ofsted had judged the school to be a good school.

2. The Area Education Officer for East Kent, Mrs White, gave feedback on some of the issues raised in the consultation. Mrs White advised that there was a positive working relationship with the school. The new build would be positioned where the existing astro-turf was and consultations were taking place with the school governors and Headteacher on where the new astro-turf would be sited. A new kitchen would be installed ready for September 2015 and in the meantime a local school would be providing school meals to the school.

3. RESOLVED that the Education and Young People's Services Cabinet Committee endorsed the decision to be taken by the Cabinet Member for Education and Health and Reform 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; and
- (iv) Find the best alternative location for the astro-turf.

17. Review of the Kent Commissioning Plan for Education 2013-2018
(Item C1)

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

(Mr K Shovelton, Director of Planning and Access was present for this item)

1. The Cabinet Member for Education and Health Reform introduced the report on the progress made in implementing the Kent Commissioning Plan for Education 2013-18 since its adoption by Cabinet in October 2013. He advised that the overall delivery of targets set out in the Commissioning Plan had been achieved through providing permanent or temporary school places. There had been a big shift in the number of inward migration into the County which was putting greater pressure on school places but despite this Kent had sustained a high delivery of parent's first preference of schools. Work was continuing to establish seven new primary schools in the County and enhance the capacity of Special Educational Needs provision.
2. Mr Shovelton advised that a detailed report would be submitted to this Cabinet Committee in September which would detail the plans for the next five years.
3. Mr Gough, Mr Leeson and Mr Shovelton responded to comments and questions by Members which included the following:
 - a) Mr Shovelton advised that options were being look at to mitigate the impact of the expansion of Broomstone Primary School, Broadstairs upon the highways to enable planning consent to be requested. It is anticipated that proposals would be submitted to the Planning Committee in the Autumn 2014.
 - b) Mr Leeson acknowledged concerns raised by Members regarding the number of schools in one local area sponsored by the same Academy Trust. He explained that the Local Authority was only able to put forward its preferred sponsors to the Department for Education (DfE) which made the final decision.
 - c) Mr Gough advised that little had change on the issue of Barton Court Grammar School's proposed relocation to the coast. KCC was unlikely to make a contribution to the school's proposed move.

- d) Mr Leeson advised that there was an awareness of those schools that were in budget deficit and had low forecast pupil numbers and officers were working with those schools. Options being considered to ensure the schools' future viability included; having all-through schools [Combining primary and secondary school education], sustainable Special Educational Needs offers in mainstream schools and expanding the 14-19 year old vocational offer in Further Education Colleges. Where a school was an Academy the local authority could not directly subsidise the school but would have discussions with the DfE or sponsors of the Academy. Mr Leeson stated the Local Authority would oppose a reduction in the choice of schools where needed and said that the County could not afford to lose any of its schools.

4. RESOLVED that:-

- a) the responses to Members comments and questions be noted;
- b) a report be submitted to the September meeting of this Cabinet Committee setting out the future commissioning plans for the next five years; and
- c) the progress achieved and the issues identified for further development in the report be noted.

18. Early Help and Preventative Services Prospectus and One Year Plan 2014-2015
(Item C2)

(Report by Mr R Gough Cabinet Member for Education and Health Reform and Mr P Oakford Cabinet Member for Specialist Children's Services and Mr M Hill Cabinet Member for Community Services)

(Ms F Kroll, Director of Early Help and Preventative Services, and Ms Angela Slaven, Interim Director of Preventative Services were present for this item)

1. The Corporate Director of Education and Young People's Services, Mr Leeson, introduced Ms Florence Kroll, the newly appointed Director of Early Help and Preventative Services and Ms Angela Slaven, Interim Director of Preventative Services, who would continue in this role until September 2014.

2. Mr Leeson explained that the report sets out the need for a more integrated approach in bringing together services including Education, Social Care, CAMHS services and CAF to work and support the whole family.

3. The Director of Early Help and Preventative Services, Ms Kroll, gave a brief introduction of her previous role in the London Borough of Hackney as Assistant Director, Young Hackney.

4. Ms Kroll explained that the Prospectus and interim one year plan sets out a clear vision and principles for her new role. She considered that there were seven key areas that were:

- Strong early identification system

- Universal Services
- Support given at schools, community settings and Youth hubs etc
- Participation – giving young people and parents a voice
- Work Force Development – Recruiting and retaining the right staff
- Partnerships - Services working holistically including Health Services, CAMHS, FE Colleges and Employers
- Opportunities for Education and Employment – Producing strong employment outcomes

5. Mr Leeson agreed to a progress report being submitted to this Cabinet Committee in Spring 2015.

6. Mr Leeson, Ms Kroll and Ms Slaven responded to comments and questions by Members which included the following:

- a) Members welcomed Ms Kroll to her first meeting of the Cabinet Committee.
- b) Members welcomed the report and a comment was made that this was probably one of the most important tasks faced by the County Council.
- c) Mr Leeson concurred that there were a large amount of children that had not received an Early Help assessment and there was a need to ensure in future that children received support. This would be carried out by providing; a Triage System, move to a Single Data Management System and review the Common Assessment Framework (CAF) process.
- d) Mr Leeson advised that the spread of resource in Early Help was not matched to need at present and work was being carried out on how the resources would be redirect to key priorities and targets.
- e) Mr Leeson confirmed that some staff within the Kent Integrated Adolescent Support Service (KIASS) had been allocated to different teams but there had been no major restructuring of staff.
- f) Mr Leeson agreed to the request to minimise bureaucracy when monitoring feedback especially for the voluntary sector.

7. RESOLVED that:-

- a) the responses to comments and questions by Members be noted;
- b) the vision and approach to early help and prevention, detailed in the Prospectus that had been shared with staff, schools and other key partners who were critical to delivering shared and improved outcomes for children, young people and their families be noted; and
- c) the Early Help Plan 2014-2015 be endorsed in order to provide strategic leadership focus for Early Help, improve service delivery and effectiveness and ensure that help and support are available to families that are experiencing difficulties, quickly and effectively.

19. NEETs and Apprenticeships 16 to 18 Year olds in Kent

(Item C3)

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

(Ms S Dunn, Head of Skills and Employability was present for this item)

1. The Cabinet Member for Education and Health Reform, Mr Gough, introduced the report that set out details of the profile of the current NEET cohort and explained the work being undertaken to reduce NEETs and increase the take up of apprenticeships for 16-18 year olds.

2. Mr Gough highlighted that the number of apprenticeships starts for 2012/13 had decline for all age groups nationally due to changes in the funding arrangements and a number of apprenticeship providers withdrawing from the age 16-18 market. However, the decline in apprenticeship take up had been significantly less in Kent than elsewhere, which was due to the significant work undertaken by Kent Employment Programme officers.

3. The Head of Skills and Employability, Ms Dunn, advised that this report had a direct correlation with the last item on the agenda "Early Help and Preventative Services" in supporting vulnerable people by providing them with effective vocational pathways. Ms Dunn advised that new provision was being developed including the new Technical awards for 14-16 year olds which had been established by the government and would provide good progression routes into apprenticeships and campaigns for all levels of apprenticeships to be held in the months of July, January and April.

4. In response to a question, Mr Leeson advised that there was a specific project for people with learning disabilities for which Penny Southern, Director of Learning Disability and Mental Health, Social Care Health and Wellbeing is the lead. He advised that 460 to 470 of the current 2000 NEETs had a disability and the project was producing good results.

5. RESOLVED that:-

- a) the response to comments and questions by Members be noted; and
- b) the work being undertaken by the KCC Skills and Employability Service to reduce NEETs and increase apprenticeships for 16 to 18 year olds be noted.

20. Risk Management - Strategic Risk Register

(Item C4)

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

(Mr M Scrivener, Corporate Risk Manager, was present for this item)

1. The Corporate Risk Manager, Mr Scrivener, introduced the report that presented the strategic risks relevant to the Education and Young People's Services

Cabinet Committee, which included a corporate risk for which the Corporate Director for Education & Young People's Services is designated as risk owner.

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

- a) Mr Gough and Mr Leeson responded to comments that referred to a report on Elective Home Education submitted to Cabinet on 7 July 2014 which stated '*Should the offer of a visit be declined the LA will not be able to state that a suitable education is being offered. The LA will also record that there has been no opportunity to speak to the child regarding their education. In this case the child's name will be added to the Children Missing Education register until such time as it becomes possible to ascertain that they are receiving suitable education*' and the argument that this course of action was not legal. Mr Leeson advised that the issue of the legislation and guidance being vague did not help matters. He stated that the Local Authority had not proposed anything that crossed the law. The Local Authority had a statutory responsibility to ensure that those children were receiving a suitable education. Mr Gough added that in light of the arguments received they would be reviewing their position.
- b) Mr Gough confirmed that funding had been used to install new kitchens and issue new kitchen equipment in schools. There had been issues regarding the scheduling of school halls for lunch hours which had not been satisfactory.

3. RESOLVED that responses to comments by Members and the report be noted.

21. Education & Young People's Services Performance Scorecard *(Item D1)*

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

(Mrs K Atkinson, Performance and Information Manager was present for this item)

1. The Cabinet Committee received a report that reviewed the performance management framework against the targets for each year up to 2017, set out in the Strategic Priority Statement, Bold Steps for Education and services business plans.
2. RESOLVED that the development of a new Education and Young People's Services performance scorecard to reflect the expanded scope of the work of the Directorate be noted.

22. Work Programme 2014/2015

(Item D2)

(Report by Mr P Sass, Head of Democratic Services)

(Ms C Singh, Democratic Services Officer was present for this item)

1. The Cabinet Committee received a report that gave details of its proposed work programme.
2. RESOLVED that the Work Programme for 2014/15 be agreed.

23. Decisions taken outside of the Cabinet Committee meeting cycle

(Item E1)

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

1. The Cabinet Committee received a report on the decision that were taken between meetings as they could not reasonably be deferred to the next programmed meeting.
2. RESOLVED 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 be noted.

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

To: Education Cabinet Committee –24 September 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: -

- Provisional 2014 Results
- Implementation of 2014 Children and Families Act
- VSK Awards Day

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By: Patrick Leeson, Corporate Director for Education and Young People

To: Education & Young People's Cabinet Committee – 24 September 2014

Subject: Review and Implementation of KCC Policy on Supporting Pupils with Medical Conditions (including Mental Health Needs)

Classification: Unrestricted

Future Pathway of Paper: Cabinet Member decision

Electoral Division: All

Summary: This report updates members on the implementation of the Review of Pupil Referral Units for pupils with Health Needs and sets out the new draft KCC Policy on Supporting Pupils with Medical Conditions (including Mental Health Needs)

Recommendation: The Education and Young People's Services Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the proposed KCC Policy on Supporting Pupils with Medical Conditions (including Mental Health Needs) prior to approval from Cabinet on 13 October 2014.

1. Background

- 1.1 A consultation on the future delivery options for the provision of the Education Health Needs Service was reported to the Education Cabinet Committee on 14th March 2014, following the review of the Health Needs Pupil Referral Units. This report sets out the details of the new structure and delivery models and the new KCC Policy on Supporting Pupils with Medical Conditions (including Mental Health Needs).
- 1.2 The proposed new Health Needs Service will meet the needs of pupils with chronic illness, or long-term or other serious medical conditions (including those with mental health needs) who form potentially vulnerable groups of pupils at risk of underachieving.

2. The delivery model for Health Needs Provision in Kent

- 2.1 The new service is based on the clear expectation that all schools and existing Alternative Curriculum Pupil Referral Units will identify and support pupils with chronic or long-term medical needs. The new service will provide additional support.

2.2 This new service will provide:

- an education service to schools for young people with physical medical needs
- and education outreach support for young people with mental health needs located in six resourced bases, with up to 120 places annually.
- together with Oakfields Education Unit and residential placements for the most complex needs.

An outline structure of this delivery model is given in Chart 1 in this report.

2.3 The new Health Needs Service will be managed by the Director of Early Help and Preventative Services.

3. Medical Needs Service

3.1 A dedicated service will support schools in meeting the educational needs of pupils with physical medical conditions, through a Head of School and County Outreach Team. This service is for learners with medical conditions, excluding mental health problems (which requires a differentiated support system). The team will coordinate support to the home school from specialist health support (including school nurses), Home Tuition, a Virtual Learning Environment, KIAS (Kent Integrated Adolescent Support Service) KIFSS (Kent Integrated Family Support Service) and other family support. For these pupils the home school remains accountable for educational provision and will have access to this integrated additional educational support to meet these pupils' needs.

3.2 Based on current referral cases, approximately 20% of the cohort that is referred to the current Health Needs Pupil Referral Units have medical needs of a long term physical nature. A number of these cases are short term medical conditions such as broken limbs, recovery from accident or glandular fever. The new service differentiates Kent's education support for these pupils, from those with mental health needs, where the complexity of need requires a different delivery model including resourced provision and fully planned reintegration processes for pupils.

4. Mental Health Needs Pupil Referral Unit, which includes: 1 Specialist Unit, 6 Resourced Bases and Outreach Support

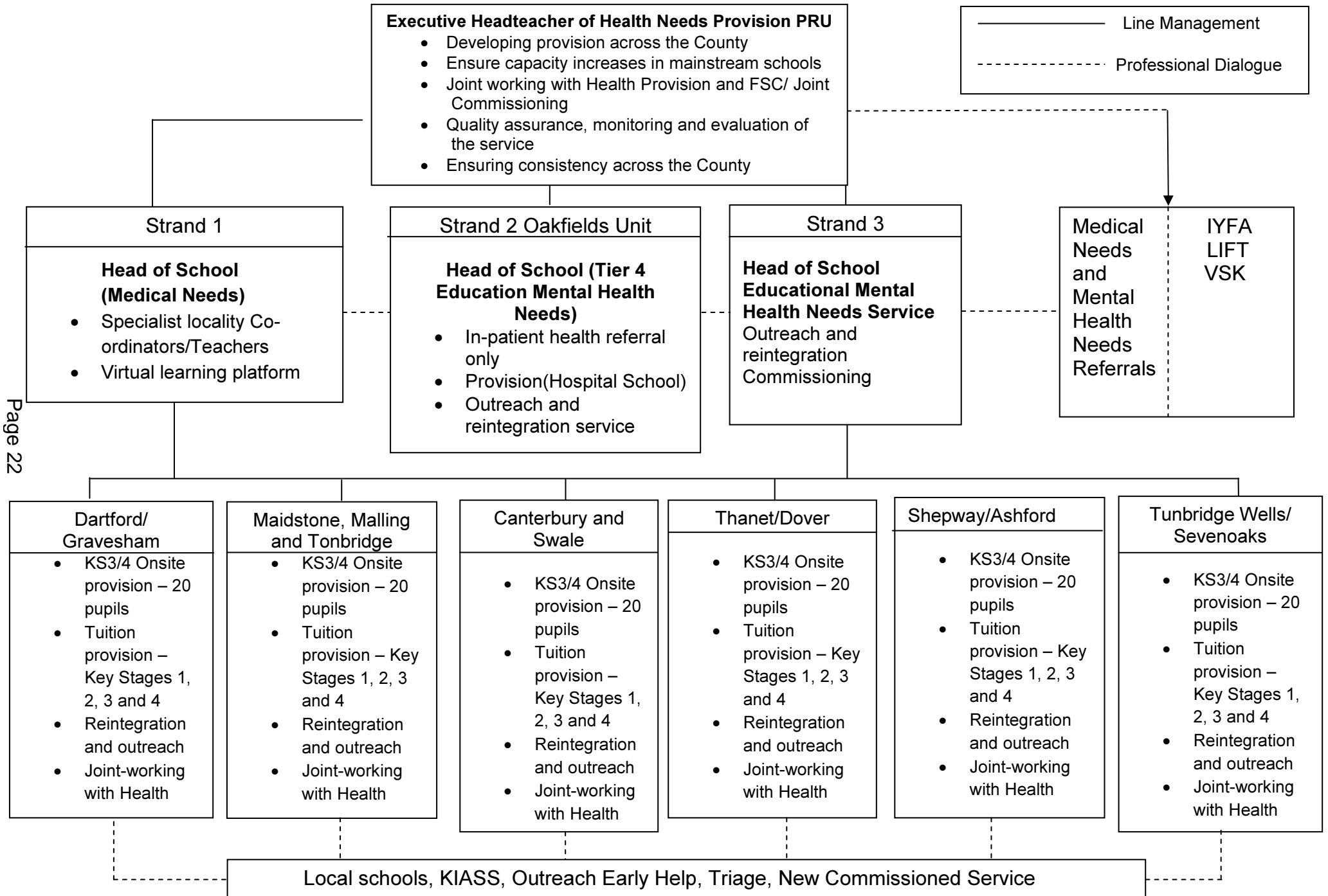
4.1 It is proposed that pupils with mental health needs will be supported by one county Pupil Referral Unit to provide co-ordinated and distinct services for those pupils with mental health needs. Useful guidance on the main types of mental health needs is set out in *Mental health and behaviour in schools: Departmental advice for school staff* (DfE, June 2014). The PRU will build on the existing framework of effective partnership working between the specialist Oakfields Education Unit, Specialist Children Services and clinical professionals to deliver Tier 4 CAMHS educational provision. Links with the Health Services will be strengthened and joint integrated delivery models to

support pupils with mental health conditions will be established in six new locality bases across the county. This will ensure parity of provision and access across Kent.

- 4.2 The PRU, including the six bases, will be managed by two Heads of School for Mental Health Educational Services. There will be one Head of School for the Oakfields Education Unit and one for Mental Health Outreach (who will line manage six locality managers). Referrals to the more specialist tier 4 Oakfields Education Unit are through health professionals only. The locality managers will be based in the six resourced centres providing Educational Outreach targeted and specialist support. The home school will request support, through a revised process, using Individual Health Care Plans. (See KCC Policy on Supporting Pupils with Medical Conditions (including Mental Health Needs pp.6).
- 4.3 Accountability for pupil progress and outcomes will rest with the pupil's home school. This service will maintain close liaison with the home school and will manage multi-agency support to ensure effective reintegration for the pupil when their health outcomes have improved.
- 4.4 The mental health needs provision for Kent will offer up to 120 places in any academic year. The length of stay will vary according to need and is intended to offer short-term support and possible placement. Learners with long-term mental health conditions should have their educational needs addressed through a SEND assessment and possible specialist placement.
- 4.5 A distinctive element of this proposal is the development of an effective reintegration programme for pupils with mental health needs together with education outreach support. This will be a prime responsibility for the locality managers working in the 6 outreach centres and managed by the Head of School.

Proposed Outline Structure: Health Needs Service

Chart 1



5. The Structure of the Service

- 5.1** There are currently three Health Needs PRUs. The service will be restructured into one PRU to ensure equity of provision across the county. A new post of Executive Headteacher of Health Needs Provision has been agreed. The person in this new role will be responsible for developing the new service across the county; increasing the capacity of schools to provide educational support for learners with health needs; developing robust joint partnerships; working with Early Help, Health, and with Social Care to coordinate support; quality assuring, monitoring and evaluating the impact of the service. Recruitment to this post will take place in the autumn 2014.
- 5.2** Following this appointment, consultation with existing staff employed in the three Health Needs PRUs will take place. The implementation date for the new structure will be 1st September 2015.

6. KCC Policy on Supporting Pupils with Medical Conditions (including Mental Health Needs) - Attached as Appendix 1

- 6.1** The Health Needs Project Board was established over a year ago, as part of the review, with representatives from the Health Service, KCC officers, Health Needs PRU Managers and Chairs of the Management Committees, and representatives from mainstream and Special schools.
- 6.2** This group has overseen the development of the new delivery models for health needs and the production of the new policy document "Supporting Pupils with Medical Conditions (including Mental Health Needs)". This new policy is attached as Appendix 1.
- 6.3** The policy is intended to offer clear guidance to schools on their roles and responsibilities in supporting learners with health needs. The policy also sets out the role of the Local Authority and Health Authorities.
- 6.4** Schools will be required to have Individual Health Care Plans (IHCPs) for all learners with health needs. Additional support from the Health Needs Education Service will be accessed through these Plans.
- 6.5** Meetings will take place with all schools during the autumn term 2014, to explain how the new service will operate from 1st September 2015.

7. Resources

- 7.1** Financial:
A new formula funded budget for the single PRU will be developed in consultation with schools to provide a more equitable distribution of the current funding allocation.

7.2 Accommodation:

- 1) The accommodation arrangements have been agreed for five of the locality bases for Health Needs Provision:
 - Thanet/Dover – Hartsdown Academy (pending final decisions)
 - Shepway/Ashford – Pent Valley Technology College
 - Canterbury/Swale – Parkside Primary School (pending final decisions)
 - Tunbridge Wells/Sevenoaks – Hawkwell Centre
 - Maidstone, Tonbridge and Malling – Leybourne (current West Kent PRU provision)
 - The site for Dartford and Gravesham is yet to be agreed.
- 2) Oakfields Education Unit provision will continue to operate in Staplehurst alongside the Woodlands Residential Unit.

7.3 A new staffing structure for the County Health Needs PRU has been costed and is expected to be in the region of 1.9 million pounds. This is within existing budget allocations.

8. Recommendation

The Education and Young People's Services Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the proposed KCC Policy on Supporting Pupils with Medical Conditions (including Mental Health Needs) prior to approval from Cabinet on 13 October 2014.

9. Background Documents

Department for Education, (June 2014). *Mental health and behaviour in schools: Departmental advice for school staff*. London: HMSO [online] Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/317288/Mental_health_and_behaviour_in_schools.pdf>

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<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349435/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf>

Department for Education, (January 2013). *Ensuring a good education for children who cannot attend school because of health needs: Statutory guidance for local authorities*. London: HMSO [online] Available at:
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From: **Peter Oakford, Cabinet Member for Specialist Children's Services**

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 Cabinet Committee – 24 September 2014**

Subject: **Early Years and Childcare and Children's Centres: Update and Progress Report**

Classification: **Unrestricted**

Past Pathway of Paper: **Not applicable: Update and Progress Report only**

Summary: This report provides an update on the progress of and key issues for development in relation to early years and childcare and children's centres.

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

- i) note the report,
- ii) the progress achieved to date and
- iii) the next steps in developing KCC's early years and childcare provision, including children's centres.

1. Introduction

- 1.1 This report relates to early years and childcare and children's centres, and provides an update relating to the current position, progress to date and key issues for further development and improvement.

2. Financial Implications

- 2.1 As this is a general update and progress report, there are no financial implications relating to the report itself.

3. Bold Steps for Kent and Policy Framework

- 3.1 Early years and childcare and children's centres support the corporate agenda as follows:

Bold Steps for Kent

Helping the economy to grow

- 3.2 A thriving economy needs children and young people who aspire to and do become economically active as adults. This starts with good outcomes for children at the earliest age, so that children and young people are in the

best possible position to progress and achieve at school, hence opening up pathways for employment and training. The early years agenda supports this by ensuring the availability of high quality early years provision, including that this provision is able to meet the needs of young children who are or may be vulnerable and disadvantaged. The childcare agenda also helps the economy to grow through supporting the development and sustainability of the childcare market, for all children up to 14 and up to 16 where a young person has a special educational need and/or disability. The provision of childcare and additional targeted support for children and families in children's centres also aims to ensure parents can access training and employment, which can alleviate poverty and contribute to economic activity.

The statutory guidance for Sure Start Children's centres places economic welfare at the forefront of the core offer and this has increasingly become a focus of investigation in Ofsted inspections. The prevalence of workless households and families on low incomes in the catchment area is compared to registrations and reach of these vulnerable cohorts. Moreover service delivery and outcomes to support parents gaining employment and training is measured and evaluated.

Putting the citizen in control

- 3.3 Seeking the views and listening to the voice of children, young people and their families is essential to putting the citizen in control. At the heart of the early years agenda is to work in partnership with children, young people and families in the development and delivery of the services that support them.

Tackling disadvantage

- 3.4 Tackling disadvantage is integral to KCC's strategy for early years education, childcare and children's centres. Ensuring access to high quality early education, childcare provision, family support and health services should give every child the best start in life, linking with the Bold Steps priority to "*ensure that all pupils to meet their full potential*". Where there is particular disadvantage, the targeted support to vulnerable families through children's centres and the roll out of the increasing number of high quality free places for two year olds is specifically and directly designed to ameliorate this. There is clear evidence that good quality childcare can make a significant difference to narrowing gaps in development and achievement for disadvantaged children and can help parents to provide better support for their children's learning and development.

Facing the Challenge

- 3.5 In support of the Facing the Challenge theme 'Market Engagement and Service Review', the Early Years and Childcare Service is now in the commercial market with a portfolio of services that are high quality, flexible, bespoke (where required) and competitive.
- 3.6 In the context of the theme 'Integration and Service Redesign', Children's Centres, the Early Years and Childcare Service and early years and childcare

providers themselves are integral to the development of the 0 – 11 years integration agenda in KCC's Early Help and Preventative Services.

- 3.7 Early years and childcare provision and services and children's centres are integral to Bold Steps for Education and are particularly linked with Early Help and Prevention, School Improvement and SEND Strategies.

4. Background

Early Years and Childcare

- 4.1 In April 2014, KCC Cabinet Committee endorsed the Early Years and Childcare Strategy 2014–17. This Strategy has five Strategic Aims to:

1. develop a more integrated approach to early years and childcare provision and services
2. ensure better continuity of provision and services across the 0 – 5 age range
3. ensure increasing numbers of children develop well and are school ready at the end of the Early Years Foundation Stage and make a successful transition to school
4. mitigate the effects of poverty, inequality and disadvantage through the provision of high quality early education and childcare, more effective support for parents and narrowing of the early development achievement gaps for the most disadvantaged children
5. develop a system wide, new approach to continuous improvement in early education and childcare provision, including through more collaborative networks of providers and the use of traded services.

- 4.2 The Early Years and Childcare Service has been restructured in order to ensure its fitness for purpose to deliver the priorities and actions designed to deliver these Strategic Aims. The re-organised service became operational and commenced implementation of the strategy at the beginning of May 2014.

Children's Centres

- 4.3 In April 2013 The Kent Children's Centre Strategy was published and identified the following strategic priorities for Children's Centres in Kent, to:

- Re-configure how Children's Centres are delivered.
- deliver an integrated continuum of support and formalise an integrated model of delivery, with Education, Social care and Health
- Deliver services that are reflective and responsive to local and changing needs, including targeted support and ensure services achieve intended outcomes.
- Enhance our Children's Centre offer by extending the age range (pre-birth to 11 years) and improve access to specialist services through an integrated continuum of support for the wider family.
- Embed effective joint commissioning arrangements, reduce potential duplication and achieve further savings through economies of scale.
- Deliver a sustainable Children's Centre programme

- 4.4 A public consultation “Shaping the future of Children’s Centres in Kent” was launched in July 2013 and ran for 3 months. A decision on the new operating model was taken by the Cabinet Member for Specialist Children’s Services in December 2013
- 4.5 Concurrently to the introduction of the Early Years and Childcare Strategy and re-organised Early Years Service, new Early Help and Preventative Services were established in the Education and Young People’s Directorate, incorporating children’s centres, from April 2014.

5. Progress to date

Early Years and Childcare

5.1 Progress to date for Early Years and Childcare include:

- a) Early Years Foundation Stage Good Level of Development: In September 2013, 64% of children in Kent had achieved a Good Level of Development at the end of the Early Years Foundation Stage. For September 2014 68.6% of children have achieved this, an increase of 5.1%, which is good news. The range across districts is 60 – 74% as follows:

• Ashford	66.0% (2013 63.5%)
• Canterbury	69.2% (2013 68.0%)
• Dartford	68.1% (2013 62.4%)
• Dover	69.7% (2013 69.0%)
• Gravesham	64.7% (2013 59.3%)
• Maidstone	70.5% (2013 64.3%)
• Sevenoaks	73.1% (2013 65.3%)
• Shepway	67.9% (2013 58.2%)
• Swale	67.5% (2013 64.6%)
• Thanet	60.0% (2013 55.2%)
• Tonbridge and Malling	73.7% (2013 67.5%)
• Tunbridge Wells	74.0% (2013 65.3%)

74% of girls and 61% of boys achieved a Good Level of Development, compared to 72% and 56% last year, which means increased achievement for both and that the gap has narrowed from 16% to 13%

The Free School Meals achievement gap for 2014 is 10.4%, an excellent 8.3% down on last years 18.7%. The national deprivation measure not yet available

- b) Free Early Education for Two Year Olds: In September 2014, Kent’s target of free places for two year olds increased from 3,095 to 6,501. As of September 2014, 5,491 places are available across the county, with an additional 605 expected to become available very soon, giving a potential total of 6,096. This is 93% of the places target and over the past year, aggregate take across the county was 79%. Work will continue to ensure the development of more places (with existing and/or new providers) and also to further promote and support take up by eligible children. The position for

September is that there are places available for all eligible children whose parents choose to access a free place.

- c) Provider Compliance: In line with recommendations from KCC Internal Audit, a three year rolling programme is being introduced to ensure that providers offering free early education places for two, three and four year olds are fully compliant with the Statutory Guidance. The approach being taken is supportive in nature, to enable providers to become compliant if and where they are not, which in turn helps to ensure a good supply of quality childcare.
- d) Quality of provision: KCC works to ensure providers judged by Ofsted to be 'requires improvement' or 'inadequate' become good as quickly as possible. The Early Years and Childcare Strategy set a target that, from a baseline of 87% in 2013, 90% of providers should be good or outstanding by 2017. This target has already been exceeded, with almost 91% of providers currently being good or outstanding.
- e) Improvement Service: In June, the Early Years and Childcare Improvement Service was launched, with events being held across the county for this purpose. Services are offered to good and outstanding providers on a traded basis, with take up by providers either through a Service Level Agreement or on a 'pay as you go' basis. The take up is very encouraging and represents a significant culture change for providers.
- f) Equalities and Inclusion: the Early Years and Childcare Service incorporates an Equality and Inclusion Team, whose remit is to offer intensive, targeted support to providers to enable them to intervene earlier to narrow if not avoid the emergence of achievement gaps at the end of the Early Years Foundation Stage (and beyond). The impact of the work of this team is expected to be significant and the achievement gap in the early years has narrowed again in 2014, which is very positive.
- g) Collaborations: Almost 70% of providers have told us that they are now working as part of a formal collaboration. This is a new and extremely encouraging development for the early years and childcare sector and we look forward to seeing the impact of these collaborations over time on further improvement and the narrowing of achievement gaps.

Children's Centres

5.2 From 1st April 2014 there are 78 designated¹ Children's Centres in Kent and of these, 61 centres operate full time (at least 37 hours a week) and 17 Centre operate part time (18 hours a week). In addition there are 7 Children's Centre buildings (called Outreach Centres) which are linked to a designated Children's Centre and continue to deliver some Children's Centre services on a part time basis. Numerous outreach venues, such as village halls, schools and church halls are also utilised to deliver Children's Centre Services in local communities

5.3 Kent's Children's Centres are managed as 17 groups aligned to CCG boundaries across the 12 districts. One Centre in each group is classified as the hub. Five Centres have been externally commissioned until 31st March

¹ As defined by Ofsted

2015. This is following a single tender action exercise as agreed by the then Cabinet Member for Specialist Children's Services

- 5.4 As part of the review, delivering the necessary savings required an immediate staffing restructure. This also presented an opportunity to standardise job descriptions, roles and grades to create a new 0-11 early help integrated service in Early Help and Preventative Services.
- 5.5 The Children's Centre staffing consultation ran from 13th January 2014 until 27th February 2014 with recruitment to a revised management structure taking place in April and May, followed by recruitment to operational posts. All new posts commenced on 30th June 2014.
- 5.6 The newly formed teams include practitioners in children's centres as well as staff previously based in Early Intervention teams and in the Attendance and Inclusion service, together with Troubled Families workers. In time it is planned that there will be increased integration with colleagues from other sectors, including health and schools. A number of schools across the County are keen to become 'Early Adopters', linked to Children's Centre Hubs, in order to help redesign systems and services, and be centres of early help expertise
- 5.7 The age range for support has been extended to 11 in recognition of the need to reflect the breadth of ages within a family and to ensure greater consistency with one worker becoming the key support to a family. Work is underway to refresh and refine existing assessment processes so that they are more responsive to identified needs. Committee Members have received previous reports in July 2014 on how the new services will operate within Early Help and Preventative Services.

5.8 Performance information in respect of Children's Centres

a) Inspection Outcomes for Kent Children's Centres are as follows;

	Total to date	
	No. Inspections	%
Inadequate	2	4%
Satisfactory / Requires improvement	13	24.1%
Good	33	61.1%
Outstanding	6	11%
Total	54	100%

This represents 72.1% of Children Centres within Kent to be judged as Good or Outstanding compared to a national rate at March 2014 of 67%. The target set within the Early Help and Preventative services One Year Plan is to raise the KCC performance to at least 75% under the new Ofsted inspection framework.

b) Good Level of Development - EYFS

The following table reflects the proportion of children who achieved a Good level of development at the end of EYFS and who were registered with a Children's Centre, broken down by the new Children's Centre hubs. This broadly reflects the increases already referred to in paragraph 5.1 a) above. However the breakdown into hubs does illustrate some potentially significant variations, e.g. the 5.1% increase in the Canterbury Rural hub contrasting with a 1.3% increase in performance when based solely on residency. Such variations will be further scrutinised in order to help improve the effectiveness of support offered within Children's Centres.

Children's Centre Hub	Percentage at the end of the EYFS achieving a Good Level of Development - children ever-registered at a children's centre	
	2012/13	2013/14
Ashford	62.5	65.2
Canterbury Coastal	65.6	68.2
Canterbury Rural	70.1	75.2
Dartford	64.3	70.5
Dover	67.9	70.5
Gravesham	63.6	65.5
Isle of Sheppey	67.8	70.9
Maidstone and Tunbridge Wells Rural	71.2	77.7
Maidstone Town	60.8	68.3
Sevenoaks	67.7	72.9
Shepway	58.8	69.0
Sittingbourne	64.0	72.0
Swanley	66.0	75.6
Thanet North	55.0	55.8
Thanet South	58.4	62.5
Tonbridge and Malling	66.5	72.4
Tunbridge Wells Town	61.4	76.3
Kent Average	63.5	68.6
National Average	52.0	Not yet known

c) Health Outcomes

Children's Centres also have a significant role to play in helping to ensure a range of improved health outcomes for children and their families. Targets have been agreed that aim to increase the percentage of children being breastfed at six to eight weeks and sustained over time as well as reducing the number of babies born to mothers who still smoke at the latter stages of pregnancy. It is also critical that Children's Centres promote healthy living and lifestyles in order to address the concerning rise in the number of children who are obese or overweight.

The National Child Measurement Programme data for 2012/13 identifies variations in prevalence across the County as follows.

Children's Centre Hub	National Child Measurement Program 2012/13 data		
	Year R Children Obesity Prevalence	Year R Children Overweight Prevalence	Year R Children Excess Weight Prevalence
Ashford	5.0%	8.4%	13.4%
Canterbury Coastal	4.0%	8.6%	12.6%
Canterbury Rural	4.3%	8.0%	12.4%
Dartford	5.8%	9.8%	15.6%
Dover	5.9%	8.4%	14.3%
Gravesham	7.1%	9.4%	16.5%
Isle of Sheppey	5.6%	11.0%	16.7%
Maidstone and Tunbridge Wells Rural	4.5%	9.4%	13.9%
Maidstone Town	5.2%	9.6%	14.8%
Sevenoaks	4.1%	4.4%	8.5%
Shepway	5.2%	9.4%	14.6%
Sittingbourne	4.6%	11.7%	16.3%
Swanley	6.8%	8.4%	15.2%
Thanet North	4.7%	7.8%	12.5%
Thanet South	5.2%	8.5%	13.7%
Tonbridge and Malling	3.9%	9.7%	13.6%
Tunbridge Wells Town	4.2%	10.2%	14.4%
Kent	5.2%	8.9%	14.1%
<i>National</i>	<i>N/K</i>		
Kent 2011/12	8.6%	13.1%	21.7%
<i>National</i>	<i>9.5%</i>		
Kent 2010/11	8.9%	14.1%	23.3%
<i>National</i>	<i>9.4%</i>		

Weight issues amongst Year R children have been consistently less prevalent than the national average and improved at a faster rate in the last few years which indicates the success of strategies and interventions that have been in place.

With regards to breastfeeding data, the rates between Children's Centres within hubs and between hubs and districts varies widely, with only a few above national average. Thus improvement to Kent's breastfeeding rates remains a high priority at

all levels. Actions to improve the rates are featured in KCC's and NHS strategies, as well as CCG and Children's Centres action plans and service delivery plans. For example, many Children's Centres host breast feeding peer support groups and liaise with mid-wives and health visitors to encourage and support breastfeeding in ante-natal and post-natal appointments.

Children's Centre Hub	6-8 Week Breastfeeding data 2013/14 Q1-Q3	
	Prevalence %	Coverage %
Ashford	32.3%	76.0%
Canterbury Coastal	38.7%	87.9%
Canterbury Rural	44.7%	84.7%
Dartford	36.2%	85.7%
Dover	28.8%	76.6%
Gravesham	35.1%	84.6%
Isle of Sheppey	18.6%	76.5%
Maidstone and Tunbridge Wells Rural	41.7%	80.8%
Maidstone Town	40.9%	89.5%
Sevenoaks	54.9%	88.6%
Shepway	31.4%	78.0%
Sittingbourne	23.7%	71.6%
Swanley	33.5%	85.6%
Thanet North	24.1%	74.7%
Thanet South	26.3%	80.0%
Tonbridge and Malling	40.5%	82.6%
Tunbridge Wells Town	60.1%	90.2%
Kent	36.3%	82.2%
Kent Total by end of year 2012/3	39.3%	91.4%
<i>National Average 2012/13</i>	<i>47.2%</i>	<i>95.9%</i>
Kent Total end of year 2011/2	39.9%	91.6%
<i>National Average 2011/12</i>	<i>47.2%</i>	<i>95.4%</i>

d) Further figures which Children's Centres are judged upon in Ofsted inspections:

Children's Centre Hub	National Child Measurement Program 2012/13 data		
	<u>Hospital Admissions for Deliberate or Unintentional injuries</u> 2013/14, rate per 1,000	<u>Teenage Pregnancy</u> Rate of under-18 conceptions per 1,000 Females aged 15-17, 2009-2011	<u>Immunisations</u> % Uptake of MMR 1 Vaccine by Childs 2nd Birthday
Ashford	10.1	37.1	95.9%

Canterbury Coastal	11.6	36.6	95.6%
Canterbury Rural	10.5	25.0	96.2%
Dartford	19.1	37.2	96.2%
Dover	10.6	39.0	95.9%
Gravesham	15.6	42.1	97.5%
Isle of Sheppey	15.9	45.8	94.2%
Maidstone and Tunbridge Wells Rural	8.8	18.4	97.0%
Maidstone Town	10.3	42.4	97.0%
Sevenoaks	11.1	8.2	95.8%
Shepway	8.5	44.1	92.8%
Sittingbourne	14.3	47.8	97.5%
Swanley	18.2	26.6	93.0%
Thanet North	19.4	69.7	92.4%
Thanet South	23.5	54.4	94.5%
Tonbridge and Malling	12.3	26.2	98.1%
Tunbridge Wells Town	12.1	21.4	96.3%
Kent	13.2%	25.9%	95.8%
<i>NATIONAL</i>	<i>N/K</i>	<i>N/K</i>	<i>N/K</i>
Kent 2011/12	13.0%	31.0%	93.6%
<i>NATIONAL</i>	<i>not available</i>		
Kent 2010/11	13.4%	34.6%	90.7%
<i>NATIONAL</i>	<i>10.7%</i>		

Hospital admissions: this shows some improvement between 2010/11 and 2111/12 but rose slightly last year. There are hard to explain variances within individual hubs and children's centres within them. Centres offer a range of services such as paediatric first aid courses for parents and health and safety advice to ameliorate. The national average fluctuates each year with no particular trend and this is so at Kent and at the children's centre and district / hub level.

Teenage conceptions: shows significant improvement over 3 years. Children Centres offer a variety of services that support this area of work including well evidenced and successful prevention programmes such as Big Feet Little Feet as well as offering support to Teenage Parents through Group work (YAPS Groups).

Immunisations: also shows steady improvement especially over the past 3 years. The national target is 95% and Kent reached and outperforms this overall this year with the majority of children's centre hubs exceeding the expectation.

6. Key Issues

Early Years and Childcare

6.1 Free Early Education for Two Year Olds.

Currently, we have at least as many places for eligible two year olds as patterns have indicated are likely to be needed in the future. However, we clearly need to increase take up and indeed the Early Years and Childcare Strategy has a target that by 2017, this should be at 95%. Therefore, we need to have places available accordingly. There are two significant challenges in achieving this. One is the hourly rate we are able to make available, which at £4.94 per hour per child is the full amount given to us by government. Some providers have complained that this does not cover their costs. The second challenge is the lack of available, affordable, suitable premises, particularly in areas of urban deprivation, with this being most acute in Gravesham. However, KCC is confident that all the target places will be continue available and considerable effort is being made to ensure all eligible 2 year olds take up this opportunity.

6.2 Narrowing of Achievement Gaps

In 2013, 64% of children reached a Good Level of Development at the end of the EYFS, within which:

- There was a range across districts of 55% (Thanet) and 69% (Dover)
- 72% of girls and 56% of boys achieved this
- The Achievement Gap based on the 20% lowest attaining and the mean was 25%
- The achievement gap based on children (ever) in receipt of Free School Meals was 19%

The early impact of the range of measures outlined above can already be seen as described in paragraph 5.1 a) and going forward will support the further narrowing of these gaps. In 2014, the achievement gap narrowed to 10.4% for children eligible for free school meals, and overall 68.6% of children reached a Good Level of Development at the end of the EYFS.

Children's Centres

6.3 The on-going challenge is to effectively target our services in those localities with the most vulnerable families. From a total of 211,500 children aged 0-11 there are currently 92,300 children aged 0-4 in Kent. Of these 64,738 are currently registered with a children's centre, a registration rate of 70.13%. The figures in respect of targeted, vulnerable groups are currently less reliable due to significant data quality issues on the E-start data system. MIU have identified these issues as part of the restructure handover and are working to resolve these as soon as possible.

6.4 Vulnerable groups identified by Surestart and then by Ofsted for inspection purposes include children 0-4, plus ,

- disabled children and children of disabled parents
- fathers/male carers, and lone parents
- teenage parents
- BME children (Black, Minority, Ethnic groups)
- Other groups with needs identified at local level - e.g. service families, large families, families of prisoners

- Families from the most deprived areas (e.g. within highest 30% deprivation according to the national indices of multiple deprivation (IMD)).
- Workless households and families on low incomes

Children's Centres track registration and reach of such groups, and compare numbers and percentage engagement with baseline data provided by KCC from the census and other sources. There is a need to provide better tracking, monitoring and reporting of the outcomes achieved by Children's Centres for a wide range of vulnerable groups. This is particularly important as there will be an increasing need for Children's Centres to be able to evidence effective targeted work that reduces demand on specialist services. This historic lack of quality data has left the Authority vulnerable in respect of the requirements of the new Ofsted Inspection framework.

7. Integrated Working

7.1 Children's Centres are a key part of early childhood services for young children. The Early Years and Childcare Service and Children's Centres work together in the following ways to:

- ensure the availability of accurate, up to date and comprehensive information for parents about early education and childcare (The Children and Families Information Service is a key partner in this also)
- promote, facilitate and support the more effective engagement of parents in their children's learning
- provide advice, support and training where a Children's Centre has a private or voluntary pre-school or nursery as part of its provision (either on site of linked) in relation to business and financial planning, leadership and management, teaching and learning, equality and inclusion and continuous improvement
- provide advice, support and guidance for all Children's Centres to ensure that the early learning ethos and early learning activities are in line with Early Years Foundation Stage principles and best practice.

8. Next Steps

Early Years and Childcare

8.1 Key next steps include:

- continued development of Free For 2 places to ensure maximum take up, including working with schools with maintained nurseries
- further marketing and development of the traded Improvement Service
- introducing a new Improvement Award
- auditing Early Years Foundation Stage qualifications, knowledge, skills and experience of staff in children's centres and ensuing targeted programme of advice, support and training
- further development of out of school childcare provision
- reviewing the current provision of childcare for disabled children
- tendering for the re-procurement of support services for child-minders
- further work to effectively engage parents in their children's learning, particularly in the very earliest years

- reviewing and refreshing current approaches to transition to school
- preparation for the introduction of the Early Years Pupil Premium in April 2015
- and developing plans for the introduction of integrated Health and Education Reviews for Two Year olds, which will be statutory from September 2015.

Children's Centres

8.2 Key next steps include:

- reviewing all Centres' state of readiness for Ofsted Inspection, identifying areas of concern and addressing them accordingly
- implementing improved data collection and analysis that will facilitate improved performance management and reporting of outcomes
- reviewing current governance arrangements for Children's Centres.
- developing opportunities for schools to have increased involvement in the management and delivery of Children's Centres
- integrating health visiting within Children's Centres.
- working with CCGs and Public Health to ensure work within Children's Centres focusses on Improved Infant feeding, reduced smoking in pregnancy, healthy weight and improved emotional wellbeing
- delivering a comprehensive training programme for all staff within Children's Centres in order to reach the required practice standards of the new 0-11 agenda and revised Ofsted inspection framework.

9. Recommendation

Recommendation:

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

- i) note the report,
- ii) the progress achieved to date and
- iii) the next steps in developing KCC's early years and childcare provision, including children's centres.

10. Background Documents

Kent Children's Centres Strategy April 2013

More Affordable Childcare July 2013

Early Years and Childcare Statutory Guidance for Local Authorities Sept 2013

Kent Early Years and Childcare Strategy 2014 – 2017

Early Help Prospectus June 2014

11. Contact details

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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 – 24 September 2014

Subject: COMMISSIONING PLAN FOR EDUCATION PROVISION 2015-19

Classification: Unrestricted

Electoral Division: All

Past Pathway of Paper: Education and Young People's Services Cabinet Committee - 23 June 2014

Future Pathway of Paper: Cabinet - 13 October 2014

Summary:

This report provides the Cabinet Committee with the opportunity to comment on the Commissioning Plan for Education Provision 2015-19 prior to final approval by Cabinet.

Recommendations:

The Education and Young People's Services Cabinet Committee is asked to consider and endorse or make recommendations on the Plan prior to the final version being considered and approved by Cabinet on 13 October 2014

1. Introduction

- 1.1 The Education Commissioning Plan is a five year rolling plan which is updated annually. It sets out how Kent discharges its statutory responsibility, as the Strategic Commissioner of Education Provision, to provide sufficient school places in the right locations, to meet the demands of increased pupil numbers and parental preferences. It reflects the fact that the Local Authority role has changed to being the commissioner, as well as continuing to be a provider, of school places. It sets out the principles by which we determine proposals, it forecasts the need for future provision, and proposes forward plans to meet the commissioning needs which arise in each district in Kent.
- 1.2 There have been significant increases in the birth rate, birth numbers, inward migration and other demographic changes over recent years, which require substantial increases in the provision of school places in the coming years. The Plan includes clear proposals for increased provision in 2015, 2016 and 2017 and looks ahead to 2019 with forecast data about the additional places required.

- 1.3 This updated plan 2015-19 is a 'live' document which underpins our on-going dialogue and consultation with Schools, District Councils, Diocesan Authorities and Elected Members, to inform the process of ensuring there are sufficient school places of good quality, and other provision including childcare, for Kent children and families in all localities.

2. Commissioning Achievements

- 2.1 In September 2013 Kent County Council published the Kent Commissioning Plan for Education 2014-18.

- 2.2 On 23 June 2014 Education and Young People's Services Cabinet Committee received a mid year review of the progress being made in implementing the plan. The review demonstrated that:

- Commissioning and implementing the planned number of new school places overall for September 2014 has been successful. Delivery of a small number of projects has been adjusted in response to changing contexts during the year including: new provision in the light of increased inward migration; additional works to mitigate the impact upon the highways to enable planning consent to be requested; and adjustments to allow for improvements in school standards.
- 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. This has created greater pressure on spare capacity in some areas.
- 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.

3 Commissioning Requirements

- 3.1 The proposed 2015-19 Plan builds upon the positive achievements of the past year and provides a clear and confident direction for education providers over the next five years and beyond.

- 3.2 The number of primary-aged pupils is expected to continue rising significantly from 114,275 in 2013-14, to 129,338 in 2018-19 – which is more than 15,000 extra pupils over the next five years. Beyond this date the number of Primary age children remains comparatively level, although increases in Dartford are expected to continue. We must therefore continue to make new provision available in some Districts on both a permanent and temporary basis.

- 3.3 The number of Secondary age pupils (Years 7-11) in Kent schools is expected to rise significantly from 78,222 in 2013-14 to over 94,000 in 2023-24. Beyond this point the longer term strategic forecasts indicate a slight fall in pupil numbers, although this estimate is heavily influenced by projections of new housing development beyond 2026.
- 3.4 This proposed Commissioning Plan, therefore, identifies the need for additional permanent and temporary school places as follows:

Totals

By 2015-16	By 2016-17	By 2017-18	2018-19 and after
<i>Primary</i> 29.3FE permanent 195 Year R places 90 places Years 1-5	<i>Primary</i> 15.5FE permanent 275 Year R places	<i>Primary</i> 21.4FE permanent 130 Year R places	<i>Primary</i> 46.5FE permanent 30 Year R places
<i>Secondary</i> 60 Year 7 places	<i>Secondary</i> 13FE permanent	<i>Secondary</i> 7FE permanent	<i>Secondary</i> 60FE permanent 120 Year 7 places

- 3.5 Most of the additional places will be achieved by expanding existing schools but the Plan also includes proposals for new schools. While in many cases the need for new and expanded schools - particularly after 2018 - is dependent upon future housing development, the increase in demand for education places continues to be significant.

4. **Next Steps**

- 4.1 Following the Education and Young People's Cabinet Committee's comments any final changes and amendments will be made prior to being presented to Cabinet for consideration and approval on 13 October 2014.
- 4.2 The final approved Plan will be published in October 2014.
- 4.3 The Plan will be reviewed, updated and published annually, in the autumn term, following updating of roll and forecast information and 6 monthly monitoring and review.

5. **Recommendations**

- 5.1 The Education and Young People's Services Cabinet Committee is asked to consider and endorse or make recommendations on the Plan prior to the final version being considered and approved by Cabinet on 13 October 2014

6. **Background Documents**

Education Cabinet Committee report dated 9 May 2012

<https://democracy.kent.gov.uk/ieListDocuments.aspx?CId=746&MId=4878&Ver=4>

Commissioning Plan for Education Provision 2012-17

[https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-plans/Commissioning%20Plan%20for%20Education%20Provision%20Kent%202012-17%20FINAL%20\(Sept-2012\).pdf](https://shareweb.kent.gov.uk/Documents/education-and-learning/plans-and-consultations/strategic-plans/Commissioning%20Plan%20for%20Education%20Provision%20Kent%202012-17%20FINAL%20(Sept-2012).pdf)

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**Commissioning Plan
for Education Provision
in**

KENT

2015 – 2019

Final Draft



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Foreword

Welcome to the County Council's Commissioning Plan for Education Provision in Kent for 2015-2019. This is a five year rolling plan which we update annually. It sets out our future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent.

This plan builds upon the positive achievements of the past year and provides a clear and confident direction for education providers into the next few years. I am pleased to report that:

- the County Council has successfully provided sufficient school places for all Kent children and young people for September 2014 by creating the additional provision set out in last year's Plan;
- our forecasting accuracy remains close to the +/- 1% of accuracy we aspire to, although the increase in inward migration into Kent during 2013-14 was greater than in previous years and higher than forecast, which has resulted in greater pressures in some areas;
- high levels of parental preference for schools have been delivered in 2014 despite the pressure of an increasing population; and
- all of this has been achieved against a backdrop of capital funding pressures and steadily improving standards and achievements in Kent schools.

I would like to thank all the schools which are part of the major expansion programme, particularly Headteachers and Governors for their leadership and management of consultation and building programmes while at the same time continuing to raise standards and improve children's achievements.

There remain a number of challenges for the future: the school age population continues to grow, requiring additional school places to be created, in the right places, throughout the next decade; access to sufficient capital funds for school building continues to be limited and uncertain; and there is increasing local concern about building development, particularly in established urban areas.

I am determined we will meet these challenges with this robust Commissioning Plan for the future which have been secured through collaboration and consultation with schools and other partners. We must also deliver cost-effective procurement and construction options, including through innovative, good quality buildings.

I believe this Plan sets out a reliable and realistic vision for future education provision in Kent and provides the template for schools and other providers to work closely with the County Council to deliver a place in a good or outstanding school for every Kent child.

Roger Gough
Cabinet Member for Education and Health Reform

1. Introduction

- 1.1 This Commissioning Plan for new educational provision in Kent is key to achieving our aim to be the most forward looking area in England for education and learning and one of the best places for children and young people to grow up, learn, develop and achieve.
- 1.2 Good and outstanding schools are the basis of strong communities and a strong local economy. All parents want their children to go to a good or outstanding school and they want a choice of schools. All children and young people should be able to achieve well at school, from the earliest years through Primary and Secondary education, no matter what their background. The goal of the education system in Kent is for all young people to have the best opportunities and to gain the right qualifications for rewarding employment and independence as they become young adults. Securing good quality school places in every community is essential for every young person to have the best chance in life.
- 1.3 In Kent, we have seen a 25% increase in the number of births between 2002 and 2012. However, in 2013 this trend appears to have changed with a 6.6% fall in the number of births. However, we will continue to see a significant increase in pupil numbers in our schools, and consequently a need for new provision as the larger cohorts work through the system. In 2013-14 we created 12.2 permanent forms of entry (FE) in Primary schools and 2.85 forms of entry in Secondary schools, together with 380 temporary places to cover short-term pressures for Reception age pupils.
- 1.4 The number of Primary age pupils is expected to continue rising significantly from 114,275 in 2013-14, to 129,338 in 2018-19, which is more than 15,000 extra pupils over the next five years. The number of pupils continues to rise slightly further until the start of the next decade, following which they are expected to decline in all Districts, except Dartford. There will be a need to continue to make new provision available in some Districts on both a permanent and temporary basis.
- 1.5 The number of Secondary age pupils (Years 7-11) in Kent schools is expected to rise significantly from 78,222 in 2013-14 to over 94,000 in 2023-24. Beyond this point the longer term strategic forecasts indicate a slight fall in pupil numbers, although this estimate is heavily influenced by projections of new housing development beyond 2026.
- 1.6 This Commissioning Plan, therefore, identifies the need for additional permanent and temporary school places as follows:

Totals

By 2015-16	By 2016-17	By 2017-18	2018-19 and after
<i>Primary</i> 29.3FE permanent 195 Year R places 90 places Years 1-5	<i>Primary</i> 15.5FE permanent 275 Year R places	<i>Primary</i> 21.4FE permanent 130 Year R places	<i>Primary</i> 46.5FE permanent 30 Year R places
<i>Secondary</i> 60 Year 7 places	<i>Secondary</i> 13FE permanent	<i>Secondary</i> 7FE permanent	<i>Secondary</i> 60FE permanent 120 Year 7 places

- 1.7 Much of the additional provision will be achieved by expanding existing schools, although seven new Primary schools are already planned to open in 2015. While in many cases

the need for new and expanded schools is dependent on future housing development, the increase in demand for education places continues to be significant.

