

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

Tuesday, 13th January, 2015

10.00 am

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



AGENDA

EDUCATION AND YOUNG PEOPLE'S SERVICES CABINET COMMITTEE

Tuesday, 13 January 2015 at 10.00 am
Darent Room, Sessions House, County Hall,
Maidstone

Ask for: **Christine Singh**
Telephone: **03000 416687**

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

Webcasting Notice

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By entering into this room you are consenting to being filmed. If you do not wish to have your image captured please let the Clerk know immediately

UNRESTRICTED ITEMS

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

A - Committee Business

A1 Introduction/Webcast announcement

A2 Apologies and Substitutes

To receive apologies for absence and notification of any substitutes present

A3 Declarations of Interest by Members in items on the Agenda

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

A4 Verbal updates

To receive verbal updates from the Cabinet Member for Education and Health Reform, Cabinet Member for Community Services and Cabinet Member for Children's Services; and the Corporate Director for Education and Young People's Services on topics including the following:

- National Funding Schemes

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

B1 Proposed Co-ordinated Schemes For Primary And Secondary Schools In Kent And Admission Arrangements For Primary And Secondary Community And Voluntary Controlled Schools 2016 /17 (Pages 7 - 82)

To receive the report from the Corporate Director for Education and Young People's Services on the outcome of the consultation on the proposed scheme for admission to Primary and Secondary schools in September 2016 including the proposed process for non-coordinated In-Year Admissions.

B2 Elective Home Education Policy (Pages 83 - 98)

To receive a report by the Cabinet Member for Education and Health Reform that presents the revised draft Elective Home Education (EHE) Policy. Cabinet agreed on 7 July 2014 to defer approval of the revised EHE Policy, pending further consideration and a process of engagement on the revised EHE policy.

B3 Adult Learning and Skills Strategy 2015 - 2018 (Pages 99 - 178)

To receive a report by the Corporate Director for Education, Learning and Skills that presents the draft strategy and outlines the consultation process on the Adult Learning and Skills Strategy for Kent.

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

C1 Budget 2015/16 and Medium Term Financial Plan 2015/18 (Pages 179 - 208)

To receive a report by the Deputy Leader and Cabinet Member for Finance and Procurement; and the relevant Cabinet Members for Education and Young People's Services portfolio and Corporate Directors for Finance and Procurement and Education and Young People's Services that sets out the proposed draft budget 2015/16 and Medium Term Financial Plan (MTFP) 2015/18 as it affects Education and Young People's Service. The report includes an extract from the proposed final draft budget book and MTFP relating to the remit of this Cabinet Committee although these are exempt until the Budget and MTFP are published on 12 January. This report also includes information from the KCC budget consultation, Autumn Budget Statement and provisional Local Government Finance Settlement as they affect KCC as a whole as well as any specific issues of relevance to this committee

C2 Supporting the Well-Being and Effectiveness of Headteachers (Pages 209 - 214)

To receive a report by the Corporate Director, Education and Young People's Services that sets out the way the Local Authority works with Headteachers to support them in being effective in carrying out their responsibilities to lead good schools, and how the Local Authority discharges its duty of care for the wellbeing of Headteachers.

C3 Work Programme 2015 (Pages 215 - 220)

To receive a report by the Head of Democratic Services that gives details of the proposed Work Programme for the Education and Young People's Services Cabinet Committee.

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

Tuesday, 6 January 2015

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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By: Roger Gough - Cabinet Member for Education and Health Reform
Patrick Leeson, Corporate Director Education and Young People's Services

To: Education and Young People's Cabinet Committee – 13 January 2015

Subject: Proposed Co-Ordinated Schemes For Primary And Secondary Schools In Kent And Admission Arrangements For Primary And Secondary Community And Voluntary Controlled Schools 2016 /17

Classification: Unrestricted

Summary: To report on the outcome of the consultation on the proposed scheme for admission to Primary and Secondary schools in September 2016 including the proposed process for non-coordinated In-Year Admissions. Education Cabinet Committee is asked to consider the following report ahead of it being presented to KCC Cabinet. Cabinet will be asked to accept and determine the co-ordinated admission schemes for Primary and Secondary school Admissions in Kent, the 'In-Year' Admission process for Primary and Secondary schools in Kent and the admission arrangements for the 2016-17 school year.

Recommendations: Recommendations are set out in section 9 below.

1. Introduction

1.1 The Local Authority (LA), as the admissions authority for Community and Voluntary Controlled schools, is required to determine its admission arrangements for these schools by 15 April each year.

1.2 The Education Act 2002 includes a duty on each LA, to formulate a scheme to co-ordinate admission arrangements for all maintained schools in its area and to take action to secure the agreement to the scheme by all admission authorities. Education Cabinet Committee is requested to comment and inform the forthcoming Cabinet's decision to agree the Co-ordinated scheme for Admissions to Primary and Secondary schools in Kent for 2016/17 and determine the proposed admission arrangements for Community and Voluntary Controlled schools.

1.3 All admission arrangements identified in this document are outside the arrangements for pupils with statements of special education need which take place in accordance with the SEN Code of Practice (2001) Paragraph 5.72.

1.4 KCC has consulted the Headteachers and Governors of all Kent Primary and Secondary schools; the neighbouring LAs and diocesan bodies on its proposals to co-

ordinate admissions to all Kent Primary and Secondary schools in September 2016. Due to the fact the scheme remains broadly unchanged as in previous years, admissions authorities have been advised that non-response to the consultation, constitutes full acceptance to the proposals.

2. Consultation and Outcome

2.1 The LA scheme consultation ran from 1 December 2014 until 5 January 2015 and considered the following aspects:

- a) The Primary Co-ordinated Admission Scheme including the In Year admissions process for 2016/17;
- b) The Secondary Co-ordinated Admission Scheme including the In Year admissions process for 2016/17;

3. The Co-ordinated Primary Admissions Scheme 2016/17 incorporating In Year admissions process

3.1 All Admissions Authorities within Kent agreed to the proposed Co-ordinated Primary Admissions Scheme for 2016/17. No Infant, Junior or Primary schools or Academies have refused to accept the scheme. The scheme dates are set out in a similar way to last year following broadly similar scheme dates. Primary National offer day is now well established following its introduction in the School Admissions Code 2012. The scheme specifies a process for schools to follow when making offers for “in year” applications and includes a requirement to inform the LA of all applications and outcomes to enable continued monitoring of pupil movement to maintain essential safeguarding duties. The transition from the co-ordinated round to the in year round has been improved following consultation with the DfE to ensure parents are appropriately supported.

3.2 The LA is required to assist parents where they have difficulty securing a school place. Schools and academies must keep the LA informed about the vacancies in each year group as they arise in order for the LA to carry out its statutory duty to ensure every eligible child has a school place.

3.3 The details of the scheme for determination are located in Appendix A

4. The Co-ordinated Secondary Admissions Scheme 2016/17 incorporating the In Year Admissions Process

4.1 The Secondary Co-ordinated Scheme was agreed by all Kent Admissions Authorities. No Secondary schools or Academies refused to accept the proposed scheme. The scheme dates are set out in a similar way to last year following broadly similar scheme dates. The scheme specifies a process for schools to follow when making offers for “in year” applications and includes a requirement to inform the LA of all applications and outcomes to enable continued monitoring of pupil movement to maintain essential safeguarding duties. The transition from the co-ordinated round to the in year round has been improved following consultation with the DfE to ensure parents are appropriately supported.

4.2 The details of the proposed scheme for determination are located in Appendix B

5. The Over-subscription Criteria for Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2016/17

5.1 The over-subscription criteria for Community and Voluntary Controlled Infant, Junior and Primary Schools are the same as those used in 2015. Some drafting improvements have been made to the arrangements to aid comprehension and update terminology. New requirements relating to applications from parents of summer born children requiring deferred entry have been included in the national 2014 Admissions Code. These additions have been included. The LA is no longer required to widely consult where there are no proposals to change Community or Voluntary Controlled school's oversubscription criteria.

5.2 A local consultation was held to formally link Callis Grange Nursery and Infant School to St Peter-in-Thamet Church of England Junior School for admissions purposes, using the same oversubscription criteria as all other linked Infant and Junior schools. St Peter-in-Thamet Church of England Junior School is Voluntary Aided and so held its own consultation in conjunction with the LA. The link has been proposed to ensure children at Callis Grange Nursery and Infant School are not displaced through the Junior transfer process by children who already have educational provision in place for Year 3.

5.3 The consultation is due to close Tuesday 3 February 2015. At the point of writing, the LA has received no responses to the consultation. It is not expected that the LA will receive opposition to this proposal which has been school led. A full summary of responses will be included in time for the arrangements to be determined on 23 March 2015, should these be forthcoming.

5.4 Details of the over-subscription criteria for Community and Voluntary Controlled Infant, Junior and Primary Schools are located in appendix C (1).

6. The Over-subscription Criteria for Community and Voluntary Controlled Secondary schools in Kent 2016/17

6.1 The proposed over-subscription criteria for Community and Voluntary Controlled Secondary Schools is the same as that used in 2015. Some drafting improvements have been made to the arrangements to aid comprehension and update terminology. Because there are no changes proposed, no consultation was required.

6.2 Details of the over-subscription criteria for Community and Voluntary Controlled Secondary Schools in Kent are located in appendix D (1).

7. Published Admission Numbers 2016/17

7.1 The proposed Published Admission Numbers (PAN) for Community and Voluntary Controlled Primary, Infant and Junior schools are identified in Appendix C (2) and for Community and Voluntary Controlled Secondary schools are detailed in Appendix D (2). The LA can only determine the admission number for schools where it is the admissions authority and the schools listed fall into this category, at the time of going to print.

7.2 The LA is no longer required to hold a local consultation where Published Admissions Numbers are proposed to stay the same or increase. Area Education Officers worked with Community and Voluntary Controlled schools to monitor interest in PAN increases and these are highlighted within Appendix C (2) and Appendix D (2) where agreement was reached. Where additional increases are agreed, amendments will be made until the arrangements are determined on 23 March 2015.

7.3 The LA has held a local consultation to clarify Benenden Church of England's Primary School's PAN reduces to 25.

7.4 The consultation is due to close Tuesday 3 February 2015. At the point of writing, the LA has received no responses to the consultation. It is not expected that the LA will receive significant opposition to this school led proposal. A full summary of responses will be included in time for the arrangements to be determined on 23 March 2015.

8. Relevant Statutory Consultation Area 2016/17

8.1 Relevant statutory consultation areas have not changed from 2015/16. Details for the Primary arrangements are in Appendix C (3) and Secondary arrangements in Appendix D (3).

9. Recommendations

The Education and Young People's Services Cabinet Committee is asked to consider and endorse, or make recommendations to Cabinet on the proposed decision to accept and determine:

- a) The Coordinated Primary Admissions Scheme 2016/17 incorporating the In Year admissions process as detailed in Appendix A
- b) The Co-ordinated Secondary Admissions Scheme 2016/17 incorporating the In Year admissions process as detailed in Appendix B
- c) The oversubscription criteria relating to Community and Voluntary Controlled Infant, Junior and Primary schools in Kent 2016/17 as detailed in Appendix C (1)
- d) The oversubscription criteria relating to Community and Voluntary controlled Secondary schools in Kent 2016/17 as detailed in Appendix D (1)
- e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2016/17 as set out in Appendix C (2)
- f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2016/17 as set out in Appendix D (2)
- g) The relevant statutory consultation areas for Kent Primary Schools 2016/17 as detailed in Appendix C (3) and the relevant statutory consultation areas for Kent Secondary Schools 2016/17 as set out in Appendix D (3)

Background documents

None

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Dated: 6th January 2015

Appendix A

**Kent County Council
Proposed Co-ordinated Scheme for
Primary Admissions
Academic Year 2016/17**

**Incorporating Entry to Year R,
Transfer from Infant School to Junior School
(Year 2-3)
and
Proposed Primary In-Year Admissions
Process for Schools**

Produced by:
Fair Access - Admissions

Appendix A

Table of Contents

	Page Number
Introduction / Background	3
Section 1 – Details of the Co-ordinated Scheme for Entry to Year R and Transfer from Infant School to Junior School (Year 2-3)	4-12
Section 2 – Details of the Primary In-Year Admissions Process	13-18
Section 3 – Glossary of Terms	19-20

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Appendix A

Introduction / Background

Each year, the Local Authority is required to draw up, consult on and determine:

- Co-ordinated admission arrangements (schemes) for all schools in the Local Authority area for entry at the normal time of admission (Year R for infant and primary schools, Year 3 for junior schools and Year 7 for secondary schools).
- There is a duty on the LA to secure agreement on the Admissions Scheme from all admission authorities including Academies in Kent. If the LA does not secure this agreement it must inform the Secretary of State no later than the 15 April who will then impose a scheme to which all admission authorities must adhere.
- This consultation ran from 9.00 am on 1 December 2014 until 5:00pm on 5 January 2015. Every Kent School, Academy and Co-ordinating Free School is required to agree to the admissions scheme and adhere to it. **Kent County Council made it clear in its consultation that it would constitute full acceptance to the proposed scheme if schools chose not to respond.**

Appendix A

Section 1 –

Details of the Co-ordinated Scheme for Entry to Year R and Transfer from Infant School to Junior School Year 3

This section details the Co-ordinated Scheme for Entry to Year R and Transfer from Infant School to Junior School (Year 2-3) in September 2016.

Year R applications are normally for children born between 1 September 2011 and 31 August 2012.

Year 3 applications are normally for children born between 1 September 2008 and 31 August 2009.

The Key Scheme dates are:

Key Action	Scheme Date
National closing date for application forms	Friday 15 Jan 2016
Summary of applicant numbers sent to all Kent primary, infant and junior schools	By Friday 12 February 2016
Full applicant details sent to all Kent primary, infant and junior schools for ranking against their over-subscription criteria	By Friday 19 February 2016
Ranked lists returned to Kent County Council by all schools. Deadline for school to inform Kent County Council of wish to offer in excess of PAN	By Friday 4 March 2016
Primary, infant and junior schools sent list of allocated pupils	Tuesday 12 April 2016
National Offer Day: e-mails sent after 4pm and letters sent 1st class post	Monday 18 April 2016
Schools send out welcome letters no earlier than	Wednesday 20 April 2016
Deadline for late applications and waiting list requests to be included in Kent County Council's reallocation stage. Also date by which places should be accepted or declined to schools	By Monday 16 May 2016
Deadline for lodging of appeals	Tuesday 17 May 2016
Kent County Council will send schools reallocation waiting lists for ranking against their over-subscription criteria	Friday 20 May 2016
Schools to send their ranked reallocation waiting list and acceptance and refusals to KCC	Tuesday 7 June 2016
Kent County Council to reallocate places that have become available from the schools' waiting lists. After this point, schools will take back ownership of their waiting lists.	Friday 17 June 2016

Appendix A

In addition this scheme:

- (a) Allows for Supplementary Information Forms (SIFs) to be returned directly to schools to assist in the ranking of applicants against the schools over-subscription criteria.
- (b) confirms that on **17 June 2016** Kent County Council will run one reallocation process offering places to late applicants and original applicants that have joined a school's waiting list after offer day. Kent County Council will consider late applicants through the process described in paragraphs 26 to 35. After **17 June 2016**, Kent County Council will enable schools to accept applications directly and offer vacancies as they arise, to children on their waiting lists. Copies of applications will be forwarded by parents to Kent County Council who will support and advise parents where this is needed. Schools must notify Kent County Council of any offers or refusals that are made at the same time these are made to parents.

Kent County Council expects that all schools and Admissions Authorities including academies and co-ordinating Free schools engaged in the sharing of admissions data will manage personal information in accordance with the Data Protection principles.

1.

For normal points of entry to school, Kent resident parents will have the opportunity to apply for their child's school place either online at www.kent.gov.uk/ola or by using a standard paper form known as the Reception Common Application Form (RCAF) or Junior Common Application Form (JCAF). Kent County Council cannot accept multiple applications for the same child. A parent may use either of the above methods, but not both. Kent County Council will take all reasonable steps to ensure that every parent resident in the Kent knows how to apply for a school place by completing a RCAF/JCAF online at www.kent.gov.uk/ola or on paper, and has access to a written explanation of the co-ordinated admissions scheme.

2.

The RCAF will be used for the purpose of admitting pupils into Year R (the first year of primary education) and the JCAF for Year 3 of junior schools. Online applications cover both of the above.

3.

The RCAF/JCAF or online application must be used as a means of expressing one or more preferences for the purposes of section 86 of the School Standards and Framework Act 1998, by parents resident in the Kent County Council area wishing to express a preference for their child:

- (a) to be admitted to a school within the Kent County Council area (including VA and Foundation schools, Academies and Co-ordinating Free Schools).
- (b) to be admitted to a school located in another Local Authority's area (including VA, Foundation schools, Academies and Co-ordinating Free Schools).

4.

Details of this scheme will apply to every application made by a Kent resident applying to Kent schools. Where a Kent resident applies to schools located in another Local Authority,

Appendix A

variations may apply to take into account differences present in that Local Authority's scheme.

5.

Online applications, RCAF/JCAF and supporting publications will:

- (a) invite parents to express up to **three** preferences in priority order. Preferences can be expressed for Kent and non-Kent schools. Parents **must** complete the application for their home Local Authority (e.g. Kent residents complete Kent applications, Medway residents complete Medway applications, etc).
- (b) allow parents to give reasons for each preference, including details of any siblings that will still be on roll at the preferred school at the time of the applicant child's admission.
- (c) explain that parents will receive the offer of one school place only and that:
 - (i) a place will be offered at the highest available ranked preference for which they are eligible; and
 - (ii) if a place cannot be offered at any school named on the form, a place will be offered at an alternative school.
- (d) Specify the closing date for applications and where paper RCAF/JCAF must be returned to, in accordance with paragraph 7.
- (e) explain that parents cannot name primary schools on the JCAF and that if they do, they will be deleted and the preference will be lost.

6.

Kent County Council will make appropriate arrangements to ensure:

- (a) the online admissions website is readily accessible to all who wish to apply using this method.
- (b) the paper RCAF/JCAF are readily available on request from Kent County Council, Kent maintained primary, infant and junior schools and are also available on the Kent County Council website to print, complete and return.
- (c) a composite prospectus of all Kent maintained primary, infant and junior schools and written explanation of the co-ordinated admissions scheme is readily available on request from Kent County Council, Kent maintained primary, infant and junior schools and is also available on the Kent County Council website to read or print.

7.

Completed applications must be submitted online and paper RCAF/JCAF returned to Kent County Council or any Kent Primary School by **15 January 2016**.

8.

Applications made on the RCAF/JCAF and returned direct to any school before **16 May 2016** must be forwarded to Kent County Council immediately to ensure inclusion in the appropriate allocation stage.

Appendix A Supplementary Information Forms (SIFs)

9.

Only applications submitted on a RCAF/JCAF (online or paper) are valid. Completion of a school's Supplementary Information Form (SIF) alone does not constitute a valid application. Where schools use SIF they must confirm with the parent on receipt of their completed form that they have also made a formal application to Kent County Council.

10.

A school can ask parents who wish to name it, or have named it, on their RCAF/JCAF, to provide additional information on a SIF only where the additional information is required for the governing body to apply its oversubscription criteria to the application. Where a SIF is required it must be requested from the school or Kent County Council and returned to the school. All schools that use SIFs must include the proposed form in their consultation document and in their published admission arrangements.

11.

Children with Statements of Special Educational Need (SEN) or Education, Health and Care Plan (EHCP)

Pupils with a Statement of Special Educational Need or Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

Any application received for a child with an SEN or EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 " the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs set out in part 2 of the statement
- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources"

Where a pupil is resident in another Local Authority, the home Authority must again comply with Schedule 27 of the Education Act 1996 which states:

"A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority."

Other Authorities looking for Kent school places for statemented pupils will need to contact Kent County Council's SEN team in addition to the relevant school.

Determining Offers in Response to the RCAF/JCAF

12.

Kent County Council will act as a clearing house for the allocation of places by the relevant admission authorities in response to RCAF/JCAF completed online or on paper. Kent County Council will only make any decision with respect to the offer or refusal of a place in response to any preference expressed on the RCAF/JCAF where:

- (a) it is acting in its separate capacity as an admission authority;
- (b) an applicant is eligible for a place at more than one school;

Appendix A

- (c) an applicant is not eligible for a place at any school that the parent has named.

Kent County Council will allocate places in accordance with paragraph 17.

13.

By 12 February 2016 Kent County Council will:

- (a) notify all schools of the number of applications received for their school;
- (b) notify and forward details of applications to the relevant authority/authorities where parents have nominated a school outside the Kent County Council area.

14.

By 19 February 2016 Kent County Council will advise all Kent primary, infant and junior schools of the full details of all valid applications for their schools via rank lists, to enable them to apply their over-subscription criteria. Only children who appear on Kent County Council's list can be considered for places on the relevant offer day.

15.

By 4 March 2016 All Kent primary, infant and junior schools, including academies and co-ordinating free schools, **must** return completed lists, ranked in priority order in accordance with their over-subscription criteria, to Kent County Council for consideration in the allocation process. Where a school fails clearly to define its oversubscription criteria in its determined arrangements, the definitions laid out by Kent County Council must be adopted.

16.

4 March 2016 will also be the final deadline by which any school may notify Kent County Council of their intention to admit above PAN. Changes cannot be made after this date because Kent County Council will not have sufficient time to administer its coordination responsibilities.

17.

By 24 March 2016 the LA will match each ranked list against the ranked lists of every other school named and:

- (a) where the child is eligible for a place at only one of the named schools, will allocate a place at that school to the child;
- (b) where the child is eligible for a place at two or more of the named schools, will allocate a place to the child at whichever of these is the highest ranked preference;
- (c) where the child is not eligible for a place at any of the named schools, will allocate a place to the child at an alternative school.

18.

By 24 March 2016 Kent County Council will have completed any data exchange with other Local Authorities to cover situations where a resident in Kent County Council's Local Authority area has named a school outside Kent, or a parent living outside the Kent County Council's Local Authority area has named a Kent school.

19.

By 12 April 2016 Kent County Council will inform schools of the pupils to be offered places at their establishment, and will inform other Local Authorities of places to be offered to their

Appendix A

residents in its schools and Academies. Schools must not share this information with parents before **18 April 2016**.

20.

On Offer day, 18 April 2016 Kent County Council will:

(a) send an offer email after 4pm to those parents who have applied online and provided a valid email address.

1. The name of the school at which a place is offered.
2. Information about the right of appeal against the decisions to refuse places at other named schools.
3. Information on how to request a place on a waiting list for schools originally named as a preference, if they want their child to be considered for any places that might become available.

(b) send decision letters to ALL paper CAF applicants and online applicants that did not receive an offer of their first preference. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact of large volume post runs, work will continue to produce email processes which will allow for the reduction of paper letters. The letter will give:

1. The name of the school at which a place is offered.
2. The reasons why the child is not being offered a place at any school named on the RCAF/JCAF as a higher preference than the school offered.
3. Information about the right of appeal against the decisions to refuse places at other named schools.
4. Information on how to request a place on a waiting list for schools originally named as a preference on their RCAF/JCAF, if they want their child to be considered for any places that might become available.
5. advice on how to find contact details for the school and Local Authority and the admission authorities of Foundation, VA schools, Academies and co-ordinating Free schools where they were not offered a place, so that they can lodge an appeal with the governing body.

21.

The letter and/or email will notify parents that they need to respond to the offered school to accept or refuse the offer. It will inform parents to send waiting list requests to Kent County Council. It will also inform them of their right to appeal against the refusal of a place at any school on their application and where and when to lodge the appeal.

22.

Parents who reside in other Local Authorities, but who have applied for a Kent school or schools, will be notified of whether or not they are being offered a place at a Kent school by their own Local Authority on **18 April 2016**.

23.

Kent pupils who have not been offered a place at any of the schools nominated on their RCAF/JCAF will be allocated a place by Kent County Council at an alternative school in the Kent County Council area. This place will be offered on **18 April 2016**.

Appendix A

24.

Schools will send their welcome letters **no earlier than 20 April 2016**.

Acceptance/Refusal of Places - 16 May 2016

25.

By 16 May 2016 parents must inform the school whether they wish to accept or refuse the place offered on offer day. Refusals should be made in writing or via e-mail to provide an appropriate audit trail. If a response has not been received by **16 May 2016**, the school **must** remind the parent in writing of the need to respond within a further seven days and point out that the place may be withdrawn if no response is received. Only after taking reasonable measures to secure a response from parents will a school be able to retract the offer of a place.

Determining Offers in Reallocation Process

26.

Kent County Council will collect a reallocation list for all schools up to **16 May 2016**. This will include details of the following:

- (a) all applicants who named the school on the RCAF/JCAF and were not offered a place on **18 April 2016** and who have asked to be included on the school's waiting list;
- (b) late applicants who named the school on their applications which were sent to Kent County Council by **16 May 2016**.

27.

By 20 May 2016 Kent County Council will advise all Kent primary, infant and junior schools, of the full details of all waiting list requests and late applications (reallocation list) for their schools to enable them to apply their over-subscription criteria. Only children who appear on the Kent County Council list can be considered for places on Kent County Council's reallocation day. The full reallocation list must be put into the school's over-subscription criteria order. No distinction should be made on the basis of the child being a waiting list request or a late applicant.

28.

By 7 June 2016 The schools must return their ranked waiting lists to Kent County Council. Schools should also return all acceptance and refusal information collected to ensure Kent County Council can calculate places available for its reallocation day.

29.

On 17 June 2016 Kent County Council will re-allocate any places that have become available since offer day using the same process described in paragraph 17. Applicants will be sent a letter by 1st Class post that day, informing them of offers. Schools will be sent a list of all new offers and the remainder of their waiting lists. Late applicants will be added to the waiting list of each school that they have not been offered.

Determining Offers after Waiting Lists returned to Schools

30.

After **17 June 2016** waiting lists will be managed by schools and can include:

- (a) all applicants who were not offered a place on **18 April 2016**, who asked to be included on the school's waiting list and who subsequently were not offered a place

Appendix A

on **17 June 2016** (children on the waiting list described in paragraph 29);

- (b) applicants who did not name the school on their RCAF/JCAF and who have approached the school to be considered via Post Reallocation Reception Common Application Form (PRRCAF) or Post Reallocation Junior Common Application Form (PRJCAF).
- (c) Late applicants who have not previously been considered for a place at any Primary/Infant or Junior school and who have approached the school to be considered via PRRCAF/PRJCAF. These applicants should also provide a copy of their application to Kent County Council who will support and advise parents where this is needed.

31.

After 17 June 2016 Schools will make offers from their waiting lists for any spaces available. Kent advises schools to wait until **19 June 2016** before making offers to allow all parents an opportunity to receive their letters detailing the outcome of Reallocation. Schools must inform Kent County Council whenever an offer or refusal is made so that Kent County Council can record all activity. If a school has reached its Published Admission Number an applicant cannot be admitted other than through the Independent Appeal process, the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted, or with SSEN apply.

Handling of Late Applications:

Applications received after the RCAF/JCAF closing date but before 12 February 2016

32.

The closing date for applications in the normal admissions round (as above) is **15 January 2016**. As far as reasonably practicable, applications for places in the normal admissions round that are received late for a good reason will be accepted and considered 'on time', provided they are received by Kent County Council before **12 February 2016**. Late applications cannot be made online, so applicants must complete a paper RCAF/JCAF and return it direct to Kent County Council. On time applicants can also request to amend preferences up to this point for a good reason. These requests must be made in writing to the admissions team. Amendments made to the online system after **15 January 2016** will be ignored. Online applicants who amend preferences after **15 January 2016** will not be sent an email and their offer will not be available online. They will be sent an offer letter by 1st class post.

33.

Exceptional provision is made for the families of UK Service Personnel and Crown Servants as required by the School Admissions Code. Applications will be accepted up until **12 February 2016**, where it is confirmed in writing by the appropriate authority that the family will be resident in Kent by **1 September 2016**. A confirmed address, or, in the absence of this, a Unit or "quartering area" address, will be accepted as the home address from which home-school distance will be calculated. Children who are not successful in gaining any place they want will be allocated an available place at an alternative school, and will have the same access to a waiting list / right to appeal as other applicants.

Applications received on or after 12 February 2016 but before 16 May 2016

34.

Applications received after **12 February 2016** but before **16 May 2016** (the deadline for inclusion in any reallocation made on **17 June 2016**) will not be considered for places on **18 April 2016**, but will be included in the re-allocation of places on **17 June 2016** as defined above.

Appendix A

Applications received after 16 May 2016

35.

Late applications received after **16 May 2016** (the deadline for inclusion in any reallocation made on **17 June 2016**) must be made directly to the schools. Parents will apply using the Post Reallocation Reception Common Application Form (PRRCAF) or Post Reallocation Junior Common Application Form (PRJCAF). These applicants should also provide a copy of their application to Kent County Council who will support and advise parents where this is needed. These will be considered by each school after **17 June 2016**, in accordance with a process similar to the in year admissions process (detailed in Section 2).

Cancelling applications

36.

Applications considered as 'on time' detailed in paragraph 7 and 32 can be cancelled or individual preferences can be removed by the applicant up to **4 March 2016** (the deadline for schools returning ranked lists). Requests must be made to the admissions team in writing. New preferences cannot be added to an application at this point. After this date, it is not possible to cancel applications or remove preferences as the offer allocation process will have started.

37.

Parents that have cancelled an 'on time' application may submit a late application, for consideration under the reallocation process. The deadline for these late applications is **16 May 2016**.

38.

Where an application is cancelled, parents cannot join a school's waiting list or appeal for a school that was on their original application unless they submit a new application for the school after **17 June 2016**.

Appeals

39.

All parents have the statutory right to appeal against any decision refusing them a school place and must lodge their appeal by **17 May 2016** for it to be considered as on time.

40.

Where parents have lodged an appeal against the refusal of a place and a place becomes available at the school, the place can then be offered without an appeal being heard, provided there are no other applicants at that time ranked higher on the school's waiting list, which is held in accordance with the school's oversubscription criteria.

Summer Born Applications

41.

Kent will process applications for children outside the normal age range in exceptional circumstances taking account of the needs of the child and the impact on the school. A decision as to whether an application will be accepted outside of the admissions round is a decision for the admissions authority, which will normally be guided by the Headteachers of the schools in question. Further Information will be made available to parents on how applications should be made at kent.gov.uk/primaryadmissions. Parents are advised to talk to schools no later than **20 November 2015** to enable a decision to be made before the closing date of the round on **15 January 2016**.

Appendix A
Section 2 –
Details of the Primary In-Year Admissions Process for Schools

In-Year Casual Admission Form.

1.

The scheme shall apply to every maintained school and Academy in the LA area (except special schools), which are required to comply with its terms, and it shall take effect from the point of formal Kent County Council Cabinet Determination.

2.

Kent County Council will produce a standard form, known as the In-Year Casual Admission Form (IYCAF), which Kent schools must use to allow applicants to apply for school places in any year group outside of the normal admissions round. Applicants must use one form for each school they wish to apply for.

3.

As Kent is no longer co-ordinating In-Year admissions, applications to out of county schools and from out of county residents will not have a standard process and will instead depend on the process of the county in question. Kent residents who wish to apply for a place at an out of county school will need to either approach the school or local authority directly. This will vary between authorities.

4.

Out of county residents of authorities that co-ordinate In-Year admissions should complete their authority's Common Application Form and return it to their authority. Kent County Council has given permission to each authority to liaise directly with Kent schools. Out of county residents of authorities that do not co-ordinate are free to contact Kent schools directly to request a place. It is the responsibility of the out of county resident to ensure they apply by the appropriate method.

5.

Parents will be able to obtain information about the process, other authority processes and IYCAFs from Kent County Council's Admissions and Transport Office or from any local Kent school. Enquiries can also be made via e-mail (kentinyearadmissions@kent.gov.uk). Information and IYCAFs will also be available on the Kent County Council's website to read and print.

6.

Kent County Council will take all reasonable steps to ensure that all relevant information is available upon request to any parents who require it.

7.

The IYCAF will be used for the purpose of admitting pupils to a school in the year group applied for.

8.

The IYCAF must be used by parents resident in the Kent County Council area as a means of expressing one preference for the purposes of section 86 of the School Standards and Framework Act 1998, for their child to be admitted to a school within the Kent County

Appendix A

Council area (including VA and Foundation schools, Academies and Co-ordinating Free Schools)

9.

Parents wishing to apply for more than one school must complete a separate form for each school. Completed forms must be returned directly to the school. Applications by Kent residents to out of county schools should be made to either the other local authority or school, depending on that local authority's In-Year process.

10.

The IYCAF will:

- (a) invite the parent to express a school preference.
- (b) invite parents to give their reasons for the preference and give details of any siblings that may be attending the preferred school.
- (c) explain that the parent must complete a form for each school they wish to apply for and return each form to the corresponding school.
- (d) explain that Kent County Council will be informed of any application and will monitor any subsequent offers that are made.
- (e) direct the parent to contact Kent County Council where they are unable to secure a school place.
- (f) explain where they can find information about applying to non-Kent schools.

11.

Kent County Council will make appropriate arrangements to ensure:

- (a) that the IYCAF is available in paper form on request from Kent County Council and from all maintained primary schools, Academies and Co-ordinating Free Schools in the Kent County Council area; and
- (b) that the IYCAF is accompanied by a written explanation of the In-Year admissions process in an easy to follow format.

12.

IYCAFs for Kent schools must be returned to the school. Schools must process them, no later than 5 days from receipt.

Supplementary Information Forms (SIFs)

13.

All completed IYCAFs are valid applications. A school can ask parents who wish to nominate it, or have nominated it, on the IYCAF, to provide additional information on a Supplementary Information Form (SIF) only where the additional information is required for the governing body to apply its oversubscription criteria to the application. Where a SIF is required it must be requested from the school or Kent County Council (where supplied) and returned to the school. All schools that use SIFs must include the form in their published admission arrangements.

14.

A SIF is not a valid application by itself: a formal application can only be made on the IYCAF (or corresponding form if out of county applicants live in a county which co-ordinates In-Year

Appendix A

admissions). When SIFs are received, the school must ensure that the IYCAF or neighbouring LA's Common Application Form has been completed by the parent and, if not, contact the parent and ask them to complete one. Parents will not be under any obligation to complete any part of an individual school's supplementary information form where this is not strictly required for the governing body to apply its oversubscription criteria.

15.

a)

Children with Statements of Special Educational Need (SEN) or Education, Health and Care Plan (EHCP)

Pupils with a Statement of Special Educational Need or Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

Any application received for a child with an SEN or EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 " the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs set out in part 2 of the statement
- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources"

Where a pupil is resident in another Local Authority, the home Authority must again comply with Schedule 27 of the Education Act 1996 which states:

"A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority."