- 1.7 By clearly setting out the Local Authority's future commissioning needs and plans we hope parents and providers will be in a better position to make proposals and suggestions regarding how these needs can be met. This is a different approach to setting out predetermined solutions to perceived need, and should enable a greater range of options to be considered. We welcome the fact that new providers, such as academy trusts and free schools, are entering the market and believe that parents and communities should have a strong voice in proposals for future school development. The Local Authority also recognises that popular schools may wish to expand, or be under pressure from the local community to do so. Such expansions are welcome to help meet the need for extra places and to meet our objective of providing access to a good local school for every Kent child. We support this greater diversity in the range of education provision available to Kent children and young people. As the Strategic Commissioner of Education Provision, we welcome proposals from existing schools and new providers that address the needs set out in this Plan for new provision to meet increased demand and to improve the quality of education.
- 1.8 The Plan also sets out our future needs and proposals for early years education and childcare, provision for children and young people with special educational needs and disabilities, and the requirements we have to make appropriate provision for young people aged 16-19 to gain better qualifications and have the right opportunities to move into employment with training, apprenticeships or higher education.
- 1.9 This Plan is a 'live' document which underpins the dynamic process of ensuring there are sufficient school places for Kent children, and other provision. It is subject to regular discussion and consultation with schools, District Councils, Local Elected Members and others. The content of this Plan reflects those discussions and consultations.

Patrick Leeson
Corporate Director
Education and Young People's Services

2. Executive Summary

2.1 Purpose

The County Council is the Strategic Commissioner of Education Provision in Kent. This Commissioning Plan sets out how we will carry out our responsibility for ensuring there are sufficient places of high quality, in the right places, for all learners, while at the same time fulfilling our other responsibilities to raise education standards and be the champion of children and their families in securing good quality education, childcare and other provision including training and apprenticeships. The purpose of the Commissioning Plan is to set out in detail how we will meet the future need for education provision in Kent. It should enable parents and education providers to put forward proposals as to how these needs might best be met.

2.2 Review of Commissioning to 2014

The Kent Commissioning Plan published in September 2013 identified the need, by September 2014, for additional permanent school places to be created – equivalent to 15.3 forms of entry in Primary Schools and 3 forms of entry in Secondary Schools. The 2013 plan also identified the need to provide 250 temporary school places to meet short-term pressures for Reception age pupils. To date, 12.2FE have been delivered in Primary schools and 2.85FE in secondary schools ready for September 2014. In addition to the proposed 250 temporary places, a further 130 temporary places for Reception Year pupils have been delivered to take account of the reduced provision of permanent places. This means 39 additional permanent forms of Reception Year entry have been created since September 2010, which is equivalent to an additional 14 large Primary Schools. An additional 3985 permanent Primary school places have been created in all year groups. There are 458 additional temporary Reception Year places and an additional 1434 temporary places (equivalent to 47.8 extra classes) in place across all Year groups.

2.3 What We Are Seeking to Achieve

“Our aim is to be the most forward looking area in England for education and learning so that we are the best place for children and young people to grow up, learn, develop and achieve. We want Kent to be a place where families thrive and all children learn and develop well from the earliest years so that they are ready for school, have excellent foundations for learning and are equipped for success in life, no matter what their background. We want every child to go to a good or outstanding school. We have the same expectations for every child and young person to make good progress in their learning, to achieve well at school and to have the best opportunities for an independent economic and social life as they become young adults.” *Bold Steps for Kent*

2.4 Commissioning sufficient school places, in the right locations and making changes in school organisation has a significant impact on securing our vision for a high performing education system where every child and young person can go to a good or outstanding school. To ensure all pupils meet their full potential we will by 2015 and beyond:

- commission and expand educational provision in early years, schools, 14-19 and for SEND pupils, so that we meet demand with good provision; and
- maintain at least 5% to 7% surplus capacity in school places and ensure we deliver additional school places in line with demand and parental preferences, each year as set out in the Education Commissioning Plan.

2.5 Principles and Guidelines

It is important that the Local Authority is transparent and clear about the principles and planning guidelines it will adhere to when making commissioning decisions or assessing the relative merits of any proposals it might receive. This Commissioning Plan sets these out.

2.6 Capital Funding

The Local Authority has a key role in securing funding to provide sufficient numbers of pupil places. The cost of additional school places is currently met from basic need grant from the Government, supported borrowing by the County Council and Section 106 property developer contributions. Other funding options include the Academies and Free Schools programmes. The Kent County Council Capital Budget provides £108m for our basic need programme 2013-15. Projects to be included within this programme undergo rigorous internal appraisal and approval processes prior to commencement. In addition to the £46m Basic Need funding (2014-17), the County Council secured £31m through its bids for Targeted Basic Need funding (announced by the Department for Education at the end of March 2013).

2.7 Forecasting Future Methodology

The Local Authority uses data on births and pre-school population figures from the Health Authority to inform the forecasting of pre-school and Primary school pupil rolls. Secondary school and post-16 education needs are calculated from Primary school rolls and transfer rates to Secondary schools. Migration in and out of different parts of Kent and housing developments are taken into account. The methodology for forecasting the future needs for Special education provision is being developed further, and existing plans for increased provision are included in this Plan. From 2008 to 2013, forecasting for Primary and Secondary pupils at County level has generally been accurate to within plus or minus 1%. This trend continued in 2013-14 for Year Reception forecasts which were within 1% (0.9%). However, as the increase in inward migration into Kent was greater than in previous years and higher than forecast, the accuracy of forecasting has been more than the plus or minus 1% we aspire to for primary aged pupils (1.4%), Year 7 pupils (2.2%) and Secondary school pupils, i.e. Years 7-11 (1.1%). As would be expected, local forecasting in different areas has a greater variance, largely due to migration and pupil mobility in some districts.

2.8 Kent's Demographic Trends

The yearly number of births in Kent has increased by almost 25% in the period between 2002 and 2012. However, there has been a drop in the number of births across the County for 2013, at 16,955, representing a 6.6% fall in just one year. The number of Primary age pupils in Kent mainstream schools is expected to continue to rise significantly (a further 13%) from 114,275 in 2013-14, to 129,338 in 2018-19. Beyond this point the pupil population slowly rises until the start of the next decade, after which it begins to fall, except in Dartford where the previous rise continues. By 2031-32 pupil numbers are forecast to decline back to 2015-16 levels, although the long term strategic forecast is strongly driven by expected levels of new housing. The magnitude of population rise indicates a need for new permanent accommodation mixed with temporary expansion. The number of Secondary age pupils in Kent mainstream schools is now rising and is expected to increase from 78,222 in 2013-14 to over 94,000 in 2023-24 (the end of the standard forecasting period). Planning for additional Secondary provision will now become a significant focus of activity over the next 18 months.

- 2.9 The number of Reception age pupils in Kent schools has risen from 14,812 in 2007-08 to 17,273 in 2013-14. This is a significant increase of 17% in a relatively short period of time. In 2007-08 Reception year groups in Kent Primary schools operated with around 12% surplus capacity. This has reduced to around 5% in 2013-14. The number of Reception pupils is forecast to peak in 2016-17, at about 18,800 pupils.
- 2.10 Kent Primary schools currently operate with 5.2% surplus capacity (across all year groups) but this is forecast to decrease to zero over the coming years without further action. It demonstrates that pressure is building in all Primary year groups, not just the Reception entry year.
- 2.11 Plans for additional capacity will be brought forward over the coming six months to ensure that at least 5% surplus capacity is maintained in each District area.
- 2.12 The number of Year 7 pupils in Kent schools is forecast to increase to almost 20,000 in 2023-24. There are currently 15,363 Year 7 pupils in mainstream Secondary schools, so a large number of new places – in excess of 2,000 places (67 + forms of entry) – need to be commissioned to accommodate likely future demand. This is a very significant increase in provision, equivalent to 10 or more new Secondary schools.
- 2.13 The number of Year 7-11 pupils in Kent Secondary schools has been declining over the previous six years from 82,736 in 2007-08 to 78,222 in 2013-14 and is expected to continue to fall to just below 78,000 in 2014-15. Thereafter it is forecast to rise to over 94,000 through the period to 2023-24, an increase of 21% on current roll numbers

2.14 Commissioned Additional Places to 2018-19 (Cumulative From 2010-11)

Year	Cumulative temporary Year R places added	Cumulative permanent Year R places added	Cumulative temporary primary places added	Cumulative permanent primary places added	Total primary places added
2010-13	818	180	405	1,646	2,051
2013-14	558	885	2,290	1,324	3,614
2014-15	454	1,178	3,985	1,434	5,419
2015-16	150	1,793	6,562	1,250	7,812
2016-17	30	1,973	8,749	1,100	9,849
2017-18	0	2,003	10,461	1,070	11,531
2018-19	0	2,003	11,841	850	12,691

Source: Provision Planning and Operations, KCC, August 2014.

Note: The above table includes only those projects that have completed the statutory process for expansion, or are at an advanced stage of planning. Places in excess of those shown above will need to be commissioned to meet forecast demand.

- 2.15 The cumulative number of extra places will continue to increase over the next 5-6 years as we admit additional pupils into Year Reception, and enlarged cohorts work through all the subsequent school year groups.
- 2.16 Special Educational Needs**
At the start of 2014 we published a Strategy to improve the outcomes for Kent's children and young people with SEN and those who are disabled (SEND), anticipating the requirements of the Children and Families Act.
- 2.17 Within the Strategy we recognised our current SEN capacity had not kept pace with changing needs and that we continue to commit a significant level of resources to transporting children to schools away from their local communities and placing children out of the county. The Strategy set out a plan to decrease the demand for Out-County

provision which is causing a significant financial burden, and to increase provision in Kent mainstream and Special schools. We have already taken steps to implement the plan; working with existing Special schools to expand provision; opening and expanding specialist resourced provision in mainstream settings; and commissioning new specialist SEND provision at all new Primary schools proposed by KCC. As at September 2014, this has created 288 additional specialist places within Kent.

2.18 This plan sets out our intention to create a further 250 additional Special school places for pupils with Profound, Severe and Complex Needs (PSCN), Autism (ASD), and Behavioural, Emotional and Social Needs (BESN) bringing the total to 275. This will be achieved by increasing the number of Kent designated places in Special schools from 3326 to 3576 (Figure 10.6). We will also create almost 100 additional places within new specialist resourced provision in mainstream schools. We will seek to formalise the partnerships with providers to deliver a best value approach to low incidence high cost needs and ensure this collaboration offers parents greater choice of good quality local provision to meet their children's needs.

2.19 Early Education and Childcare

Assessing the childcare market and ensuring a sufficiency of provision is both a complex and a constantly moving challenge. We have a robust profile of the availability of and demand for early education and childcare provision. Particular gaps exist for (new) early education places for two year olds, but we have robust plans to meet targets within identified timescales.

2.20 Post-16 Education and Training in Kent

The Kent 14-24 Employment and Skills Strategy sets out how we commission new provision for 16-24 year olds including expanding provision in vocational opportunities and apprenticeships. Analysis of the current gaps in provision has been set out District by District in the District-level 'Data Packs available on KELSI. These analyses inform local commissioning decisions which are being developed in consultation with providers at a local level.

2.21 Kent's Forward Plan – by District

Detailed analysis, at District level, of the future need for Primary and Secondary school places is contained in this Plan. This clearly sets out what provision needs to be commissioned, where, and when. Detailed information on school expansions is contained in the District plans and we will consult on the proposals in line with statutory responsibilities and agreed protocols. We need permanent accommodation as follows: 29.3 forms of entry (FE) in Primary provision across Kent by 2015/16; a further 15.5FE in Primary together with 13FE in secondary provision by 2016/17; 21.4FE in Primary and 7FE in Secondary by 2017-18 and 46.5FE in Primary and 60FE in Secondary by 2018/19 and after. Temporary enlargements (bulge year groups) will also be required. It is recognised that in many cases these needs are dependent upon future planned housing developments, and thus the timing may need to be adjusted. In such cases, officers will implement measures to ensure sufficient provision is in place, in conjunction with the Cabinet Member for Education and Health Reform and Cabinet Member for Corporate and Democratic Services. We will keep this under review.

3. The Kent Context: Review of Commissioning

3.1 Vision for Kent 2011 - 2021: A County of differences

Kent is a collection of diverse small towns, rural communities and coastal and riverside conurbations. Kent's diversity is clear to see when we look at the difference between the richest and poorest areas in the County. For example, in Tunbridge Wells, only 4% of the population is amongst the poorest 20% nationally, while in Thanet it is 42%. Pockets of significant deprivation are found across Kent.

3.2 A Place of Change

Over 100,000 new dwellings are currently planned in Kent by 2031, with Canterbury, Dartford and Maidstone Districts anticipating high numbers of new homes. This demand for housing places significant pressure on all services and public infrastructure, and shapes the school organisation challenges that we face in the future.

3.3 A Place of Diversity and Choice

Approximately 220,000 children and young people aged 5-16 are educated in Kent schools. There are 1161 private and voluntary early years' providers and accredited childminders, one maintained nursery school, 32 infant schools, 32 junior schools, 383 Primary schools, 101 Secondary schools, 24 Special schools and 16 Pupil Referral Units.

3.4 The County has a diversity of provision with 229 community schools, 144 academies, 38 foundation schools including a number of trusts and 175 Voluntary-Aided/Voluntary-Controlled schools belonging to Canterbury and Rochester Church of England Dioceses and the Roman Catholic Archdiocese of Southwark, plus Methodist provision. There are 69 non-selective Secondary schools (of which five are single sex) and 32 grammar schools (of which 26 are single-sex).

3.5 There are five general and one Specialist further and higher education colleges in Kent, based on 11 sites across the County.

3.6 More than 5,900 Kent pupils, 2.7% of Kent's school population, have a Statement of SEN and the Local Authority is responsible for commissioning their school place. Currently over 3,300 pupils with Statements of SEN (56%) attend local maintained Special schools.

3.7 Kent has a long history of working with private and voluntary education providers in the pre-school and school sector. The growth in government funded academies and free schools is adding to this, and there are academy chains sponsoring a small number of schools in the County. Similarly, we have strong links with the training providers and employers in the County who provide invaluable training and apprenticeship opportunities for many young people.

3.8 Over 700 Kent pupils attend non-maintained Special schools with the largest numbers of these in schools for autism (ASD) or behavioural, emotional and social needs (BESN) reflecting that Kent's maintained Special school provision has been at capacity.

3.9 There is a wide variety of providers of schools each bringing their own ethos and ideas to the system. This provides parents with choice and helps all schools continue to improve as each learns from the successes and innovations of others.

3.10 We aim to support and work with the all schools in Kent, to ensure all children and young people in Kent get the very best education opportunities and achieve well.

- 3.11 The Kent Commissioning Plan published in September 2013 identified the need, by September 2014, for additional permanent school places to be created – equivalent to 15.3 forms of entry in Primary schools and 3 forms of entry in Secondary schools. The 2013 plan also identified the need to provide 250 temporary places to meet short-term pressures for Reception age pupils. 12.2 forms of entry in Primary schools and 2.85 forms of entry in Secondary schools have all been successfully created for September 2014. In addition to the proposed 250 temporary places, a further 130 temporary places for Reception age pupils have been commissioned in the short term to take account of the reduced provision of permanent places. The school level detail of this expansion in the number of school places is set out, District by District, in the District Analyses in Section 13 of this plan.
- 3.12 The additional school places which have been created were either permanent or temporary dependent on the nature of demand. Temporary school places are created to meet a short term increase in demand for one or more years only, or to meet an immediate need for additional provision which will become permanent when the consultations, approvals and building works have been implemented.
- 3.13 Figure 3.1 below shows the number of permanent additional Year R places created in Kent schools since September 2010. By September 2014 an additional 1,178 permanent Year R places have been created. This is equivalent to 39 additional forms of entry. Some expansions have already been approved for September 2015, which will increase the number of additional Year R places created to 1,793 (equivalent to 60 forms of entry). As other expansions are commissioned and approved for September 2015 and beyond, the number of additional permanent Year R places will continue to increase to meet the demand for places.

Figure 3.1 Permanent Year Reception Places Added in Kent Primary Schools (cumulative from 2010-11)

District	2010-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Ashford	80	140	140	200	200	200	200	200	200	200
Canterbury	0	-30	-30	30	30	30	30	30	30	30
Dartford	0	180	200	215	245	245	245	245	245	245
Dover	0	0	0	30	30	30	30	30	30	30
Gravesham	0	60	100	130	130	130	130	130	130	130
Maidstone	90	131	171	201	201	201	201	201	201	201
Sevenoaks	0	85	85	115	115	115	115	115	115	115
Shepway	0	15	15	45	45	45	45	45	45	45
Swale	5	45	115	265	325	325	325	325	325	325
Thanet	0	90	180	240	330	360	360	360	360	360
Tonbridge & Malling	5	35	58	148	148	148	148	148	148	148
Tunbridge Wells	0	134	144	174	174	174	174	174	174	174
Kent	180	885	1,178	1,793	1,973	2,003	2,003	2,003	2,003	2,003

Source: Provision Planning and Operations, KCC, August 2014.

Note: The above table includes only those projects that have completed the statutory process for expansion, or are at an advanced stage of planning. Places in excess of those shown above will need to be commissioned to meet forecast demand.

- 3.14 Figure 3.2 below shows the total number of permanent additional places created in Kent Primary schools. These figures demonstrate that as the additional Year R places roll through the subsequent year groups, year on year, the total number of additional school places is significant. By September 2014 an additional 3,985 Primary school places have been created. This is equivalent to in excess of 130 additional classes (of 30 pupils

per class) since September 2010. For September 2015 and beyond the number of places continues to rise in the expanded schools. By September 2018, the permanent expansions which have already been approved (or are in the process of approval) will have added 11,841 places in total. This is equivalent to almost 400 additional classes, or 28 two-form entry Primary schools.

Figure 3.2 Permanent Places Added (all year groups) in Kent Primary Schools (cumulative from 2010-11)

District	2010-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Ashford	230	515	645	955	1,130	1,275	1,355	1,370	1,385	1,400
Canterbury	0	-210	-210	-90	-30	30	90	150	180	210
Dartford	0	480	680	910	1,245	1,380	1,515	1,620	1,635	1,635
Dover	0	0	0	60	90	120	150	180	210	210
Gravesham	0	180	320	480	610	710	810	880	910	910
Maidstone	150	333	562	797	1,002	1,207	1,337	1,407	1,467	1,467
Sevenoaks	0	180	265	410	525	625	715	775	805	805
Shepway	0	30	45	150	195	240	270	285	300	315
Swale	10	105	430	785	1,170	1,465	1,745	1,995	2,155	2,245
Thanet	0	270	600	900	1,290	1,620	1,890	2,100	2,280	2,400
Tonbridge & Malling	15	155	232	555	698	811	871	931	991	1,036
Tunbridge Wells	0	252	416	650	824	978	1,093	1,188	1,203	1,218
Kent	405	2,290	3,985	6,562	8,749	10,461	11,841	12,881	13,521	13,851

Source: Provision Planning and Operations, KCC, August 2014.

Note: The above table includes only those projects that have completed the statutory process for expansion, or are at an advanced stage of planning. Places in excess of those shown above will need to be commissioned to meet forecast demand.

3.15 Figure 3.3 below shows the numbers of additional temporary Year Reception places created in Kent schools. For September 2014 there are 454 additional temporary Year R places compared with the school year 2009-10. This is 104 temporary places fewer when compared with September 2013. The numbers fluctuate from year to year as some temporary places are created to meet short term demand and these are discontinued when forecast demand diminishes, while other temporary expansions have become permanent in subsequent years.

Figure 3.3 Temporary Year R Places Added in Kent Primary Schools (cumulative from 2010-11)

District	2010-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Ashford	90	60	30	0	0	0	0	0	0	0
Canterbury	0	30	30	0	0	0	0	0	0	0
Dartford	120	30	45	30	0	0	0	0	0	0
Dover	0	0	60	0	0	0	0	0	0	0
Gravesham	90	70	30	0	0	0	0	0	0	0
Maidstone	0	10	0	30	0	0	0	0	0	0
Sevenoaks	75	0	30	0	0	0	0	0	0	0
Shepway	15	0	30	30	30	0	0	0	0	0
Swale	100	160	154	30	0	0	0	0	0	0
Thanet	150	60	0	0	0	0	0	0	0	0
Tonbridge & Malling	38	38	45	0	0	0	0	0	0	0
Tunbridge Wells	140	100	0	30	0	0	0	0	0	0
Kent	818	558	454	150	30	0	0	0	0	0

Source: Provision Planning and Operations, KCC, August 2014.

Note: The above table includes only those projects that have completed the statutory process for expansion, or are at an advanced stage of planning. Places in excess of those shown above will need to be commissioned to meet forecast demand.

3.16 Figure 3.4 below shows the total number of temporary additional places across all Primary school year groups. These figures demonstrate that, as the additional temporary places roll through the year groups and as some temporary arrangements are in place for more than one year, the total number of additional temporary places is significant. By September 2014 an additional 1,434 temporary places (equivalent to 48 extra classes) are in place across all year groups. The total numbers fluctuate from year to year as some temporary expansions are discontinued and others are created.

Figure 3.4 Temporary Places Added (all year groups) in Kent Primary Schools (cumulative from 2010-11)

District	2010-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Ashford	90	120	150	60	60	60	60	30	0	0
Canterbury	0	30	60	0	0	0	0	0	0	0
Dartford	300	30	75	90	0	0	0	0	0	0
Dover	0	0	60	30	30	30	30	30	30	0
Gravesham	180	130	120	90	90	90	60	30	0	0
Maidstone	0	10	0	30	30	30	30	30	30	30
Sevenoaks	175	80	110	80	80	80	50	0	0	0
Shepway	15	0	30	60	90	90	90	90	90	60
Swale	170	300	334	315	225	225	185	145	75	0
Thanet	270	190	60	30	30	30	30	0	0	0
Tonbridge & Malling	106	54	75	75	75	75	75	75	45	0
Tunbridge Wells	340	380	360	390	390	360	240	120	30	30
Kent	1,646	1,324	1,434	1,250	1,100	1,070	850	550	300	120

Source: Provision Planning and Operations, KCC, August 2014.

Note: The above table includes only those projects that have completed the statutory process for expansion, or are at an advanced stage of planning. Places in excess of those shown above will need to be commissioned to meet forecast demand.

4. The Role of the Local Authority in Commissioning Education Provision

4.1 In the national policy context the Local Authority is the commissioner of education provision. Providers will come from the private, voluntary, charitable and maintained sectors. The role of the Local Authority is set within a legal framework of statutory duties which are set out below. Within this framework, the Local Authority continues to be the major provider of education by maintaining most Kent schools and it also fulfils the function of “provider of last resort” to ensure new provision is made when no other acceptable new provider comes forward.

Statutory Duties

4.2 Education in Kent can be divided into three phases, although there is some overlap between these. The three main phases are:

- Early Years, primarily delivered by private, voluntary and independent pre-school providers and accredited childminders, 68 schools with a maintained nursery provision and one maintained nursery school;
- 4-16, “compulsory school age” during which schools are the main providers;
- Post 16, colleges and schools both offer substantial provision, with colleges as the sole provider for young people aged 19-25.

4.3 The Local Authority also has specific duties in relation to provision for pupils who have Special Educational Needs and pupils excluded from school or who are unable to attend school because of ill health.

Duties to Provide for Under 5s

4.4 Section 6 of the Childcare Act 2006 gives local authorities a duty of securing, so far as is reasonably practicable, that the provision of childcare (whether or not by them) is sufficient to meet the requirements of parents in their area in order to enable them to:

- (a) take up, or remain in work, or
- (b) undertake education or training which could assist them to obtain work.

4.5 Section 7 of the Childcare Act 2006 gives local authorities a related duty to secure free early education provision for pre-school children of a prescribed age (three and four years olds,) from the beginning of the term after their third birthday, and now two year olds from lower income families.

4.6 Section 11 of the Childcare Act 2006 placed a duty on local authorities to undertake a Childcare Sufficiency Assessment. ^[1]

4.7 From September 2013 the Government introduced a duty on local authorities to ensure that the most disadvantaged 2 year olds are be able to access free early education provision.

Duties to Provide for Ages 4-16

4.8 The law requires Local Authorities to make provision for the education of children from the September following their fourth birthday to the end of the academic year in which their sixteenth birthday falls either at school or otherwise. Most Kent parents choose to send their children to Kent schools. Some parents choose to educate their children independently, either at independent schools or otherwise than at school (ie at home);

^[1] The 2014 full report can be found on the KCC website at:

http://www.kent.gov.uk/_data/assets/pdf_file/0011/11810/Childcare-sufficiency-assessment-2014.pdf

others will send their children to maintained schools outside Kent (as Kent maintained schools admit some children from other areas). Kent will offer a school place to any resident child aged between 4 and 16 years old.

- 4.9 From age 14 to 16 a minority of young people are offered college placements or alternative curriculum provision, usually through school links. Some children are educated in Special schools or non-school forms of Special education provision because of their special educational needs.
- 4.10 The Local Authority has a statutory duty to provide full time education for pupils “not in education by reason of illness, exclusion or otherwise” (Section 19 of the 1996 Education Act) and which is appropriate to individual pupil needs. This duty is discharged through Pupil Referral Units, alternative provision commissioned by Secondary schools and the Health Needs PRU and Education Service.

Duties to Provide for Post 16 Students

- 4.11 Local authorities have responsibilities to support young people into education or training, which are set out in the following duties:
- to secure sufficient suitable education and training provision for young people aged 16 to 19 (and those aged 20 to 24 with an Education, Health and Care Plan/Learning Difficulty Assessment) in their area;
 - to ensure support is available to all young people from the age of 13 that will encourage, enable or assist them to participate in education or training (tracking young people’s participation successfully is a key element of this duty); and
 - to have processes in place to deliver the ‘September Guarantee’ of an education or training place for all 16 and 17 year olds.
- 4.12 Learning providers are required to notify the Local Authority when a young person leaves learning so that it can fulfil its statutory duties in respect of post 16 education and training.

Duties to Provide for Special Educational Needs and Disabilities

- 4.13 The Children and Families Act 2014 became law from September 2014. It sets out the statutory special educational needs and disability (SEND) system for children and young people aged 0 to 25 in England. The ‘Code’ is statutory guidance that details the required SEND provision by law which schools and local authorities are expected to follow. This includes the Children and Families Act 2014, the Equality Act 2010 and the Special Educational Needs Disability Regulations 2014.
- 4.14 Section 35 of the Children’s and Families Act 2014 places duties on Local Authorities to ensure:
- reasonable adjustments for disabled children and young people; and
 - auxiliary aids and services to disabled children and young people.
- 4.15 The system under the new Act for those under 16 is similar to that currently in place; namely the process of and reasons for assessments are very similar and families have the same rights of appeal. The main changes from the SEN Code of Practice 2001 are:
- the Code of Practice (2014) covers the 0-25 age range;
 - there is a clearer focus on the views of parents, children and young people and on their role in decision-making;
 - guidance is now provided on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care;

- for children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care Plans (EHC plan) replace statements and Learning Difficulty Assessments (LDAs);
 - there is new guidance on the support pupils and students should receive in education and training settings; and
 - there is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to employment and adulthood.
- 4.16 One significant change brought about by the Children and Families Act 2014 is that there is no longer a distinction between maintained schools and independent or non-maintained schools. Parents can now express a preference for any maintained school, academy, free school or non- maintained school.
- 4.17 Kent has a long history of working with non-maintained education providers. Greater diversity in the market is likely to give the most cost effective response to managing fluctuating pressures on SEND capacity.
- 4.18 The Equality Act 2010 places a duty on both schools and the Local Authority to ensure that children and young people with disabilities do not experience discrimination in admission to school, in education and in associated services.

5. What We Are Seeking to Achieve

Delivering Bold Steps for Education

- 5.1 Our vision for Education Learning and Skills and our priorities for improvement are set out in 'Delivering Bold Steps for Education 2014–2017'. Our strategic priorities in Bold Steps are to ensure all pupils meet their full potential by achieving good outcomes, to shape education and skills provision around the needs of the Kent economy and improve services for the most vulnerable young people in Kent.
- 5.2 Commissioning sufficient school places, in the right locations and making changes in school organisation has a significant impact on securing our vision for a high performing education system where every child and young person can go to a good or outstanding school. To ensure all pupils meet their full potential we aim to achieve the following targets and priorities by 2017:
- there will be more good schools, with at least 85% of Primary and Secondary schools judged as good or outstanding. All Special schools will be good or outstanding;
 - we will commission and expand educational provision in early years, schools, 14-19 and for SEND pupils, so that we meet demand with good provision;
 - we will help parents to access a preferred school place for their child by increasing online admission applications to 95%, and increase the number of parents who get their first preference of school to 85% (Secondary) and 87% (Primary). First and second preferences combined will improve to 95%;
 - we will maintain at least 5% to 7% surplus capacity in school places and ensure we deliver additional school places in line with demand and parental preferences, each year as set out in the Education Commissioning Plan;
 - we are aiming to increase the number of children that can be supported within a local school. We will measure the success of this from the reduction in the number of independent and non-maintained Special school placements. Our target is to reduce this to 272; and
 - to develop more cost effective SEN provision.
- 5.3 It is important to balance the need for school places and meeting parental preference with the efficient delivery of high quality education services. This requires a modest surplus of school places in any given locality. Too much surplus capacity is financially wasteful, and can impact negatively on budgets and school standards.
- 5.4 The Local Authority seeks to maintain between 5% and 7% surplus capacity in school places and ensure we keep pace with demand for school places in each District by providing places of good quality that parents want for their children. We will take action to reduce surplus capacity where this exceeds 10%, and will seek to exert a downward pressure on levels of surplus capacity where these are forecast to remain significantly above 5% throughout the forecast period.
- 5.5 It should be noted that overall figures of surplus capacity aggregated at District level can mask localised pressures or a deficit of places in individual year groups. For example, it is possible to have surplus capacity but not enough Reception Year places. The level of surplus capacity across any given locality can therefore only be a guide to the actual availability of spaces, and it may be necessary to increase capacity in one area of a District while simultaneously reducing capacity elsewhere in the District.
- 5.6 It is also important to recognise that the Local Authority does not achieve these ambitions without working in partnership with schools and other partners. The increasingly diverse

environment in which decisions about school sizes and locations are now taken means that the Local Authority has to commission school places in an open and transparent fashion, and work closely with all education providers, to secure the best for Kent's children and young people.

- 5.7 The Local Authority holds similar ambitions for the Early Years and post-16 age groups and for those children and young people with Special Educational Needs (SEN). We will continue to work with Early Years providers to respond positively to the ever changing needs of families to ensure high quality childcare provision is available to give children the best start in life and support families' working commitments. We are committed to delivering the Government's drive to extend free entitlement to two year olds from disadvantaged backgrounds, and are working closely with providers to make this happen. Similarly we are working with schools, colleges, employers and training organisations to ensure appropriate pathways and provision are in place for the young people aged 16-19 in Kent. Our commissioning intentions for SEN, set out in the SEND Strategy for Kent, include encouraging a mixed economy of providers, reducing the demand for school places outside Kent and creating more places in Kent Special schools and in SEN specialist resourced base provision in mainstream schools.

6. Principles and Guidelines

6.1 It is important that the Local Authority is open and transparent in its role as the Strategic Commissioner of Education Provision in Kent. To help guide us in this role we abide by clear principles, and consider school organisation proposals against our planning guidelines. We stress that planning guidelines are not absolutes, but a starting point for the consideration of proposals.

6.2 These are our Over-Arching Principles:

- We will always put the needs of the learners first.
- Every child should have access to a local good or outstanding school, which is appropriate to their needs.
- All education provision in Kent should be rated “good” or better, and be financially efficient and viable.
- We will aim to meet the needs and aspirations of parents and the local community.
- We will promote parental preference.
- We recognise perceptions may differ as to benefits and detrimental impacts of proposals. We aim to ensure our consultation processes capture the voice of all communities. To be supported, proposals must demonstrate overall benefit.
- Organisational changes should promote greater diversity of provision in a locality.
- The needs of Children in Care and those with SEN will be given priority in any commissioning decision.
- We will give priority to organisational changes that create environments better able to meet the needs of vulnerable children, including those who have SEN and disabilities, those from minority ethnic communities and / or are from low income families.
- We will make the most efficient use of resources.
- Any educational provision facing challenges in difficult times will be supported and challenged to recover in an efficient and timely manner, but where sufficient progress is not so achieved we will seek to commission alternative provision or another provider.
- If a provision is considered or found to be inadequate by Ofsted, we will seek to commission alternative provision where we and the local community believe this to be the quickest route to provide high quality provision.
- In areas of high housing growth we will actively seek developer contributions to fund or part fund new and additional provision.
- In areas of high surplus capacity we will take action to reduce such surplus.¹

6.3 Planning Guidelines – Primary:

- The curriculum is generally delivered in key stage specific classes. Therefore, for curriculum viability Primary schools should be able to operate at least 4 classes.
- Where possible, planned Published Admission Numbers (PANs) will be multiples of 30 but where this is not possible, multiples of 15 are used.
- We believe all through Primary schools deliver better continuity of learning as the model for Primary phase education in Kent. When the opportunity arises we will either amalgamate separate infant and junior schools into a single Primary school or federate the schools. However, we will have regard to existing local arrangements

¹ Actions might include re-classifying accommodation, removing temporary or unsuitable accommodation, leasing spaces to other users, promoting closures or amalgamations. We recognise that, increasingly, providers will be responsible for making such decisions about the use of their buildings, but we believe we all recognise the economic imperatives for such actions.

and seek to avoid leaving existing schools without links on which they have previously depended.

- At present Primary school provision is co-educational, and we anticipate that future arrangements will conform to this pattern.
- Over time we have concluded that 2FE provision (420 places) is preferred in terms of the efficient deployment of resources.

6.4 Planning Guidelines – Secondary:

- All schools must be able to offer a broad and balanced curriculum and progression pathways for 14-19 year olds either alone or via robust partnership arrangements.
- PANs for Secondary schools will not normally be less than 120 or greater than 360. PANs for Secondary schools will normally be multiples of 30.
- Over time we have concluded that the ideal size for the efficient deployment of resources is between 6FE and 8FE.
- All but one of our Secondary schools admit pupils at age 11. Any new Secondary provision would be expected to follow this model, except where it is proposed to be all-aged (Primary and Secondary).
- Proposals for additional Secondary places need to demonstrate a balance between selective and non-selective school places.
- We will encourage the formation of all-aged schools where this is in the interests of the local community.

6.5 Planning Guidelines - Special Educational Needs:

- We aim, over time, to build capacity in mainstream schools, by broadening the skills and special arrangements that can be made within this sector to ensure compliance with the relevant duties under SEN and disability legislation.
- For children and young people where mainstream provision is not appropriate, we seek to make appropriate provision through Kent Special schools. For young people aged 16-19 provision may be at school or college and for the young people who are aged 19-25 provision is likely to be college based.
- For young people over 18 we jointly commission with Adult Social Services and the Health Service to ensure continuity between the two services.
- We recognise the need for children and young people to live within their local community where possible and we seek, therefore, to place them in day places unless residential provision is needed for care or health reasons. In such cases agreement to joint placement and support will be sought from the relevant teams within KCC or the Health Service.
- We aim to reduce the need for children to be transported to schools far away from their local communities.

6.6 Planning Guidelines - Expansion of Popular Schools and New Provision

- We support diversity in the range of education provision available to our children and young people. We recognise that new providers are entering the market, and that parents and communities are able to make free school applications.
- We also recognise that popular schools may wish to expand, or be under pressure from the local community to do so.
- As the Strategic Commissioner of Education Provision, we welcome proposals from existing schools and new providers that address the needs identified in this Plan, which include new provision to meet increased demand, and new provision to address concerns about quality.
- In order for us to support any such proposal, they must adhere to the planning principles and guidelines set out above, and meet an identified need.

7. Capital Funding

- 7.1 The Local Authority as Strategic Commissioner of Education Provision has a key role in securing funding to provide sufficient education provision in the County, particularly in schools.
- 7.2 The cost of providing additional school places is met from Government basic need grant funding, supported borrowing by KCC and Section 106 developer contribution monies. Over the past decade Kent has benefitted from significant Government grant under the Building Schools for the Future programme (to invest in improving its Secondary school estate) the academies programme and the Priority School Building Programme.
- 7.3 The Government recently reviewed the cost of providing new school buildings and the financial process for allocating funding to local authorities to support the provision of extra school places. The new 'baseline' designs guide local authorities towards standardisation in terms of space and design of new schools. In meeting these guidelines, Kent is committed to securing value for money when providing additional school accommodation which is of a high quality.
- 7.4 Government funding for 'Basic Need' is allocated on a formulaic basis assessed from information provided by local authorities about forecast numbers of pupils and school capacity. Such funding will only provide for predicted growth in numbers arising from changes in the birth rate and from inward net migration.
- 7.5 For new pupil places required because of new housing development it is necessary to look to other funding, specifically developer contribution monies.
- 7.6 In the past developer contribution funding has been secured through the negotiation of S106 agreements. Whilst S106 remains for meeting specific requirements of individual developments, the arrangement is to be supplemented by the Community Infrastructure Levy (CIL). CIL is a local tariff on all development to provide new service capacity to support development.
- 7.7 Account will be taken of existing capacity prior to seeking contributions from either S106 or CIL. Further information on Kent's approach to developer contributions can be found at: <https://shareweb.kent.gov.uk/Documents/community-and-living/Regeneration/Economic%20strategy/DevelopmentandInfrasctruture.pdf>
- 7.8 The Local Authority has produced an Integrated Infrastructure Financing Model (IIFM) which is used to assess the infrastructure needs arising from new housing, particularly over the long term. This first considers the service needs of the indigenous population of a locality over time. It then looks at the proposed timing of new housing and the expected increase in population, to determine what additional service capacity is needed to support the new residents.
- 7.9 Where surplus service capacity above the Local Authority's 5% operating surplus is expected to exist after the needs of the indigenous population are served, this is available to support the need arising from new housing. In cases where services are not expected to be able to cope with the indigenous population's needs the costs of increasing service capacity are identified and costed. These costs are not passed on to developers. Developers are asked only to contribute to needs arising from additional

housing which cannot be accommodated within a surplus service capacity in the area (including the 5% operating surplus).

7.10 It is important to note that the forecasts utilised in this Plan derive from a school pupil forecasting system (explained in Section 8), which utilises and rolls forward live pupil information. IIFM is looking primarily at the long term infrastructure needs arising from new housing, and in the context of Primary education, for example, looking to assess the needs of a population group that has yet to be born. These two methodologies are brought together in this Commissioning Plan in Section 13, where the short and medium term commissioning needs derive from the school forecasting process and the long term needs arising from IIFM.

7.11 The Kent County Council Capital Budget (2014-17) provides £108m for our basic need programme in 2013-15. Projects to be included within this programme undergo rigorous internal appraisal and approval processes prior to commencement. In addition to the £46m basic need funding (2014-17), the County Council secured £31m through its bids for Targeted Basic Need funding (announced by the DfE at the end of March 2013). This is from a national total of £982m that was made available and targeted at those authorities with the greatest pressures for additional pupil places.

7.12 Proposals to establish new provision which are driven by parents, rather than a basic need for new places, may be funded by the Government's free school programme, or through the County Council if funding is available.

7.13 Availability of Capital and Planning Permission

Statutory proposals to alter school provision cannot be published without the necessary capital funding being identified and secured. Planning permission is required where there are proposals to increase the footprint of a building and in certain other circumstances. Where planning permission is required, school organisation proposals may be approved subject to planning consent being obtained.

7.14 Existing Premises and Sites

In drawing up options and proposals around reshaping provision or providing additional places, the Local Authority conducts an option appraisal on existing premises and sites to inform feasibility. The issues to be considered include:

- the condition and suitability of existing premises;
- the ability to expand or alter the premises, including arrangements whilst works are in process;
- the works required to expand or alter the premises and the estimated associated capital costs;
- the size and topography of the site; and
- road access to the site, including transport and safety issues.

7.15 Value for Money

New school design and build decisions are based on the long term sustainability of school rolls. The build method for new accommodation will be that which is the most appropriate to meet either a bulge in school population or a permanent enlargement, and which represents good value for money.

8. Forecasting Methodology

- 8.1 To inform the process of forecasting Primary school pupil numbers, KCC receives information from the Kent Primary Care Agency to track the number of births and location of pre-school age children. The pre-school age population is forecast into Primary school rolls according to trend-based intake patterns by ward area. Secondary school forecasts are calculated by projecting forward the Year 6 cohort, also according to trend-based intake patterns. If the size of the Year 6 cohort is forecast to rise, the projected Year 7 cohort size at Secondary schools will also be forecast to rise.
- 8.2 It is recognised that past trends are not always an indication of the future. However, for the Secondary phase, travel to school patterns are firmly established, parental preference is arguably more constant than in the Primary phase and large numbers of pupils are drawn from a wide area. Consequently, forecasts have been found to be accurate.
- 8.3 Pupil forecasts are compared with school capacities to give the projected surplus or deficit of places in each area. It is important to note that where a deficit is identified within the next few years work will already be underway to address the situation.
- 8.4 The forecasting process is trend-based, which means that relative popularity, intake patterns, and inward migration factors from the previous five years are assumed to continue throughout the forecasting period. Migration factors will reflect the trend-based level of house-building in an area over the previous five years, but also the general level of in and out migration, including movements into and out of existing housing. An area that has a large positive migration factor may be due to recent large-scale house-building, and an area with a large negative migration factor may reflect a net out-migration of families. These migration factors are calculated at pre-school level by ward area and also at school level for transition between year groups, as the forecasts are progressed.
- 8.5 Information about expected levels of new housing, through the yearly Housing Information Audits (HIA) and Local Development Framework (LDF) Core Strategies is the most accurate reflection of short, medium and long term building projects at the local level. Where a large development is expected, compared with little or no previous housing-building in the area, a manual adjustment to the forecasts may be required to reflect the likely growth in pupil numbers more accurately.
- 8.5 Pupil product rates (the expected number of pupils from new house-building) are informed by the MORI New Build Survey 2005. KCC has developed a system that combines these new-build pupil product rates (PPRs) with the stock housing PPR of the local area to model the impact of new housing developments together with changing local demographics over time. This information is shared with District authorities to inform longer term requirements for education infrastructure and the Community Infrastructure Levy (CIL) discussions at an early stage.
- 8.6 Forecasting future demand for school places can never be completely precise given the broad assumptions which have to be made about movements in and out of any given locality, the pace of individual developments, patterns of occupation and not least the parental preference for places at individual schools. This will be a function of geography, school reputation, past and present achievement levels and the availability of alternative provision.

8.7 Accuracy of Forecasts

Historic accuracy has been considered by comparing the number of children on school rolls against the forecast numbers. Thus the forecasts produced in 2007, 2008 and 2009, which cover the five years up to 2011-12, 2012-13 and 2013-14 have been compared to the rolls for those five years; the 2010 forecasts have been compared to the roll for the four years to 2013-14 etc. In total this provides 25 points of comparison.

Figure 8.1
Historic Accuracy of Forecasts of Primary School Rolls

Forecast	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Actual roll	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2007-based	100.0	100.3	100.2	99.9	99.2		
2008-based		100.8	101.3	101.8	102.0	101.5	
2009-based			100.1	100.2	100.5	100.1	99.4
2010-based				100.2	100.2	99.7	98.8
2011-based					100.1	99.8	99.1
2012-based						99.6	99.2
2013-based							98.6

Source: Provision Planning and Operations, KCC, March 2014.

Note: 101 represents a 1% overestimate (in red); 99 represents a 1% underestimate (in blue) of pupil numbers.

- 8.8 Over the last five years the forecasts for the Primary school roll in Kent have been accurate to within one percent on 19 of these 25 points of comparison (Figure 8.1). The forecasts produced in 2008 proved to have over-forecast in four of the five years (2009-10 to 2012-13).
- 8.9 At District level the forecasts have been more variable. The accuracy ranges from Thanet, with only 5 out of 25 comparison points being out by greater than 1%, to Ashford and Gravesham which have 16 out of 25 comparison points out by greater than 1%.

Figure 8.2
Historic Accuracy of Forecasts of Secondary School Rolls

Forecast	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Actual roll	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2007-based	-	-	-	-	-		
2008-based		100.3	99.8	100.0	100.4	100.7	
2009-based			99.7	99.6	100.0	100.2	99.6
2010-based				101.0	101.7	102.4	102.3
2011-based					100.6	100.6	100.1
2012-based						100.1	99.3
2013-based							98.9

Source: Provision Planning and Operations, KCC, March 2014.

Note: 101 represents a 1% overestimate (in red); 99 represents a 1% underestimate (in blue) of pupil numbers. Forecasts produced in 2007 excluded Leigh Technology Academy and cannot therefore be compared with actual roll data from 2007-08 onwards, which does include this school.

- 8.10 The Secondary forecasts have been accurate to within 1% on 16 of the 20 points of comparison, with three points of the 2010-based outputs being over forecast (Figure 8.2) and the only comparison point of the 2013-based outputs (with the current school year 2013-14) being under-forecast by 1.1% across the County.
- 8.11 At a District level the forecasts have varied more, with some significantly over-forecast (Sevenoaks), while others have been under-forecast (Dartford and Tonbridge & Malling).

8.12 A full review of the Kent Commissioning Plan for Education 2013-18 (which includes a review of forecasting accuracy by district area) is available to view online at www.kent.gov.uk or by request from Kent County Council's Education Provision Planning Unit.

8.13 Quality Assurance of Forecasts

KCC Provision Planning and Operations Unit carry out an annual quality assurance on the forecasting process.

8.14 The pre-school population data forms part of the core dataset for generating forecasts and this is obtained from an external organisation; the Kent Primary Care Agency (KPCA) which is subject to their own QA processes. The data received is checked against previous years and a report on the yearly change in cohort sizes is produced. Any deviations from expectation (for example a decrease in cohort size from one year to another in a known growth area) will be questioned via our Management Information Unit (MIU).

8.15 The forecasting process includes various assumptions, such as the average change in size of pre-school cohort groups from birth to entering school Reception classes, average change in size of school cohort groups from one year to the next, school intake percentages, travel to school patterns and levels of forecast housing growth. Forecasts are compared to actual reported data to gauge the degree of variance across the planning area (for Primary) and District area (for Secondary).

8.16 Where variance levels are unacceptably high, in-depth analysis is carried out, potentially with the result of later-year forecasts being adjusted and assumptions for some or all schools and areas revised for the following forecasting round.

8.17 We continue to seek to improve our forecasting processes. To this end we are currently working with Edge Analytics based at the University of Leeds Innovation Centre to make further improvements in forecasting.

8.18 Effect of net migration on accuracy of 2013-based forecasts

Figure 8.3
Pre-school Population Increases 2009 to 2013

Year from	Year to	Age change	No. of years	Total increase in cohort size	Total increase (forms of entry)	Yearly increase in cohort size	Yearly increase (forms of entry)
2012	2013	0 to 1	1	+803	+27	+803	+27
2011	2013	0 to 2	2	+1,032	+34	+516	+17
2010	2013	0 to 3	3	+1,529	+51	+510	+17
2009	2013	0 to 4	4	+1,667	+56	+417	+14

Source: Pre-school age children registered at Kent, Medway, Bexley and Greenwich GP surgeries as at 31st August 2013, Kent Primary Care Agency, February 2014.

8.19 Last year's 2013-based pupil forecasts underestimated demand for school places by 1.4% (Primary) and 1.1% (Secondary) when compared with January 2014 Schools Census data. Assumptions made about current and future net migration (or *cohort change*) at the pre-school and (to a lesser extent) in-school phases have a large impact on the results of the forecasts and to even be slightly 'adrift' means the inaccuracy is multiplied forwards through the forecast years.

- 8.20 The 2013-based forecasts included a pre-school migration (or *cohort change*) factor of +421 (+14 forms of entry) per age group per year between birth and entering Reception. Figure 8.3 above shows that the latest pre-school migration (or *cohort change*) factor from 0 to 1 is +803 children (+27 forms of entry). The other pre-school cohorts (1 to 2 years, 2 to 3 years and 3 to 4 years) also increased in size by an average of +465 (+16 forms of entry) between 2012 and 2013.
- 8.21 The 2014-based forecasts use a *weighted average* pre-school migration (or *cohort change*) factor of +494 (+16 forms of entry) which is 55% weighted towards the latest transition year – and the previous four years transition data comprise the remaining 45%. Although we believe this to be prudent, there is still a risk that the 2014-based forecasts will be underestimated if the most recent year's migration factors are sustained or increase further.

Figure 8.4
In-school Pupil Increases October 2011 to January 2014

Period	Primary (R-6)	Secondary (7-11)
October 2011 to October 2012	+129 per year group (+4 FE)	-39 per year group (-1 FE)
January 2012 to January 2013	+94 per year group (+3 FE)	-72 per year group (-2 FE)
October 2012 to October 2013	+172 per year group (+6 FE)	+46 (+2 FE)
January 2013 to January 2014	+124 per year group (+4 FE)	+7 (-)

Source: Schools Census January 2014, Management Information Unit, KCC.

- 8.22 The 2013-based forecasts included an in-school migration (or *cohort change*) factor of +19 (+1 form of entry) per year group per year at the Primary phase and -80 (-3 forms of entry) per year group per year at the Secondary phase. In-school migration (or *cohort change*) has increased significantly, even over the last 30 months. At the Primary phase it is significantly higher than what has previously been used within the forecasting system and at the Secondary phase it is no longer negative. This year's forecasts use an in-school migration (or *cohort change*) factor of + 119 for Primary (+100 more than previously used) and -16 (+64 more than previously used) for Secondary, thus the 2014-based forecasts are significantly higher than the 2013-based forecasts.

9. Overview of Kent's Demographic Trends

9.1 Kent Birth Rates and Long Term Forecasts

Figure 9.1 shows the changing birth rate in England and Wales and in Kent over the past 20 years. Figure 9.2 shows the number of births in Kent. These indicate that the upward trend we have seen in the number of Reception pupils entering our schools may have reversed assuming the number of births continues to fall. The pattern of declining numbers of Year 7 pupils entering our secondary schools has already started to reverse from this school year. District information is contained in Section 13.

Figure 9.1
Birth rates in England and Wales and Kent (1990-2013)

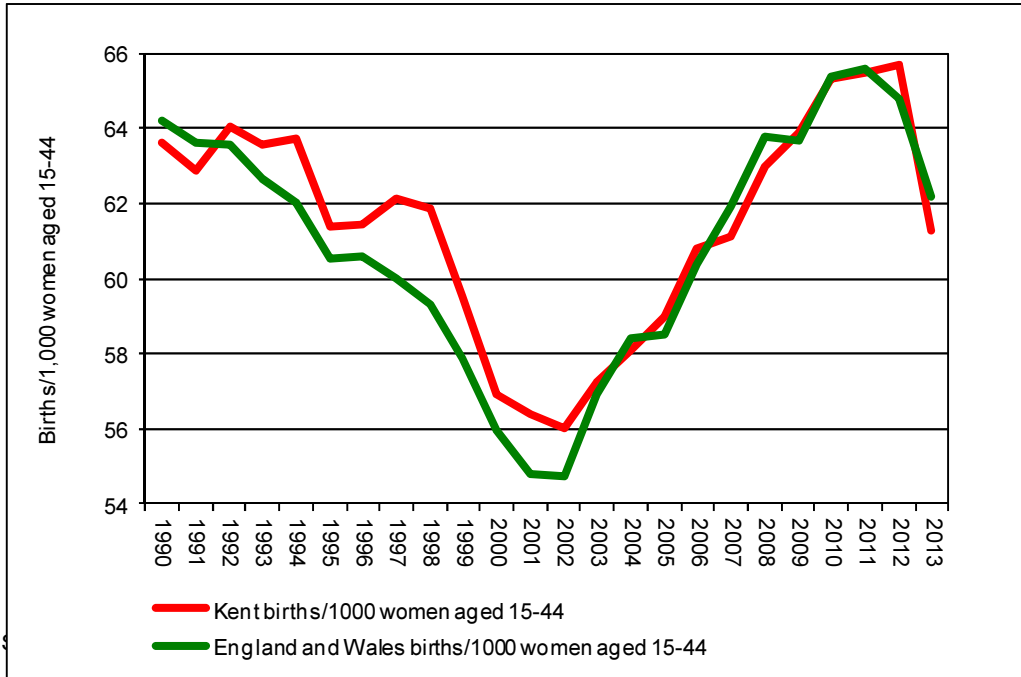
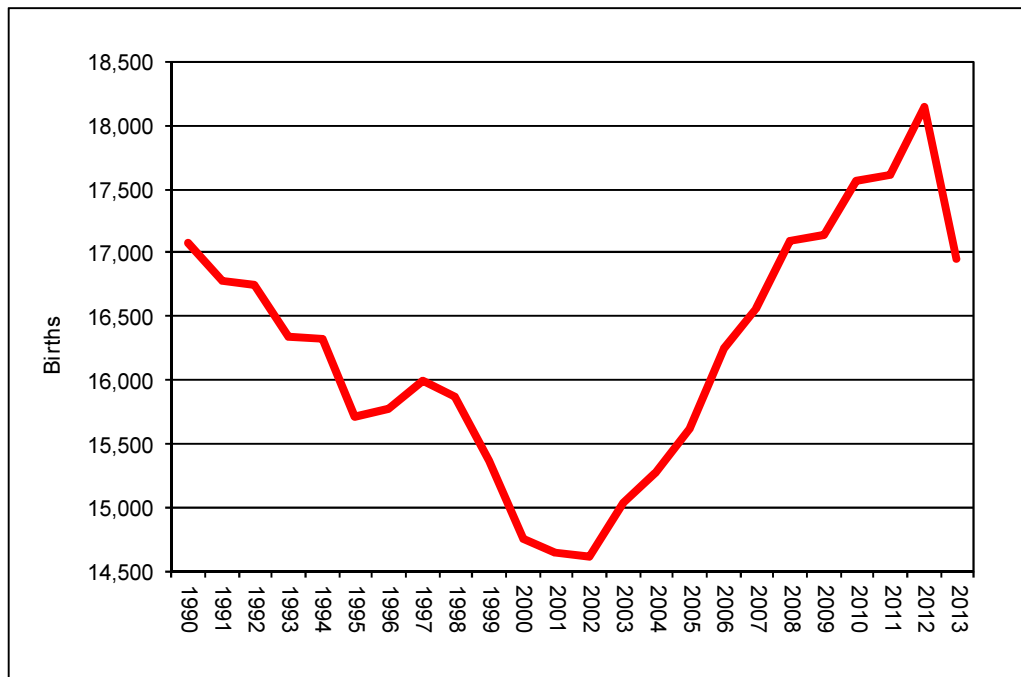


Figure 9.2
Number of Births in Kent (1990-2013)



Source: Births data is by calendar year from the Office for National Statistics.

9.2 Figures 9.3 and 9.4 below provide long term pupil forecasts up to 2031-32. These allow for planned housing developments and expected inward migration to the County. In Kent there is a resident-based take-up of mainstream education of about 90% at the Primary phase and 83% at the Secondary phase. This ranges from 76% Primary take-up and 70% Secondary take-up of mainstream places in Tunbridge Wells to over 95% take-up in some East Kent areas. Those not attending mainstream schools in Kent may be educated at home, or pupils attend independent schools, Special schools or alternative education provision.

Figure 9.3
Long Term School-Based Forecast of Mainstream Primary Pupils by District Area

District	Current roll	Standard five-year forecast	Long term strategic forecast (Kent IIFM)		
	2013-14	2018-19	2021-22	2026-27	2031-32
Ashford	10,159	11,479	12,383	11,908	11,238
Canterbury	9,882	10,819	11,326	11,102	10,843
Dartford	8,676	10,914	10,788	11,222	11,649
Dover	8,051	8,921	9,601	9,275	8,672
Gravesham	8,739	10,096	9,718	9,552	9,037
Maidstone	11,530	13,482	13,097	12,681	12,415
Sevenoaks	8,840	9,819	10,007	9,471	8,931
Shepway	7,895	8,678	9,349	8,716	7,913
Swale	11,692	13,256	13,814	13,739	13,243
Thanet	10,539	11,911	12,168	11,562	10,918
Tonbridge and Malling	10,207	11,186	11,149	10,696	10,173
Tunbridge Wells	8,065	8,777	8,750	7,856	7,128
Kent	114,275	129,338	132,148	127,781	122,159

Source: Schools Census January 2014, Management Information Unit, KCC.
School-based pupil forecasts (2014-based), Provision Planning and Operations, KCC.
Kent Integrated Infrastructure and Finance Model (IIFM), KCC, August 2014.