Other Authorities looking for Kent school places for statemented pupils will need to contact Kent County Council's SEN team in addition to the relevant school.

b)

Children in Local Authority Care (CiC) and Children Adopted from Care

When applications are made for young people in the care of other Local Authorities or who ceased to be so because they were adopted, Kent County Council - as receiving authority - will confirm an offer of a school place with the placing authority. Where an in-year application is received from the corporate parent of a child in Local Authority Care or who ceased to be so because they were adopted, Kent Admissions team will expect that in line with Statutory Guidance *, arrangements for appropriate education will have been made as part of the overall care planning, unless the placement has been made in an emergency. Where the placement has been made in an emergency, and this is not the case, Kent, as the receiving authority, will refer the matter to a school identified by the placing authority, to establish if an offer of a place can be provided. If the school is at capacity or the school provision is not considered appropriate, Kent County Council will advise the home authority of the schools position and where possible identify alternative education provision that may be more suitable to meet the child's needs. It will be for the corporate parent to determine whether it wishes to challenge the school's or the LA's position or identify an alternative education setting more suited to meeting the child's needs.

Appendix A

Where Kent County Council is the corporate parent of the child in question, an appropriately appointed social worker will liaise in the first instance with Admission Placement Officers and other professionals as necessary, in order to agree the school or setting that would best meet the individual needs of the child (most appropriate provision for the child). Kent County Council will then allocate a place (where it is the admission authority for the school) or contact the school directly and seek a place where it is not. Where a school refuses to admit the child Kent County Council as corporate parent will decide whether to initiate proceedings required to either direct or instruct the school in question or consider if other education provision may be in the best interest of the child.

** Statutory Guidance on the duty of local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004 (S35.1-37)*

c)

Exceptional provision is made for the families of UK Service Personnel, Crown Servants and British Council employees, as required by the School Admissions Code. A confirmed address, or, in the absence of this, a Unit or "quartering area" address, will be accepted as the home address from which home-school distance will be calculated. This must be confirmed by a letter from the Commanding Officer or the Foreign Office. However, this does not guarantee a place at the parent's preferred school for their child. Places cannot be held for an extended period of time, as this could create disadvantage with other applications.

Determining Offers in Response to the IYCAF

16.

The school will notify applicants resident in the Kent County Council area by letter the outcome of their application. Where appropriate, the letter will detail:

- (a) the starting date if a place is available;
- (b) the reasons why the child is not being offered a place if a place is unavailable;
- (c) information about the statutory right of appeal against the decisions to refuse places;
- (d) information on how to apply for a place on the waiting list;
- (e) contact details for the school and Kent County Council and for the admission authorities of Foundation, VA schools, Academies and co-ordinating Free schools where they were not offered a place, so that they can lodge an appeal with the governing body.

The letter will notify parents that they need to respond to accept or refuse the offer of a place within 10 school days

17.

Kent residents who wish to apply for a place at an out of county school will need to either approach the school or local authority directly. This will vary between authorities. Depending on the other LA's determined process, the parent will confirm the acceptance or refusal of the place to the school or that school's LA.

18.

Kent pupils who have applied to schools and have not been offered a place can contact

Appendix A

Kent County Council who will inform them where there is an available place at an alternative school. If no school in the local area has places available, the application may be referred to a local panel under the In Year Fair Access Protocol. If the child is already attending a school in the local area, no alternative place will be offered.

19.

Schools must inform Kent County Council of every offer that is made via the In Year Casual process to allow the necessary safeguarding checks to take place. Notification should be made at the same time as the offer being made to the parent.

20.

Applicants who are not successful in gaining any place can contact Kent County Council and will be informed where there is an available place at an alternative school. Parents can then approach these schools to secure a place. These applicants will have the same access to a waiting list and right to appeal as other applicants.

Acceptance/Refusal of Places

21.

Parents will be advised in their offer letter that they must accept/refuse the school place offer in writing to the school within 10 school days of the date of the offer letter. If the school has not obtained a response within the specified time, it will remind the parent in writing of the need to respond within a further seven week days and point out that the place may be withdrawn if no response is received. Only after having exhausted all reasonable enquiries will it be assumed that a place is not required.

22.

The school will notify Kent County Council of places accepted/refused as soon as possible after receipt of the acceptance/refusal. A mechanism for this transfer will be specified by Kent County Council.

23.

Once a place has been accepted, a child must start at the school within a reasonable length of time. This would normally be 10 school days from receipt of acceptance, but schools may extend if they feel there are justifiable reasons to do so.

Waiting Lists

24.

Each oversubscribed school will keep a waiting list at least until the end of the first term. This will include details of all applicants who have named the school on the IYCAF but could not be offered a place and have asked to be placed on a waiting list.

25.

Waiting lists will be maintained in order of priority, in accordance with the school's oversubscription criteria. If a school has reached its Published Admission Number it may not admit applicants other than through the Independent Appeal process, via the process detailed in the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted, or children with a Statement of Special Educational Needs apply. To maintain the database, schools will advise Kent County Council when a place has been offered to a pupil on a waiting list. Parents whose children are refused admission **must** be offered a right of appeal (even if their child's name has been put on the waiting list).

Appendix A

Appeals

26.

All parents have the statutory right to appeal against any decision refusing them a school place.

27.

Where parents have lodged an appeal against the refusal of a place and a place becomes available at the school, the place can then be offered without an appeal being heard, provided there are no other applicants at that time ranked higher on the school's waiting list.

Appendix A
Section 3 – Glossary of Terms

Term	Definition
LA	A Local Authority
The LA	Kent County Council
The LA area	The area in respect of which Kent County Council is the Local Authority
Primary Education	Has the same meaning as in section 2(1) of the Education Act 1996
Primary School	Has the same meaning as in section 5(1) of the Education Act 1996
School	A Community, Foundation, Voluntary Aided or Voluntary Controlled school and Academy (but not a special school) which is maintained.
Foundation school	Such of the schools as are Foundation schools. The governing body is the admissions authority for these schools.
VA schools	Such of the schools as are Voluntary Aided schools, the governing body of these schools is the admission authority. These schools are church schools, and governors must have regard to the relevant diocesan board when setting admissions arrangements.
VC schools	Such of the schools as are Voluntary Controlled schools
Academies	Such schools which have been established under section 482 of the Education Act 1996 (as amended by section 65 of the Education Act 2002) and/or those established under the Academies Act 2010.
Free Schools	Such of the schools as are Free Schools. All-ability, state-funded school set up in response to what local people say they want and need in order to improve education for their children.
Admission authority	In relation to a community or voluntary controlled school means the LA and, in relation to a trust, foundation or VA school and Academy, means the governing body of that school
Admission arrangements	The arrangements for a particular school or schools which govern the procedures and decision making for the purposes of admitting pupils to the school
Eligible for a place	Means that a child has been placed on a school's ranked list at such a point as falls within the school's published admission number.
RCAF	Reception Common Application Form, completed online or on paper
JCAF	Junior Common Application Form, completed online or on paper
IYCAF	In Year Casual Admission Form – this is the form used by parents to apply for a school place outside of a school's normal point of entry.
SIF	Supplementary Information Form – This is a form used by some Academies, Foundation and Voluntary Aided and Free schools which may use them to collect additional information at the time of application in order for them to apply their over subscription criteria. They are most commonly used by Faith Schools to collect details in relation to a

Appendix A

	level of commitment to Faith which can be a factor in the priority given to applicants. A supplementary information form can only collect information which is directly related to the oversubscription criteria published for a school.
PAN	Published Admission Number – this is the number of pupils a school is able to admit before it reaches capacity. School admissions authorities must consult on and determine a school's PAN and must not admit pupils above this number other than where 1.4 of the School Admissions Code 2012 applies.
Late Application	an application sent to the LA after the closing date where the child has not been considered for a place at any school through the Primary Scheme, or where applicants have moved house and their original preferences are no longer suitable.
Reallocation Process	the process by which vacant places are offered by the local authority to late applicants and pupils on school waiting lists.



Dated: 6th January 2015

Appendix B

**Kent County Council
Proposed Co-ordinated Scheme for
Secondary Admissions
Academic Year 2016/17**

**Incorporating Transfer to Year 7
and
Proposed Secondary In-Year Admissions
Process for Schools**

Produced by:
Fair Access - Admissions

Appendix B

	Page Number
Introduction / Background	3
Section 1 – Details of the Co-ordinated Scheme for Transfer to Year 7	4-15
Section 2 – Details of the Secondary In-Year Admissions Process	16-21
Section 3 – Glossary of Terms	22-23

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Appendix B

Introduction / Background

Each year, the Local Authority is required to draw up, consult on and determine:

- Co-ordinated admission arrangements (schemes) for all schools in the Local Authority area for entry at the normal time of admission (Year 7 for secondary schools, Year R for infant and primary schools and Year 3 for junior schools).
 - There is a duty on the LA to secure agreement from all admission authorities including academies in Kent. If the LA does not secure agreement from all the admission authorities and academies in Kent it must inform the Secretary of State who will impose a scheme to which all schools and academies must adhere.
 - This consultation ran from 9.00 am on 1 December 2014 until 8:00pm 5 January 2015. Every Kent School, Academy and Co-ordinating Free School or UTC is required to agree to the admissions scheme and adhere to it. **Kent County Council made it clear in its consultation that where a school chooses not to comment it will constitute full acceptance to the proposed scheme.**
 - Cranbrook School is the only school in Kent where the normal point of entry is at Year 9. For Kent residents application forms are available from the school or the KCC website and will be processed broadly in line with the Year 7 transfer arrangements set out in this scheme. (Non-Kent parents must apply through their home authority's In Year admissions process.)
 - Leigh UTC is the only school in Kent where the normal point of entry is at Year 10. For Kent residents application forms are available from the school or the KCC website and will be processed broadly in line with the Year 7 transfer arrangements set out in this scheme. (Non-Kent parents must apply through their home authority's In Year admissions process.)
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Appendix B

Section 1 – Details of the Co-ordinated Scheme for Transfer to Year 7

This section details the Co-ordinated Scheme for Transfer to Year 7 in Secondary Schools in September 2016.

Year 7 applications are normally for children born between 1 September 2004 and 31 August 2005.

The Key Scheme dates are:

Key Action	Scheme Date
Registration for testing opens	Monday 1 June 2015
Closing date for registration	Wednesday 1 July 2015
Test date for pupils in Kent primary schools	Thursday 10 September 2015
Test date for pupils not in Kent primary schools	Saturday 12 September 2015
Assessment decision sent to parents	Wednesday 14 October 2015
National closing date for application forms	Saturday 31 October 2015
Kent final closing date for applications	Monday 2 November 2015
Summary of applicant numbers sent to secondary schools (plus info for those needing to arrange additional testing)	By Friday 11 December 2015
Full applicant details sent to all Kent secondary schools for ranking against their over-subscription criteria	By Wednesday 6 January 2016
Ranked lists returned to Kent County Council by all schools. Deadline for school to inform Kent County Council of wish to offer in excess of PAN	No later than Wednesday 20 January 2016
Secondary schools sent list of allocated pupils - primary schools informed of destination of pupils	Tuesday 23 February 2016
National Offer Day: e-mails sent after 4pm and letters sent 1st class	Tuesday 1 March 2016
Schools send out welcome letters no earlier than	Friday 4 March 2016
Deadline for late applications and waiting list requests to be included in the Kent County Council reallocation stage. Also the date by which places should be accepted or declined to schools.	Thursday 17 March 2016
Deadline for lodging appeals	Wednesday 13 April 2016
Date Kent County Council will send schools reallocation waiting lists for ranking against their over-subscription criteria	Monday 21 March 2016
Schools to send their ranked reallocation waiting list and acceptance and refusals to KCC	Tuesday 12 April 2016
Kent County Council to reallocate places that have become available from the schools' waiting lists. After this point, schools will take back ownership of their waiting lists.	Friday 29 April 2016

Appendix B

In addition this scheme:

- (a) allows for Supplementary Information Forms (SIFs) to be returned directly to schools to assist in the ranking of applicants against their over-subscription criteria.
- (b) confirms that on **29 April 2016** Kent County Council will run one reallocation process offering places to late applicants and original applicants that have joined a school's waiting list after offer day. Kent County Council will consider late applicants through the process described in paragraphs 41 to 50. After **29 April 2016**, Kent County Council will enable schools to accept applications directly and offer vacancies as they arise, to children on their waiting lists. Copies of applications will be forwarded by parents to Kent County Council who will support and advise parents where this is needed. Schools must notify Kent County Council of any offers or refusals that are made at the same time these are made to parents.

Kent County Council expects that all schools and Admission Authorities including academies and co-ordinating Free schools and UTCs engaged in the sharing of admissions data will manage personal information in accordance with Data Protection principles.

1.

For the normal point of entry to schools, Kent resident parents will be able to apply for their child's school place either online at www.kent.gov.uk/ola or by using a standard paper form known as the Secondary Common Application Form (SCAF). Kent County Council cannot accept multiple applications for the same child: a parent may use either of the above methods, but not both. Kent County Council will take all reasonable steps to ensure that every parent resident in the Kent County Council area who has a child in their last year of primary education knows how to apply for a school place by completing a SCAF online at www.kent.gov.uk/ola or on paper, and has access to a written explanation of the co-ordinated admissions scheme.

2.

The SCAF and online application will be used for the purpose of admitting pupils to the first year of secondary education.

3.

The SCAF or online application must be used as a means of expressing one or more preferences for the purposes of section 86 of the School Standards and Framework Act 1998, by parents resident in the Kent County Council area wishing to express a preference for their child:

- (a) to be admitted to a school within the Kent County Council area (including VA and Foundation schools, Academies and Co-ordinating Free Schools and UTCs).
- (b) to be admitted to a school located in another Local Authority's area (including VA, Foundation schools, Academies and Co-ordinating Free Schools and UTCs).

4.

Details of this scheme will apply to every application made by a Kent resident applying to Kent schools. Where a Kent resident applies to schools located in another Local Authority, variations may apply to take into account differences present in that Local Authority's scheme.

Appendix B

5.

Online applications, SCAF and supporting publications will:

- (a) invite parents to express **up to four** preferences including, where relevant, any schools outside the Kent County Council area, and to rank each school according to their order of preference. Kent residents **must** complete a Kent SCAF. Residents outside Kent **must** complete their home Local Authority's SCAF (e.g. Medway residents complete a Medway SCAF etc).
- (b) allow parents to give reasons for each preference including details of any siblings that will still be on roll at the preferred school at the time of the applicant child's admission.
- (c) explain that the parent will receive no more than one offer of a school place and that:
 - (i) a place will be offered at the highest available ranked preference for which they are eligible for a place; and
 - (ii) if a place cannot be offered at a school named on the form, a place will be offered at an alternative school.
- (d) specify the closing date for applications and where paper SCAFs must be returned to, in accordance with paragraph 7.

6.

The LA will make appropriate arrangements to ensure:

- (a) the online admissions website is readily accessible to all who wish to apply using this method.
- (b) the paper SCAF is readily available on request from Kent County Council, all Kent maintained primary and junior schools and is also available on the Kent County Council website to print, complete and return.
- (c) a composite prospectus of all Kent secondary schools and a written explanation of the co-ordinated admissions scheme is readily available on request from Kent County Council, all Kent maintained primary and junior schools and is also available on the Kent County Council website to read or print.

7.

31 October 2015 is the National Closing Date for applications set by the Department for Education as. However, as this falls on weekend , completed applications can be submitted online and paper SCAFs returned to Kent County Council or any Kent primary school up to **2 November 2015**.

8.

To help Kent County Council ensure that everyone who needs to make an application has done so, primary and junior schools may ask parents for a note of their online application reference. They may also ask the online admissions team to check that an online application has been submitted by parents of children attending their school. These schools will also be sent a list of children that have applied online close to the closing date to allow schools to check that every child has applied. These are important safeguarding

Appendix B

measures schools are encouraged to support.

9.

Applications made on the SCAF and returned direct to any school before **17 March 2016** must be forwarded to Kent County Council immediately to ensure inclusion in the appropriate allocation stage.

Supplementary Information Forms (SIFs)

10.

Only applications submitted on a SCAF (online or paper) are valid. Completion of a school's Supplementary Information Form (SIF) alone does not constitute a valid application. Where schools use a SIF they must confirm with the parent on receipt of their completed form that they have also made a formal application to Kent County Council.

11.

A school can ask parents who wish to name it, or have named it, on their SCAF, to provide additional information on a SIF only where the additional information is required for the governing body to apply its oversubscription criteria to the application. Where a SIF is required it must be requested from the school or Kent County Council and returned to the school. All schools that use SIFs must include the proposed form in their consultation document and in their published admission arrangements.

12.

Children with Statements of Special Educational Need (SSEN) or Education, Health and Care Plan (EHCP)

Pupils with a Statement of Special Educational Need or Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

Any application received for a child with an SSEN or EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 "the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs set out in part 2 of the statement
- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources"

Where a pupil is resident in another Local Authority, the home Authority must again comply with Schedule 27 of the Education Act 1996 which states:

"A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority."

Other Authorities looking for Kent school places for statemented pupils will need to contact Kent County Council's SEN team in addition to the relevant school.

Testing

13.

In line with Kent County Council's ongoing decision to run a selective process, entry to

Appendix B

grammar schools is restricted to children who have been assessed as suitable through the relevant test(s). Receiving a grammar assessment in the Kent Test does not guarantee a grammar school place at offer day as they may be oversubscribed.

14.

The Kent schools that require children to sit the Kent grammar school tests are listed below. Schools which hold alternative tests will also be highlighted. It is not possible to include details of schools that added alternative tests during their 2016 consultation period as these consultations were still ongoing at the time of writing:

Barton Court Grammar School	Maidstone Grammar School for Girls
Borden Grammar School	***Mayfield Grammar School, Gravesend
Chatham and Clarendon Grammar School	Norton Knatchbull
Dane Court Grammar School	Oakwood Park Grammar School
Dartford Grammar School	Queen Elizabeth's Grammar School
Dartford Grammar School for Girls	Simon Langton Girls' Grammar School
*Dover Grammar School for Boys	Simon Langton Grammar School for Boys
*Dover Grammar School for Girls	Sir Roger Manwood's School
**Folkestone School for Girls	Skinner's School
Gravesend Grammar School	Tonbridge Grammar School
**Harvey Grammar School	Tunbridge Wells Girls' Grammar School
Highsted Grammar School	Tunbridge Wells Grammar School for Boys
Highworth Grammar School for Girls	Weald of Kent Grammar School
Invicta Grammar School	Wilmington Grammar School for Boys
Judd School	Wilmington Grammar School for Girls
Maidstone Grammar School	

* Dover Grammar School for Boys and Dover Grammar School for Girls also accept pupils who have reached the required standard of the "Dover Test".

** Folkestone School for Girls and Harvey Grammar School also accept pupils who have reached the required standard of the "Shepway Test".

*** Mayfield Grammar School, Gravesend also accepts pupils who have reached the required standard of the "Mayfield Test".

15.

Registration for the Kent grammar school tests will open on **1 June 2015**. Parents wishing their children to sit the Kent grammar school tests are required to register with the Kent Admissions Team (either online or using a paper registration form) no later than **1 July 2015**.

16.

Details regarding the administration of the Kent test for grammar school will be made available to parents in time for the registration.

Appendix B

17.

Kent test will take place:

for pupils attending a Kent school on **Thursday 10 September 2015**

for pupils not attending a Kent school on **Saturday 12 September 2015**

18.

Registration is open to parents of children resident in the UK, and the children of UK service personnel and other Crown Servants returning to the UK, who will transfer to secondary school in September 2016.

19.

A child's country of residence is where the child normally lives, not a temporary address (such as for holiday or educational purposes) before returning overseas. For UK service personnel and other Crown Servants, if the fixed UK residence is not known at the time of registration, then a unit postal address or a "quartering area" address may be used on production of appropriate evidence.

20.

By **6 July 2015** Kent County Council will send all Kent primary and junior schools, including academies and co-ordinating free schools, a list of their pupils that have applied to sit the Kent grammar school tests. Schools will have until **10 July 2015** to contact parents of children who are interested in grammar school and who have not yet applied.

21.

Late registrations cannot be accepted online. As far as reasonably practicable, registrations for the Kent test for grammar school that are received late will be accepted, provided a completed paper registration form is received by Kent County Council before **13 July 2015**.

22.

If the parent chooses to name a Kent grammar school on the SCAF for a child who has not taken the appropriate test, this preference will be treated as invalid because the child will not have met the entry criteria.

23.

In the following exceptional circumstances, where a child is unable to sit the Kent grammar school tests on the specified dates, arrangements will be made for testing to take place by the end of January 2016:

- (a) illness on one or both test dates, confirmed by a doctor's certificate;
- (b) a move into the Kent County Council area after the closing date for test registration. (NB: This can only be arranged if parents have provided proof of residency and return the late paper SCAF before **11 December 2015**.)

24.

Outside these specific circumstances, children who have not registered for testing but want a grammar school place will not have an opportunity to sit the test until after **29 April 2016** when parents can submit a further application through the post reallocation process (detailed in paragraph 50) or the in year admissions process (detailed in Section 2) or, if they have been refused admission, make an appeal to the Independent Appeal Panel.

Appendix B

25.

Following the conclusion of the assessment process Kent County Council will write to parents of all registered children advising them of the assessment decision. Letters will be sent by 1st class post on **14 October 2015**. Where a parent has registered for the Kent Test online, and provided a valid e-mail address, assessment decision e-mails will be sent after 4pm on **14 October 2015**. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact of large volume post runs, work will continue to produce email processes which will allow for the reduction of printed letters.

26.

There is no right of appeal against the assessment decision, but after **1 March 2016** parents may make an admission appeal to an independent appeal panel if their child is refused admission to any school, including a grammar school.

Determining Offers in Response to the SCAF

27.

Kent County Council will act as a clearing house for the allocation of places by the relevant admission authorities in response to SCAFs completed online or on paper. Kent County Council will only make any decision with respect to the offer or refusal of a place in response to any preference expressed on the SCAF where:

- (a) it is acting in its separate capacity as an admission authority;
- (b) an applicant is eligible for a place at more than one school;
- (c) an applicant is not eligible for a place at any nominated school.

Kent County Council will allocate places in accordance with the provisions set out in paragraph 32.

28.

By 11 December 2015 Kent County Council will:

- (a) notify all schools of the number of applications received for their school;
- (b) send parent and pupil details to those schools which have not made arrangements to test earlier and which require details to arrange testing by the same date (data may be subject to further validation at this stage);
- (c) notify and forward details of applications to the relevant authority/authorities where parents have nominated a school outside the Kent County Council area.

29.

By 6 January 2016 Kent County Council will advise all Kent secondary schools of the full details of all valid applications for their schools via rank lists, to enable them to apply their over-subscription criteria. Only children who appear on Kent County Council's list can be considered for places on the relevant offer day.

30.

By 20 January 2016 All Kent secondary schools, including academies and co-ordinating free schools and UTCs, **must** return completed lists, ranked in priority order in accordance with their over-subscription criteria, to Kent County Council for consideration in the allocation process. Where a school fails clearly to define its oversubscription criteria in its

Appendix B

determined arrangements, the definitions laid out by Kent County Council must be adopted.

31.

20 January 2016 will also be the final deadline by which any school may notify Kent County Council of their intention to admit above PAN. Changes cannot be made after this date because Kent County Council will not have sufficient time to administer its coordination responsibilities.

32.

By 16 February 2016 the LA will match each ranked list against the ranked lists of every other school named and:

- (a) where the child is eligible for a place at only one of the named schools, will allocate a place at that school to the child;
- (b) where the child is eligible for a place at two or more of the named schools, will allocate a place to the child at whichever of these is the highest ranked preference;
- (c) where the child is not eligible for a place at any of the named schools, will allocate a place to the child at an alternative school.

33.

By 16 February 2016 Kent County Council will have completed any data exchange with other Local Authorities to cover situations where a resident in Kent County Council's Local Authority area has named a school outside Kent, or a parent living outside the Kent County Council's Local Authority area has named a Kent school.

34.

By 23 February 2016 Kent County Council will inform its secondary schools of the pupils to be offered places at their establishments, and will inform other Local Authorities of places to be offered to their residents in its schools and Academies. Kent County Council will also inform all Kent primary and junior schools of offers made to their pupils. Schools must not share this information with parents before **1 March 2016**.

35.

On Offer Day - 1 March 2016 Kent County Council will

- (a) send an offer email after 4pm to those parents who have applied online and provided a valid email address. The email will include:
 1. The name of the school at which a place is offered.
 2. Information about the right of appeal against the decisions to refuse places at other named schools.
 3. Information on how to request a place on a waiting list for schools originally named as a preference, if they want their child to be considered for any places that might become available. *Parents cannot ask for their child to go on the waiting list for a grammar school unless the child has been assessed suitable for grammar school*
- (b) Send decision letters to ALL paper SCAF applicants and, as a minimum, all online applicants that did not receive an offer of their first preference. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact

Appendix B

of large volume post runs, work will continue to produce email processes which will allow for the reduction of paper letters. The letter will include:

1. the name of the school at which a place is offered;
2. the reasons why the child is not being offered a place at each of the other schools named on the SCAF;
3. information about the statutory right of appeal against the decisions to refuse places at the other nominated schools;
4. Information on how to request a place on a waiting list for schools originally named as a preference on their SCAF, if they want their child to be considered for any places that might become available. *Parents cannot ask for their child to go on the waiting list for a grammar school unless the child has been assessed suitable for grammar school;*
5. advice on how to find contact details for the school and Local Authority and for the admission authorities of Foundation, VA schools, Academies and co-ordinating Free schools and UTCs where they were not offered a place, so that they can lodge an appeal with the governing body.

36.

The letter and/or email will notify parents that they need to respond to the offered school to accept or refuse the offer. It will inform parents to send waiting list requests to Kent County Council. It will also inform them of their right to appeal against the refusal of a place at any school on their application and where and when to lodge the appeal.

37.

Parents who reside in other Local Authorities, but who have applied for a Kent school or schools, will be notified of whether or not they are being offered a place at a Kent school by their own Local Authority on **1 March 2016**.

38.

Kent pupils who have not been offered a place at any of the schools nominated on their SCAF will be allocated a place by Kent County Council at an alternative school in the Kent County Council area. This place will be offered on **1 March 2016**.

39.

Schools will send their welcome letters **no earlier than 4 March 2016**.

Acceptance/Refusal of Places - 17 March 2016

40.

By 17 March 2016 parents must inform the school whether they wish to accept or refuse the place offered on offer day. Refusals should be made in writing or via e-mail to provide an appropriate audit trail. If a response has not been received by **17 March 2016**, the school **must** remind the parent in writing of the need to respond within a further seven days and point out that the place may be withdrawn if no response is received. Only after taking reasonable measures to secure a response from parents will a school be able to retract the offer of a place.

Appendix B

Determining Offers in Reallocation Process

41.

Kent County Council will collect a reallocation list for all schools up to **17 March 2016**. This will include details of the following:

- (a) all applicants who named the school on the SCAF and were not offered a place on **1 March 2016** and who have asked to be included on the school's waiting list;
- (b) late applicants who named the school on their applications which were sent to Kent County Council by **17 March 2016**.

(A grammar school can only put children on its waiting list if they have been assessed as suitable for a grammar school.)

42.

By 21 March 2016 Kent County Council will advise all Kent secondary schools of the full details of all waiting list requests and late applications (reallocation list) for their schools to enable them to apply their over-subscription criteria. Only children who appear on the Kent County Council list can be considered for places on Kent County Council's reallocation day. The full reallocation list must be put into the school's over-subscription criteria order. No distinction should be made on the basis of the child being a waiting list request or a late applicant.

43.

By 12 April 2016 The schools must return their ranked waiting lists to Kent County Council. Schools should also return all acceptance and refusal information collected to ensure Kent County Council can calculate places available for its reallocation day.

44.

On 29 April 2016 Kent County Council will re-allocate any places that have become available since offer day using the same process described in paragraph 32. Applicants will be sent a letter by 1st Class post that day, informing them of offers. Schools will be sent a list of all new offers and the remainder of their waiting lists. Late applicants will be added to the waiting list of each school that they have not been offered.

Determining Offers after Waiting Lists returned to Schools

45.

After **29 April 2016** waiting lists will be managed by schools and can include:

- (a) all applicants who were not offered a place on **1 March 2016** and who have asked to be included on the school's waiting list and who subsequently were not offered a place on **29 April 2016** (children on the waiting list described in paragraph 44);
- (b) applicants who did not name the school on their SCAF and who have approached the school to be considered via Post Reallocation Secondary Common Application Form (PRSCAF).
- (c) Late applicants who have not previously been considered for a place at any Secondary school and who have approached the school to be considered via PRSCAF. These applicants should also provide a copy of their application to Kent County Council who will support and advise parents where this is needed.

Appendix B

46.

After 29 April 2016 Schools will make offers from their waiting lists for any spaces available. Kent advises schools to wait until **1 May 2016** before making offers to allow all parents an opportunity to receive their letters detailing the outcome of Reallocation. Schools must inform Kent County Council whenever an offer or refusal is made so that Kent County Council can record all activity. If a school has reached its Published Admission Number an applicant cannot be admitted other than through the Independent Appeal process, the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted, or with SEN apply.

Handling of Late Applications:

Applications received after the SCAF closing date but before 11 December 2015

47.

The closing date for applications in the normal admissions round (as above) is **2 November 2015**. As far as reasonably practicable, applications for places in the normal admissions round that are received late for a good reason will be accepted and considered 'on time', provided they are received by Kent County Council before **11 December 2015**. Late applications cannot be made online, so applicants must complete a paper SCAF and return it direct to Kent County Council. On time applicants can also request to amend preferences up to this point for a good reason. These requests must be made in writing to the admissions team. Amendments made to the online system after **2 November 2015** will not be accepted. Online applicants who amend preferences after **2 November 2015** will not be sent an email and their offer will not be available online. They will be sent an offer letter by 1st class post.

48.

Exceptional provision is made for the families of UK Service Personnel and Crown Servants as required by the School Admissions Code. Applications will be accepted up until **11 December 2015**, where it is confirmed in writing by the appropriate authority that the family will be resident in Kent by **1 September 2016**. A confirmed address, or, in the absence of this, a Unit or "quartering area" address, will be accepted as the home address from which home-school distance will be calculated. Children who are not successful in gaining any place they want will be allocated an available place at an alternative school, and will have the same access to a waiting list / right to appeal as other applicants.

Applications received on or after 11 December 2015 but before 17 March 2016

49.

Applications received after **11 December 2015** but before **17 March 2016** (the deadline for inclusion in any reallocation made on **29 April 2016**) will not be considered for places on **1 March 2016**, but will be included in the re-allocation of places on **29 April 2016** as defined above.

Applications received after 17 March 2016

50.

Late applications received after **17 March 2016** (the deadline for inclusion in any reallocation made on **29 April 2016**) must be made directly to the schools. Post Reallocation Secondary Common Application Form (PRSCAF). These applicants should also provide a copy of their application to Kent County Council who will support and advise parents where this is needed. These will be considered by each school after **29 April**

Appendix B

2016, in accordance with a process similar to the in year admissions process (detailed in Section 2).

Cancelling applications

51.

Applications considered as 'on time' detailed in paragraph 7 and 47 can be cancelled or individual preferences can be removed by the applicant up to **20 January 2016** (the deadline for schools returning ranked lists). Requests must be made to the admissions team in writing. New preferences cannot be added to an application at this point. After this date, it is not possible to cancel applications or remove preferences as the offer allocation process will have started.

52.

Parents that have cancelled an 'on time' application may submit a late application, for consideration under the reallocation process. The deadline for these late applications is **17 March 2016**.

53.

Where an application is cancelled, parents cannot join a school's waiting list or appeal for a school that was on their original application unless they submit a new application for the school after **29 April 2016**.

Appeals

54.

All parents have the statutory right to appeal against any decision refusing them a school place and must lodge their appeal by **13 April 2016** for it to be considered as on time.

55.

Where parents have lodged an appeal against the refusal of a place and a place becomes available at the school, the place can then be offered without an appeal being heard, provided there are no other applicants at that time ranked higher on the school's waiting list, which is held in accordance with the school's oversubscription criteria. *(Where the school is a grammar school, a place may only be offered if the child has been assessed as being suitable for a grammar school place and there are no other applicants at that time ranked higher on the school's waiting list.)*

Section 2 – Details of the Secondary In-Year Admissions Process for Schools

In-Year Casual Admission Form.

1

The scheme shall apply to every maintained school and Academy in the LA area (except special schools), which are required to comply with its terms, and it shall take effect from the point of formal Kent County Council Cabinet Determination.

2.

Kent County Council will produce a standard form, known as the **In-Year Casual Admission Form (IYCAF)**, which Kent schools must use to allow applicants to apply for school places in any year group outside the normal admissions round. Applicants must use one form for each school they wish to apply for.

3.

As Kent is no longer co-ordinating In-Year admissions, applications to out of county schools and from out of county residents will not have a standard process and will instead depend on the process of the county in question. Kent residents who wish to apply for a place at an out of county school will need to either approach the school or local authority directly. This will vary between authorities.

4.

Out of county residents of authorities that co-ordinate In-Year admissions should complete their authority's Common Application Form and return it to their authority. Kent County Council has given permission to each authority to liaise directly with Kent schools. Out of county residents of authorities that do not co-ordinate are free to contact Kent schools directly to request a place. It is the responsibility of the out of county resident to ensure they apply by the appropriate method.

5.

Parents will be able to obtain information about the process, other authority processes and IYCAFs from Kent County Council's Admissions and Transport Office or from any local Kent school. Enquiries can also be made via e-mail (kentinyearadmissions@kent.gov.uk). Information and IYCAFs will also be available on the Kent County Council's website to read and print.

6.

Kent County Council will take all reasonable steps to ensure that all relevant information is available upon request to any parents who require it.

7.

The IYCAF will be used for the purpose of admitting pupils to a school in the year group applied for.

Appendix B

8.

The IYCAF must be used by parents resident in the Kent County Council area as a means of expressing one preference for the purposes of section 86 of the School Standards and Framework Act 1998, for their child to be admitted to a school within the Kent County Council area (including VA and Foundation schools, Academies and Co-ordinating Free Schools and UTCs)

9.

Parents wishing to apply for more than one school must complete a separate form for each school. Completed forms must be returned directly to the school. Applications by Kent residents to out of county schools should be made to either the other local authority or school, depending on that county's In-Year process.

10.

The IYCAF will:

- (a) invite the parent to express a school preference.
- (b) invite parents to give their reasons for the preference and give details of any siblings that may be attending the preferred school.
- (c) explain that the parent must complete a form for each school they wish to apply for and return each form to the corresponding school.
- (d) explain that Kent County Council will be informed of any application and will monitor any subsequent offers that are made.
- (e) direct the parent to contact Kent County Council where they are unable to secure a school place.
- (f) explain where they can find information about applying to non-Kent schools.

11.

The LA will make appropriate arrangements to ensure:

- (a) that the IYCAF are available in paper form on request from Kent County Council and from all maintained secondary schools, Academies and Co-ordinating Free Schools and UTCs in the Kent County Council area; and
- (b) that the IYCAF is accompanied by a written explanation of the In-Year admissions process in an easy to follow format.

12.

IYCAFs for Kent schools must be returned to the school. Schools must process them no later than 5 school days from receipt.

Supplementary Information Forms (SIFs)

13.

All completed IYCAFs are valid applications. A school can ask parents who wish to nominate it, or have nominated it, on the IYCAF, to provide additional information on a Supplementary Information Form (SIF) only where the additional information is required for the governing body to apply its oversubscription criteria to the application. Where a SIF is required it must be requested from the school or Kent County Council (where supplied) and returned to the school. All schools that use SIFs must include the proposed form in

Appendix B

their published admission arrangements.