Figure 9.4
Long Term School-Based Forecast of Mainstream Secondary Pupils (Years 7-11) by District Area

District	Current roll	Standard five-year forecast	Standard ten-year forecast	Long term strategic forecast (Kent IIFM)	
	2013-14	2018-19	2023-24	2026-27	2031-32
Ashford	6,379	6,754	7,776	7,600	7,218
Canterbury	7,513	8,044	8,624	9,236	8,997
Dartford	6,851	7,656	9,038	8,490	8,628
Dover	6,016	6,174	6,822	7,242	6,887
Gravesham	5,915	6,459	7,540	7,059	6,929
Maidstone	9,100	9,744	11,448	10,690	10,295
Sevenoaks	1,938	2,370	2,693	2,244	2,173
Shepway	5,022	4,874	5,308	5,718	5,307
Swale	7,722	8,194	9,537	9,321	9,053
Thanet	7,185	7,377	8,573	8,233	7,877
Tonbridge and Malling	7,698	8,159	9,029	8,469	8,161
Tunbridge Wells	6,883	7,422	8,257	7,757	7,153
Kent	78,222	83,227	94,645	92,058	88,676

9.4 Figure 9.3 indicates that the number of Primary age pupils in Kent schools is expected to rise significantly from 114,275 in 2013-14 to around 132,000 in 2021-22. Beyond this point the pupil population generally begins to decline except in Dartford where the previous rise continues. Across Kent by 2031-32 pupil numbers are forecast to decline back to 2015-16 levels. However, the continued population rise through to 2021-22 suggests a need for some new permanent accommodation mixed with temporary expansion where appropriate.

9.5 Figure 9.4 indicates that the number of Secondary age pupils (Years 7-11) in Kent schools is expected to rise significantly from 78,222 in 2013-14 to over 94,000 in 2023-24 (the end of the standard forecasting period). Beyond this point the longer term strategic forecasts indicate a slight fall in pupil numbers, although this estimate is heavily influenced by projections of new housing development beyond 2026, the principal driver for Kent's long term strategic forecasts.

9.6 Housing Developments and Projections

Figure 9.5 below provides an overview of planned housing by District area. It demonstrates a significant increase in planned housing over the period through to 2021, above recent trend levels, particularly in Dartford, Maidstone and East Kent Districts. The planned housing numbers are used as part of the forecasting process but the current volatility in the UK and global economies, and Kent housing market means that the eventual level of house completions may differ significantly from the planned level, and this will alter the need for school places.

Figure 9.5 Historic and Forecast House Building by District Area (1992 to 2031)

District	1992-06	1997-01	2002-06	2007-11	2012-16	2017-21	2022-26	2027-31
Ashford	2,339	3,614	3,620	2,912	3,235	3,287	1,750	1,050
Canterbury	1,929	2,805	2,755	3,674	4,246	5,072	3,542	3,426
Dartford	1,619	1,527	3,170	2,085	5,081	5,432	4,165	5,170
Dover	1,495	1,208	1,644	1,421	2,003	4,452	2,392	1,200
Gravesham	831	357	1,596	1,511	1,389	2,084	1,601	242
Maidstone	2,067	2,583	3,261	3,786	3,423	5,968	3,785	3,882
Sevenoaks	1,207	1,143	1,431	1,394	1,132	950	464	0
Shepway	1,923	2,080	2,162	1,577	2,812	3,961	1,973	788
Swale	1,951	2,970	3,351	2,875	1,874	3,993	3,419	1,875
Thanet	1,894	1,649	2,520	3,452	2,468	4,059	3,048	2,804
Tonbridge & Malling	1,967	1,807	3,679	2,957	2,283	2,146	100	0
Tunbridge Wells	1,358	1,410	2,091	1,723	955	1,315	124	0
Kent	20,580	23,153	31,280	29,367	30,901	42,719	26,363	20,437

Source: Completions data through to 2012 is from the Housing Information Audit (HIA). Forecast data is from Kent District Councils (best estimates as at July 2014). This data is based on financial years; for example 2007-11 represents financial years 2007-08 to 2011-12. Housing data from 2022 onwards should be used as a guide only but is clearly incomplete and/or uncertain for others.

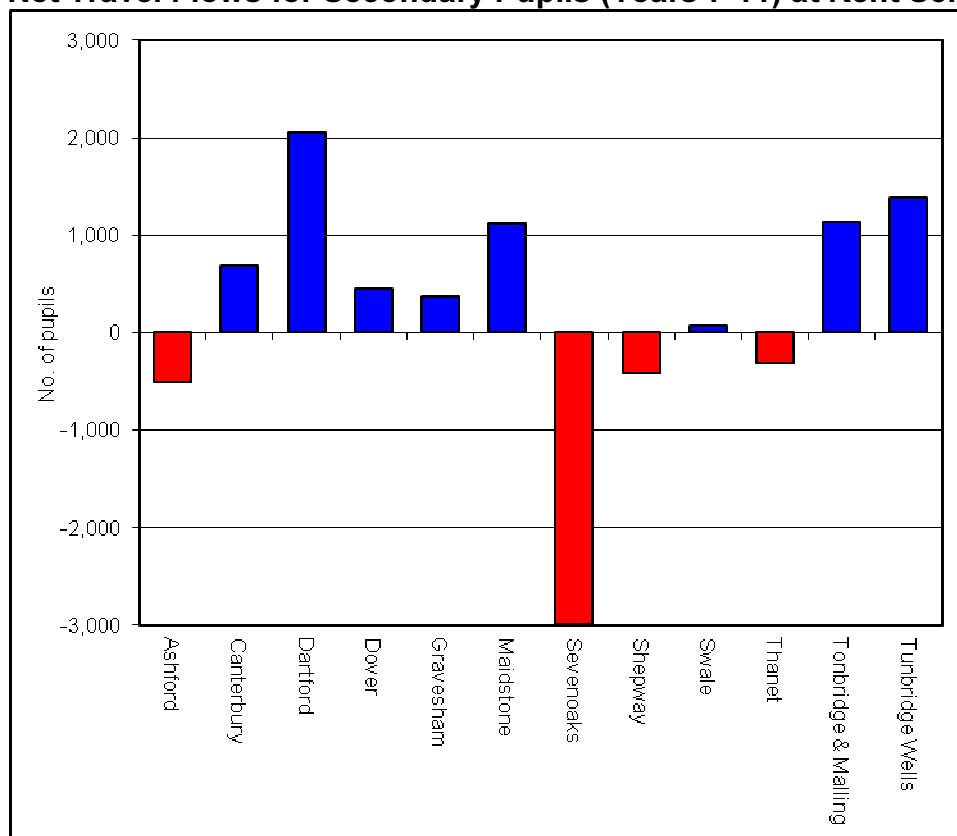
9.7 The number of planned housing completions for the period 2017-21 may be optimistic when compared to the number of housing completions over the past twenty years, although there has been a general upward trend. Many Districts are still consulting on

and finalising their allocated housing numbers from 2022 onwards, hence why these columns are greyed out in Figure 9.5 above.

9.8 Travel to School Patterns

Travel to school patterns from one District area to another at the Primary phase are relatively insignificant but the situation is very different at the Secondary phase where there are some significant cross border flows (Figure 9.7), including into and out of the County as well as between Kent District areas.

Figure 9.7
Net Travel Flows for Secondary Pupils (Years 7-11) at Kent Schools (January 2014)



Source: Schools Census January 2014, Management Information Unit, KCC.

9.9 The headlines for Secondary travel to school patterns are as follows:

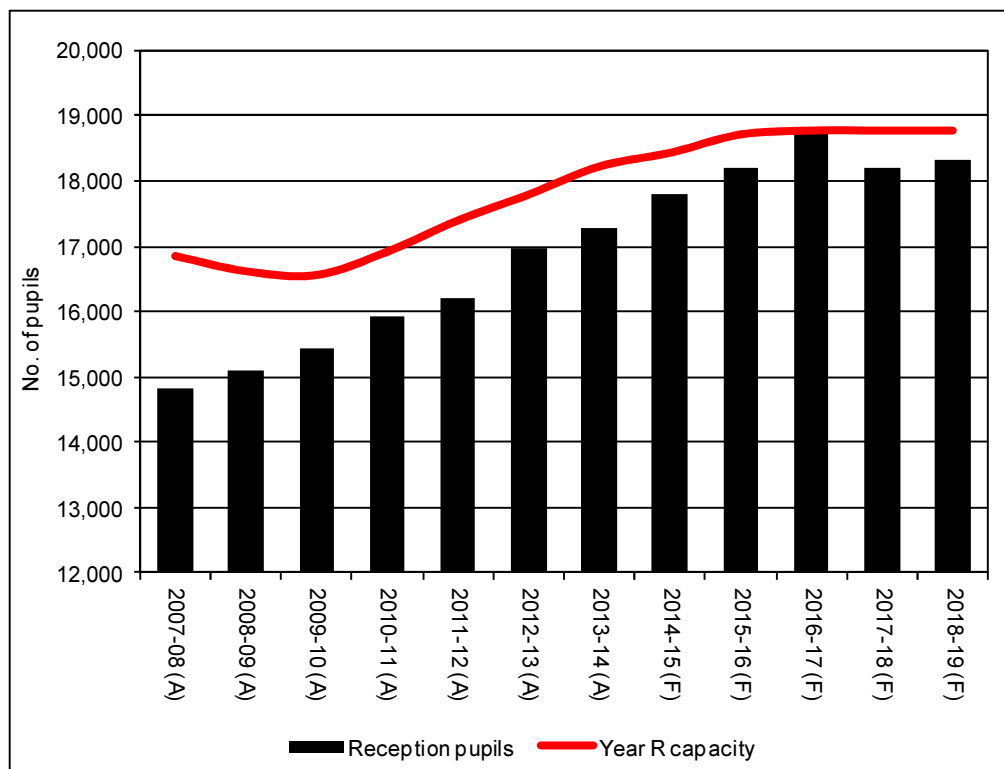
- Pupils often travel significant distances, especially in the West of the County to grammar school and denominational provision.
- Over 3,000 out of County children travel into Kent Secondary schools (predominantly grammar schools). This figure includes approximately: 750 children from Medway, 1,350 children that travel into Dartford from London Boroughs (mainly Bexley Borough), 250 that travel into Tonbridge and 450 into Tunbridge Wells.
- Only around a third of children resident in Sevenoaks District attend mainstream Secondary provision within the District; approximately 1,050 travel to Dartford, 1,300 to Tonbridge and 750 to Tunbridge Wells. Plans are currently being brought forward to expand local provision in order to offer local residents a more comprehensive range of schooling options, without having to travel long distances to neighbouring District areas.

9.10 Current and Forecast Pupils in Mainstream Primary Education

Figure 9.8 below shows that the number of Reception pupils in Kent schools has increased from 14,812 in 2007-08 to 17,273 in 2013-14. This is an increase of 16.6%. In

2007-08 Reception year groups at Kent primary schools operated with 12.1% surplus capacity. This has reduced to 5.3% in 2013-14. The number of Reception pupils is forecast to increase to around 18,300 over the next five years, although in 2016-17 there is expected to be a peak of about 18,800 pupils.

Figure 9.8
Historic and Forecast Reception Pupils in Kent Mainstream Schools
(2007-08 to 2018-19)



Source: School-based pupil forecasts (2014-based), Provision Planning and Operations, KCC.

9.11 Figure 9.9 presents Reception Year group data at District level. It shows that the growth in pupil numbers is not uniform across the County, nor is the level of surplus capacity. The current surplus capacity for Reception Year groups varies from 1.4% in Thanet to 11.7% in Tunbridge Wells. If no further action is taken (apart from the completion of projects already planned and proposed) by the end of the forecasting period (2018-19) there will be just 2.5% surplus capacity in Reception Year groups across the County. Action will be taken in those Districts where surplus capacity falls below 5% to provide additional places. Solutions will vary from new provision to expansion of existing facilities through permanent or temporary means.

Figure 9.9

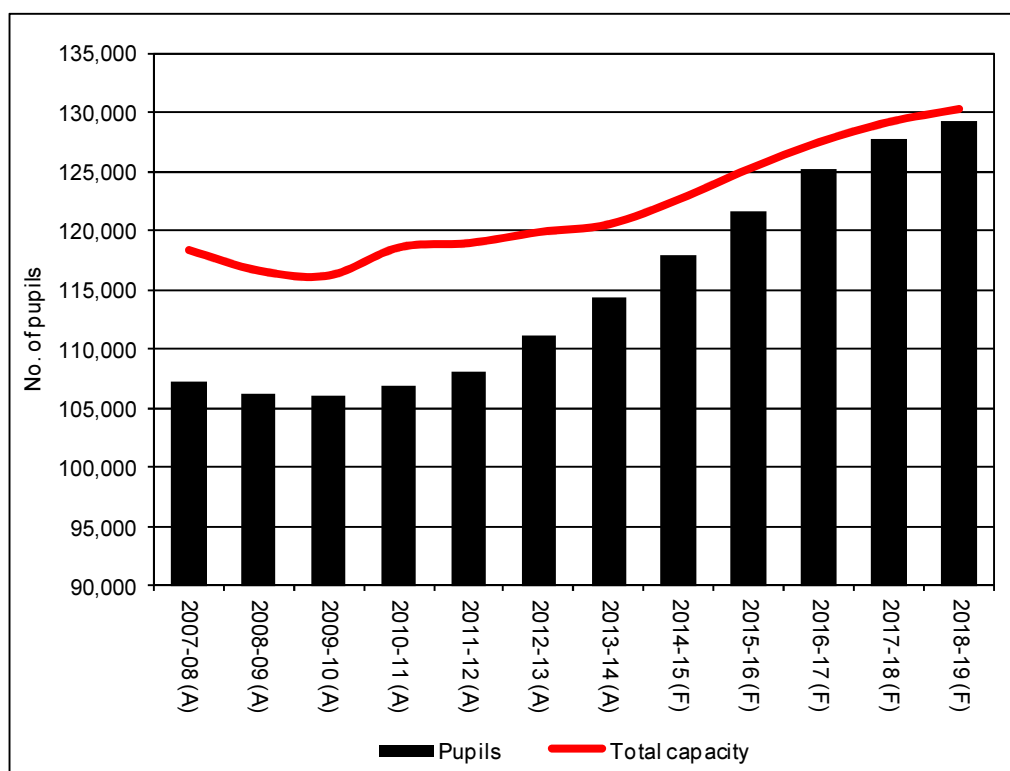
Current and Forecast Reception Pupils in Kent Mainstream Schools by District Area (2018-19)

District	Capacity 2013-14	Pupil roll 2013-14	Surplus places 2013-14	Surplus capacity 2013-14 (%)	Capacity 2018-19	Pupil roll 2018-19	Surplus places 2018-19	Surplus capacity 2018-19 (%)
Ashford	1,624	1,587	37	2.3	1,624	1,630	-6	-0.4
Canterbury	1,529	1,450	79	5.2	1,557	1,499	58	3.7
Dartford	1,425	1,356	69	4.8	1,460	1,577	-117	-8.0
Dover	1,265	1,230	35	2.8	1,289	1,266	23	1.8
Gravesham	1,371	1,318	53	3.9	1,371	1,472	-101	-7.4
Maidstone	1,852	1,716	136	7.3	1,914	1,926	-12	-0.6
Sevenoaks	1,431	1,298	133	9.3	1,466	1,382	84	5.7
Shepway	1,225	1,179	46	3.8	1,257	1,218	39	3.1
Swale	1,869	1,755	114	6.1	1,989	1,870	119	6.0
Thanet	1,620	1,598	22	1.4	1,830	1,670	160	8.7
Tonbridge & Malling	1,615	1,545	70	4.3	1,675	1,563	112	6.7
Tunbridge Wells	1,405	1,241	164	11.7	1,350	1,247	103	7.6
Kent	18,231	17,273	958	5.3	18,782	18,321	461	2.5

Source: School-based pupil forecasts (2014-based), Provision Planning and Operations, KCC.

- 9.12 Figures 9.10 and 9.11 below show that the number of Primary pupils in Kent schools is forecast to rise from 106,097 in 2009-10 to around 129,000 in 2018-19. This is an expected increase of 22% from 2009-10 and 13% on current roll numbers. Kent Primary schools currently operate with 5.2% surplus capacity but this is forecast to decrease to zero over the coming years. It demonstrates that pressure is building in all Primary year groups, not just the Reception entry year.
- 9.13 Plans for additional capacity will be brought forward over the coming six months to ensure that surplus capacity is maintained at 5% or more in each District.

Figure 9.10
Historic and Forecast Primary Pupils in Kent Mainstream Schools
(2007-08 to 2018-19)



Source: School-based pupil forecasts (2014-based), Provision Planning and Operations, KCC.

Figure 9.11
Current and Forecast Primary Pupils in Kent Mainstream Schools by District Area
(2018-19)

District	Capacity 2013-14	Pupil roll 2013-14	Surplus places 2013-14	Surplus capacity 2013-14 (%)	Capacity 2018-19	Pupil roll 2018-19	Surplus places 2018-19	Surplus capacity 2018-19 (%)
Ashford	10,523	10,159	364	3.5	11,383	11,479	-96	-0.8
Canterbury	10,549	9,882	667	6.3	10,832	10,819	13	0.1
Dartford	8,913	8,676	237	2.7	10,020	10,914	-894	-8.9
Dover	8,927	8,051	876	9.8	9,018	8,921	97	1.1
Gravesham	8,942	8,739	203	2.3	9,565	10,096	-531	-5.6
Maidstone	12,228	11,530	698	5.7	13,357	13,482	-125	-0.9
Sevenoaks	9,608	8,840	768	8.0	10,233	9,819	414	4.0
Shepway	8,472	7,895	577	6.8	8,853	8,678	175	2.0
Swale	12,056	11,692	364	3.0	13,567	13,256	311	2.3
Thanet	10,805	10,539	266	2.5	12,228	11,911	317	2.6
Tonbridge & Malling	10,855	10,207	648	6.0	11,709	11,186	523	4.5
Tunbridge Wells	8,701	8,065	636	7.3	9,535	8,777	758	7.9
Kent	120,579	114,275	6,304	5.2	130,300	129,338	962	0.7

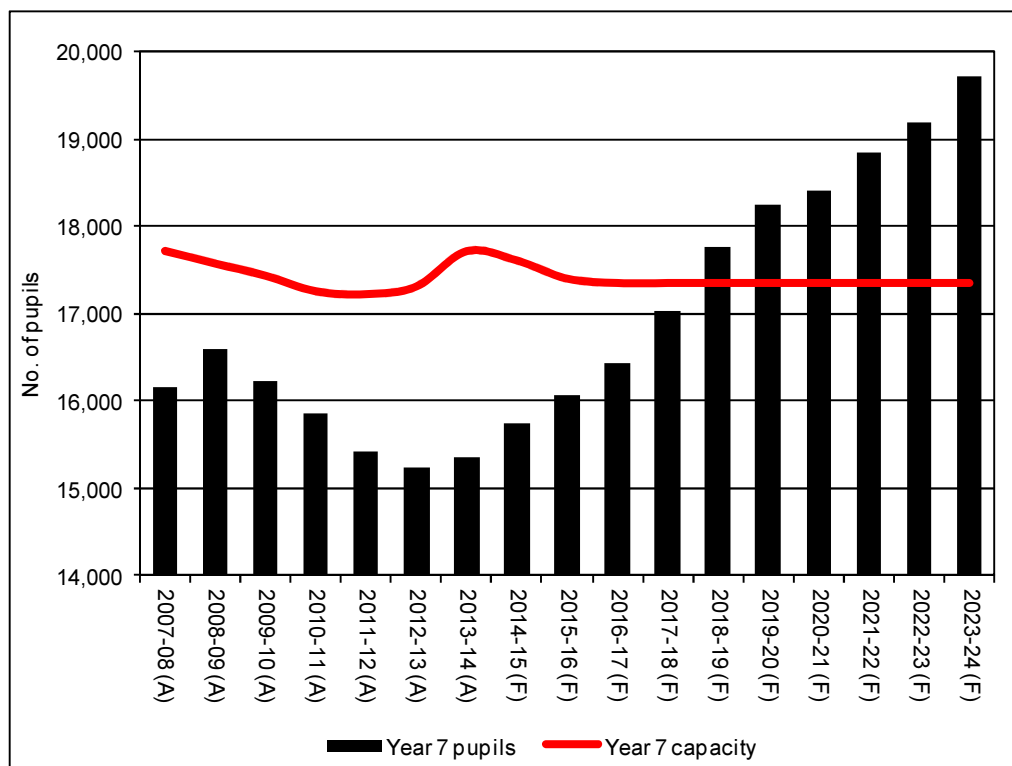
Source: School-based pupil forecasts (2014-based), Provision Planning and Operations, KCC.

9.14 Figure 9.11 above shows that current surplus capacity for primary year groups (Reception - Year 6) varies across the County from 2.3% in Gravesham to 9.8% in Dover.

9.15 Current and Forecast Pupil Numbers in Mainstream Secondary Education

Figure 9.12 indicates how the number of Year 7 pupils in Kent schools are forecast to increase in the long-term up to 2023-24, having declined for four consecutive years from 2008-09. Figure 9.13 below provides an overview of this at District level. Figures 9.14 and 9.15 below provide similar information but for pupil numbers in all Year groups 7–11.

Figure 9.12
Historic and Forecast Year 7 Pupils in Kent Mainstream Schools
(2007-08 to 2023-24)



Source: School-based pupil forecasts (2014-based), Provision Planning and Operations, KCC.

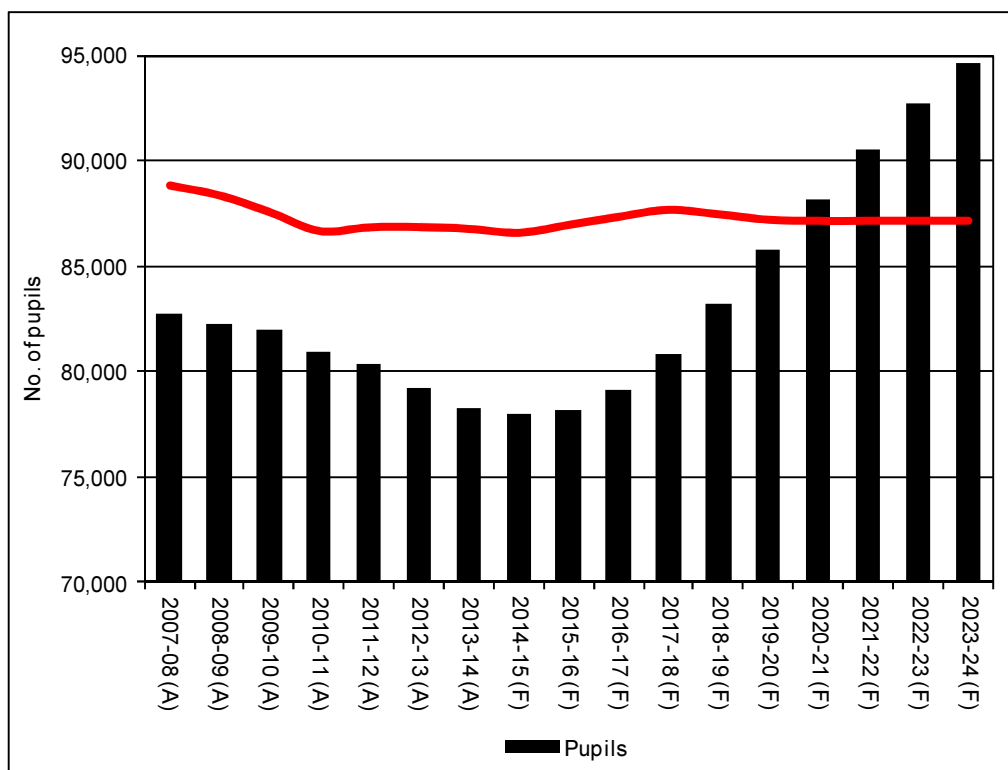
- 9.16 The number of Year 7 pupils in Kent schools has fallen for four consecutive years from 16,605 in 2008-09 to a low point of 15,244 in 2012-13. There has been an increase to 15,363 pupils for 2013-14. Thereafter, Year 7 rolls are forecast to rise to almost 20,000 through the period to 2023-24, an increase of 28% on current roll numbers.
- 9.17 Figure 9.13 below shows that current surplus capacity for Year 7 is 13.2% across Kent, but the figure varies across District areas. By the end of the forecasting period (2023-24) there will be around 14% deficit capacity in Year 7 across the County (based on current capacity data) so plans to commission additional secondary school places will need to be brought forward in the coming years to address this situation.

Figure 9.13
Current and Forecast Year 7 Pupils in Kent Mainstream Schools by District Area (2023-24)

District	Capacity 2013-14	Pupil roll 2013-14	Surplus places 2013-14	Surplus capacity 2013-14 (%)	Capacity 2023-24	Pupil roll 2023-24	Surplus places 2023-24	Surplus capacity 2023-24 (%)
Ashford	1,502	1,312	190	12.6	1,512	1,641	-129	-8.5
Canterbury	1,670	1,480	190	11.4	1,501	1,742	-241	-16.1
Dartford	1,475	1,366	109	7.4	1,445	1,941	-496	-34.3
Dover	1,310	1,143	167	12.7	1,310	1,455	-145	-11.0
Gravesham	1,314	1,179	135	10.3	1,284	1,649	-365	-28.4
Maidstone	2,047	1,799	248	12.1	2,047	2,463	-416	-20.3
Sevenoaks	630	423	207	32.9	630	544	86	13.6
Shepway	1,210	944	266	22.0	1,195	1,051	144	12.1
Swale	1,685	1,515	170	10.1	1,685	2,032	-347	-20.6
Thanet	1,562	1,378	184	11.8	1,544	1,801	-257	-16.6
Tonbridge & Malling	1,797	1,534	263	14.6	1,753	1,856	-103	-5.9
Tunbridge Wells	1,505	1,290	215	14.3	1,439	1,551	-112	-7.8
Kent	17,707	15,363	2,344	13.2	17,345	19,725	-2,380	-13.7

Source: School-based pupil forecasts (2014-based), Provision Planning and Operations, KCC.

Figure 9.14
Historic and Forecast Secondary Pupils (Years 7-11) in Kent Mainstream Schools (2007-08 to 2023-24)



Source: School-based pupil forecasts (2014-based), Provision Planning and Operations, KCC.

9.18 Figure 9.14 above shows that the number of Year 7-11 pupils in Kent Secondary schools has been declining over the previous six years from 82,736 in 2007-08 to 78,222 in 2013-14 and is expected to continue to fall slightly to just below 78,000 in 2014-15. Thereafter

it is forecast to rise to over 94,000 through the period to 2023-24, an increase of 21% on current roll numbers.

Figure 9.15
Current and Forecast Secondary Pupils (Years 7-11) in Kent Mainstream Schools
by District Area (2023-24)

District	Capacity 2013-14	Pupil roll 2013-14	Surplus places 2013-14	Surplus capacity 2013-14 (%)	Capacity 2023-24	Pupil roll 2023-24	Surplus places 2023-24	Surplus capacity 2023-24 (%)
Ashford	6,897	6,379	518	7.5	7,560	7,776	-216	-2.9
Canterbury	8,202	7,513	689	8.4	7,505	8,624	-1,119	-14.9
Dartford	7,165	6,851	314	4.4	7,225	9,038	-1,813	-25.1
Dover	6,730	6,016	714	10.6	6,550	6,822	-272	-4.1
Gravesham	6,480	5,915	565	8.7	6,420	7,540	-1,120	-17.4
Maidstone	10,270	9,100	1,170	11.4	10,235	11,448	-1,213	-11.8
Sevenoaks	2,670	1,938	732	27.4	3,150	2,693	457	14.5
Shepway	6,050	5,022	1,028	17.0	5,975	5,308	667	11.2
Swale	8,278	7,722	556	6.7	8,425	9,537	-1,112	-13.2
Thanet	7,784	7,185	599	7.7	7,720	8,573	-853	-11.1
Tonbridge & Malling	8,402	7,698	704	8.4	8,765	9,029	-264	-3.0
Tunbridge Wells	7,867	6,883	984	12.5	7,645	8,257	-612	-8.0
Kent	86,795	78,222	8,573	9.9	87,175	94,645	-7,470	-8.6

Source: School-based pupil forecasts (2014-based), Provision Planning and Operations, KCC.

9.19 Figure 9.15 above shows that current surplus capacity for Secondary year groups (Years 7-11) is 9.9% across Kent. This is forecast to decrease over the coming years; such that by the end of the forecasting period if no action is taken there will be an 8.6% deficit of places in Secondary schools across the County. In recent times the immediate pressures have been to accommodate peak years of Primary children entering the education system, as well as unprecedented numbers moving into the County (in other year groups). Over the coming years the general focus will shift away from expansion of Primary places to the funding and commissioning of additional Secondary places.

10. Commissioning Special Educational Needs Provision

- 10.1 At the start of 2014 we published a Strategy to improve the outcomes for Kent's children and young people with SEN and those who are disabled (SEND), anticipating the Children and Families Bill being enacted. Within the Strategy we recognised our current SEN capacity had not kept pace with changing needs and that we continue to commit a significant level of resources to transporting children to schools away from their local communities.
- 10.2 Our commissioning intentions are to deliver the SEND Strategy in line with our three key aims:

Improve children and young people's educational, health and emotional wellbeing outcomes

- Continue to target existing Special school resources to support the development of skills in mainstream schools particularly for pupils with autism (ASD), behavioural, emotional and social needs (BESN) and speech, language and communication needs (SLCN).
- Further increase the range of Specialist resourced provision in our mainstream schools, building on the increase in 2014.

Develop integrated assessment and joint commissioning to deliver EHC plans

- Work in partnership with our maintained Special schools to increase the number of commissioned Special school places from 3326 to 3576 demonstrating the case for investment, ensuring growth in places is cost efficient
- Further increase the number of places available for ASD, BESN and SLCN by 99.
- Encourage closer links between our Special schools and FE Colleges, utilising existing good practice to ensure continuity of support up to age 25.

Develop the range of social care, health and education providers and encourage a mixed economy

- Formalise the partnership with providers to deliver a best value approach to low incidence high cost needs. Collaboration offers parents greater choice of good quality local provision, in which they can feel confident.
- Decrease the demand for out of County placements; fewer than 300 children and young people will be in out County provision by 2016.

10.3 Special Educational Needs (Education Health and Care Plans, formerly Statements)

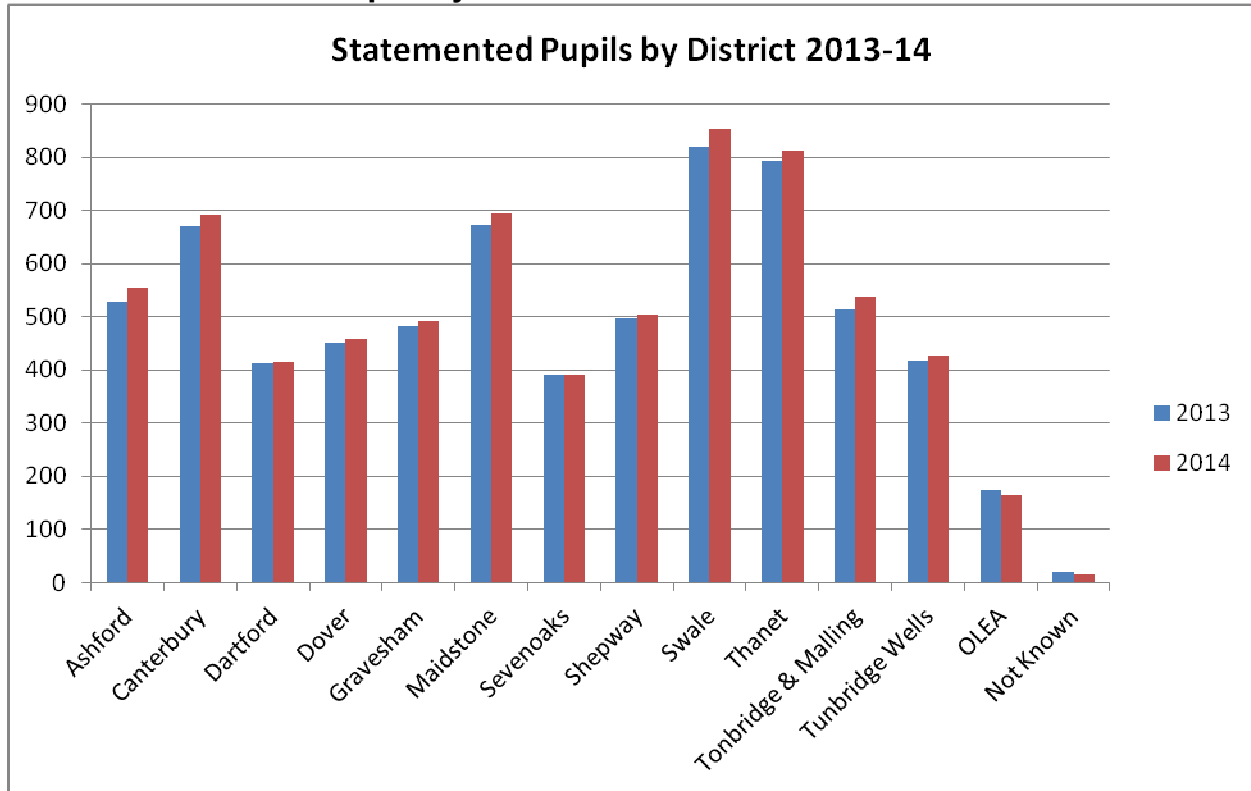
The Children and Families Act 2014 and accompanying Code set out the new arrangements with regard to the SEN process. For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care Plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs). However, the Code states that those who currently have statements when transferred to EHC should not lose these simply because of a change in the system. Learning Disability Assessments under LSA 2000 are to continue until 2015. Authorities have up until 2018 to implement this Act.

- 10.4 Although the number of pupils with a statement of special educational need has increased steadily over the past five years with the most significant rise in 2012-13 (where the total number of statements rose by 2.7%), the proportion of the overall population is relatively stable. This trend has remained consistent for 2013-14 and now

stands at 7013 (including children in care from other local authorities who are accommodated in Kent).

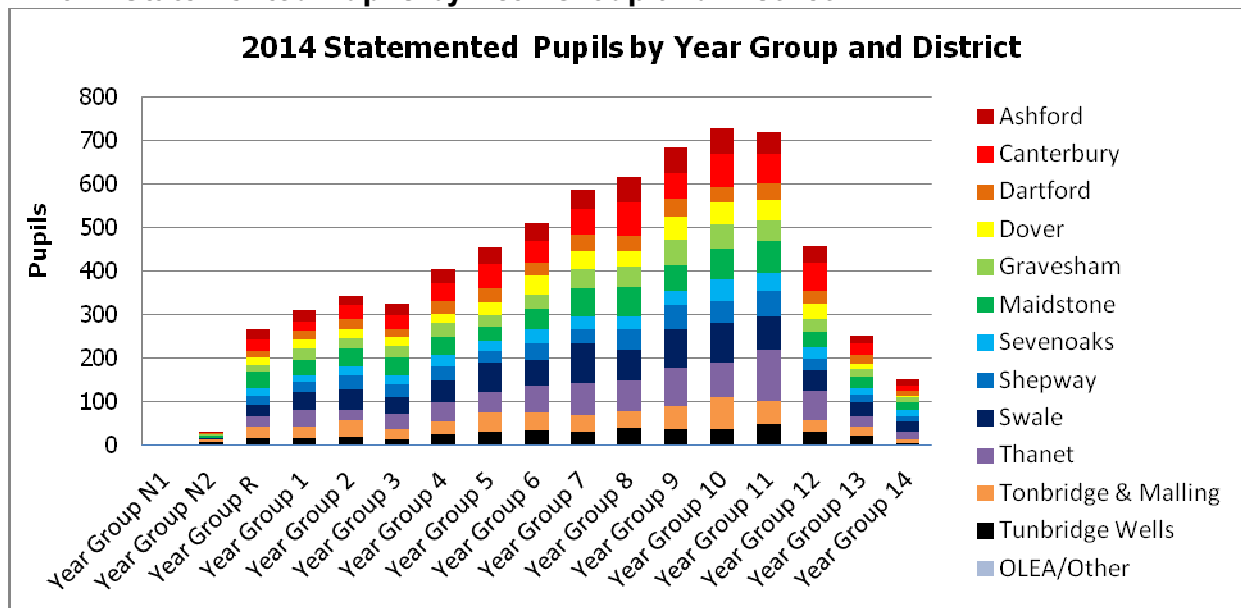
10.5 There is a significant variation in the number of pupils with a statement in each District of Kent. Whilst the population size of a District is a relevant factor in this, it does not account for the total variance. Figure 10.1 below indicates a slight rise across all Districts in Kent, more notable in the East of the County, especially in Swale.

Figure 10.1
Kent Stated Pupils by District 2013-14



Source: Impulse FIO Report January 2013/14

Figure 10.2
2014 Stated Pupils by Year Group and District



Source: Impulse FIO Report January 2013/14

- 10.6 The data set out in Figures 10.2 and 10.3 shows the number of statemented pupils by year group and District (Spring 2014). Whilst the total number of pupils in each cohort with statements increases steadily (the Year 3 cohort has fewer statemented pupils), there is acceleration in the rate of statementing in Years 6 and 7 and again in Year 9. In Years 11 to 14 the number of statements reduces significantly as pupils move through the academic year groups. However, we have seen an increase in the number of Post-16 students with statements: i.e. there were 147 Year 12 pupils with statements in 2014 compared to the previous year.
- 10.7 In terms of the number of statemented pupils, the East Kent Districts have the most, with Swale topping the league, closely followed by Thanet, then by Canterbury. These Districts have also seen the greatest rise in numbers on last year.
- 10.8 In the South of the County the Ashford District has also seen an increase (+40) in statements across all year groups. Dover and Shepway Districts have seen a slight increase.
- 10.9 The Districts in the West of the County have all seen increases in their statemented population. Reflecting its population size, Maidstone has a greater number of statemented pupils than most Districts.
- 10.10 In the North of the County the Districts have seen smaller increases in the number of statemented pupils.

Figure 10.3
Spring 2014 Statemented Pupils by Year Group and District

District	N1	N2	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	District Total All Year Groups
Ashford		1	23	27	21	28	33	37	41	46	59	57	59	50	39	18	16	555
Canterbury			25	21	32	32	39	58	50	57	74	59	76	69	63	24	12	691
Dartford		2	16	20	22	16	30	30	28	39	36	42	35	38	29	22	11	416
Dover			18	20	22	23	21	31	44	42	36	52	52	45	37	13	3	459
Gravesham		3	15	26	22	25	32	25	34	42	47	59	56	49	30	16	12	493
Maidstone	1	4	38	37	42	40	42	34	47	64	67	60	69	71	35	26	18	695
Sevenoaks		1	16	13	21	22	27	24	30	30	31	31	49	43	24	15	13	390
Shepway		1	20	25	31	28	32	25	38	34	46	55	52	58	29	17	14	505
Swale		1	28	40	48	41	48	69	60	90	69	89	90	76	47	32	24	852
Thanet			23	40	24	33	44	47	61	74	72	89	80	119	66	24	17	813
Tonbridge & Malling		6	25	25	36	23	30	43	41	38	39	51	72	51	26	22	9	537
Tunbridge Wells		9	18	17	21	15	26	31	35	31	39	38	38	50	32	22	4	426
OLEA/Other			2	3	4	5	6	8	12	14	11	21	22	26	18	15	14	181
Kent Total	1	28	267	314	346	331	410	462	521	601	626	703	750	745	475	266	167	7013

Source: Impulse FIO Report January 2014

- 10.11 Figure 10.4 below provides a breakdown of pupil need type over the past five years. The number of Autistic Spectrum Disorder (ASD) need type has increased significantly from 2010 – 2014 (by 65%). Similarly the number of Profound & Multiple Learning Difficulties (PMLD) has also increased by 6.8%. We have also seen a sizeable increase in the

number of pupils with medical needs, although numerically this group remains relatively small. In contrast to these growth areas we have seen declines in the numbers of pupils with statements of moderate and severe learning difficulties, specific learning difficulties/dyslexia, visual and hearing impairments and physical difficulty. Pupils with Behavioural, Emotional and Social Needs (BESN) remain high (1227), but numbers are relatively stable. We anticipate these trends continuing. Therefore, we will need to continue to commission provision in these areas, whilst decommissioning provision in areas of decreasing need.

Figure 10.4
Statemented Pupils Primary Need Type 2010-2014

SEN Primary Need Type	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	5 yr +/-	%+/-
ASD	1490	1680	1849	2271	2457	967	65
BESN	1240	1194	1203	1239	1227	-13	-1.0
HI	184	178	175	168	158	-26	-14
Medical	75	86	95	103	103	28	37
MLD	861	745	676	542	519	-342	-40
Other	1	5	4	10	5	4	400
PD	457	423	415	404	402	-55	-12
PMLD	153	182	204	251	257	104	68.0
SLD	755	722	693	681	688	-67	-8.9
SLCN	1126	1130	1128	971	1002	-124	-11
SpLD/Dyslexia	174	158	128	115	122	-52	-30
VI	105	102	93	86	73	-32	-30
Kent Total	6621	6605	6663	6841	7013	392	5.9
Year on Year % increase		-0.2	0.9	2.7	2.5	1.5	
Increase since 2009-10%		-0.2	0.9	2.7	2.6	1.5	

- 10.12 Of the total of 7013 statemented pupils over 3000 attend Kent mainstream schools this accounts for 2.8% of Kent's school population for which the Local Authority is responsible for commissioning their school provision.
- 10.13 The Local Authority is commissioning more than 4,000 Specialist places in Kent maintained Special school places and Specialist resourced units. 50% of these are in PSCN Special schools. Less than 800 are for ASD and SLCN. There are 700 are places for BESN, however none of these are currently unit places. Figure 10.5 below shows the breakdown of need by age group. It is evident there is an ongoing requirement to adjust the type of provision available to better meet changing needs.

Figure 10.5**Statemented Pupil - Primary Need Type by Year Group (Jan 2014)**

SEN Primary Need Type	N1	N2	YR	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Total
ASD	0	5	108	133	129	111	157	162	198	190	220	247	248	229	148	104	68	2457
BESN	0	1	0	16	18	27	54	80	91	109	134	182	211	211	67	23	3	1227
HI	1	3	8	9	8	11	13	13	9	11	7	12	18	15	5	6	9	158
Medical	0	1	7	7	9	13	10	11	5	6	8	6	3	6	6	2	3	103
MLD	0	0	9	17	14	13	22	23	28	53	50	39	57	92	56	27	19	519
PD	0	4	18	20	37	20	28	25	24	34	23	36	35	28	35	21	14	402
PMLD	0	4	22	17	28	22	15	18	21	20	17	16	13	11	10	10	13	257
SLCN	0	4	52	56	57	71	71	71	83	111	80	97	79	76	66	22	6	1002
SLD	0	5	38	34	41	39	37	46	47	45	63	45	61	48	62	45	32	688
SLD / Dyslexia	0	0	0	0	1	1	0	5	11	21	16	13	16	20	15	3	0	122
VI	0	1	3	5	4	3	3	8	4	1	8	9	8	8	5	3	0	73
Other	0	0	2	0	0	0	0	0	0	0	0	1	1	1	0	0	0	5
Kent Total	1	28	267	314	346	331	410	462	521	601	626	703	750	745	475	266	167	7013

Source: Impulse FIO Report January 2014

- 10.14 Our focus is on ensuring Primary age children have access to early intervention in mainstream schools wherever possible. This rising number of Reception aged children has enabled us to incorporate specialist provision in the new schools from 2015. We will monitor whether this additional capacity is sufficient in the medium term. In the event that the growth continues at current levels we will establish additional specialist provision at a future date.
- 10.15 For Secondary provision, we will need to closely monitor the impact of specialist SEN Primary provision on individual pupil's needs to identify whether continuity of provision is necessary. For many pupils appropriate early intervention and suitable placement at Primary will mean that at Secondary age, their needs can be met in their local Secondary school. However we are already aware of some pressure at Secondary age within our Special schools and the Secondary forecasts indicate that there will be significant pressure on Secondary school places from 2018/19 onwards. SEN pupils typically represent 2.8% of the wider population, although the percentage in mainstream schools would be approximately 1.3%. We will need to monitor the growth in the Secondary age school population and respond accordingly with new SEN provision where required.
- 10.16 Kent Special Schools**
There are 7013 children in Kent with a statement, over 3000 pupils (44%) attend 23 Local Authority maintained Special schools and one Special Academy in Kent. 11 schools are designated as District Special Schools for children aged 3-19 with Profound, Severe and Complex Needs (PSCN). Two of these schools are federated. Dover District is served by Whitfield (Aspen I) Primary School and Dover Christchurch Academy (Aspen II) SEN Units. National data suggests that at least 20% of the pupils in District Special schools could attend a local mainstream school.
- 10.17 The current designated number of Special school places is 3326, as set out in Figure 10.6 below. This means 288 places were added during the course of last year. In exceptional circumstances schools can vary their individual designated number by up to 10%. This means the potential capacity is greater (3658 = 3326 + 10%). However, the

number of commission places is determined by the number of children who actually require admission which may not be the same as the designated number. Figure 10.6 shows where we plan to add a further 250 places in Kent's maintained Special schools.

Figure 10.6
Designated Numbers at Kent Maintained Special Schools - 1 October 2014

School	Need Type Provision	District	Current Designated Number	Proposed Designated Number	Basic Need
Goldwyn School	BESN	Ashford	115	115	0
Wyvern School, The	PSCN	Ashford	165	165	0
Orchard School, The	B&L	Canterbury	96	96	0
St Nicholas' School	PSCN	Canterbury	144	200	56
Rowhill School	B&L	Dartford	106	106	0
Harbour School	B&L	Dover	96	96	0
Portal House School	BESN	Dover	60	80	20
Ifield School, The	PSCN	Gravesham	190	190	0
Bower Grove School	B&L	Maidstone	183	183	0
Five Acre Wood School	PSCN	Maidstone	210	275	65
Furness School	ASD	Sevenoaks	60	60	0
Milestone School	PSCN	Sevenoaks	203	203	0
Valence School	PD	Sevenoaks	80	80	0
Foxwood School	PSCN	Shepway	122	148	26
Highview School	PSCN	Shepway	160	188	28
Meadowfield School	PSCN	Swale	209	209	0
Foreland School, The	PSCN	Thanet	200	200	0
Laleham Gap School	ASD	Thanet	170	170	0
St Anthony's School	B&L	Thanet	96	112	16
Stone Bay School	ASD	Thanet	66	66	0
Grange Park School	ASD	Tonbridge & Malling	79	100	21
Ridge View School	PSCN	Tonbridge & Malling	180	180	0
Broomhill Bank School	ASD	Tunbridge Wells	136	136	0
Oakley School	PSCN	Tunbridge Wells	206	218	12
Total			3326	3576	250

10.18 Satellite Provision

We propose to establish new satellite provision as set out in Figure 10.7 below.

Figure 10.7
Proposed Satellite Provision linked to Kent maintained Special schools

School Type	District/Area	Special School Receiving the Provision	Need Type	Number of Places
Primary	West Kent	To be confirmed	PSCN	15
Primary	Thanet	St Anthony's Special School	B&L including ASD	8
Primary	Thanet	St Anthony's Special School	B&L including ASD	8
			Total	31

Source: EY EPA

10.19 Kent Specialist Resource Base Provision (Units)

Figure 10.8 below sets out the location, designation and capacity of the mainstream schools in the County which are resourced to provide specialist SEN provision for pupils with a statement.

**Figure 10.8
Maintained Schools Hosting Specialist (Unit) Resources**

School	School Type	Unit Need Type	District	Academic Year 2014-2015 Pre-16 Capacity	Academic Year 2014-2015 Post-16 Capacity	Academic Year 2014-2015 Total Places
Ashford Oaks Community Primary School	PRI	ASD	Ashford	6	0	6
North School, The	SEC	ASD	Ashford	15	2	17
John Wallis C of E Academy	SEC/PRI	SLCN	Ashford	12	0	12
Joy Lane Primary School	PRI	ASD	Canterbury	28	0	28
Reculver CofE Primary School	PRI	VI	Canterbury	5	0	5
Wincheap Foundation Primary School	PRI	SLCN	Canterbury	25	0	25
Archbishops School, The	SEC	VI	Canterbury	19	2	21
Canterbury Academy, The	SEC	SLCN	Canterbury	21	0	21
Simon Langton Grammar School for Boys	SEC	ASD	Canterbury	12	3	15
St Anselms Catholic School	SEC	PD	Canterbury	14	2	16
Fleetdown Primary School	PRI	HI	Dartford	14	0	14
Langafel CofE Primary School	PRI	ASD	Dartford	18	0	18
York Road Junior Academy	PRI	SLCN	Dartford	28	0	28
York Road Junior Academy	PRI	ASD	Dartford	6	0	6
Leigh Technology Academy	SEC	HI	Dartford	4	3	7
Longfield Academy	SEC	ASD	Dartford	36	4	40
Whitfield and Aspen School	PRI	SLD	Dover	55	0	55
Castle Community School	SEC	SpLD	Dover	16	0	16
Dover Christ Church Academy	SEC	SLD	Dover	30	10	40
Tymberwood Academy	PRI	PD	Gravesham	5	0	5
Meopham School	SEC	ASD	Gravesham	16	0	16
Thamesview School	SEC	PD	Gravesham	10	0	10
Molehill Copse Primary Academy	PRI	HI	Maidstone	12	0	12
New Line Learning Academy	SEC	PD & VI	Maidstone	4	0	4
Oasis Academy Hextable	SEC	SLCN	Sevenoaks	20	4	24
Castle Hill Community Primary School	PRI	HI	Shepway	8	0	8
Hythe Bay CofE Primary School	PRI	SLCN	Shepway	19	0	19
Morehall Primary School	PRI	VI	Shepway	5	0	5
Pent Valley Technology College	SEC	PD & VI	Shepway	4	0	4
Minterne Community Junior School	PRI	SLCN	Swale	28	0	28
Oaks Community Infant School, The	PRI	SLCN	Swale	12	0	12
Abbey School	SEC	ASD	Swale	33	0	33
Sittingbourne Community College	SEC	SLCN	Swale	29	0	29
Westlands Academy, The	SEC	PD	Swale	36	4	40
Garlinge Primary School	PRI	PD	Thanet	7	0	7
Charles Dickens School, The	SEC	VI	Thanet	6	0	6
Ellington and Hereson School, The	SEC	SpLD	Thanet	5	0	5
Hartsdown Technology College	SEC	HI	Thanet	3	2	5
Cage Green Primary School	PRI	ASD	Ton & Malling	28	0	28
Slade Primary School	PRI	HI	Ton & Malling	6	0	6
West Malling CEP School	PRI	SLCN	Ton & Malling	17	0	17
Malling School, The	SEC	SLCN	Ton & Malling	90	0	90
Malling School, The	SEC	ASD	Ton & Malling	12	0	12
Bishops Down Primary School	PRI	PD	Tunbridge Wells	6	0	6
St Gregorys Catholic Comprehensive Sch	SEC	HI	Tunbridge Wells	10	1	11
			Totals	795	37	832

10.20 Additional Specialist Resource Provision (SRBP)

Figure 10.9 provides details of the proposed new specialist resource base provision, where the host school has been identified.

**Figure 10.9
Proposed Specialist Resource Base Provision**

School	School Type	SRBP Type	District	2015	2016	2017
Thistle Hill (new)	PRI	BESN	Swale	4	8	14
East Folkestone (new)	PRI	ASD	Shepway	4	8	12
Valley Invicta Primary School at Leybourne Chase (new)	PRI	BESN	Tonbridge & Malling	4	6	8
Valley Invicta Primary School at Holborough Lakes (new)	PRI	BESN	Tonbridge & Malling	4	6	8
Valley Invicta Primary School at Kings Hill (new)	PRI	ASD	Tonbridge & Malling	6	8	12
Oakfield Community Primary	PRI	ASD	Dartford	*12	12	12
Holmesdale Technology College	SEC	ASD	Tonbridge & Malling	*4	8	12
Nonington CEP School	PRI	BESN	Dover	3	4	6
River Primary School	PRI	SCLN	Dover	4	8	12
Total				45	68	96

* These places are with effect from 1 September 2014 and will be filled incrementally.

10.21 Out County (Independent and Non Maintained Placements)

Figure 10.10 below shows that as at January 2014 there were 718 pupils whose needs could not be met in Kent maintained schools. 169 of these pupils remain the responsibility of their home authority. Approximately 10% attend non-maintained or out of county Special schools with the largest numbers of these in schools for autism (ASD) or behavioural, emotional and social needs (BESN).

10.22 Data also indicates that there is a small number of pupils with SLD and MLD whose needs fall within the range of District PSCN Special schools for whom Kent’s maintained schools do not have sufficient capacity at present.

Figure 10.10**All Pupils With a Statement of SEN Attending Out of County Schools**

SEN Need Type	No of Pupils January 2014	% of Pupils January 2014	No of Pupils January 2013	% of Pupils January 2013	No of Pupils January 2012	% of Pupils January 2012	No of Pupils January 2011	% of Pupils January 2011
ASD	247	34.4	205	30.5	139	20.7	132	19.6
BESN	266	37.0	243	36.1	246	36.6	262	38.9
HI	37	5.2	37	5.5	38	5.6	35	5.2
Medical	8	1.1	9	1.3	8	1.2	6	0.9
MLD	29	4.0	36	5.3	44	6.5	46	6.8
PD	17	2.4	17	2.5	14	2.1	19	2.8
PMLD	10	1.4	6	0.9	4	0.6	5	0.7
SLCN	64	8.9	68	10.1	57	8.5	52	7.7
SLD	14	1.9	18	2.7	20	3.0	20	3.0
SpLD	19	2.6	22	3.3	27	4.0	29	4.3
VI	7	1.0	12	1.8	12	1.8	9	1.3
Total	718		673		609		615	

10.23 Austistic Spectrum Disorder Provision

We recognise that some mainstream schools have developed expertise in supporting children with autism. This is particularly evident in the Secondary sector and we will continue to support them in building this capacity.

10.24 We propose creating at least 275 additional specialist places, of which more than 100 will be in mainstream. Expressions of interest received from mainstream schools build on their existing expertise and re-commissioning of existing provision will enable schools to successfully refocus and extend ASD provision. Figure 10.12 shows the progress made to date. An additional 75 ASD or Speech and Language places are being created over the next few years. Clearly further work is needed to increase this provision further.

10.25 Figure 10.12 below summarises where additional ASD – SLCN provision is being made (2014-15) or is proposed (2015-17).