14.

A SIF is not a valid application by itself: this can only be made on the IYCAF (or corresponding form if out of county applicants live in a county which co-ordinates In-Year admissions). When SIFs are received the school must ensure that the IYCAF or neighbouring LA's Common Application Form has been completed by the parent and, if not, contact the parent and ask them to complete one. Parents will not be under any obligation to complete any part of an individual school's supplementary information form where this is not strictly required for the governing body to apply its oversubscription criteria.

Schools which have entrance tests

15.

Parents wishing to apply for a Kent maintained school that tests pupils before admission are required to name the school on their IYCAF and contact the school regarding testing arrangements. In most circumstances schools will set their own entry tests other than for normal points of entry. Applications will be held as pending until results of these tests are available.

16.

a)

Children with Statements of Special Educational Need (SEN) or Education, Health and Care Plan (EHCP)

Pupils with a Statement of Special Educational Need or Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

Any application received for a child with an SEN or EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 " the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs set out in part 2 of the statement
- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources"

Where a pupil is resident in another Local Authority, the home Authority must again comply with Schedule 27 of the Education Act 1996 which states:

"A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority."

Other Authorities looking for Kent school places for statemented pupils will need to contact Kent County Council's SEN team in addition to the relevant school.

Appendix B

b)

Children in Local Authority Care (CiC) and Children Adopted from Care

When applications are made for young people in the care of other Local Authorities or who ceased to be so because they were adopted, Kent (as receiving authority) will confirm an offer of a school place with the placing authority. Where an in-year application is received from the corporate parent of a child in Local Authority Care, Kent Admissions team will expect that in line with Statutory Guidance *, arrangements for appropriate education will have been made as part of the overall care planning, unless the placement has been made in an emergency.

Where the placement has been made in an emergency, and this is not the case, Kent, as the receiving authority, will refer the matter to a school identified by the placing authority, to establish if an offer of a place can be provided. If the school is full and such a provision is not considered appropriate, Kent County Council will advise the home authority of alternative education provision that may be in the better interest of the child.

Where Kent is the corporate parent of the child in question, an appropriately appointed social worker will liaise in the first instance with Admission Placement Officers and other professionals as necessary, in order to agree the school or setting that would best meet the individual needs of the child (most appropriate provision for the child). Kent County Council will then allocate a place (where it is the admission authority for the school) or contact the school directly and seek a place where it is not. Where a school refuses to admit the child Kent County Council as corporate parent will decide whether to initiate proceedings required to direct the school in question or consider if other education provision may be in the better interest of the child.

** Statutory Guidance on the duty of local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004 (S35.1-37)*

c)

Exceptional provision is made for the families of UK Service Personnel, Crown Servants and British Council employees, as required by the School Admissions Code. A confirmed address, or, in the absence of this, a Unit or "quartering area" address, will be accepted as the home address from which home-school distance will be calculated. This must be confirmed by a letter from the Commanding Officer or the Foreign Office. However, this does not guarantee a place at the parent's preferred school for their child. Places cannot be held for an extended period of time, as this could create disadvantage other applications.

Determining Offers in Response to the IYCAF

17.

The school will notify applicants resident in Kent County Council area by letter the outcome of their application. Where appropriate, the letter will detail:

- (a) the starting date if a place is available;
- (b) the reasons why the child is not being offered a place, if a place is unavailable;
- (c) information about the statutory right of appeal against the decisions to refuse places.
- (d) information on how to apply for a place on the waiting list. (Parents cannot ask for their child to go on the waiting list for a grammar school unless the child has been

Appendix B

assessed suitable for grammar school);

- (e) contact details for the school and Kent County Council and for the admission authorities of Foundation, VA schools, Academies and co-ordinating Free schools and UTCs where they were not offered a place, so that they can lodge an appeal with the governing body.

The letter will notify parents that they need to respond to accept or refuse the offer of a place within 10 school days.

18.

Kent residents who wish to apply for a place at an out of county school will need to either approach the school or local authority directly. This will vary between authorities. Depending on the other LA's determined process, the parent will confirm the acceptance or refusal of the place to the school or that school's LA.

19.

Kent pupils who have applied to schools and have not been offered a place can contact Kent County Council who will inform them where there is an available place at an alternative school. If no school in the local area has places available, the application may be referred to a local panel under the In Year Fair Access Protocol. If the child is already attending a school in the local area, no alternative place will be offered.

20.

Schools must inform Kent County Council of every offer that is made via the In Year Casual process to allow the necessary safeguarding checks to take place.

21.

Applicants who are not successful in gaining any place can contact Kent County Council and will be informed where there is an available place at an alternative school. Parents can then approach these schools to secure a place. These applicants will have the same access to a waiting list and right to appeal as other applicants.

Acceptance/Refusal of Places

22.

Parents will be advised in their offer letter that they must accept/refuse the school place offer in writing to the school within 10 school days of the date of the offer letter. If the school has not obtained a response within the specified time, it will remind the parent in writing of the need to respond within a further seven week days and point out that the place may be withdrawn if no response is received. Only after having exhausted all reasonable enquiries will it be assumed that a place is not required.

23.

The school will notify Kent County Council of places accepted/refused as soon as possible after receipt of the acceptance/refusal. A mechanism for this transfer will be specified by Kent County Council.

24.

Once a place has been accepted, a child must start at the school within a reasonable length of time. This would normally be 10 school days from receipt of acceptance, but schools may extend if they feel there are justifiable reasons to do so.

Appendix B

Waiting Lists

25.

Each oversubscribed school will keep a waiting list at least until the end of the first term. This will include details of all applicants who have named the school on the IYCAF but could not be offered a place and have asked to be placed on a waiting list. *(A grammar school can only put children on its waiting list if they have been assessed as suitable for a grammar school.)*

26.

Waiting lists will be maintained in order of priority, in accordance with the school's oversubscription criteria. If a school has reached its Published Admission Number it may not admit applicants other than through the Independent Appeal process, via the process detailed in the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted or children with Statements of Special Education Needs apply. To maintain the database, schools will advise Kent County Council when a place has been offered to a pupil on a waiting list. Parents whose children are refused admission will be offered a right of appeal (even if their child's name has been put on the waiting list).

Appeals

27.

All parents have the statutory right to appeal against any decision refusing them a school place.

28.

Where parents have lodged an appeal against the refusal of a place and a place becomes available at the school, the place can then be offered without an appeal being heard, provided there are no other applicants at that time ranked higher on the school's waiting list. *(Where the school is a grammar school, a place may only be offered if the child has been assessed as being suitable for a grammar school place and there are no other applicants at that time on the school's waiting list who rank higher through the application of the school's over-subscription criteria.)*

Appendix B

Section 3 – Glossary of Terms

Term	Definition
LA	A Local Authority
The LA	Kent County Council
The LA area	The area in respect of which Kent County Council is the Local Authority
Primary education	Has the same meaning as in section 2(1) of the Education Act 1996
Secondary education	Has the same meaning as in section 2(2) of the Education Act 1996
Primary school	Has the same meaning as in section 5(1) of the Education Act 1996
Secondary school	Has the same meaning as in section 5(2) of the Education Act 1996
School	A Community, Foundation, Voluntary Aided or Voluntary Controlled school and Academy (but not a special school) which is maintained.
Foundation schools	Such of the schools as are Foundation schools. The governing body is the admissions authority for these schools.
VA schools	Such of the schools as are Voluntary Aided schools, the governing body of these schools is the admission authority. These schools are church schools, and governors must have regard to the relevant diocesan board when setting admissions arrangements.
VC schools	Such of the schools as are Voluntary Controlled schools
Academies	Such schools which have been established under section 482 of the Education Act 1996 (as amended by section 65 of the Education Act 2002) and/or those established under the Academies Act 2010.
Free Schools	Such of the schools as are Free Schools. All-ability, state-funded school set up in response to what local people say they want and need in order to improve education for their children.
UTC	University Technical Colleges - technical academies for 14- to 19-year-olds. They have university and employer sponsors and combine practical and academic studies. UTCs specialise in subjects that need modern, technical, industry-standard equipment – such as engineering and construction – which are taught alongside business skills and the use of ICT.
Admission authority	In relation to a community or voluntary controlled school means the LA and, in relation to a trust, foundation or VA school and Academy, means the governing body of that school
Admission arrangements	Means the arrangements for a particular school or schools which govern the procedures and decision making for the purposes of admitting pupils to the school
Eligible for a place	Means that a child has been placed on a school's ranked list at such a point as falls within the school's published admission number.

Appendix B

SCAF	Secondary Common Application Form, completed online or on paper
IYCAF	In Year Casual Admission Form – this is the form used by parents to apply for a school place outside of a school’s normal point of entry.
SIF	Supplementary Information Form – This is a form used by some Academies, Foundation and Voluntary Aided and Free schools which may use them to collect additional information at the time of application in order for them to apply their over subscription criteria. They are most commonly used by Faith Schools to collect details in relation to a level of commitment to Faith which can be a factor in the priority given to applicants. A supplementary information form can only collect information which is directly related to the oversubscription criteria published for a school.
PAN	Published Admission Number – this is the number of pupils a school is able to admit before it reaches capacity. School admissions authorities must consult on and determine a school’s PAN.
Late Application	an application sent to the LA after the closing date where the child has not been considered for a place at any school through the Secondary Transfer Scheme, or where applicants have moved house and their original preferences are no longer suitable.
Reallocation Process	the process by which vacant places are allocated
The Kent grammar school tests	Tests in English, Mathematics and Reasoning devised by an external body (GL Assessment) for admission to Kent grammar schools
The Kent Procedure for Entrance to Secondary Education (PESE)	the system for determining entry to Kent Grammar Schools

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Dated: 6th January 2015

Appendix C (1)

Kent County Council

Proposed Admissions Arrangements for Academic Year 2016/17

Community and Voluntary Controlled Primary, Infant, Junior Schools in Kent

Produced by:
Admissions and Transport

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Appendix C

Introduction / Background

Each year, Kent County Council is required to determine its admissions arrangements. They must include:

- The over-subscription criteria / arrangements for entry to those schools for whom Kent County Council is the admission authority (Community and Voluntary Controlled schools).
- The Published Admission Number for those schools
- Relevant Consultation areas

At the time of going to print, arrangements for the schools listed at the back of this paper identifying the Published Admissions Numbers are those schools for which Kent County Council is the admissions authority. Some schools may be in the process of becoming academies. Where this is the case arrangements determined through this consultation will transfer to the academy and if it then chooses to amend admissions arrangements in the future it will be through its own consultation on changes for future admissions years.

Appendix C

Proposed Oversubscription Criteria for Community and Voluntary Controlled Infant Junior and Primary Schools (*except Eastchurch CE Primary School*)

The over-subscription criteria for all Community and Voluntary Controlled Infant, Junior and Primary schools are as follows.

Before the application of oversubscription criteria, children with a statement of special educational need or Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

- **Children in Local Authority Care or Previously in Local Authority Care** – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.
- **Attendance at a linked school** – where admission links have been established between the infant and junior school concerned, children attending the infant school are given priority for admission to the junior school.
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the ‘Nearness’ criterion’ (below).

Linked infant and junior schools are considered to be the same school for this criterion. If sibling priority is lost (as above), it will not be reinstated when a child transfers from an infant school to the linked junior school.

Where a child is transferring from Year 2 and would not be attending the infant school from the start of the next academic year, but applied for the linked junior school, the sibling link would not be broken for a child applying for the infant school.

In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.

- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school’s legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents’/guardians’ physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

Appendix C

- **Nearness of children's homes to school** - we use the distance between the child's permanent home address and the school, measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by Ordnance Survey. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

Where new build housing development requires a new school or the significant enlargement of an existing school the 'Nearness' criterion will allow for a catchment area (defined by a map) to be created for the relevant school. This will be included in the Statutory Public Notice and admissions determination and will be valid for a period not exceeding three rounds of admissions.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN. If the admissions are to Year R, and so result in a breach of infant class size legislation, the additional pupil(s) will be treated as "excepted" for the time they are in an infant class or until the numbers fall back to the current infant class size limit, as defined in the School Admissions Code.

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order.

Where an offer has been made, the school will provide for the admission of all children in the September following their fourth birthday. Parents can choose to defer the date their child is admitted to the school until later in the school year, but not beyond the start of the term after their child reaches compulsory school age and not beyond the beginning of the final term of the school year. Where parents wish, children may attend part-time until later in the school year, but not beyond the start of the term after their child reaches compulsory school age.

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round normally specified for a child with that date of birth. This will allow the school sufficient time to make a decision before the closing date. Parents are not required to provide evidence to support their application, although this may impede a school's ability to agree to deferral. Parents are advised to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper RCAF to the LA, with written confirmation from each named school. Deferred applications will be processed in the same way as all applications for that cohort, and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at www.kent.gov.uk/primaryadmissions

Appendix C

Proposed Oversubscription Criteria for Eastchurch CE Primary School

Before the application of oversubscription criteria, children with a statement of special educational need or Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order :

- **Children in Local Authority Care or Previously in Local Authority Care** – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the ‘Nearness’ criterion’ (below). In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.
- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school’s legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents’/guardians’, physical or mental health or social needs means that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
- **Nearness of children's homes to a point equidistant between the Eastchurch site and the Warden Bay site of Eastchurch CE Primary School** - we use the distance between the child’s permanent home address and the equidistant point between the Eastchurch site and the Warden Bay site of Eastchurch CE Primary School. This is measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child’s home to a defined point equidistant between the two school sites as specified by Ordnance Survey. The same coordinate for the equidistant point is used for everybody. These straight line measurements are used to determine how close each applicant’s address is to the equidistant point and children will be ranked in order of shortest distance first.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

Appendix C

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN. If the admissions are to Year R, and so result in a breach of infant class size legislation, the additional pupil(s) will be treated as “excepted” for the time they are in an infant class or until the numbers fall back to the current infant class size limit, as defined in the School Admissions Code.

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order.

Where an offer has been made, the school will provide for the admission of all children in the September following their fourth birthday. Parents can choose to defer the date their child is admitted to the school until later in the school year, but not beyond the start of the term after their child reaches compulsory school age and not beyond the beginning of the final term of the school year. Where parents wish, children may attend part-time until later in the school year, but not beyond the start of the term after their child reaches compulsory school age.

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round normally specified for a child with that date of birth. This will allow the school sufficient time to make a decision before the closing date. Parents are not required to provide evidence to support their application, although this may impede a school’s ability to agree to deferral. Parents are advised to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper RCAF to the LA, with written confirmation from each named school. Deferred applications will be processed in the same way as all applications for that cohort, and offers will be made in accordance with each school’s oversubscription criteria. Further advice is available at www.kent.gov.uk/primaryadmissions

Appendix C

Linked Infant and Junior Schools

<u>DFE NO</u>	<u>Infant School Name</u>	<u>Linked With</u>	<u>DFE NO</u>	<u>Junior School Name</u>
2329	Callis Grange Nursery and Infant School	<u>Linked With</u>	3360	St Peter-in-Thanel Church of England Junior School*
2574	Downs View Infant School	<u>Linked With</u>	2052	Kennington Church of England Junior School*
2263	Herne Bay Infant School	<u>Linked With</u>	5206	Herne Bay Junior School *
3295	Herne CE Infant & Nursery School	<u>Linked With</u>	3338	Herne CE (Aided) Junior School *
2622	Murston Nursery and Infant School	<u>Linked With</u>	2252	Murston Junior School
2513	Oaks Community Infant School	<u>Linked With</u>	2463	Minterne Community Junior School
2459	Riverhead Infant School	<u>Linked With</u>	2141	Amherst School (Academy) Trust *
2462	Riverview Infant School	<u>Linked With</u>	2444	Riverview Junior School
2626	Sandwich Infant School	<u>Linked With</u>	2627	Sandwich Junior School
2119	Shears Green Infant School	<u>Linked With</u>	2431	Shears Green Junior School
2337	St Crispin's Community Infant School	<u>Linked With</u>	3181	St Saviour's Church of England Junior School
3322	St James' Church of England Infant School *	<u>Linked With</u>	3049	St James's Church of England Junior School
3073	St Michael's Church of England Infant School	<u>Linked With</u>	3072	St Michael's Church of England Junior School
2328	St Mildred's Infant School	<u>Linked With</u>	2523	Upton Junior School
2474	St Paul's Infant School	<u>Linked With</u>	2175	North Borough Junior School
2611	St Stephen's Infant School	<u>Linked With</u>	2608	St. Stephen's Junior School *
2290	Tenterden Infant School	<u>Linked With</u>	3144	Tenterden Church of England Junior School
3081	Thurnham Church of England Infant School	<u>Linked With</u>	5203	Roseacre Junior School*
2276	Willesborough Infant School	<u>Linked With</u>	5226	Willesborough Junior School *
2484	Woodlands Infant School	<u>Linked With</u>	2453	Woodlands Junior School

* Own admission authority Schools

Appendix C

Appendix C (2)

Proposed Published Admission Numbers for Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent:

DfE no.	School name	District	Sub Type	Status	2016 Published Admission Number
2270	Aldington Primary School	Ashford	Primary	Community	30
2272	East Stour Primary School	Ashford	Primary	Community	60
2275	Victoria Road Primary School	Ashford	Primary	Community	30
2276	Willesborough Infant School	Ashford	Infant	Community	120
2278	Bethersden Primary School	Ashford	Primary	Community	20
2279	Brook Community Primary School	Ashford	Primary	Community	15
2280	Challock Primary School	Ashford	Primary	Community	30
2282	Great Chart Primary School	Ashford	Primary	Community	60
2285	Mersham Primary School	Ashford	Primary	Community	30
2287	Rolvenden Primary School	Ashford	Primary	Community	14
2289	Smeeth Community Primary School	Ashford	Primary	Community	20
2290	Tenterden Infant School	Ashford	Infant	Community	60
2574	Downs View Infant School	Ashford	Infant	Community	90
2625	<i>Godinton Primary School***</i>	<i>Ashford</i>	<i>Primary</i>	<i>Community</i>	60
3134	John Mayne CEP School	Ashford	Primary	Voluntary Controlled	20
3136	Brabourne CEP School	Ashford	Primary	Voluntary Controlled	15
3138	St. Mary's CEP School, Chilham	Ashford	Primary	Voluntary Controlled	15
3139	High Halden CEP School	Ashford	Primary	Voluntary Controlled	15
3140	Kingsnorth CEP School	Ashford	Primary	Voluntary Controlled	60
3143	St. Michael's CEP School	Ashford	Primary	Voluntary Controlled	30
3144	Tenterden CEJ School	Ashford	Junior	Voluntary Controlled	60
3145	Woodchurch CEP School	Ashford	Primary	Voluntary Controlled	26 (20)
3199	Egerton CEP School	Ashford	Primary	Voluntary Controlled	30
3284	Lady Joanna Thornhill (Endowed) Primary School	Ashford	Primary	Voluntary Controlled	60
3893	Phoenix Community Primary School	Ashford	Primary	Community	30
3905	<i>Beaver Green Community Primary School***</i>	<i>Ashford</i>	<i>Primary</i>	<i>Community</i>	60
3909	Ashford Oaks Community Primary School	Ashford	Primary	Community	60
2000	St John's CofE Primary School	Canterbury	Primary	Voluntary Controlled	60
2258	Blean Primary School	Canterbury	Primary	Community	60
2259	Chartham Primary School	Canterbury	Primary	Community	45
2263	Herne Bay Infant School	Canterbury	Infant	Community	120
2265	Hoath Primary School	Canterbury	Primary	Community	9
2268	Westmeads Community Infant School	Canterbury	Infant	Community	60
2269	Whitstable Junior School	Canterbury	Junior	Community	75
2569	Briary Primary School	Canterbury	Primary	Community	60
2607	Parkside Community Primary School	Canterbury	Primary	Community	30
2611	St. Stephen's Infant School	Canterbury	Infant	Community	90
2643	Swalecliffe Community Primary School	Canterbury	Primary	Community	90
3120	Barham CEP School	Canterbury	Primary	Voluntary Controlled	30
3122	Bridge & Patixbourne CEP School	Canterbury	Primary	Voluntary Controlled	60
3123	Chislet CEP School	Canterbury	Primary	Voluntary Controlled	14 (12)
3124	Reculver CEP School	Canterbury	Primary	Voluntary Controlled	75
3126	Littlebourne CEP School	Canterbury	Primary	Voluntary Controlled	15

Appendix C

3129	St. Alphege CEI School	Canterbury	Infant	Voluntary Controlled	60
3130	Wickhambreaux CEP School	Canterbury	Primary	Voluntary Controlled	15
3289	St. Peter's Methodist Primary School, Canterbury	Canterbury	Primary	Voluntary Controlled	30
3295	Herne CEI School	Canterbury	Infant	Voluntary Controlled	90
3910	Joy Lane Primary School	Canterbury	Primary	Community	60
2062	Darenth Community Primary School	Dartford	Primary	Community	30
2066	Maypole Primary School	Dartford	Primary	Community	60
2072	Westgate Primary School	Dartford	Primary	Community	30
2120	Bean Primary School	Dartford	Primary	Community	30
2657	Temple Hill Community Primary and Nursery School	Dartford	Primary	Community	90 (60)
2676	West Hill Primary School	Dartford	Primary	Community	70
2689	Craylands School, The	Dartford	Primary	Community	30
3021	Stone St. Mary's CEP School	Dartford	Primary	Voluntary Controlled	90
3296	Langafel CEP School	Dartford	Primary	Voluntary Controlled	45
3914	Oakfield Community Primary School	Dartford	Primary	Community	90
3915	Manor Community Primary School	Dartford	Primary	Community	90
3919	Dartford Bridge Community Primary School	Dartford	Primary	Community	60
5229	Fleetdown Primary School	Dartford	Primary	Community	90
2309	Priory Fields School	Dover	Primary	Community	60
2312	River Primary School	Dover	Primary	Community	60
2313	St. Martin's School	Dover	Primary	Community	30
2318	Langdon Primary School	Dover	Primary	Community	10
2320	Eythorne Elvington Community Primary School	Dover	Primary	Community	20
2321	Lydden Primary School	Dover	Primary	Community	12
2322	Preston Primary School	Dover	Primary	Community	20
2326	Wingham Primary School	Dover	Primary	Community	30
2327	Worth Primary School	Dover	Primary	Community	10
2454	Aycliffe Community Primary School	Dover	Primary	Community	20
2471	Whitfield and Aspen School	Dover	Primary	Community	52
2531	Vale View Community School	Dover	Primary	Community	30
2532	St. Margaret's-at-Cliffe Primary School	Dover	Primary	Community	30
2559	Capel-le-Ferne Primary School	Dover	Primary	Community	30
2626	Sandwich Infant School	Dover	Infant	Community	56
2627	Sandwich Junior School	Dover	Junior	Community	60
2648	Aylesham Primary School	Dover	Primary	Community	60
2659	Sandown School	Dover	Primary	Community	60
3163	Downs CEP School, The	Dover	Primary	Voluntary Controlled	60
3167	Eastry CEP School	Dover	Primary	Voluntary Controlled	30
3168	Goodnestone CEP School	Dover	Primary	Voluntary Controlled	10
3169	Guston CEP School	Dover	Primary	Voluntary Controlled	22
3171	Nonington CEP School	Dover	Primary	Voluntary Controlled	12
3172	Northbourne CEP School	Dover	Primary	Voluntary Controlled	20
3173	Kingsdown & Ringwould CEP School	Dover	Primary	Voluntary Controlled	30
3175	Sibertswold CEP School	Dover	Primary	Voluntary Controlled	30
3911	Hornbeam Primary School	Dover	Primary	Community	30
3916	Green Park Community Primary School	Dover	Primary	Community	45
2094	Cobham Primary School	Gravesham	Primary	Community	30
2095	Cecil Road Primary and Nursery School	Gravesham	Primary	Community	54
2109	Higham Primary School	Gravesham	Primary	Community	30
2110	Culverstone Green Primary School	Gravesham	Primary	Community	30
2116	Lawn Primary School	Gravesham	Primary	Community	30
2119	Shears Green Infant School	Gravesham	Infant	Community	120
2431	Shears Green Junior School	Gravesham	Junior	Community	120

Appendix C

2444	Riverview Junior School	Gravesham	Junior	Community	120
2458	Istead Rise Primary School	Gravesham	Primary	Community	45
2462	Riverview Infant School	Gravesham	Infant	Community	120
2509	Singlewell Primary School	Gravesham	Primary	Community	30
2519	Vigo Village School	Gravesham	Primary	Community	30
2525	Painters Ash Primary School	Gravesham	Primary	Community	60
2658	Westcourt School	Gravesham	Primary	Community	30
2666	Wrotham Road Primary School	Gravesham	Primary	Community	60
2674	Kings Farm Primary School	Gravesham	Primary	Community	52
2044	Loose Primary School	Maidstone	Primary	Community	90
2161	Boughton Monchelsea Primary School	Maidstone	Primary	Community	30
2163	East Farleigh Primary School	Maidstone	Primary	Community	30
2165	Headcorn Primary School	Maidstone	Primary	Community	30
2166	Hollingbourne Primary School	Maidstone	Primary	Community	15
2168	Lenham Primary School	Maidstone	Primary	Community	30
2169	Platts Heath Primary School	Maidstone	Primary	Community	13
2171	Brunswick House Primary School	Maidstone	Primary	Community	60
2172	East Borough Primary School	Maidstone	Primary	Community	60
2175	North Borough Junior School	Maidstone	Junior	Community	90 (75)
2176	Park Way Primary School	Maidstone	Primary	Community	45
2180	South Borough Primary School***	Maidstone	Primary	Community	30
2183	Marden Primary School	Maidstone	Primary	Community	40
2192	Staplehurst School	Maidstone	Primary	Community	75
2193	Sutton Valence Primary School	Maidstone	Primary	Community	30
2474	St. Paul's Infant School	Maidstone	Infant	Community	90
2520	Madginford Primary School	Maidstone	Primary	Community	90
2548	Barming Primary School	Maidstone	Primary	Community	60
2552	Sandling Primary School	Maidstone	Primary	Community	60
2578	Kingswood Primary School	Maidstone	Primary	Community	20
2586	Senacre Wood Primary School	Maidstone	Primary	Community	30
2653	West Borough Primary School	Maidstone	Primary	Community	60
2677	Coxheath Primary School	Maidstone	Primary	Community	60
3061	Bredhurst CEP School	Maidstone	Primary	Voluntary Controlled	15
3067	Harrietsham CEP School	Maidstone	Primary	Voluntary Controlled	30
3069	Leeds & Broomfield CEP School	Maidstone	Primary	Voluntary Controlled	15
3072	St. Michael's CEJ School, Maidstone	Maidstone	Junior	Voluntary Controlled	45
3073	St. Michael's CEI School, Maidstone	Maidstone	Infant	Voluntary Controlled	40
3081	Thurnham CEI School	Maidstone	Infant	Voluntary Controlled	90
3083	Ulcombe CEP School	Maidstone	Primary	Voluntary Controlled	13
3090	St. Margaret's CEP School, Collier Street	Maidstone	Primary	Voluntary Controlled	17
3091	Laddingford St. Mary's CEP School	Maidstone	Primary	Voluntary Controlled	13
3092	Yalding St. Peter & St. Paul CEP School	Maidstone	Primary	Voluntary Controlled	24
3898	Greenfields Community Primary School	Maidstone	Primary	Community	45
3906	Palace Wood Primary School	Maidstone	Primary	Community	60
2088	Crockenhill Primary School	Sevenoaks	Primary	Community	30
2130	Dunton Green Primary School	Sevenoaks	Primary	Community	30
2133	Halstead Community Primary School	Sevenoaks	Primary	Community	25
2134	Four Elms Primary School	Sevenoaks	Primary	Community	16
2136	Kemsing Primary School	Sevenoaks	Primary	Community	30
2137	Leigh Primary School	Sevenoaks	Primary	Community	23 (20)
2138	Otford Primary School	Sevenoaks	Primary	Community	60
2147	Weald Community Primary School	Sevenoaks	Primary	Community	25
2148	Shoreham Village School	Sevenoaks	Primary	Community	15
2459	Riverhead Infant School	Sevenoaks	Infant	Community	90
2615	High Firs Primary School	Sevenoaks	Primary	Community	30

Appendix C

2632	Sevenoaks Primary School	Sevenoaks	Primary	Community	90
2636	Edenbridge Primary School	Sevenoaks	Primary	Community	60
2682	New Ash Green Primary School	Sevenoaks	Primary	Community	60
3010	St. Paul's CEP School	Sevenoaks	Primary	Voluntary Controlled	15
3015	Fawkham CEP School	Sevenoaks	Primary	Voluntary Controlled	15
3035	Seal CEP School	Sevenoaks	Primary	Voluntary Controlled	60 (30)
3037	St. John's CEP School, Sevenoaks	Sevenoaks	Primary	Voluntary Controlled	30
3043	Sundridge & Brasted CEP School	Sevenoaks	Primary	Voluntary Controlled	15
3054	Crockham Hill CEP School	Sevenoaks	Primary	Voluntary Controlled	20
3055	Churchill CEP School	Sevenoaks	Primary	Voluntary Controlled	50
3201	St. Lawrence CEP School	Sevenoaks	Primary	Voluntary Controlled	12
3298	<i>West Kingsdown C.E. Primary School***</i>	<i>Sevenoaks</i>	<i>Primary</i>	<i>Voluntary Controlled</i>	45
3896	Downsview Primary	Sevenoaks	Primary	Community	30
3907	Hextable Primary School	Sevenoaks	Primary	Community	90 (60)
2296	Mundella Primary School	Shepway	Primary	Community	30
2300	Sellindge Primary School	Shepway	Primary	Community	15
2524	Palmarsh Primary School	Shepway	Primary	Community	15
2545	Sandgate Primary School	Shepway	Primary	Community	60
2645	<i>Lydd Primary School***</i>	<i>Shepway</i>	<i>Primary</i>	<i>Community</i>	40
2650	Dymchurch Primary School	Shepway	Primary	Community	30
2691	<i>St. Nicholas C of E Primary School***</i>	<i>Shepway</i>	<i>Primary</i>	<i>Voluntary Controlled</i>	54
3137	Brookland CEP School	Shepway	Primary	Voluntary Controlled	15
3146	Bodsham CEP School	Shepway	Primary	Voluntary Controlled	13
3149	St. Martin's CEP School, Folkestone	Shepway	Primary	Voluntary Controlled	30
3150	St. Peter's CEP School, Folkestone	Shepway	Primary	Voluntary Controlled	15
3153	Seabrook CEP School	Shepway	Primary	Voluntary Controlled	15
3154	Lyminge CEP School	Shepway	Primary	Voluntary Controlled	30
3155	Lympne CEP School	Shepway	Primary	Voluntary Controlled	30
3158	Stelling Minnis CEP School	Shepway	Primary	Voluntary Controlled	15
3159	Stowting CEP School	Shepway	Primary	Voluntary Controlled	15
3160	Selsted CEP School	Shepway	Primary	Voluntary Controlled	15
3200	Brenzett CEP School	Shepway	Primary	Voluntary Controlled	20
3902	Hythe Bay C of E Primary School	Shepway	Primary	Voluntary Controlled	60
3904	Castle Hill Community Primary School	Shepway	Primary	Community	58
2226	Eastling Primary School	Swale	Primary	Community	15
2227	Ethelbert Road Primary School	Swale	Primary	Community	30
2228	Davington Primary School	Swale	Primary	Community	60
2231	Lower Halstow School	Swale	Primary	Community	30
2235	Minster in Sheppey Primary School	Swale	Primary	Community	60
2237	Queenborough Primary School	Swale	Primary	Community	60
2239	Rodmersham School	Swale	Primary	Community	10
2245	Rose Street School	Swale	Primary	Community	30
2252	Murston Junior School	Swale	Junior	Community	45
2254	Canterbury Road Primary School	Swale	Primary	Community	30
2434	West Minster Primary School	Swale	Primary	Community	60
2463	Minterne Community Junior School	Swale	Junior	Community	90
2513	Oaks Community Infant School, The	Swale	Infant	Community	90
2534	Bysing Wood Primary School	Swale	Primary	Community	30
2622	Murston Infant School	Swale	Infant	Community	45
2629	Holywell Primary School Upchurch	Swale	Primary	Community	30
3106	Eastchurch CEP School	Swale	Primary	Voluntary Controlled	60
3108	Ospringe CEP School	Swale	Primary	Voluntary Controlled	30
3109	Hernhill CEP School	Swale	Primary	Voluntary Controlled	30
3111	Newington CEP School	Swale	Primary	Voluntary Controlled	30
3117	Teynham Parochial CEP School	Swale	Primary	Voluntary Controlled	30

Appendix C

3282	Boughton-under-Blean & Dunkirk Primary School	Swale	Primary	Voluntary Controlled	30
2328	St. Mildred's Primary Infant School	Thanet	Infant	Community	90
2329	Callis Grange Nursery & Infant School	Thanet	Infant	Community	90
2337	St. Crispin's Community Primary Infant School	Thanet	Infant	Community	90
2340	Ellington Infant School	Thanet	Infant	Community	90
2345	Priory Infant School	Thanet	Infant	Community	60
2523	Upton Junior School	Thanet	Junior	Community	128
2596	<i>Chilton Primary School***</i>	<i>Thanet</i>	<i>Primary</i>	<i>Community</i>	60
2603	Bromstone Primary School, Broadstairs	Thanet	Primary	Community	90
2672	Palm Bay Primary School	Thanet	Primary	Community	60
3178	Birchington CEP School	Thanet	Primary	Voluntary Controlled	60
3179	Holy Trinity & St. John's CEP School, Margate	Thanet	Primary	Voluntary Controlled	60
3181	St. Saviour's CEJ School	Thanet	Junior	Voluntary Controlled	96 (90)
3182	Minster CEP School	Thanet	Primary	Voluntary Controlled	60
3183	Monkton CEP School	Thanet	Primary	Voluntary Controlled	15
3186	St. Nicholas at Wade CEP School	Thanet	Primary	Voluntary Controlled	30
3917	Garlinge Primary School	Thanet	Primary	Community	120 (90)
3918	Newington Community Primary School and Nursery	Thanet	Primary	Community	90
2065	Discovery School, The	Tonbridge & Malling	Primary	Community	90
2132	Hadlow School	Tonbridge & Malling	Primary	Community	25
2155	Slade Primary School	Tonbridge & Malling	Primary	Community	45
2156	Sussex Road Community Primary School	Tonbridge & Malling	Primary	Community	60
2164	East Peckham Primary School	Tonbridge & Malling	Primary	Community	30
2167	Ightham Primary School	Tonbridge & Malling	Primary	Community	30
2185	Mereworth Community Primary School	Tonbridge & Malling	Primary	Community	30
2187	Offham Primary School	Tonbridge & Malling	Primary	Community	30
2188	Plaxtol Primary School	Tonbridge & Malling	Primary	Community	15
2189	Ryarsh Primary School	Tonbridge & Malling	Primary	Community	30
2190	Shipbourne School	Tonbridge & Malling	Primary	Community	8
2191	St. Katherine's School	Tonbridge & Malling	Primary	Community	90
2453	Woodlands Junior School	Tonbridge & Malling	Junior	Community	96
2484	Woodlands Infant School	Tonbridge & Malling	Infant	Community	90
2514	Brookfield Infant School	Tonbridge & Malling	Infant	Community	60
2530	Tunbury Primary School	Tonbridge & Malling	Primary	Community	87
2539	Stocks Green Primary School	Tonbridge & Malling	Primary	Community	30
2562	Lunsford Primary School	Tonbridge & Malling	Primary	Community	30
2661	Cage Green Primary School	Tonbridge & Malling	Primary	Community	60
2662	Long Mead Community Primary School	Tonbridge & Malling	Primary	Community	30
2667	St. Stephen's (Tonbridge) Primary School	Tonbridge & Malling	Primary	Community	30
2680	Kings Hill School	Tonbridge & Malling	Primary	Community	60
3033	Hildenborough CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	30
3057	St. Peter's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	24
3059	St. Mark's CEP School, Eccles	Tonbridge & Malling	Primary	Voluntary Controlled	20
3062	Burham CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	28
3079	Stansted CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	15
3082	Trottscliffe CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	12
3088	Wouldham, All Saint's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	30 (20)
3089	St. George's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	30
5223	Brookfield Junior School, Larkfield	Tonbridge & Malling	Junior	Community	60
2127	Paddock Wood Primary School	Tunbridge Wells	Primary	Community	90
2128	Capel Primary School	Tunbridge Wells	Primary	Community	30
2135	Horsmonden Primary School	Tunbridge Wells	Primary	Community	30

Appendix C

2139	Pembury School	Tunbridge Wells	Primary	Community	60
2142	Sandhurst Primary School	Tunbridge Wells	Primary	Community	30
2465	Claremont Primary School	Tunbridge Wells	Primary	Community	60
2482	Langton Green Primary School	Tunbridge Wells	Primary	Community	60
2490	Bishops Down Primary School	Tunbridge Wells	Primary	Community	30
2651	Broadwater Primary School	Tunbridge Wells	Primary	Community	30
3022	Benenden CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3023	Bidborough CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3027	Cranbrook CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3029	Goudhurst & Kilndown CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3032	Hawkhurst CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3034	Lamberhurst St. Mary's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3049	St. James' CEJ School	Tunbridge Wells	Junior	Voluntary Controlled	90
3050	St. John's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	90
3052	St. Mark's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	60
3053	St. Peter's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	20
3198	Frittenden CEP School	Tunbridge Wells	Primary	Voluntary Controlled	15
3294	St. Matthew's High Brooms CEP School	Tunbridge Wells	Primary	Voluntary Controlled	60
3297	Southborough CEP School	Tunbridge Wells	Primary	Voluntary Controlled	90

*** Please note at time of going to consultation these schools are awaiting an academy order

Appendix C (3)

Proposed Statutory Consultation Area

Kent County Council is required to define "relevant areas" within which the admissions authorities of all maintained schools must conduct their annual statutory consultation. The relevant statutory consultation areas are those included within a 3 mile radius of the primary school concerned. However because the consultation is distributed across all Kent Admissions Authorities via the Kent County Council Website, admissions authorities and parents outside of the relevant areas are also able to view arrangements. If respondents are located outside of the 3 mile radius of the Primary school in question Kent County Council may chose not to have regard to the comments.