Figure 10.12**Additional Places for Autistic Spectrum Disorder (ASD) – Speech, Language & Communication Needs (SLCN)**

District	SEN Need Type	2014-2015 Pre-16 Capacity Places	2014-2015 Post-16 Capacity Places	2015-2016 Planned Pre-16 Extra Places	2016-2017 Planned Pre-16 Extra Places	2014-2017 District Total Planned Pre-16 Places	2014-2017 District Total Planned Post-16 Places
Ashford	ASD	21	2	0	0	21	2
Ashford	SLCN	12	0	0	0	12	0
Canterbury	ASD	40	3	0	0	40	3
Canterbury	SLCN	40	0	0	0	40	0
Dartford	ASD	62	1	4	4	70	1
Dartford	SLCN	22	0	0	0	22	0
Dover	SLCN	4	0	4	4	12	0
Gravesham	ASD	16	0	0	0	16	0
Maidstone	ASD	4	0	8	12	24	0
Sevenoaks	ASD	0	0	0	0	0	0
Sevenoaks	SLCN	16	2	0	0	16	2
Shepway	ASD	0	0	0	12	12	0
Shepway	SLCN	19	0	0	0	19	0
Swale	ASD	39	0	2	4	45	0
Swale	SLCN	43	0	0	0	43	0
Thanet	ASD	3	0	6	6	15	0
Tonbridge & Malling	ASD	36	0	4	5	45	0
Tonbridge & Malling	SLCN	107	0	0	0	107	0
Total		484	8	28	47	559	8

Source: EY EPA

10.26 BESN Provision

We propose to commission 121 additional BESN Places and we are on the way to securing these. We have established 55 new places at Goldwyn School, although these replace those lost from Furness School following its change of designation to ASD. Across Kent there are three new Primary schools opening in September 2015 which will provide specialist resourced base provision for Primary aged pupils who have greater difficulty learning as a result of behavioural needs:

- Thistle Hill (Swale) 12 -15 pupils
- Leybourne Chase (Tonbridge & Malling) 8 pupils
- Holborough Lakes (Tonbridge & Malling) 8 pupils

10.27 Also, proposals are ready for consultation on creating a SRBP at Nonington CEP School. Unfortunately the plans for an additional SRBP provision in Swale did not come to fruition and it is now necessary to identify an alternative host school.

10.28 BESN remains the second most prevalent need type in Kent mainstream schools. We recognise that we still require additional BESN provision to support those pupils.

10.29 We will keep a close eye on the age profile to see if continuity is required at Secondary.

10.30 Future Commissioning

Finberry, Cheeseman’s Green (Ashford)

We are planning a new school to open in Ashford in order to meet the significant increase in population as a result of new housing. Whilst we have outstanding specialist provision at Goldwyn, this is for Secondary age pupils only. We are proposing a Primary SRBP serving Ashford, as part of the new Primary school.

10.31 Bower Grove School (Maidstone)

We continue to transport considerable numbers of pupils from Iwade/Sheppey to Bower Grove School in Maidstone. We need to expand the number of places for Secondary age pupils to reduce the travel times of pupils requiring a place. In consideration of the successful satellite provision at St. Augustine’s (now transferred to the management of St. Augustine’s) we propose to create a new satellite provision on an alternative school site.

10.32 Portal House School (Dover) for pupils with Social, Emotional and Behavioural Needs (SEBN) at Secondary age. We propose to increase the designated number at Portal House by 20 places as part of plans to re-build the school.

10.33 We are already looking at how we can address the pressure in Thanet by creating early intervention, Primary resourced base provision and new satellite provision for Primary aged pupils and by increasing the current Secondary capacity of St Anthony’s Special school, particularly to support girls with BESN.

10.34 Figure 10.13 below sets out where we propose to increase capacity for pupils with BESN.

Figure 10.13

Additional Places Planned for Behaviour Emotional and Social Needs

District	SEN Need Type	2014-2015 Planned Pre-16 Capacity Places	2015-2016 Planned Pre-16 Extra Places	2016-2017 Planned Pre-16 Extra Places	2014-2017 District Total Planned Pre-16 Places
Ashford	BESD	0	0	3	3
Dover	BESD	3	2	3	8
Swale	BESD	4	2	16	22
Tonbridge & Malling	BESD	0	0	14	14
Total		7	4	36	47

Source: EY EPA

10.35 Profound, Severe and Complex Provision (PSCN)

For 2013/14 we had emerging pressures in Dover, therefore, we have established a satellite linked to the Aspen I provision at Aylesham Primary School to provide 12 additional places for moderate to severe learning difficulties.

10.36 We are addressing some of the PSCN place pressure in Maidstone through the development of satellite provision. Five Acre Wood School (Maidstone) is an all age (4-19) day District Special School for children and young people with Profound, Severe and Complex Learning Difficulties, including Autistic Spectrum Disorder. This school is currently at its physical capacity and a capital development is underway to rebuild the school. The proposal is also to create a satellite provision for pupils with moderate to

severe learning difficulties at East Borough Primary School, which is being considered under statutory process.

- 10.37 The Wyvern School (Great Chart, Ashford) is an all age Day Special School for pupils with Profound, Severe or Complex learning difficulties. On the whole, pupils travelling to the school live within the urban area of Ashford although there is also a concentration of pupils coming from Tenterden and Lydd. The location of Wyvern School, in terms of the external site, offers some flexibility for expansion. We remain alert to planned housing developments and as the forecast population increases will consider the expansion of Wyvern School, particularly whether the school will need to increase by one form of entry; an overall increase in the designated number of 60 to 70 pupils. We are currently analysing early years data as part of our monitoring of pressures for places in this locality.
- 10.38 Foxwood School (Folkestone) is an outstanding day school for pupils aged 2 - 19 with severe or multiple learning difficulties, challenging behaviour or autism. Residency data indicates the school is currently receiving pupils from Dover and Deal. However, the provision of a Satellite at Aspen I at Aylesham Primary School will mean that travelling times for pupils travelling from Dover and Deal will be reduced.
- 10.39 Highview School (federated with Foxwood School) is a mixed day school for children between the ages of 4 and 19 years. The school caters for children who have a range of moderate and complex learning difficulties, including children with language delay and disorder and associated behavioural difficulties. Residency data suggests the school is receiving pupils from Dover, Deal and considerable numbers of pupils from Ashford thereby transporting children who could be absorbed by Wyvern if additional accommodation were available.
- 10.40 Meadowfield School serves the Swale District (Sheppey, Faversham and Sittingbourne) and provides for learners with a range of needs related to profound, severe and complex needs. The residency data suggests that on the whole the school caters for pupils living in Swale with the exception of a few pupils travelling from Herne Bay. We recognise that the need for places within the District is likely to exceed capacity, in part due to the number of referrals for looked after children in Swale.
- 10.41 We know that planned capital development will address some of the current pressure for places as the additional accommodation will enable an increase in commissioned places for Maidstone at Five Acre Wood, at Ridgeview in Tonbridge and at Oakley in Tunbridge Wells.
- 10.42 We are aware that for the most profound level of physical and cognitive difficulty there is no obvious provider within the non-maintained sector for Primary aged pupils. Where placement difficulties occur, these pupils cannot be offered an out-County solution as a day school and therefore would require a boarding school placement.
- 10.43 Physical Disabilities (PD) and Accessible Schools**
Kent maintains 275 Specialist places for physical disabilities, including sensory disabilities with 30% of these at Valence Special School. Although Valence is located in Sevenoaks District it is an all-age County wide specialist resource and it offers boarding facilities for those who cannot travel easily on a daily basis. Pupils travel to Valence from 11 different local authorities. Concentrations of children are travelling from the Dartford and Gravesend area.

- 10.44 The most significant increases in pupils with Physical Disabilities are currently seen in Primary schools and this reflects the trend for places. We know from the forecasting for general school population that we must be alert to:
- **Maidstone:** greater than expected Year 7 pupils, some due to migration.
 - **Tonbridge and Malling:** migration into the District seen in Kings Hill by families with pre-school children, Year R places to 2018.
 - **Canterbury:** families with young children moving into housing previously occupied by older couples.
 - **Swale:** migration, particularly from London, accounts for the variance.
 - **Thanet:** higher and increasing migration and volatility of the population in and out of the area.
- 10.45 We remain committed to increase physical access to the built environment for pupils who are disabled, particularly those with mobility difficulties.
- 10.46 We will continue to ensure that our plans for all new schools meet our statutory responsibility to ensure disability access and increase parental choice.

11. Commissioning Early Years Education and Childcare

11.1 Overview

- There are a significant number of surplus early education places in all Districts of Kent.
- The duty introduced in September 2013 to ensure that the most disadvantaged 2 year olds are able to access free early education provision represents a challenge for Kent but excellent progress is being made. Based on current experience of the percentage of two year olds eligible for the scheme who actually take up the offer of a place, which is 79%, we have more than sufficient places available for September 2014.
- Over and above the provision and availability of early education for two, three and four year olds, there are gaps in childcare provision (0-4), across ten of Kent's twelve Districts with the greatest requirement for additional provision in Thanet, Swale, Shepway and Canterbury.
- The gaps in provision, for childcare for school-aged children, are greatest in Thanet, Swale, Shepway and Canterbury.
- Work is being undertaken with schools and school partnerships to engage them in local planning for early years and childcare provision and to encourage more schools with maintained nurseries to expand their provision to offer early education places for 2 year olds.
- 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.

11.2 Review

It is recognised both nationally and in Kent that assessing the childcare market and ensuring a sufficiency of provision is both a complex and constantly moving challenge. It should be noted that take up and vacancies, within early years education settings particularly, also present a constantly changing picture. This is not only affected by parental demand but also by the fact that early years provision, being delivered in the main by the private, voluntary and independent sector providers, operates as part of an open market.

11.3 The Children and Families Information Service (CFIS) provide an information and advice service for parents and carers in relation to childcare provision. Since the incorporation of the CFIS into the Contact Centre in April 2011, no complaints have been received about the lack of childcare in Kent. CFIS Advisors advise callers that if, having perused the information provided (from either a list and/or a website search) they still have difficulty in finding the childcare that meets their needs; they can call back and access the CFIS Brokerage Service. Since April 2013, eight brokerage calls have been received and recorded, as a consequence of which suitable childcare has been identified in each case.

11.4 Free early education became a statutory entitlement for eligible two year olds from September 2013. Around 20% of disadvantaged two year olds were eligible for free early education from September 2013. KCC was given a target to secure 3,095 Free for Two places by that date with an increase to 6501 places by September 2014.

11.5 The target to develop 3095 places was achieved by September 2013.

11.6 Early Education and Childcare

'Early Education' is the Free Entitlement for all three and four year olds and increasing numbers of two year olds, designed to encourage, facilitate and support their development (though with a key focus on learning) ensuring the best outcomes for all children at the end of Early Years Foundation Stage (EYFS). 'Childcare' for children under five is at least four hours a day with a childcare provider (integral to which, for three and four and relevant two year olds is likely to be the Free Entitlement). 'Childcare' for school aged children (universally up to 14 and up to 18 for those with a special educational need and/or disability) refers to provision in breakfast and/or after school and/or holiday provision, a key purpose of which is to support parents to work, study or participate in training.

11.7 Early Years Provision

Early Years *childcare* provision for children aged 0–4 years is provided by sessional and full day-care pre-schools, nurseries and childminders. Embedded within this childcare provision will almost always be the Free Early Education Entitlement of 15 hours a week for 38 weeks a year. Levels of provision as of March 2014 (as registered with and informed by OfSTED) are:

- *Full day care provision*: 380 providers which are open for more than 4 hours per day, offering a total of 17,968 childcare/early education places.
- *Sessional provision*: 326 providers which are open less than 4 hours per day, offering a total of 9,511 childcare/early education places.
- *Childminders*: 1,557 childminders (i.e. providers who can care for children of all ages within their own home), with a total of 7,289 childcare places. 350 eligible childminders are currently registered to offer Free for Two (FF2) places.
- *Maintained provision*: Additionally, there are 68 maintained nursery classes and one maintained nursery school, offering a total of 3,787 free early education places for 3 and 4 year old children.

11.8 Early Years childcare and early education across all sectors and types of provision is summarised in Figure 11.1 below.

Figure 11.1

Number of early years providers and places by type of provision².

Type of provision	Number of registered providers	Number of registered places ³
Full day care	380	17968
Sessional care	326	9511
Childminders	1557	7289 ⁴
Maintained nursery units	69	3787
Totals	2332	38555

11.9 Out of School Childcare Provision

Childcare provision for school aged children (universally up to 14 and up to 18 for those with a special educational need and/or disability) is provided through breakfast clubs, after school clubs and holiday provision, again provided across all sectors. Much of this provision is not required to be registered with OfSTED (due to the lower number of hours and/or weeks it operates) and is therefore a more difficult market to quantify.

² Information from OfSTED March 2014.

³ It should be noted that a parent may only require part-time childcare and, therefore, a 'place' may be occupied by more than one child.

⁴ It should be noted that childminders can provide care for children aged 0 to 16.

11.10 Supply Side Information

In order to obtain accurate, up-to-date information on the existing provision of early education and childcare places in Kent, each year an Annual Provider Survey is undertaken. The APS is sent to all registered providers of early education and childcare across the County. Excellent response rates are obtained and the information collected gives a very full picture of the existing provision of places across the County.

11.11 Assessing Demand - Childcare Sufficiency Assessment

Section 11 of the Childcare Act 2006 placed a duty on local authorities to undertake a Childcare Sufficiency Assessment (CSA) as a necessary first step towards securing sufficient provision, enabling local authorities to identify gaps and establish plans to meet the needs of parents so that they can fulfil their Section 6 childcare sufficiency duty. The CSA is a measurement of the nature and extent of the need for and supply of childcare. It helps the Authority to identify where there are gaps in the market and, in consultation with partners, plan how to support the market to address them. The CSA in Kent is created through the collection and assessment of supply and demand data.

11.12 It is a requirement of the Childcare Act 2006 that the views of parents are obtained when completing the CSA. It is also a necessary requirement to enable an accurate assessment of the need for new early education and childcare places. This is undertaken in Kent via an Annual Parental Demand Survey (PDS). The PDS is of sufficient size to adequately capture the views of parents universally, including those from ethnic minorities, those of children with special educational needs and/or children who are disabled.

11.13 Planning for New Early Education and Childcare Places

The data gathered from the PDS is linked to the data in the MOSAIC household level market segmentation database. This enables the need for new childcare places in Kent to be predicted with high levels of accuracy. Such need is then analysed in conjunction with the existing stock of places, as shown in the APS, and is accurately mapped using appropriate mapping software in order to predict the demand for new childcare places at low levels of geography.

The Free Early Education Entitlement

11.14 Three and Four Year Olds

The CSA provides an overview of provision of both early education and childcare places in each District across Kent (see Figure 11.2 below)⁵. This suggests that there are a significant number of surplus early education places in each District. It should, however, be noted that whilst this analysis shows the maximum number of places that *could* possibly be available for the purposes of early education, it will not always be the case that this number *is* available. This is because providers in the private, voluntary and independent sectors may choose to use these places for childcare for younger children. This may particularly be the case when demand for early education places is low, for example at the start of the autumn term when many 4 year old children will have taken up places in school Reception classes.

⁵ A copy of the full CSA published on 1 April 2014 can be found here:
http://www.kent.gov.uk/_data/assets/pdf_file/0011/11810/Childcare-sufficiency-assessment-2014.pdf

Figure 11.2
Number of Children Aged 3 and 4 and Number of Early Education Places. ⁶

District	Number of children aged 3 and 4 ⁷	Number of early education places
Ashford	3310	4141
Canterbury	3120	4443
Dartford	2900	4336
Dover	2603	3314
Gravesham	2827	3517
Maidstone	3897	5503
Sevenoaks	3046	4005
Shepway	2436	3557
Swale	3740	4686
Thanet	3444	4397
Tonbridge and Malling	3240	4425
Tunbridge Wells	2872	3714
Totals	37435	50038

11.15 Two Year Olds

Take up of the Two Year Old Free Entitlement has been highly variable at different points in time and in different districts. However, the aggregate take up of all two year olds ever eligible across the length of the scheme so far has been 79%.

Figure 11.3 below provides information about eligibility for and the supply of places for two year olds:

Figure 11.3
Eligibility for and the supply of places for two year olds

District	Eligible Children	Places Currently Available	Planned Places	Total Places to be Available	Surplus/ Shortfall
Ashford	485	399	54	453	32
Canterbury	552	535	17	552	0
Dartford	463	323	73	396	67
Dover	589	575	14	589	0
Gravesham	586	316	42	358	228
Maidstone	570	502	54	556	14
Sevenoaks	278	278	0	278	0
Shepway	564	525	39	564	0
Swale	792	664	128	792	0
Thanet	960	796	160	956	4
Tonbridge & Malling	329	281	0	281	48
Tunbridge Wells	333	297	24	321	12
Totals	6501	5363	509	5872	405

11.16 Whilst our target is 6501 places, based on 79% take up, the actual need is anticipated to be 5136. With 5872 places available and in development, the actual situation is one of a

⁶ The number of early education places includes reception classes in Kent maintained schools and Academies.

⁷ The number of children aged 3 and 4 as at 31 August 2013 as supplied by the Kent Primary Care Agency from Kent GP registrations data. Please see: Z:\Global\SHQ\ELS Provision Planning\Population_data\Pre-school population\2013\140303 0-4 child population by ward area.xlsx

surplus of 736. From the Figure 11.3 it is apparent that the District with the most significant challenges is Gravesham. However, Gravesham has had the lowest level of take up of places in the County, typically never exceeding 50%. Whilst this is an issue we need to address, the immediate reality is that the 358 places in Gravesham available and in development is comfortably above the number we expect to need for the immediate future.

11.17 We wish all eligible 2 year olds to take up this childcare offer. Consequently we are running a proactive marketing campaign, including advertising on press and social media, posters and leaflets in Children's Centres and early years providers and a postcard sent to the home of every eligible family, giving families information about their entitlement to encourage and support them to take up the places. We have targets to increase take up incrementally each year from the current 79% to 95% by 2017. The development of *Places for Two Year Olds* is continuing across all sectors (including schools and with childminders) through the following activities:

- Provider Information Briefings
- Presentation and publicity materials including leaflets, banners, desk displays, stands, posters etc, produced in liaison with corporate communications
- Drop-in surgeries
- Regular Free for 2 seminars
- Individual business planning support for group settings
- Capital development plans
- Bi-annual provider vacancy audits

11.18 Capital Funding

£2.3 million is available to support the development of early education places for 2 year olds across the County to fund minor refurbishments and to assist with the purchase of additional equipment.

11.19 Funding for Two Year Olds

On 1 April 2014, the hourly rate paid to childcare providers was increased from £4.85 to £4.94 per hour. This is the full amount provided to the Local Authority from the Government. However, this is still proving to be a challenge in some parts of the County where the rate is lower than providers charge on the open market. Also, through collaborative working between providers and the range of support offered, the numbers of providers now offering places for 2 year olds has significantly increased as follows:

- *Group providers:* At the start of January 2012, a total of 288 group providers had registered to Two Year Old places. By December 2012 this had risen to 447, by July 2013 it had increased to 513 with the current total as at February 2014 being 562. This equates to a total of 81% of all early years group providers in the County. In August 2014, 575 settings are registered to offer free places for 2 year olds and this equates to 88% of all early years group providers in the County.
- *Childminders:* At the start of January 2012, a total of 57 eligible childminders had registered. By December 2012 this had risen to 123, by July 2013 this had increased to 236 with the total as at February 2014 being 355. In August 2014, 436 eligible childminders are registered to offer free places for 2 year olds.
- *Maintained Nurseries:* Of the 69 maintained nursery provisions in the County, 3 are currently offering free places for 2 year olds.

Childcare

11.20 Childcare for Children Under Five:

Over and above the provision and availability of Early Education for two, three and four year olds, Figure 11.4 below sets out the childcare gaps that have been identified in the CSA 2014 for children aged 0–4 years by type of provision and District.

Figure 11.4

Childcare Gaps for Children Aged 0 to 4 by Type of Provision and District

Number of additional childcare places required				
District	Full Day Care	Sessional Day Care	⁸ Child-minders	Total
Ashford	115	50	40	205
Canterbury	159	69	54	282
Dartford	96	43	37	176
Dover	143	67	56	266
Gravesham	123	56	47	226
Maidstone	131	54	45	230
Sevenoaks	74	30	24	128
Shepway	158	73	61	292
Swale	195	91	77	363
Thanet	241	111	95	447
Tonbridge and Malling	79	30	25	134
Tunbridge Wells	87	29	25	141
Kent	1601	703	586	2890

11.21 The development of early education places for 2 year olds is highly likely to have a positive impact on these figures.

⁸ It should be noted that the number of childminder places shown here is a total gap figure for this type of provision, and will include some places that are required for older children.

Childcare for School Age Children:

11.22 Figure 11.5 below shows the gaps in provision that have been identified in the CSA 2014 for school age children by the type of provision required and District.

Figure 11.5
Gaps in Provision for School Aged Children by Type of Provision and District

District	Number of additional childcare places required				
	After School Club	Breakfast Club	⁹ Child-minder	Holiday play scheme	Total
Ashford	59	6	40	2	107
Canterbury	89	12	54	7	162
Dartford	49	5	37	2	93
Dover	74	12	56	6	148
Gravesham	61	10	47	6	124
Maidstone	59	7	45	5	116
Sevenoaks	37	2	24	1	64
Shepway	83	12	61	9	165
Swale	107	19	77	16	219
Thanet	127	30	95	24	276
Tonbridge and Malling	35	1	25	0	61
Tunbridge Wells	40	1	25	0	66
Kent	820	117	586	78	1601

11.23 A key issue is to constantly ensure KCC is fulfilling its statutory duty in securing sufficient childcare as required. The current analysis of the supply and demand for childcare does not currently take into account any unregistered childcare that may be available in schools, which take the form of after school clubs, breakfast clubs and holiday play schemes, which are a significant contributor to meeting the need for out of school childcare provision. In order to address this issue, a survey of all schools has recently been carried out to ascertain where unregistered provision is operating and contributing to the supply market. This is likely to have a positive impact on the figures for provision for school aged children and help to address any gaps.

⁹ It should be noted that the number of childminder places shown here is a total gap figure for this type of provision, and will include some places that are required for younger children.

12. Post-16 Education and Training in Kent

12.1 Education and training for young people aged 16 to 19 (and those aged 20 to 24 with an Education, Health and Care Plan (EHC Plan) / Learning Difficulty Assessment (LDA)) is commissioned and funded by a range of agencies, and provided by maintained schools, academies, further education colleges and training providers. This section provides a context for commissioners and providers to inform the development of Post-16 provision. Significant current priorities include:

- implementing the raising of the participation age to 18;
- supporting vulnerable learners to participate and achieve good outcomes;
- responding to national changes in the funding regime for post 16 learning;
- responding to new requirements for all learners to meet higher standards at GCSE English and Mathematics; and
- meeting the changing skills needs of the Kent economy.

12.2 Raising of the Participation Age

From 1 September 2013, young people were required to continue in education or training until the end of the academic year in which they turn 17. From 1 September 2014, they are required to continue until their 18th birthday. This does not necessarily mean staying in school. Young people are able to choose how they participate in post-16 learning, which could be through:

- full-time education, such as school, college or otherwise;
- an apprenticeship;
- part-time education or training if they are employed, self-employed; or
- volunteering for 20 hours or more a week.

12.3 Learning, Employment and Skills Strategy

KCC's *14–24 Learning, Employment and Skills Strategy 2013-16*¹⁰ clearly sets out the County's aims for young people.

The Strategy has four key areas of focus:

- to raise attainment and skill levels;
- to improve vocational education, training and apprenticeships;
- to increase participation and employment; and
- to target support to vulnerable young people to achieve better outcomes.

Through partnership working across Kent's Districts young people will:

- become better qualified and more employable;
- be able to participate and achieve success in education and work based training at least until the age of 18 (and to 24 for those students with an EHC Plan/LDA)

KCC and its partners will:

- ensure more 18 to 24 year olds can access further or higher education or sustained employment that is appropriate to their needs and relevant to the local and national economy;
- put better systems in place for local employers and learning providers to work in partnership to secure higher levels of skills for young people to be active in the key growth sectors relevant to the Kent economy; and

¹⁰ http://www.kent.gov.uk/__data/assets/pdf_file/0014/6206/14-24-learning,-employment-and-skills-strategy.pdf

- ensure young people participate in high quality learning or training that is relevant to their needs, until the age of 18 (or 24 for those with an EHC Plan/LDA) and achieve good outcomes.

Kent's Economy and the Demand for Skills

12.4 The Employment Sector Make Up of Kent

The current make-up of the Kent economy, and the future growth potential of key sectors, will determine the future skills needs of Kent employers. In common with the rest of the economy, the largest concentrations of employment in Kent are in retail and wholesale trades and public sector related activities. Figure 12.1 below illustrates the employment make-up by sector in Kent.

Figure 12.1
Sectoral Composition of Employment in Kent

Sector composition in Kent	EMPLOYMENT			% COMPOSITION		
	2010	2011	2012	2010	2011	2012
Primary Industries (Agriculture/Mining/Utilities)	22,100	21,300	20,400	3.8	3.7	3.6
Manufacturing	40,400	39,000	37,800	7.0	6.8	6.7
Construction	35,500	30,300	31,300	6.2	5.3	5.6
Wholesale and retail trade	103,600	106,000	106,100	18.0	18.6	18.9
Transportation and storage	29,500	29,100	29,700	5.1	5.1	5.3
Accommodation and food service activities	36,000	41,200	34,500	6.3	7.2	6.2
Information and communications	13,000	13,400	15,100	2.3	2.3	2.7
Financial and insurance activities	16,300	15,800	16,200	2.8	2.8	2.9
Real estate activities	8,000	7,300	8,200	1.4	1.3	1.5
Professional, scientific and technical activities	33,400	33,500	34,000	5.8	5.8	6.1
Administrative and support service activities	41,400	44,900	48,200	7.2	7.5	8.6
Public administration and defence	31,400	27,000	24,400	5.5	4.7	4.4
Education	64,800	61,200	57,200	11.3	10.7	10.2
Human health and social work activities	76,100	80,400	73,800	13.2	14.1	13.2
Arts, entertainment and recreation	12,200	12,800	12,300	2.1	2.2	2.2
Other service activities	10,800	11,000	11,500	1.9	1.9	2.1
Total	574,500	574,000	560,700			

Source: BRES 2008 – 2012 employer survey

- 12.5 The proportions of the workforce engaged in wholesale and retail, public service related, tourism related, transport and distribution and Primary industry (mainly agriculture) sectors in Kent are higher than the national average. Employment in manufacturing, and financial and information services, is relatively lower. However the county-wide picture obscures significant local differences. For example, in 2011 manufacturing accounts for only 6.8% of employment across the County, but accounts for 12.8% of employment in Swale. Similarly, the education sector in Canterbury is significantly larger than the County-wide average.¹¹

¹¹ Source: Unlocking Kent's Potential (http://www.kent.gov.uk/__data/assets/pdf_file/0016/13390/Unlocking-kents-potential.pdf)

12.6 From the start of the recession in 2008, employment in Kent fell from 573,400 to a low point of 554,600 in 2009. This recovered to 571,100 in 2011 but fell to 560,700 in 2012. Part year data for 2013 suggests the trend is again upwards. Hidden within this is a decline since 2010 of over 10% in construction and of over 20% in public administration and defence.¹² Conversely information and communications and administrative and support services show a strong rise of 16% in the same period.

12.7 Future Sectoral Opportunities for Growth

Kent's 14-24 Learning, Employment and Skills Strategy (2013-16) identifies five key sector areas in which the County has substantial opportunities.¹³

- Low carbon and environmental goods and services
- Creative and media industries
- Construction
- Health & Social Care
- Land based industries

12.8 A key element of a sector's growth potential is around its Gross Value Added (GVA) or financial contribution to the economy. Sectors such as manufacturing, construction and life sciences tend to account for a higher proportion of Kent's GVA than they do for employment alone. Average productivity has risen since the recession leading to greater opportunities for these sectors to contribute overtime.

12.9 Employment Structure

The occupational structure of Great Britain and its constituent geographical areas is defined by "SOC 2010" classifications. Figure 12.2 below shows the top level occupational structure of Kent, compared with that of the South East Region and Great Britain.

Figure 12.2
Employment by Occupation April 2013-March 2014

	Kent (level)	Kent (%)	South East (%)	Great Britain (%)
Soc 2010 major group 1-3	288,700	42.5	48.9	44.5
1 Managers, directors and senior officials	68,100	10.0	11.5	10.2
2 Professional occupations	121,800	17.9	21.5	19.9
3 Associate professional and technical	98,900	14.5	15.6	14.1
Soc 2010 major group 4-5	152,100	22.4	20.3	21.4
4 Administrative and secretarial	71,400	10.5	10.6	10.7
5 Skilled trades occupations	80,700	11.9	9.6	10.5
Soc 2010 major group 6-7	136,200	20.1	16.5	17.1
6 Caring, leisure and other service occupations	79,700	11.7	9.3	9.1
7 Sales and customer service occupations	56,500	8.3	7.2	7.9
Soc 2010 major group 8-9	101,800	15.0	14.3	17.0
8 Process plant and machine operatives	37,500	5.5	4.6	6.2
9 Elementary occupations	64,300	9.5	9.6	10.7
Source: ONS annual population survey				
Notes: level and % are for those aged 16+				
% is a proportion of all persons in employment				

¹² Source: BRES 2008 - 2011

¹³ Source: Unlocking Kent's Potential

12.10 The occupational structure of Kent is broadly similar to the national structure, however there are slightly fewer employees in Groups 1-3 (managers, professionals and technical staff), and in Groups 8-9 (process operatives and elementary occupations). A higher proportion of people in Kent than nationally are employed in Groups 4-5 (administrative and skilled trades) and Groups 6-7 (caring, leisure, sales and customer service).

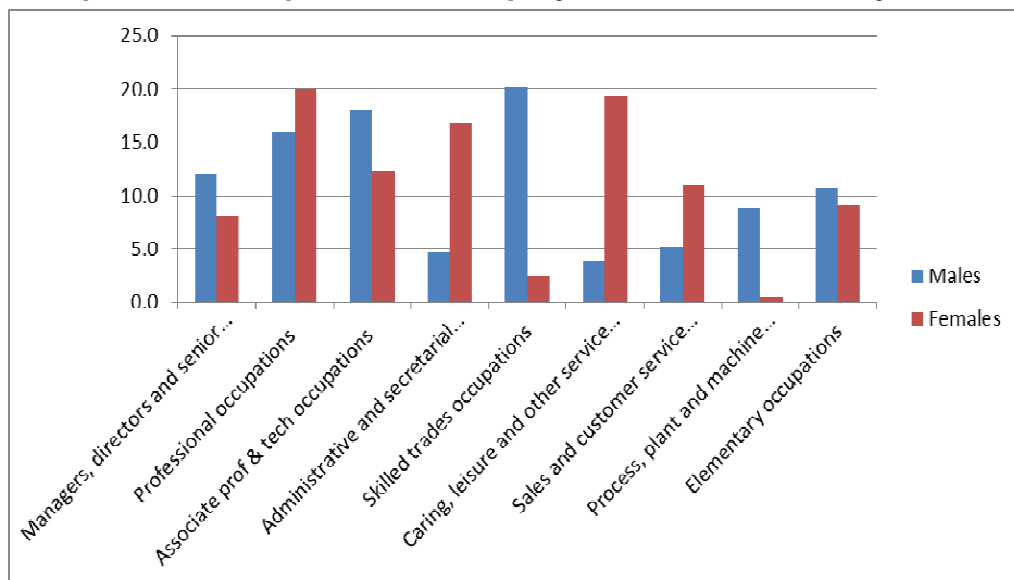
12.11 The occupational structure of Kent has changed over the last eight years. During this period employment has risen for:

- the highest skilled: managers, directors and senior officials;
- those in professional occupations and technical occupations, and
- those employed in caring, leisure and service occupations, and sales occupations.

12.12 Employment has declined for:

- administrative and secretarial occupations; and
- process, plant and machine operatives. (This reflects falling opportunities for lower-skilled employment in manufacturing.)

Figure 12.3
Occupational Composition of Employment in Kent 2013 by Gender



Source: ONS

12.13 Figure 12.3 shows that a greater proportion of employed males than females can be found working as managers, directors and senior officials, in associate professional and technical occupational occupations; in skilled trades, as process, plant and machine operators, and in elementary occupations.

12.14 A greater proportion of employed females than males are employed in professional occupations, administrative and secretarial occupations, caring and leisure occupations and sales and customer service.

12.15 Past trends are only a rough guide for future occupational change. However there seems to be rising demand for skilled workers with technical skills, and for staff providing caring services. There is falling demand for some process and routine jobs.

12.16 Skills Gaps

Utilising the UK Commission for Employment and Skills Employer survey 2012, we know that approximately 20% of all vacancies in Kent and Medway were reported by employers to be due to a shortage of skills. Employers perceive that a lack of maturity, life experience and motivation is a greater detriment to employability of young people than lack of skills, although this is still an issue, from this survey.

12.17 The main barriers to recruiting young people are:

- a lack of experience (29%),
- a lack of skills (23%)
- a lack of qualifications (15%).
- issues related to the attitude, motivation or personality (18%)
- the need to employ someone older (6%)

However, employers cite the following advantages of recruiting young people:

- an ability to be developed (32%)
- enthusiasm (30%)
- willingness to learn (20%)

12.18 In 2012 approximately 69% of employers in Kent and Medway have provided on or off the job training for some of their staff in the last year, which is higher than the national proportion. This might imply that employers in the County might be compensating for a lack of skills through training existing staff and training new staff.¹⁴

12.19 The greatest overall skills shortages were reported in skilled trades (replacement demand) and high tech manufacturing, where new applications are requiring new flexibilities in skills. High skills shortages are also reported in the community, social and personal service sector, reflecting rising demand in this area. Skills shortages among existing employees are most common in sales and customer service and elementary occupations.¹⁵

Analysis of Kent 16+ Learners 2013

12.20 Cohort Size and NEET Numbers

Figure 12.4 below illustrates the learner cohort sizes as at 30 October 2013. To address the challenge of meeting the raising of the participation age some assumptions have been made:

- 1) Young people who are not currently participating after Year 11 are unlikely to return to school but more young people who drop out of sixth forms at the end of Year 12 need a more appropriate curriculum offer.
- 2) If employment with training increases with the raising of the participation age, Further Education colleges are most likely to provide this training, so their percentage share of the cohort will increase.

¹⁴ Source: UKCES 2012

¹⁵ Source: UKCES 2012

Figure 12.4
Years 12 & 13 Cohorts as at Jan 2014

	Year 12		Year 13		Years 12 & 13	
	No.	%	No.	%	No.	%
Cohort total	17826		17112		34938	
School Sixth Form	10871	61.0%	8564	50.0%	19435	55.6%
Further Education	5083	28.5%	4637	27.1%	9720	27.8%
Apprenticeships	397	2.2%	673	3.9%	1070	3.1%
Employment with training to NVQ 2 or above	22	0.1%	40	0.2%	62	0.2%
Training	187	1.0%	191	1.1%	378	1.1%
Total participating	16560	92.9%	14105	82.4%	30665	87.8%
Employment without training or insufficient training	205	1.2%	1069	6.2%	1274	3.6%
NEET Group	536	3.0%	952	5.6%	1488	4.3%
Other EDUCATION - not meeting participation	149	0.8%	333	1.9%	482	1.4%
Current situation not known	376	2.1%	653	3.8%	1029	2.9%
Not participating	1266	7.1%	3007	17.6%	4273	12.2%

12.22 Vulnerable Learner Cohort

Figure 12.5 below gives a breakdown of those young people aged 16-18 classified as NEET in January 2014. 76.5% were available to the labour market, with 74.1% seeking education, employment or training. Of those not available to the labour market the largest proportion was teenage parents and the second largest proportion was experiencing illness. Those not ready for work or education include young people with learning difficulties and disabilities.

Figure 12.5

NEET Groups (16-18) in Kent January 2014	No.	%
Working for reward	29	1.3%
Start date agreed	26	1.1%
Seeking education, employment or training	1714	74.1%
Total available to labour market	1769	76.5%
Young carers	6	0.3%
Teenage parents	221	9.6%
Illness	134	5.8%
Not ready for work/education	125	5.4%
Pregnancy	52	2.2%
Unlikely to be economically viable	6	0.3%
Total not available to labour market	544	23.5%
Total NEET	2313	100.0%

12.23 Figure 12.6 below relates to vulnerable groups of young people aged 16 to 24 not in education, employment and training. Of these the largest number were learners with learning difficulties or disabilities (LLDD), of which many had behavioural emotional and social difficulties (470) and moderate learning difficulties (116). The second largest group was parents caring for their own child.

Figure 12.6

Priority groups within NEET 16-24	No.
Looked after/in care	214
Caring for own child	598
Refugee/asylum seeker	7
Carer (not own child)	54
Substance abuse	75
Care leaver	92
Supervised by YOT	78
Pregnant	162
Parent (not carer for own child)	268
Learner with Learning Difficulties or Disabilities	1006

12.24 In the context of raising the participation age these vulnerable and priority groups require particular attention and targeted support. There is a need for suitable provision to be developed for young people with LLDD and for those with caring responsibilities.

13. Analyses and Forward Plans for each District

13.1 Kent Wide Summary

Figures 13.1 and 13.2 below provide a summary of the commissioning proposals for Primary and Secondary school places in each District. Greater detail is contained in the District by District Analysis and Forward Plans which follow. For 2015 and 2016 many projects are already in progress. For later years only the area where expansion is required has been noted – specific schools are not identified. Also for later years (particularly for post 2018) the commissioning proposals are dependent on the pace of planned housing development being realised.

Figure 13.1: Summary of the Commissioning Proposals for Primary Schools

District	By 2015-16	By 2016-17	By 2017-18	By 2018-19 and After
Canterbury	1FE in Canterbury 1FE in Whitstable 30 Year R places in Herne Bay 30 Year 1 & 2 place in Herne Bay			6FE in Canterbury 2FE in Sturry 4FE in Herne Bay
Swale	1FE in Sittingbourne South 1FE in Iwade 1FE in Sheerness 3FE Halfway and Minster 30 temporary places (years 2 and 3) in Sheerness 30 temporary places (years 4 and 5) in Halfway and Minster	0.5FE in Faversham		2FE in Sittingbourne North 2FE in Queenborough and Rushenden 2FE Faversham
Thanet	Up to 2FE in Ramsgate 1FE in Margate	2FE in Broadstairs 1FE in Birchington	2FE in Broadstairs	
Dartford	1FE in Dartford East 1FE in Dartford West 1FE in Dartford North 1FE in Knockhall	1FE in Joydens Wood/Wilmington 1FE in Ebbsfleet Valley	1FE in Dartford North 1FE in Dartford West 1FE in NW Sub Station 2FE in St James Pit 30 Year R places in Dartford East 10 Year R places in Dartford Rural South	1FE in Dartford north 1FE in Ebbsfleet Valley (Castle Hill) 1FE in Ebbsfleet Valley (Stn Qtr Nth) 1FE in Eastern Quarry (NW Sub Stn) 2FE in Ebbsfleet Valley (Alkerden) 2FE in Ebbsfleet Valley (Village 3) 30 Year R places in Dartford West
Gravesham	30 Year R places in Gravesend East	30 Year R in Gravesend East 1FE in Gravesend North 2FE in Gravesend SW	1FE in Northfleet	
Sevenoaks	1FE in Sevenoaks Rural West 30 Year R places in Sevenoaks 1FE in Swanley/Hextable	30 Year R places in Sevenoaks 10 Year R places in Sevenoaks Rural SE 10 Year R places in Westerham	1FE in Swanley/Hextable 1FE in Sevenoaks Rural SW 2FE in Halstead	
Ashford	1FE in Finberry, Cheeseman's Green 30 Year R places in Ashford South	1FE in Finberry, Cheeseman's Green 30 Year R places in Ashford Central 30 Year R places in Ashford South	1FE in Chilmington Green 30 Year R places in Ashford Central	2FE in Ashford Central 6FE in Chilmington Green 2FE in Willesborough
Dover	1FE in Dover Town 0.3FE in Guston 15 Year R places in Whitfield or Dover Town	0.5FE in Whitfield or Dover Town 60 Year R places in Dover Town		6FE in Whitfield
Shepway	1FE in Folkestone East 30 Year R places in Folkestone West	0.5FE in Sellindge Up to 1FE in Palmarsh 30 Year R places in Folkestone West	30 Year R places in Folkestone West	2FE in Shornccliffe 0.5FE in Romney Marsh

District	By 2015-16	By 2016-17	By 2017-18	By 2018-19 and After
Maidstone	1FE in Maidstone North 1FE in Maidstone Central and South 2FE in Maidstone West	2FE in Shepway and Parkwood 1 FE in Maidstone North 30 Year R (temporary) places in Maidstone Central and South 15 Year R (temporary) places in Maidstone Rural South 1FE in Headcorn	3.1FE across Maidstone	
Tonbridge and Malling	1FE in Kings Hill 1FE in Leybourne 1FE in Snodland 1 FE in Tonbridge North/South/Hildenborough		2FE Primary in the Medway Gap 30 Year R places in Tonbridge North	2FE in Kings Hill
Tunbridge Wells	1FE in Tunbridge Wells Town 30 Year R places in Paddock Wood		1.3FE in Tunbridge Wells South 2FE in Paddock Wood	
Totals	29.3FE permanent 195 Year R places 90 places Years 1-5	15.5FE permanent 275 Year R places	21.4FE permanent 130 Year R places	46.5FE permanent 30 Year R places

Figure 13.2: Summary of the Commissioning Proposals for Secondary Schools

District	By 2015-16	By 2016-17	By 2017-18	By 2018-19 and After
Canterbury	30 Y7 temporary places.	4FE in Canterbury		6FE across the District.
Swale	30 Y7 temporary places in Sittingbourne	1FE in Sittingbourne	2FE in Sittingbourne	5FE in Sittingbourne
Thanet				8FE in Thanet
Dartford		1FE Dartford Urban	4FE Ebbsfleet Valley	8FE Ebbsfleet Valley
Gravesham			1FE in Gravesham	1FE for 2018 and 2FE for 2020
Sevenoaks		6FE selective provision		
Ashford				4FE in Chilmington Green in 2022/23, with a further 4FE thereafter.
Dover				3FE in Dover (2018/19) 120 Year 7 places (2023/24)
Shepway				
Maidstone				9FE in Maidstone (2018/19–2020/21)
Tonbridge and Malling		1FE Selective		4FE in Tonbridge and Malling (2018/19–2020/21)
Tunbridge Wells				3FE–6FE in Tunbridge Wells (2018/19–2020/21)
Totals	60 Year 7 places	13FE permanent	7FE permanent	60FE permanent 120 Year 7 places

13.2 MAIDSTONE

13.2.1 Overview

- The forecasts for Maidstone indicate a continued growth in demand for Reception year places with a deficit of places forecast for several planning groups. The growth is predominantly from incremental increases in the birth rate.
- Uncertainty around future housing developments makes provision planning in the Maidstone District imprecise for September 2015 and beyond. However, KCC will be flexible according to the pace and scale of developments.
- The short to medium term analysis of the District highlights the need for additional Reception year provision and two new 2FE Primary schools linked to housing developments.
- Secondary school places are expected to be in surplus until 2018/19, when a significant deficit of 68 Year 7 places is projected. The deficit continues to rise sharply to 416 places in 2023/24.

13.2.2 Review of 2013-14

The Reception Year accuracy forecasts indicate no significant variance. Overall a surplus of 7.3% of Reception Year places was maintained across the Maidstone District.

13.2.3 The forecast Secondary roll for January 2014 against the actual roll for Year 7 pupils in Maidstone indicate a variance of -0.6%. The forecast Secondary roll for January 2014 against the actual roll for all Secondary age pupils within the Maidstone District show an overall variance of -1.4%. The under-forecasting in Maidstone is predominantly due to a greater than expected number of Year 7 pupils joining the Secondary schools arising from inward migration and reducing numbers of pupils accessing the independent sector.

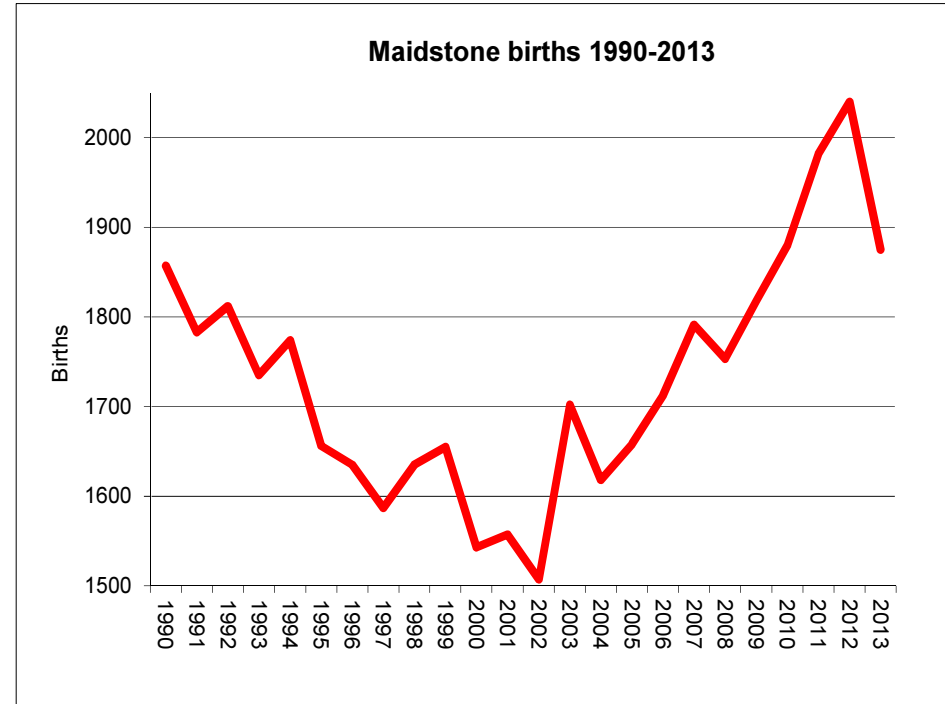
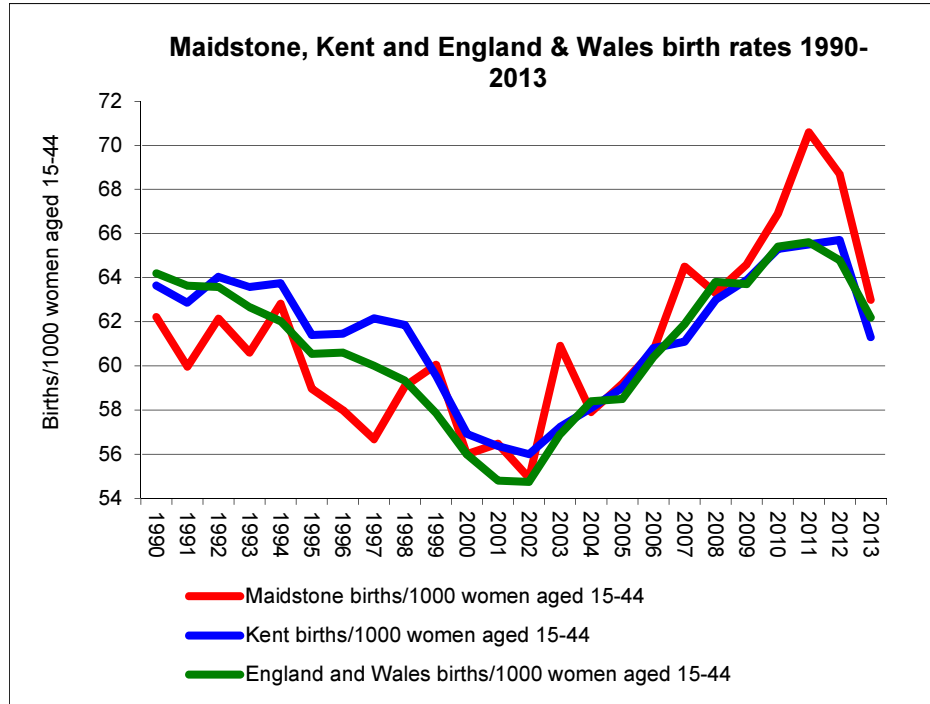
13.2.4 Additional provision was made in Maidstone as set out in the Commissioning Plan. During the 2013/14 academic year, statutory processes were undertaken to amalgamate the following schools within Maidstone from 1 September 2014:

- Madginford Park Infant School and Madginford Park Junior School (Planning group: Maidstone North) amalgamated to become Madginford Primary School.
- Loose Infant School and Loose Junior School (Planning group: Maidstone Central and South) amalgamated to become Loose Primary School.

13.2.5 The Jubilee Primary School opened within the planning group of Maidstone West in September 2014, providing 30 Reception Year places. The additional places are excluded from the forecast figures, as these were produced prior to the free school Funding Agreement being signed.

13.2.6 District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



Maidstone Borough planning groups (primary schools)	Year R capacity 2013-14	Year R roll 2013-14	Year R surplus / deficit capacity (%) 2013-14	Total capacity 2013-14	Total roll 2013-14	Total surplus / deficit capacity (%) 2013-14	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Year R roll 2018-19 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)	Total roll 2018-19 (F)
Bredhurst	17	19	-11.8	107	119	-11.2	17	19	18	18	18	117	119	122	124	124
Headcorn and Sutton Valence	73	68	6.8	511	457	10.6	75	71	74	82	77	472	482	502	519	531
Leeds and Hollingbourne	50	49	2.0	332	316	4.8	56	49	54	53	52	341	357	371	377	382
Lenham and Harrietsham	73	71	2.7	451	425	5.8	68	53	71	69	66	437	438	441	441	448
Maidstone Central and South	225	222	1.3	1,275	1,214	4.8	234	266	287	257	256	1,325	1,475	1,626	1,753	1,841
Maidstone East	240	241	-0.4	1,581	1,612	-2.0	214	230	217	214	217	1,621	1,640	1,644	1,646	1,658
Maidstone North	210	207	1.4	1,410	1,347	4.5	234	263	267	270	269	1,414	1,484	1,551	1,630	1,698
Maidstone Rural South	132	114	13.6	804	754	6.2	116	135	143	119	126	774	816	864	890	885
Maidstone West	400	358	10.5	2,776	2,658	4.3	394	425	449	426	438	2,713	2,760	2,874	2,960	3,018
Maidstone and Yalding	90	75	16.7	629	597	5.1	82	90	85	84	83	614	626	622	618	618
Shepway and Park Wood	267	239	10.5	1,827	1,598	12.5	246	270	271	249	257	1,638	1,708	1,778	1,818	1,840
Staplehurst	75	53	29.3	525	433	17.5	62	62	66	66	67	426	423	420	431	439
Total	1,852	1,716	7.3	12,228	11,530	5.7	1,800	1,932	2,003	1,908	1,926	11,891	12,328	12,815	13,208	13,482
Forecast Year R capacity / total capacity	-	-	-	-	-	-	1,884	1,944	1,914	1,914	1,914	12,481	12,782	13,003	13,220	13,357
Forecast surplus / deficit places	-	-	-	-	-	-	84	12	-89	6	-12	590	454	188	12	-125
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	4.5	0.6	-4.7	0.3	-0.6	4.7	3.5	1.4	0.1	-0.9

- 13.2.7 There are currently 45 Primary schools in the Maidstone District and a total of 1852 Reception Year places available in 2013/14. The total rolls are forecast to increase significantly and will continue to do so throughout the forecast period.
- 13.2.8 Forecast data indicates demand continues to exceed capacity in the planning groups of Maidstone North, Maidstone Central and South and Maidstone West. It is anticipated that this demand will be further exacerbated by the commencement of housing developments from September 2015 and beyond. Early indications of projected pupil product forecasts see significant numbers in the planning groups of Maidstone West and Maidstone North.
- 13.2.9 Forecasts for the planning group of Maidstone West fluctuate, peaking in 2016 and then again in 2018. However, it is anticipated that the Jubilee Primary School will admit 60 Reception age pupils from September 2015, thus meeting the demand from indigenous population growth in the planning group.
- 13.2.10 Indigenous growth continues within the planning group of Maidstone North. The forecast data predicts a continued demand for up to 60 Reception Year places throughout the forecast period (2015-2019). In the medium term, projected pupil product outputs arising from potential housing developments suggest further demand for 22 places for September 2017, rising to 35 places in September 2018. We will regularly analyse and review the need for places as housing developments commence.
- 13.2.11 The planning group of Maidstone Central and South also indicates sustained population growth. Whilst the forecasts fluctuate, just over 60 Reception Year places will be required by September 2016 to meet the spike in demand, reducing to 30 places for the remainder of the forecast period. We will meet this demand by commissioning a permanent additional 1FE and a temporary bulge of 30 places for September 2016.
- 13.2.12 The forecast data for the planning group of Maidstone East indicates that whilst a surplus of Reception Year places will be maintained throughout the planning period there will be a small but significant pressure in Key Stage 2 places in 2016 and 2017. We will monitor these pressures and work with existing schools to meet any increased demand.
- 13.2.13 The forecast data for the planning group of Maidstone Rural South indicates a small but significant spike in demand for September 2016 of 11 Reception Year places. However, September 2017 forecasts suggest a return to a surplus capacity of 13 Reception year places within the planning group. We will work with existing local schools to meet the anticipated spike in population.
- 13.2.14 Maidstone Borough Council is continuing to work on its Local Development Framework and future needs will be driven by this. Further data modelling and needs analysis will be undertaken as the core local strategy develops.
- 13.2.15 In the medium term, subject to the pace and commencement of housing linked to the Langley Park development, we will commission a new 2FE primary school within the planning group of Shepway and Parkwood by September 2016. Subject to the development of housing we will also commission up to 2.1FE within the rural service centres across Maidstone.

- 13.2.16 In the longer term, the need for new local provision will be driven predominantly by housing developments. Subject to this analysis, we will commission a new 2FE Primary school (linked to Hermitage Lane developments). We will also commission 1FE within the planning group of Headcorn and Sutton Valence by September 2016, subject to the pace and scale of housing developments.
- 13.2.17 The long term population forecast is for the Primary school numbers to peak in the medium term forecast period (2018-19) at 13,482 before falling back to 12,415 in 2031.

13.2.18 District Analysis – Secondary

The table below sets out the school population figures and forecasts:

Maidstone Borough (secondary schools)	2013-14 (A)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)
Year 7 capacity	2,047	2,047	2,047	2,047	2,047	2,047	2,047	2,047	2,047	2,047	2,047
Year 7 roll	1,799	1,864	1,900	1,922	1,982	2,115	2,177	2,204	2,258	2,386	2,463
Year 7 surplus / deficit places	248	183	147	125	65	-68	-130	-157	-211	-339	-416
Year 7 surplus / deficit capacity (%)	12.1	9.0	7.2	6.1	3.2	-3.3	-6.4	-7.7	-10.3	-16.5	-20.3
Total capacity (Years 7-11)	10,270	10,250	10,225	10,230	10,235	10,235	10,235	10,235	10,235	10,235	10,235
Total roll (Years 7-11)	9,100	9,110	9,189	9,283	9,427	9,744	10,058	10,362	10,697	11,100	11,448
Total surplus / deficit places (Years 7-11)	1,170	1,140	1,036	947	808	491	177	-127	-462	-865	-1,213
Total surplus/deficit capacity (Years 7-11) (%)	11.4	11.1	10.1	9.3	7.9	4.8	1.7	-1.2	-4.5	-8.5	-11.8
Post-16 roll	2,380	2,439	2,467	2,486	2,460	2,430	2,473	2,542	2,580	2,627	2,746
Total roll (including Post-16)	11,480	11,549	11,657	11,770	11,887	12,174	12,530	12,904	13,277	13,728	14,194

13.2.19 Intake numbers into Year 7 in Secondary schools are forecast to rise year on year to 2023/24. Total school numbers mirror this cycle, except with a one year lag. In 2015 the surplus capacity for Year 7 pupils is expected to be 7.2%. However from 2017/18 the surplus capacity in Year 7 will be below the operating guideline of 5% and a substantial deficit of Year 7 places is anticipated from 2018/19. Forecasts indicate that up to 416 additional Year 7 places may be required for the peak in 2022/23.

13.2.20 We propose to commission up to 9 forms of entry for year 7 places across Maidstone, including expansion and the potential for a new secondary school by 2020/21. We will work with the Borough Council to identify a suitable site for the establishment of a new secondary school for Maidstone. Beyond 2021 the pressure on secondary school places is forecast to increase further.