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Dated: 6th January 2015

Appendix D (1)

Kent County Council

Determined Admissions Arrangements for Academic Year 2016/17

Community and Voluntary Controlled Secondary Schools in Kent

Produced by:
Admissions and Transport

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Appendix D

Introduction / Background

Each year, Kent County Council is required to determine its admissions arrangements. They must include:

- The over-subscription criteria / arrangements for entry to those schools for whom Kent County Council is the admission authority (Community and Voluntary Controlled schools).
- The Published Admission Number for those schools
- Relevant Consultation areas

At the time of going to print, arrangements for the schools listed at the back of this paper identifying the Published Admissions Numbers are those schools for which Kent County Council is the admissions authority. Some schools will be in the process of becoming academies. Where this is the case arrangements determined through this consultation will transfer to the academy and if it then chooses to amend admissions arrangements in the future it will be through its own consultation on changes for future admissions years.

Appendix D

Proposed Oversubscription Criteria for Community and Voluntary Controlled Secondary Schools *(except Tunbridge Wells Grammar School for Boys and The North School)*

Following the Schools Adjudicator's decision in 2007 that Dover Grammar School for Boys will continue to use a dual testing arrangement to determine eligibility for admission (the "Dover test" as well as Kent's PESE), provision was made for the same arrangements to apply to the Dover Grammar School for Girls at the time – consequently in 2016 Dover Grammar School for Girls will continue to include in its oversubscription criteria that: "Entry is through the Kent age 11 assessment procedure or the Dover test."

Before the application of oversubscription criteria, children with a statement of special educational need or Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

Oversubscription criteria for Community and Voluntary Controlled secondary schools will be applied in the following order:

Children in Local Authority Care or Previously in Local Authority Care – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.

Current Family Association - a brother or sister attending the school when the child starts. In this context brother or sister means children who live as brother or sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.

Health and Special Access Reasons - Medical / Health and Special Access Reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians', physical or mental health or social need means there is a demonstrable and significant need for their child to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

Nearness of children's homes to school – The distance between the child's permanent home address and the school is measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by Ordnance Survey. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the

Appendix D

unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN.

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order.

Appendix D

Proposed Oversubscription criteria for Tunbridge Wells Grammar School for Boys will be applied in the following priority order:

Entry to the school is through the Kent Assessment Procedure

Before the application of oversubscription criteria, children with a statement of special educational need or Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

Children in Local Authority Care or Previously in Local Authority Care – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.

Current Family Association - a brother or sister attending the school when the child starts. In this context brother or sister means children who live as brother or sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.

Health and Special Access Reasons - Medical / Health and Special Access Reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians', physical or mental health or social need means there is a demonstrable and significant need for their child to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

Children who live within a 3 mile radius of the school Children will be ranked according to the distance from their home to the Tunbridge Wells Grammar school for Boys with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using Ordnance Survey address point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by Ordnance Survey.

Appendix D

Children who live in the named parishes below – Children will be ranked according to the distance from their home to the Tunbridge Wells Grammar School for Boys with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using Ordnance Survey address point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by Ordnance Survey.

Bidborough	Hildenborough	Sevenoaks
Brasted	Ightham	Sevenoaks Weald
Capel	Knockholt	Shipbourne
Chevening	Kemsing	Shoreham
Chiddingstone	Leigh	Southborough
Cowden	Otford	Speldhurst
Dunton Green	Plaxtol	Sundridge
Edenbridge	Pembury	Tonbridge
Hadlow	Penshurst	Tunbridge Wells
Halstead	Riverhead	Westerham
Hever	Seal	

Nearness of all other children's homes to school – The distance between the child's permanent home address and the school is measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by Ordnance Survey. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

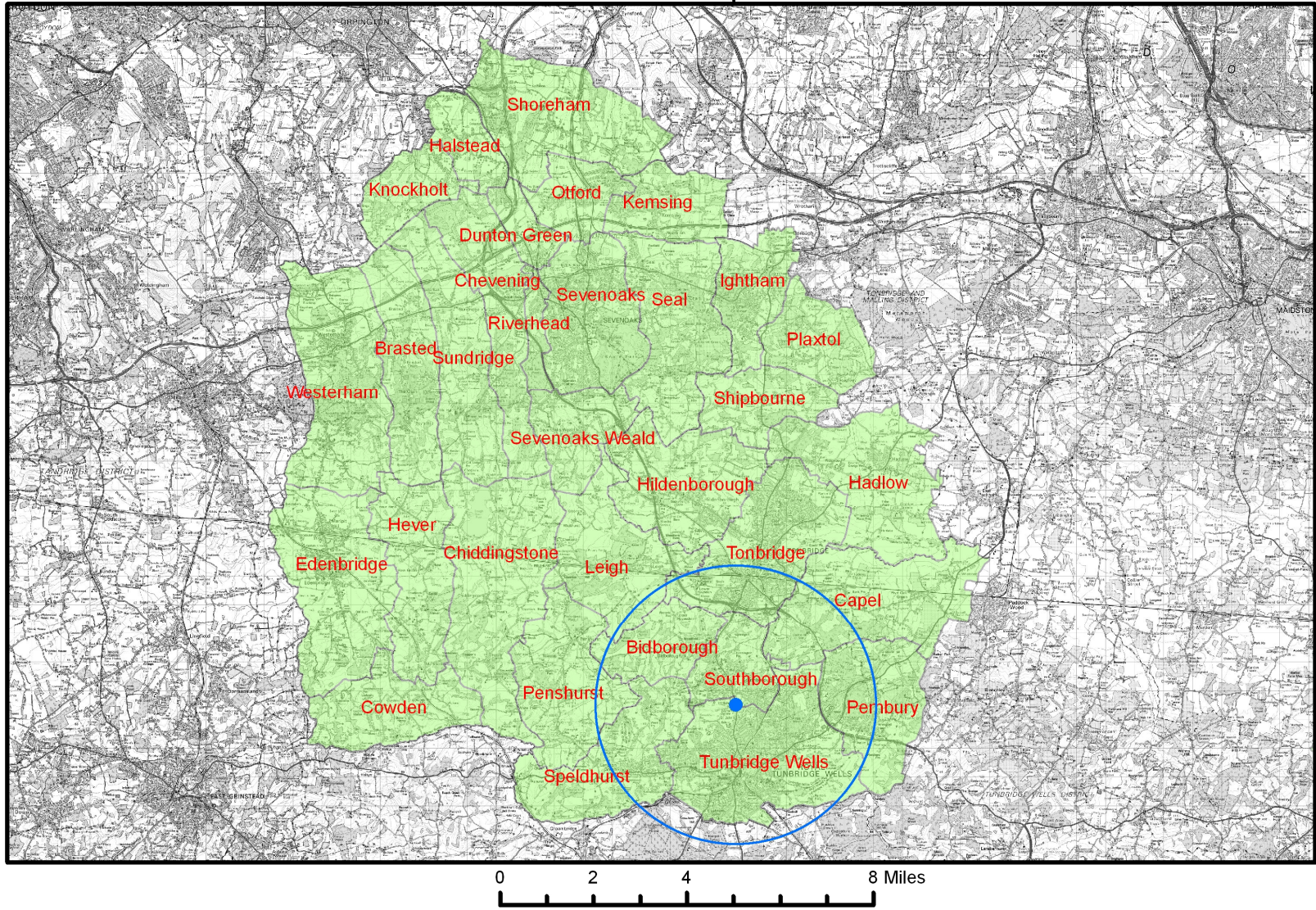
In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN.

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order.

A map displaying the priority catchment area is provided overleaf:

Tunbridge Wells Grammar for Boys School and selected parishes



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Dated 26/10/2011

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TWGSB parishes

Appendix D

Proposed Oversubscription criteria for The North School will be applied in the following priority order:

Before the application of oversubscription criteria, children with a statement of special educational need or Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

Children in Local Authority Care or Previously in Local Authority Care – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.

Current Family Association - a brother or sister attending the school when the child starts. In this context brother or sister means children who live as brother or sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.

Health and Special Access Reasons - Medical / Health and Special Access Reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians', physical or mental health or social need means there is a demonstrable and significant need for their child to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

Children who live nearer to The North School than any other maintained non selective secondary school or academy – Children will be ranked according to the distance from their home to the North School with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using Ordnance Survey address point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by Ordnance Survey.

Children who live nearer to any other maintained non selective secondary school or academy than The North School – Children for whom the North School is not their nearest non selective secondary school or academy will be ranked according to the distance from their home to the North School with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using Ordnance Survey address point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by Ordnance Survey.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before

Appendix D

admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN.

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order.

Appendix D

Appendix D (2)

Proposed Published Admission Numbers for Community and Voluntary Controlled Secondary Schools in Kent:

DfE no.	School name	District	Sub Type	Status	2016 Published Admission Number
4091	Community College Whitstable, The	Canterbury	High	Community	210
4026	Dartford Science and Technology College	Dartford	High	Community	145
4109	Dover Grammar School for Girls	Dover	Grammar	Community	120
4246	North School	Ashford	High	Community	215
4534	Simon Langton Girls' Grammar School	Canterbury	Grammar	Voluntary Controlled	165
4059	Swadelands School	Maidstone	High	Community	150
4045	Tunbridge Wells Grammar School for Boys	Tunbridge Wells	Grammar	Community	180

Appendix D (3)**Proposed Statutory Consultation Area for Kent Secondary schools**

The LA is required to define “relevant areas” within which the admissions authorities of all maintained schools must conduct their statutory consultation. Admission authorities for all maintained secondary schools within the relevant area must consult the admission authorities for all maintained primary, middle and secondary schools in the area. An academy must consult in the way that other admission authorities do, but cannot alter its admission arrangements without the approval of the Secretary of State. Consultations must take place at least every seven years and in any year that changes are proposed.

The relevant statutory consultation areas continue to be the designated districts and adjoining parishes detailed overleaf:

Thanet	Thanet District plus Herne Bay, Chislet, Preston, Ash, Sandwich and Worth parishes.
Dover	Dover District plus Folkestone, Hawkinge, Swingfield, Elham, Barham, Adisham Wickhambreaux, Chislet, Monkton, Minster, Ramsgate.
Canterbury	Canterbury City plus St Nicholas at Wade, Preston, Ash, Wingham, Goodnestone, Aylesham, Nonington, Shepherdswell with Coldred, Lydden, Elham, Stelling Minnis, Stowting, Elmsted, Chilham, Dunkirk, Boughton under Blean, Selling, Sheldwich, Hernhill, Graveney with Goodnestone, Faversham, Ospringe, Luddenham.
Swale	Swale Borough plus St Cosmas and St Damian in the Blean, Whitstable.
Shepway	Shepway District plus Capel-le-Ferne, Lydden, Barham, Bradbourne, Smeeth, Aldington, Orlestone.
Ashford	Ashford Borough plus Brenzett, Lympne, Sellindge, Stowting, Elmsted, Petham, Chartham, Dunkirk, Selling, Sheldwich, Lenham, Headcorn, Frittenden, Cranbrook, Benenden, Sandhurst.
Maidstone	Maidstone Borough plus Hartlip, Newington, Borden, Bredgar, Doddington, Milsted, Kingsdown, Eastling, Charing, Egerton, Smarden, Biddenden, Frittenden, Cranbrook, Goudhurst, Horsmonden, Capel, Wateringbury, Paddock Wood, East Peckham, East Malling, Larkfield, Ditton, Aylesford, Burham, Wouldham, Snodland, Leybourne, Ryarsh, Kings Hill, West Malling, Trottiscliffe, Offham, Mereworth, Platt, Plaxtol, Borough Green, Ightham, Wrotham, Stansted & Fairseat.
Gravesham	Gravesham Borough plus Dartford Borough, Snodland, Ryarsh, Trottiscliffe, Stansted & Fairseat, Ash-cum-Ridley, Hartley, Fawkham, West Kingsdown, Horton Kirby, Farningham, Eynsford, Swanley, Crockenhill.
Dartford	Dartford Borough plus Ash-cum-Ridley, Hartley, West Kingsdown, Fawkham, Eynsford Swanley, Crockenhill.
Sevenoaks	Sevenoaks District plus Dartford Borough, Stansted & Fairseat, Wrotham, Ightham, Southborough, Borough Green, Tunbridge Wells, Plaxtol, Pembury, Shipbourne, Speldhurst.
Tonbridge	Tonbridge and Malling Borough plus Sevenoaks District (excluding Swanley, Farningham, Horton Kirby, Fawkham and Hartley), Tunbridge Wells Borough, Yalding.
Malling	Tonbridge and Malling Borough plus, Boxley, Maidstone, Barming, Meopham, Ash-cum-Ridley, West Kingsdown, Kemsing.
Tunbridge Wells	Tunbridge Wells plus Sevenoaks District (excluding Swanley, Farningham, Horton Kirby, Fawkham and Hartley), Tonbridge, Hildenborough, Hadlow, East Peckham, Shipbourne, Ightham, Plaxtol, Borough Green, Mereworth, Wateringbury, Yalding.
Cranbrook	Tunbridge Wells plus Marden, Staplehurst, Headcorn, Biddenden, Tenterden, Rolvenden.

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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 (EYPS)

To: Education and Young People's Cabinet Committee – 13 January 2015

Subject: Elective Home Education Policy

Classification: Unrestricted

Electoral Division: All

Summary: This report presents the revised draft Elective Home Education (EHE) Policy. Cabinet agreed on 7 July 2014 to defer approval of the revised EHE Policy, pending further consideration and a process of engagement on the revised EHE policy.

Further consideration of the revised EHE Policy has now been undertaken and amendments made.

Recommendation: The Education and Young People's Services Cabinet Committee is invited to consider the revised EHE Policy and agree that a process of engagement be undertaken on the revised EHE Policy, prior to consideration by Cabinet.

1. Introduction

- 1.1 Elective Home Education (EHE) is the term used to describe parents' decisions to provide education for their children at home instead of sending them to school. Parents are legally responsible for ensuring that their children receive a 'suitable' education. The role of the Local Authority is to provide support for home educating families (at a level decided by local authorities themselves) and if families wish it; and to intervene with families if the local authority is given reason to believe that a child is not receiving a suitable education.
- 1.2 There has been a significant increase in EHE registrations - from 793 in 2008 to 1326 in 2013-14. New referrals are being received at an average of 65 per month. In response to this increased demand there has been a renewed focus on engaging with families earlier. Current practice has shown that some families have been using EHE as a last resort and were not choosing this option proactively.
- 1.3 Kent County Council recognises that many parents who elect to educate their child(ren) at home do so to an extremely high standard and this is to be commended.

1.4 However, in undertaking our evaluation of current policy, safeguarding and educational risks were found. These concerns were recognised by KCC's Integrated Children's Services Board, which recommended that the Elective Home Education Policy be reviewed to ensure more robust approaches are put in place.

2. Education Risks

2.1 KCC's current interpretation of legislation and guidance results in EHE Officers making contact with registered home educating parents and offering a meeting to advise and provide support. However, parents may refuse this offer and provide alternative evidence of education. They may choose to meet EHE Officers at an alternative venue, or choose not to engage. There is some risk therefore that children who do not attend a meeting may not be receiving a suitable or any planned education. This means the LA is not able to ascertain whether a suitable education is being provided in these cases.

2.2 KCC officers may only intervene where there is evidence or a strong belief that a child or young person is not receiving a suitable education, or where there may be child welfare concerns.

2.3 In addition to the significant increase in EHE registration, there are also disproportionate numbers of adolescents leaving schools to be home educated. The profile of young people taken off roll for Home Education suggests this is being used as an alternative to addressing vulnerabilities and learning needs that could have been supported through earlier interventions:

- 2% of EHE pupils received a permanent exclusion prior to being taken off roll, which is a higher proportion of the cohort than for all Kent pupils, 0.6% of whom received a permanent exclusion. 14% of EHE pupils receive one or more fixed term exclusions in comparison with 5% of all Kent pupils who received one or more fixed term exclusions. 6% of EHE pupils received multiple fixed term exclusions during the academic year in which they were taken off roll from school.
- A high percentage of EHE pupils have poor attendance at school which gets worse during the year in which they are taken off roll. Average attendance for this cohort reduces from 79% to 69% in the academic year prior to the year in which they were taken off roll to become home educated. Persistent Absence of EHE pupils (that is absence of 15% or higher) shows the same trend: 45% of EHE pupils were persistently absent from school in the academic year prior to the year in which they were taken off roll and the persistent absence rate increases to 62% in the academic year during which they were taken off roll. In these cases their educational progress and attainment has already been damaged.

3. Safeguarding risks

3.1 Families who choose to home educate at the time a child reaches statutory school age do not have to register as EHE with the local authority. Families with children who are reported and registered as a Child Missing Education can inform KCC that they are home educating and may refuse a meeting.

3.2 Although there is no evidence that children who are EHE are at any more of a safeguarding risk, it is the case that universal systems in place to safeguard children and young people that are embedded in schools are not necessarily available to children who are educated at home. There is a risk that these young people have less access to agencies that would carry out safeguarding functions and duties. The current policy is such that the voice of the child is not routinely heard.

4. Key Policy Changes

4.1 The key policy changes proposed to mitigate the risks detailed above are set out below.

4.2 In order for KCC to satisfy itself that suitable education is being received, an EHE Officer will request to meet with the family and the child to discuss the education provision. Where one or more of the conditions set out below are met, KCC will expect every child whose parent(s) elect to home educate to participate in a meeting with an EHE Officer and the child at a mutually convenient time and place in order to satisfy KCC of the suitability of the education provision proposed. To ensure that the critical voice of the child is heard and to establish education suitability, KCC will request that both the child and evidence of learning are seen. Where one or more of the conditions set out below are met, education will not be recorded as suitable if this meeting is not facilitated.

The conditions where this meeting would be expected are:

- (a) The child has a history of persistent unauthorised absence from school (by persistent absence, KCC mean absence of 15% or higher);
- (b) The child has a record of poor attainment at school as measured by progression in performance using prior attainment and National Curriculum test results as the basis for assessment;
- (c) The child has previously been permanently excluded from school(s) or has been subject to more than one fixed term exclusion whilst at school;
- (d) The child has been referred to early help and / or to children's social care.

From past experience the presence of one or more of these factors is a strong indication that the child in question may well not be receiving a suitable education and may be seriously under-achieving.

Where none of the four conditions set out above are present, KCC would strongly encourage parents to participate in a meeting in order that they receive the full support available. However, in these circumstances, unless there is any other matter which suggests that the child is not receiving a suitable education otherwise than at a school, there is no requirement for such a meeting and KCC will record such a child as receiving suitable education.

Evidence at this meeting could include a report about the education provided, an assessment by a qualified third party or by showing samples of their child's

learning supported with input from the child. Parents would be expected to provide evidence of a suitable education that would, on the balance of probabilities, convince a reasonable person that a suitable education is being provided for the age and ability of the child.

- 4.3 Should the offer of a meeting be declined where one of the above four conditions are present, 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. This information will also be made available for the KCC Children's Social Services Teams.
- 4.4 When the EHE officer is satisfied that a parent is complying with their Section 7 of the Education Act 1996 duty, the EHE officer and family will agree a date for the next annual review of educational provision. Parents may contact the EHE team at any time during this period for advice and support.
- 4.5 Following contact with the parent and child the EHE officer will write to parents within four weeks summarising the matters discussed/presented and will provide any additional information or advice requested by parents.
- 4.6 If it appears that a child is not receiving a suitable education, the EHE officer will offer advice and support to help enhance the education being provided and agree a follow up visit to monitor progress.
- 4.7 If it appears to the EHE officer that a child is still not receiving an 'efficient' and 'suitable' full-time education, the officer will write to the parent stating that this appears to be the case, the reasons for their opinion and inviting them to respond. Parents will be given 15 working days to reply. Their reply should address the question of whether they are providing a 'suitable education' with reference to their own philosophy, and/ or educational provision.
- 4.8 The EHE Team will only take legal action against the parent as a last resort, after all reasonable avenues have been explored to bring about a resolution of the situation.
- 4.9 "If it appears to a local education authority that a child of compulsory school age in their area is not receiving suitable education, either by regular attendance or otherwise, they shall serve a notice in writing on the parent requiring him to satisfy them within the period specified in the notice that the child is receiving such education". [Section 473(1) of the Education Act 1996]
- 4.10 If it appears to KCC that an appropriate education is not taking place then a magistrate may be requested to issue a School Attendance Order. At any stage following the issue of the Order, parents may present evidence to KCC that they are now providing a suitable education and apply to have the Order revoked. If this is refused, parents can choose to refer the matter to the Secretary of State. If KCC prosecutes parents for not complying with the Order, then it will be for a court to decide whether the education being provided is suitable and efficient. The court can revoke the Order if it is satisfied that the parent is fulfilling their duty. It can also revoke the Order where it imposes an Education Supervision

Order.

5. Conclusions

- 5.1 The current policy has been revised to state that the evidence for the provision of a suitable education will be based on a meeting with the child present, where one of the four conditions set out above are met. This will ensure that informed decisions have been made and that a judgement on suitability of provision can be made. Where there has been no engagement with KCC officers and one of the conditions above have been met, the education provision will not be deemed suitable. It will be registered that the family and child have not been seen, and the child's name will be added to the Children Missing Education register.
- 5.2 Children 'Missing Education' who are registered EHE should remain on the Children Missing Education register until KCC is satisfied that suitable education is being provided, including through a meeting which involves engagement with the child.

6. Recommendation: Education and Young People's Services Cabinet Committee is invited to consider the revised EHE Policy and agree that a process of engagement be undertaken on the revised EHE Policy, prior to consideration by Cabinet.

Appendix: Revised Elective Home Education Policy

7. Contact details

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1. Introduction

Elective Home Education (“EHE”) is the term used by the Department for Education (“DfE”) to describe parents' decisions to provide education for their children at home instead of sending them to school. This is different to home tuition provided by a Local Authority or education provided by a Local Authority other than at a school. It is recognised that parents may choose home education for a variety of reasons.

Parents are responsible for ensuring that their children receive a suitable education. Kent County Council (“KCC”) recognises that parents have the right to choose to educate their child at home rather than at school. Where parents choose to home educate, it is desirable that the parents and the LA work together, recognising each other's rights and responsibilities and establish and maintain a positive dialogue in the interests of the child to ensure that a high quality education is received and children are safeguarded. The LA supports positive engagement through identifying a range of opportunities for families to access via their website.

Many families make a pro-active decision to home educate. Such families usually provide an extremely high standard of education for their children. However, some families may feel that electing for home education is the only available option when it appears that school issues cannot be resolved or where personal circumstances mean that attending school regularly is problematic. The Local Authority EHE team works closely with families, schools and a range of services at an early stage to support families in these situations to ensure that they are making informed choices.

Where young people are entering EHE during Key Stage 4, particular attention will be given to ensuring appropriate learning pathways are discussed with relevant parties. There is an expectation that clear plans will be in place for achieving recognised qualifications at age 16 and securing progression to post 16 learning or employment with training, and, recognising the vulnerability of becoming NEET (“not in education, employment or training”) for young people who exit school at this late stage. This might include opportunities to continue to take examinations in school.

It is vital that parents and children choose a type of education that is right for them, and it is important that EHE officers understand and are supportive of many differing approaches or "ways of educating" which are all feasible and legally valid. The role of the EHE Team is to respond to concerns that a child is not receiving a full time education suitable to his or her age, ability and aptitude and, where appropriate, provide support and information for parents. It is not the role of the EHE Team to tell parents how to educate their children or to ensure registration at school.

2. Purpose

This document aims to clarify for schools, parents, carers, guardians and related agencies, the policy and procedures to be observed when a parent elects to home educate their child who is of compulsory school age. The policy sets out parents'

rights to educate their children at home, together with the legal duties and responsibilities of Headteachers and KCC. It also sets out the arrangements KCC will make in order to carry out its legal duties.

3. Context

This policy has been drafted within the context of the following:

- The Children Act 1989
- The Education Act 1996
- The Education Act 2002
- The Children Act 2004
- The Localism Act 2011
- Elective Home Education Guidelines for Local Authorities (DCSF 2007)
- Working Together to Safeguard Children (DfE, March 2010)
- Information and Policies of other Local Authorities
- 'Support for Home Education', House of Commons Education Select Committee Report (Dec. 2012), Volumes I and II
- Kent and Medway Inter-Agency Threshold Criteria for Children in Need (March 2011)

4. The Law Relating to Elective Home Education

Parents

The responsibility for a child's education rests with the parents. In England, education is compulsory, but school is not. Parents may decide to exercise their right to home educate their child from a very early age and so the child is never enrolled at school. Parents may also elect to home educate at any other stage up to the end of compulsory school age at 16 years.

Section 7 of the Education Act 1996 provides that:

"The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable -

(a) to his age, ability and aptitude, and

(b) to any special educational needs he may have,

either by regular attendance at school or otherwise."

An "efficient" and "suitable" education is not defined in the Education Act 1996 but "efficient" has been broadly described in case law as an education that "achieves

that which it sets out to achieve", and a "suitable" education is one that "primarily equips a child for life within the community of which he is a member, rather than the way of life in the country as a whole, as long as it does not foreclose the child's options in later years to adopt some other form of life if he wishes to do so".

Article 2 of Protocol 1 of the European Convention on Human Rights states that:

"No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching is in conformity with their own religious and philosophical convictions."

Parents must comply with notices and orders served by KCC under Section 437 of The Education Act 1996, if it appears that parents are not providing a suitable education.

Schools

It is important that schools are satisfied that parents are fully informed of the expectations and implications of home educating before committing to making this important decision. KCC recommends that parents are given contact details and advised to seek advice from the KCC's EHE Team before formally asking the school to remove the child from the school roll. Schools must not seek to persuade parents to educate their child at home, nor would it be recommended for parents to elect to educate their children at home as a way of avoiding an exclusion from school or because the child has a poor attendance record.

In these situations both the school and parents should seek advice and support from KCC's EHE Team. Support for the family may be offered through the KCC's Early Help and Preventative Service where families are considering home education as means of addressing wider unmet needs or unresolved issues. There should be a presumption that problems with school, or about the school, can be resolved if the parents are acting to home educate for these reasons.

There is an expectation that schools will have had a thorough discussion with parents and will have signposted them to support and guidance before making any formal decision. When a school receives written notification from a parent of their intention to home educate their child, it is the responsibility of the school to:

- Invite the parents to discuss any issues or concerns that could be resolved to enable the child to continue to be educated at school in a way which meets the parents' expectations
- If the parents' decision is firmly to home educate, to acknowledge this in writing and delete the child's name from the school register. KCC requires the school to do this within 3 working days of receiving the parents' letter. However in the interests of the family, recommended good practice would be to allow a period of 10 school days after deletion of the name from the school registrar, for the parents to reflect on their decision having sought further advice and support and to change their mind if they so wish.

- Inform KCC immediately of removal of the child's name from the register following the above. (Regulation 12 (3) of the "The Education (Pupil Registration) Regulations 2006)
- Ensure that the pupil file is retained in accordance with usual procedures until requested by a receiving school. The parent may request a copy of the file.

KCC's role and duties

In December 2012 the House of Commons Education Select Committee produced a report, 'Support for Home Education'. It stated that:

"The role of the local authority is clear with regard to home education. They have two duties: to provide support for home educating families (at a level decided by local authorities themselves), and if families wish it; and to intervene with families if the local authority is given reason to believe that a child is not receiving a suitable education."

Local Authorities have a duty to try and identify children not receiving a suitable education. Section 436A of the Education Act 1996, *"requires all local authorities to make arrangements to enable them to establish (so far as it is possible to do so) the identities of children residing in their area who are not receiving a suitable education."*

Section 437 (1) Education Act 1996 provides that *"if it appears to a local authority that a child of compulsory school age in their area is not receiving suitable education, either by regular attendance at school or otherwise, they shall serve a notice in writing on the parent requiring him to satisfy them within the period specified in the notice (which must be no less than 15 days) that the child is receiving such education."*

Case law (*Phillips v Brown*, 1980) established that an LA may make enquiries of parents who are educating their children at home to establish that a suitable education is being provided. DfE guidelines, to which the Council has had regard, state that parents are under no duty to respond to such enquiries, *"but it would sensible for them to do so"*.

Section 437(3) Education Act 1996 provides that if a parent fails to satisfy the local authority within the specified period that their child is receiving a suitable education, it has the power to issue a "school attendance order" requiring that their child become a registered pupil at the school named in the order.

- KCC has general duties to make arrangements to safeguard and promote the welfare of children (see section 175 of the Education Act 2002 and sections 10 and 11 of the Children Act 2004). EHE officers, along with all employees of KCC, have a responsibility to ensure all children are safeguarded and their welfare promoted throughout their work. Section 175 (1) provides:

"A local authority shall make arrangements for ensuring that their education functions are exercised with a view to safeguarding and promoting the welfare of children".

Sections 17 and 47 of the Children Act 1989 provide KCC with a power to insist on seeing children in order to inquire about their welfare although such powers cannot be used in order to establish whether the child in question is receiving suitable education at home.

Officers must act upon any concerns that a child may be at risk of significant harm, in accordance with KCC's child protection procedures, which can be accessed through the Kent Safeguarding Children Board website –www.kscb.org.uk.

5. KCC's Policy

In order to determine the suitability of education and to adequately plan for support for families, KCC policy is to:

- Maintain a record of children known to KCC being educated at home. This is a list of the children known to KCC only and therefore not an exhaustive list of all children educated at home in Kent. Families who have children who have never been on roll may also register to access advice and support.
- Where one or more of the conditions set out below are met, expect every child whose parent(s) elect to home educate to participate in a meeting with an EHE officer and the child at a mutually convenient time and place in order to satisfy KCC of the suitability of the education provision proposed. To ensure that the critical voice of the child is heard and to establish education suitability KCC will request that both the child and evidence of learning are seen. Where one or more of the conditions set out below are met education will not be recorded as suitable if this meeting is not facilitated.

The conditions where this meeting would be required are:

- a) The child has a history of persistent unauthorised absence from school (by persistent absence, KCC mean absence of 15% or higher);
- b) The child has a record of poor attainment at school as measured by progression in performance using prior attainment and National Curriculum Test Results as the basis for assessment;
- c) The child has previously been permanently excluded from school(s) or has been subject to more than one fixed term exclusion whilst at school;
- d) The child has been referred to early help and/or to children's social care.

From past experience the presence of one or more of these factors is a strong indication that the child in question may well not be receiving a suitable education and may be seriously under-achieving.

- Where none of the four conditions set out above are present, KCC would strongly encourage parents to participate in a meeting in order that they receive the full support available. However in these circumstances, unless there is any other matter which suggests that the child is not receiving a suitable education otherwise than at a school, there is no requirement for such a meeting and KCC will record such a child as receiving suitable education.

- Publish information about EHE arrangements for parents who wish to educate their child at home. The information will be posted on the County Council website and can be sent out on request to those enquiring about educating children at home.
- Employ EHE Officers who are available to liaise with parents. Officers can offer support and guidance relating to the parents' plans for their child's education.
- For the KCC EHE Team to explore the options for access/signposting to other Council services and facilities for parents, within available resources, and to also seek to ensure EHE children have appropriate access to services and facilities from other agencies that would generally be delivered via school.
- To ensure that if a child has a statement of Special Educational Needs, the legal duty to ensure that the child's needs are met is fulfilled and annual reviews are undertaken for those children who have a statement of Special Educational Needs. (See SEN section below).
- KCC has had careful regard, when drafting this policy, to the Elective Home Education Guidelines for Local Authorities.

6. Procedural Guidance

Parents and schools may contact the KCC EHE Team for advice at any stage in a child's education. If a child is registered at a Maintained or Independent school, and the parents elect to home educate, they must inform the school in writing. Schools are advised to refer families to the KCC EHE Team to ensure they are fully informed of the process prior to receiving formal notification of intention to withdraw the child from school.

Schools are strongly advised to offer to meet with the parents to discuss and resolve any issues about school and the child's needs that might influence the parents' decision to continue with their child's attendance at school or to home educate.

It must be made clear to parents who choose to educate their children at home that they must be prepared to assume full financial responsibility for that education. This includes examination fees. Schools must then inform the KCC EHE Team immediately using the EHE 1 Form.