13.2.21 Sixth form rolls are forecast to fluctuate.

13.2.22 Maidstone Primary School Commissioning

Planning Group or set of Planning Groups	Commissioning Position (by 2015- 16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017- 18)	Commissioning Position (by 2018-19 and After)
Across Maidstone	Model future needs as the core strategy for Maidstone develops.		Subject to development of the core strategy and housing developments, commission the first 1FE of a new 2FE school. Subject to the pace and scale of housing developments, commission up to 1.1FE primary provision in rural service centres.	
Headcorn & Sutton Valence		Subject to the commencement of housing, commission 1FE of provision.		
Maidstone North	Commission 1FE of provision.	Commission up to 1FE of provision.		
Maidstone Rural South		Work with existing schools to meet the spike in demand for up to 15 Year R places.		
Maidstone West	The Jubilee Primary (Free) School will provide 2FE of provision.			
Maidstone Central and South	Commission 1 FE of provision.	Commission 30 Year R temporary places to meet the spike in demand.		
Shepway & Parkwood		Subject to the commencement of housing, commission a 2FE school linked to the Langley Park development.		

13.2.23 Maidstone Secondary School Commissioning

Commissioning Position (by 2015-16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017-18)	Commissioning Position (by 2018-19 and After)
			Review requirements for additional capacity from 2018/19 as part of the strategic consideration of selective and all-ability secondary school places in West Kent. Forecasts indicate we will need to commission 6FE – 9FE of secondary provision for years 2018/19 to 2020/21

13.3 TUNBRIDGE WELLS

13.3.1 Overview

- The commissioning of additional Primary school places in 2013/14 and 2014/15 has provided sufficient places to meet the increased demand.
- Future pressure is anticipated from housing developments including Hawkenbury Farm and Paddock Wood, necessitating additional Primary school provision.
- The forecast data indicates a deficit of Reception Year places within the planning group of Pembury for September 2015 and beyond.
- The scope for future Primary school expansion is limited due to the nature and location of available sites.
- Secondary school provision is dependent upon the strategy across the travel to school area of Sevenoaks South, Tonbridge and Tunbridge Wells.

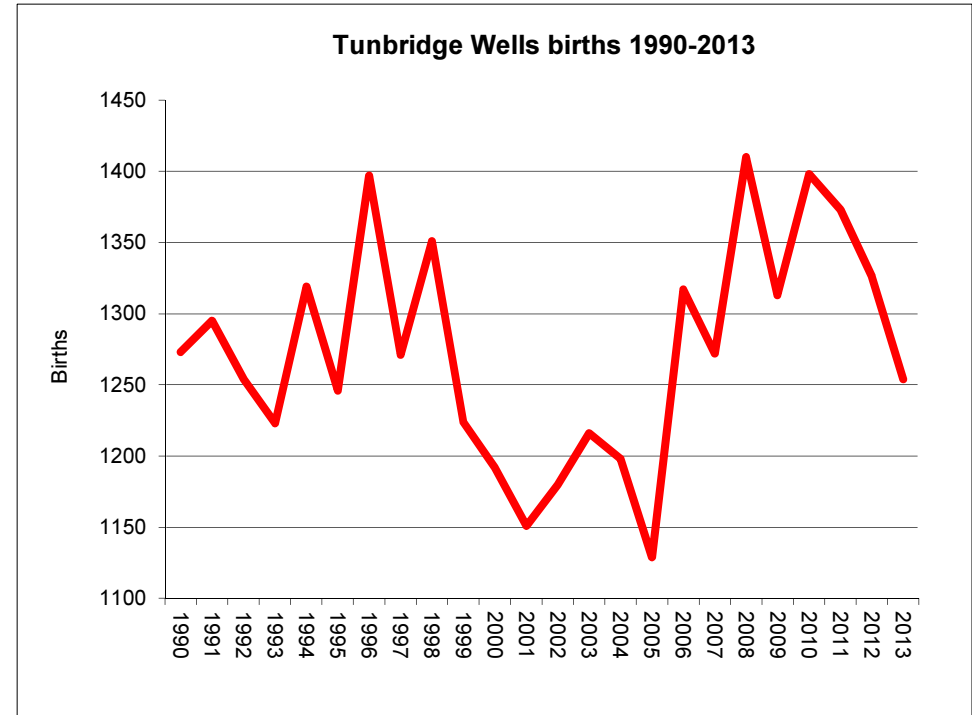
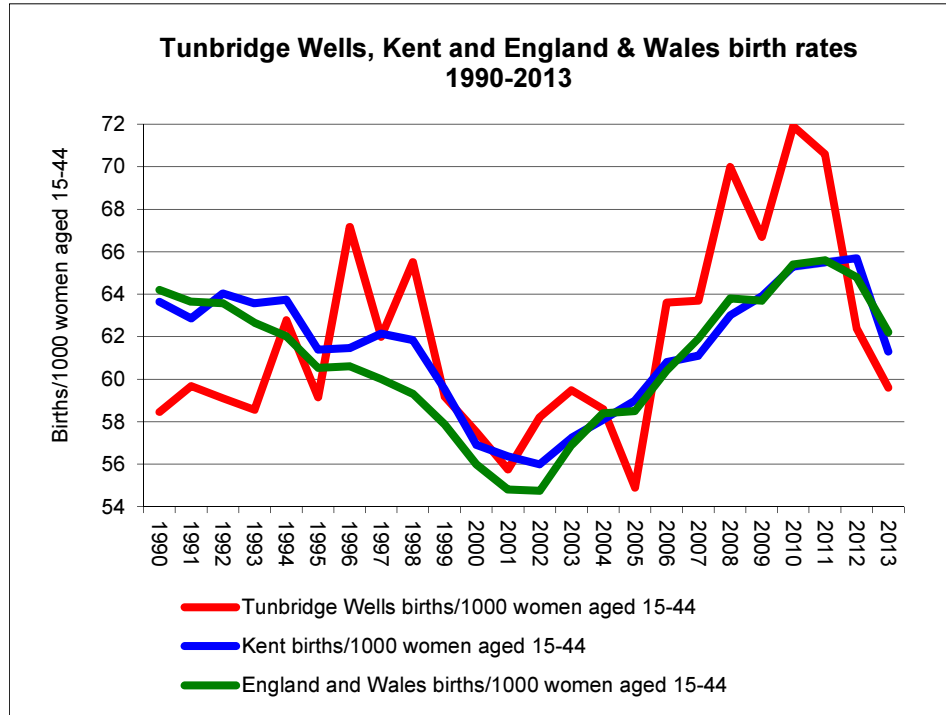
13.3.2 Review 2013–14

The Reception Year accuracy forecasts indicate a slight variance of +0.4% in Tunbridge Wells. Overall, the Tunbridge Wells District maintained an 11.7% surplus of Reception Year places.

- 13.3.3. The forecast Secondary roll for January 2014 against the actual roll for Year 7 pupils in Tunbridge Wells indicates a variance of -5.7%. The forecast Secondary roll for January 2014 against the actual roll for all secondary age pupils within the Tunbridge Wells District show an overall variance of -2.3%. The under-forecasting in Tunbridge Wells is predominantly due to a greater than expected number of Year 7 pupils joining the Secondary schools arising from inward migration and reducing numbers of pupils accessing the independent sector.
- 13.3.4 The Commissioning Plan (2013-18) expressed our intention to commission 30 additional Reception Year places in Tunbridge Wells. The Wells Free School opened in Tunbridge Wells Town in September 2013 offering 24 additional places annually in Reception Year.
- 13.3.5 We have commissioned a new Primary school as part of the Knights Wood development for September 2015. The Skinners' Foundation has been appointed as sponsors for the new academy school, which will be named Skinners' Kent Primary School.

13.3.6 District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



Tunbridge Wells Borough planning groups (primary schools)	Year R capacity 2013-14	Year R roll 2013-14	Year R surplus / deficit capacity (%) 2013-14	Total capacity 2013-14	Total roll 2013-14	Total surplus / deficit capacity (%) 2013-14	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Year R roll 2018-19 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)	Total roll 2018-19 (F)
Cranbrook	111	88	20.7	750	675	10.0	98	111	108	106	106	671	687	682	683	686
Goudhurst and Lamberhurst	60	59	1.7	370	370	0.0	56	54	54	43	48	378	383	387	377	373
Hawkhurst and Sandhurst	55	55	0.0	385	344	10.6	50	57	44	43	47	344	347	342	338	342
Paddock Wood	180	164	8.9	1,280	1,173	8.4	170	202	155	169	168	1,178	1,210	1,194	1,173	1,180
Pembury	90	85	5.6	510	497	2.5	86	94	87	86	88	526	563	598	623	623
Southborough	210	161	23.3	1,150	1,041	9.5	155	166	166	152	159	1,050	1,072	1,111	1,116	1,109
Tunbridge Wells South	260	234	10.0	1,630	1,526	6.4	244	266	264	249	254	1,592	1,667	1,739	1,773	1,785
Tunbridge Wells Town	309	286	7.4	1,926	1,789	7.1	281	297	277	268	278	1,841	1,909	1,964	1,980	1,979
Tunbridge Wells West	130	109	16.2	700	650	7.1	99	90	95	105	101	676	687	704	720	700
Total	1,405	1,241	11.7	8,701	8,065	7.3	1,238	1,338	1,251	1,221	1,247	8,255	8,525	8,720	8,782	8,777
Forecast Year R capacity / total capacity	-	-	-	-	-	-	1,315	1,380	1,350	1,350	1,350	8,911	9,218	9,436	9,565	9,535
Forecast surplus / deficit places	-	-	-	-	-	-	77	42	99	129	103	656	693	716	783	758
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	5.8	3.0	7.3	9.6	7.6	7.4	7.5	7.6	8.2	7.9

- 13.3.7 There are currently 32 Primary schools in the Tunbridge Wells District and a total of 1405 places available in Reception Year in 2013/14. The Reception Year intake for Primary schools in Tunbridge Wells is forecast to fluctuate. The forecast data for the District shows that there is sufficient capacity across the District to accommodate the forecast total pupil numbers during this time. However, this masks areas of localised pressure within the District. The planning groups within Tunbridge Wells can be broadly split into two areas of Tunbridge Wells for provision planning purposes: urban and rural.
- 13.3.8 Tunbridge Wells Rural: In the planning group of Paddock Wood the forecast data indicates that there will be a deficit of up to 22 Year R places in September 2015. We will commission 30 Year R places at Paddock Wood Primary School in order to meet this spike in demand. All other rural planning groups are anticipated to remain in surplus across the Plan period.
- 13.3.9 Tunbridge Wells Urban: For September 2015 we have commissioned the first FE of a new 2FE Primary school linked to the housing development at Knights Wood, which will be located within the planning group of Tunbridge Wells Town. The Skinners' Kent Primary School will meet the pupil product arising from the housing development and provide additional places towards indigenous population growth. It will also host a Satellite provision for SEN pupils on the roll of Oakley School.
- 13.3.10 The forecasts for the planning group of Pembury indicate that there will be between 86 and 94 Reception pupils each year. Pembury Primary School has operated at 3FE for the period 2011-14, but reverts to 2FE (60 Reception Year places) from September 2014, meaning a shortfall of up to 34 Reception Year places during the forecast period. However the adjacent planning groups of Southborough and Tunbridge Wells Town are forecast to have a sufficient surplus of places to offset the deficit forecast for Pembury.
- 13.3.11 For the medium term, we are working closely with Tunbridge Wells Borough Council and housing developers to commission additional provision as new housing is built and occupied. These proposals will progress in line with the pace of house building and include St Peter's Church of England Primary School enlarging to up to 2FE and relocating to a new site in Hawkenbury and a new 2FE school at Paddock Wood to meet the demand arising from new housing in the planning group.
- 13.3.12 In the longer term, Tunbridge Wells Borough Council is planning significant development to the East and South East of the town which will require additional provision.

13.3.13 District Analysis – Secondary

The table below sets out the school population figures and forecasts:

Tunbridge Wells Borough (secondary schools)	2013-14 (A)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)
Year 7 capacity	1,505	1,485	1,439	1,439	1,439	1,439	1,439	1,439	1,439	1,439	1,439
Year 7 roll	1,290	1,308	1,342	1,320	1,440	1,528	1,545	1,504	1,552	1,620	1,551
Year 7 surplus / deficit places	215	177	97	119	-1	-89	-106	-65	-113	-181	-112
Year 7 surplus / deficit capacity (%)	14.3	11.9	6.8	8.3	-0.1	-6.2	-7.3	-4.5	-7.8	-12.6	-7.8
Total capacity (Years 7-11)	7,867	7,872	7,817	7,757	7,757	7,691	7,645	7,645	7,645	7,645	7,645
Total roll (Years 7-11)	6,883	6,892	6,957	7,061	7,184	7,422	7,659	7,821	8,053	8,234	8,257
Total surplus / deficit places (Years 7-11)	984	980	860	696	573	269	-14	-176	-408	-589	-612
Total surplus / deficit capacity (Years 7-11) (%)	12.5	12.5	11.0	9.0	7.4	3.5	-0.2	-2.3	-5.3	-7.7	-8.0
Post-16 roll	2,073	2,156	2,161	2,078	2,107	2,146	2,149	2,204	2,218	2,299	2,459
Total roll (including Post-16)	8,956	9,048	9,118	9,138	9,291	9,568	9,808	10,025	10,272	10,533	10,715

- 13.3.14 The number of Year 7 places in Tunbridge Wells Secondary schools is 1485 in 2014/15. The commissioning of Secondary places in Tunbridge Wells is influenced by the demand (mainly selective provision) from students resident in Sevenoaks district, crossing into Tunbridge Wells District. This demand exacerbates the local pressure on grammar school places. In 2012 at a meeting of the full Council, KCC took a decision to pursue proposals for expanded grammar school provision in Sevenoaks. The Council's decision was the result of a well-supported petition from parents expressing a clear view that they wanted Kent to establish grammar provision in Sevenoaks. A number of options were considered and the Council believes the best option is for existing grammar schools to expand to manage satellite provisions. KCC is currently pursuing this as a policy.
- 13.3.15 If approved, new provision in Sevenoaks will provide a significant part of the solution for the Secondary capacity issues in Tonbridge town and Tunbridge Wells town.
- 13.3.16 Early indications are that the number of students travelling from Sevenoaks to attend faith schools has reduced due to the establishment of the Trinity Free School in Sevenoaks. We will review the need for selective places in the travel to school area of Sevenoaks South, Tonbridge and Tunbridge Wells town and seek to commission additional places where required.
- 13.3.17 This section should be read in conjunction with the Secondary school analysis provided in the Sevenoaks District section. This indicates a need for additional selective provision from 2016/17, prior to the overall deficit of Year 7 places occurring in 2017/18. There will be a need for additional all-ability Secondary provision in Tunbridge Wells by September 2018 in order to maintain the preferred surplus of places.

13.3.18 Tunbridge Wells Primary School Commissioning

Planning Group or set of Planning Groups	Commissioning Position (by 2015-16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017-18)	Commissioning Position (by 2018-19 and After)
Tunbridge Wells Urban				
Tunbridge Wells South			Commission up to 1.3FE of additional capacity through the enlargement and relocation of St Peter's CEPS onto a new site in Hawkenbury (dependent upon Tunbridge Wells Borough Council allocating the Hawkenbury Farm site for development).	
Tunbridge Wells Town	The first FE of a new 2FE primary school linked to the Knights Wood development has been commissioned.			
Tunbridge Wells Rural				
Paddock Wood	Commission 30 Year R temporary places to meet the "spike" in demand.		Commission up to 2FE of primary capacity at Paddock Wood on a site yet to be determined (subject to the development of core local strategy and housing development).	

13.3.19 Tunbridge Wells Secondary School Commissioning

Commissioning Position (by 2015-16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017-18)	Commissioning Position (by 2018-19 and After)
	<p>Commission 6FE of selective Secondary provision in the southern part of the Sevenoaks district. If successful, this should reduce the pressures on selective capacity in Tunbridge Wells town.</p> <p>Review requirements for additional capacity as part of the strategic consideration of selective and all-ability Secondary school places in West Kent.</p>	<p>There is a possibility of increase in Secondary pupils in the Paddock Wood area due to housing development; the High Weald Academy is expected to absorb some of this pressure.</p>	<p>Commission 3FE - 6FE of provision for Tunbridge Wells for years 2018/19 to 2020/21.</p>

13.4 TONBRIDGE and MALLING

13.4.1 Overview

- Demographic pressures will arise from the sustained indigenous population growth and migration factors and the housing developments in central Tonbridge, Kings Hill, Leybourne Chase and Holborough Lakes.
- This demand will be catered for principally by three new Primary schools opening in September 2015. Additional Specialist Resourced Base Provision will also be provided in these new schools for pupils with Autistic Spectrum Disorder and/or Behavioural, Emotional or Social Needs.
- Additional provision of up to 2FE will be required to meet the increased demand for Primary school places in central Tonbridge.
- The forecasts indicate shortfalls in Secondary school provision (Year 7) from 2018/19, increasing to a 100 place deficit in 2022/23. There is a need for 1FE additional selective Secondary provision by 2016/17.

13.4.2 Review of 2013-14

There was no significant variance to the Year R accuracy of forecasts within Tonbridge and Malling. The Tonbridge and Malling District as a whole maintained a surplus of 3.9% Reception Year places, which is under the 5% operating target.

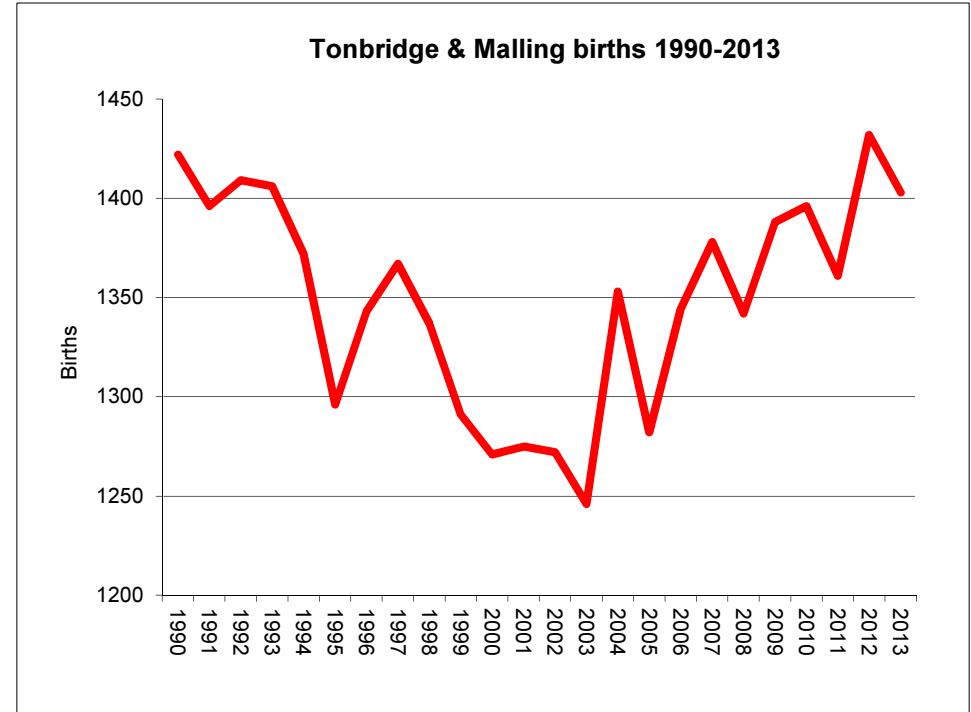
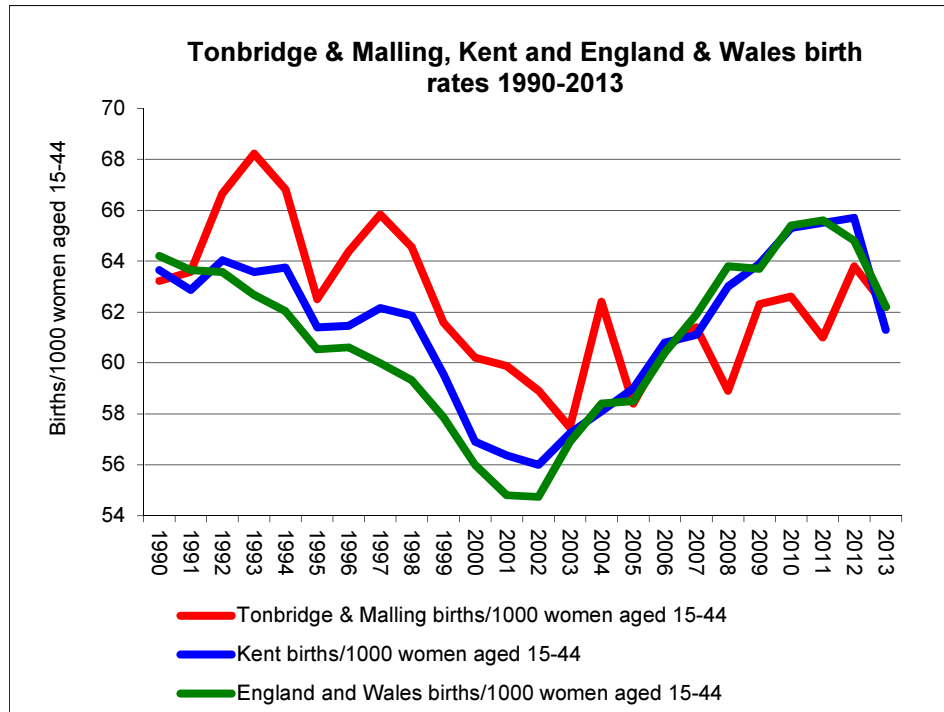
13.4.3 There was a slight variance of -1.3% in terms of forecast Primary roll data for January 2014 against the actual roll data as at January 2014 for all Primary age pupils.

13.4.4 The forecast Secondary roll for January 2014 against the actual roll for Year 7 pupils in Tonbridge and Malling indicated a variance of -1.5%. The forecast Secondary roll for January 2014 against the actual roll for all Secondary age pupils within the Tonbridge and Malling District show an overall variance of -0.6%. The District as a whole maintained over the recommended 5% surplus capacity operating target.

13.4.5 The permanent expansion of Slade Primary School was brought forward to September 2014, providing an additional 15 Reception places for September 2014. Valley Invicta Academies Trust has been appointed sponsors of the three new Primary schools at Holborough Lakes, Leybourne Chase and Kings Hill; all are due to open in September 2015. St Margaret Clitherow Catholic Primary School offered additional temporary 15 Reception Year places for September 2014.

13.4.6 District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures forecasts:



Tonbridge & Malling Borough planning groups (primary schools)	Year R capacity 2013-14	Year R roll 2013-14	Year R surplus / deficit capacity (%) 2013-14	Total capacity 2013-14	Total roll 2013-14	Total surplus / deficit capacity (%) 2013-14	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Year R roll 2018-19 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)	Total roll 2018-19 (F)
Aylesford and Ditton	129	111	14.0	891	752	15.6	119	110	103	116	114	774	783	796	834	830
Borough Green and Wrotham	131	125	4.6	917	840	8.4	116	123	115	107	110	837	850	859	855	857
Hadlow and East Peckham	60	54	10.0	395	361	8.6	52	57	64	49	52	364	365	378	369	371
Hildenborough	60	60	0.0	420	414	1.4	47	54	62	54	54	399	396	399	394	389
Kings Hill and Mereworth	210	206	1.9	1,170	1,187	-1.5	191	190	187	164	165	1,257	1,294	1,334	1,321	1,308
Larkfield and Leybourne	120	118	1.7	856	807	5.7	125	121	121	142	133	836	843	852	880	895
Malling	150	147	2.0	1,008	975	3.3	142	131	146	147	144	1,017	1,023	1,036	1,057	1,053
Medway Gap	68	67	1.5	496	411	17.1	62	67	67	72	76	412	437	471	513	543
Snodland	150	154	-2.7	990	926	6.5	158	167	178	162	164	975	1,025	1,066	1,112	1,143
Stansted and Trottscliffe	30	19	36.7	177	132	25.4	19	18	23	18	19	134	134	142	136	133
Tonbridge North	249	225	9.6	1,735	1,663	4.1	269	263	252	280	268	1,702	1,756	1,771	1,818	1,843
Tonbridge South	135	135	0.0	945	903	4.4	152	150	140	161	153	935	962	991	1,025	1,037
Tunbury	87	89	-2.3	609	602	1.1	72	77	85	77	78	590	582	583	575	566
Wateringbury	36	35	2.8	246	234	4.9	32	30	30	33	31	237	226	222	222	217
Total	1,615	1,545	4.3	10,855	10,207	6.0	1,558	1,557	1,571	1,582	1,563	10,470	10,675	10,899	11,113	11,186
Forecast Year R capacity / total capacity	-	-	-	-	-	-	1,646	1,675	1,675	1,675	1,675	11,008	11,334	11,513	11,647	11,709
Forecast surplus / deficit places	-	-	-	-	-	-	88	118	104	93	112	538	659	614	534	523
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	5.4	7.0	6.2	5.5	6.7	4.9	5.8	5.3	4.6	4.5

- 13.4.7 There are currently 43 Primary schools in the Primary phase in the Tonbridge & Malling District and a total of 1615 Reception Year places available for 2013/14. In terms of total roll, the District has sufficient places to meet demand until 2017/18, but is no longer able to maintain at least the 5% operating guideline. From 2017/18 there will be a deficit of places to meet the forecast total roll in central Tonbridge. There are significant pressure points within the District which are primarily linked to house building and inward migration.
- 13.4.8 Three new Primary schools have been commissioned for September 2015 to serve the expected pupil product arising from housing development predominantly in the planning groups of Kings Hill and Mereworth; Larkfield and Leybourne; and Snodland. Kings Hill Primary School has admitted one additional class of Reception Year pupils in both 2013/14 and 2014/15. This extra capacity will be replaced from September 2015 by provision at the new school in Kings Hill, thereby ensuring sufficient capacity to meet indigenous demand and pupil product from houses with planning permission that are yet to be built. Similarly, forecast data for the planning group of Snodland fluctuates, indicating a deficit of 15 places in September 2015, peaking at 27 in September 2016. The new school located at Holborough Lakes will provide sufficient capacity to meet the forecast demand.
- 13.4.9 The early expansion of Slade Primary School for September 2014 means there are sufficient places in the planning group of Tonbridge South until September 2017 where there is forecast to be a deficit of 11 places. However, small but significant pockets of housing developments around the Tonbridge Town area will create localised pressures. Early indications of projected pupil product forecasts arising from housing see significant numbers from September 2015 which could potentially take total roll forecasts for the planning group in deficit by up to 25 places by September 2017.
- 13.4.10 Furthermore, the historic travel to school patterns arising from pressures within Tonbridge South are now reflected within the planning group of Tonbridge North. The forecast shortfall of Reception Year places in Tonbridge North in 2014/15 has been addressed by St Margaret Clitherow RC Primary School admitting additional pupils. Forecasts fluctuate, with a deficit of 14 Reception Year places in September 2015 peaking in September 2017 with a deficit of 31 Reception Year places. We will commission 1FE of additional places for September 2015 in the planning groups of Tonbridge South, Tonbridge North and Hildenborough. Subject to the pace and scale of housing developments in central Tonbridge, we will commission 30 Reception Year places for September 2017.
- 13.4.11 In the medium term, 1000 homes are planned in the Peter's Village development which is located in the planning group of Medway Gap. Wouldham CE Primary School is the nearest school. Subject to the housing development proceeding, a new 2FE Primary school will be required. Further housing is also anticipated as part of the Phase 3 development at Kings Hill. We will commission an additional 2FE at the new Kings Hill school in line with the pace and scale of additional house building.
- 13.4.12 The long term population forecast shows the Primary school numbers peaking at 11,186 pupils within the medium term forecast period of 2018/19 before reducing to 10,173 in 2031. However, new housing clearly affects where school provision needs to be located.

13.4.13 District Analysis – Secondary

The table below sets out the school population figures and forecasts:

Tonbridge & Malling Borough (secondary schools)	2013-14 (A)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)
Year 7 capacity	1,797	1,806	1,753	1,753	1,753	1,753	1,753	1,753	1,753	1,753	1,753
Year 7 roll	1,534	1,594	1,617	1,603	1,675	1,763	1,781	1,790	1,842	1,855	1,856
Year 7 surplus / deficit places	263	212	136	150	78	-10	-28	-37	-89	-102	-103
Year 7 surplus / deficit capacity (%)	14.6	11.7	7.7	8.5	4.4	-0.6	-1.6	-2.1	-5.1	-5.8	-5.9
Total capacity (Years 7-11)	8,402	8,564	8,675	8,786	8,862	8,818	8,765	8,765	8,765	8,765	8,765
Total roll (Years 7-11)	7,698	7,721	7,721	7,783	7,930	8,159	8,345	8,518	8,756	8,935	9,029
Total surplus / deficit places (Years 7-11)	704	843	954	1,003	932	659	420	247	9	-170	-264
Total surplus / deficit capacity (Years 7-11) (%)	8.4	9.8	11.0	11.4	10.5	7.5	4.8	2.8	0.1	-1.9	-3.0
Post-16 roll	1,851	1,918	1,908	1,861	1,844	1,878	1,924	1,968	1,965	2,009	2,110
Total roll (including Post-16)	9,549	9,639	9,629	9,644	9,774	10,037	10,270	10,486	10,721	10,944	11,138

13.4.14 The number of Year 7 places in Secondary schools in Tonbridge & Malling is 1806 in 2014/15. The admissions pattern for Tonbridge & Malling is linked to Maidstone (for Malling) and Sevenoaks and Tunbridge Wells (for Tonbridge). The commentary on those Districts should be considered alongside this section.

13.4.15 Year 7 numbers are forecast to fluctuate until 2017/18 when numbers are projected to rise rapidly. There is forecast to be a deficit of up to 10 Year 7 places from September 2018, rising to -103 places in 2023.

13.4.16 The forecasts for selective provision indicate that there will be a need for at least an additional form of entry within an existing grammar school by September 2016.

13.4.17 Post 16 numbers are forecast to fluctuate throughout the forecast period.

13.4.18 Tonbridge and Malling Primary School Commissioning

Planning Groups or set of Planning Groups	Commissioning Position (by 2015-16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017-18)	Commissioning Position (by 2018-19 and After)
Kings Hill and Mereworth	The first FE of a new primary school in Kings Hill has been commissioned.			Commission an additional 1-2FE at the new Kings Hill primary school.
Medway Gap			Commission a new 2FE school in the Peter's Village development subject to commencement of housing development.	
Larkfield and Leybourne	A new 1FE school linked to the Leybourne Chase development has been commissioned.			
Snodland	A new 1FE school linked to the Holborough Lakes development has been commissioned.			
Tonbridge North/South/Hildenborough	Commission up to 1 FE additional provision.		Commission 30 Reception Year places, subject to the pace and scale of housing developments.	

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13.4.19 Tonbridge and Malling Secondary School Commissioning

Commissioning Position (by 2015-16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017-18)	Commissioning Position (by 2018-19 and After)
	Commission 1FE selective secondary provision		Commission up to 4FE of provision for Tonbridge in years 2018/19 to 2020/21. Proposals to be linked to those for Maidstone, Sevenoaks and Tunbridge Wells.

13.5 DARTFORD

13.5.1 Overview

- Demand for school places is prompted by rapidly increasing birth rates and birth numbers in the District between 2011 and 2012 and inward migration from London and other parts of the country.
- The proximity of neighbouring London Boroughs adds complexity to school admissions patterns and is prone to annual fluctuations, particularly at Secondary level, both in relation to cross border admissions, and inter-authority migration.
- Planned housing development in the area is a significant factor in increasing the demand for school places in the medium and long term. This includes Ebbsfleet Garden City, one of the biggest planned housing developments in the country.
- Additional places are required in all year groups in the life of the plan, including in the Secondary phase in the medium term, as the post millennium baby boom reaches Secondary age.

13.5.2 Review of 2013 -14

The actual Reception Year roll at January 2014 was nearly 2FE greater than forecast. In addition, there was significant inward migration of families from London Boroughs, made possible by housing development that releases more family-sized dwellings to the market.

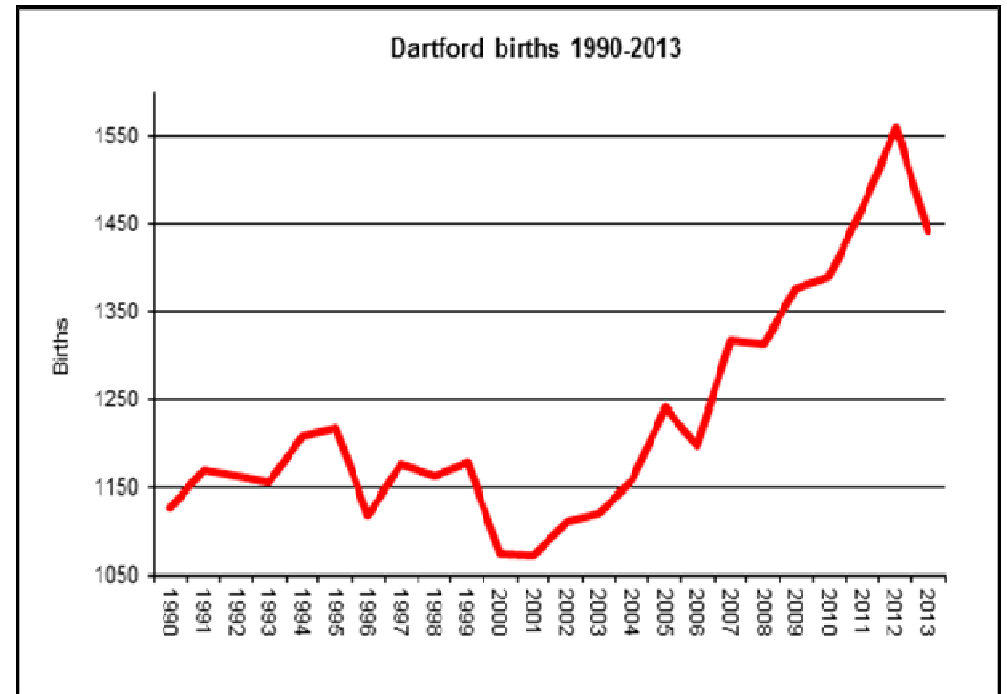
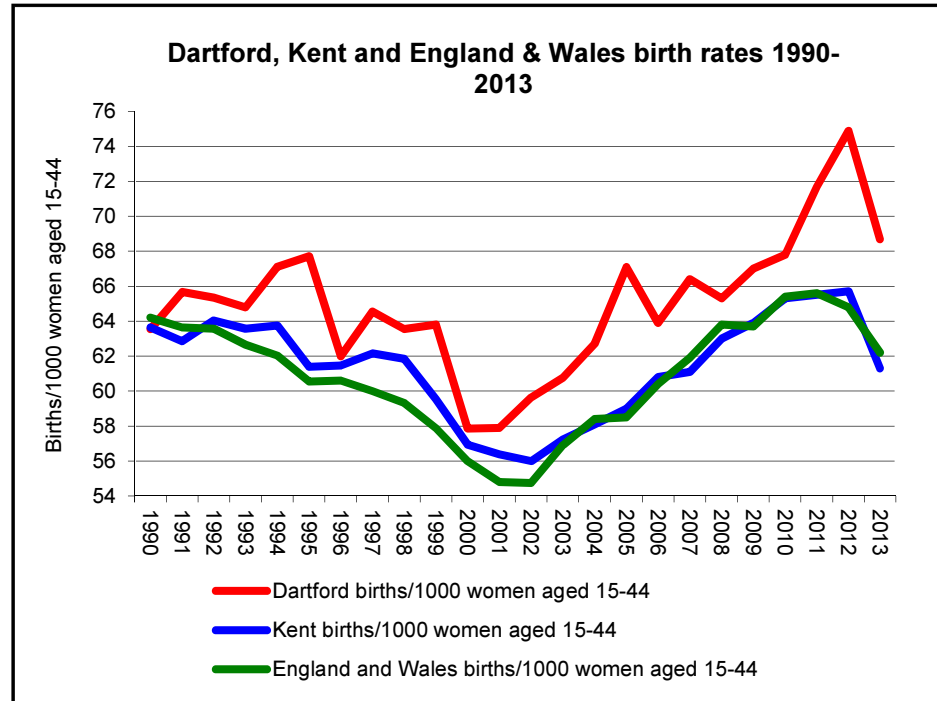
13.5.3 Dartford Secondary Year 7 provision was under forecast by -3.4%. Dartford shares a boundary with the London Borough of Bexley so there is considerable cross border commuting to school. Inward migration was also a significant factor.

13.5.4 The following changes to school capacity were made during the scope of the 2013-2018 Commissioning Plan:

- The consultation on expansion of Knockhall Primary School from 2FE to 3FE for September 2014, was completed, but the permanent expansion was postponed for one year following standards issues in the school.
- Holy Trinity Primary School underwent a temporary expansion from 1.5FE to 2FE. This is ongoing, although the decision on whether to conduct a consultation on permanent expansion is pending.
- Joydens Wood Infant School undertook a temporary expansion from 2.3FE to 3FE (70 to 90 Reception Year places). This is ongoing and will likely lead to permanent expansion.
- Temple Hill Primary School initially reduced its Reception Year intake from 2.5FE to 2FE (75 to 60 Reception Year places). However in light of significant in-year demand, the Year R intake was raised to 90 temporarily pending a consultation on permanent expansion.

13.5.5 District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



Dartford District planning groups (primary schools)	Year R capacity 2013-14	Year R roll 2013-14	Year R surplus / deficit capacity (%) 2013-14	Total capacity 2013-14	Total roll 2013-14	Total surplus / deficit capacity (%) 2013-14	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Year R roll 2018-19 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)	Total roll 2018-19 (F)
Dartford East	360	357	0.8	2,190	2,157	1.5	364	388	420	393	400	2,309	2,450	2,582	2,671	2,751
Dartford North	165	146	11.5	975	910	6.7	176	177	196	194	191	1,006	1,085	1,167	1,227	1,275
Dartford Rural South	180	150	16.7	1,167	1,061	9.1	173	158	183	173	173	1,119	1,158	1,204	1,244	1,273
Dartford West	350	347	0.9	2,345	2,358	-0.6	394	366	399	386	389	2,475	2,537	2,636	2,696	2,747
Joyden's Wood and Wilmington	160	164	-2.5	1,036	1,043	-0.7	162	175	165	173	166	1,082	1,136	1,173	1,196	1,204
Swanscombe and Greenhithe	210	192	8.6	1,200	1,147	4.4	175	247	249	248	256	1,212	1,366	1,472	1,565	1,665
Total	1,425	1,356	4.8	8,913	8,676	2.7	1,444	1,511	1,612	1,567	1,577	9,204	9,732	10,234	10,598	10,914
Forecast Year R capacity / total capacity	-	-	-	-	-	-	1,460	1,460	1,460	1,460	1,460	9,187	9,446	9,714	9,870	10,020
Forecast surplus / deficit places	-	-	-	-	-	-	16	-51	-152	-107	-117	-17	-286	-520	-728	-894
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	1.1	-3.5	-10.4	-7.3	-8.0	-0.2	-3.0	-5.4	-7.4	-8.9

- 13.5.6 There are currently 27 schools in the Primary phase in the Dartford District and a total of 1,425 places available in Reception Year in 2013-14. Reception Year cohorts are forecast to increase from 1,356 in 2013-14 to a peak of 1,612 in 2016-17 falling back slightly to 1,577 in 2018-19. To meet this additional demand with no surplus places an additional 60 places (2FE) are needed for 2015-16 and 90 places (3FE) for 2016-17. However if 5% surplus places were to be provided to allow for parental preference 4FE would be required for 2015-16, with an additional 4FE in 2016-17.
- 13.5.7 The total Primary rolls are also forecast to increase significantly, and will continue to do so throughout the forecast period. The total number on roll in Dartford Primary schools was 8,676 in 2013-14. The number on roll is forecast to rise to 10,914 in 2018-19. This means that 2,238 more Primary age children are forecast to be requiring places in Dartford Primary schools by the end of the current planning period. However, expansion proposals already agreed provide half of these places, leaving a further 900 places to be commissioned.
- 13.5.8 Currently the District as a whole does not have sufficient capacity to accommodate the forecast pupil numbers for the next intake of September 2015, although there is a small amount of surplus capacity in Dartford Rural. The available surplus places in Dartford Rural are not appropriately located to meet the rising demand in the urban areas of the Borough. In the short term some schools are likely to be asked to admit pupils over their planned admission number, however significant additional capacity will be required in the medium term.
- 13.5.9 The most significant house building development work is underway in the Ebbsfleet Valley. Three separate areas of house building are impacting on existing provision. The establishment of the Ebbsfleet Garden City will increase the numbers of housing units being built. The Eastern Quarry alone will provide an additional 7,500 new dwellings in the Swanscombe and Greenhithe planning area. This will require the Local Authority to commission four 2FE Primary schools to manage the demand for places as house occupancy progresses over the medium and long term. Two of these schools are likely to be needed for September 2016 and September 2017.
- 13.5.10 Outside Ebbsfleet Garden City demand continues to grow and there is continuing local pressure in all the urban planning areas (Dartford East, Dartford North, Dartford West, Joyden's Wood and Wilmington), necessitating commissioning nearly 3FE.
- 13.5.11 Indigenous growth and smaller scale new housing developments in Dartford North and Dartford East planning areas will require additional Primary provision. As the Northern Gateway (GSK site) progresses 1FE of Primary provision will need to be commissioned for 2017 and another 1FE for 2019. The timing for this provision is dependent on the pace of the housing development.
- 13.5.12 Demand in the Swanscombe and Greenhithe planning area is forecast to increase steadily for the duration of the forecast period. A 1FE enlargement at Knockhall Primary School has been agreed for the September 2015 intake. Longer term, there is a new development planned for the quarry at St James Lane. This development will require a new 2FE Primary school, which is expected in September 2018, but is dependent on the pace of the housing development.
- 13.5.13 In the Dartford West planning area, demand will rise but less rapidly. Previously commissioned enlargements of Oakfield Primary and Maypole Primary schools will

accommodate the increasing demand in the medium term. 30-45 additional Reception Year places will be commissioned in 2017 to accommodate the excess demand.

- 13.5.14 The demand from Joyden's Wood and Wilmington planning area and is forecast to increase slightly. 1FE will need to be commissioned in this planning area.
- 13.5.15 The long term forecasts see the Primary age pupil numbers increasing to 11,200 by 2026. This would require over 3,000 additional Primary places (14.6FE) in comparison with those available in 2013/14, if a 5% surplus were to be maintained.

13.5.16 District Analysis – Secondary

The table below sets out the school population figures:

Dartford Borough (secondary schools)	2013-14 (A)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)
Year 7 capacity	1,475	1,475	1,445	1,445	1,445	1,445	1,445	1,445	1,445	1,445	1,445
Year 7 roll	1,366	1,471	1,484	1,540	1,590	1,613	1,710	1,745	1,833	1,851	1,941
Year 7 surplus / deficit places	109	4	-39	-95	-145	-168	-265	-300	-388	-406	-496
Year 7 surplus / deficit capacity (%)	7.4	0.2	-2.7	-6.5	-10.0	-11.6	-18.3	-20.7	-26.9	-28.1	-34.3
Total capacity (Years 7-11)	7,165	7,235	7,275	7,315	7,285	7,255	7,225	7,225	7,225	7,225	7,225
Total roll (Years 7-11)	6,851	6,953	7,031	7,216	7,408	7,656	7,894	8,155	8,449	8,710	9,038
Total surplus / deficit places (Years 7-11)	314	282	244	99	-123	-401	-669	-930	-1,224	-1,485	-1,813
Total surplus / deficit capacity (Years 7-11) (%)	4.4	3.9	3.4	1.3	-1.7	-5.5	-9.3	-12.9	-16.9	-20.6	-25.1
Post-16 roll	1,955	1,999	1,992	1,942	1,925	1,987	2,054	2,105	2,151	2,220	2,267
Total roll (including Post-16)	8,806	8,951	9,023	9,158	9,333	9,643	9,948	10,260	10,599	10,930	11,305

13.5.17 The number of Year 7 places on offer in Dartford is 1475. There were 1,366 Year 7s on roll in 2013-14. This is forecast to increase to 1,941 in 2023-24. There is forecast to be a deficit of Year 7 places from 2015-16. The total number of Secondary places in Years 7-11 was 7,165 and there were 6,851 pupils on roll in 2013-14. The total number of Year 7-11 pupils on roll is forecast to increase to 9,038 in 2023-24.

13.5.18 An additional form of entry will be required in the urban area of Dartford in 2015. After 2016, the rate of increase rises faster, necessitating 2FE additional capacity being commissioned by September 2017. In the medium to long term, the Local Authority will commission a new 8FE Secondary school on the Ebbsfleet Valley (Eastern Quarry) development. In the still longer term (post 2018), the Local Authority will need to consider commissioning 3-4 FE additional secondary provision, over and above the 8FE being commissioned on the Ebbsfleet Valley development.

13.5.19 Dartford Primary School Commissioning

Planning Group or Set of Planning Groups	Commissioning Position (by 2015-16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017-18)	Commissioning Position (by 2018 and beyond)
Dartford East	Commission up to 1FE of additional provision.		Commission an additional 30 Reception places.	
Dartford North	Commission an additional 1FE.	The pace of house building might require the Northern Gateway proposals (right) to be brought forward by a year	Expected housing development on the Glaxo / Northern Gateway site will require 1FE of provision to be commissioned.	Commission 1FE of provision to support Glaxo/Northern Gateway site for 2019.
Dartford Rural South			Commission 10 Year R places.	
Dartford West	Commission up to 1FE additional provision.		Commission up to 1FE of additional provision.	Commission 30 Year R places.
Joyden's Wood and Wilmington		Commission an additional 1FE.		
Swanscombe and Greenhithe	We have commissioned an enlargement of 1FE at Knockhall CEPS.	Dependent on the pace of planned housing development we will commission 1FE in Ebbsfleet Valley (Castle Hill)	Dependent on the pace of planned housing development we will commission <ul style="list-style-type: none"> • 1FE in North West Sub Station • 2FE in the St James Pit development 	Dependent on the pace of planned housing development we will commission <ul style="list-style-type: none"> • 1FE in Ebbsfleet Valley (Station Qtr North) • 1FE in Ebbsfleet Valley (Castle Hill expansion) • 1FE in Eastern Quarry (North West Sub Station expansion) • 2FE in Ebbsfleet Valley (Alkerden) • 2FE in Ebbsfleet Valley (Village 3)

13.5.20 Dartford Secondary School Commissioning

Commissioning Position (by 2015-16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017-18)	Commissioning Position (by 2018-19 and after)
	1FE required in Dartford Urban	Commission first 4FE of new 8FE school on the Ebbsfleet Valley development.	Dependent on the pace of planned housing developments commission: <ul style="list-style-type: none"> • further 4FE at Ebbsfleet Valley • up to 4FE of further provision

13.6 GRAVESHAM

13.6.1 Overview

- Forecasts for Gravesham show sharply rising birth rate and birth numbers from 2002 to 2012. The larger cohorts of children born in Gravesham coupled with inward migration from London and other local authority areas will result in increased demand for places in all year groups.
- Housing development proposals will further increase demand in the medium to long term.
- There is pressure on Secondary school places in the medium term.

13.6.2 Review of 2013/14

The forecast number of Reception Year pupils for Gravesham was lower than the actual roll in January 2014, by about 1FE. This reflects volatility in relation to both international migration and internal UK migration, particularly from London.

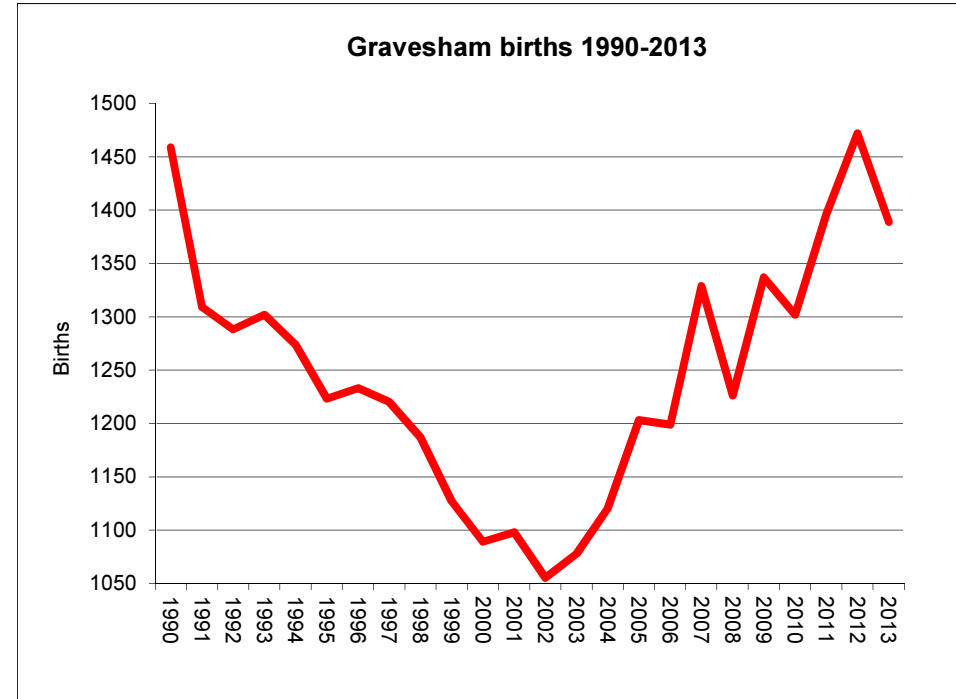
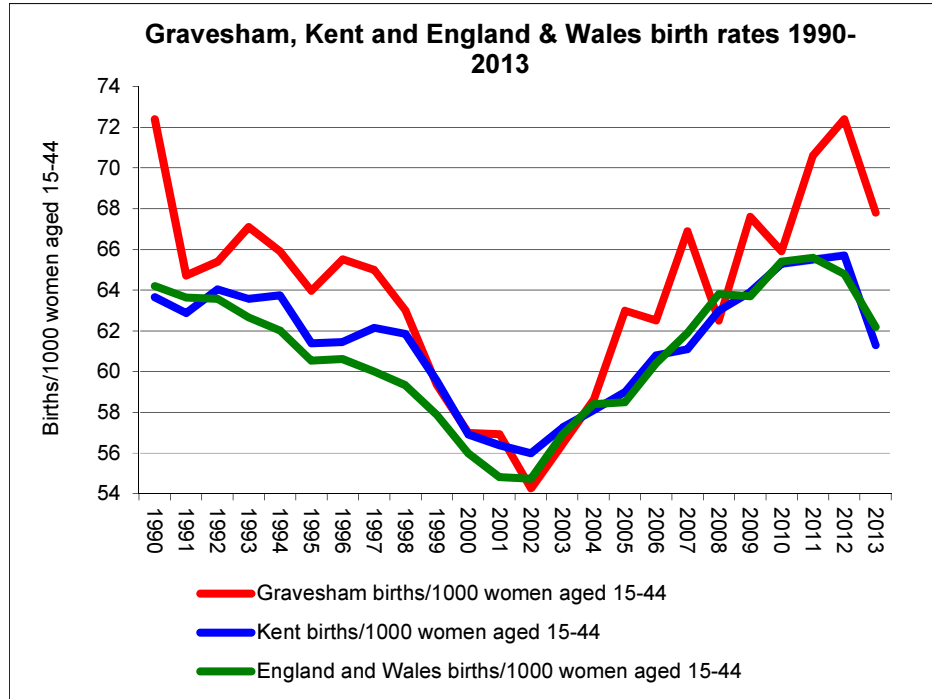
13.6.3 Gravesham Year 7 numbers were under forecast by about 1FE. Inward migration from the European Union and internal migration facilitated by small scale housing development across the Borough (under 10 units) are significant factors.

13.6.4 The following changes to school capacity were made during the scope of the 2013-2018 plan:

- In Gravesend North planning area Chantry Community Academy (Primary) enlarged from 1FE to 2FE for September 2014.
- Kings Farm Primary School in Gravesham East planning area expanded from 1.7 FE to 2FE for September 2014.
- Lawn Primary School expanded permanently by 10 places per Year group to become a 1FE school for September 2014.
- St Joseph's Catholic Primary School admitted an additional temporary Reception class for September 2014.

13.6.5 District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



School roll forecasts

Gravesham Borough planning groups (primary schools)	Year R capacity 2013-14	Year R roll 2013-14	Year R surplus / deficit capacity (%) 2013-14	Total capacity 2013-14	Total roll 2013-14	Total surplus / deficit capacity (%) 2013-14	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Year R roll 2018-19 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)	Total roll 2018-19 (F)
Cobham and Shorne	60	60	0.0	420	427	-1.7	68	57	66	68	66	438	435	443	449	456
Gravesend East	210	191	9.0	1,425	1,412	0.9	209	191	223	210	211	1,432	1,434	1,461	1,464	1,464
Gravesend North	270	266	1.5	1,710	1,707	0.2	269	270	296	285	294	1,762	1,801	1,866	1,925	1,996
Gravesend South East	172	153	11.0	1,102	1,037	5.9	176	172	192	189	184	1,130	1,201	1,269	1,299	1,317
Gravesend South West	180	173	3.9	1,260	1,236	1.9	187	201	200	202	200	1,263	1,288	1,311	1,334	1,354
Higham	30	30	0.0	210	208	1.0	30	29	30	29	29	209	208	208	209	208
West Rise	45	44	2.2	315	259	17.8	47	43	49	50	48	262	270	285	295	301
Meopham and Vigo	120	119	0.8	840	812	3.3	109	102	132	121	121	818	821	843	856	862
Northfleet	284	282	0.7	1,660	1,641	1.1	276	323	316	325	320	1,727	1,853	1,953	2,061	2,138
Total	1,371	1,318	3.9	8,942	8,739	2.3	1,369	1,387	1,505	1,479	1,472	9,040	9,311	9,638	9,892	10,096
Forecast Year R capacity / total capacity	-	-	-	-	-	-	1,371	1,371	1,371	1,371	1,371	9,096	9,250	9,404	9,513	9,565
Forecast surplus / deficit places	-	-	-	-	-	-	2	-16	-134	-108	-101	56	-61	-234	-379	-531
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	0.1	-1.2	-9.7	-7.9	-7.4	0.6	-0.7	-2.5	-4.0	-5.6

- 13.6.6 There are currently 27 schools in the Primary phase in the Gravesham District and there were a total of 1,371 places available in Reception Year in 2013-15. Reception Year cohorts are forecast to increase from 1,318 in 2013-14 to a peak of 1,505 in 2016-17 falling back slightly to 1,472 in 2018-19. To meet this additional demand with no surplus places an additional 30 Reception class places (1FE) are needed for 2015-16 and a further 4FE for 2016-17. However if 5% surplus places were to be provided to allow for parental preference 5FE would be required for 2015-16, with an additional 4FE in 2016-17.
- 13.6.7 Total roll forecasts will also increase throughout the forecast period.
- 13.6.8 Demand in Northfleet planning area remains high, and is slightly exceeding current capacity. Forecasts indicate that this trend will continue. There are plans to expand and relocate Rosherville CE Primary School, although these are dependent on negotiation. The development of land on the Northfleet Embankment (West) will enable Lawn Primary School to expand in the medium term from 1FE to 2FE.
- 13.6.9 Demand in Gravesend South West is being driven by house building in the Springhead Park development. Over two hundred dwellings have been built and occupied, but as yet, no additional school provision has been commissioned because funding triggers have not been reached. 2FE of provision will be needed by 2016.
- 13.6.10 In Gravesend North Reception Year numbers are forecast to rise by about 1FE. There are several options under consideration to commission the required places.
- 13.6.11 Gravesend East forecasts indicate that there is enough capacity until September 2015, where there will be a spike in demand for two years. This will require commissioning an additional 30 Reception places for two years to cater for the bulge. Longer term, it is anticipated that Gravesham Borough Council will plan additional housing in this planning area.
- 13.6.12 The forecasts for Gravesend South East, Istead Rise, Meopham and Vigo and Cobham and Shorne planning areas, indicate that there will be enough places locally to accommodate the projected numbers. It should be noted that these planning areas are not sufficiently close to the urban areas of Gravesham for surplus places to offset the shortage in Gravesend.
- 13.6.13 The long term pupil forecast sees the Primary age population increasing to 10,100 by 2018/19, following which these reduce to 9037 in 2031/32. This would require 1660 additional places (8FE) to those available assuming in 2013/14. However this is dependent upon housing development progressing as planned.
- 13.6.14 In addition to the long term pupil forecasts, Gravesham Borough Council is proposing new sites for housing development, and any additional demand on Primary provision would need to be addressed in the longer term. The Local Authority is working with Gravesham Borough Council to ensure that we have early notification of new developments, and an input into where new provision would need to be commissioned. Some of the housing is likely to be in East Gravesend and if so, additional provision may need to be commissioned in the longer term.

13.6.15 District Analysis – Secondary

The table below sets out the schools the population figures and forecasts:

Gravesham Borough (secondary schools)	2013-14 (A)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)
Year 7 capacity	1,314	1,284	1,284	1,284	1,284	1,284	1,284	1,284	1,284	1,284	1,284
Year 7 roll	1,179	1,172	1,228	1,299	1,360	1,416	1,422	1,441	1,504	1,540	1,649
Year 7 surplus / deficit places	135	112	56	-15	-76	-132	-138	-157	-220	-256	-365
Year 7 surplus / deficit capacity (%)	10.3	8.7	4.3	-1.2	-5.9	-10.3	-10.8	-12.2	-17.1	-19.9	-28.4
Total capacity (Years 7-11)	6,480	6,480	6,480	6,480	6,450	6,420	6,420	6,420	6,420	6,420	6,420
Total roll (Years 7-11)	5,915	5,844	5,868	6,001	6,222	6,459	6,709	6,922	7,127	7,307	7,540
Total surplus / deficit places (Years 7-11)	565	636	612	479	228	-39	-289	-502	-707	-887	-1,120
Total surplus / deficit capacity (Years 7-11) (%)	8.7	9.8	9.4	7.4	3.5	-0.6	-4.5	-7.8	-11.0	-13.8	-17.4
Post-16 roll	1,402	1,444	1,394	1,372	1,339	1,324	1,328	1,358	1,416	1,488	1,551
Total roll (including Post-16)	7,317	7,288	7,262	7,373	7,561	7,783	8,037	8,280	8,543	8,795	9,091

13.6.16 The number of Year 7 places available in Gravesham is 1,284 from 2014/15. Forecast Year 7 intake numbers show a gradual but steady increase over the next 10 years. There is sufficient Year 7 capacity in Gravesham to manage this increase for two more years, after which 1FE of additional provision will be needed for September 2017, an additional 1FE for September 2018 and an additional 2FE for September 2020

13.6.17 This steady increase in demand may be accelerated if Gravesham Borough Council approves new sites for housing development.

13.6.18 Gravesham Primary School Commissioning

Planning Group or Set of Planning Groups	Commissioning Position (by 2015-16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017-18)	Commissioning Position (by 2018 and beyond)
Gravesend East	Commission 30 Reception places.	Commission 30 Reception places.		Commission extra provision dependent on housing development.
Gravesend North		Commission 1FE of provision.		
Gravesend South East			Commission extra provision dependent on housing development.	
Gravesend South West		Commission 2FE of provision.		
Istead Rise		We may need to commission additional provision dependent on housing development.		
Northfleet			Commission an additional 1FE of provision.	

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Gravesham Secondary Commissioning

Commissioning Position (by 2015-16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017-18)	Commissioning Position (by 2018-19 and after)
		Commission 1FE of additional capacity.	Commission 1FE of additional capacity for September 2018 and a further 2FE of additional capacity for September 2020.

13.7 SEVENOAKS

13.7.1 Overview

- The implementation of the Commissioning Plan in 2013/14 to consolidate the expansions of existing Primary schools has successfully created sufficient places to meet demand across the District. However, pockets of high demand remain.
- Sevenoaks Town centre and some of the outlying villages are experiencing challenging demand.
- The demand for Secondary school places across the District masks a shortage of selective school places in Sevenoaks South from where a significant number of young people travel out of the district to Tonbridge and Tunbridge Wells.

13.7.2 Review of 2013/14

The long term Primary pupil forecasts suggest pupil numbers in Sevenoaks will increase to 10,000 in 2021 before falling to 8900 in 2031. Nevertheless, demand is isolated in pockets, most notably Sevenoaks town centre.

13.7.3 The forecast number of Reception Year pupils was lower than the 2014 actual rolls. There is no single identifiable reason, although inward migration appears to be the major causal factor; driven largely by the good and outstanding Primary schools in Sevenoaks. The establishment of additional Secondary places at the Trinity Free School and the proposals for a selective satellite provision are also likely causes for more families moving into the area.

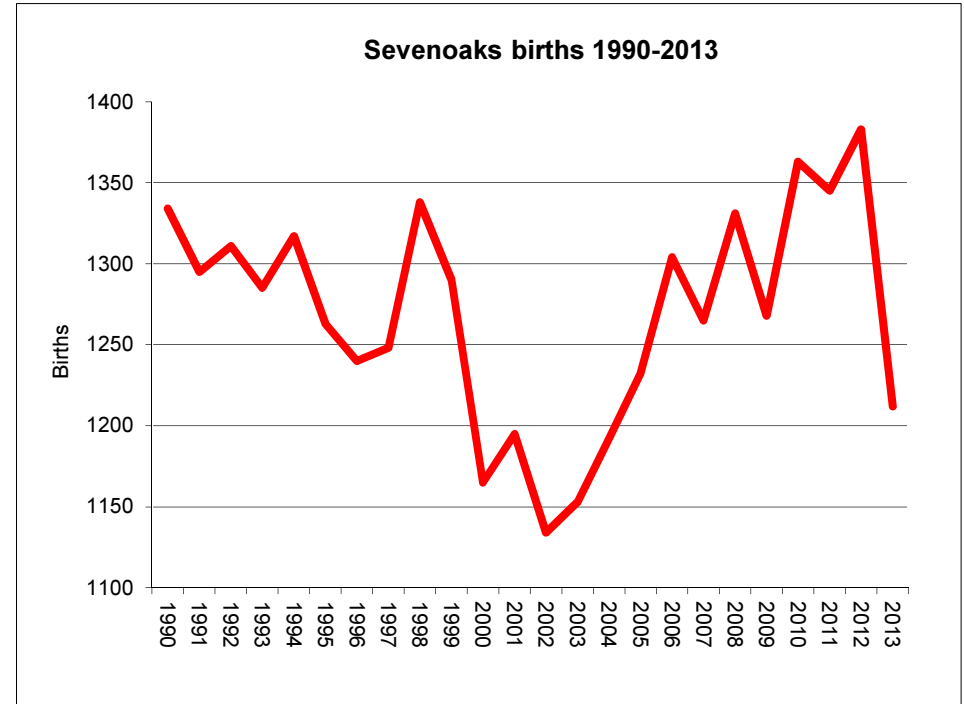
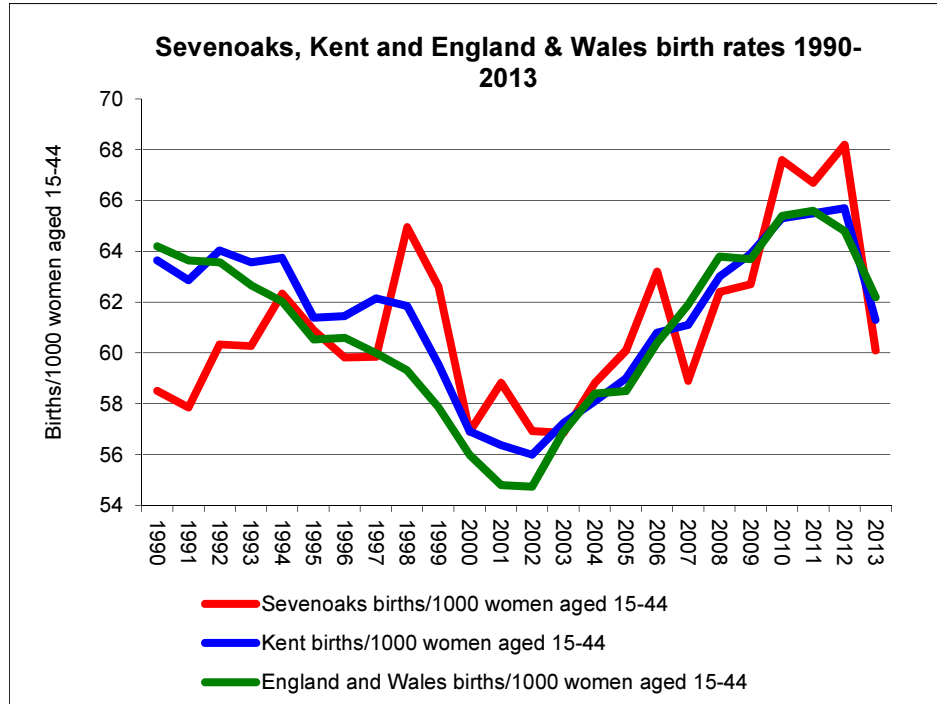
13.7.4 Sevenoaks Secondary school Year 7 pupil numbers were under forecast by 19.8%, but this figure is skewed by the opening of Trinity Free School. About 74% of the children in the southern half of the District travel to schools in Tonbridge and Malling and Tunbridge Wells Districts. In the North, a significant number travel to the Wilmington Grammar Schools in Dartford District.

13.7.5 The following changes to school capacity were made during 2013/14:

- Chiddingstone Academy permanently enlarged to 1FE
- The Sevenoaks Trinity Free School was established, providing 120 Year 7 places (4FE) from September 2013. Planned total capacity is 600.

13.7.6 District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



School roll forecasts

Sevenoaks District planning groups (primary schools)	Year R capacity 2013-14	Year R roll 2013-14	Year R surplus / deficit capacity (%) 2013-14	Total capacity 2013-14	Total roll 2013-14	Total surplus / deficit capacity (%) 2013-14	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Year R roll 2018-19 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)	Total roll 2018-19 (F)
Eynsford and Horton Kirby	90	90	0.0	630	620	1.6	94	91	96	101	97	618	622	621	628	634
Halstead and Knockholt	55	39	29.1	340	264	22.4	39	34	29	23	26	273	275	268	254	235
Otford and Shoreham	75	64	14.7	483	448	7.2	77	74	72	60	65	476	490	494	481	477
Sevenoaks	360	345	4.2	2,208	2,190	0.8	382	369	367	344	352	2,297	2,377	2,473	2,523	2,551
Sevenoaks Rural East	70	63	10.0	540	458	15.2	77	62	80	66	70	478	478	483	480	480
Sevenoaks Rural South East	80	78	2.5	560	555	0.9	74	81	76	72	74	547	547	538	528	522
Sevenoaks Rural South West	91	80	12.1	637	557	12.6	96	103	98	106	102	595	630	657	695	713
Sevenoaks Rural West	55	49	10.9	390	346	11.3	66	61	62	58	59	372	378	393	390	390
Swanley and Hextable	275	276	-0.4	1,895	1,803	4.9	278	294	280	286	284	1,847	1,886	1,936	1,981	1,996
West Kingsdown, Hartley & New Ash Green	210	161	23.3	1,465	1,187	19.0	196	187	198	173	181	1,236	1,264	1,318	1,319	1,350
Westerham	70	53	24.3	460	412	10.4	71	75	72	77	73	426	441	459	464	472
Total	1,431	1,298	9.3	9,608	8,840	8.0	1,451	1,432	1,429	1,367	1,382	9,165	9,389	9,639	9,743	9,819
Forecast Year R capacity / total capacity	-	-	-	-	-	-	1,468	1,466	1,466	1,466	1,466	9,788	9,943	10,108	10,203	10,233
Forecast surplus / deficit places	-	-	-	-	-	-	17	34	37	99	84	623	554	469	460	414
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	1.2	2.3	2.5	6.8	5.7	6.4	5.6	4.6	4.5	4.0

- 13.7.7 There are currently 42 schools in the Primary phase in the Sevenoaks District and a total of 1,431 places available in Reception Year in 2013-14. Reception Year numbers are forecast to increase from 1,298 in 2013-14 to 1,451 in 2014-15. Thereafter Reception Year numbers are forecast to decline slightly each year, reaching 1,382 in 2018-19. However, this decline is not reflected in total roll numbers which show an increase overall from 8,840 in 2013-14 to 9,819 in 2018-19.
- 13.7.8 Across the District, Sevenoaks appears to have sufficient capacity to accommodate the forecast increases although the geographical north/south split means that provision may not be local. Where there may be capacity, it is likely to be too distant from the demand to be effectively utilised. This creates pockets of demand.
- 13.7.9 The additional places commissioned for September 2014 have accommodated much of the demand in the Sevenoaks planning area, which includes Sevenoaks Town centre. Forecasts indicate that demand will continue to out-strip supply in the planning area until September 2017. Also in the Sevenoaks planning area, the Ryedale development in Dunton Green is now well underway and this is creating additional demand in the Dunton Green/Riverhead area over and above the forecast numbers. Dialogue with the relevant schools will take place to accommodate the extra demand and we will likely seek to commission 30 Reception places for September 2015 and a further 30 for 2016.
- 13.7.10 Forecasts for Sevenoaks Rural South West indicate demand exceeds capacity throughout the forecast period. In addition the demand in these forecasts will be augmented by several small housing developments, particularly in the Edenbridge area. We will increase capacity in Sevenoaks Rural SW planning area by 1FE to meet the demand as it arises.
- 13.7.11 The forecast for Sevenoaks Rural West planning area indicate that the Reception class demand is above capacity throughout the forecast period. Local temporary solutions will be considered and implemented, as necessary.
- 13.7.12 The Swanley and Hextable planning area has experienced a long period where there has been sufficient capacity. Forecasts indicate that for September 2015, demand will start to exceed capacity. We will commission 1FE of additional provision for September 2015.
- 13.7.13 The Westerham planning area appears to have Reception class demand slightly exceeding supply. If the demand materialises, we will commission 10 additional places.
- 13.7.14 Small to Medium scale housing development near Leigh will result in the need to commission 10 additional places in Sevenoaks Rural South East planning area.
- 13.7.15 The planning areas of Eynsford and Horton Kirby, Otford and Shoreham, Sevenoaks Rural East, West Kingsdown, Hartley and New Ash Green will have sufficient capacity for the forecast demand and no action is needed.
- 13.7.16 The Fort Halstead site has been the subject of applications for housing development and is situated in the Halstead and Knockholt planning area. The number of dwellings has not been decided yet, but is understood to be in excess of 600. This development is likely to be in the long, rather than medium term. When the development receives planning permission, the need for new school places will be reviewed.

13.7.17 District Analysis – Secondary

The table below sets out the school population figures and forecasts:

Sevenoaks District (secondary schools)	2013-14 (A)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)
Year 7 capacity	630	630	630	630	630	630	630	630	630	630	630
Year 7 roll	423	440	484	456	481	524	529	522	558	555	544
Year 7 surplus / deficit places	207	190	146	174	149	106	102	108	72	75	86
Year 7 surplus / deficit capacity (%)	32.9	30.1	23.2	27.6	23.7	16.8	16.1	17.1	11.4	11.8	13.6
Total capacity (Years 7-11)	2,670	2,790	2,910	3,030	3,150	3,150	3,150	3,150	3,150	3,150	3,150
Total roll (Years 7-11)	1,938	1,989	2,072	2,159	2,268	2,370	2,458	2,497	2,598	2,673	2,693
Total surplus / deficit places (Years 7-11)	732	801	838	871	882	780	692	653	552	477	457
Total surplus / deficit capacity (Years 7-11) (%)	27.4	28.7	28.8	28.7	28.0	24.8	22.0	20.7	17.5	15.1	14.5
Post-16 roll	242	258	252	247	248	248	249	263	267	273	288
Total roll (including Post-16)	2,180	2,247	2,324	2,406	2,517	2,618	2,708	2,760	2,865	2,947	2,982

- 13.7.18 The pattern of Secondary provision and parental preference in Sevenoaks has some distinct features. There are effectively two travel to school areas in the district: one north of the M26 centred on Swanley, and one to the south centred on Sevenoaks Town. There is relatively little travel to school between the two areas. Families in the southern area look to schools in the neighbouring districts of Tonbridge and Malling and Tunbridge Wells in addition to provision in Sevenoaks, particularly in relation to grammar provision. While there is surplus capacity in the north, very few students in the south travel to schools in that area.
- 13.7.19 The number of Year 7 places on offer in Sevenoaks District is 630. Forecasts indicate an increase in Year 7 intakes for the next seven years. The increase is exacerbated by corresponding increases in the forecasts for Year 7 students in Tunbridge Wells and Tonbridge, where 1,150 Sevenoaks students travel to receive their education. As demand increases in these areas, provision will need to be increased either in those areas or in Sevenoaks to accommodate the needs of Sevenoaks resident students.
- 13.7.20 A high proportion of Sevenoaks children pass the Kent grammar school test, however there is no grammar provision in Sevenoaks. This means these children take up places at grammar schools in neighbouring districts. The table below illustrates where pupils from Sevenoaks South attend school.

Location and Type of Schools Attended by Mainstream Secondary (Years 7-11) Pupils Resident in the Sevenoaks South Area (2013-14)

Schools attended by area	Girls		Boys		Total	
	Number	%	Number	%	Number	%
Non-selective schools in Sevenoaks District	362	28.3	293	22.7	655	25.5
Selective schools in Tonbridge or Tunbridge Wells	605	47.3	556	43.0	1,161	45.2
Non-selective schools in Tonbridge or Tunbridge Wells	277	21.7	368	28.5	645	25.1
Selective outside of Sevenoaks, Tonbridge or Tunbridge Wells	7	0.5	34	2.6	41	1.6
Non-selective outside of Sevenoaks, Tonbridge or Tunbridge Wells	27	2.1	42	3.2	69	2.7
Sevenoaks South resident secondary pupils (Years 7-11)	1,278	100.0	1,293	100.0	2,571	100.0

Source: Schools Census January 2014, Management Information Unit, KCC

N.B. Schools counted as *outside* of the Sevenoaks, Tonbridge or Tunbridge Wells area for the purposes of this travel to school analysis include the following: Cranbrook School, The Malling School, Hadlow Free School, Mascalls School, Wrotham School.

- 13.7.21 The table shows that across the Sevenoaks South area (which includes Sevenoaks Town as well as the villages to the north and the rest of the District area to the south) only 25% of pupils attend a secondary school within the District and almost half attend selective schools in Tonbridge and Tunbridge Wells towns; the number is slightly higher for girls than boys. A greater number attend non-selective schools located outside of Sevenoaks Districts than located within it.
- 13.7.22 In 2012 at a meeting of the full Council, Kent County Council took a decision to pursue proposals for expanded grammar provision in Sevenoaks. The Council's decision was the result of a very well supported petition from parents expressing a clear view that they wanted Kent to establish grammar provision in Sevenoaks. A number of options have been considered and the County Council believes the best option is for existing grammar schools to expand to manage satellite provision located in Sevenoaks. KCC is currently pursuing this as a policy.

13.7.23 When considering the need for additional local provision for the Sevenoaks South area in the future, it's important to take into account the wider West Kent travel to school area which includes Tonbridge and Tunbridge Wells urban areas in addition to Sevenoaks South. The following table shows the size of the current Primary cohorts (those attending mainstream Primary schools) resident in the three West Kent areas.

Mainstream primary pupils resident in the West Kent area by year group (2013-14)

Primary year group (2013-14)	Year 7 entry	Sevenoaks South	Tonbridge Urban	Tunbridge Wells Urban	Total West Kent
Year R	2020-21	761	454	945	2,160
Year 1	2019-20	776	417	871	2,064
Year 2	2018-19	754	427	899	2,080
Year 3	2017-18	708	425	791	1,924
Year 4	2016-17	649	421	704	1,774
Year 5	2015-16	668	404	713	1,785
Year 6	2014-15	598	451	716	1,765
Total		4,914	2,999	5,639	13,552
% Girls		49.3	50.4	48.7	49.3
% Boys		50.7	49.6	51.3	50.7
% transfer to Year 7*		93.7	109.0	108.2	103.3

Source: Schools Census January 2014, Management Information Unit, KCC

* Latest transfer rate (mainstream primary to secondary education) from school year 2012-13 to 2013-14. A percentage figure of > 100 may indicate a shift from independent provision at the primary phase to mainstream provision at the secondary phase (a likely shift from independent primary schools to grammar schools).

13.7.24 From this residence-based analysis, it is clear that the demand for secondary education is rising over the next seven years. Across the West Kent area as a whole, the number of pupils requiring a Year 7 place is expected to rise by over 400, and selective schools are already at capacity, which will translate to the need to commission a further 160+ selective school places – three forms of entry for boys and three forms of entry for girls. If approved, new grammar provision in Sevenoaks will provide a significant part of the solution for the Secondary capacity issues in Tonbridge Town and Tunbridge Wells town, as well as meeting the aspirations of Sevenoaks parents. It would also provide an opportunity to improve school choice, and reduce the reliance on rail transport to schools in other towns and Districts.

13.7.25 Non-selective provision in Sevenoaks has recently increased by the establishment of Trinity Free School.

13.7.26 Longer term Secondary forecasts suggest pupil numbers will fluctuate, but the trend is rising.

13.7.28 Sevenoaks Primary School Commissioning

Planning Group or Set of Planning Groups	Commissioning Position (by 2015-16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017-18)	Commissioning Position (by 2018 and beyond)
Halstead and Knockholt			Dependent on the pace of housing development at Fort Halstead, the local authority will commission up to 2FE of primary capacity	
Sevenoaks	Commission an additional 30 Reception places.	Commission an additional 30 Reception places.		
Sevenoaks Rural South East	(See 2016-17)	Commission an additional 10 places by 2016, possibly for 2015 if funding aligns.		
Sevenoaks Rural South West			Commission up to 1FE.	
Sevenoaks Rural West	Commission an additional 1FE.			
Swanley and Hextable	Commission an additional 1FE.		Commission 1FE if the pace of housing development matches expectation.	
Westerham		Commission an additional 10 Year R places		

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Sevenoaks Secondary Commissioning

Commissioning Position (by 2015-16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017-18)	Commissioning Position (by 2018-19 and after)
	Commission 6FE of selective provision in the southern part of the district.		

13.8 ASHFORD

13.8.1 Overview

- Demand for school places in Ashford is, in the main, caused by inward migration connected to house-building and the birth rate which is higher than both the Kent and National birth rates.
- The District's birth rate continues to be above the Kent and National levels, although in 2013 dropped significantly. The impact of 20 years of rising births will continue to provide pressure for places.
- Ashford's Core Strategy (2008) states the target of 20,000 new homes to be built in the Borough between 2001 and 2021. By 2013, 8,000 new homes were completed. The current housing trajectory for completions suggests between a further 7,000 and 10,000 new dwellings being completed by 2021.
- Even with expansions at four schools in recent years together with the opening of Repton Manor Primary School in 2012, and Goat Lees Primary School in 2013 demand is continuing to increase beyond available capacity.

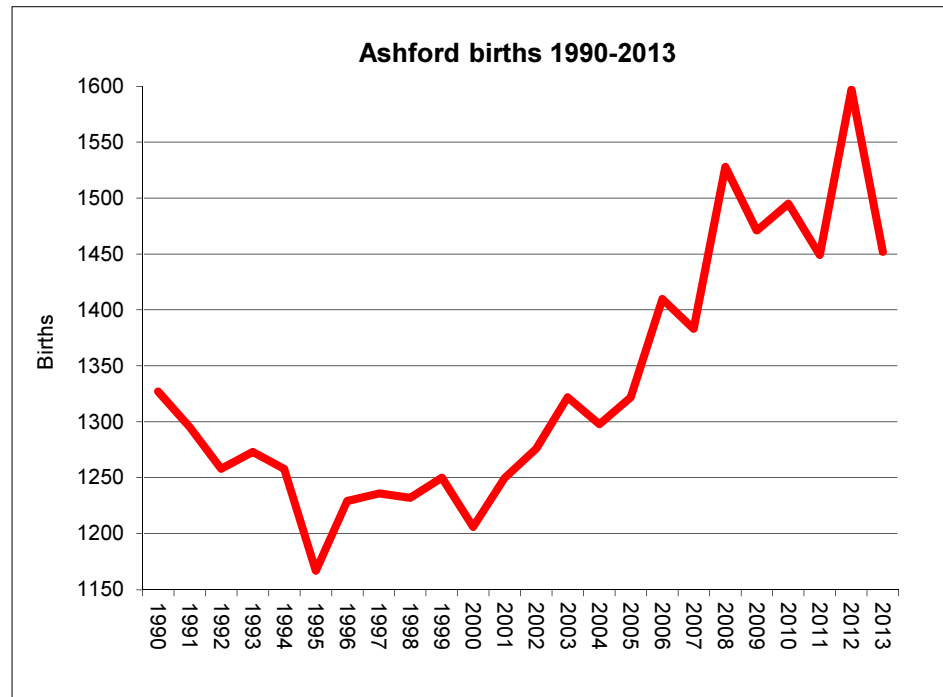
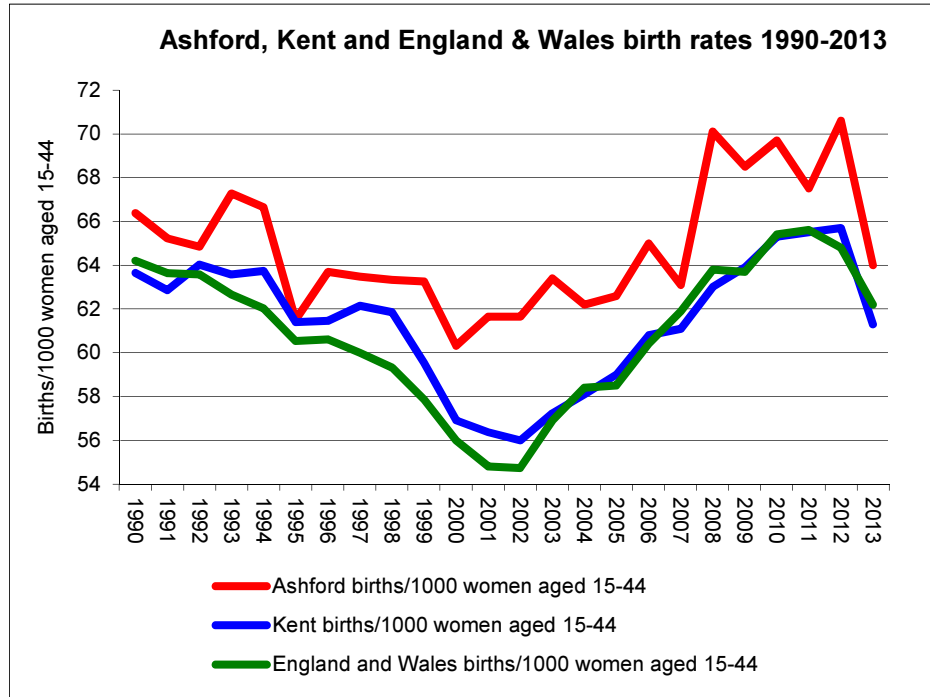
13.8.2 Review of 2013-14

The 2013-18 Commissioning Plan stated that the expansion of Furley Park Primary School was being commissioned for September 2014. This was delivered with a cohort of up to 90 pupils joining the school in September 2014.

In the medium term (by 2016-17) the Plan identified the need to commission a new school for the Cheeseman's Green development, now known as Finberry. The statutory process to identify a promoter for the school has been started. We anticipate that the Secretary of State will determine who will sponsor the school by the end of November 2014. The school will open off-site in a temporary location in September 2015, and move to its permanent, purpose built premises in September 2016.

13.8.4. District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



Ashford Borough planning groups (primary schools)	Year R capacity 2013-14	Year R roll 2013-14	Year R surplus / deficit capacity (%) 2013-14	Total capacity 2013-14	Total roll 2013-14	Total surplus / deficit capacity (%) 2013-14	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Year R roll 2018-19 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)	Total roll 2018-19 (F)
Ashford Central	210	213	-1.4	1,260	1,278	-1.4	207	220	238	224	221	1,364	1,424	1,508	1,560	1,579
Ashford North	210	212	-1.0	1,380	1,321	4.3	211	211	224	203	205	1,356	1,372	1,397	1,412	1,431
Ashford Rural East	80	74	7.5	500	489	2.2	67	73	76	76	76	502	508	513	524	524
Ashford Rural West	100	78	22.0	685	633	7.6	73	76	92	75	79	618	607	617	599	581
Ashford South	390	397	-1.8	2,460	2,382	3.2	394	384	412	426	408	2,479	2,572	2,687	2,791	2,842
Ashford South East	180	180	0.0	1,100	1,100	0.0	165	171	198	200	195	1,133	1,162	1,192	1,232	1,277
Biddenden	20	19	5.0	140	125	10.7	25	21	24	18	21	133	132	139	137	138
Charing and Challock	50	51	-2.0	325	311	4.3	44	42	45	47	46	325	333	344	352	355
Chilham	15	16	-6.7	105	103	1.9	18	16	14	17	16	109	113	113	116	120
Hamstreet and Woodchurch	65	59	9.2	455	445	2.2	68	57	58	57	58	452	449	439	435	430
Tenterden	124	108	12.9	868	753	13.2	108	119	109	92	100	756	775	773	769	777
Willesborough	180	180	0.0	1,245	1,219	2.1	193	204	208	212	205	1,250	1,287	1,328	1,390	1,424
Total	1,624	1,587	2.3	10,523	10,159	3.5	1,573	1,596	1,699	1,648	1,630	10,476	10,733	11,051	11,318	11,479
Forecast Year R capacity / total capacity	-	-	-	-	-	-	1,594	1,624	1,624	1,624	1,624	10,711	10,944	11,132	11,290	11,383
Forecast surplus / deficit places	-	-	-	-	-	-	21	28	-75	-24	-6	235	211	81	-28	-96
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	1.3	1.7	-4.6	-1.5	-0.4	2.2	1.9	0.7	-0.2	-0.8

- 13.8.5. There are currently 42 Primary schools in the Ashford District and a total of 1624 places available in Reception Year in 2013-14. These places reduce to 1594 for 2014-15 when Great Chart Primary School reverts to its normal admissions pattern of a 2FE school. However, the planned opening of the new academy at Finberry will increase the number of available places to 1624 from 2015/16. The uplift in migration into the District, and in particular Ashford Town, during the past 12-18 months is expected to continue. Consequently, the forecast numbers are higher than previously envisaged, and will require more school places to be created than anticipated in 2013-14.
- 13.8.6 The pressures in Ashford are most acute in Reception Year as larger cohorts enter the school system. The District's birth rate continues to be above the Kent and National levels, although in 2013 dropped significantly. However, high levels of pre-school migration are expanding the cohort sizes. Cohorts of similar sizes to 2013/14 are expected for the next two years, after which these are expected to increase further, initially with a "spike" in demand in 2016/17 when over 100 additional children need places (an 8% increase). In subsequent years, demand remains 40-60 pupils higher than current intake numbers.
- 13.8.7 These District wide figures mask the fact that places will remain vacant in the rural areas of the District, particularly Tenterden and Rural West, while demand is expected to exceed current capacity in Ashford Town throughout the forecast period. Shortfalls of Reception Year places are forecast in all areas of the Town. The forecasts suggest a 30 place deficit of Year R places in the Town in 2014/15, rising to a 140 place deficit in 2016/17.
- 13.8.8 Two schools in the Town have confirmed that they will each be able to temporarily accommodate up to 30 Reception pupils for 2014/15 if the anticipated pressures materialise. We have made the previous temporary expansion at Furley Park Primary Academy permanent, taking the school to 3FE from September 2014. We are also currently seeking a sponsor for a proposed new school at Finberry (Cheeseman's Green), which will open in 2015. Given the scale of the anticipated pressures in 2016/17, and the fact that a school for Finberry will open in 2015 with Key Stage 1 places, it is intended to avoid opening temporary classes in 2014/15 unless this becomes necessary.
- 13.8.9 House-building in the area is set to continue, with 7,000 to 10,000 new houses anticipated by 2021. The provision of new schools is being factored into the planning for the Borough, with up to six schools and sites being requested or secured via developer contributions, including a new Secondary school. As these schools are built to serve these new communities, the timings are linked to those of the housing developments. As mentioned above we anticipate new school provision in Cheeseman's Green opening in September 2015, and 1FE of new provision being commissioned for Chilmington Green for 2017.
- 13.8.10 Migration is resulting in all year groups in our Primary schools increasing in size. However, this situation is being managed through the opening of new schools with places across the year groups.
- 13.8.11 The long term forecast suggests the Primary school age population will increase from the current 10,159 to 12,383 in 2021 before dropping thereafter. This would require 2324 additional places (11FE) to those available in 2013/14 if a 5% surplus is to be maintained. A little under one third of these places have already been commissioned.

13.8.12 District Analysis – Secondary

The table below sets out the school population figures and forecasts:

Ashford Borough (secondary schools)	2013-14 (A)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)
Year 7 capacity	1,502	1,522	1,512	1,512	1,512	1,512	1,512	1,512	1,512	1,512	1,512
Year 7 roll	1,312	1,331	1,328	1,360	1,329	1,409	1,513	1,544	1,527	1,552	1,641
Year 7 surplus / deficit places	190	191	184	152	183	103	-1	-32	-15	-40	-129
Year 7 surplus / deficit capacity (%)	12.6	12.6	12.2	10.1	12.1	6.8	-0.1	-2.1	-1.0	-2.7	-8.5
Total capacity (Years 7-11)	6,897	7,083	7,244	7,405	7,560	7,570	7,560	7,560	7,560	7,560	7,560
Total roll (Years 7-11)	6,379	6,428	6,476	6,572	6,657	6,754	6,937	7,153	7,321	7,544	7,776
Total surplus / deficit places (Years 7-11)	518	655	768	833	903	816	623	407	239	16	-216
Total surplus / deficit capacity (Years 7-11) (%)	7.5	9.2	10.6	11.3	11.9	10.8	8.2	5.4	3.2	0.2	-2.9
Post-16 roll	1,736	1,796	1,804	1,755	1,710	1,727	1,772	1,782	1,797	1,794	1,835
Total roll (including Post-16)	8,115	8,225	8,280	8,327	8,367	8,481	8,709	8,935	9,118	9,338	9,611

- 13.8.1 The Wye Free School opened in 2013 with a Year 7 intake. It will, over the coming years, provide 90 places per year group in Years 7 to 11, plus a sixth form of 150 places.
- 13.8.2 The number of Year 7 Secondary school places in Ashford (including Wye School) is 1502 with a planned increase to 1512 by 2015/16. Currently, 12.6% of Year 7 places are vacant in Ashford, with 7.5% of all Secondary school places vacant. The Year 7 cohort fluctuates over the coming years but increases sharply in 2018/19 and continues to rise in future years. It is forecast that there will be a shortfall of Year 7 places from 2019-20. It is probable that the housing development at Chilmington Green will start in early 2015 and, if this is the case, we will commission a new Secondary school after 2018 to open in 2022 or 2023 (subject to house building). The shortfall through to 2022/23 will need to be managed with the support of existing schools and temporary enlargements.
- 13.8.3 Homewood and The North School schools have more sixth form pupils than capacity to accommodate them. Sixth form numbers across Ashford are forecast to fluctuate between 1700 and 1800.

13.8.16 Ashford Primary School Commissioning

Planning Group or set of Planning Groups	Commissioning Position (by 2015-16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017-18)	Commissioning Position (by 2018-19 and After)
Ashford Central		Commission 30 Year R places	Commission 30 Year R places	Commission a new 2FE school.
Ashford South East	Open new academy (initially off-site) for Finberry (Cheeseman's Green). Open with Years R, 1 and 2 (1FE).	Relocate Finberry Academy to its permanent building and expand by 1FE.		
Ashford South	Commission 30 Year R places.	Commission 30 Year R places.	Subject to commencement of Chilmington Green's housing development commission the first 1FE of a new 2FE school.	<ul style="list-style-type: none"> Expand the new Chilmington Green Academy by 1FE. Commission two further 2FE and one further 1FE schools on Chilmington Green.
Willesborough				Commission a new 2FE school.

Ashford Secondary School Commissioning

Commissioning Position (by 2015-16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017-18)	Commissioning Position (by 2018-19 and After)
			Subject to commencement of the Chilmington Green development, commission the first 4FE of a new 8FE school to open by 2022/23.

13.9 SHEPWAY

13.9.1 Overview

- The pressure on school places in Shepway is centred on Folkestone Town. A shortfall of places in East Folkestone has led to children needing to travel across the Town in order to access education. This situation is reflected in the demand for more places in Folkestone West.
- The increase in the birth rate has mirrored the National and Kent rates. Even with the recent reduction in birth rate in Shepway the impact of 10-12 years of growth will still be felt.
- Housing development is largely centred on Folkestone and Hythe. Residual development in Hawkinge and significant sites in Sellindge and New Romney will need to be catered for.

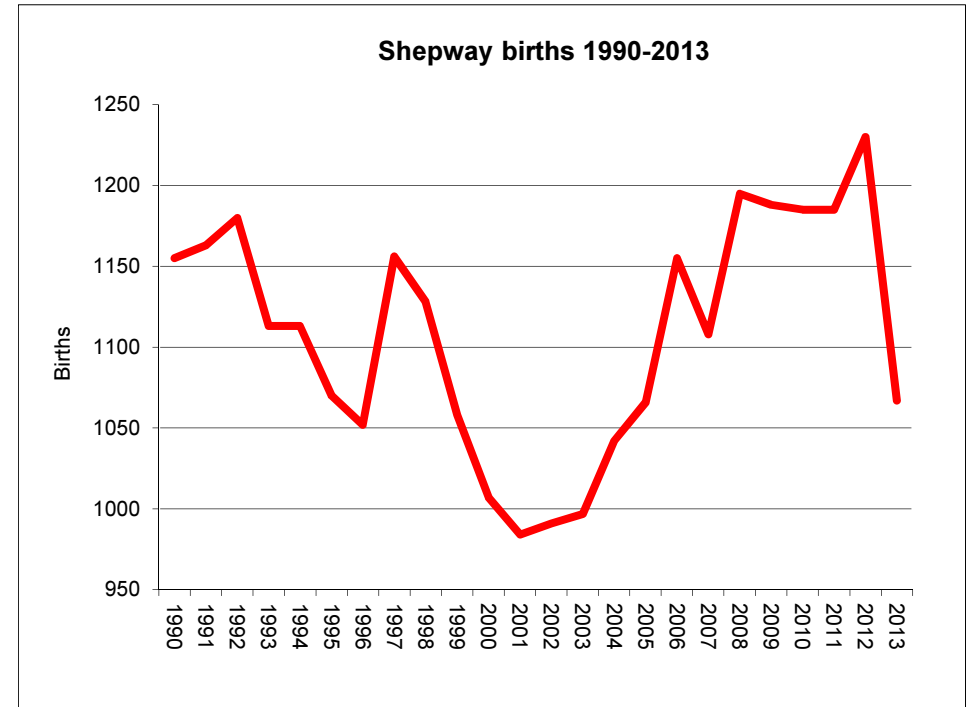
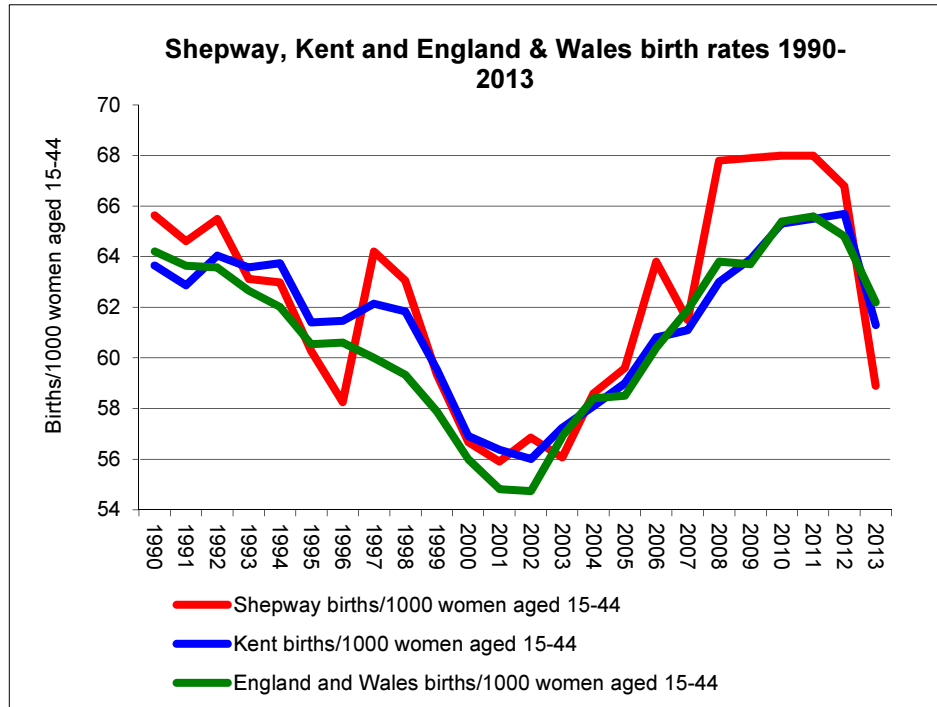
13.9.2 Review of 2013/14

We had proposed commissioning 30 temporary Reception Year places at a school in East Folkestone but no school was able to accommodate this. We have commissioned a new 1FE Primary school in East Folkestone. The proposer is Lilac Sky Academy Trust. The academy will open in September 2015 (subject to receiving statutory consents). In West Folkestone, Cheriton Primary School admitted an additional Reception class for September 2014.

13.9.3 At secondary level, Pent Valley School de-commissioned 2FE of capacity from September 2014.

13.9.4 District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures forecasts.



Shepway District planning groups (primary schools)	Year R capacity 2013-14	Year R roll 2013-14	Year R surplus / deficit capacity (%) 2013-14	Total capacity 2013-14	Total roll 2013-14	Total surplus / deficit capacity (%) 2013-14	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Year R roll 2018-19 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)	Total roll 2018-19 (F)
Brenzett and Brookland	35	29	17.1	245	198	19.2	29	30	26	34	31	195	192	192	197	197
Dymchurch	30	25	16.7	210	174	17.1	21	24	21	28	25	175	177	174	177	177
Folkestone East	343	342	0.3	2,403	2,253	6.2	356	359	373	387	387	2,343	2,454	2,548	2,592	2,613
Folkestone West	248	236	4.8	1,730	1,601	7.5	267	284	270	269	274	1,670	1,775	1,845	1,879	1,904
Hawkinge	135	134	0.7	872	828	5.0	107	142	131	102	116	824	855	892	875	868
Hythe	150	151	-0.7	1,030	1,040	-1.0	145	148	139	130	134	1,067	1,088	1,100	1,089	1,084
Lympne and Sellindge	45	45	0.0	317	325	-2.5	42	46	47	43	49	319	319	325	341	357
Romney Marsh	146	123	15.8	1,024	867	15.3	123	128	115	129	124	876	878	884	887	877
Shepway Rural North	93	94	-1.1	641	609	5.0	84	88	85	75	78	614	627	622	613	601
Total	1,225	1,179	3.8	8,472	7,895	6.8	1,172	1,249	1,208	1,196	1,218	8,082	8,366	8,582	8,649	8,678
Forecast Year R capacity / total capacity	-	-	-	-	-	-	1,266	1,287	1,287	1,257	1,257	8,533	8,679	8,762	8,815	8,853
Forecast surplus / deficit places	-	-	-	-	-	-	94	38	79	61	39	451	313	180	166	175
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	7.4	3.0	6.1	4.8	3.1	5.3	3.6	2.1	1.9	2.0

- 13.9.5 There are currently 35 Primary schools in the Shepway District and a total of 1225 places available in Reception Year in 2013-14. Reception Year forecasts indicate surplus places across the District will generally fluctuate between 3.0% and 7.4% up to 2018/19. However, surplus places in the rural areas, particularly on Romney Marsh, means District figures mask pressure points in the District's urban areas.
- 13.9.6 Folkestone Town will continue to need more places during the next few years. The Reception Year forecasts indicate that the shortfall of Reception class places will increase from 32 in 2014/15 to 70 in 2018/19. For September 2014, 30 additional places have been commissioned at Cheriton Primary School to ensure all pupils can be placed. This school can admit bulge year groups in 2015 and 2016. We have also commissioned a new 1FE school for Folkestone East which will open in September 2015. We are in discussion with the developer at Shorncliffe Garrison about opening a new school from September 2018.
- 13.9.7 Between these three initiatives the predicted shortfall in places can be met, except in 2017, where a temporary bulge Reception class will be required.
- 13.9.8 The total school roll in the Hythe schools has been increasing, a consequence of not just large Year Reception cohorts entering the schools, but also admission of older pupils. Palmarsh Primary School has restructured to enable it to admit further pupils prior to its formal expansion which will be necessary to meet the demand arising from new housing in Nickolls Quarry.
- 13.9.9 Proposals for approximately 250 homes in Sellindge will require additional capacity of 0.5FE to be created in the village school. Assuming a 2015 start for development, the additional permanent capacity will be needed by 2016/17.
- 13.9.10 Surplus capacity across all year groups is set to reduce from its current level of 5.3% to -2.0% by 2018/19, as larger cohorts continue entering Reception Year compared to those leaving Year 6, particularly in Folkestone West and Hythe. This forecast deficit will be addressed by the actions being taken to accommodate larger Reception Year cohorts, and the opening and expansion of schools.
- 13.9.11 The long term forecast is for the Primary school numbers in Shepway to increase to 9349 in 2021 before falling thereafter reaching current levels in 2031. At the peak, this will require an additional 1,308 places (6.2FE) compared to those available in 2013/14, if a 5% surplus is to be maintained. Some of this pressure is related to new housing. The Local Development Framework has identified land for 7500 houses and these will require local provision in the form of new or expanded schools (1FE at Palmarsh, 2.5FE in Folkestone, 1FE in the rural hubs). One quarter of these places have already been commissioned.

13.9.12 District Analysis – Secondary

The table below sets out the school population figures and forecasts:

Shepway District (secondary schools)	2013-14 (A)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)
Year 7 capacity	1,210	1,195	1,195	1,195	1,195	1,195	1,195	1,195	1,195	1,195	1,195
Year 7 roll	944	946	956	952	1,027	1,022	1,075	1,065	1,050	1,097	1,051
Year 7 surplus / deficit places	266	249	239	243	168	173	120	130	145	98	144
Year 7 surplus / deficit capacity (%)	22.0	20.8	20.0	20.3	14.0	14.4	10.0	10.9	12.1	8.2	12.1
Total capacity (Years 7-11)	6,050	6,035	6,020	6,005	5,990	5,975	5,975	5,975	5,975	5,975	5,975
Total roll (Years 7-11)	5,022	4,896	4,802	4,715	4,796	4,874	5,004	5,112	5,209	5,280	5,308
Total surplus / deficit places (Years 7-11)	1,028	1,139	1,218	1,290	1,194	1,101	971	863	766	695	667
Total surplus / deficit capacity (Years 7-11) (%)	17.0	18.9	20.2	21.5	19.9	18.4	16.3	14.4	12.8	11.6	11.2
Post-16 roll	1,346	1,385	1,317	1,288	1,243	1,182	1,166	1,176	1,179	1,228	1,255
Total roll (including Post-16)	6,368	6,281	6,119	6,002	6,038	6,056	6,170	6,288	6,389	6,508	6,563

13.9.13 The number of Year 7 Secondary school places in Shepway is 1210 with a planned decrease to 1195 from 2014/15. Currently, 22% of Year 7 places are vacant in Shepway, with 17% of all Secondary school places vacant. The Year 7 cohort has reached its low point. It is expected to remain constant until 2016/17 after which there is an initial increase of 75 pupils (2.5FE), a further step increase (48 pupils/1.5FE) in 2019/20, peaking in 2022/23 at 1097 (153/5FE above 2013/14 roll numbers).

13.9.14 The rising Year 7 roll and reduced capacity brings the surplus capacity down to 10% by 2019. The increased number of pupils can be accommodated within existing provision.

13.9.15 Total Secondary school numbers continue to fall until 2016–17, when 21.5% of places will be vacant. As rolls rise in the subsequent years surplus capacity will reduce to 10.9% by 2023.

13.9.16 Shepway Primary School Commissioning

Planning Group or set of Planning Groups	Commissioning Position (by 2015-16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017-18)	Commissioning Position (by 2018-19 and After)
Folkestone East	The new 1FE Martello Grove Academy will open in September 2015.			
Hythe		Enlarge Palmarsh Primary School by up to 1FE subject to commencement of Nickolls Quarry development.		
Folkestone West	Commission 30 Year R places at Cheriton PS.	Commission 30 Year R places at Cheriton PS.	Commission 30 Year R places (school to be identified).	Commission a new school in Shorncliffe Garrison (initially 1FE, expanding to 2FE as demand grows).
Sellindge		Subject to planned housing development commencing, expand Sellindge PS from 0.5FE to 1FE		
Romney Marsh				Subject to housing development, expand St Nicholas and Greatstone Schools to 2FE each (42 and 56 places respectively.)

Shepway Secondary School Commissioning

Commissioning Position (by 2015-16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017-18)	Commissioning Position (by 2018-19 and After)

13.10 DOVER

13.10.1 Overview

- The pressure points in Dover District are for Primary school places in Dover Town, Whitfield and St Margaret's at Cliffe wards.
- The District's birth rate mirrors the Kent and National levels. Even with the recent drop in the birth rate, the impact of 10-12 years of rising births will continue to provide pressure for places.
- The District Council has indicated that up to 8,000 new homes may be built in the District by 2021. Sites in and around Dover, Deal, Sandwich and Aylesham will impact on the need for school places.
- 1,050 new homes are planned for Whitfield by 2021 with a further 5,040 in the following two decades. Ultimately these new homes will generate the need for at least three new 2FE Primary schools to serve the Whitfield community.

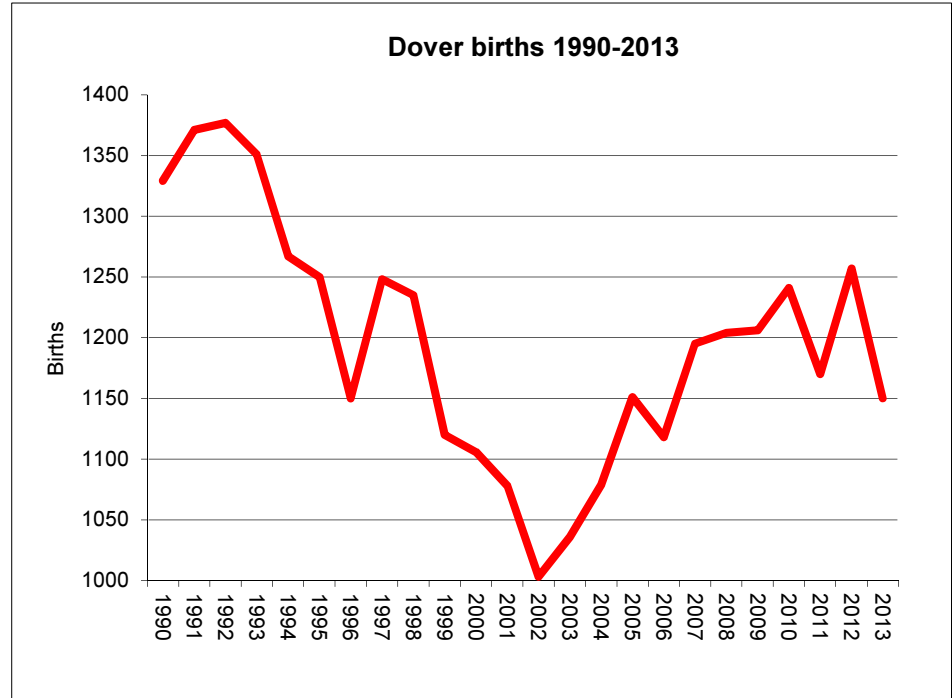
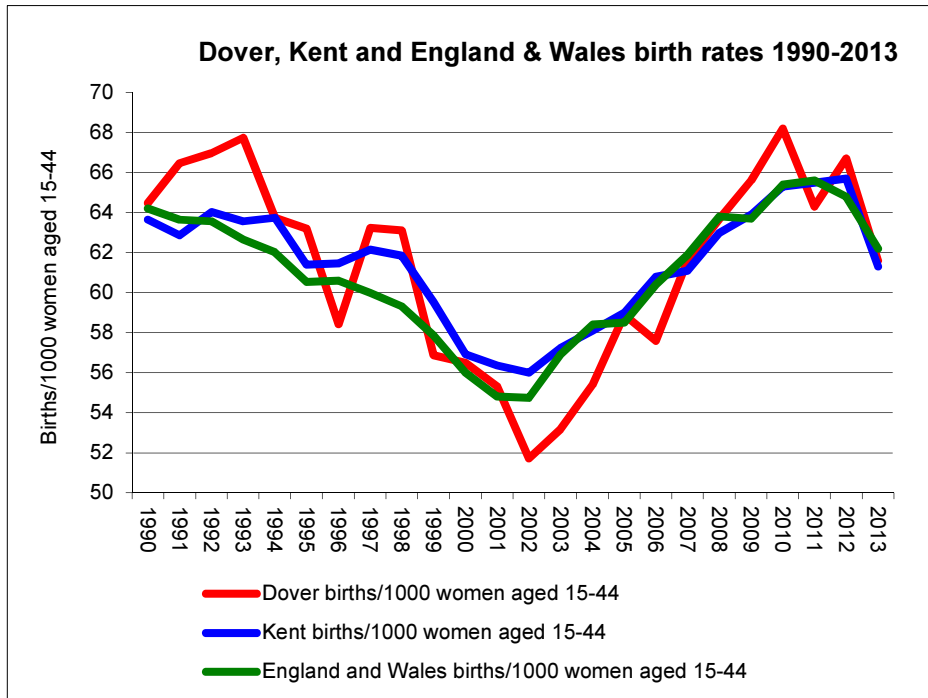
13.10.2 Review of 2013-14

For September 2014 we had proposed to commission 30 Reception places in Dover, 15 Reception places in Whitfield and ensure all pupils in the St Margarets-at-Cliffe area had a local school place.

13.10.3 We commissioned 60 Reception places in Dover (30 at White Cliffs Primary College for the Arts, and 30 at St Martin's Primary School). Guston CE Primary School admitted above its PAN of 22, taking 30 pupils, to ensure all children in the St Margarets-at-Cliffe locality were placed. No places were commissioned in Whitfield, although feasibility work has been commissioned to look at possible future expansion of a school in or near Whitfield. White Cliffs Primary College for the Arts is expanding to 2FE from September 2015.