If KCC is made aware of a child being home educated within Kent, the child's details will be added to the central EHE database. An officer will make contact with the parent and share information and guidance on a range of issues including the local offer of available services.

Initial contact will be made with a family within two weeks of deregistration from school. Further contact may be arranged once education provision is established. Families may also be contacted by a LA Officer if a referral has been made to the Children Missing Education Team to establish that education is being provided at home in order to close that referral.

In order for KCC to establish the identities of children in their area who are of compulsory school age but who are neither registered pupils at a school nor receiving suitable education otherwise than at school an EHE Officer will request to

meet with the family and the child to discuss the education provision. Evidence at this meeting could include a report about the education provided, an assessment by a qualified third party or by showing samples of their child's learning supported with input from the child. Parents would be expected to provide evidence of a suitable education that would, on the balance of probabilities, convince a reasonable person that a suitable education is being provided for the age and ability of the child.

Where one or more of the conditions listed above under 'Role and duties of the Local Authority' are met, should the offer of a meeting be declined KCC will not be able to state that a suitable education is being offered. KCC 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. This information will also be made available for the KCC Children's Social Services Teams.

When the EHE officer has no reason to have concerns that a parent is not complying with their Section 7 of the Education Act 1996 duty, the EHE officer and family will agree a date for the next annual review of educational provision. Parents may contact the EHE team during this period for advice and support.

Following contact with the parent and child the EHE officer will write to parents within four weeks summarising the matters discussed/presented and will provide any additional information or advice requested by parents.

If it appears that a child is not receiving a suitable education, the EHE officer will offer advice and support to help enhance the education being provided and seek to agree a follow up meeting to monitor progress.

If it appears to the EHE officer that a child is still not receiving a 'suitable' education, the officer will write to the parent requiring them to satisfy KCC that their child is receiving a suitable education (see section 437 (1) Education Act 1996). This letter will state the reasons for KCC's opinion that the child is not receiving suitable education. Parents will be given 15 working days to reply. Their reply should address the question of whether they are providing a 'suitable education' with reference to their own philosophy, and/ or educational provision.

KCC will only take legal action against the parent as a last resort, after all reasonable avenues have been explored to bring about a resolution of the situation.

If it appears to KCC, after considering the parents response to its written notice, is of the view that the child is not receiving a suitable education and that it is expedient that the child should attend school, it shall issue a school attendance order in the form prescribed by the Education (School Attendance Order) Regulations 1995/2090. Before making such an order, KCC will comply with the procedural requirements detailed in section 438 Education Act 1996. At any stage following the issuance of the Order, parents may present evidence to KCC that they are now providing a suitable education and apply to have the Order revoked. If KCC prosecutes parents for not complying with the Order, then it will be for a court to decide whether the education being provided is suitable. The court can revoke the

Order if it is satisfied that the parent is fulfilling their duty. It can also revoke the Order where it imposes an Education Supervision Order.

7. Children with an Education, Health and Care Plan/ Statement of Special Educational Needs

Parents' right to educate their child at home applies equally where a child has special educational needs (SEN). SEN law was revised significantly with effect from 1 September 2014 by the Children and Families Act 2014 which introduced integrated Education, Health and Care assessments dealing with SEN and other issues. As there is a three year period for transition from Statements of SEN to Education, Health and Care ('EHC') Plans this policy refers to both.

Parents can request that they make their own arrangements to home educate their child under section 7 of the Education Act 1996. They should make their request to the SEN Assessment and Placement team at KCC, who will review the case and decide whether the home education programme is appropriate to meet their child's special educational needs. If agreed, KCC will amend the Statement of SEN/ EHC Plan to reflect that parents have made their own arrangements to home educate and arrange for the child to be removed from the roll of the school.

Where a child has a Statement of SEN/ EHC Plan and parents have made their own arrangements to home educate, certain duties will remain the responsibility of the local authority. This will require consultation with parents to ensure that the needs identified in the Statement of SEN/ EHC Plan are being met.

If the parents' arrangements are suitable KCC is relieved of its duty to arrange the provision specified in the Statement of SEN/ EHC Plan. KCC would expect the parents to be able to demonstrate the provision that is being made to meet the child's needs, as outlined in the Statement of SEN/ EHC Plan. If home education results in provision which falls short of meeting the child's learning needs, then the parents are not making 'suitable arrangements' and KCC could not conclude that it is absolved of the responsibility to arrange the provision in the Statement of SEN/ EHC Plan.

Even if the local authority is satisfied, KCC retains a duty to ensure the child's needs are met, to maintain the Statement of SEN/ EHC Plan and to review it annually, following the procedures set out in the Code of Practice for SEN. Parents and the child should always be involved in the annual review process.

Parents can ask KCC to arrange home education (or part of it) for a child with a statement. The request will be considered against the relevant legislation (section 319 Education Act 1996):

(1) Where a local education authority are satisfied that it would be inappropriate for—

(a) the special educational provision which a learning difficulty of a child in their area calls for, or

(b) any part of any such provision, to be made in a school, they may arrange for the provision (or, as the case may be, for that part of it) to be made otherwise than in a school.

(2) Before making an arrangement under this section, a local education authority shall consult the child's parent.

If the local authority agrees to arrange home education the child's statement will be amended to include the home education programme.

If a child is registered at a school under arrangements made by the local authority the parent cannot de-register them to be home educated without KCC agreement. Parents should first contact the SEN Assessment and Placement Team at KCC.

8. Reviewing procedures and practices

KCC will review this policy and practice in relation to EHE on a regular basis. The initial review will be within 12 months of the first date of publication, and thereafter at least every two years.

9. Contact details

For enquiries relating to this policy, please contact the Elective Home Education Team at educationathome@kent.gov.uk

Further information can be found on the Elective Home Education page of Kent County Council's website www.kent.gov.uk

December 2014

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

To: Education and Young People's Cabinet Committee – 13 January 2015

Subject: Adult Learning and Skills Strategy 2015 - 2018

Classification: Unrestricted

Future Pathway of Paper: Cabinet Member Decision

Electoral Division: All

Summary:

This report presents the draft Adult Learning and Skills Strategy 2015 – 2018 and outlines the consultation process on the draft Adult Learning and Skills Strategy for Kent.

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 to undertake consultation on the Adult Learning and Skills Strategy for Kent and receive the outcomes of this consultation at the Education and Young People's Cabinet Committee on the 7 April 2015

1.0 Introduction

- 1.1 In 2014, the Skills and Employability Service within Education and Young People's Services took over responsibility for two key adult services: Kent Supported Employment, a service that supports Adults with Learning Difficulties and Disabilities into Employment, and Community Learning and Skills comprising Adult Education, Kent Training and Apprenticeships and Skills Plus.
- 1.2 The Skills and Employability Service also works closely with Job Centre Plus to reduce unemployment for young adults (aged 18-24) and is responsible for the destination of young people until age 19.
- 1.3 The Skills and Employability Service is increasingly working with Adults (18+) and has re-aligned the organisation structures to reflect this, with staff appointed to Adult Skills roles and a new senior management post for Adult Skills.

2.0 Developing an Adult Learning and Skills Strategy

2.1 The Adult Learning and Skills Strategy attempts to bring together the priorities for Adult Learning and Skills, and will support Adult Skills training providers to deliver programmes which meet the economic needs and priorities of Kent, and support a comprehensive Adult Skills and Community Learning delivery model for all adults (including vulnerable learners and communities).

2.2 The development of Adult Learning and Skills has five clear priorities:

- to provide the skills required to drive economic growth across the county
- to reduce 18+ unemployment and the burden to the individual and to wider society
- to promote adult participation in learning with all the benefits to individuals, such as health, wellbeing, employment and income
- to engage socially excluded people into society to achieve social inclusion, citizenship and community cohesion
- to increase the take up of Adult apprenticeships

2.3 The Adult Learning and Skills Strategy attempts to assimilate these priorities in order to provide the widest impact possible. This will be achieved by developing high quality data sets that explain the need to develop Adult Skills provision in targeted locations such as Dover, Thanet and Swale alongside the need to develop skills in the growth sectors in the Kent economy.

Changes to Adult Skills Funding

2.4 From 2013 Training Loans were introduced for adults along similar lines to Student Loans. Adults are required to take out loans for any training at level 3 or above. This has had a detrimental impact on the take up of Adult (25+) programmes, including apprenticeships, as the training element was previously paid for by employers. The number of 24+ Adult Apprenticeships halved from 2012-13 to 2013-14. This scheme is now being revised

Apprenticeship Reforms

2.5 Current Apprenticeship frameworks are going through a radical re-structuring with new standards set to operate from 2016. The new standards have been strongly influenced by employers through a series of 'trailblazers' currently operating across the Country. (KCC is working with the Home Office to develop a standard for public sector apprenticeships). The funding arrangements for Apprenticeships are currently under review and consultation on these new arrangements has taken place. The new arrangements will transfer funding from training providers to employers giving the latter a greater role in skill training. The implementation date is yet to be determined.

3.0 Links to the 14-24 Learning Employment and Skills Strategy

3.1 The Adult Learning and Skills Strategy is complementary to the 14 – 24 Learning Employment and Skills Strategy, which was approved and launched in 2013. It is important that there is a seamless transition from 18 into the Adult Skills Sector. Too often young people are not well supported into opportunities because of artificial barriers between the funding for pre-18 and post-18 courses.

3.2 The draft Adult, Learning and Skills Strategy is structured around four themes:

- Adult Employment
- Adult Skill Levels
- Priority Groups
- Priority Sectors

This closely mirrors the 14-24 Learning, Employment and Skills Strategy 2013-16 which has the four, similar themes:

- Participation and Youth employment
- Achievement and Attainment
- Support for Vulnerable Learners
- Vocational Education and Apprenticeships

3.3 The Adult Skills and Learning Strategy sits alongside a Kent Adult Datapack that provides an overview of the Adult Skills Profile in Kent for all Adult Learning and Skills providers. The Datapack follows a similar format to the 14-24 District Datapacks that have been produced by Skills and Employability Service since 2011. The Adult Skills Datapack contains detailed information about the skills training infrastructure in Kent, adult skill levels, employment and unemployment and labour market information, and includes Key Performance Indicators for the next 3 years.

3.4 The draft Adult Skills and Learning Strategy 2015 - 2018 and Adult Skills Datapack are attached as appendix 1.

4.0 Consultation with services, partners, employers and stakeholders

4.1 The draft Adult, Learning and Skills Strategy contains 14 aspirational targets with Key Performance indicators which will provide drivers for the work of Adult Learning and Skills providers over the next three years.

4.2 The Strategy will also inform the service specification for the new KCC delivery vehicle, (currently a not for profit company) which is being developed for the Community Learning and Skills Service. The Strategy explicitly states that it is a document for all the providers of Adult Learning and Skills in the County. To achieve this, a consultation process will be carried out with Key

Stakeholders over the next two months. The timeline for the consultation is as follows:

- Consultation with key stakeholders including employers in January/February 2015
- Report on the outcomes of the consultation to the Education and Young People's Services Cabinet Committee on 7th April 2015

4.3 Employer engagement will be key to the delivery of the strategy. This will be achieved by working through the Chambers of Commerce and other employer lead organisations

4.4 It is intended that, following consultation a detailed action plan, containing the Key Performance Indicators and milestones will be produced, which will be reported to the Kent and Medway Education, Learning and Skills Partnership Board. This board is an advisory group to the Local Enterprise Partnership on skills. This will ensure there are clear interdependencies between the LEP Skills Strategy and a new Adult Learning and Skills Strategy for Kent.

5. Recommendations

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 to undertake consultation on the Adult Learning and Skills Strategy for Kent and receive the outcomes of this consultation at the Education and Young People's Cabinet Committee on the 7 April 2015

Background Documents

Click on hyperlinks below to open

[NOMIS unemployment report](#)

[ONS Population Survey 2013](#)

[14-24 Learning, Employment and Skills Strategy](#)

[NIACE 2014 Adult Participation in Learning Survey](#)

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Kent County Council
Education and Young People's Services

Adult Learning and Skills Strategy 2015 -2018

[DRAFT]

Introduction

In 2013 the KCC Skills and Employability Service produced a 14 – 24 Education, Learning and Skills Strategy that laid out our ambitions for the young people of Kent. A similar strategy for education, training and employment of adults in the County has now been produced. The importance of this strategy has become apparent in recent months with the release of Adult Skills reports, which highlight a range of significant issues for adult learners and employers.

The Adult Skills agenda has always been a priority. In 2014 there has been greater attention given to Adult Skills, by a variety of stakeholders including government, politicians, educators and employers. There is considerable concern from all quarters that our adult population is insufficiently skilled to deliver the long awaited economic growth that is expected as we recover from recession and meet the needs of the economy in a more competitive global market. There is recognition that as well as improving the education and skill levels of young people, there is also a need to do the same for adults in order to fill the skills gaps identified. There is concern that a failure to increase the skill levels of our adult population will lead to higher levels of unemployment and under-employment, both of which are expensive, wasteful and socially divisive.

It is, therefore timely that an ambitious and aspirational Adult Learning and Skills Strategy is delivered across Kent for 2015-18.

'.....there is no more important issue facing our economy than getting the education and skills system right – it is crucial to cementing recent improvements in growth sustainably over the longer term. It's essential we build the right skills base if we are to support a rebalancing towards those high-value, high-skill activities that will underpin our role in the global marketplace'.

Confederation for British Industry 2014¹

¹ Gateway to Growth: CBI/Pearson Education and Skills Policy 2014

Adult Skills Datapack

It is intended that this Strategy is read in conjunction with the Kent Adult Skills Datapack that is published alongside this draft strategy. The Datapack follows a similar format to the District 14-24 Datapacks produced by KCC Skills and Employability from 2011. The Adult Skills Datapack contains information about the current skill levels of the adult population in Kent, it explains the current provision of skills training in the County and has some description of the skill requirements of the local economy.

A draft version of the Adult Skills Datapack accompanies this strategy. The Datapack will be finalised in January 2015 adding annual information to be released in December 2014 regarding unemployment (NOMIS) and Adult Skills (SFA) data

Purpose of the Strategy

The purpose of this strategy is to set out our ambitions for the skills and qualifications of the adult population of Kent that all providers of education and skills in Kent can aspire to, jointly, and achieve. This is intended to be a strategy which, after full consultation, can be adopted by all the relevant stakeholders, as a strategy for Kent, to improve provision and outcomes.

Kent County Council's role is to provide a strategic overview and to facilitate collaborative activity between education providers, training providers and employers.

Ambition and Vision

It is proposed that the overarching ambition for Kent providers will be to maximise adult participation in training and learning in order to achieve economic growth, full employment, social inclusion and community cohesion.

The vision is for Kent to be a place where lifelong learning enables its citizens to enjoy life, take part in society and have sustainable and productive skilled employment.

Strategic Framework

The Strategy is built around the following objectives to:

- increase adult employment in Kent
- improve the education and the skill levels of the adult population of Kent
- provide pathways, such as apprenticeships and re-training opportunities, to enable people to take up employment in priority sectors
- increase participation in learning and employment amongst priority groups, in isolated communities, and deprived neighbourhoods; and including vulnerable adults such as those with disabilities.

These objectives respond to the national and local challenges, and the framework closely mirrors the four key themes in the 14-24 Learning and Skills Strategy which are:

- Participation and Youth Employment,
- Achievement and Attainment,
- Vocational Education and Apprenticeships and
- Support for Vulnerable Learners.²

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Adult Learning and Skills - The Challenges We Face

Ten years ago Lord Leitch commenced his investigation into the skill levels of the adult population of the UK. The final report, published in 2006³, alerted government, politicians, educators and employers to the need to rapidly improve adult skill levels in order to retain our competitiveness in the global economy.

The review made the following proposals: investing in skills training to reduce the proportion of adults without the equivalent of level 2 qualifications (31% in 2005, 7million adults); shifting the balance of intermediate skills to Level 3, with an increase in apprenticeships to over 500,000; broadening the ways to achieve Level 4 other than via a university degree; and engaging employers more fully in skills training.

Eight years on and these messages have been repeated and updated in a number of reports that have been published in 2014, by, amongst others, the Confederation of British Industry⁴, the Federation of Small Businesses⁵, the UK Commission for Employment and Skills⁶, and the National Institute for Adult Continuing Education⁷. For the purposes of this Strategy, the most significant of this year's reports was produced by the Centre for Economic and Social Inclusion for the Local Government Association (LGA).⁸ This report repeats Lord Leitch's concerns, and illustrates clearly the potential loss of economic growth that will result from a failure to upskill the adult population.

The LGA report 'Realising Talent' predicts that, by 2022, 9.2 million people with skill levels at level 2 and below will be chasing 3.5m low skilled jobs, a gap of 5.5 million people who will have a high risk of unemployment or under employment. This represents a huge level of spare capacity and human capital in the economy.

At the other end of the skill spectrum, it is predicted that there will be 14.8 million high skilled job roles, but only 11.9 million people sufficiently qualified to fill them - a gap of - 2.9m people.

The report concludes that we need to increase the skill level of the working population from the current national average of level 2.3 (just above 5 GCSEs) to level 3 (A level equivalent).

The CBI adds to this ambition, declaring that we need 'alternative escalators to high skills', combining work and high level skills training.⁹

³ 'Prosperity for all in the global economy – world class skills' Leitch Review of Skills, Final Report (December 2006)

⁴ 'Gateway to Growth', the CBI Education & Skills Survey (2014)

⁵ Small Business Index, Q2 2014. Federation of Small Businesses

⁶ 'Precarious Futures? Youth unemployment in an international Context'. UKCES. June 2014

⁷ NIACE Adult Participation in Learning Survey (2014)

⁸ 'Realising Talent: employment and Skills for the future', a report for the Local Government Association. Centre for Economic and Social Inclusion.(July 2014)

⁹ 'Gateway to Growth', the CBI Education & Skills Survey (2014)

A Skills Portrait of Kent

At all levels of skill the people of Kent do better compared to their contemporaries elsewhere in the UK, having skill levels slightly above the national average. However, they do less well in comparison to Kent's neighbouring local authorities in the South East region. (See table 1)

Table 1. Adult Skill Levels ¹⁰

	Adults with no quals %	Adults at level 2 (Equivalent to 5 x GCSE A*-C) %	Adults at level 3 (Equivalent to 2 A Levels) %	Adults at Level and above. %
Kent	7.3	74.6	55.4	33.6
South East	6.5	76.5	59.3	38.3
GB	9.3	72.5	55.8	35.2

This picture is mirrored in the unemployment figures with Kent unemployment being below the national average but above the South East average. The number of unemployment claimants aged 16-64 is 16,162 in Kent equivalent to 1.8% of the population, compared to 1.3% in the South East, and 2.2% nationally. ¹¹

This Strategy sets out an ambition for Kent to match and exceed its South East neighbours at all skill levels so that Kent has one of the most educated and skilled workforces in the Country and worldwide.

Employment and skills is a key driver of local economic growth – a motivated, flexible and skilled workforce attracts employers and boosts productivity (LGA).

Another aspect of Kent's economy is the significant number of Small and Medium sized businesses. In Kent, 84% (61,000) businesses have fewer than ten employees, and there are only 790 firms with more than 100 employees. ¹²The federation of Small Businesses recently highlighted that skill shortages act as a significant barrier to growth for small businesses. ¹³ It is important that providers pay due regard to the needs of small businesses and apply the necessary additional efforts to communicate with the small business sector. This will require introducing mechanisms, such as 'Guilds' (already created for the catering industry) which bring together small and medium sized employers in a given sector.

Adult Skills for Economic Growth

Research indicates that there is a strong relationship between skills and productivity. Any shortfall in the qualifications needed for the future will, potentially, lead to a shortfall in productivity and economic growth. The LGA report calculates that, by 2022, between 16%

¹⁰ ONS Annual Survey (2013)

¹¹ Kent Unemployment Bulletin. Kent County Council. October 2014

¹² The State of the Kent Economy. Research & Evaluation, Business Intelligence. Kent County Council. June 2014

¹³ Federation for Small Business

and 25% of growth could be lost, amounting to £375 billion, if we do not address the skills gaps described.

Importantly for this strategy, both the Leitch Review (2006) and the LGA report (2014) point out that it will not be sufficient to rely on schools and colleges, through continuing improvements to the skill levels of young people entering the labour market, to achieve the necessary improvement in skills. We must do something about the adult population as a whole.

Achieving a step change in qualification levels is not possible by relying on ever better qualified young people – adults already in the workforce will need to continue to attain higher qualifications [LGA]

This need is exacerbated as the average age of the workforce is increasing as the numbers of adults aged 50-64 remain in work. There has been an increase of over 2 million people in this age group since 2000 to 7.7 million people. The average age of the workforce has recently increased to over 40.

Kent will be more reliant on our adult workforce to deliver the economic growth we need. It will primarily be adults' skills and capabilities that will either deliver or constrain growth. [LGA]

A recent CBI report underlines the need for a more age inclusive skill system stating 'We need to ensure people of all ages can learn and aren't discouraged from improving their skills by the system'¹⁴

Adult Skills Provision - Responsive to Employers

As well as increasing the volume of skills training available to the adult workforce, it is important to teach the right skills in the right sectors, so the impact on productivity and employment is maximised.

Lord Leitch recommended that there should be a 'focus on economically valuable skills.... and demand led skills, responding to employer needs'. This view was echoed more recently by the Commission for Adult Vocational Teaching and Learning¹⁵ which determined that adult vocational training should have 'a clear line of sight to work' requiring 'a two-way street' with employers.

The requirement to link skills training with economic needs is perhaps best illustrated in the STEM sector, which is a subject of concern for the CBI:¹⁶

Science, technology, engineering and maths (STEM) skills underpin innovation and the UK's ability to compete successfully in high-value, high-growth sectors. Demand for these skills is rising strongly as economic recovery takes hold. This is already causing a rise in the proportion of businesses reporting current

¹⁴ 'A Better off Britain: Improving lives by making growth work for everyone'. CBI. November 2014

¹⁵ 'It's About Work : Excellent adult vocational teaching and learning'. Commission on Adult Vocational Teaching and Learning (2013)

¹⁶ 'Gateway to Growth', the CBI Education & Skills Survey 2013

difficulties in recruiting technicians and experienced staff with STEM skills. And the shortage problems are expected to intensify in the coming years. There is an urgent need to improve the supply of STEM-skilled people if economic growth is not to be held back. [CBI, Gateway to Growth 2014]

The need for education and employers to work closer together is a common theme that runs through all of the reports listed - and also from Ofsted in its annual review of the FE sector.

*Training providers need to ensure that vocational provision is better matched to the needs of local businesses and communities*¹⁷

The LGA report calls for 'more local responsiveness ... a more agile and responsive skills and employment system'. This Strategy will attempt to respond to this need by identifying those sectors in Kent where skills training will facilitate economic growth and increased employment. This requires using labour market information to determine where local jobs will become available and to engage employers in the design of training.

The CBI have recently underlined this concern regarding the (lack of) relevant skills training, pointing out that 'we train five hairdressers for every vacancy in a salon, yet only two people for every five jobs in the automotive industry'. In the same report they conclude that:

*We must build a vocational education system that better adjusts to the changing needs of our economy and rewards provision that helps people find a job instead of simply rewarding institutions based on the number of people taking a course*¹⁸*In short, employer engagement, by necessity, must form an integral part of a Kent Strategy for Adult Learning and Skills.*

Impact of Unemployment

Unemployment is costly to individuals and to wider society in a variety of ways. In June 2014, 4,475 young Kent adults aged 18 to 24 were claiming Job Seekers Allowance. Although this represents a considerable fall from over 8,000 young adults five years ago, the cost to DWP in benefits alone still exceeds £12m per annum.

Added to this is the cost of lost tax revenue that would have resulted had these young adults been gainfully employed. The average annual taxation of an employee returning to work is £9800. If 18-24 year olds could pay only half that amount the 'fiscal disbenefit', the lost tax revenue, of 4,475 young adults equates to over £22million. Young adults aged 18-24 account for 25% of claimants and, of course, similar costs can be attributed to older unemployed adults - so these sums can be quadrupled.

From an industry point of view, unemployment should be seen as unused capacity, a waste of human capital that could otherwise contribute to productivity – if the right training and skills opportunities were made available.

¹⁷ Further Education and Skills. Sector Report. 2012/13. OFSTED

¹⁸ A Better off Britain: Improving lives by making growth work for everyone'. CBI. November 2014

As well as the impact of unemployment on productivity and growth there are also the social costs that place additional pressures on local government and other local services, such as health services.

Unemployment in Kent

In Kent unemployment is below the national average but above the South East average. The number of unemployment claimants aged 16-64 is 16,162 in Kent equivalent to 1.8% of the population, compared to 1.3% in the South East, and 2.2% nationally.¹⁹

All parts of Kent have not benefitted equally from recent economic growth and as a result, there is also considerable District variation in unemployment from 0.9% (Sevenoaks) to 3.9% (Thanet). Like other parts of the South and South East, seaside towns and thereby, Coastal Districts, have fared less well than their neighbours.

Of 67 Districts in the South East, only 9 have youth unemployment above the National Average [September 2014]. Five of these are in Kent. Notably, the other four are all Coastal Districts, (Hastings, Eastbourne, Havant and Medway)

Although unemployment in Kent as a whole is below the national average, both youth unemployment (3.7%) and adult unemployment remain above the national average (18-24 3.7%, Adult 2.2%) in five Districts: Dover (4.9%/2.2%), Gravesend (4.2%/2.3%), Shepway (4.6%/2.4%), Swale (5.4%/2.2%) and Thanet (7.8%/3.9%).

And within each District there is variation, as unemployment is concentrated in a handful of wards. There are also some localised pockets of unemployment and below average attainment, at ward level, within Districts that appear to be doing well. For example, Stanhope in Ashford, Joyce Green in Dartford, Parkwood and Shepway in Maidstone, Swanley St. Mary's in Sevenoaks and Trench in Tonbridge all have claimant counts significantly above the national average. This suggests a need to target resources at ward and neighbourhood level.

It is apparent that a reduction in unemployment and an increase in adult skill levels will only be achieved with particular targeted effort in the five Districts and other localities described above.

The LGA report proposes that the Department for Business Innovation and Skills (BIS) and the Department for Work and Pensions (DWP) jointly place more emphasis on upskilling unemployed adults. It concludes that Local Authorities 'need a wide acceptance that ... the effectiveness of employment and skills support is critical to local economies and to reducing the social costs of unemployment and poverty' It proposes a more co-ordinated approach between agencies at local level.²⁰

For this reason KCC works in partnership with DWP and training providers to address unemployment, particularly of young adults, and is proposing to create a Social Impact Bond to address this issue.

¹⁹ Kent Unemployment Bulletin. Kent County Council. October 2014

²⁰ Realising Talent: employment and Skills for the future', a report for the Local Government Association. Centre for Economic and Social Inclusion.(July 2014)

Meanwhile, disabled people, including those with learning difficulties, continue to be under represented in the workforce. In terms of equality and social justice this is unacceptable – but it also represents an under used resource and, often, an unnecessary cost to society. There is a compelling case to support more disabled adults into the workplace. The work of Kent Supported Employment (KSE) and its partners will continue to address this imbalance.

More Equal Access to Learning

THE NIACE survey of Adult Participation in Learning determined that ‘engagement in learning is not evenly distributed across society’²¹. The survey shows that participation in learning is determined by social class, employment status, age and prior learning.

Adults in work are more likely to access learning than those out of work (45% compared to 21%); adults who left school at 16 are less likely to attend future learning than those who stayed on, even for a short time (25% and 47% respectively); and adults in professional occupations are more likely to participate than adults in elementary occupations (57% versus 28%).

This has implications for this Strategy. It determines a need for targeted work, including distribution of resources, towards those groups who are currently not participating in learning and training. This will include a call to providers for some geographical targeting at neighbourhood level and for specific work with under- represented groups.

The role of Community Learning in providing basic training in numeracy and literacy, family learning, and neighbourhood projects, thereby providing the first rung of the skill training ladder, is of vital importance for engaging adults that would otherwise stagnate in their learning.

Drivers for Change

The changing nature of work arising from rapidly developing technologies and globalisation has created a pressing and urgent need to improve the skill levels of the UK workforce.

There are already significant gaps in the skill requirements of the economy and the skill levels of the adult population which cannot be addressed simply by improving the abilities of young people entering the workforce. Upskilling and retraining the existing workforce is vital if we are to gain the benefits of growth arising from the long awaited economic recovery and the opportunities available in a global market.

Failure to improve skill levels will certainly lead to more unemployment which, as has been demonstrated, is both wasteful and costly. It is therefore important to engage with adults at all stages of learning. The role of basic skill training and engagement in learning is fundamental.

A considerable amount of resource is invested in adult learning. In order to maximise the effectiveness of this resource there must be co-ordination at a local level requiring

²¹ NIACE Adult Participation in Learning Survey (2014)Page 111

collaboration between providers. The importance of engaging employers in adult vocational education and training cannot be overstated. Such training should have ‘a clear line of sight to work’.

In the interests of social justice, equality and the economy it is important to include all adults in the skills agenda and this will require targeted work and additional support for some groups of adults.

The Key Performance Indicators within this Strategy will attempt to respond to these drivers for change.

The Local Enterprise Partnership (LEP)

The Heseltine Review 2012²² recommended that resources for economic development and regeneration were devolved to local level and Local Enterprise Partnerships were created as the vehicle to manage this process. Kent is part of the South East LEP that includes Essex, East Sussex and three Unitary Authorities (Medway Thurrock and Southend)

Importantly for this Strategy LEPs have been given responsibility for distributing the next round of the European Social Fund. In the South East LEP £82.5 million of revenue funding is available to support employment, social inclusion and skills for the next six years to 2021. Kent’s share of this fund based on population of the six Local Authorities amounts to a nominal sum of approximately £30m.

A considerable amount of work has been undertaken by officers from the various local authorities to determine the priorities and criteria for this funding. This Strategy takes account of the work already undertaken by the LEP and the Key Performance Indicators set out at the back of this strategy deliberately match the priorities of the South East LEP.

Identifying Key Partners

An Adult Skills Strategy for Kent can only be delivered by KCC working in collaboration with its all stakeholders, which include the partners listed in the table below:

Table 2: Partner organisations and funding bodies

FE Colleges	Schools	Training Providers (inc. those outside KATO)	UK Commission for Employment and Skills
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²² ‘No Stone Unturned - In Pursuit of Growth’. The Rt Hon Lord Heseltine [October 2012]

Community Learning Providers	Job Centre Plus (DWP)	National Careers Service	Business sector organisations (e.g. Chambers, FSB)
Recruitment Agencies	Sector Skills Councils	Skills Funding Agency	Voluntary and Community Sector
District Councils	Infrastructure bodies (e.g. Locate in Kent)	Strategic Bodies (e.g. ELS Partnership Board, LEP)	Universities
Employers			

As has been described employers organisations (CBI, FSB), research bodies (UKCES), and educational bodies (CAVTL, Ofsted) have each recently called for a stronger relationship between employment and education; ‘earning and learning’; skill training with a ‘clear line of sight to work’; and a ‘two way street’ between training providers and employers.

Any collaborative models that are developed in the County must include the substantial involvement of employers and employer representative groups. This strategy calls for all providers and partners to ramp up their engagement with employers to involve them fully in the skill training infrastructure.

The Adult Learning and Skills Strategy Framework and Key Performance Indicators (KPIs) (to be achieved by March 2018).

The following framework and Key Performance Indicators (KPI's) will form the basis of the Strategy against which a three-year Action Plan and Annual Work Programmes will be developed, in consultation, and subsequent collaboration with key partners.

1. Reduce unemployment

Any activity to reduce unemployment must be centred on Job Centre Plus, the key agency that works with unemployed people, to provide benefits but also to support adults back into employment. Job Centre Plus already runs projects to this end, funded by the Flexible Support Fund provided by DWP.

There is also much activity taking place in FE Colleges and with other training providers to provide adults with the tools, such as basic skills, job-search skills, self-confidence and self-presentation, to obtain employment. It is important that this valuable work is co-ordinated to gain the maximum impact on unemployment

The work undertaken in schools and colleges with 16-18 year old students, and the related work for NEET young people and those at risk of NEET has an important contribution to make to reducing unemployment further down the line.

Recently, KCC Skills and Employability Service, JCP and several training organisations worked together to deliver short term engagement programmes specifically targeted at 18 year olds claiming Job Seeker's Allowance. These pilots successfully moved many of the participants into work and the evidence from the pilots is being used, alongside other projects, to support an application for a Social Impact Bond to combat Youth (18-24) Unemployment.

The concentration of unemployment in the Coastal Districts and some other wards in other Districts will require targeting of the work.

The ambition will be to reduce unemployment in Kent to at least levels commensurate with our neighbouring Local Authorities and to achieve this it will be necessary to reduce unemployment to below national levels in the Coastal Districts. This ambition is reflected in two separate KPIs.

Reduce unemployment KPIs		
KPI.1.1	Reduce adult unemployment in Kent to at least match and exceed the South East Average	Baseline: [June 2014]: National 2.4%. South East 1.4%. Kent 2.0% Source: NOMIS July 2014
KPI.1.2	Reduce adult unemployment in all Districts/Boroughs to below the national adult unemployment level	Baseline [June 2014]; Districts above National Level (2.4%): Dover 2.6%, Gravesham 2.5%, Shepway 2.5%, Swale 2.5%, Thanet 4.5% Source: NOMIS July 2014

2. Improve adult skill levels

Schools and Colleges have an important role to play in ensuring that more young people achieve higher level qualifications by the age of 19. The 14-24 Education, Learning and Skills Strategy has clear targets and actions in support of this agenda.

Significantly, three out of four learners achieve level 2 by 16 (5 or more GCSE grades at A*-C), but only two out of four go on to achieve level 3 by age 19. Clearly, more needs to be done to ensure that young people succeed in achieving the level 3 qualification regarded as the benchmark by the LGA.

It is not sufficient to rely on producing more skilled young people – it is also necessary to upskill the existing adult population at all levels. This means reducing the number of adults with no qualification at all, and increasing the numbers that achieve levels 2, 3 and 4 so that our adult population has skill levels in line with or better than the South East region. This Strategy includes KPIs for each of these skill levels.

In order to achieve these targets it will be necessary for more people to access learning, at all levels and this is reflected in KPI 2.1 which is for more people to participate in learning.

The Apprenticeship model is a key to delivering high quality adult training and we will continue to promote and develop Apprenticeship opportunities. Much has been achieved by KCC, FE Colleges and Training providers working together to promote 16-18 Apprenticeships; and the KEP team, working with JCP has delivered over 760 Apprenticeships to 18-24 year olds.

However, the number of Adult Apprenticeships (25+) has recently fallen, largely due to the changes to funding introduced in 2013, and the introduction of Adult Loans'. There were over 5000 starts in 2012/13 but for the first three quarters this year the number of starts has fallen to 2030. This trend must be reversed to achieve the step change in adult skill levels required.

2. Improve Adult Skill Levels KPIs		
KPI.2.1	Increase participation in learning amongst the adult population of Kent to over 100,000 learners	Baseline: in 2012/13 92,040 adult (16+) learners were funded by EFA or SFA
KPI.2.2	Decrease the number of adults with no qualifications to below 6%	Baseline : Kent 7.3%, SE 6.5%, GB 9.3% Source: ONS Population Survey 2013
KPI. 2.3	Increase the proportion of adults at level 2 and above to at least 80%	Baseline: Kent 74.6%, SE,76.5%, GB 72.5% Source: ONS Population Survey 2013
KPI. 2.4	Increase the proportion of adults at Level 3 and above to at least 60%	Baseline : Kent 55.4%, SE 59.3%, GB 55.8% Source: ONS Population Survey 2013
KPI. 2.5	Increase the proportion of adults in Kent at level 4 and above to at least 40%	Baseline: Kent 33.6%, SE 38.3%, GB 35.2% Source: ONS Population Survey 2013
KPI 2.6.	Re-establish the number of Adult (25+) Apprenticeship starts to 5,000	2012/13 5,000 starts. 2013/14 2,030 starts to quarter 3

3. Increase training and employment in priority sectors

The South East LEP has identified the following as its priority sectors: Advanced Manufacturing; Transport and Logistics; Life Sciences and Health Care; Environmental Technologies and Energy; Creative, Cultural and Media and the Visitor Economy.

The LEP also allows for some local discretion for each Authority to determine its Priority Sectors and Kent had previously determined the following as its priorities: low carbon and environmental goods and services; life sciences and medical technologies; creative and media industries; food production; manufacturing and engineering; construction; higher education; and tourism.

Determining which sectors of the economy will generate growth and employment is not an exact science and these priorities will be subject to change. However, they provide a useful starting point to indicate where the emphasis should be placed for adults seeking training or employment. It would seem sensible to direct more adults into training and re-training opportunities in those sectors where they are more likely to obtain a job – and contribute to productivity and growth.

If successful there will be more people training in these sectors and more people employed in these sectors. An important contribution can be made by increasing the availability of Apprenticeships in these sectors. The KPIs under this section reflect these three ambitions.

3. Increase training and employment in priority sectors, KPIs		
KPI.3.1	Increase the number of adults accessing training relevant to each of the priority sectors by 10%	To be agreed
KPI.3.2	Increase employment in the priority sectors by 10% per annum	To be agreed
KPI.3.3	Increase the number of apprentices, 18-24 and 25+, in priority sectors by 10%	To be agreed

4. Increase employment and participation in learning amongst priority groups

As has been described, access to skills education and training is unequal across society – and those who might benefit most from skills education, such as those adults who left school at 16 with no qualifications are less likely to participate. Apart from the social injustice and exclusion that results, it is inefficient to ignore those who would benefit greatly from skills training.

This strategy calls for more targeted work with two particular under-represented groups: disabled adults and socially deprived adults. The aim is for more adults with disabilities to access education and training and employment; and for more adults from deprived neighbourhoods to engage in learning.

4. Increase employment and participation in learning amongst priority groups, KPIs		
KPI. 4.1	Increase the number of adults with disabilities accessing education and training to 17,500	Baseline: in 2012/13 15,390 adults with a learning difficulty or disability were funded by EFA or SFA
KPI. 4.2	Support 100 additional adults with disabilities into employment each year.	Kent Supported Employment .FSC contract. An additional 100 adults per annum.
KPI.4.3	Increase participation in learning amongst the adult population in the 20 most deprived neighbourhoods in Kent.	Baseline to be determined by Survey

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Adult Skills Data Pack 2014

Kent County Council, Skills and Employability Service
December 2014

Kent Adult Data Pack 2014

Index

Section	Sub-section	Page
1. The Adult Skills National Context	1.1 Legislative Background	2
	1.2 Current skills picture in the UK	4
	1.3 South East Local Enterprise Partnership	6
2. Skill Levels of Adults in Kent	2.1 Comparative qualification levels with the South East & GB	7
	2.2 Comparative qualification levels with Kent's statistical neighbours	10
	2.3 Comparisons between Kent districts	14
	2.4 Skills for Life comparisons	15
3. Attributes and Behaviours of the Adult Workforce in Kent	3.1 Life expectancy	17
	3.2 Community engagement	19
	3.3 Crime	23
4. The Kent Economy	4.1 Economic activity in Kent	25
	4.2 Economic activity by district	27
	4.3 Employment in Kent – what do people do?	29
	4.4 Kent priority sectors	32
	4.5 Skills gaps – what do employers want ?	33
	4.6 What is the make-up of Kent companies ?	35
	4.7 What do people earn in Kent ?	38
5. Education & Training Provision in Kent	5.1 Learners by type of learning, gender, age, learning difficulty & disability and ethnicity 2012/13	41
	5.2 Learning aims delivered in Kent in 2012/13 by sector lead body	46
	5.3 Providers and SFA funding allocations 2014/15	56
	5.4 Higher Education	57

Section1: The Adult Skills National Context

1.1 Legislative Background

In its 2010 strategy document, **“Skills for Sustainable Growth¹,”** the Coalition Government stated its aim to;

“return the economy to sustainable growth, extend social inclusion and social mobility, and build the Big Society.....during the life of the parliament.”

The commitment to raising skills levels was clear:

“We need a more competitive, rebalanced economy, which is environmentally sound and resource efficient, and we need to reduce the deficit. There should be no illusions about the scale of the challenge we face. Our working age population is less skilled than that of France, Germany and the US and this contributes to the UK being at least 15% less productive than those countries¹. We are currently weak in the vital intermediate technical skills that are increasingly important as jobs become more highly skilled and technological change accelerates. Approximately 80% of the people who will be in the workforce in 2020 have already left compulsory education. If we are to achieve a world-class skills base we need to increase the level of their skills and meet the demands of our economy.”

Five key policy documents were produced to achieve this:

“New challenges, new chances. Skills investment strategy – investing in a world class system²” which focused investment in skills on high quality provision that delivered good value for money and focused on young adults, the low skilled and those who are unemployed. The stated aim was to improve the overall quality of the FE and skills teaching system.

“Further Education and Skills Reform Plan: Building a world class system³” which set out what the government would support financially and the programme of work required to take forward BIS’ reform plans for the FE and skills system for adults aged 19 and over in England, based on the principles set out in *Skills for Sustainable Growth* in 2010.

Specifically government would put learners at the heart of the system and would support those;

- *who did not achieve basic English and Maths in school.* The Skills for Life programme was expanded to include and fund those who need GCSE English and/or Maths Level 2 from September 2012;
- young people aged 19 up to 24 to access full funding for Foundation Learning ‘*where they need that to progress into further learning or to get a job*’. They also access full funding for their first qualifications at Level 2 (or 3), including an opportunity to get GCSE English and Maths;

¹ BIS 2010 – Skills for Sustainable Growth Strategy Document, Full report

² BIS 2011 - *New challenges, new chances. Skills investment strategy – investing in a world class system*

³ Extract from LSIS summary paper July 2011

- unemployed people on benefits who are looking for work to access labour market relevant courses, which help them improve their skills or re-train to help them get a job; and
- at risk of social exclusion to support them to access community learning.

In partnership with employers and individuals, government would support those;

- who wished to undertake an Apprenticeship framework. BIS aimed to refocus the Apprenticeships programme to target public funding *'where returns are greatest'*;
- in SMEs who need further management training and workplace training to support their growth plans; and
- individuals over 24 who want to retrain or up-skill at Level 2 *'in order to secure different employment and/or improve their life-chances'*.

Government provided FE loans for those;

- over 24 year olds who wish to do full Level 3 (2 A-Levels or the vocational equivalent) or Level 4 (Higher Vocational Education) *'in order to qualify for a professional job and/or progress to higher education'*.
- Government would promote innovation and enterprise by supporting FE colleges and providers to draw down funding for programmes that meet a particular employer skills need.

"Higher Education: Students at the heart of the system – white paper⁴." Policy on higher education has been focused mainly on increasing access to system through loans and financial support. In March 2014 the ***"National strategy for access and student success⁵"*** was published. The strategy looks at how funding for widening access from the government, HEFCE, universities and further education colleges might be used more effectively through access agreements. The main action proposed in the strategy is to develop a national network of collaborative outreach partnerships.

"Community Learning Trust Pilots⁶" which were set up to test new ways of planning and delivering community learning, and understand whether these had the potential to effectively deliver new community learning objectives. The pilots were run between August 2012 and July 2013 and involved more local development of community learning offers, with local people, organisations and providers working together to;

- shape their own community learning priorities.
- develop local strategies and partnership structures to deliver these and ultimately, tailor community learning provision to meet the needs of their communities.

Community learning includes a range of community-based and outreach learning opportunities, and is designed to help people of different ages and backgrounds to;

⁴ Higher Education: Students at the heart of the system – white paper – BIS 2011

⁵ National strategy for access and student success – BIS 2014

⁶ BIS website summary

- get a new skill
- reconnect with learning
- follow an interest
- prepare to progress to formal courses
- learn how to support their children better

1.2 The current skills picture in the UK: drivers for change

In comparison to 2010, when “**Skills for Sustainable Growth**” was formulated, the prospects for the UK economy are the strongest they have been for many years. Growth has picked up in the last year and forecasts predict slow but continuous growth into the future. Unemployment continues to fall and more people have jobs than ever before. But have recent policy changes been the right ones to give the workforce the right skills and qualifications?

The UK Commission on Employment and Skills⁷ estimates that up until 2022 there will be over 12 million jobs to which employers will need to recruit skilled workers. This comprises 1.8 million new jobs and 12.5 million vacancies created by people retiring or leaving the labour market. However the nature of these jobs is predicted to change dramatically.

Table 1: predicted occupation growth 2012-2022⁸

Percentage Share	2012	2022	% change
Managers	10.7	11.8	17.7
Professional occupations	19.7	22.1	18.6
Associate professional	13.4	14.4	14
Admin and secretarial	11.7	9.5	-13.5
Skilled Trades occupations	10.8	9.3	-8.8
Caring, leisure and services	9	10.4	22.8
Sales and customer service	8.4	7.8	-2.1
Process, plant and machine operatives	6.2	5.2	-10.4
Elementary occupations	10.3	9.5	-1.8

As table 1 illustrates, growth is predicted for managers, professional and technical jobs and caring and leisure occupations. Unfortunately the number of people with higher, or appropriate qualifications is not growing fast enough in the UK to meet future demand.

The Centre for Economic & Social Inclusion (CESI), in its report “**Realising Talent: employment and skills for the future⁹**” written for the LGA, has estimated that England has a skills gap that is the equivalent of increasing everyone from an average of five

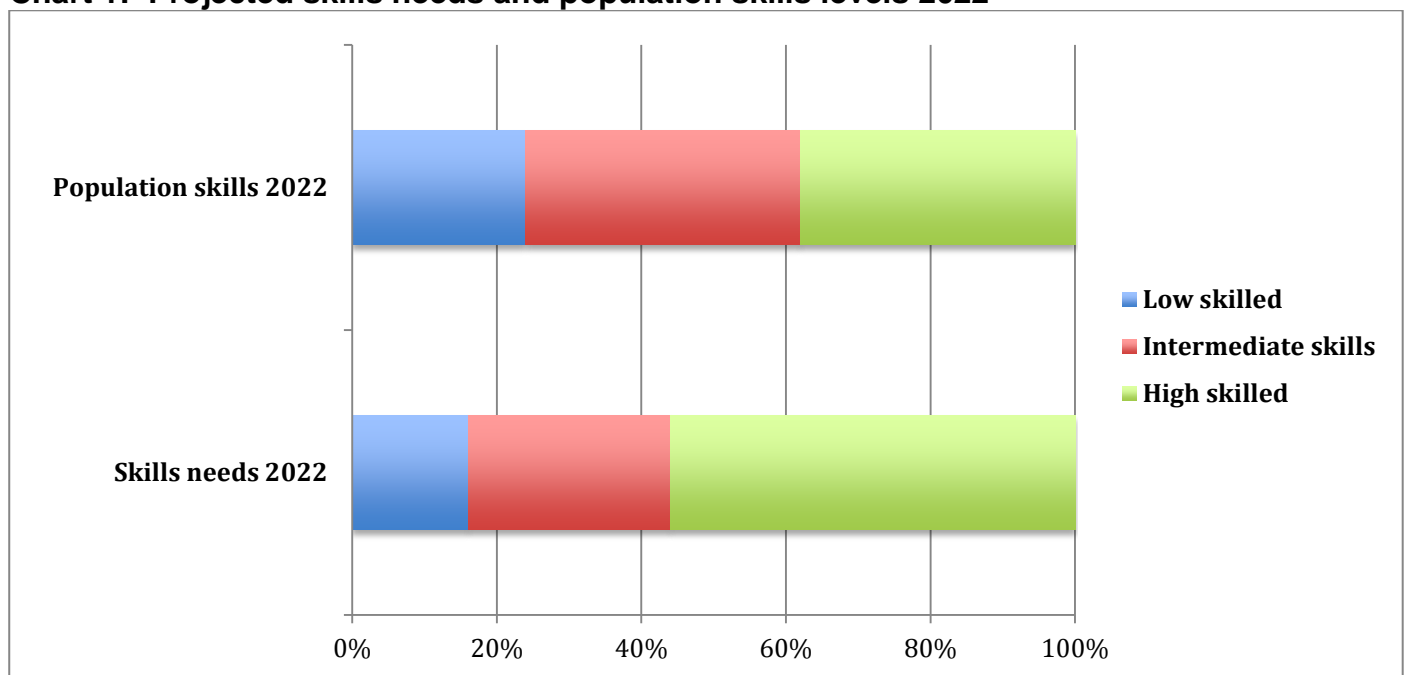
⁷ “Working Futures 2012-2022” UKCES, 2014, England analysis

⁸ “Working Futures 2012-2022” UKCES, 2014, England analysis

⁹ “Realising Talent: employment and skills for the future” CESI 2014

GCSEs to an average of three A-Levels (or equivalent), by 2022. **Specifically they estimate that the impact on skills of current reforms are not working fast enough.** Employers will want more highly qualified people, and fewer people with low¹⁰ or no qualifications. There will always be a supply of low skilled jobs, but there will be too many low skilled people. Chart 1 below illustrates the predicted skills need in 2022 against the predicted actual population. (The next chapter looks at the actual skills levels of the Kent population.)

Chart 1: Projected skills needs and population skills levels 2022



Using the same analysis, CESI estimate that the consequences of not addressing this issue by 2022 will be:

- 9.2 million low skilled people chasing 3.7 million low skilled jobs
- 12.6 million people with intermediate skills chasing 10.2 million jobs
- employers struggling to recruit 14.8 million high skilled workers with only 11.9 million high skilled workers (assuming no immigration).

Although harder to estimate, CESI propose that this skills gap will cost the UK between **16% and 25% of lost growth, or £375 billion by 2022.**

Achieving the change in qualification levels implied by these estimates will come equally from upskilling adults in the workforce as well as training young people. Office for National Statistics¹¹ estimates that by 2020 the over 50's will represent one third of the workforce. Currently 44% of thirty year olds have a degree, but only 30% of 55-64 year olds have one. In other words at the moment qualifications reduce with age, yet the workforce is aging. For at least the next 10 to 20 years we will rely on an older workforce that lags behind in qualifications.

¹⁰ Low means entry level and level 1

¹¹ Workforce Qualification Survey, ONS

1.3 South East Local Enterprise Partnership

The future development and delivery of adult skills locally is focused around the work of the South East Local Enterprise Partnership. Covering Essex, Southend, Thurrock, Kent, Medway and East Sussex, the South East Local Enterprise Partnership (SELEP) brings together key leaders from business, local government, further and higher education in order to create the most enterprising economy in England through exploring opportunities for enterprise while addressing barriers to growth. Funding comes via an intelligent funding package comprising European structural funding, existing regional growth funds, developer contributions, local authority funds and match funding sources such as DWP.

Under the heading Skills for Business Growth, Kent and Medway expect to focus approximately £16 million over six years on sector based skills initiatives that;

- enables employers to better participate in informing skills provision
- delivers improved information, advice and guidance
- develops brokerage and recruitment services to help jobseekers and employers access work
- makes it easier for young people to access work and training.

The first bidding round for local projects begins in January 2015.

Section 2: Skill Levels of Adults in Kent

2.1 Comparative Qualification Levels with the South East and GB

Table 2.1 below compares the qualification levels of Kent's resident population (16-64) against the South East and the UK, as at December 2013.

Table 2.1: Qualification levels of Kent's population

	Kent %	South East %	GB %
NVQ4 and above	33.6	38.3	35.2
NVQ3 and above	55.4	59.3	55.8
NVQ2 and above	74.6	76.5	72.5
NVQ1 and above	87.4	88.4	84.4
No qualifications	7.3	6.5	9.3

Source: ONS annual population survey.

Kent residents are notably less well qualified at all NVQ levels, and have more people with no qualifications, compared to the rest of the South East. Fewer Kent residents have qualifications at NVQ Levels 3 and 4, compared to the rest of the country. However Kent residents are better qualified at NVQ Levels 2 and 1, and fewer Kent residents have no qualifications, than the rest of the country.

Looked at on a time series basis the improvement in qualifications of the workforce overtime is evident, but Kent residents still lag behind. Tables 2.2 to 2.6 illustrate the growth in qualification levels from January 2004 to December 2013.

Table 2.2: Time series for NVQ Level 4 qualifications and above.

	Kent Actual	Kent %	South East %	GB %
Jan 04-Dec 04	196,900	24.2	29.2	26.1
Jan 05-Dec 05	196,100	23.8	29.3	26.5
Jan 06-Dec 06	212,100	25.4	30.3	27.4
Jan 07-Dec 07	217,100	25.9	30.7	28.5
Jan 08-Dec 08	218,400	25.1	31	28.6
Jan 09-Dec 09	250,000	28.6	32.6	29.9
Jan 10-Dec 10	264,500	29.9	33.9	31.3
Jan 11-Dec 11	279,100	31.6	36.2	32.9
Jan 12-Dec 12	263,700	29.6	36.8	34.4
Jan 13-Dec 13	298,500	33.6	38.3	35.2

Source: ONS annual population survey.

During this time period, the number of Kent residents with an NVQ Level 4 or above grew by 9.4% percentage points, compared to 9.1% for both the South East and the whole country. The rate of growth for Kent residents will have to improve if the county wishes to be competitive at this skill level.

Table 2.3: Time series for NVQ Level 3 qualifications and above.

	Kent Actual	Kent %	South East %	GB %
Jan 04-Dec 04	363,600	44.6	50.4	46.8
Jan 05-Dec 05	373,900	45.4	50.8	47.1
Jan 06-Dec 06	382,100	45.9	51.4	47.9
Jan 07-Dec 07	388,900	46.5	51.3	48.4
Jan 08-Dec 08	408,100	46.8	51.7	48.2
Jan 09-Dec 09	429,700	49.1	52.5	49.3
Jan 10-Dec 10	439,300	49.7	53.8	51
Jan 11-Dec 11	455,900	51.7	56.7	52.7
Jan 12-Dec 12	473,600	53.2	58.2	55.1
Jan 13-Dec 13	492,400	55.4	59.3	55.8

Source: ONS annual population survey.

During this time period, the number of Kent residents with an NVQ Level 3 or above grew by 10.8 percentage points, compared to 8.9% for the South East and 9% for the whole country. This represents a more encouraging rate of growth and, if sustained, will see Kent competing at this skill level.

Table 2.4: Time series for NVQ Level 2 qualifications and above.

	Kent Actual	Kent %	South East %	GB %
Jan 04-Dec 04	497,100	61	66.2	62.1
Jan 05-Dec 05	508,800	61.9	67.1	62.9
Jan 06-Dec 06	529,300	63.5	67.6	63.6
Jan 07-Dec 07	528,600	63.2	67.8	64.2
Jan 08-Dec 08	553,200	63.5	67.7	63.9
Jan 09-Dec 09	584,600	66.8	69	65.4
Jan 10-Dec 10	608,900	68.9	70.7	67.2
Jan 11-Dec 11	610,800	69.2	73.3	69.7
Jan 12-Dec 12	632,500	71.1	75.4	71.8
Jan 13-Dec 13	663,100	74.6	76.5	72.5

Source: ONS annual population survey.

During this time period, the number of Kent residents with an NVQ Level 2 or above grew by 13.6 percentage points, compared to 10.3% for the South East and 10.4% for the whole country. This represents a significantly larger rate of growth and, if sustained, will see Kent competing at this skill level against the South East.

Table 2.5: Time series for NVQ Level 1 qualifications and above.

	Kent Actual	Kent %	South East %	GB %
Jan 04-Dec 04	639,800	78.6	81.4	76.5
Jan 05-Dec 05	655,100	79.6	82.2	77.1
Jan 06-Dec 06	666,000	79.9	82.4	77.6
Jan 07-Dec 07	663,700	79.3	82	77.9
Jan 08-Dec 08	700,300	80.3	82.4	77.7
Jan 09-Dec 09	714,600	81.7	83	78.9
Jan 10-Dec 10	728,200	82.4	84	80.2
Jan 11-Dec 11	744,800	84.4	86.6	82.7
Jan 12-Dec 12	755,400	84.9	87.7	84
Jan 13-Dec 13	777,100	87.4	88.4	84.4

Source: ONS annual population survey.

During this time period, the number of Kent residents with an NVQ Level 1 or above grew by 8.8 percentage points, compared to 7% for the South East and 7.9% for the whole country. Kent has caught up with the South East over time, at this qualification level, and remains ahead of the country as a whole.

Table 2.6: Time series for Kent residents with no qualifications

	Kent Actual	Kent %	South East %	GB %
Jan 04-Dec 04	106,700	13.1	10.9	15.1
Jan 05-Dec 05	109,400	13.3	10.3	14.4
Jan 06-Dec 06	105,200	12.6	9.9	13.9
Jan 07-Dec 07	104,400	12.5	9.9	13.3
Jan 08-Dec 08	109,900	12.6	9.7	13.5
Jan 09-Dec 09	102,400	11.7	9.2	12.3
Jan 10-Dec 10	102,900	11.6	8.5	11.3
Jan 11-Dec 11	92,300	10.5	7.9	10.6
Jan 12-Dec 12	73,000	8.2	6.9	9.7
Jan 13-Dec 13	65,200	7.3	6.5	9.3

Source: ONS annual population survey.

During this period the number of Kent residents without a qualification has fallen by 5.8%, compared to 4.4% in the South East and 5.8% in the rest of the country.

It is clear that in the South East and the country as a whole, more people have been converting their NVQ 2 qualifications into higher qualification levels, than is happening in Kent. Kent is catching up, as will be illustrated below, but must focus on upskilling the existing workforce.

2.2 Comparative qualification levels with Kent's statistical neighbours

Statistical neighbours are counties whose basket of attributes (population, geography, local GDP, business sectoral breakdown etc) match one another for the purposes of statistical analysis. Kent's statistical neighbours are: Essex; Swindon; East and West Sussex; Northamptonshire; Worcestershire; Staffordshire; Lancashire and Nottinghamshire. Tables 2.7 to 2.11 compare time series qualification data between Kent and these counties.

Table 2.7: Time series comparison of qualification levels NVQ 4 and above for Kent and statistical neighbours (aged 16-64)

	Kent %	Essex %	Swindon %	E Sussex %	Nhamp %	Worcestershire %	W Sussex %	Staffs%	Lancashire %	Notts %
Jan 04-Dec 04	24.2	21.2	24.7	28.2	23.2	27	26.1	22.7	24.7	25.7
Jan 05-Dec 05	23.8	22.1	24	27.9	25.3	26.4	27.3	22.4	31.8	25.6
Jan 06-Dec 06	25.4	21.9	22.8	25.8	27.9	29.6	29.3	24.7	26.9	25.2
Jan 07-Dec 07	25.9	23.4	23.5	25.4	26.7	28.1	30.2	25.9	33.3	27.1
Jan 08-Dec 08	25.1	23.1	22.9	26.5	26.1	26.1	29.3	25.7	29.3	26.9
Jan 09-Dec 09	28.6	23.7	23.1	29.4	23.6	28.1	30.6	25.5	32.2	26.3
Jan 10-Dec 10	29.9	23	23.7	30.2	24	29.5	29.3	29	41.1	28.3
Jan 11-Dec 11	31.6	24.2	27.1	31.3	29.1	30.6	35.5	27	37.6	30.3
Jan 12-Dec 12	29.6	28.1	29.3	30.1	27.5	32.5	35	27.1	34.9	30.3
Jan 13-Dec 13	33.6	28.3	28.1	32.4	31	35	35.4	27.6	27.7	30.4

Source: ONS annual population survey.

Kent residents perform well at NVQ level 4 and above compared to its statistical neighbours, with only West Sussex and Worcestershire out performing it in absolute terms as at December 2013. More significantly, between January 2004 and December 2013, Kent showed the highest percentage point growth at this skill level and moved ahead of six of its statistical neighbours.

Table 2.8: Time series comparison of qualification levels NVQ 3 and above for Kent and statistical neighbours.

	Kent %	Essex %	Swindon %	E Sussex %	Nhamp %	Worcestershire %	W Sussex %	Staffs%	Lancashire %	Notts %
Jan 04-Dec 04	44.6	41.3	46.3	49.2	44	45	50.5	44.1	47.9	49.8
Jan 05-Dec 05	45.4	41.7	43	49.3	45.3	46.8	50.2	43.8	61.9	49.8
Jan 06-Dec 06	45.9	40.9	44.2	49.2	47.8	51.3	51.7	44.8	53.9	49.1
Jan 07-Dec 07	46.5	41.4	44.4	45.8	44.9	49.7	52.3	44.5	56.4	48.7
Jan 08-Dec 08	46.8	41.7	42.2	47.4	44.7	47	49.5	47.2	52	46.7
Jan 09-Dec 09	49.1	43.1	43.9	50.2	44.1	48	49.8	45.9	57.1	46.5
Jan 10-Dec 10	49.7	43.7	46	48.6	45.2	48.8	48.8	50	61.9	48.1
Jan 11-Dec 11	51.7	46.3	49.7	51.5	48.6	49.8	56.7	47.7	62.7	51.3
Jan 12-Dec 12	53.2	49.8	51.5	51.4	49.4	53.4	55.1	49.5	61.9	53.4
Jan 13-Dec 13	55.4	48.9	50.2	54.3	53.6	57.5	56.5	51.9	55.2	53.1

Source: ONS annual population survey.

As above, Kent residents perform well at NVQ level 3 and above compared to its statistical neighbours, with only West Sussex and Worcestershire out performing it in absolute terms as at December 2013. Between January 2004 and December 2013, Kent showed the second highest percentage point growth at this skill level, 10.8, compared to the highest growth of 12.5 percentage points in Worcestershire and the lowest, 3.9, in Swindon.

Table 2.9: Time series comparison of qualification levels NVQ 2 and above for Kent and statistical neighbours.

	Kent %	Essex %	Swindon %	E Sussex %	Nhamp %	Worcestershire %	W Sussex %	Staffs%	Lancashire %	Notts %
Jan 04-Dec 04	61	60	63	65.3	61.7	61.9	67.7	59.1	61.8	64.2
Jan 05-Dec 05	61.9	60.1	60.9	66	62.7	64.5	69.6	60	72.6	64.5
Jan 06-Dec 06	63.5	58.9	62.1	68	65.1	66.2	68.9	62.1	67.6	63.5
Jan 07-Dec 07	63.2	59.1	62.1	65.7	62.4	67.4	69.6	61.7	69.9	63.1
Jan 08-Dec 08	63.5	60.3	58.5	66.2	60.5	65.3	67.2	64.9	71	62.7
Jan 09-Dec 09	66.8	63.1	62.5	69.3	62.5	65.3	68.8	64.8	71.9	64.8
Jan 10-Dec 10	68.9	63.5	65.2	69.2	64.6	65.3	68.1	67.5	75.5	67.3
Jan 11-Dec 11	69.2	65.8	68	69.4	66.9	66.4	73.7	68.9	81	70.6
Jan 12-Dec 12	71.1	70.3	71.4	70.3	69.2	72.1	75.4	68.5	75.6	71.2
Jan 13-Dec 13	74.6	70	70.7	71.1	69.6	74.4	76.5	71.2	68.3	68.6

Source: ONS annual population survey.

At December 2013, Kent residents had the second highest level of qualifications at NVQ 2 and above, behind West Sussex. Between January 2004 and December 2013, Kent had significantly higher growth at this level than any of its statistical neighbours, moving up 13.6 percentage points compared to the next highest county, Staffordshire at 12% and Nottinghamshire, the lowest at 4.4%.

Table 2.10: Time series comparison of qualification levels NVQ 1 and above for Kent and statistical neighbours.

	Kent %	Essex %	Swindon %	E Sussex %	Nhamp %	Worcestershire %	W Sussex %	Staffs%	Lancashire %	Notts %
Jan 04-Dec 04	78.6	77	79.7	78.9	78.2	76.1	82.3	74.2	79.4	79
Jan 05-Dec 05	79.6	77.4	78.2	81.3	79.6	77.8	84.3	76.7	84.5	80.5
Jan 06-Dec 06	79.9	75.8	80	82.9	80.2	80.4	85	77.1	85.7	79.4
Jan 07-Dec 07	79.3	76.5	79.9	80	77.5	81.2	85.5	77.4	85.7	79.2
Jan 08-Dec 08	80.3	76.1	78.4	81.9	76.6	78.5	82.9	81.4	83.6	79.4
Jan 09-Dec 09	81.7	78.8	82.3	84.6	77.3	79.3	83.8	80.4	84.3	81
Jan 10-Dec 10	82.4	81.4	83.6	84	77.5	80.6	83.6	81.8	88.9	81.5
Jan 11-Dec 11	84.4	84.4	84.8	84.5	80.9	79.1	88	84.2	91.7	83.7
Jan 12-Dec 12	84.9	85.7	84.7	84.6	83.5	83.4	88.3	82.3	88.4	84.4
Jan 13-Dec 13	87.4	86	85.1	84.6	83.3	84.2	88.9	83.5	82.7	82.3

Source: ONS annual population survey.

At NVQ Level 1 and above, Kent residents continue the trend of high growth compared to statistical neighbours, and is the second highest county overall as at December 2013, compared to the sixth highest in January 2004.

Table 2.11: Time series comparison of no qualifications for Kent and statistical neighbours.

	Kent %	Essex %	Swindon %	E Sussex %	Nhamp %	Worcestershire %	W Sussex %	Staffs%	Lancashire %	Notts %
Jan 04-Dec 04	13.1	15.6	10.1	12.9	14.8	17.7	11	18.7	14.4	15.5
Jan 05-Dec 05	13.3	15.7	13.4	12	13.5	16.4	8.2	15.7	11.5	12
Jan 06-Dec 06	12.6	17.7	9.7	10.2	13.7	13.6	8.1	17.5	7	14.1
Jan 07-Dec 07	12.5	14.7	9.5	11.3	14.7	11.8	7.6	15.8	10.2	13
Jan 08-Dec 08	12.6	15.8	11.3	10.3	15.9	13.5	10.6	13.5	11.4	13.1
Jan 09-Dec 09	11.7	13.6	10.6	7.9	14.3	13.9	9.8	12.5	8.5	11.6
Jan 10-Dec 10	11.6	11.1	8.5	9	13.9	12.5	8.2	11.2	8	10.5
Jan 11-Dec 11	10.5	9.2	8.7	10.5	11.9	12.2	6.9	10.2	#	9.8
Jan 12-Dec 12	8.2	8.5	9.1	8.6	8.6	10.7	7	11.7	5.1	9.2
Jan 13-Dec 13	7.3	8.5	9	10.1	10.5	11.3	6.5	10.2	13.8	11.3

Compared to its statistical neighbours, Kent has the second lowest level of 16-64 year olds without a qualification, behind West Sussex, as at December 2013.

Following on from the conclusion in section 2.1, Kent is clearly moving rapidly to upskill its 16-64 year olds, compared to its statistical neighbours. Kent has a historical reputation for having a lower skilled workforce than other counties, but it is clear that the system has been working hard to address this issue and catch-up, particularly at Levels 3 and 4. We will see later, in the section on the needs of the Kent economy, that this will be crucial to meet the future needs for economic growth.

2.3 Comparisons between Kent districts.

There are also significant differences in the relative performance of Kent residents aged 16-64 between districts in Kent, as illustrated by Table 2.12 below.

Table 2.12: Comparison of qualification levels by Kent district, in December 2013, for residents aged 16-64.

	Kent %	Ash	Cant	Dart	Dov	Graves	Maids	Seven	Shep	Swale	Thanet	Ton & Malling	Tun Wells
NVQ4 and above	33.6	26.3	35.1	31.8	32.4	30.3	32.6	49.4	26.8	27.1	21.4	48.5	42.0
NVQ3 and above	55.4	52	62.6	54.8	56.0	51.1	52.6	66.3	52.9	50.0	42.1	65.5	58.6
NVQ2 and above	74.6	69.2	78.7	70.9	73.9	70.6	73.6	80.6	75.1	73.2	67.4	81.5	79.2
NVQ1 and above	87.4	83.9	90.4	84.5	85.7	87.5	86.8	89.3	86.9	86.1	86.7	90.9	88.7
No qualifications	7.3	7.6	4.7	8.3	10.8	±	8.3	±	9.4	8.5	8.2	6.7	±

Source: ONS annual population survey.

± = sample size too small.

Comparing districts against the Kent average:

- Canterbury, Sevenoaks, Tonbridge & Malling and Tunbridge Wells have a more highly skilled resident population.
- Ashford, Shepway, Swale and Thanet have a lower skilled resident population.
- Dartford, Dover, Gravesham and Maidstone sit around the average.

2.4 Skills for Life Comparisons

Skills for Life qualifications (literacy, numeracy and ESOL) sit below and above the NVQ Level 1 measures used in the tables above. Table 2.13 below attempts to illustrate the achievement of Skills for Life qualifications in Kent from January 2013 to December 2013 using SFA data, for 19 to 64 year olds. For this particular dataset, SFA have chosen to use parliamentary constituency boundaries in Kent, reflecting the context in which the data was originally requested. Table 2.14 illustrates the same information for January 2005 to December 2005 to demonstrate the changes in the take up of Skills for Life qualifications in Kent.

Table 2.13: Skills for Life Achievement in Kent, January 2013 to December 2013

	Total Skills for Life Achievement	English			Maths			ESOL		
		Entry Level	Level 1	Level 2	Entry Level	Level 1	Level 2	Entry Level	Level 1	Level 2
Kent	25,800*	2,580	9,100	8,980	2,340	9,000	8,070	1,920	340	200
Ashford	2,370	190	1,080	770	140	1,060	660	130	30	20
Canterbury	1,640	160	510	560	170	480	490	230	10	-
Chatham and Aylesford	1,790	50	750	620	110	770	530	160	20	10
Dartford	1,740	100	630	680	130	600	600	120	20	10
Dover	1,800	150	630	670	200	640	590	150	10	10
Faversham and Mid Kent	1,380	90	570	460	100	600	440	70	10	-
Folkestone and Hythe	2,580	290	800	890	160	860	860	130	90	90
Gravesham	1,800	120	670	580	170	640	540	200	20	10
Maidstone and The Weald	1,840	180	620	640	120	580	580	180	50	40
Sevenoaks	1,000	100	400	320	70	350	290	70	10	-
Sittingbourne and Sheppey	3,420	570	1,130	1,140	420	1,130	980	210	10	-
South Thanet	1,810	290	550	650	220	510	560	140	10	-
Tonbridge and Malling	1,000	110	350	320	110	330	310	80	30	10
Tunbridge Wells	1,230	80	380	410	110	390	390	150	40	20
North Thanet	1,650	130	550	650	180	600	580	70	-	-

Source: SFA

*Please note, individuals are only counted once, but may have participated in a combination of English, maths and ESOL qualifications.