13.10.4 District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



Dover District planning groups (primary schools)	Year R capacity 2013-14	Year R roll 2013-14	Year R surplus / deficit capacity (%) 2013-14	Total capacity 2013-14	Total roll 2013-14	Total surplus / deficit capacity (%) 2013-14	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Year R roll 2018-19 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)	Total roll 2018-19 (F)
Ash and Wingham	90	94	-4.4	628	603	4.0	72	75	85	82	80	595	592	592	588	595
Aylesham	87	45	48.3	609	344	43.5	51	54	69	56	61	346	361	389	407	410
Capel-le-Ferne	30	29	3.3	210	201	4.3	33	30	29	34	32	207	207	214	221	223
Deal	335	327	2.4	2,365	2,159	8.7	319	315	336	332	328	2,209	2,242	2,278	2,326	2,285
Dover	425	422	0.7	3,025	2,790	7.8	449	462	506	444	458	2,896	3,014	3,155	3,189	3,239
Eythorne and Shepherdswell	50	43	14.0	350	277	20.9	43	40	43	34	39	280	275	282	284	283
Sandwich and Eastry	96	96	0.0	688	624	9.3	74	84	83	90	89	615	626	625	642	648
St Margaret's-at-Cliffe	62	74	-19.4	428	420	1.9	81	79	79	79	79	442	452	471	500	514
Whitfield	90	100	-11.1	624	633	-1.4	105	101	107	94	100	666	683	696	700	724
Total	1,265	1,230	2.8	8,927	8,051	9.8	1,227	1,240	1,338	1,243	1,266	8,257	8,452	8,702	8,856	8,921
Forecast Year R capacity / total capacity	-	-	-	-	-	-	1,327	1,289	1,289	1,289	1,289	8,985	9,005	9,019	9,031	9,018
Forecast surplus / deficit places	-	-	-	-	-	-	100	49	-49	46	23	728	553	317	175	97
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	7.5	3.8	-3.8	3.6	1.8	8.1	6.1	3.5	1.9	1.1

- 13.10.5 There are currently 41 Primary schools in the Dover District and a total of 1265 places available in Reception Year in 2013-14.
- 13.10.6 The birth rate in Dover mirrors the Kent and National picture closely, with all three reducing in 2013. If this trend continues the number of births in the District will decline, indicating demand for Reception class places may peak in 2016/17.
- 13.10.7 Major new housing is projected for Dover in the period up to 2021 with up to 8,000 new houses predicted over that period. Development is planned in Dover Town, Deal, Aylesham, Sandwich and Whitfield.
- 13.10.8 Reception Year forecasts in Dover District fluctuate between a deficit of -3.8% in 2016/17, and a surplus of 7.5% in 2014/15. This suggests that some temporary enlargements will be needed, particularly in 2016/17, to manage demand. However, District figures mask pressure points and areas of significant surplus. There are pressures in Dover Town, Whitfield and St Margaret at Cliffe (linked to new housing), whereas in Aylesham, where the planned new house building has not so far impacted on demand for Primary school places, there are high levels of surplus capacity.
- 13.10.9 St Martin's Primary School and White Cliffs Primary College for the Arts will each be providing a bulge class for 30 additional Year R places in September 2014.
- 13.10.10 White Cliffs Primary College for the Arts will expand from September 2015, thereby providing an additional 30 Reception class places annually. We are also looking at possible future expansion of a school in or near Whitfield by at least 0.5FE. A temporary bulge of 60 Reception class places will be needed for 2016/17.
- 13.10.11 Whitfield is expected to have 6,000 homes built over the next 30 years. The development is expected to provide education provision for its residents. New school provision will need to be commissioned early in the life of the new housing development. At least two further 2FE schools will be needed in the longer term.
- 13.10.12 In St Margarets at Cliffe, forecasts indicate a need for up to 20 additional Reception Year places. Guston CE Primary School could increase its PAN from 22 to 30 so as to regularise the current intake pattern. The schools in this ward attract pupils from both Deal and Dover, therefore the local schools will be able to ensure that all local children are placed within existing accommodation.
- 13.10.13 The long term District forecast sees the Primary school age population increasing to about 9607 by 2021. This would require 1121 additional places (5.4FE) to those available in 2013/14 if a 5% surplus is to be maintained. A significant amount of this provision will be required to support the Whitfield development.

13.10.14 District Analysis – Secondary

The table below sets out the school population figures and forecasts:

Dover District (secondary schools)	2013-14 (A)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)
Year 7 capacity	1,310	1,330	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310
Year 7 roll	1,143	1,163	1,179	1,245	1,260	1,355	1,294	1,376	1,350	1,374	1,455
Year 7 surplus / deficit places	167	167	131	65	50	-45	16	-66	-40	-64	-145
Year 7 surplus / deficit capacity (%)	12.7	12.6	10.0	4.9	3.8	-3.4	1.2	-5.0	-3.0	-4.9	-11.0
Total capacity (Years 7-11)	6,730	6,675	6,595	6,570	6,570	6,570	6,550	6,550	6,550	6,550	6,550
Total roll (Years 7-11)	6,016	5,889	5,839	5,904	5,962	6,174	6,305	6,503	6,607	6,722	6,822
Total surplus / deficit places (Years 7-11)	714	786	756	666	608	396	245	47	-57	-172	-272
Total surplus / deficit capacity (Years 7-11) (%)	10.6	11.8	11.5	10.1	9.3	6.0	3.7	0.7	-0.9	-2.6	-4.1
Post-16 roll	1,365	1,348	1,291	1,243	1,227	1,213	1,200	1,206	1,249	1,278	1,337
Total roll (including Post-16)	7,381	7,237	7,131	7,147	7,189	7,387	7,505	7,709	7,856	7,999	8,159

13.10.15 The number of Year 7 Secondary school places in Dover is 1310. Currently, 12.7% of Year 7 places are vacant in Dover District, with 10.6% of all Secondary school places vacant. The Year 7 cohort is forecast to rise steadily over the coming years, from its current actual number of 1143 to 1455 in 2023/24. Historically, Dover District has experienced net migration into its Secondary schools (for example from Thanet into Sandwich). As rolls rise, we would anticipate this migration reducing. The forecasts suggest we will need to commission an additional 2FE to 3FE of places from 2018/19, with 3-4 bulge Year 7 classes also being required in 2023/24 to manage a spike in demand.

13.10.16 Dover Primary School Commissioning

Planning Group or set of Planning Groups	Commissioning Position (by 2015 -16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017-18)	Commissioning Position (2018-19 and beyond)
Dover Town	White Cliffs Primary College for the Arts will expand by 1FE.	Commission 60 Year R places.		
Whitfield / or Dover Town	Commission 15 Year R places.	Commission at least 0.5FE of permanent capacity.		Commission the first of three new 2FE schools.
St Margarets at Cliffe	<ul style="list-style-type: none"> • Commission places at Guston CEPS (0.3FE). • Work with local schools to ensure all local pupils are placed. 			

Dover Secondary School Commissioning

Commissioning Position (by 2015 -16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017-18)	Commissioning Position (2018-19 and beyond)
			<ul style="list-style-type: none"> • Commission an additional 2FE-3FE of capacity in the District from 2018/19. • Subject to housing development, commission 90-120 temporary Year 7 places in 2023/24.

13.11 CANTERBURY

13.11.1 Overview

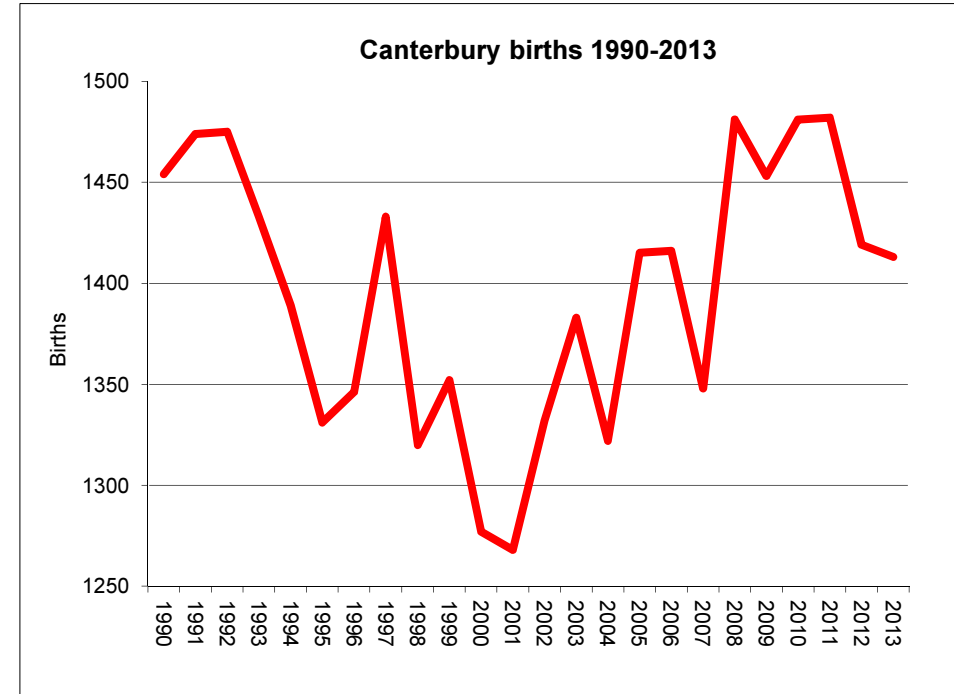
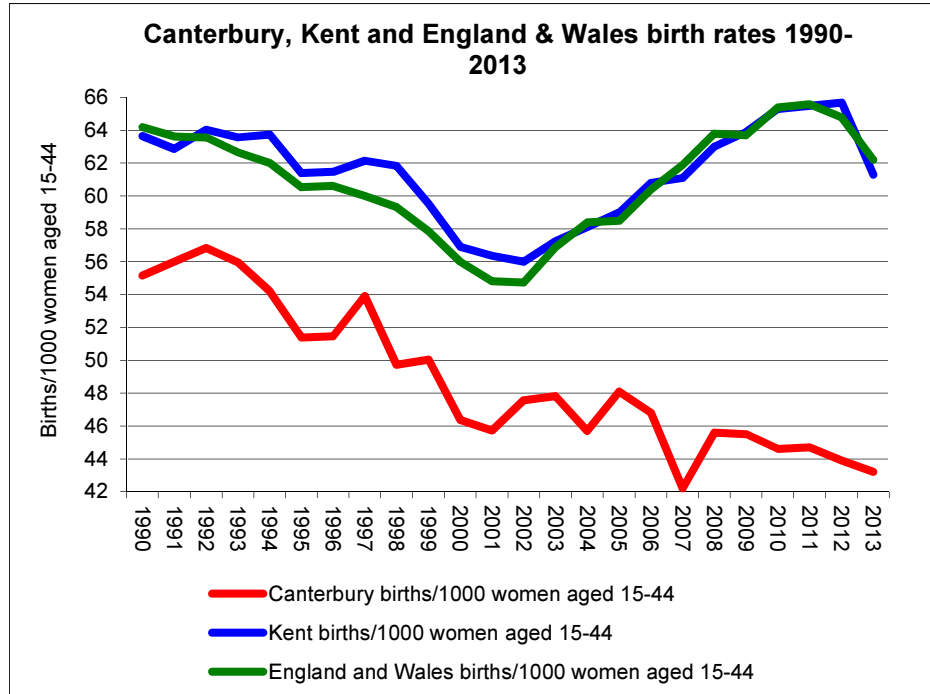
- The Canterbury birth rate differs to Kent and the National picture as it is lower overall, and the number of births has dropped during the last year.
- The impact of a number of years of rising births will still be felt in the Primary phase over the next few years whilst also beginning to impact on Secondary numbers.
- There are specific localities within the Canterbury District where there is pressure due to inward migration and population movements between towns.
- Significant new housing is proposed in the Canterbury Local Plan and in the longer term up to 12FE of new primary provision and expansion of existing schools will be required.
- From September 2016, some reduced capacity will need to be replaced in existing Canterbury Secondary schools and in the longer term from 2020 onwards, dependent on the commencement and pace of proposed housing developments, additional Secondary capacity may need to be established.
- An additional 56 Special School places for children with profound, severe and complex needs have been commissioned at St Nicholas School.

13.11.2 Review of 2013–14

The 2013-18 Commissioning Plan identified the need for an additional 1FE capacity in Canterbury City and this was commissioned at The Canterbury Primary School to meet the localised demand and will operate from September 2015. The temporary expansion at Joy Lane Primary School for Year R entry in September 2013 and September 2014 will become a permanent 1FE expansion from September 2015.

13.11.3 District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



Canterbury District planning groups (primary schools)	Year R capacity 2013-14	Year R roll 2013-14	Year R surplus / deficit capacity (%) 2013-14	Total capacity 2013-14	Total roll 2013-14	Total surplus / deficit capacity (%) 2013-14	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Year R roll 2018-19 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)	Total roll 2018-19 (F)
Barham and Bridge	110	94	14.5	736	691	6.1	91	96	96	97	100	697	701	705	708	695
Canterbury	435	409	6.0	3,098	2,807	9.4	404	443	442	442	450	2,898	3,010	3,087	3,203	3,208
Chartham and Petham	61	55	9.8	429	409	4.7	55	64	63	63	63	407	412	410	414	417
Herne	90	90	0.0	630	621	1.4	86	107	96	85	87	624	649	667	661	660
Herne Bay	345	337	2.3	2,435	2,269	6.8	335	353	344	323	335	2,292	2,358	2,421	2,435	2,477
Littlebourne and Wickhambreaux	32	30	6.3	212	198	6.6	38	37	34	35	35	207	219	226	239	239
Sperry and Marshside	96	84	12.5	657	601	8.5	90	89	90	101	96	625	649	663	695	702
Whitstable	360	351	2.5	2,352	2,286	2.8	332	327	350	332	334	2,323	2,359	2,395	2,403	2,421
Total	1,529	1,450	5.2	10,549	9,882	6.3	1,432	1,515	1,515	1,479	1,499	10,074	10,359	10,574	10,758	10,819
Forecast Year R capacity / total capacity	-	-	-	-	-	-	1,527	1,557	1,557	1,557	1,557	10,589	10,653	10,712	10,771	10,832
Forecast surplus / deficit places	-	-	-	-	-	-	95	42	42	78	58	515	294	138	13	13
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	6.2	2.7	2.7	5.0	3.7	4.9	2.8	1.3	0.1	0.1

- 13.11.4 There are currently 35 Primary schools in the Canterbury District and a total of 1529 places available in Reception Year in 2013-14, increasing to 1557 in September 2015, including the permanent expansions at The Canterbury Primary School, and Joy Lane Primary School (following two years of temporary expansion). A population shift over the last year from Whitstable to Herne and Herne Bay, combined with an increased rate of inward migration into these localities has resulted in pressure on places for Years R, 1 and 2. Temporary additional capacity will be established to meet this demand.
- 13.11.5 The number of Reception Year pupils is expected to peak in 2015/16 at 1515 places with an expected surplus of 2.7%. The number of surplus places across the whole Primary age range will reduce to 0.1% by 2017. Pressure on places in rural areas will be managed through discussions with schools to ascertain pressure points and explore ways of ensuring that all local children are placed.
- 13.11.6 New housing development included in Canterbury City Council's Draft Local Plan indicates that there will be up to 15,600 new dwellings during the period to 2031, with a build rate of 780 dwellings per annum across the District, and large developments planned in Canterbury, Herne Bay and the Sturry/Hersden locality. Careful planning will be needed because of the uncertainty of when and where development will commence.
- 13.11.7 It is expected that new Primary school provision and expansion of existing schools will be required from 2017/18 to meet the demand from new housing, with the timing and location of additional school places dependent on the pace of the new housing developments.

13.11.8 District Analysis – Secondary

The table below sets out the school population figures and forecasts:

Canterbury District (secondary schools)	2013-14 (A)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)
Year 7 capacity	1,670	1,588	1,551	1,501	1,501	1,501	1,501	1,501	1,501	1,501	1,501
Year 7 roll	1,480	1,547	1,516	1,634	1,658	1,637	1,690	1,703	1,683	1,755	1,742
Year 7 surplus / deficit places	190	41	35	-133	-157	-136	-189	-202	-182	-254	-241
Year 7 surplus / deficit capacity (%)	11.4	2.6	2.2	-8.9	-10.5	-9.1	-12.6	-13.5	-12.1	-16.9	-16.1
Total capacity (Years 7-11)	8,202	7,557	7,625	7,643	7,661	7,642	7,555	7,505	7,505	7,505	7,505
Total roll (Years 7-11)	7,513	7,545	7,539	7,684	7,887	8,044	8,187	8,374	8,423	8,519	8,624
Total surplus / deficit places (Years 7-11)	689	12	86	-41	-226	-402	-632	-869	-918	-1,014	-1,119
Total surplus / deficit capacity (Years 7-11) (%)	8.4	0.2	1.1	-0.5	-2.9	-5.3	-8.4	-11.6	-12.2	-13.5	-14.9
Post-16 roll	2,069	2,055	2,020	1,985	1,953	1,957	2,005	2,030	2,094	2,167	2,194
Total roll (including Post-16)	9,582	9,601	9,558	9,669	9,839	10,001	10,192	10,404	10,517	10,687	10,818

13.11.9 The number of Year 7 places in Canterbury was 1670 in 2013 and following the closure of Chaucer Technology School, the number of Year 7 places reduces to 1501 from 2016. Currently up to 3FE of additional capacity is being provided on a temporary basis through other schools' ability to be flexible with the number of offers of places they are able to provide. This may not be able to continue into 2016. Any reduction in capacity may result in the redistribution of pupils across adjoining districts, changing the level of inward migration into the Canterbury District and travel to school patterns, resulting in less need for as much additional capacity. Secondary schools have the ability to operate flexibly and therefore any additional capacity will be commissioned in existing schools. Discussions have taken place with the Secondary schools in the district regarding temporary and permanent solutions. Depending on progress rates of new housing, Secondary provision will need to be expanded from September 2020 onwards. Additional Secondary provision will also be required for Herne Bay and the expansion of The Spires Academy in Sturry and Community College Whitstable will also be required.

13.11.10 Canterbury Primary School Commissioning

Planning Group or set of Planning Groups	Commissioning Position (by 2015-16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017-18)	Commissioning Position (by 2018-19 and After)
Canterbury	1FE has been commissioned at The Canterbury PS.		Commission temporary capacity to deal with pressure across year groups prior to establishing the new provision in the longer term.	Commission up to 6FE new provision, dependent on the rate of housing development set out in Canterbury City Council's strategic plan.
Sturry and Marshside				Commission up to 2FE new provision, dependent on the rate of housing development set out in Canterbury City Council's strategic plan.
Herne Bay/Herne	<ul style="list-style-type: none"> Commission 30 additional Reception Year places on a temporary basis for 2015/16. Commission a total of 30 additional places for Years 1 and 2 on a temporary basis for 2014/15. 	Numbers will be kept under review during the short to medium term to see whether additional temporary capacity is required across other year groups until new schools are established in the longer term.		Commission up to 4FE new provision, dependent on the rate of housing development set out in Canterbury City Council's strategic plan.
Whitstable	1FE has been commissioned at Joy Lane Primary School.			Commission expansion of existing schools dependent on the rate of housing development set out in Canterbury City Council's strategic plan.

13.11.11 Canterbury Secondary School Commissioning

Commissioning Position (by 2015-16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017-18)	Commissioning Position (by 2018-19 and After)
30 additional Year 7 places will be commissioned at The Spires Academy to ensure sufficient places are available for both 2014 and 2015 entry.	Commission up to 4FE in existing secondary schools, on either a temporary or permanent basis depending on whether the current additional capacity provided in Canterbury Secondary schools continues.		As new housing developments proceed, commission at least 6FE of new provision across the District. This will be through re-establishing provision on the Chaucer site, additional provision for Herne Bay and expansion of The Spires Academy in Sturry and Community College Whitstable.

13.12 SWALE

13.12.1 Overview

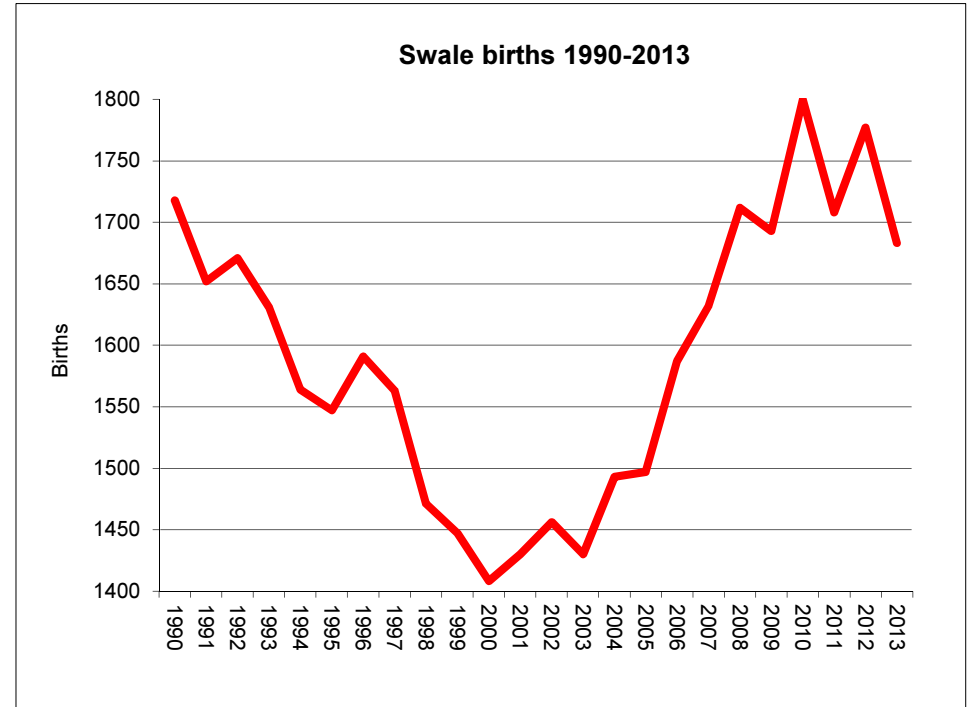
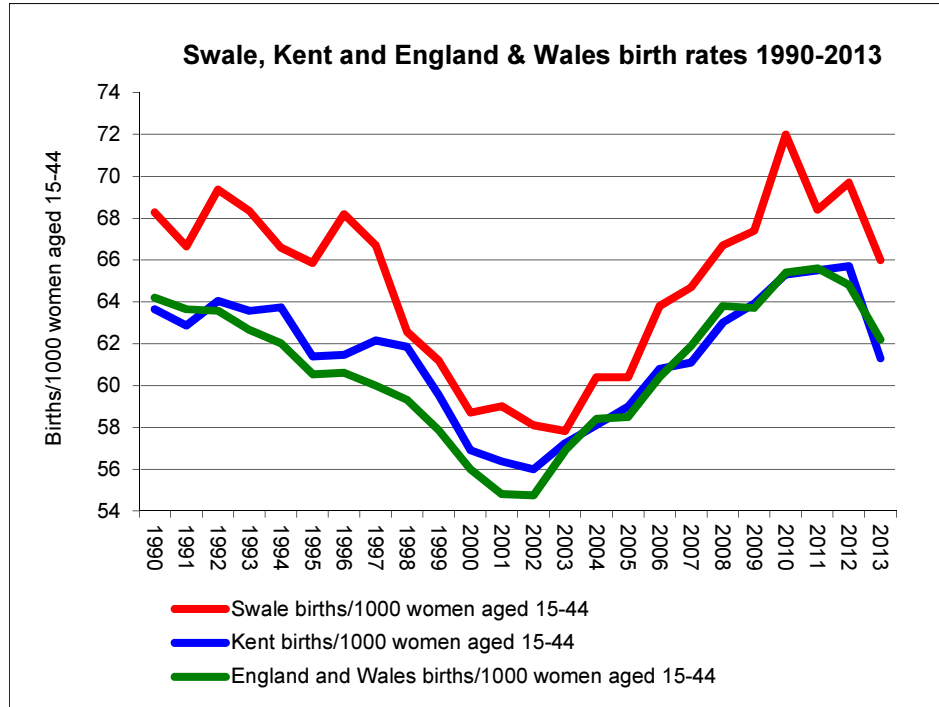
- Swale has an above average birth rate, although this is beginning to fall in line with National and Kent rates.
- The impact of a decade of rising numbers will be felt in the Primary phase over the next few years, whilst also beginning to impact on Secondary school numbers.
- Consideration of Swale as a whole masks significant local pressures in Sittingbourne and The Isle of Sheppey.
- Inward migration, in particular on the Isle of Sheppey and in Sittingbourne, continues to create significant pressure in the Primary phase.
- Pressures on the Isle of Sheppey are across all Year groups rather than just Reception Year as a result of this inward migration.
- Pressure on secondary places in Sittingbourne schools is growing.

13.12.2 Review 2013–14

The 2013-18 Commissioning Plan indicated a need to add a significant number of Primary school places to manage the predicted increase in numbers of children. 120 temporary Reception Year places were commissioned on the Isle of Sheppey and 19 in Sittingbourne for entry in September 2014. 40 permanent Reception Year places were commissioned in Sittingbourne for entry in September 2014.

13.12.3 District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



Swale Borough planning groups (primary schools)	Year R capacity 2013-14	Year R roll 2013-14	Year R surplus / deficit capacity (%) 2013-14	Total capacity 2013-14	Total roll 2013-14	Total surplus / deficit capacity (%) 2013-14	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Year R roll 2018-19 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)	Total roll 2018-19 (F)
Eastchurch and Warden Bay	90	76	15.6	450	417	7.3	65	65	77	77	76	435	447	464	485	500
Faversham	235	215	8.5	1,515	1,397	7.8	229	220	233	221	230	1,440	1,496	1,550	1,578	1,586
Faversham Rural East	60	50	16.7	420	411	2.1	60	57	54	52	53	422	422	422	415	391
Faversham Rural South	71	71	0.0	495	506	-2.2	73	76	76	65	70	510	520	529	522	524
Halfway and Minster	240	210	12.5	1,380	1,337	3.1	252	231	251	255	250	1,437	1,521	1,608	1,699	1,752
Wade	60	60	0.0	420	421	-0.2	68	61	77	65	66	433	438	457	464	472
Greenborough and Rushenden	60	60	0.0	360	375	-4.2	68	63	71	64	67	390	407	430	440	465
Sheerness	180	175	2.8	1,260	1,217	3.4	203	203	194	213	206	1,257	1,305	1,330	1,366	1,396
Sittingbourne East	225	218	3.1	1,395	1,297	7.0	232	223	229	200	213	1,378	1,433	1,472	1,478	1,499
Sittingbourne North	210	203	3.3	1,470	1,421	3.3	229	196	233	225	221	1,469	1,476	1,510	1,535	1,553
Sittingbourne South	293	286	2.4	1,901	1,970	-3.6	309	282	313	279	289	2,031	2,046	2,101	2,115	2,139
Swale Rural West	95	88	7.4	665	605	9.0	84	73	87	82	81	630	624	623	624	627
Teynham	50	43	14.0	325	318	2.2	40	46	45	51	48	326	338	342	345	352
Total	1,869	1,755	6.1	12,056	11,692	3.0	1,911	1,795	1,939	1,849	1,870	12,159	12,472	12,839	13,067	13,256
Forecast Year R capacity / total capacity	-	-	-	-	-	-	1,933	1,959	1,989	1,989	1,989	12,391	12,722	13,022	13,322	13,567
Forecast surplus / deficit places	-	-	-	-	-	-	22	164	50	140	119	232	250	183	255	311
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	1.1	8.4	2.5	7.0	6.0	1.9	2.0	1.4	1.9	2.3

- 13.12.4 There are 49 Primary schools in the Swale District, providing 1869 Year R places in 2013/14. A deficit of 98 Year R places had been predicted for 2014/15 and 139 temporary Year R places were commissioned to meet the demand that came forward. Year R rolls are forecast to peak at 1939 pupils in 2016/17 with an expected surplus of 2.5%.
- 13.12.5 New housing development included in the Swale Borough Council Draft Local Plan indicates that there will be up to 10,800 new dwellings across Swale during the period to 2031 with a build rate of 540 per annum.
- 13.12.6 Sittingbourne is a growth area and rolls are forecast to increase over the next five years.
- 13.12.7 By September 2015 we will expand both Iwade Primary School (which is situated in an area of housing development) and Tunstall CE Primary School by 1FE each. Tunstall CE Primary School will relocate to a new site.
- 13.12.8 In the longer term, from 2018/19 and beyond, new housing development is proposed for the Grovehurst Farm/Kemsley area and a site is included for a new 2FE Primary school.
- 13.12.9 On the Isle of Sheppey, school rolls are forecast to increase over the next five years across the Island. Urgent action has been taken to provide additional places for the expected deficit of up to 4FE for September 2014. Discussions with Sheppey Primary schools led to the commissioning of 120 temporary Year R places.
- 30 places at Eastchurch CE Primary School
 - 30 places at Queenborough Primary School and Nursery
 - 30 places at Rose Street School
 - 30 places at Halfway Houses Primary School
- 13.12.10 Permanent accommodation has been provided at Queenborough Primary School and Nursery allowing the school to operate as a 2FE school across all year groups. Permanent accommodation has been provided at Eastchurch CE Primary School for two temporary bulge years (13/14 and 14/15). This will allow the school to operate flexibly over the coming years as numbers fluctuate.
- 13.12.11 The continued migration of families onto the Island means that there is continued pressure on other year groups. As a result we need to commission an additional 15 temporary Year 2 places and an additional temporary 45 places across Years 3 to 5 for 2015.
- 13.12.12 A 1FE expansion is planned at Halfway Houses Primary School to make permanent the temporary expansion of 2013/14 and 2014/15. This will start on the current site in existing accommodation. The school will relocate to a new 3FE building on the former Danley Middle School site, which is expected to be operational by September 2017. A new 2FE school will be built at Thistle Hill with a phased opening from September 2015. This will provide the places needed when Minster in Sheppey Primary School reverts to admitting 60 Reception age pupils, instead of the 90 it has accommodated in the last few years, and meet the forecast shortfall of places in the area. The temporary expansion at Rose Street School is planned to become permanent from September 2015 adding an additional 1FE. In the longer term, from 2018/19 and beyond, a new school will be required for the Rushenden development.

13.12.13 The permanent expansion of Ospringe CE Primary School, Faversham from 1FE to 1.5FE was unable to proceed due to local highways capacity. This means that the 15 additional Reception Year places will no longer be available from September 2015. It is therefore planned to commission an additional 0.5FE at Bysing Wood Primary School over the medium to longer term. There are a number of housing developments proposed for Faversham and if they all go ahead, we will commission new school provision on The Abbey School site and change the age range of the school to provide for pupils aged 4-19.

13.12.14 District Analysis – Secondary

The table below sets out the school population figures forecasts:

Swale Borough (secondary schools)	2013-14 (A)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)
Year 7 capacity	1,660	1,685	1,685	1,685	1,685	1,685	1,685	1,685	1,685	1,685	1,685
Year 7 roll	1,515	1,536	1,578	1,656	1,705	1,770	1,831	1,847	1,996	1,882	2,032
Year 7 surplus / deficit places	145	149	107	29	-20	-85	-146	-162	-311	-197	-347
Year 7 surplus / deficit capacity (%)	8.7	8.8	6.3	1.7	-1.2	-5.0	-8.7	-9.6	-18.5	-11.7	-20.6
Total capacity (Years 7-11)	8,278	8,324	8,369	8,397	8,425	8,425	8,425	8,425	8,425	8,425	8,425
Total roll (Years 7-11)	7,722	7,654	7,666	7,731	7,939	8,194	8,489	8,758	9,098	9,275	9,537
Total surplus / deficit places (Years 7-11)	556	670	703	666	486	231	-64	-333	-673	-850	-1,112
Total surplus / deficit capacity (Years 7-11) (%)	6.7	8.1	8.4	7.9	5.8	2.7	-0.8	-3.9	-8.0	-10.1	-13.2
Post-16 roll	1,968	2,012	1,960	1,949	1,885	1,853	1,877	1,915	1,992	2,063	2,131
Total roll (including Post-16)	9,690	9,665	9,626	9,680	9,825	10,047	10,366	10,673	11,090	11,338	11,668

13.12.15 There are currently 1685 places in Year 7 in Secondary schools in Swale (2014/15). This exceeds the demand for school places in the District until 2017 when a deficit of 20 places (-1.2%) is expected. Surplus capacity in Faversham and the Isle of Sheppey masks the pressure on places in Sittingbourne. This pressure will become acute in Sittingbourne from 2015, resulting in a need for Year 7 places. Discussions with the Secondary schools in Sittingbourne on providing additional places have taken place and an additional 30 temporary Year 7 places will be commissioned at Sittingbourne Academy for entry in September 2015. Discussions with the Secondary schools will continue and we will commission an additional 3FE of permanent capacity to meet the expected continued deficit in Sittingbourne from 2016 onwards. In the longer term, 2018/19 and beyond, new housing development is planned for the Grovehurst Farm/Kemsley area and includes a site for a new Secondary school.

Swale Primary School Commissioning

Planning Group or set of Planning Groups	Commissioning Position (by 2015-16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017-18)	Commissioning Position (by 2018-19 and After)
Sittingbourne East			Numbers will be kept under review if pressure builds	
Sittingbourne South	We have commissioned an additional 1FE at Tunstall CEPS			
Sittingbourne North				Commission 2FE of new provision to meet the demand for places, especially in the Grovehurst Farm/Kemsley locality.
Iwade	We have commissioned an additional 1FE at Iwade Community PS			
Sheerness	<ul style="list-style-type: none"> We have commissioned an additional 1FE at Rose Street School Commission 30 temporary places across years 2 and 3. 		Numbers will be kept under review if pressure continues	Numbers will be kept under review if pressure continues
Queenborough & Rushenden				Commission a new 1FE school for the proposed Rushenden development. The infrastructure will allow expansion to 2FE as the housing progresses.
Halfway & Minster	<ul style="list-style-type: none"> Permanent expansion of Halfway Houses PS (2FE to 3FE) has been 			No change unless further housing at Thistle Hill comes forward.

Planning Group or set of Planning Groups	Commissioning Position (by 2015-16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017-18)	Commissioning Position (by 2018-19 and After)
	commissioned. <ul style="list-style-type: none"> • A new 2FE entry school at Thistle Hill has been commissioned. • Commission 30 temporary places across years 4 and 5. 			
Eastchurch & Warden Bay		Numbers will be kept under review if pressure continues.		
Faversham	Permanent expansion of Ospringe CEPS will not proceed as expected.	We will commission an additional 0.5FE at Bysing Wood PS		Dependent on the amount of housing development in Faversham commission up to 2FE of primary school provision on The Abbey School site.

Swale Secondary School Commissioning

Commissioning Position (by 2015-16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017-18)	Commissioning Position (by 2018-19 and After)
Commission 30 temporary places at Sittingbourne Academy	Commission 1FE of permanent provision at Sittingbourne Academy.	Commission an additional 2FE of provision.	Increasing numbers and proposed new housing development will require up to 5FE new provision in the Kemsley locality of Sittingbourne.

13.13 THANET

13.13.1 Overview

- Thanet has an above average birth rate, although this is beginning to fall in line with National and Kent rates.
- The impact of a decade of rising numbers will continue to be felt in the Primary phase over the next few years.
- Maintaining sufficiency of provision is complicated by the volatility of pupil mobility.
- Thanet also has high levels of inward migration which has increased further over the last 12 months. This has resulted in immediate and significant pressure across all year groups in the Primary phase.
- The capacity for existing schools to expand is limited due to site constraints, the number of schools that have already expanded and the availability of sites to establish new schools in Thanet, particularly in the Margate locality. We are therefore planning to commission Primary provision on a Secondary school site in Broadstairs.
- Existing pressure on the transport infrastructure also has an impact on school expansions.
- An additional 16 Special School places will be commissioned at St Anthony's School.

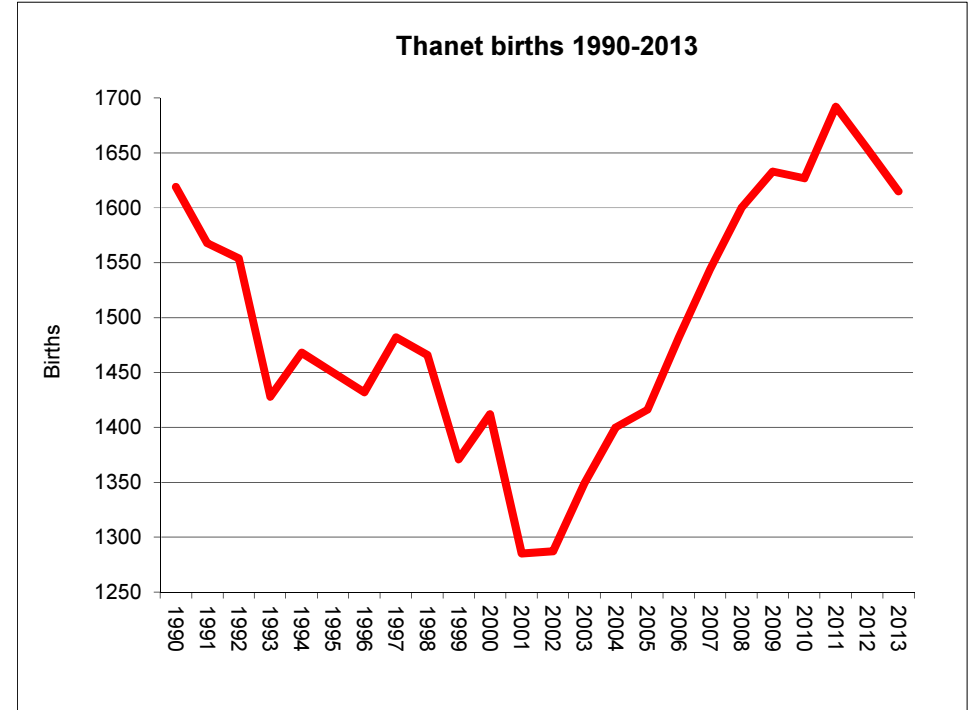
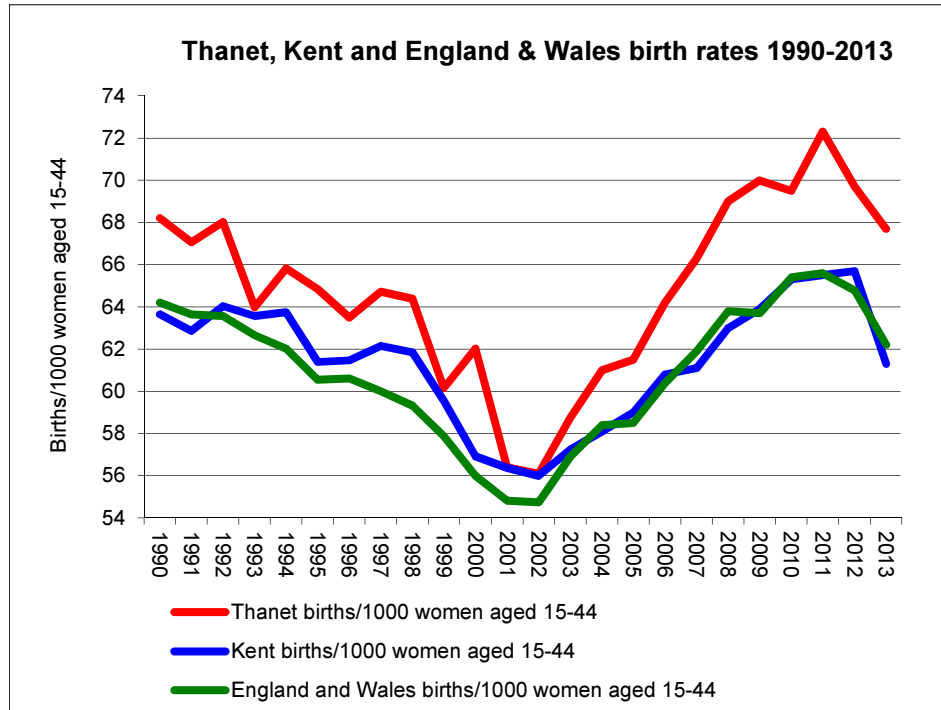
13.13.2 Review 2013–14

An additional permanent 1FE was established as planned at Newington Community Primary School and Nursery in Ramsgate from September 2013. The temporary 1FE expansion of Bromstone Primary School will operate from September 2014, but permanent expansion will be dependent on securing planning permission and mitigating objections raised about the highways capacity.

13.13.3 Additional Special School places have been commissioned at Laleham Gap School (18 places) and The Foreland School (40 places). It is planned that both schools will relocate to new sites.

13.13.4 District Analysis – Primary

The charts below set out the birth rates and the table sets out the school population figures and forecasts:



Thanet District planning groups (primary schools)	Year R capacity 2013-14	Year R roll 2013-14	Year R surplus / deficit capacity (%) 2013-14	Total capacity 2013-14	Total roll 2013-14	Total surplus / deficit capacity (%) 2013-14	Year R roll 2014-15 (F)	Year R roll 2015-16 (F)	Year R roll 2016-17 (F)	Year R roll 2017-18 (F)	Year R roll 2018-19 (F)	Total roll 2014-15 (F)	Total roll 2015-16 (F)	Total roll 2016-17 (F)	Total roll 2017-18 (F)	Total roll 2018-19 (F)
Birchington and Thanet Rural	165	167	-1.2	1,145	1,123	1.9	163	161	193	163	172	1,141	1,139	1,165	1,183	1,190
Broadstairs	300	300	0.0	2,136	2,113	1.1	300	285	313	295	297	2,192	2,218	2,277	2,279	2,310
Garlinge and Westgate-on-Sea	180	179	0.6	1,146	1,150	-0.3	191	170	212	183	193	1,208	1,244	1,317	1,355	1,371
Margate	465	453	2.6	3,018	2,964	1.8	470	527	507	495	498	3,061	3,208	3,339	3,421	3,492
Ramsgate	510	499	2.2	3,360	3,189	5.1	503	513	501	522	509	3,318	3,416	3,482	3,548	3,549
Total	1,620	1,598	1.4	10,805	10,539	2.5	1,628	1,655	1,727	1,658	1,670	10,920	11,225	11,581	11,785	11,911
Forecast Year R capacity/total capacity	-	-	-	-	-	-	1,650	1,710	1,800	1,830	1,830	11,004	11,276	11,668	11,956	12,228
Forecast surplus / deficit places	-	-	-	-	-	-	22	55	73	172	160	84	51	87	171	317
Forecast surplus / deficit capacity (%)	-	-	-	-	-	-	1.3	3.2	4.1	9.4	8.7	0.8	0.5	0.7	1.4	2.6

- 13.13.5 There are 30 Primary schools in the Thanet District, providing 1620 Year R places in 2013/14. This includes the temporary and proposed permanent expansion of Garlinge Primary School and Nursery, Newington Community Primary School and Nursery, and Bromstone Primary School, providing an additional 90 places.
- 13.13.6 A 1FE expansion has been commissioned at Cliftonville Primary Academy from September 2015. A 1FE expansion will be commissioned at Birchington CE Primary School from September 2016. It is proposed that St George's CE Foundation (Secondary) School will change its age range to include Years R to 6 and a 2FE Primary provision established on the school site from September 2016.
- 13.13.7 To date, it has not been possible to locate and secure a suitable site for a new Primary school in Margate. It is therefore planned that the proposed Primary provision at St George's CE Foundation School will provide places to help meet the need identified in Margate.
- 13.13.8 A Free School proposal has been approved by the DfE for a new Primary school in Ramsgate which is expected to open in September 2015 as a 1FE provision with the intention of growing to accommodate 2FE in the medium term. This new provision will reduce the current trend of some children travelling out of Ramsgate for their education because of insufficient places locally.
- 13.13.9 Forecasts indicate that 1727 Reception Year places will be required for entry in September 2016. If the planned expansions at Birchington, St George's and the new school at Ramsgate all proceed, this will provide 5.6% surplus provision. However, the effect of inward migration places pressure on all year groups and there has been a need to provide an additional 15 temporary Year 1 places in particular for the 2014/15 academic year in order to meet the pressure in Margate and the villages. A small surplus of 1.3% is forecast across all year groups in September 2016. Where additional accommodation is available through expansion projects, we will negotiate with schools the opening of classes to ensure sufficient places are available locally across all year groups.
- 13.13.10 Should the planned permanent expansion of Bromstone Primary School not go ahead, the 5.6% Year R surplus in September 2016 will reduce to 4.1% and the total roll surplus of 1.3% will reduce to 0.8%.
- 13.13.11 New housing in the Westwood Cross area is already underway and a new 2FE school will be commissioned in the medium to longer term to meet demand from the new housing. During the period up to 2031, new housing units are expected to total 12,515 across Thanet.

13.13.12 District Analysis – Secondary

The table below sets out the school population figures and forecasts:

Thanet District (secondary schools)	2013-14 (A)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)
Year 7 capacity	1,562	1,554	1,544	1,544	1,544	1,544	1,544	1,544	1,544	1,544	1,544
Year 7 roll	1,378	1,371	1,447	1,452	1,534	1,607	1,691	1,681	1,703	1,730	1,801
Year 7 surplus / deficit places	184	183	97	92	10	-63	-147	-137	-159	-186	-257
Year 7 surplus / deficit capacity (%)	11.8	11.8	6.3	6.0	0.7	-4.1	-9.5	-8.9	-10.3	-12.1	-16.6
Total capacity (Years 7-11)	7,784	7,748	7,748	7,748	7,748	7,730	7,720	7,720	7,720	7,720	7,720
Total roll (Years 7-11)	7,185	7,028	6,997	6,986	7,148	7,377	7,697	7,932	8,183	8,380	8,573
Total surplus / deficit places (Years 7-11)	599	720	751	762	600	353	23	-212	-463	-660	-853
Total surplus / deficit capacity (Years 7-11) (%)	7.7	9.3	9.7	9.8	7.7	4.6	0.3	-2.7	-6.0	-8.5	-11.1
Post-16 roll	1,535	1,607	1,541	1,498	1,448	1,413	1,399	1,431	1,470	1,518	1,588
Total roll (including Post-16)	8,720	8,635	8,538	8,483	8,596	8,790	9,096	9,363	9,653	9,898	10,162

13.13.13 Thanet has a capacity of 1562 places in Year 7 and a projected need for 1607 places by 2018 resulting in a deficit of 63 places. Additional Year 7 places will be commissioned in existing schools from September 2018. Numbers continue to increase and we will commission up to 8FE new Secondary provision during the period 2019 to 2024 by expansion of existing schools and potentially a new Secondary school in the longer term.

13.13.14 Thanet Primary School Commissioning

Planning Group or set of Planning Groups	Commissioning Position (by 2015-16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2017-18)	Commissioning Position (by 2018-19 and After)
Ramsgate	A new Free School has been approved to open in September 2015 initially providing 1FE capacity. It will expand to 2FE in the medium term.			No change unless proposed housing development comes on stream earlier than is currently planned.
Broadstairs		Commission a new 2FE provision on the site of St George's CE Foundation (Secondary) School	Commission a new 2FE school for the proposed new developments at the Westwood Cross and East Kent Opportunities sites in the medium to longer term.	
Margate	We have commissioned 1FE at Cliftonville PS.	New primary provision commissioned at St George's will help provide additional places for Margate.	Numbers will be kept under review and the search to identify and secure a site for a new primary school will continue.	
Birchington & Thanet Villages		Commission 1FE at Birchington CEPS.		No change unless proposed housing development comes on stream earlier than currently proposed.

13.13.15 Thanet Secondary School Commissioning

Commissioning Position (by 2014-15)	Commissioning Position (by 2015-16)	Commissioning Position (by 2016-17)	Commissioning Position (by 2018-19 and After)
			Commission up to 8FE through a combination of expansion of current Secondary schools and potentially a new Secondary school in the longer term.

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By:	Roger Gough Cabinet Member for Education and Health Reform Patrick Leeson, Corporate Director for Education and Young People's Services
To:	Education Cabinet Committee – September 2014
Subject	Recruitment and Retention of Headteachers and Teachers
Classification:	Unrestricted

Summary:	<p>The purpose of this report is to provide an update on the strategy to improve the retention and recruitment of Headteachers and teachers in Kent.</p> <p>Recommendation</p> <p>Members of the Committee are asked to note the actions being taken to monitor and improve Headteacher and teacher recruitment and retention in Kent.</p>
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1. Introduction

- 1.1 In March 2013, Education Cabinet Committee considered a report on the recruitment and retention of Headteachers in Kent. This report provides an update on the progress to date.
- 1.2 The term 'Headteacher' is no longer an entirely accurate description of many school leaders. Having an effective leader in a school is the significant issue, and those leaders can now have different designations including headteacher, executive headteacher or principal, head of school or CEO. This report recognises this and any numbers on vacancies includes all school leaders, regardless of their job title.
- 1.3 At present there are no schools in Kent without appropriate senior leadership in place. There are seventeen schools that have an Acting or interim Headteacher. In all seventeen schools Governing Bodies are working with Kent County Council (KCC) to take forward the Headship Appointment process during this academic year.

2. Teacher Recruitment and Retention

- 2.1 Reflecting the national picture, there is significant variation in the ability of schools in Kent to successfully attract and retain good teachers. There are a number of identifiable features to this position including:
 - Ofsted status of the school. Good or Outstanding schools recruit and retain staff more readily than Requiring Improvement schools or those that may have failed their Ofsted inspection.
 - The opportunities offered by the school for further professional development and career advancement.

- The location of the school and locational opportunities for example, leisure activities, Arts, access to London.

2.2 Where recruitment and retention is less effective the following features tend to be prevalent:

- The school is requiring improvement or is at risk of a category judgement
- The school environment does not provide sufficiently for individual teachers' professional and personal development. This may be reflected in an ineffective continuing professional development offer or lack of effective coaching and mentoring.
- The availability and affordability of housing in meeting the needs and aspirations of either Newly Qualified Teachers or more experienced teachers. (In some cases newly qualified teachers return to family homes to begin their teaching careers).

2.3 'Kent Teach' is KCC's brand name for our teacher recruitment service. The remit is to support schools in their search for good teachers and Headteachers. They provide support for the practical activities required to secure appointments. Please see section 4 below which describes their work. However, this is one part of a wider strategy to ensure that Kent schools can and do have access to the best quality teachers from Newly Qualified Teachers (NQT) onwards and the most effective Headteachers. There are several strands to this strategy, as set out below:

- a) KCC is working with Canterbury Christ Church University (CCCU) to support the quality of NQT's into Kent. This includes delivering our Every Lesson Counts (ELC) programme to 4th year teacher training students. Kent schools take the vast majority of Canterbury Christ Church University NQTs, in the region of 300 per year and therefore this is a vital investment for Kent County Council. Schools are already reporting a significant improvement in the quality of NQTs over the last two years. Members of the KCC School Improvement Team and members of Canterbury Christ Church University's education department meet regularly to develop this partnership.
- b) We are developing our relationship with Irish Teacher Training University departments. Irish teachers are some of the most highly qualified on entry to teaching and in their final assessments on leaving teacher training. We have good relationships with universities in Belfast and Dublin. There are approximately 300 Irish teachers in Kent schools and we are looking to increase this. There are some barriers to overcome with housing, cultural change and understanding of some aspects of the English education system particularly around assessment. We have already established a strong structure for supporting students to become settled quickly into their schools and into the wider community of Kent.
- c) We are developing our links with other teacher training institutions and universities. We have identified those institutions with the top grades for their final year students and members of the School Improvement team visit to meet with students to encourage them to consider Kent as a place to begin their careers.
- d) As well as attracting teachers we need to retain them. This requires a focus on their professional development and their emotional well-being. We have a clear leadership progression strategy that focuses on opportunities for teachers from their second year onwards. Raising their expectations and aspirations for senior

leadership positions is vital if we are to achieve effective succession planning across Kent schools.

e) There is strong partnership working with our Teaching Schools and the Kent Association of Headteachers to develop the provision of high quality Continuing Professional Development (CPD) at individual teacher level, school level and for school collaborations. This is a key part in our developing strategy.

2.4 The revised Teacher Recruitment and Retention Strategy is currently under development with Teaching Schools and Kent Association of Headteachers and we expect a final version to be completed by December 2014.

3. Headteacher Recruitment and Retention - Leadership Development

3.1 As of 10th September 2014 there are 17 vacancies for Headteacher posts across Kent. This is 2.9% of schools. Whilst there are no national comparatives for Headteacher vacancies we believe through anecdotal information that this is a low percentage for Kent's 586 schools.

3.2 Those 17 schools are currently advertising for a substantive Headteacher or are considering options such as federation, academy conversion or executive headship. The 17 schools that have an acting Headteacher will have the deputy Headteacher acting as Headteacher or an interim leader has been put in place.

3.3 Kent is exactly the same as the national position when it comes to advertising for Headteachers. Applications have reduced over a number of years and on the whole fields typically tend to be 3 – 4 candidates. Whilst the number of applications have reduced it is not appropriate to link this to a reduction in the quality of candidates.

3.4 Kent Teach has the remit to support schools in their search for good teachers and Headteachers. They provide support for the practical activities required to secure appointments. Please see section below which describes their work. However, this is one part of a wider strategy to ensure that Kent schools can and do have access to the best quality teachers from NQT onwards and the most effective Headteachers.

3.5 The Local Authority Core programme is now operating a targeted approach to leadership development. As part of our strategy to recruit and retain both teachers and Headteachers, KCC has developed a comprehensive leadership development programme for teachers from the end of their first year of teaching through to Executive Headship. Examples of these programmes are outlined below:

- Following the **Primary Deputy Headteacher Conference** this year where Deputies were offered an individual career consultation, 62 deputy headteachers responded indicating their wish to have a robust professional development programme.
- Each **Double District has developed comprehensive action plan** to support the development of teachers at all levels with targeted support for Newly Qualified teachers (NQTs), middle leaders and senior leaders in schools. In many cases, Districts are working in partnership with the Teaching Schools, Christ Church Canterbury University (CCCU) and other agencies to ensure that teachers are

able to access high quality Continuing Professional Development for maintained schools and academies.

- The Local Authority now funds the **Headteacher Induction Programme** (previously funded by the National College) and the evaluation of this year's programme revealed that 70% of Heads thought it had had an outstanding impact on their role with 100% judging it to be good to outstanding.
- This school year will see the continuation of several programmes funded by the LA to support Headteachers that began in 2013:

→ The **Strategic Headship Programme** is aimed at Heads in their second to fourth year of Headship. The programme is designed to support the development of strategic and reflective practitioners who are able to lead 21st century schools with high expectations for standards of attainment and the quality of education.

→ The **Long Headship Programme** – 'Maintaining the Momentum' - is designed to support Headteachers and Deputy Headteachers from 30 targeted schools with the aim of moving the school from satisfactory to good in their Ofsted inspection judgements.

→ The **Short Headship Programme** – 'Every Head Counts' - involves Heads from 24 schools in a short 6 week programme where the last two Ofsted inspection judgements have been no better than Satisfactory.

→ The **New Headteacher Review** – This is new in September 2014 and is offered to all Heads who have come into post in September irrespective of whether this is their first, second or third Headship. This is a partnership review with the Head and a commissioned team of LA Ofsted trained inspectors in order to provide new Heads with a clear baseline for their school improvement journey.

→ **Counselling and Mentoring services** – we are launching a new offer to all Heads of a counselling service initially providing 6 sessions of support. This would be provided by trained counsellors and would be entirely confidential. In addition we are ensuring that every Head in Kent has a link to a mentor if they would like one.

- To aid access to these and the other leadership and curriculum training on offer in Kent, a new website, KELSI (Kent Education, Learning and Skills Information) has been developed.

4. Headteacher and Teacher recruitment and retention – Practical Support Mechanisms provided by KCC

4.1 To ensure Kent is one of the best local authorities to work for, we are committed to ensuring that newly recruited teachers and Headteachers are provided with high quality career development and support.

4.2 The Teacher Recruitment and Retention (TR&R) team within KCC supports recruitment in schools by supplying the main advertising platform– www.kent-teach.com . Schools can buy into via various packages and the service has 95% of

the primary school market and just over 50% of the secondary market for teacher recruitment. In 2013-14 Kent-Teach advertised 2399 teaching, 333 leadership and 1634 support vacancies. In 2014-15 to date, they have advertised 1421 teaching, 146 leadership and 1025 support vacancies. On the site there are currently 82 teaching, 19 leadership and 126 support vacancies.