Table 2.14: Skills for Life Achievement in Kent, January 2005 to December 2005

	Total Skills for Life Achievement	English			Maths			ESOL		
		Entry Level	Level 1	Level 2	Entry Level	Level 1	Level 2	Entry Level	Level 1	Level 2
Kent	21,270*	6,460	4,360	4,440	2,960	3,600	3,450	1,980	420	180
Ashford	1,820	470	330	390	140	230	300	110	30	20
Canterbury	1,660	680	430	370	210	280	190	140	40	20
Chatham and Aylesford	1,160	330	240	320	220	240	250	190	30	10
Dartford	1,260	260	200	270	190	250	240	150	10	-
Dover	1,860	530	310	340	200	260	290	130	30	10
Faversham and Mid Kent	850	360	200	260	100	170	170	30	10	-
Folkestone and Hythe	2,550	750	700	480	300	500	340	120	60	20
Gravesham	1,550	360	190	270	190	220	220	310	40	10
Maidstone and The Weald	1,070	320	250	320	190	250	230	140	40	20
Sevenoaks	780	90	140	160	110	130	130	150	30	20
Sittingbourne and Sheppey	1,980	820	550	490	460	420	380	50	10	-
South Thanet	1,610	490	270	290	210	260	270	190	40	10
Tonbridge and Malling	780	150	140	160	110	130	160	110	20	10
Tunbridge Wells	1,260	370	240	240	230	180	200	230	40	30
North Thanet	1,900	720	360	280	230	260	260	110	20	10

Source: SFA

*Please note, individuals are only counted once, but may have participated in a combination of English, maths and ESOL qualifications

It is clear from the two tables that the focus for the participation and achievement of Skills for Life qualifications has reflected the trends evident from Tables 2.1 to 2.11; that is there has been a focus on raising the levels of attainment of the workforce overtime. Between 2005 and 2013, the numbers of people taking Level 1 and Level 2 English and maths qualifications has more than doubled, while the numbers taking entry level qualifications has fallen or stayed the same. **This reflects a changing adult funding policy overtime, and indicates that Kent adult learners are moving the right direction to meet future skills needs.**

Section 3: Attributes and Behaviours of the Adult Workforce in Kent

The purpose of this section is to consider whether increasing the levels of adult skills in Kent can result in improvements to attributes of the workforce, including life expectancy, crime reduction and increasing civic engagement. Clearly a number of social factors will affect these attributes and behaviours, but it is interesting to see how they have changed overtime.

3.1 Life Expectancy

Table 3.1 below considers changes to life expectancy at birth for people born since 1991, for men and women in Kent, broken down by district.

Table 3.1: Life expectancy at birth in Kent

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
District																				
Ashford	74.6	74.9	75.0	75.4	75.2	75.4	76.1	77.2	77.7	77.9	78.0	78.5	78.8	79.2	79.3	80.1	80.1	80.5	80.7	81.3
Canterbury	74.8	75.1	75.6	75.6	75.4	75.9	76.3	76.9	77.0	77.0	77.0	76.7	77.2	77.8	78.6	78.8	78.6	79.1	79.5	80.2
Dartford	73.5	73.7	73.8	74.6	75.1	75.5	75.1	75.3	75.6	76.3	76.8	77.1	77.2	77.6	78.2	79.0	79.0	79.0	79.1	79.1
Dover	74.0	74.5	74.1	74.0	73.7	74.3	74.9	75.4	75.8	76.1	76.2	76.6	76.6	77.6	77.4	78.2	77.5	78.5	78.5	79.2
Gravesham	73.9	74.8	74.8	75.0	74.6	75.2	75.6	76.0	76.1	76.0	76.2	76.8	77.5	78.2	78.5	78.6	78.3	78.4	78.8	79.6
Maidstone	74.7	75.1	75.7	76.0	76.2	76.4	76.5	76.9	76.9	77.3	77.0	77.4	77.3	78.1	78.1	78.8	78.9	79.1	79.4	79.9
Sevenoaks	75.6	76.1	76.2	76.0	76.5	77.3	77.8	77.7	77.7	78.3	78.8	79.0	79.3	80.0	80.6	80.8	80.7	81.1	81.2	81.5
Shepway	74.1	74.5	74.4	75.1	74.9	74.4	74.9	75.3	76.2	76.3	75.9	76.4	76.5	77.4	77.9	78.5	79.0	79.3	79.3	79.3
Swale	74.1	74.5	74.4	74.5	74.2	74.7	74.8	75.1	75.6	76.1	76.3	75.9	76.6	76.8	77.1	77.0	77.3	78.0	78.5	79.3
Thanet	73.6	73.9	73.9	73.7	73.7	73.8	74.2	74.6	74.8	75.1	74.7	75.1	75.1	75.8	76.4	76.9	76.6	76.6	76.6	77.6
Tonbridge and Malling	74.9	75.1	75.5	75.9	76.1	76.1	76.3	76.7	77.3	77.4	77.4	78.1	78.7	79.4	79.5	79.8	80.2	80.3	80.4	80.6
Tunbridge Wells	75.3	75.7	76.0	75.7	76.2	76.2	77.0	76.8	77.9	78.0	78.4	77.9	78.4	78.8	79.4	79.7	80.4	81.1	81.5	81.4

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
District																				
Ashford	80.1	80.0	80.0	80.4	80.6	80.8	80.9	81.1	81.7	82.0	81.5	81.6	81.8	82.1	82.2	82.8	83.5	83.7	84.1	84.4
Canterbury	80.0	80.1	80.0	80.5	80.3	80.7	80.7	81.1	81.1	81.5	81.6	81.6	81.4	81.5	81.9	82.2	82.5	82.7	83.2	83.4
Dartford	78.4	78.7	79.1	79.1	79.6	79.6	79.9	79.8	79.8	80.2	80.0	80.3	80.4	81.3	81.7	81.5	81.2	81.2	81.4	81.7
Dover	79.7	79.8	80.1	80.0	80.0	80.0	80.0	80.1	79.9	80.1	80.6	81.3	81.5	81.7	81.6	81.8	82.4	82.4	82.5	82.3
Gravesham	79.2	79.4	79.7	80.3	80.3	80.2	80.3	80.3	80.6	80.8	81.1	81.0	81.4	81.6	81.8	82.0	82.2	82.6	82.9	83.4
Maidstone	80.3	80.2	80.1	80.2	80.4	80.6	80.8	80.9	81.1	81.2	81.6	81.7	82.0	82.1	82.3	82.4	82.7	82.8	83.3	83.4
Sevenoaks	80.1	80.0	80.7	80.8	81.0	81.4	82.1	82.3	82.5	82.4	83.0	83.1	83.3	83.9	83.7	83.5	83.3	83.6	84.3	84.4
Shepway	79.8	79.8	79.4	79.7	80.0	80.5	80.4	80.3	80.0	80.1	80.3	81.2	81.2	81.4	81.7	82.8	83.5	83.7	83.7	83.6
Swale	78.6	79.1	79.5	79.7	79.6	79.8	79.9	80.1	79.7	79.8	79.8	80.4	80.7	81.0	81.0	81.1	81.3	81.6	82.2	82.7
Thanet	79.2	79.5	79.1	78.8	78.8	79.0	79.6	79.6	80.2	80.2	80.3	80.2	80.1	80.6	80.9	81.6	81.8	82.0	82.2	82.5
Tonbridge and Malling	79.7	80.1	80.3	80.6	80.7	80.9	80.7	80.8	81.2	82.2	82.5	82.5	82.4	82.9	83.4	83.9	84.2	83.8	84.0	84.4
Tunbridge Wells	79.9	80.1	80.5	81.0	80.7	80.4	80.3	80.6	81.1	81.3	81.5	81.2	81.9	82.4	82.9	83.2	83.3	83.7	84.4	85.1

Source: ONS Life Expectancy Report Dec 2013

Unfortunately no data is available that measures life expectancy by qualification level in the current workforce and we must use the above as a proxy. However, extrapolating from Section 2 where qualification levels by district were considered, it was determined that Ashford, Shepway, Swale and Thanet have lower workforce qualification levels than other districts, on average. Canterbury, Sevenoaks, Tonbridge & Malling and Tunbridge Wells have the highest workforce qualification levels. Comparing to the table above:

- Thanet, Dover, Dartford, Shepway and Swale (in this order) have the lowest life expectancy.
- Tunbridge Wells, Tonbridge & Malling, Ashford, Canterbury and Sevenoaks (in this order) have the highest life expectancy.

As higher skill levels equate to higher incomes, this result is perhaps unsurprising.

3.2 Community Engagement

We can use electoral turnout as a proxy for community engagement. Table 3.2 below looks at turnout by electoral constituency over the last 4 elections.

Table 3.2: General election voter turnout since 1997.

Constituency	2010		2005		2001		1997	
	% Turnout	Registered Electorate	% Turnout	Registered Electorate	% Turnout	Registered Electorate	% Turnout	Registered Electorate
Ashford	67.90	81,271	65.00	79,493	62.50	76,699	74.60	74,149
Canterbury	66.39	74,121	66.10	72,046	60.86	74,159	72.60	74,548
Chatham & Aylesford	64.46	67,694	59.70	70,515	56.96	69,759	71.10	69,172
Dartford	65.66	76,271	63.20	74,028	61.92	72,258	74.60	69,726
Dover	70.14	71,833	67.60	70,884	65.14	69,025	78.90	68,669
Faversham & Mid-Kent	67.84	68,858	65.70	66,411	60.37	67,995	73.50	67,490
Folkestone & Hythe	67.69	78,005	68.40	70,914	64.13	66,240	73.20	71,153
Gillingham & Rainham	66.07	70,814	62.50	72,223	59.54	70,898	72.00	70,389
Gravesham	67.39	70,195	65.80	68,705	62.71	69,590	76.90	69,234
Maidstone & the Weald	68.87	71,041	65.80	74,054	61.59	74,002	74.00	72,466
North Thanet	63.18	68,602	60.10	72,734	59.32	70,581	68.00	71,112
Rochester & Strood	65.04	73,758	61.10	67,251	59.46	64,930	72.50	61,736
Sevenoaks	71.00	65,591	66.50	65,109	63.94	66,648	75.40	66,474
Sittingbourne & Sheppey	64.04	75,855	64.80	62,950	57.51	65,825	72.30	63,850
South Thanet	65.58	70,045	65.00	63,436	64.16	61,462	71.70	62,792
Tonbridge & Malling	71.48	71,790	67.30	68,444	64.36	65,939	76.00	64,798
Tunbridge Wells	68.13	733,855	65.80	64,630	62.29	64,534	74.10	65,259
Kent Average	67.12		64.70		61.57		73.61	
UK Average	65.10		61.40		59.40		71.40	

Source: House of Commons Research Papers 01/37, 01/54, 05/33 & 10/36.

General election turnout will clearly vary due to a number of factors. Although constituency boundaries are not coterminous with districts, it is clear that:

- The Kent average voter turnout across all constituencies is higher than the UK average in all of the last 4 elections.
- The lowest voter turnout in 2010 was in Swale, Thanet, Dartford and Canterbury (which may be effected by a high student population)
- The highest voter turnout in 2010 was in Tonbridge & Malling, Sevenoaks, Dover and Tunbridge Wells.

The correlation between skill level and voter turnout is therefore less clear, when it used as a proxy for community engagement.

Table 3.3 below consider ward level engagement during the last 2 local elections in Kent. The correlation between ward level skills and community engagement is challenging to identify, but the data is included for completeness.

Table 3.3: Local election turnout by ward

District	Ward	Turnout % 2009	Turnout % 2013
Ashford	Central	33	26
	East	35	27
	Rural East	42	33
	Rural South	37	25
	Rural West	41	28
	South	31	23
	Tenterden	42	34
Canterbury	City North East	37	24
	City South West	38	29
	South East	44	29
	West	36	23
	Whitstable	40	32
	Herne and Sturry	35	27
Dartford	Darent Valley	39	27
	Dartford East	34	26
	Dartford North East	34	26
	Dartford Rural	40	31
	Dartford West	39	29
	Swanscombe & Greenhithe	30	21
	Swanley	33	22
	Wilmington	39	28
Dover	Deal	41	34
	North	44	36
	Town	32	27
	West	42	35
	Sandwich	40	34
Gravesham	East	34	29
	Rural	43	31
	Northfleet & Gravesend West	35	27
Maidstone	Central	32	28
	North East	36	29
	Rural East	42	30
	Rural North	38	29
	Rural South	40	30
	Rural West	42	31
	South	35	28
	South East	28	20

District	Ward	Turnout % 2009	Turnout % 2013
Sevenoaks	East	41	27
	North East	37	27
	South	41	28
	West	41	27
	Central	43	30
Shepway	Folkestone North East	34	25
	Folkestone South	34	24
	Folkestone West	38	29
	Elham Valley	44	35
	Romney Marsh	39	32
	Hythe	46	28
Swale	Sheerness	29	23
	Sheppey	30	27
	Swale Central	33	29
	East	34	28
	West	35	30
	Faversham	37	30
Thanet	Birchington	40	34
	Broadstairs	36	33
	Margate & Cliftonville	31	27
	Margate West	31	29
	Ramsgate	35	31
Tonbridge & Malling	Malling Central	38	34
	Malling North	37	31
	Malling Rural East	38	30
	Malling Rural North East	41	29
	Malling West	43	30
	Tonbridge	39	28
Tunbridge Wells	Tunbridge Wells East	38	34
	North	37	29
	Rural	37	31
	South	39	30
	West	34	32
Average Turnout		37	29

Source: KCC Election website - ward level

3.3 Crime

This section looks at data related to crime in Kent and how this has changed overtime with skill level. Once again many social factors are at work. This data is from the Office for National Statistics and correlates all current crime surveys (listed underneath Table 3.4) and is considered the completest collection of crime data, rather than individual headline grabbing surveys.

Table 3.4: Recorded crime from June to May in each year from 2012 to 2014

Area Name	Total recorded crime - including fraud	Total recorded crime - excluding fraud	Victim based crimes				Other crimes against society					
			Violence against the person	Sexual offences	Robbery	Burglary offences	Criminal damage and arson	Drug offences	Possession of weapons offences	Public order offences	Miscellaneous crimes against society	Fraud and forgery
Kent 2014*	111,970	111,970	27,747	2,447	1,049	53,650	18,285	3,753	484	3,131	1,424	N/A
Kent 2013**	100,924	99,429	19,692	1,588	951	51,287	17,803	4,167	428	2,299	1,214	N/A
Kent 2012***	97,101	94,066	19,830	1,308	923	48,995	17,961	3,645	N/A	N/A	1,404	3,035

Source: Office for National Statistics Police Force Area Tables, year comparisons June to June. These comprise the completest set of crime data, from police data, the Crime Survey, the Courts, National Fraud intelligence Bureau and the Commercial Victimization Survey.

*For 2014, Kent changed the way it treated and recorded certain offences against the person, particularly sexual offences. The large increase between 2013 and 2014 reflects this and sadly brings Kent into line with forces of a similar size.

**Fraud data is now collected centrally and not on an area wide basis.

*** Changes in data collection after 2012 added certain categories. Data listed N/A is counted elsewhere within the table.

Recorded crime in Kent has increased over the last three years in all virtually all categories of crime and no correlation with increasing skill levels can be easily determined.

Another measure of attitudes and behaviours is anti-social behaviour. Table 3.5 below compares experiences of anti-social behaviour observed in the South East throughout 2013, collected by the Crime Survey.

Table 3.5: Observed anti social behaviour in the South East

South East			
	Any anti-social behaviour Percentage experienced/ witnessed	Drink related behaviour Percentage experienced/ witnessed	Groups hanging around on the streets Percentage experienced/ witnessed
Hampshire	27	8	9
Kent	27	8	7
Surrey	28	11	8
Sussex	45	23	24
Thames Valley	29	10	11

The UK average for experiencing any anti-social behaviour is 28%. Kent residents are less likely to experience anti-social behaviour than other South East counties and England as a whole. Again correlations with skill levels are difficult to draw, Kent appears to be a slightly less anti-social place to live.

The data presented in this section is interesting background to the attributes and behaviours of adults in Kent. The data pack will now consider the make-up of the Kent economy and whether skills levels, behaviours and skills provision meet its needs.

Section 4: The Kent Economy

4.1 Economic Activity in Kent

Table 4.1 below illustrates employment and unemployment rates in Kent, compared to the South East and Great Britain, in June 2014. These are obtained from the ONS Annual Population Survey and reflect total economic activity and inactivity levels, not benefit claimant levels, which are lower.

Table 4.1: Kent Economic Activity Rates as at June 2014.

	Kent Numbers	Kent %	South East %	GB %
All people				
Economically active†	735,700	78.2	79.9	77.5
In employment†	692,600	73.6	75.7	72.1
Employees†	583,200	62.6	64.3	61.6
Self employed†	109,400	10.7	11	9.9
Unemployed§	43,100	5.9	5	6.8
Males				
Economically active†	381,800	83	85.3	83.2
In employment†	357,800	77.7	81	77.1
Employees†	283,300	62.3	66	63.1
Self employed†	73,200	15.1	14.5	13.5
Unemployed§	24,000	6.3	4.9	7.1
Females				
Economically active†	353,800	73.7	74.6	71.8
In employment†	334,800	69.6	70.6	67.1
Employees†	299,900	62.9	62.6	60.2
Self employed†	33,700	6.5	7.5	6.4
Unemployed§	19,100	5.4	5.2	6.5

Source: ONS annual population survey

† numbers are for those aged 16 and over. % are for those aged 16-64

§ numbers and % are for those aged 16 and over. % is a proportion of economically active.

Unsurprisingly, Kent falls between the South East and the country as whole. Those that are economically active make up approximately 78% of 16-64 year olds.

Table 4.2 below breaks the remaining 22% into the categories of the economically inactive. In the table below the following definitions apply:

Economically inactive: People who are neither in employment nor unemployed. This group includes, for example, all those who were looking after at home or retired.

Wanting a job: People not in employment who want a job but are not classed as unemployed because they have either not sought work in the last four weeks or are not available to start work.

Not wanting a job: People who are neither in employment nor unemployed and who do not want a job.

Table 4.2: Kent economic inactivity rates as at June 2014

All People	Kent Actual	Kent %	South East %	GB %
Total	195,100	21.8	20.1	22.5
Student	49,200	25.2	26.8	26.3
Looking after family/home	47,100	24.2	27	25.5
Temporary sick	4,100	2.1	1.8	2.2
Long-term sick	39,900	20.5	16.8	21.4
Discouraged	#	#	0.4	0.6
Retired	35,400	18.2	16.9	15
Other	18,100	9.3	10.2	9
Wants a job	60,400	30.9	26.7	24.9
Does not want a job	134,700	69.1	73.3	75.1

Source: ONS annual population survey

Sample size too small for reliable estimate

Kent has a much higher proportion of long-term sick than the rest of the South East, and a higher proportion of 16-64 year olds who are retired. However the proportion of adults not wanting a job is 4% lower than the South East and 6% lower than the rest of the country.

Table 4.3 below compares Kent economic activity rates overtime, since June 2010.

It is clear from table 4.3 that the numbers entering employment and self-employment in Kent have increased significantly since the recession. There are 21,600 more employed people, and 10,900 self-employed people since June 2010. There are 7,500 less unemployed people, and they represent a fall from 7.1% to 5.9% of the economically active population.

Table 4.3: Kent economic activity rates from June 2010 to June 2014

	Kent Numbers 2014	Kent %	Kent Numbers 2013	Kent %	Kent Numbers 2012	Kent %	Kent Numbers 2011	Kent %	Kent Numbers 2010	Kent %
All people										
Economically active†	735,700	78.2	721,700	77.6	714,600	77.6	725,000	79	715,000	79
In employment†	692,600	73.6	667,100	71.6	660,500	71.6	662,400	72	664,500	73.3
Employees†	583,200	62.6	551,900	60.4	548,800	60.1	559,500	61.3	561,600	62.2
Self employed†	109,400	10.7	109,200	10.5	106,100	11	97,400	10.1	98,500	10.7
Unemployed§	43,100	5.9	54,700	7.6	54,200	7.6	63,000	8.7	50,500	7.1

Source: ONS annual population survey

† numbers are for those aged 16 and over. % are for those aged 16-64

§ numbers and % are for those aged 16 and over. % is a proportion of economically active.

Page 147

4.2 Economic Activity by District

Table 4.4 below compares economic activity data across Kent's districts, highlighting some significant variations.

Table 4.4: Economic activity across districts in Kent, June 2014

All people	Ashford		Canterbury		Dartford		Dover		Gravesham		Maidstone	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Economically active†	60,700	80.3	77,500	73.7	54,100	85.8	50,200	71	51,200	78	83,700	82.6
In employment†	58,000	76.5	69,400	66	50,400	79.9	45,700	64.3	49,600	76.2	80,100	78.9
Employees†	48,900	65.7	56,500	55	42,700	67.5	38,100	54.1	46,100	70.6	67,700	67.1
Self employed†	8,400	10.3	12,900	11	7,700	12.4	7,200	9.5	#	#	12,500	11.8
Unemployed	3,200	5.3	4,800	6.4	2,800	5.2	3,700	7.5	3,500	6.6	4,400	5.2

Source: ONS population survey. † numbers are for those aged 16 and over, % are for those aged 16-64

Table 4.4 cont'd

	Sevenoaks		Shepway		Swale		Thanet		Tonbridge & Malling		Tunbridge Wells	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%
All people Economically active†	58,000	78.8	51,300	79.4	69,500	80.1	58,400	69.3	65,800	82.2	55,400	79.4
In employment†	54,300	73.6	48,400	75.5	65,500	75.4	54,200	64.1	63,300	78.9	53,600	76.7
Employees†	46,600	63.1	38,000	62	55,700	63.7	47,700	57	51,800	65.1	43,400	63.7
Self employed†	7,700	10.5	9,800	13.1	9,800	11.7	6,200	6.8	11,500	13.8	9,700	12.4
Unemployed	2,200	4	3,600	6.9	4,900	6.9	5,800	9.6	2,700	4.1	2,100	3.8

- Ashford, Dartford, Swale, Tunbridge Wells and Tonbridge have the highest levels of economic activity and the lowest levels of unemployment in the 16-64 population, and exceeding the Kent totals overall. This suggests the economies are relatively vibrant and responding well to increased economic stimulus.
- Dover and Thanet have the lowest levels of economic activity and the highest levels of unemployment. This represents a challenge in terms of addressing factors of economic inactivity, but also an opportunity in terms of the potential for a pool of available labour.
- The figures for Canterbury are skewed by a high student population which artificially reduces the economically active population. Unfortunately a full district level analysis of economic inactivity is not possible due to small sample sizes. However available data tells us that Canterbury has a student population of about 11,000, or 41% of total economic inactivity, compared to 20-25% in other districts.

4.3 Employment in Kent – what do people do

Using the Office for National Statistics Business Register and Employment Survey (BRES) we can describe the employment profile of Kent by occupational sector. See the table 4.5 below. This excludes self-employment.

Table 4.5: Employment by occupational sector in Kent 2009 - 2013

KCC	2009	2010	2011	2012	2013	2009-13 % change
Primary Industries (Agriculture/Mining/Utilities)	20,700	22,100	21,300	20,400	20,000	-1.5%
Manufacturing	40,500	40,400	39,000	37,800	35,900	-11.4%
Construction	38,500	35,500	30,300	31,300	35,300	-8.3%
Wholesale and retail trade	100,800	103,600	106,000	106,100	106,100	5.3%
Transportation and storage	29,000	29,500	29,100	29,700	27,500	-5.2%
Accommodation and food service activities	35,300	36,000	41,200	34,500	39,900	13.0%
Information and communication	13,700	13,000	13,400	15,100	15,900	16.1%
Financial and insurance activities	16,000	16,300	15,800	16,200	16,700	4.4%
Real estate activities	6,900	8,000	7,300	8,200	7,500	8.7%
Professional, scientific and technical activities	34,500	33,400	33,500	34,000	30,000	-13.0%
Administrative and support service activities	41,500	41,400	44,900	48,200	49,000	18.1%
Public administration and defence	31,000	31,400	27,000	24,400	24,900	-19.7%
Education	58,900	64,800	61,200	57,200	62,100	5.4%
Human health and social work activities	75,400	76,100	80,400	73,800	72,700	-3.6%
Arts, entertainment and recreation	11,700	12,200	12,800	12,300	12,800	9.4%
Other service activities	11,100	10,800	11,000	11,500	11,900	7.2%
Total	565,400	574,500	574,000	560,700	568,200	0.6%

Source: BRES 2013

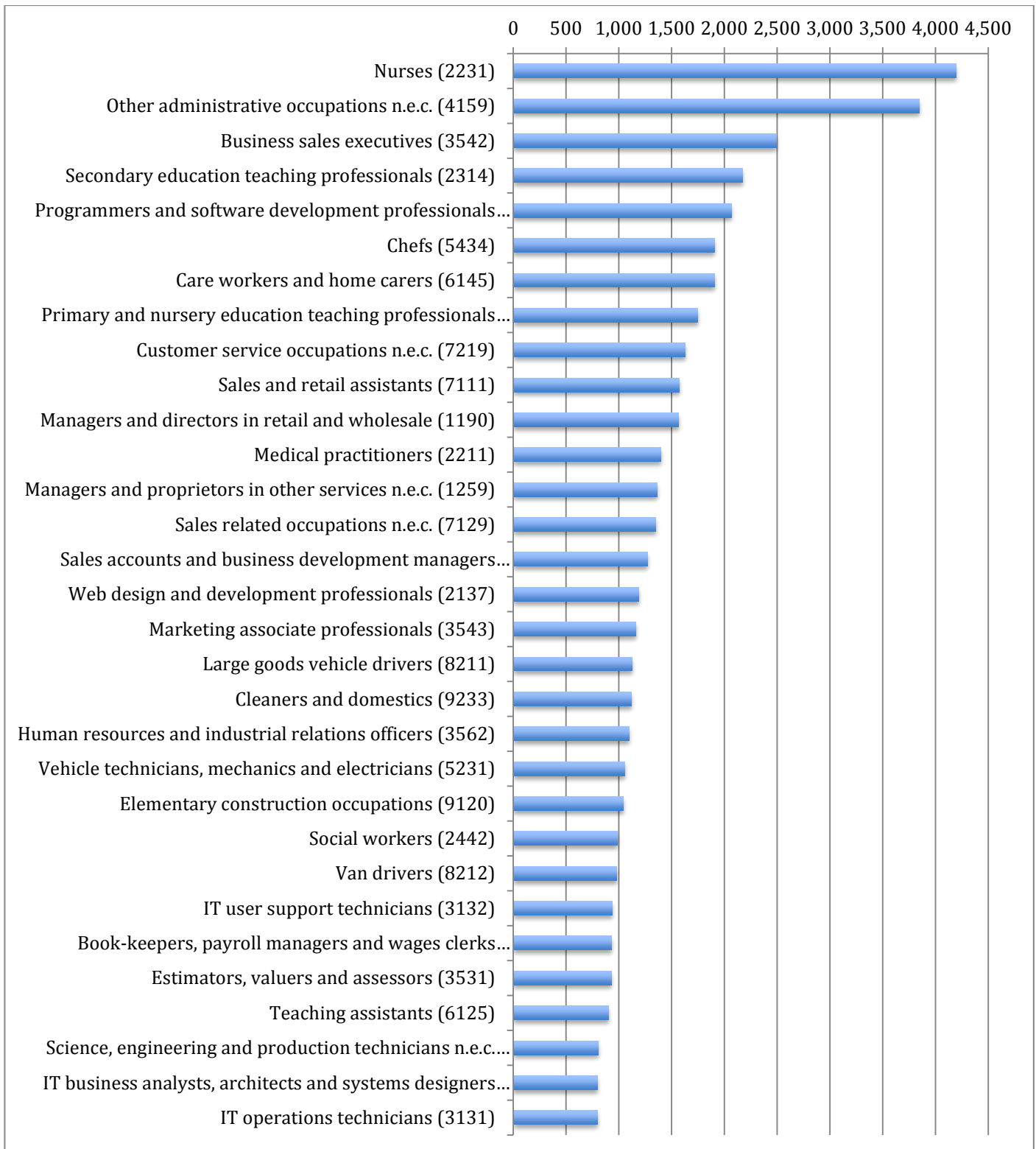
This indicates that, following the recession;

- Total employment within Kent businesses is still approximately 6,000 below 2010 levels.
- The wholesale and retail trade dominates employment in Kent, closely followed by human health activities and education. The wholesale and retail sector has grown by 5,300 jobs since the recession from 2009.
- Administrative and support service activities have seen the greatest overall employment growth since the recession, with 7,500 new jobs.
- 18% of all employment in Kent is in the public sector, compared to 16% in the South East and 19% across the UK.
- The largest falls in employment over the recession have been in construction; public administration; professional, scientific and technical services; and manufacturing.
- Although representing small overall employment, the information and communication sector and real estate sector have grown by approximately 16%.

Using a web searching tool called Labour Insight, we can also see all job adverts that have been placed on the internet over a defined period, and use it as a proxy for labour and

skills demand in Kent. Between November 2013 and October 2014, the following top 30 vacancies were recorded in Kent:

Chart 4.1: Comparison of vacancies by occupation in Kent Nov.13 to October 14.



Source: Labour Insight Database 2014

- Despite the human health sector declining in employment overall in Kent, the turnover of nursing vacancies is very large. In a similar way, education at nursery, primary and secondary level is large compared to other occupations.
- Vacancies for programmers, software developers and IT operations technicians reflect the growth of the sector in Kent. The specific skills required by employers to fill these vacancies include Javascript, C++ development, Microsoft C#.net framework development, Sql server development, .net development and HTML.
- By totalling up all sales related vacancies, approximately 10,000 separate vacancies were listed within this sector, a turnover of 10%, reflecting both the overall size of the sector and the short term nature of many opportunities.
- Vacancies for LGV drivers, van drivers and warehouse staff are high reflecting the continuing importance of the transport and storage sector in Kent, but also the temporary nature of many of the job opportunities within it.
- The level of vacancies in administrative occupations reflects the overall employment growth in the sector.

We can also compare the number of vacancies within Kent by broad occupation classification in 2013/2014 to the same period in 2012/2013.

Table 4.6: Comparison of vacancies by occupation grouping 2012/13 vs 2013/14

Occupation group Source: Labour Insight 2014	Total vacancies 11/2013 - 10/2014	% Total vac. 11/2013- 10/2014	Total vacancies 11/2012- 10/2013	% Total vac. 11/2012 - 10/2013
Professional occupations	27,590	28.1%	23,301	26.7%
Associate professional and technical occupations	18,886	19.2%	16,366	18.8%
Administrative and secretarial occupations	9,923	10.1%	8,231	9.4%
Sales and customer service occupations	9,249	9.4%	7,865	9.0%
Caring, leisure and other service occupations	8,024	8.2%	7,114	8.2%
Skilled trades occupations	6,696	6.8%	6,856	7.9%
Elementary occupations	6,301	6.4%	6,851	7.9%
Managers, directors and senior officials	6,294	6.4%	5,601	6.4%
Process, plant and machine operatives	5,267	5.4%	5,064	5.8%
Total	98,230		87,249	

Source: Labour Insight 2014

Compared to the same period in 2012/2013:

- The total number of vacancies in the Kent economy has increased by 11,000, or 12%.
- There have been significant increases in job vacancies in:
 - Professional and associate professional and technical occupations (greater than 12%.)

- There have been relative percentage declines in vacancies for skilled trade occupations, elementary occupations and process, plant and machine operatives.
- Managerial, sales and caring occupations have remained at approximately the same percentage.

The UK Commission on Employment and Skills (UKCES Employer Skills Survey 2014) estimates that, despite recent falls in the UK, the majority of jobs growth in the South East will be professional occupations, managers, directors and senior officials, and associate professional and technical occupations, by 2022. This is clearly born out by the available Kent data and highlights the concerns expressed in sections 1 and 2 that we could potentially have a skills gap moving forward in Kent.

4.4 Kent Priority Sectors

In partnership with the Local Economic Partnership (LEP) KCC has established long-term partnerships with leading business sectors. Using sector knowledge, focussed interventions will be undertaken where there are gaps in the market. Key sector opportunities over the next 6 years are summarised below:

Table 4.7: Opportunities within Kent’s priority sectors.

Sectors	Opportunities
Life Sciences	6,000 jobs. Concentrations of activity at Discovery Park Enterprise Zone and at Kent Science Park near Sittingbourne, with emerging opportunities at the new Maidstone Medical Campus.
Creative and Media	14,000 jobs. 85% sector growth over the last decade. Strengths in software and digital media, especially in Tunbridge Wells, Maidstone and East Kent.
Low Carbon	21,000 jobs in renewable energy, energy efficiency and carbon reduction technologies. Underpinned by the designation of the Kent coast as a Centre for Offshore Renewable Engineering.
Land-based/food production	Comparative advantage in horticulture, accounting for over two thirds of national top fruit production. Research intensive growth opportunities, such as East Malling Research Centre.
Manufacturing and engineering	44,000 jobs accounting for over 10% of GVA. Strong concentrations in North Kent, with major businesses and a strong SME business base.
Construction	36,000 jobs. Proximity to London and South East market and major post-recession developments will support growth in this sector. New opportunities in sustainable construction technologies.
Tourism and leisure	64,000 jobs. Strong tourism product offer in coastal, historic and rural Kent, which will be reinforced by major investment in the Paramount development in North Kent.
Higher Education	7,000 jobs. Kent has one of the UK’s largest university clusters at Canterbury, with a growing presence in Medway. Technology transfer and links with local business are strong.

4.5 Skills Gaps – what do employers in Kent want?

Extracting from the UK Commission on Employment and Skills (UKCES) employer surveys, we know that employers report the following skills deficiencies as the largest contributors to unfilled vacancies:

Table 4.8: Employer skills needs

Skill Gap	Companies in UK	
	Number	Percentage
Basic computer literacy/using IT	16,832	16%
Advanced IT or software skills	21,988	21%
Oral communication skills	39,113	38%
Written communication skills	33,859	33%
Customer handling skills	41,349	40%
Team working skills	33,728	33%
Foreign language skills	16,773	16%
Problem solving skills	37,882	37%
Planning and Organisational skills	42,431	41%
Strategic Management Skills	29,853	29%
Numeracy Skills	26,775	26%
Literacy skills	30,151	29%
Office admin skills	17,559	17%
Technical or practical skills	47,992	46%
Job specific skills	68,385	66%
Motivation/work ethos	2,743	3%
Other	911	1%

Source: UKCES employer survey 2013

- Unsurprisingly job specific skills and technical skills account for the highest proportion of unfilled vacancies, 66% and 46% respectively.
- More surprisingly, IT skills account for relatively few skills related vacancies.
- Customer handling skills, planning and organisational skills, and problem solving skills appear to be in shorter supply than written communications skills and numeracy in the workforce.