- 4.3 The majority of job searches start on the Kent-Teach website, which has been completely updated. Feedback from schools on the new website has been very positive.
- 4.4 In 2012-13 Kent-Teach ran an on-line advertising campaign to enable Kent schools to attract teachers and leaders from outside the County. The scheme was called “Your Perfect Kent Day” and this won “Best Professional Campaign” at the PPMA Awards in 2013. In addition some short films have been commissioned and three Kent Headteachers will appear on Kent-Teach to applaud the benefits of headship, and of living and working in Kent. In 2013-14 Kent-Teach ran a media schedule which included print advertising in the Metro and Evening Standard and Google Adwords and Display Network. This resulted in 28,344 homepage visits to Kent-teach and 786 submitted applications. Kent-Teach are due to begin their media schedule for 2014-15 shortly.
- 4.5 The Kent-Teach team works closely with colleagues in the Schools Personnel Service and the Education and Young People’s Services Directorate to support schools recruiting new Headteachers. All the information required by potential applicants is made available on a microsite on the Kent-Teach website, and this is highly popular with schools. Over the past 12 months 393 leadership adverts have been placed on Kent-Teach, 152 of these were either an Executive Head, Head of School, Headteacher or Principal position. Of these 152, 117 have been supported by a microsite. All leadership adverts on Kent-teach are repeated free to the schools in The Guardian’s Education Jobs web pages and in the classified listing in the newspaper. Using Kent-teach instead of the TES saves schools significant amounts of money in advertising costs.
- 4.6 Our statistics indicate schools have a better chance of a first time appointment if they use a microsite. Around 50% of secondary schools in Kent use Kent-Teach for adverts but only a few have ever used a microsite. Our aim is to ensure School Improvement Advisors and other LA officers increase this by advising governing bodies accordingly.
- 4.7 To raise the profile of Kent to potential and existing teachers as a career choice we have launched a ground-breaking ‘On-line community’ initiative using a social media site.

5. Retention

- 5.1 The Kent-Teach team has run a ‘wellness’ programme in schools since 2005. From this we see that Headteachers in Kent schools report high levels of life and work satisfaction, feel financially well and have a good understanding of wellness behaviours. We are currently preparing a tender for a new wellness programme for schools and will look to continue this work.

5.2 Representatives of the major Teaching Unions and The Kent Association of Headteachers are represented on the Recruitment and Retention Strategy Group and are supportive of the actions being taken.

6. Recommendations

6.1 Members of the Committee are asked to note the actions being taken to monitor and improve Headteacher and teacher recruitment and retention in Kent.

Background Documents:

Education, Learning and Skills Policy Overview and Scrutiny Committee report:
<http://kent590w3:9070/documents/s30618/Recruitment%20and%20Retention%20Paper.pdf>

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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 – 24 September 2014

Subject: Annual Equality and Diversity Report

Classification: Unrestricted

Past Pathway of Paper: Annual report

Electoral Division: All divisions

Summary: This report sets out a position statement for services within the Education and Young People's Service (EYPS) Directorate regarding equality and diversity work and progress on KCC Equality objectives for the year 2013/14.

Recommendation(s):

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

- i) note the current performance in relation to priorities;
- ii) note the actions to ensure that equality governance is observed in relation to decision making;
- iii) note the proposed changes to Equality Objectives; and
- iv) agree to receive this report annually in order to comply with the Public Sector Equality Duty (PSED).

1. Introduction

1.1 Publication of equality information is compulsory in England for all public authorities. Proactive publication of equality information ensures not only compliance with the legal requirements, but also greater understanding by the public of the difficult decisions an authority faces, and why it takes those decisions. Gathering equality information and using it to inform decision-making can also enable authorities to achieve greater value for money in the services they deliver through better targeting of services.

2. Financial Implications

2.1 There are no financial implications in producing the annual report.

3. Bold Steps for Kent and Policy Framework

3.1 Advancing equality and reducing socio-economic inequalities in Kent contributes towards Council's Medium Term Plan, 'Bold Steps'. The Equality Objectives were developed drawing on the council's. As such the objectives correspond with existing council priorities and the objectives support the

aims of, helping the Kent economy to grow, putting the citizen in control and tackling disadvantage.

- 3.2 Bold Steps for Education Vision and Priorities for Improvement 2014-17 is the key strategic plan for Education and Young People's Services (EYPS) in Kent. The evolution of this plan and its priorities came from a range of discussions that were held with Headteachers, governors and other public sector partners to determine where Kent learning institutions need to be in relation to ever improving education and learning outcomes. The Plan established shared ambitions and agreed a range of rapid priority improvements up to 2017. These ambitions and strategic priorities for Education and Young People's Services are based on a rigorous analysis of current performance and challenging expectations for future improvements.
- 3.3 The council published its equality objectives in 2011/12. Each service was asked to provide equality information and to demonstrate how they complied with equality legislation between 1 April 2013 – 31 March 2014, and what performance measures they have in place to achieve the KCC Equality Objectives.

4. Key Achievements

- 4.1 Kent's Special Educational Needs and Disabilities (SEND) Strategy, launched in January 2014, anticipates the statutory changes for children and young people with SEN (Special Educational Needs) and or who are disabled aged between 0-25 and their families and carers. We are creating more capacity in mainstream schools to support pupils in their local communities, through the development of SEN resourced provisions in a number of schools, embedding the Kent Core Standards in every school and ensuring that there is good access to workforce development and training through the specialist support available at the Local Inclusion Forum Team (LIFT) meetings which supports schools in each district.
- 4.2 More than 20 schools, early years settings and colleges are participating in a multi-agency pilot working towards externally accredited Inclusion Awards which will establish a culture of inclusive practice for other providers to follow from 2015. We have undertaken public consultation to increase capacity to support Autistic Spectrum Disorder (ASD) and Behavioural Emotional and Social Needs (BESN) at Furness and Goldwyn Special Schools, and we have consultation plans in place to increase unit places for speech and language impairment, ASD and satellite provision attached to special schools for severe and complex needs.
- 4.3 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.
- 4.4 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 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). The target to develop 3095 places was achieved by September 2013 and the progress on the target of developing 6501 places is ongoing.

- 4.5 In 2013, 177 Primary schools and 43 Secondary schools narrowed the FSM achievement gaps. Further narrowing of attainment gaps is indicated by the provisional Early Years Foundation Stage, Key Stage 2 and GCSE results for 2014. We are taking active steps to disseminate this best practice. All Senior Improvement Advisers (SIAs) and Heads of Service are clear which schools which demonstrate best practice and which schools need to improve and they will match support. All SIA's, Area Education Officers (AEO's), and Heads of Service will submit case studies of schools in their districts that have significantly narrowed the gap
- 4.6 Looking at the January 2013 and 2014 data it can be seen that participation for post 16 Year 12 vulnerable learners has increased by 3.1%. This modest improvement is encouraging as it reflects the impact of the increased focus on supporting vulnerable young people by KCC, in particular through the 14-24 Skills and Employability Strategy, the SEN Review, the PRU review, the reorganisation of Early Help and Preventative services and the Troubled Families programme.
- 4.7 A full report on what has been achieved in Education and Young People's Services over 2013/14 can be seen in Appendix 1.

5. Governance

- 5.1 In 2012 governance arrangements were agreed to ensure compliance with the Public Sector Equality Duty (PSED) following an internal audit. Governance is based on decisions having an EqlA at both Departmental Management Team and Member levels. If decisions about service changes and provision are taken without full equality analysis the authority is open to potential Judicial Review
- 5.2 KCC continues to use EqlAs to capture and evidence our analysis on the impact of our decisions and policies on the People of Kent. The Equality Act abolished the need for EqlAs but is clear on the need to undertake equality analysis in order to demonstrate that due regard has been paid to our Equality duties and KCC evidences this by way of an EqlA. EqlAs assess the impacts and or needs of policies, procedures and services on staff, Members and customers.
- 5.3 It has also been noted that there is no process in place regarding Officer decisions under delegated authority to ensure that Officers making decisions can evidence compliance with the Equality Act and the PSED. Arrangements are now being reviewed to ensure that all decisions have the outcomes of an equality analysis as part of the reports.

6 Future reporting

- 6.1 It is proposed that KCC revises and consults on its equality objectives during 2014/2015. The objectives will be incorporated in to the new Strategic Commissioning Plan and the accompanying Outcomes Framework so that KCC can embed equality monitoring in to the core performance framework.

6.2 This will result in greater compliance in relation to the delivery of organisational priorities and core services. Critically outcomes will be monitored through core performance management frameworks which will result in greater efficiency and accountability in relation to the delivery and outcomes of the objectives and services to customers. Performance monitoring is to be reported to the relevant Committees and this will meet the statutory duty under the Equality Act 2010.

6.3 Duplication will be reduced through streamlining KCC's equality duty by including public information within other published reports.

7 Legal Implications and Risk Management.

7.1 The Public Sector Equality Duty (Section 149 of the Equality Act 2010) requires the Council to publish its Equality Annual Report each year.

8 Equality Impact Assessment

8.1 There is no requirement to undertake an Equality Impact Assessment because this paper reports performance monitoring on the previous year's work and internal governance arrangements.

9. Conclusion

The annual report has been able to identify progress on the relevant equality objectives. The Directorate can demonstrate that it provides accessible and usable services but it needs to continue to improve its governance arrangements and review how it communicates and provides information with service users.

10. Recommendations

Recommendations:

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

- i) note the current performance in relation to priorities;
- ii) note the actions to ensure that equality governance is observed in relation to decision making;
- iii) note the proposed changes to Equality Objectives; and
- iv) agree to receive this report annually in order to comply with the Public Sector Equality Duty (PSED).

11. Background Documents

11.1 Kent County Council Equality Objectives.

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/equality-and-diversity/equality-and-diversity-objectives>

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Education and Young People's Services Contribution to the KCC Annual Equalities Report 2014

Introduction

Kent County Council (KCC) is operating in a diverse education system with greater freedoms and autonomy for schools, colleges and other education and learning providers. To effect the improvement in outcomes that KCC needs to achieve for our children and young people, particularly our vulnerable groups across Kent, we need to work in close partnership with early years settings, schools, colleges, training providers, employers and other providers and stakeholders.

Education and learning has the potential to improve the wellbeing and life chances of all children and young people, especially the most vulnerable groups in our communities. Education is linked with happiness and wellbeing, mental and physical health, employment and ultimately life expectancy. It has been proven that generally the more you learn, the more you earn and you are more at risk of spending time not in education, employment or training if you have no qualifications. Good quality education and support builds resilience, increases self-confidence and independence and gives young people the skills and qualifications to progress in their learning and on to achieve sustained employment that will benefit individuals, families and the communities they live and work in.

Reducing inequality in education and learning outcomes, reducing achievement gaps and championing the needs of the most vulnerable children and young people is therefore a vital part of the Local Authority's role and purpose. This affects individuals and whole communities, and their access to learning and employment opportunities.

Strategic leadership and ambitions

Bold Steps for Education Vision and Priorities for Improvement 2014-17 is the key strategic plan for Education and Young People's Services (EYPS) in Kent. The evolution of this plan and its priorities came from a range of discussions that were held with Headteachers, governors and other public sector partners to determine where Kent learning institutions need to be in relation to ever improving education and learning outcomes.

The Plan established shared ambitions and agreed a range of rapid priority improvements up to 2017. These ambitions and strategic priorities for Education and Young People's Services are based on a rigorous analysis of current performance and challenging expectations for future improvements.

The Plan provides all concerned with education in Kent, a clear sense of what services are for, the challenges faced and the priorities and targets for transformation and improvement both within the Council and amongst our schools.

We will support the best early years settings, schools and their leaders to lead the system and drive improvement through collaboration across all schools, settings and education and training providers, supporting and challenging each other in how we achieve our goals, so that we are able to transform outcomes for all of our children and young people more rapidly. We will promote innovation and creativity in teaching and learning and the curriculum, so that Kent achieves a world class education system, greater social mobility and reverses the national trends of under-performance for vulnerable and disadvantaged groups which hold back progress in our economy and our society.

[Extract from Delivering Bold Steps for Education 2014-2017]

Challenges

The UK has to achieve a more educated and skilled workforce and cannot afford to lose the potential of so many young people who, if they are not educated and skilled well enough, will lead less productive and satisfying lives. The economic and social cost of educational failure is immense and too much provision that is less than good damages the life chances of children and young people. In this mix the role of the Local Authority is changing to be more ambitious, focused and strategic in bringing about educational transformation for Kent by being a strong and influential partner with schools and other stakeholders and providers.

It is our job to build and support effective partnerships and networks that will be more effective in delivering better services and improved outcomes and it is also our role to champion more innovative and creative practice and ways of working.

In particular our priorities are to:

- Raise attainment, close achievement gaps, reduce exclusion, have more good and outstanding early years settings and schools, and ensure all young people are engaged in learning or training until age 18, with a good outcomes that leads to employment
- Further embed our new partnership relationships with all early years and childcare settings, schools and other providers, based on collaboration and shared effort, to build a more effective system of school to school support
- Continue to raise educational performance in line with agreed targets and support and challenge lower performing early years and childcare settings, schools and other providers to improve to good quality provision quickly
- Continue to support greater choice for parents and families in every area by commissioning a sufficient and diverse supply of places in strong schools and quality early years settings
- Deliver improved multi-agency support for children and families who have additional needs by developing our early intervention and prevention services and working in a more integrated way to achieve better outcomes.
- Increase our focus on and support for vulnerable pupils, so that achievement gaps close for pupils on free school meals, children in care and pupils with special educational needs and disabilities
- Work with schools to ensure every child has fair access to all schools and other provision
- Promote and support smooth and effective transition for every child and young person from any one educational stage and provision to another;
- Continue to develop the opportunities and pathways for all 14-19 year olds to participate and succeed so that they can access higher Levels of learning or employment to age 24
- Champion 21st century learning so that schools and other settings innovate more and achieve more by delivering a curriculum that develops pupils' skills and knowledge for the future.

Kent Pupil Population

School Type	No
Early Years (funded)	18957
Primary	117426
Secondary	98594
Special	3418
PRU	218
Total	238613

Source: January 2014 School Census

Supporting Parental Preference for Primary and Secondary schools

The Table 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.

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:- <u>Reception children</u> :- 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.	<u>Year 7</u> :- 88.1% secured their first preference 95.1% secured their first or second preference

In 2014, 17,094 Kent pupils applied on time for a Reception year group school place. This was 595 higher than the previous year (16,499). In 2014, 85% of Kent applicants received their first preference. This level of performance met our Bold Steps target to ensure that at least 85% of families secured their first preference primary school in 2014. Similarly, we achieved our secondary first preference target of 85%, with 88.1% of families securing their first preference for secondary school in 2014.

Improving Attainment and Achievement across all school phases

The latest national data from Ofsted (May 2014) shows that 74% of all schools in Kent are now judged to be good or outstanding, compared to a national average of 80%. The trajectory of Kent's performance evidences that we are improving rapidly (59% in 2011-12) but we still remain below the national average, though we are close to achieving the South East average of 77%.

The performance of each Kent school phase (May 2014) is as follows:

Primary	-	71% of schools are good or outstanding
Secondary	-	83% of schools are good or outstanding
Special	-	79% of schools are good or outstanding
Pupil Referral Unit (PRU)	-	87% of PRUs are good or outstanding

There are now 90 outstanding schools overall in Kent (16%) and 323 (58%) good schools. 118 schools (21%) require improvement and 30 schools (5%) are in special measures or serious weaknesses.

We continue to set ambitious targets for improvement in 2014 and beyond and these are set out in Bold Steps for Education 2014-17. Our ambition is by 2017 to have at least 85% of our primary and secondary schools judged as good or outstanding and all of our special schools judged good or outstanding.

In terms of Early Years Settings, 91% are judged by Ofsted to be good or outstanding, compared to a national average of 78%.

Performance across Kent's Children's Centres is also above the national average with 74% of Children's Centres judged to be good or outstanding compared to a national average of 52%.

Key equalities issues for the Early Years and Childcare Service

The key equalities issue for early years and childcare is achievement gaps at the end of the Early Years Foundation Stage (EYFS). The new EYFS Profile introduced in 2012/13 has as its main overall indicator for children to achieve a 'Good Level of Development' (GLD). This was a completely new measure and could not be compared to any previous trends. In 2013, in Kent overall, 64% of children achieved a GLD (tenth nationally), with a range across districts of 55% - 69%. Girls achieved more highly than boys, with 72% of girls and 56% of boys achieving a GLD.

At national level, the achievement gap is defined as being the difference in achieving a GLD between the lowest attaining 20% of children and the mean, which for 2013 was 37%. In Kent, this gap had been progressively reducing over the previous six years, from 34% in 2007 to 25% in 2013 (fifth nationally)

Measuring achievement gaps based on children in receipt of Free School Meals was not done nationally; however Kent's own measure of this in 2013 was a gap of 19%. As with the overall Kent figure for GLD of 64%, this is a new measure and could not be compared to previous trends.

Overall, whilst Kent's position is strong in comparison to the national, there is clearly still much work to be done to further narrow achievement gaps for all children.

Progress in reducing the inequality in the last year

The outcomes of EYFS Moderation for 2013/14 are due in September. However, during 2013/14, steps have been taken to ensure that we are well positioned to be able to support the continued reduction in EYFS achievement gaps.

In March 2014, we published a refreshed Early Years and Childcare Strategy 2014 - 17, which includes the following strategic aims:

- *To ensure increasing numbers of children are school ready at the end of the EYFS*
- *To mitigate the effects of poverty, inequality and disadvantage through the provision of high quality early education and childcare, more effective support for parents and narrowing of the early development achievement gaps for the most disadvantaged children*

The Strategy also has targets to incrementally increase the number of children achieving a GLD and to reduce achievement gaps over the three year period.

To support the delivery of the Strategy, the Early Years and Childcare Service has also been restructured, integral to which are the following functions:

- Support for children's centres to provide a good early learning environment and activities, designed to support the narrowing if not avoidance of achievement gaps;
- Support for more effective engagement of parents in their children's learning;
- Ensuring the provision of good quality early education provision for our most disadvantaged two year olds, in line with Government targets (the September 2013 target was 3,095 places, of which we have had 79% take up, and the target number of places rises to 6,501 in September 2014);
- A focused programme of support for early years providers to offer effective, gap narrowing interventions, including for children with SEND and/or Children in Care;
- Introducing a protocol and revised advice, guidance and best practice examples to support effective transition to school;
- Support to improve the quality of teaching and learning in schools in the EYFS and through into Key Stage One.

- **Future equalities priorities informed by progress and issues this year**

Future priorities will be largely advised by the EYFS outcomes in September 2014, but the implementation of the Strategy as described above will continue. Additionally, three planned new initiatives are:

- The introduction by the Government of an Early Years Pupil Premium, due for imminent consultation;
- The introduction of combined health and education two year checks;
- A focused piece of work relating to the provision of childcare for disabled children and young people – what is currently available, where are the gaps, what are the issues etc. – developing a plan accordingly

Closing the achievement gaps

There continues to be a very prominent focus by Ofsted on inspecting the effectiveness of schools in closing achievement gaps for pupils in receipt of the pupil premium, from the early years through to post-16 provision. No school can expect to achieve a good inspection outcome without demonstrating good progress for these pupils.

Performance of key vulnerable pupil groups at Key Stages 1 to 4

There are three key issues in achievement gaps for the end of each of the key stages:

- a) Pupil Premium (FSM)
- b) Children in Care
- c) Gender Gaps

The position at **September 2013** was:

a) Pupil Premium (FSM)

In reviewing this data it is important to look at both the attainment gap between FSM and non FSM pupils, examining the relative performance in relative attainment terms of the FSM pupils.

Key Stage One

In Reading at KS1 the gap has narrowed over the last three years by 4.6% and actual attainment at Level/2b + for FSM pupils has risen by 11.2%. The writing gap has similarly narrowed over the last three years by 2% and attainment for FSM pupils has risen by 10.4%. In Mathematics the gap has narrowed by 5.1% over the three years and attainment for FSM pupils increased by 10.9%. FSM attainment has improved faster than non FSM attainment in Reading, Writing and Mathematics.

Key Stage Two

The age related expectation at KS2 is Level 4 in Reading, Writing and Mathematics. In previous years this was English and Maths combined and it was possible for pupils to gain a lower grade in either reading or writing and still gain the level 4 overall in English.

Overall the gap between FSM pupils and non FSM pupils over the last three years shows a narrowing of 4.5%. Over the same period it also shows that FSM pupils are making faster improvement than non FSM pupils. In Reading the gap had narrowed over three years by 8.2% and again improvement has been significantly faster than for non FSM pupils. In Writing the gap has narrowed by 7.9% and improvement is again faster than for non FSM

pupils in terms of overall attainment. In Maths the gap has narrowed by 6% over the last three years and again FSM attainment is improving faster than non FSM.

It must be noted that less than 20% of non FSM pupils reach age related expectation at 11 years old whereas for FSM more than 30% of pupils do not make that standard.

Key Stage Four

Data for 2013 currently suggests that the gap in achievement between FSM and their peers remains stubbornly wide at 32.4%. A small improvement was achieved in 2013 but the FSM gap at GCSE has remained static for three years. This compares poorly with boroughs such as Tower Hamlets, where the gap is 6%.

The gap for 5 or more A* to C grades at GCSE including English and Maths has only narrowed by 1.3% over the last three years. It is worth noting that the improvement in attainment of FSM pupils compared to non FSM is approximately the same at 8%. The gap in English has narrowed by 4.2% and in Maths by 2.9%. FSM attainment in English and Mathematics has risen faster than non-FSM outcomes. The gap in Science has diminished very little and whilst attainment has improved over time for FSM Science pupils, it is still behind improvement overall for non-FSM.

The percentage of children in care gaining 5+A*-C English and Maths increased by 2.2% from 2012 (45.7%) to 2013 (47.9%), the gap reducing by 3.3% as the national average dropped from 43.8% (2012) to 42.7% (2013).

For 5+ A*-C, the gap decreased by 3.2% from 52.9% (2012) to 49.7%, whilst the national data remained static at 43.7%.

(b) Children in Care

In reviewing this data, we need to make some clear assumptions, Children in Care have been looked after for at least 12 months as at 31st March 2013, excluding those children in respite care. Only children who have been matched to the key stage data are included.

Key Stage One

In L2+ Reading the gap has increased by 10% from 2012, 23% achieving to 2013 13% achieving, this is very disappointing. The national average in 2012 & 2013 remaining static at 20%..

In L2+ Writing the gap has increased by 8% from 2012, 31%, to 2013, 23% with the national average being 24% (26% in 2012) This result is disappointing.

In Mathematics L2+, the gap reduced, showing an increase by 7% from Kent's 13% in 2012 to 20% in 2013. The national figures changed from (2012 – 20% reduced to 2013 – 14%), in effect a 1% change when comparisons to National results are compared.

Key Stage Two

In Reading L4+, the national average was 23% in 2012 and 2013. The Kent average attainment decreased from 32% in 2012 to 24% in 2013, an 8% decline. This is disappointing.

In Writing L4+, the national average attainment was 30% in 2012 and 28% in 2013. The Kent average attainment increased from 35% in 2012 to 37% in 2013. This is better news, although when compared to national comparators, we made no progress.

In Mathematics L4+, the national average attainment reduced from 28% in 2012 to 26% in 2013, whilst the Kent average attainment reduced from 41% (2012) to 31% (2013). This is a significant decline and is disappointing.

The combined L4+ for 2013 gave national average at 29%, with Kent combined average was 34%. This is better news, yet significantly below the norm.

(c) Gender Gaps

Key Stage One

The gender gap across Kent remained in balance for L2+ reading, writing, and mathematics and against national data L2b+ for reading and writing showed a 2% and 1% gap from girls to boys; (the national trend showed exactly the same) with a 1% gap in mathematics from boys to girls (matching national data).

Kent L3+ reading showed a 1% gap from girls to boys above the national trend in 2013, which also reflected the 2012 data. L3+ writing showed a similar 1% gap between girls and boys, yet 1% below national data.

The L3 mathematics showed a similar 1% gap between boys to girls, a 2% reversal from 2012.

Key Stage Two

Kent's L4+ in reading, writing and mathematics showed a 1% reduction with gender gap and a 1% difference between boys to girls for 2013, which matched the gap for 2012.

Kent's L5+ in reading, writing and mathematics showed a 2% increase in 2013 against the national trend increasing by 1%. This is disappointing, this trend showed a girl/boy increase from 6% to 8%.

Key Stage Four

Kent's 5+A*-C including English and Maths showed an increase in the gender balance (girls to boys) by 1.3%, whilst the national data showed a 1.4% increase. A 0.1% increase when compared to national data.

Kent's 5+A*-C showed an increase of 2.1% for 2013, compared to 2012 a national increase of 0.5%. The Kent and national gap showed a disappointing 1.6% increase in the year.

Actions taken and planned to close the underachievement gap:

In 2013, 177 Primary schools and 43 Secondary schools narrowed the FSM achievement gaps. We are taking active steps to disseminate this best practice.

All Senior Improvement Advisers (SIAs) and Heads of Service are clear which schools which demonstrate best practice and which schools need to improve and they will match support.

All SIA's, Area Education Officers (AEO's), and Heads of Service will submit case studies of schools in their districts that have significantly narrowed the gap. These case studies will clearly articulate what the schools have done to make this happen. The collated best practice will enable SIA's to match schools across Kent as well as within their Districts. We shall also:

- Invite successful schools to host seminars in their schools for colleagues
- Establish networks to develop best practice
- Link schools on a 1-2-1 basis where it is the most effective way forward.

A 'toolkit' will also be assembled to provide advice and guidance to all schools. This will contain practical strategies with a focus on those things that have made the biggest difference in some schools such as Achievement for All and Assertive Mentoring, Pixel and Kagan.

AEO's and SIA's will ensure that the four Kent Association of Headteachers Area Boards are aware and promote this campaign and that the school partnerships and collaborations prioritise school to school support for closing the gap activities.

We are continuing to disseminate the Sutton Trust Teaching and Learning Toolkit which identifies high impact / low cost strategies for closing the gap.

We will work with our grammar schools to develop more proactive ways of ensuring more able FSM pupils gain entry at Year 7.

Key equalities issues for the Special Educational Needs and Disabilities (SEND) Service

On 1st September 2014, the Children and Families Act 2014 will introduce a new framework for children with special educational needs and disabilities (SEND) representing the biggest shift in SEN for 30 years. In order to ensure children and young people achieve the best educational outcomes we will operate a new system of Education, Health and Care Plans, and new arrangements for statutory assessment. To ensure plans are appropriate the views, wishes and feelings of parents must be listened to and support put in place so they can participate as fully as possible in decisions which affect their children.

KCC has been developing a quicker, less bureaucratic, SEN assessment process and more outcomes-focused Education, Health and Care (EHC) plans to replace Statements of SEN.

Our EHC Plan, which has been developed with parents, schools, therapists and social workers, is being road tested by families and schools so that we can make any final changes for September. We have taken schools' advice on how we can reduce bureaucracy in assessment referral, gathering professional advice and annual reviews. Copies of the new plan and supporting documentation have been shared at training sessions.

All Local Authorities are required to publish information on 'the Local Offer' about all SEND services, along with details of any eligibility for specialist services and a signpost to support for those who do not meet thresholds. We have been working with parents so that information on the local offer on Kent.gov.uk can be searched easily and quickly. The full local offer is expected to be available online by September.

Kent's SEND Strategy, launched in January 2014, anticipates these statutory changes for children and young people with SEN and or who are disabled aged between 0-25 and their families and carers. The success of our strategy is reliant on improving outcomes being everyone's business. We are creating more capacity in mainstream schools to support pupils in their local communities, through the development of SEN resourced provisions in a number of schools, embedding the Kent Core Standards in every school and ensuring that there is good access to workforce development and training through the specialist support available at the Local Inclusion Forum (LIFT).

We know that 60% of the pupils subject to a Statement are educated in a special school and we would expect this to be nearer 40%. Only 27% are fully included in mainstream school. Kent maintains 816 unit places (in 47 schools ; none are for behaviour needs (BESN) and although there are 197 unit places for autism, vacancies rarely occur. Too many children travel long distances to receive the help that they need. We want every school, early years setting and Further Education College to provide effective support for children and young people with autism spectrum disorders (ASD) and behavioural, emotional and social needs (BESN), and we want young people with learning difficulties and those with disabilities up to age 25 to be engaged in purposeful education and training so that they are well prepared for

skilled employment and higher learning. Parent and carers have told us that they want information that is easy to access and understand, services that are responsive and professionals that talk to one another so that they do not have to tell their story repeatedly.

Progress in reducing the inequality in the last year

An action plan for workforce reform to underpin the SEND strategy has been developed. It sets out the role of the local inclusion forum and outreach from special schools in developing the skills of mainstream schools. More than 20 schools, early years settings and colleges are participating in a multi-agency pilot working towards externally accredited Inclusion Awards which will establish a culture of inclusive practice for other providers to follow from 2015. We have undertaken public consultation to increase capacity to support ASD and BESN at Furness and Goldwyn Special Schools, and we have consultation plans in place to increase unit places for speech & language impairment, ASD and satellite provision attached to special schools for severe and complex needs. Following a pilot, from September 2014 we will have local decision making for statutory assessment. We have significantly increased engagement of parents in our pathfinder testing to develop our services; hosting joint roadshows with the Kent Parent Carer Forum, ensuring they have a voice on the steering group for the Local Offer and putting in place a framework for stakeholder steering groups for every unit in mainstream schools.

Future equalities priorities informed by progress and issues this year

Moving forward, we will be implementing a local decision making process for SEN statutory assessment through the LIFTs.

We are also developing and piloting an approach to deliver the top-up funding to schools for pupils where the school is already spending £6000 or more in supporting a pupil's special educational needs. This new method for identifying and costing a high needs pupil is to comply with the national regulation that defines a high needs pupil as a child that has additional SEN need costing £6,000 or more paid for by the school's budget. A number of schools are taking part in this pilot.

We are reviewing the work of the Specialist Teaching and Learning Service (STLS) to ensure it is contributing to an increase in the expertise of every school and academy. We will be continuing the public consultation on our proposals to increase the number of pupils in units. We will be developing more ASD and BESN provision as newly built accommodation is completed in 6 primary schools, and capital improvements in some of our special schools allow us to increase the number of places. We want to provide better personalisation so that services reflect the needs of children and young people with SEN & disabilities. We want to develop services for them, with them and their families through co-production and meaningful participation in matters that affect their learning and their lives. We want to ensure our services provide a 'tell us once' approach to sharing information, so families and young people don't have to repeat the same information to different agencies. Finally, we want to deliver an assessment which is more integrated to ensure we are making the most efficient use of resources.

Key equalities issues relating to Pupil Place Planning

In September 2013 KCC 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 monitored six to nine months after publication.

Commissioning and implementing the planned number of new school places overall for September 2014 has been successful and targets have been largely met:

- 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.
- An 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.

Progress in Implementing the Expansion of School Place Numbers

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.

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. Much of this variation is the consequence of unresolved highways and planning issues.

The Plan identified the need to commission five new Primary schools (academies as required by law) for 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

Sufficient School places

The targets which relate to providing sufficient school places are set out in 'Bold Steps for Education'.

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.

Across the Secondary school age range there is a high percentage of surplus capacity overall (10%), 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.

Progress in Implementing Review of School Places for SEN Pupils

One of the key aims of the SEND Strategy is to develop and expand the range of provision in Kent schools and encourage a mixed economy of high quality and cost effective independent and non-maintained special schools.

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.

Progress in delivering Free Early Education Entitlement

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 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).

The target to develop 3095 places was achieved by September 2013 and the progress on the target of developing 6501 places is ongoing.

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/able to offer this being as follows:

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

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

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

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.

Future Education Commissioning Equality Priorities

Address the reducing surplus capacity of Primary school places through specific proposals for the expansion of school places in the new Commissioning Plan in September 2014.

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.

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.

A new priority during 2014-15 will be to consider the potential vulnerability of other Secondary schools in the County, where the places are needed, so that plans can be brought forward to ensure their future viability.

Key equality issues for the Skills and Employability Service

Refreshing the 14-24 Skills and Employability Strategy

As a result of recent changes in funding, legislation, new qualifications and performance measures we are refreshing our 14-24 Skills and Employability Strategy. We aim to hold a one day conference in September with schools, colleges, training providers and employers to consider the changes and new curriculum opportunities for 2015.

The strategy is focused on curriculum change, and the development of improved pathways and opportunities for all learners to participate to age 18 and to succeed by gaining good qualifications and employability skills. We are having some success but this still remains a big challenge. Success depends on schools and colleges being more collaborative to open up planning opportunities.

The challenges include moving to a more blended vocational and academic post 16 offer for all students to cater better for the 37% of students who do not achieve good level 2 qualifications at age 16. Progression from level 2 to level 3 needs to improve and there is a high drop- out rate still, particularly at the end of Year 12. A large number of post 16 students are on part time programmes of study. Participation for post 16 students reduced from 90.3% in January 2013 to 87.6% in January 2014. The current Year 12 cohort is the first to be expected to stay in education or training until the end of the academic year in which they turn 17. This year their participation is slightly less, at 92.5% compared to 93.3% in 2012-13. It means we are still some way off providing appropriate education and progression for all this age group and in achieving full participation.

We are seeing a reduction in NEET numbers, now 5.9%, but not quickly enough and the percentage is still at 6% for Year 13, but lower, at 3% for Year 12 which is encouraging. It means nearly 3000 young people are NEET. It is a challenge to find and fund provision to meet the needs of these young people.

There is an encouraging trend on apprenticeships, although we are still below the KCC target figure and we need to do more to promote higher level apprenticeships.

We are keen to move forward with a more coherent approach to addressing these issues by planning for better provision and gaps in provision. This happens best by area, district by district, with the full participation of senior school and college leaders, supported by robust data which can be honestly scrutinised. We are proposing to improve support for these 14-19 curriculum mapping and planning forums in the coming months, and would hope to concentrate on the vocational pathways as a priority.

To inform discussion about developing curriculum pathways and new provision for 14-19 year olds, KCC's Skills and Employability Service have produced a Post-16 Data Pack. The data pack summarises the key legislative changes which impact on post-16 learning; provides an updated analysis of district economies; reviews the curriculum changes over the

past year; presents data on participation, attainment and progression; and sets the scene for curriculum planning for 2015-16.

As we go forward our priorities are to:

- Develop further local collaboration between providers as part of local 14-19 partnerships
- Continue to improve KS4 performance to improve attainment in maths and English especially
- Develop new and better learning pathways and provision including vocational qualifications
- Extend the apprenticeship offer and take up further
- Take more action to reduce the Year 12-Year 13 drop-out rate
- Provide more support and better provision for vulnerable learners
- Continue to make better use of the data to re-design the curriculum offer.

Participation rates of vulnerable Kent young people for 2013-14 for Year 12

Looking at the January 2013 and 2014 data it can be seen that participation for Year 12 vulnerable learners has increased by 3.1%. This modest improvement is encouraging as it reflects the impact of the increased focus on supporting vulnerable young people by KCC, in particular through the 14-24 Skills and Employability Strategy, the SEN Review, the PRU review, the reorganisation of Preventative services through KIASS and Troubled Families.

Participation for vulnerable learners is 12.2% less than that of the whole cohort and there are clearly challenges for vulnerable young people that need to be addressed. The detailed data sets held within the CCIS database will now enable officers to gain a greater insight into the challenges and barriers facing vulnerable learners.

A priority for the Skills and Employability Service is to ensure there are appropriate learning progression pathways in all localities and there is sustained employment or assisted employment opportunities available. This will be achieved by expanding the remit of the Kent Supported Employment programme and assisted apprenticeships. This will be key area of focus in the revised 14 to 24 Strategy. Some of this work is already in place for example the innovative pathways for PRU learners in the Canterbury and Swale districts developed by schools and work based training providers due to start this September.

It is intended over the next 6 months there will be a range of activities in place to reduce the number of NEET and increase the number of apprenticeship opportunities. This includes a summer reengagement programme being run by KIASS and a co-ordinated campaign for 16 to 18 apprenticeship opportunities. At the end of June over 300 apprenticeship vacancies will be advertised through the Kent Messenger.

Current and future actions

The Skills and Employability Service working collaboratively with partners will ensure that young people are able to access the information and gain the qualifications, skills, work experience and learning opportunities they need to engage successfully with employment or higher levels of learning. This will be achieved through:

- improving the processing to fulfil the statutory duty to track all young people;
- maximise the use of the tracking data to support strategic planning and individual and early intervention;
- improving the post 16 information available to young people, parents and carers and support progression at Year 11, 12 and 13 through a refreshed kentchoices4u website and kentchoices live event;

- expanding the work of the Careers Education, Information, Advice and Guidance (CEIAG) network to include support for Special Schools and PRUs and increase support for this agenda on kentchoices4u;
- the District Data Pack process challenging post 16 providers to work collaboratively for a district offer that is flexible and supports the most vulnerable learners;
- embedding the assisted apprenticeship scheme within Employability and Skills to make it sustainable;
- developing the vulnerable learner Risk Assessments
- increasing the number of young people from vulnerable groups accessing apprenticeships and
- establishing a virtual academy to support those young people who are unable to access mainstream provision

Key equalities issues relating to Attendance

The key aim remains to reduce overall and persistent absence and thus improve the attendance of children within Kent schools. Children eligible for free school meals record disproportionately higher levels of both overall and persistent absence compared to their peers.

Progress in reducing the inequality in the last year.

Whilst both overall and persistent absence for children on FSM reduced in 2012/13 compared to the previous year, overall absence remains approximately one and half times higher for FSM children across all school types with persistent absence approximately four times greater than non FSM children in primary schools and three times greater in secondary schools.

FSM	2011-12		2012-13	
	<u>Overall absence</u>	<u>Persistent absence</u>	<u>Overall absence</u>	<u>Persistent Absence</u>
<u>Primary</u>				
FSM pupils	6.7%	8.9%	6.5%	8.6%
Non FSM pupils	3.8%	2.3%	4.4%	2.2%
<u>Secondary</u>				
FSM pupils	10.4%	20.8%	9.1%	16.7%
Non FSM pupils	5.5%	7.3%	5.5%	5.0%

Across primary and secondary schools, overall and persistent absence rates for pupils with an identified SEN need have reduced compared to 2011-12. However, pupils whose primary SEN need is identified as being BESD, MLD or SLD indicate high levels of persistent absence.

Future equalities priorities informed by progress and issues this year

Integrated teams within Early Help and Preventatives Services will utilise local data to identify needs led interventions to reduce the gaps for vulnerable groups through earlier interventions. This will include partnership with SEND colleagues, and outreach work to targeted families.

Key equalities issues relating to Exclusions

Permanent and fixed term exclusions continue to decline in Kent however there are clear variations in outcomes for certain groups.

Boys account for three-quarters of all permanent exclusions. When analysed by phase, 90% of excluded pupils are boys in primary schools, compared to 71% in secondary schools.

FSM pupils account for around 40% of all permanent exclusions, a much higher rate than the normal FSM% for the school population which is around 14%. When analysed by phase, 59% of excluded pupils are eligible for FSM in primary schools, compared to 37% in secondary schools.

In mainstream schools, SEN pupils account for 84% of permanent exclusions. Of this 84%, 24% are School Action, 69% are School Action Plus and nearly 7% are Statemented (2010-11 data). When analysed by phase, 95% of excluded pupils have SEN in primary schools, compared to 82% in secondary schools. Exploring SEN further by SEN need type, the most common need type, where need type is recorded, is Behavioural, Social & Emotional Difficulties (BESD).

The ethnic breakdown of exclusions is in line with the ethnic breakdown of the total school population, with the exception of Gypsy/Roma pupils who are over-represented. In 2011-12 3 Gypsy Roma pupils were permanently excluded. To date there has been 1 permanent exclusion in 2013-14.

So far in 2013-14 1.8% of all Fixed Term Exclusions relate to GRT pupils. The GRT school population represents 0.96% of the total school population. 19.8% of GRT pupils have received a fixed term exclusion to date this year.

Work will be targeted through integrated teams in the Early Help and Preventative Services to ensure that whilst overall figures continue to decline for exclusions, the gap for Gypsy Roma pupils will need to be closed at an increased rate. The LA strategy for Behaviour will need to focus on how a lack of cultural awareness of certain BME groups can impact on exclusion figures.

Key equalities issues relating to Children Missing Education (CME)

The number of CME referrals decreased from 2914 in 2012-13 to 2152 in 2013-14. The gender breakdown continues to be evenly split. Ethnicity is not routinely collected at point of referral as this is taken from the school census information where ethnicity is self-declared. Referrals come from a number of different agencies, some of which have their own targets to improve engagement with vulnerable and harder to reach groups. The largest minority ethnic group in Kent is the category of White Eastern European. Within this group are Roma who experience particular vulnerabilities and who often have limited experience positive education impacting on their success at accessing services.

Where ethnicity is known and reported for CME referrals, Gypsy Roma are disproportionately represented and have increased in the last year. In 2012-13 3.5% of the CME referrals where ethnicity was declared were Gypsy Roma. This increased to 7.29 % in 2013-14. This is set against the 2014 figure of 0.9% of the school population coming from this group.

Proactive work continues with agencies to highlight the CME processes. Outreach Officers within Early Help and Preventative Services are focused on identifying new arrivals and the Gypsy Roma population to support school access and promote attendance.

Key equalities issues relating to Elective Home Education

The number of electively home educated children and young people has significantly risen year on year for the past 5 years. The gender breakdown is approximately even. Where provided, 55% of the reasons given for electing to home educate suggest that this has not been a proactive decision by the family. There are concerns about the number of young people leaving formal education in years 9,10 and 11 with numbers significantly higher in some districts and from particular schools.

Children and young people declared as Gypsy Roma feature disproportionately in EHE figures. They represent 0.9% of the total school population. In 12-13 the figure for EHE was 8.8%. This reduced in 2013-14 to 7.52% but this over-representation is still a concern especially where there is a concern that families have not truly elected to enter into home education.

A review has taken place of the Elective Home Education process to ensure that all families electing for home education are contacted within 2 weeks of their decision to ensure that families have been fully informed of the implications. The Elective Home Education policy has also been reviewed proposing to ensure that families and the young person are routinely seen by the EHE officer. The purpose of this visit will also be to facilitate a return to education where that is required, challenging schools where it is believed that practice has been discriminatory.

Key equalities issues for the Inclusion Support Service Kent(formerly MCAS)

Our equality aim remains raising the attainment and inclusion of EAL, Minority Ethnic and particularly GRT children and young people and closing the gap between these groups and others.

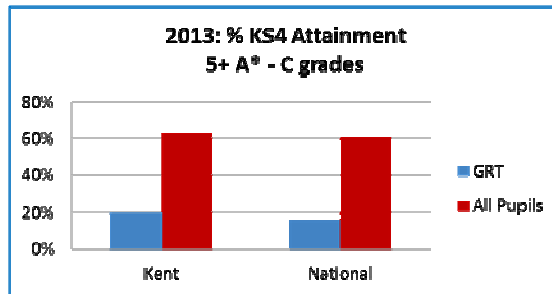
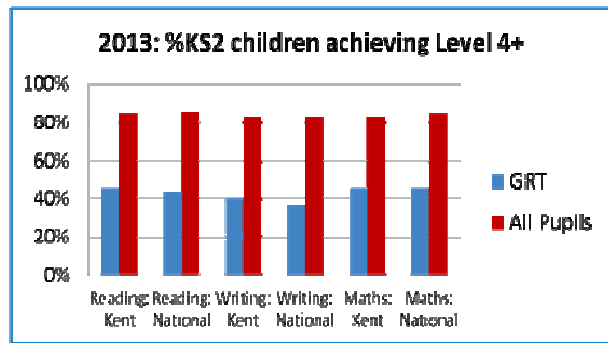
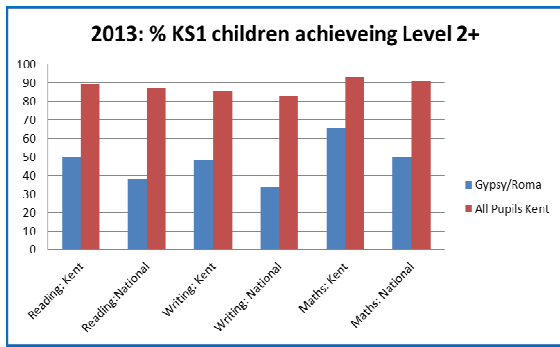
The most underachieving ethnic groups in Kent (based on significant numbers) according to 2013 data are Gypsy/Roma, British, Traveller of Irish Heritage, Turkish, Thai and White Eastern European.

The largest minority ethnic group in Kent is now White Eastern European many of whom are undeclared Roma with little if any quality education provision before arriving in Britain. Little is known about outcomes for young people in Kent who are lesbian, gay, bisexual, transgender or questioning.

English	White Eastern European	African	Indian	Other White	British	Gypsy/Roma	White And Any Other Ethnic Group	White And Black Caribbean	White Western European	Nepali
177928	3994	3511	3321	2516	2473	1937	1924	1781	1767	1708
English	White Eastern European	African	Indian	Other White	British	Gypsy/Roma	White And Any Other Ethnic Group	White And Black Caribbean	White Western European	Nepali
81.0	1.8	1.6	1.5	1.1	1.1	0.9	0.9	0.8	0.8	0.8

Progress in reducing inequality

This year we have seen an increase in the attainment of GRT children, which although still unacceptably low are above national figures in all key stages.



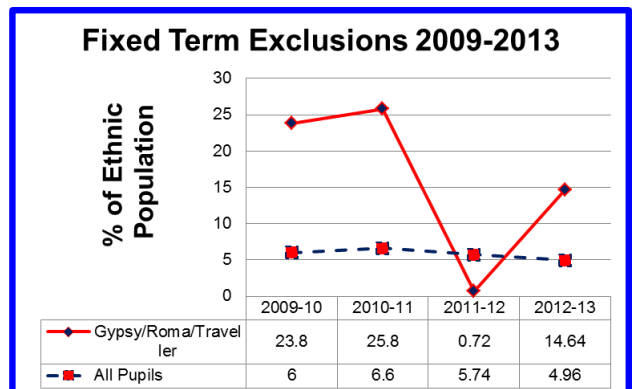
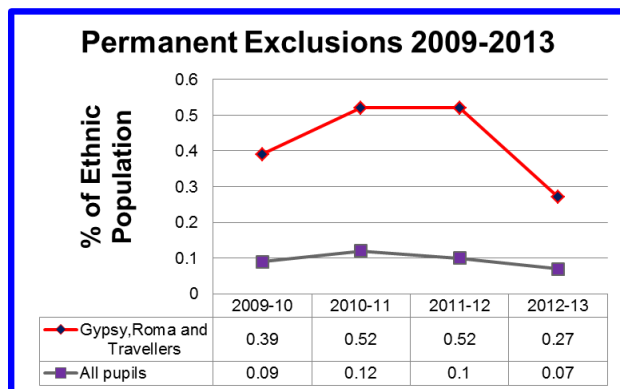
Absence remains an issue for Gypsy, Roma pupils and an even more pressing one for Travellers of Irish Heritage, however there has been an improvement over the last 3 years.

State-funded primary, secondary and special schools:
Absence rates and percentage of pupil who are persistent absentees

		2010/11	2011/12	2012/13
Traveller of Irish Heritage	OA	20.9	25.3	25.1
	AA	10.2	14.2	11.4
	UA	10.7	11.1	11.7
	PA	59.2	76.6	69.2
Gypsy/Roma	OA	15.9	14.5	13.3
	AA	8.2	7.7	8
	UA	7.6	6.7	5.4
	PA	37.2	34.6	26.9
GRT	OA	16.1	14.9	13.8
	AA	8.4	8	8.1
	UA	7.8	6.9	5.7
	PA	38.1	36.6	28.7
All pupils	OA	5.9	5.3	5.3
	AA	4.8	4.3	4.4
	UA	1.1	1	1
	PA	6.5	5.7	4.9

Source: School Census

Permanent exclusions have reduced for GRT pupils; however there has been an increase in fixed term exclusions.



The team have successfully traded with 203 schools over the last 3 years to raise achievement of vulnerable EAL/GRT learners. Successes include: Improving academic literacy for advanced EAL learners including those within Grammar schools, supporting new

arrivals, identification of EAL or SEN, effective strategies to engage EAL learners, including SMSC within the curriculum, advice on Equality Act.

Future equalities priorities

- Continue to improve attainment, reduce exclusions and absences in order to narrow the gap between GRT pupils and others.
- Work with Management Information colleagues to have separate ethnic codes for Gypsy and Roma pupils in order to be able to monitor these groups more effectively.
- Plan an equality conference in partnership with health and other agencies to remove barriers to well-being and achievement for groups with protected characteristics (including LAC and young carers) in line with the Equality Act.
- Working in partnership with Early Help and Preventative services and Planning and Access to find school places for all the children within a newly arrived family thus avoiding complications for parents who have children placed across a number of primary schools.
- Work in partnership with Stonewall to increase awareness and inclusion of young people in Kent who are lesbian, gay, bisexual, transgender or questioning.
- Signpost schools to the 'Champion Schools for GRT Attainment and Inclusion' who will be able to share good practice, established during the DfE Virtual Headteacher pilot project

Key equalities issues for Early Help and Preventative Services

All Early Help and Preventative Services were brought together by KCC through the establishment of a new Early Help and Preventative Services Division, within the Education and Young People's Directorate from April 2014.

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.

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.

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.

The Early Help One Year Plan 2014-2015 is being published in July 2014 and 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.

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.

Range of Preventative Services

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

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.

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 preventative 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 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.

Next Steps

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.

Key equalities issues for Troubled Families

Troubled families face multiple disadvantages. Troubled families are those that:

- Are involved in crime and anti-social behaviour;
- Have children not in school;
- Have an adult on out-of-work benefits;
- Cause high costs to the public purse.

Analysis for HM Treasury and Department of Education and skills also shows that children aged 13 to 14 years who live in families with five or more of these problems are 36 times more likely to be excluded from school than children in families with no problems and six times more likely to have been in care or to have contact with the police.

The Kent Troubled Families Programme will engage with 2560 of these families, support them in tackling these issues and help them turn their lives around.

Progress in reducing the inequality

In the last year the Troubled Families Programmes has turned around the lives of 755 families.

- 583 families where crime and anti-social behaviour is dramatically reduced or children are attending school regularly
- 172 families where an adult is now in employment or on the European Social Fund Progress to Work Programme

In addition while other families cannot be defined as fully turned around, many have made significant improvements in school attendance and reductions in crime and anti-social behaviour.

Future equalities priorities informed by progress and issues this year

This year we are aiming for 2432 families to be worked with and at least 1792 turned around. This means prioritising projects for dedicated workers, integrated working, family mentoring and improving family resilience and relationships, increasing and supporting opportunities for families to gain skills, apprenticeships and employment. This will be the context of effective early help and preventative services that take a whole family approach to helping families challenge the many disadvantages they currently face and overcome them.

Concluding Remarks

A refreshed Bold Steps for Education 2015-18 will be published in the autumn of 2014, which will detail the way that both KCC and the Education and Young People's Services Directorate are changing to improve the lives of children, young people and families by redesigning our services so that they are integrated and better meet the needs of vulnerable groups. The Education Bold Steps vision and priorities for improvement will have at its heart stretching targets to ensure that:

- Educational attainment for all continues to improve
- Attainment gaps are narrowed for the most vulnerable and disadvantaged groups.
- Every child has the best possible early start in life and is ready to succeed in school

- Outcomes and progression pathways for the 14-19 cohort of young people, including those with SEND is improved
- All schools and teaching within them is judged by Ofsted to be at least good
- Collaborative practices and partnerships between schools mature in order to:
- Spread best practice more quickly and make the best classroom practice open, shared, accountable and celebrated across groups of schools
- Promote more innovation and creativity in order to make school improvement self-sustaining and have a greater impact on pupil outcomes

4 July 2014

From: Peter Sass, Head of Democratic Services
 To: Education and Young People's Services Cabinet Committee – 24
 September 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)
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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
- Community Learning & Skills

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 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.

3.3 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**

FORTHCOMING EXECUTIVE DECISIONS

Decisions to be taken under the remit of this Cabinet Committee as of 11 August 2014	Lead officer/s	Cabinet Member
New Primary School Provision - Various	Kevin Shovelton, Director of Planning and Access	Mr Gough

STANDARD ITEMS

Item	When does the Cabinet Committee receive item?
Final Draft Budget Reports	Annually (January)
Commissioning Plan	Bi-annually (September and December)
School Performance – Exam Results	Annually (November December)
Performance Scorecard	At each meeting
Business Plan Outturn Monitoring (quarterly?)	(December)
Post 16 Transport Policy Statement (to be published by 1 June each year)	Annually (May)
Recruitment of Teachers – Annual figures	Annually (September)

ITEMS REQUESTED BY MEMBERS

Item	Date requested	Cabinet Committee submitted to	For Monitoring eg annually
The co-option of Teacher Advisers/Union reps.	25/7/2013	tba	
Recruitment of Teachers – Annual figures			Annually
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		
Cabinet Member for Community Services to submit a report on Youth Service contracts.	22 April 2014 Meeting	Sept 2014	

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

Patrick Leeson, Corporate Director Education, Learning and Skills

To: **Education and Young People's Cabinet Committee – 24 September 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 reason(s) set out below.

Recommendations: The Education and Young People's Cabinet Committee is asked to note the decisions taken in accordance with the process in Appendix 4 Part 6 of the Constitution.

- 1.1 In accordance with the new governance arrangements, all significant or Key Decisions must be listed in the Forward Plan of Key Decisions and should be submitted to the relevant Cabinet Committee for endorsement or recommendation prior to the decision being taken by the Cabinet Member or Cabinet.
- 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 6 of the Constitution, the following decisions were taken and published to all Members of this Cabinet Committee and the Scrutiny Committee.
 - (i) Decision Number: 14/00078 Proposal to increase the designated number of places at Five Acre Wood School - The Education Cabinet Committee considered and endorsed the proposal to carry out a consultation at its meeting on 14 October 2013. This subsequent decision was taken to issue a public notice and subject to no objections being received 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: - 14/00097 Proposed Increase of designation pupil number and refurbishment of Oakley School, Tunbridge Wells. - The Education Cabinet Committee considered and endorsed the proposal to carry out a consultation at its meeting on 14 March 2014.

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: - 14/00098 Proposed Increase of designation pupil number and refurbishment of Ridge View School, Tonbridge. - The Education Cabinet Committee considered and endorsed the proposal to carry out a consultation at its meeting on 14 March 2014. To ensure that the school can accommodate the increased number of pupils and that the building works can begin on time the Cabinet Member was required to take this decision outside of the Committee cycle
- (v) Decision Number: - 14/00100 Proposal to establish a Specialist Resource Base Provision at River Primary School for 12 pupils with Speech and Language Needs. The Education Cabinet Committee agreed to endorse the actions to implement key proposals set out in the SEND Strategy on 4 December 2013. To ensure that the school can accommodate the increased number of pupils the Cabinet Member was required to take this decision outside of the Committee cycle.
- (vi) Decision Number: - 14/00093 - School Expansions - Detailed Plans and Allocation of Targeted Basic Need Funding for the New Primary Schools. On 27 September 2013, Education Cabinet Committee received a report on Targeted Basic Needs Projects and the Committee resolved to: endorse the decision to be taken by the Cabinet Member for Education and Health Reform on the proposed decisions to expand and build at the schools and in the areas identified. To ensure that the building works can begin on time the Cabinet Member was required to take this decision outside of the Committee cycle.

<p>2. Recommended: That the Education and Young People's Cabinet Committee is asked to note the decisions taken in accordance with the process in Appendix 4 Part 6 of the Constitution</p>
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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 2013-18

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

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