Similarly table 4.9 shows the percentage of employers within each sector in the UK who are reporting skills gaps (when employees are not ‘fully proficient’ in their job) and an estimate of the total number of employees in each sector who are not fully proficient in their job.

Table 4.9: % employers by sector who report a skills gap 2013

Sector	Employers with Skills Gaps			Employees with Skills Gaps		
	Count	%	Total	Count	%	Total
Primary Industries	10,665	10%	110,220	20,149	4%	466,870
Energy Production and Utilities	2,000	16%	12,610	17,250	5%	333,050
Manufacturing	21,520	16%	130,709	148,007	6%	2,541,188
Construction	31,925	10%	306,403	99,148	4%	2,235,270
Wholesale and retail trade	72,233	15%	470,200	300,344	6%	4,674,684
Transportation and storage	11,540	9%	122,058	55,391	4%	1,320,126
Accommodation and food service activities	43,000	20%	220,055	193,549	8%	2,313,487
Information and communication	6,647	9%	72,281	34,775	6%	614,641
Arts, entertainment and recreation	9,155	6%	143,772	41,091	4%	1,086,978
Financial and insurance activities	20,954	12%	170,887	92,599	5%	2,052,039
Real estate activities	13,185	8%	166,486	64,302	5%	1,183,601
Public administration and defence	7,980	15%	54,687	94,735	5%	1,780,058
Education	12,304	19%	64,540	94,884	4%	2,538,545
Human Health	9,776	19%	52,370	101,986	5%	2,004,436
Care	14,886	17%	87,899	78,458	5%	1,504,729
Source: UKCES 2013	300,941		2,299,921	1,489,540		27,547,123

- The largest number of employers reporting a skills gap, and the highest overall number of employees with skills gaps, are in the accommodation and food service industries, not industries with the highest technical requirements.

4.6 What is the make up of Kent companies?

Kent has a large and diverse economy. Table 4.10 illustrates the size of companies in Kent compared to the South East and the country as a whole in December 2013.

Table 4.10: Comparison of size of Kent companies to the South East and country

Enterprises	Kent	Kent		South East	GB
		Number	%	%	%
	Micro (0 to 9)	44,985	88.6	89.1	88.2
	Small (10 to 49)	4,770	9.4	8.9	9.7
	Medium (50 to 249)	815	1.6	1.6	1.7
	Large (250+)	180	0.4	0.4	0.4
	Total	50,755	-	-	-
Local Units					
	Micro (0 to 9)	50,740	83.5	84.2	82.6
	Small (10 to 49)	8,165	13.4	12.8	14
	Medium (50 to 249)	1,665	2.7	2.7	2.9
	Large (250+)	220	0.4	0.4	0.5
	Total	60,790	-	-	-

Source: Inter Departmental Business Register (ONS)

The table presents analysis of businesses at both Enterprise and Local Unit level. An Enterprise is the smallest combination of legal units (generally based on VAT and/or PAYE records) which have a certain degree of autonomy within a bigger company.

An individual site (for example a factory or shop or branch) in an Enterprise is called a Local Unit.

Therefore there are 50,755 individual businesses (enterprises) in Kent. There are 60,790 individual premises, factories or shops in Kent. There is minimal variation between the make-up of business by size between Kent, the South East and the country as a whole.

Although not reproduced here, the approximate proportions of companies by size have not changed over the last 4 years.

There are some district variations, which are illustrated in table 4.11 below.

Table 4.11: District comparison of company sizes across Kent

Enterprise	Kent		Ashford		Canterbury		Dartford		Dover		Gravesham		Maidstone		
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
Micro (0 to 9)	44,985	88.6	4,630	90.4	3,995	88	2,655	86.8	2,540	87.4	2,505	90.1	5,465	88.5	
Small (10 to 49)	4,770	9.4	415	8.1	455	10	305	10	305	10.5	235	8.5	580	9.4	
Medium (50 to 249)	815	1.6	60	1.2	70	1.5	75	2.5	50	1.7	40	1.4	105	1.7	
Large (250+)	180	0.4	15	0.3	25	0.6	20	0.7	5	0.2	5	0.2	20	0.3	
Total	50,755	-	5,120	-	4,540	-	3,060	-	2,905	-	2,780	-	6,175	-	
Local Units	Micro (0 to 9)	50,740	83.5	5,130	84.9	4,645	82.4	3,095	77.6	2,970	82.3	2,795	85.7	6,125	83.4
	Small (10 to 49)	8,165	13.4	760	12.6	810	14.4	690	17.3	530	14.7	370	11.3	975	13.3
	Medium (50 to 249)	1,665	2.7	135	2.2	150	2.7	175	4.4	100	2.8	85	2.6	215	2.9
	Large (250+)	220	0.4	20	0.3	30	0.5	30	0.8	10	0.3	10	0.3	25	0.3
	Total	60,790	-	6,045	-	5,635	-	3,990	-	3,610	-	3,260	-	7,340	-

Source: Inter Departmental Business Register (ONS)

Table 4.11 continued.

Enterprise	Kent		Sevenoaks		Shepway		Swale		Thanet		Tonbridge & Malling		Tunbridge Wells	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Micro (0 to 9)	44,985	88.6	5,325	90.1	2,730	88.5	3,420	87.4	2,610	87.1	4,135	87.7	4,970	89.5
Small (10 to 49)	4,770	9.4	495	8.4	305	9.9	400	10.2	310	10.4	465	9.9	505	9.1
Medium (50 to 249)	815	1.6	70	1.2	40	1.3	80	2	65	2.2	90	1.9	75	1.4
Large (250+)	180	0.4	20	0.3	10	0.3	15	0.4	10	0.3	25	0.5	10	0.2
Total	50,755	-	5,910	-	3,085	-	3,915	-	2,995	-	4,715	-	5,555	-
Local Units														
Micro (0 to 9)	50,740	83.5	5,695	87.3	3,185	83.5	3,900	82.4	3,125	81.1	4,560	82.6	5,510	85.3
Small (10 to 49)	8,165	13.4	700	10.7	515	13.5	665	14	595	15.4	760	13.8	790	12.2
Medium (50 to 249)	1,665	2.7	120	1.8	100	2.6	145	3.1	120	3.1	170	3.1	145	2.2
Large (250+)	220	0.4	15	0.2	15	0.4	20	0.4	10	0.3	25	0.5	15	0.2
Total	60,790	-	6,525	-	3,815	-	4,735	-	3,855	-	5,520	-	6,460	-

Local
Units
Page 157

- Maidstone District has the largest number of businesses in Kent (6,175), and the breakdown of businesses by size is equivalent to the Kent average.
- Tonbridge Wells, Sevenoaks and Ashford have over 5,000 businesses each, and the highest proportions of micro enterprises at between 89.5% and 90.4% of total enterprises.
- Dover, Gravesham and Thanet have the least number of businesses, between, 2,780 and 2,995.
- Thanet and Dover have the highest proportions of small businesses (10 – 49 employees) at 10.5% and 10.4% respectively.
- Dartford has the highest proportion of large businesses, at 0.7%
- Canterbury and Tonbridge and Malling have the highest number of large businesses in Kent, 25 each. These account for 28% of large businesses in Kent.

4.7: What do people earn in Kent?

Table 4.12 below compares the gross weekly and hourly income of employed people who live in Kent (but may work elsewhere) against the South East and the country as a whole. It also shows how Kent income has changed overtime. This does not include the income of the self-employed.

Table 4.12: Comparison of average pay for Kent households

December 2013	Kent £	South East £	GB £	Dec-12 Kent £	Dec-11 Kent £	Dec-10 Kent £	Dec-09 Kent £
Gross weekly pay							
Full-time workers	540.7	559.7	518.1	538.9	546.8	530.4	518.0
Male full-time workers	610.4	619.5	558.8	595.2	604.7	581.6	559.3
Female full-time workers	446.4	481.1	459.8	446.7	441.9	440.6	434.0
Hourly pay - excluding overtime							
Full-time workers	13.74	14.31	13.08	13.63	13.75	13.29	13.00
Male full-time workers	14.80	15.29	13.68	14.68	14.81	14.13	13.79
Female full-time workers	11.71	12.87	12.26	12.12	11.98	11.64	11.50

Source: ONS annual survey of hours and earnings.

- Kent employees earn less than the South East average but more than the average for the country as a whole.
- The divide between male and female income in Kent is clear, and is bigger than the average difference for the South East and the country as a whole. The difference is larger than it has been in any year since, and including, December 2009.
- Gross weekly pay is higher than December 2009, but has remained fairly constant since December 2011, reflecting national slow to zero income growth.

Table 4.13 below compares gross income across the districts in Kent and highlights some key disparities, mostly related to the impact of out commuting to London and East Sussex.

Table 4.13: Comparison of gross income across Kent districts.

December 2013	Kent £	Ashford £	Canterbury £	Dartford £	Dover £	Gravesham £	Maidstone £
Gross weekly pay							
Full-time workers	540.7	514.7	577.3	544.0	503.8	527.3	502.7
Male full-time workers	610.4	567.6	647.0	596.5	651.8	578.8	561.0
Female full-time workers	446.4	392.8	432.7	500.4	452.0	405.9	437.2
Hourly pay - excluding overtime							
Full-time workers	13.74	12.97	14.37	14.05	13.06	12.73	12.68
Male full-time workers	14.80	14.47	15.67	14.46	14.57	13.73	14.21
Female full-time workers	11.71	10.17	11.65	13.06	11.62	10.81	11.31
December 2013	Kent £	Sevenoaks £	Shepway £	Swale £	Thanet £	Tonbridge and Malling £	Tunbridge Wells £
Gross weekly pay							
Full-time workers	540.7	607.6	498.0	538.3	446.5	600.0	646.1
Male full-time workers	610.4	690.7	610.0	604.0	496.7	633.2	746.6
Female full-time workers	446.4	539.9	367.3	451.3	387.7	528.3	479.1
Hourly pay - excluding overtime							
Full-time workers	13.74	16.42	12.22	13.04	10.97	15.50	17.22
Male full-time workers	14.80	17.15	15.05	13.26	12.02	15.91	20.03
Female full-time workers	11.71	15.39	10.07	11.16	9.74	14.39	13.52

Source: ONS annual survey of hours and earnings

- The highest paid employees in Kent live in Tunbridge Wells, Sevenoaks and Tonbridge and Malling, earning more than an average of £600 a week.
- The second tier of gross income is earned by residents in Canterbury, Dartford and Swale, earning between £577 and £538 a week.
- The third tier of income is earned by residents in Gravesham, Ashford and Dover, earning between £527 and £514 per week.
- The lowest tier is earned by residents in Maidstone, Shepway and Thanet, earning between £502 and £446 per week.
- In Tunbridge Wells, male full-time workers earn on average £268 a week more than women, the biggest disparity in Kent.
- The smallest disparity between male and female full-time workers can be found in Dartford (£96 difference) and Thanet (£109 difference).

The data pack will now consider what provision there has historically been available from Kent providers and how this meets the needs of employers and employees in Kent.

Section 5: Education and Training Provision in Kent

5.1 Learners by type of learning, gender, age, learning difficulties and disabilities and ethnicity in Kent, 2012/2013 for all FE and Skills. (The first table is a summary of the next four, but Total Learners is not the exact sum of Education and Training, Workplace Learning, Apprenticeships and Community Learning. Due to the introduction of the Single Individualised Learner Record (ILR) data collection system, learners undertaking courses in more than one mode of provision will be counted once in each applicable mode of provision but only once in the Total Learners)

5.1.1 All FE and Skills																			
Local Authority District Learner Residence	Total Learners	Type of Learning							Gender		Age			Learners with Learning Difficulties and/or Disabilities			Ethnicity		
		Below Level 2	Skills for Life	Level 2	Full Level 2	Level 3	Full Level 3	Level 4 and above	F	M	Under 19	19-24	25+	Learning Difficulty and/or Disability	No Learning Difficulty and/or Disability	Not Known	Black, Asian or Minority	White	Not Known
Ashford	6,900	1,550	3,310	3,650	2,700	1,920	1,700	70	3,700	3,200	1,850	1,630	3,420	1,220	5,520	160	850	5,940	110
Canterbury	7,600	2,460	2,560	3,840	2,940	2,170	1,770	110	4,050	3,550	1,940	1,630	4,030	1,700	5,610	290	580	6,930	90
Dartford	5,510	1,560	2,030	2,510	2,040	1,600	1,440	80	2,980	2,540	1,490	1,090	2,930	850	4,380	290	640	4,770	100
Dover	6,740	2,050	2,690	3,480	2,650	1,770	1,470	70	3,570	3,170	1,870	1,500	3,380	1,350	5,190	200	290	6,370	80
Gravesham	6,560	1,920	2,500	2,960	2,300	1,700	1,490	70	3,490	3,070	1,810	1,440	3,310	1,060	5,190	310	1,150	5,340	80
Maidstone	8,330	2,340	3,090	4,400	3,110	2,190	1,860	100	4,400	3,940	2,110	1,700	4,530	1,430	6,570	330	830	7,300	210
Sevenoaks	4,520	970	1,600	2,030	1,560	1,320	1,120	60	2,610	1,920	1,260	870	2,390	730	3,630	170	240	4,220	70
Shepway	6,830	1,860	2,980	3,590	2,610	1,810	1,530	70	3,720	3,110	1,690	1,540	3,600	1,280	5,360	180	700	6,040	90
Swale	10,520	3,650	4,100	5,300	3,350	2,350	1,810	110	4,560	5,960	2,140	2,360	6,020	1,860	7,460	1,200	820	9,400	300
Thanet	10,100	2,430	4,010	4,980	3,820	2,720	2,260	120	5,580	4,520	2,730	2,230	5,140	2,020	7,680	400	590	9,320	190
Tonbridge and Malling	5,210	1,200	1,950	2,640	1,890	1,530	1,310	80	2,970	2,240	1,550	1,010	2,660	850	4,180	180	260	4,870	90
Tunbridge Wells	4,690	1,100	1,660	2,290	1,570	1,270	1,070	80	2,590	2,100	1,270	860	2,550	860	3,660	160	310	4,290	90
TOTAL	83,510	23,090	32,480	41,670	30,540	22,350	18,830	1020	44,220	39,320	21,710	17,860	43,960	15,210	64,430	3,870	7,260	74,790	1500

Typically Kent has more learners over the age of 25, than it does learners who are 16-24 year olds. A similar pattern is repeated when all modes of learning are considered

5.1.2 Education & Training																			
Local Authority District Learner Residence	Total Learners	Type of Learning							Gender		Age			Learners with Learning Difficulties and/or Disabilities			Ethnicity		
		Below Level 2	Skills for Life	Level 2	Full Level 2	Level 3	Full Level 3	Level 4 and above	F	M	Under 19	19-24	25+	Learning Difficulty and/or Disability	No Learning Difficulty and/or Disability	Not Known	Black, Asian or Minority	White	Not Known
Ashford	4,310	1,540	1,570	1,990	1,110	1,050	870	50	2,380	1,940	1,460	860	2,000	1,010	3,190	110	560	3,680	70
Canterbury	5,310	2,420	1,240	2,480	1,690	1,260	950	80	2,730	2,570	1,700	960	2,650	1,490	3,570	240	480	4,760	70
Canterbury	3,450	1,550	970	1,470	1,040	900	790	50	1,880	1,570	1,210	570	1,680	690	2,590	170	460	2,920	70
Dover	4,620	2,030	1,370	2,170	1,420	990	750	50	2,390	2,230	1,590	860	2,170	1,180	3,280	160	230	4,320	70
Gravesend	4,350	1,910	1,420	1,790	1,160	980	810	40	2,360	1,990	1,540	770	2,040	880	3,290	180	770	3,540	50
Maidstone	5,460	2,340	1,530	2,590	1,350	1,210	940	60	2,820	2,640	1,710	890	2,870	1,180	4,050	240	600	4,670	190
Sevenoaks	2,800	970	700	1,140	680	780	610	40	1,590	1,210	1,010	440	1,350	590	2,100	110	150	2,600	50
Shepway	4,630	1,860	1,580	2,260	1,340	960	740	50	2,450	2,190	1,400	890	2,340	1,120	3,380	130	540	4,050	50
Swale	7,410	3,640	2,410	3,440	1,590	1,230	840	70	2,810	4,610	1,710	1,470	4,230	1,580	4,730	1,110	710	6,430	270
Thanet	7,030	2,420	2,220	3,150	2,070	1,600	1,210	90	3,860	3,170	2,270	1,320	3,440	1,720	4,970	340	470	6,420	140
Tonbridge and Malling	3,460	1,200	980	1,630	920	920	720	60	1,960	1,500	1,280	510	1,670	710	2,620	140	200	3,190	60
Tunbridge Wells	3,270	1,100	960	1,500	820	820	640	50	1,790	1,480	1,100	480	1,690	730	2,410	140	230	2,970	80
TOTAL	56,100	22,980	16,950	25,610	15,190	12,700	9,870	690	29,020	27,100	17,980	10,020	28,130	12,880	40,180	3,070	5400	49,550	1170

5.1.3 Apprenticeships

Local Authority District of Where Learner Lives	Total Learners	Type of Learning			Gender		Age			Learners with Learning Difficulties and/or Disabilities			Ethnicity		
		Interme diate	Advanc ed	Higher	Female	Male	Under 19	19- 24	25+	Learning Difficulty and/or Disability	No Learning Difficulty and/or Disability	Not Known	Black, Asian or Minority	White	Not Known /Not Provid ed
Ashford	2,060	1,290	800	10	1,080	980	410	700	960	140	1,890	30	250	1,800	20
Canterbury	1,700	950	750	20	930	770	340	600	750	160	1,520	20	70	1,630	10
Dartford	1,300	730	580	20	690	610	290	420	600	90	1,190	20	100	1,180	20
Dover	1,580	920	660	20	880	700	320	560	710	130	1,430	20	30	1,540	10
Gravesham	1,350	750	610	20	740	610	260	500	590	110	1,230	10	170	1,170	10
Maidstone	2,020	1,210	830	30	1,130	890	430	700	890	220	1,760	40	120	1,890	10
Sevenoaks	1,140	670	480	10	640	500	250	390	500	100	1,030	10	40	1,090	10
Shepway	1,720	990	750	20	1,040	680	310	600	810	110	1,560	40	90	1,590	40
Swale	2,130	1,260	890	30	1,210	930	510	740	880	200	1,910	20	60	2,050	20
Thanet	2,310	1,360	970	30	1,280	1,030	510	800	1,000	220	2,050	40	70	2,220	20
Tonbridge and Malling	1,250	730	530	20	730	520	290	440	520	100	1,120	20	20	1,210	10
Tunbridge Wells	890	510	380	20	500	400	180	330	390	90	800	10	30	860	10
TOTALS	11,460	6,730	4,830	160	6,530	4,950	2,480	4,000	4,990	1,040	10,230	180	430	10,910	120

5.1.4 Workplace Learning														
Local Authority District of Where Learner Lives	Total Learners	Type of Learning		Gender		Age			Learners with Learning Difficulties and/or Disabilities			Ethnicity		
		Full Level 2	Full Level 3	Female	Male	Under 19	19-24	25+	Learning Difficulty and/or Disability	No Learning Difficulty and/or Disability	Not Known	Black, Asian or Minority	White	Not Known /Not Provided
Ashford	500	350	70	200	300	10	100	400	40	450	10	30	460	10
Canterbury	620	430	140	360	260	-	130	490	30	580	10	40	570	10
Dartford	500	330	100	240	260	-	70	420	30	450	10	50	440	10
Dover	590	380	110	290	300	10	130	450	40	540	10	30	550	10
Gravesham	610	430	100	220	390	-	120	490	30	560	20	180	420	20
Maidstone	800	600	120	370	430	10	130	660	30	730	40	100	690	10
Sevenoaks	340	220	50	190	150	-	50	290	10	320	10	30	300	10
Shepway	510	350	100	250	260	10	100	400	30	470	10	70	430	10
Swale	890	620	150	450	440	10	170	720	40	810	40	40	850	10
Thanet	710	480	160	390	320	20	140	560	60	640	10	40	650	30
Tonbridge and Malling	410	280	80	190	220	-	70	330	20	370	10	30	370	10
Tunbridge Wells	370	280	60	180	200	10	70	300	20	340	10	40	330	10
TOTALS	6,850	4,750	1,240	3,330	3,530	80	1,280	5,510	380	6,260	190	680	6,060	150

5.1.5 Community Learning - by learner post code 2012/13												
Local Authority District of Where Learner Lives	Total Learners	Gender		Age			Learners with Learning Difficulties and/or Disabilities			Ethnicity		
		Female	Male	Under 19	19-24	25+	Learning Difficulty and/or Disability	No Learning Difficulty and/or Disability	Not Known	Black, Asian or Minority	White	Not Known/Not Provided
Ashford	980	760	220	10	40	930	180	680	110	60	840	80
Canterbury	1,230	870	350	10	50	1,170	210	830	190	60	1,080	90
D.artford	830	660	170	-	40	780	120	580	130	80	670	70
Dover	780	580	190	10	40	730	160	500	120	30	690	50
Gravesham	900	720	180	-	30	870	180	620	110	80	740	80
Maidstone	1,460	1,140	320	-	50	1,400	250	1,080	130	80	1,290	100
Sevenoaks	1,330	1,050	280	-	40	1,290	160	1,050	120	40	1,190	100
Shepway	1,210	880	330	10	80	1,130	260	810	140	70	1,070	70
Swale	870	670	200	-	40	820	160	600	110	20	800	50
Thanet	980	820	160	-	50	930	180	650	150	40	840	100
Tonbridge and Malling	1,080	840	240	-	30	1,040	160	820	100	30	980	70
Tunbridge Wells	1,540	1,260	280	-	40	1,500	220	1,150	170	50	1,350	140
Total	13,190	10,250	2,920	40	530	12,590	2,240	9,370	1,580	640	11,540	1,000

5.2 Learning aims delivered in Kent in 2012/2013 by sector lead body

We can use sector lead body learning aims as a proxy to indicate the course areas that are being delivered across Kent. This has been broken down by district. For example, 1,920 learning aims were delivered in Kent in the automotive sector, yet only 20 maritime aims were delivered during the same period.

Table 5.2.1 is the summary of all FE and Skills Learning aims delivered in Kent in 2012/2013. Table 5.2.2 (Education and Training Learning aims), table 5.2.3 (Apprenticeships) and table 5.2.4 (workplace learning) break this down by type of learning. Community Learning is not divided up into learning aims in this way and is not listed.

TABLE 5.2.1 FE & Skills	Ashford	Canterbury	Dartford	Dover	Gravesham	Maidstone	Sevenoaks	Shepway	Swale	Thanet	Tonbridge	Tunbridge	TOTAL S
Active, Leisure and Wellbeing	210	1120	1030	100	220	810	150	230	200	280	470	490	5,310
Adult Social Care	550	780	440	480	260	820	300	670	710	700	680	300	6,690
Adult Social Care/Healthcare	20	20		20		10	20	50	30	20	10	10	210
Automotive Industries	180	400	50	150	380	280	30	40	60	160	60	130	1,920
Building Services Engineering	90	180	120	40	180	110	80	120	60	70	70	110	1,230
Business Information Technology & Telecommunication	260	720	740	370	450	540	40	230	540	930	240	240	5,300
Business, Administration & Governance	670	1050	1020	270	410	860	320	410	700	550	720	260	7,240
Central Government including Armed forces	10	340	260	120	70	280	10	20	10	30		40	1,190
Chemicals, Life sciences, Pharmaceuticals, Nuclear, Oil & Gas, Petroleum, Polymer	-	340	90	-	650	260	-	-	-	10	-	-	1,350
Children & Young People	40	390	160	20	140	190	50	180	30	370	320	30	1,920
Construction	320	430	280	100	240	570	50	290	510	380	100	200	3,470
Creative & Cultural	80	1800	910	10	-	230	10	100	180	220	360	20	3,920
Creative Media	-	720	430	-	10	100	-	-	-	10	110	20	1,400
Customer Service & Contact Centre	40	60	20	30		80	10	30	50	90	120	40	570
Energy & Utility	10	-	130	20	-	10	10	10	-	-	40	-	230
Engineering Construction Industry	-	-	10	-	-	-	-	-	10	-	-	-	20
Enterprise & Small Business	-	210	10	-	-	20	-	-	130	40	-	-	410
Facilities Management, Housing, Property, Planning & Cleaning	480	810	480	410	470	460	220	430	770	570	670	210	5,980
Fashion & Textiles	-	-	-	-	-	-	-	-	-	-	-	-	0

Finance, Accountancy & Financial Services	180	880	500	10	110	400	60	10	40	130	150	30	2,500
Food & Drink	20	30	-	20	-	100	-	-	20	20	20	110	340
Freight Logistics & Wholesale	10	40	120	80	40	90	-	30	210	10	170	40	840
Hair & Beauty	170	860	430	130	320	380	10	150	240	510	300	10	3,510
Healthcare	160	1170	860	90	300	260	50	80	250	140	140	30	3,530
Hospitality, Leisure, Travel & Tourism	290	560	480	180	360	440	100	260	350	360	280	170	3,830
Industrial Relations	60	1230	20	60	40	140	20	50	200	120	410	10	2,360
Justice & Community Safety	-	160	-	-	-	-	-	-	-	-	-	-	160
Land-Based & Environmental Industries	50	820	10	30	20	70	50	70	30	540	1560	40	3,290
Languages & Intercultural Working	10	20	10	10	10	50	-	-	10	10	-	-	130
Lifelong Learning	-	-	-	-	-	-	-	-	-	-	-	-	0
Management & Leadership (including HR & Recruitment)	10	50	10	20	-	20	20	10	30	10	30	10	220
Maritime	-	-	-	-	20	-	-	-	-	-	-	-	20
Marketing & Sales	-	-	-	-	-	-	-	-	-	-	-	-	0
Parking	10	-	-	-	10	-	-	-	-	-	-	-	20
Passenger Transport	40	50	110	50	50	70	-	20	40	100	-	20	550
Process & Manufacturing	10	10	30	10	-	50	-	510	510	40	200	30	1,400
Retail	90	160	90	70	70	140	50	80	150	120	70	100	1,190
Science, Engineering & Manufacturing Technologies	550	820	140	50	510	80	30	20	120	300	140	60	2,820
Security Industry	20	50	40	10	-	10	190	-	-	-	230	-	550
Supporting Teaching and Learning in Schools	60	190	80	30	30	40	40	60	60	100	70	20	780
Voluntary Sector	-	-	-	-	-	-	-	-	-	-	-	-	0
Unknown	6,450	20870	5630	4040	5920	11340	2620	5960	23640	9590	12640	5130	113,830
TOTALS	11,150	37,340	14,740	7,030	11,290	19,310	4,540	10,120	29,890	16,530	20,380	7,910	

TABLE 5.2.2 Ed & Train	Ashford	Canterbury	Dartford	Dover	Gravesham	Maidstone	Sevenoaks	Shepway	Swale	Thanet	Tonbridge	Tunbridge	TOTAL S
Active, Leisure and Wellbeing	10	1020	950	40	150	540	10	70	50	60	330	400	3630
Adult Social Care	170	100	50	50	40	50	30	70	60	80	220	10	930
Adult Social Care/Healthcare	-	-	-	-	-	-	-	-	-	-	-	-	0
Automotive Industries	110	320	-	100	350	180	-	-	10	120	-	100	1290
Building Services Engineering	30	130	-	-	120	20	-	80	-	-	-	80	460
Business Information Technology & Telecommunication	240	610	730	360	440	490	10	220	520	900	220	230	4970
Business, Administration & Governance	170	400	610	10	230	190	-	10	170	60	320	-	2170
Central Government including Armed forces	10	340	260	120	70	280	10	20	10	30	-	40	1190
Chemicals, Life sciences, Pharmaceuticals, Nuclear, Oil & Gas, Petroleum, Polymer	-	340	90	-	650	250	-	-	-	-	-	-	1330
Children & Young People	10	350	120	10	120	140	10	150	-	350	290	-	1550
Construction	180	350	70	30	130	460	-	210	260	210	20	150	2070
Creative & Cultural	80	1790	910	10	-	230	-	100	180	220	350	20	3890
Creative Media	-	720	430	-	10	100	-	-	-	10	110	20	1400
Customer Service & Contact Centre	20	40	10	-	-	40	-	30	10	70	70	30	320
Energy & Utility	-	-	-	-	-	-	-	-	-	-	-	-	0
Engineering Construction Industry	-	-	-	-	-	-	-	-	-	-	-	-	0
Enterprise & Small Business	-	210	10	-	-	20	-	-	130	40	-	-	410
Facilities Management, Housing, Property, Planning & Cleaning	470	800	390	400	450	430	210	420	530	650	190	-	5700

Fashion & Textiles	-	---	-	-	-	-	-	-	-	-	-	-	0
Finance, Accountancy & Financial Services	170	860	490	-	110	140	10	-	30	120	140	20	2090
Food & Drink	-	-	-	-	-	-	-	-	-	10	10	-	20
Freight Logistics & Wholesale	-	-	-	10	-	-	-	-	40	-	-	-	50
Hair & Beauty	140	860	430	120	310	360	-	130	230	510	290	-	3380
Healthcare	140	1110	800	40	270	200	-	60	210	100	110	10	3050
Hospitality, Leisure, Travel & Tourism	170	430	400	90	300	310	-	120	230	240	180	70	2540
Industrial Relations	40	1190	-	40	-	120	-	20	170	40	390	-	2010
Justice & Community Safety	-	160	-	-	-	-	-	-	-	-	-	-	160
Land-Based & Environmental Industries	10	790	-	-	-	10	-	20	-	-	1530	-	2360
Languages & Intercultural Working	10	20	10	10	10	50	-	-	10	10	-	-	130
Life Long Learning	-	-	-	-	-	-	-	-	-	--	-	-	0
Management & Leadership (including HR & Recruitment)	-	30	-	-	-	10	10	-	-	-	-	-	50
Maritime	-	-	-	-	20	-	-	-	-	-	-	-	20
Marketing & Sales	-	-	-	-	-	-	-	-	-	-	-	-	0
Parking	10	-	-	-	10	-	-	-	-	-	-	-	20
Passenger Transport	-	40	70	30	-	40	-	-	-	20	-	-	200
Process & Manufacturing	-	-	-	-	-	30	-	-	480	30	190	30	760
Retail	-	-	-	-	-	-	-	-	-	-	-	-	0
Science, Engineering & Manufacturing Technologies	90	780	90	-	470	30	-	-	-	220	90	40	1810
Security Industry	--	-	10	-	-	-	-	-	-	-	190	-	200
Supporting Teaching and Learning in Schools	50	150	40	-	20	30	-	40	40	80	30	10	490
Voluntary Sector	-	-	-	-	-	-	-	-	-	-	-	-	0
Unknown	4900	18920	4080	2920	4160	8840	670	4040	22140	7220	11260	2540	91690

TOTALS	7230	32860	11050	4390	8440	13590	970	5810	25510	11400	16530	3800	
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TABLE 5.2.3 Apprentices	Ashford	Canterbury	Dartford	Dover	Gravesham	Maidstone	Sevenoaks	Shepway	Swale	Thanet	Tonbridge	Tunbridge	TOTAL S
Active, Leisure and Wellbeing	190	80	80	40	70	240	110	160	140	200	50	90	1,450
Adult Social Care	280	390	300	340	160	620	240	450	410	420	240	200	4,050
Adult Social Care/Healthcare	20	20	-	20	-	10	20	50	30	20	10	10	210
Automotive Industries	60	70	50	40	40	80	30	30	40	40	50	30	560
Building Services Engineering	60	40	120	40	60	100	80	40	60	70	60	30	760
Business Information Technology & Telecommunication	20	30	10	10	10	40	20	10	20	20	30	10	230
Business, Administration & Governance	470	630	400	250	180	650	320	400	500	480	380	250	4,910
Central Government including Armed forces	-	-	-	-	-	-	-	-	-	-	-	-	0
Chemicals, Life sciences, Pharmaceuticals, Nuclear, Oil, Gas, Petroleum, Polymer	-	-	-	-	-	-	-	-	-	10	-	-	10
Children & Young People	10	10	-	-	10	10	20	20	-	-	10	-	90
Construction	70	50	100	40	30	80	20	50	220	130	20	20	830
Creative & Cultural	-	-	-	-	-	-	-	-	-	-	-	-	0
Creative Media	-	-	-	-	-	-	-	-	-	-	-	-	0
Customer Service & Contact Centre	10	-	-	-	-	10	-	-	-	-	10	-	30
Energy & Utility	10	-	120	20	-	-	-	10	-	-	30	-	190
Engineering Construction Industry	-	-	10	-	-	-	-	-	10	-	-	-	20
Enterprise & Small Business	-	-	-	-	-	-	-	-	-	-	-	-	0

Facilities Management, Housing, Property, Planning & Cleaning	10	10	20	10	-	-	10	10	10	30	-	10	120
Fashion & Textiles	-	-	-	-	-	-	-	-	-	-	-	-	0
Finance, Accountancy & Financial Services	10	30	10	10	10	260	50	10	10	10	10	10	430
Food & Drink	10	-	-	-	-	10	-	-	-	10	-	10	40
Freight Logistics & Wholesale	10	10	60	40	-	10	-	10	50	10	90	20	310
Hair & Beauty	20	-	-	-	-	20	10	20	20	10	10	10	120
Healthcare	10	40	20	20	-	10	10	10	10	30	10	10	180
Hospitality, Leisure, Travel & Tourism	90	100	50	60	40	90	90	100	60	90	60	50	880
Industrial Relations	20	40	20	20	40	20	10	20	20	70	20	10	310
Justice & Community Safety	-	10	-	-	-	-	-	-	-	-	-	-	10
Land-Based & Environmental Industries	40	30	10	30	20	60	50	20	30	30	30	40	390
Languages & Intercultural Working	-	-	-	-	-	-	-	-	-	-	-	-	0
Lifelong Learning	-	-	-	-	-	-	-	-	-	-	-	-	0
Management & Leadership (including HR & Recruitment)	-	-	-	-	-	-	-	-	10	-	-	-	10
Maritime	-	-	-	-	-	-	-	-	-	-	-	-	0
Marketing & Sales	-	-	-	-	-	-	-	-	-	-	-	-	0
Parking	-	-	-	-	-	-	-	-	-	-	-	-	0
Passenger Transport	-	-	30	-	10	20	-	-	-	60	-	-	120
Process & Manufacturing	10	-	20	10	-	10	-	-	20	-	10	-	80
Retail	90	160	90	70	70	140	50	80	150	120	70	100	1,190
Science, Engineering & Manufacturing Technologies	450	40	30	50	30	50	30	20	110	40	50	20	920
Security Industry	10	50	30	-	-	10	-	-	-	-	-	-	100

Supporting Teaching and Learning in Schools	-	10	10	-	-	-	10	10	-	-	-	-	40
Voluntary Sector	-	-	-	-	-	-	-	-	-	-	-	-	0
Unknown	70	70	50	30	20	60	40	70	40	80	50	50	630
TOTALS	2,050	1,920	1,640	1,150	800	2,610	1,220	1,600	1,970	1,980	1,300	980	

TABLE 5.2.4 Workplace	Ashford	Canterbury	Dartford	Dover	Gravesham	Maidstone	Sevenoaks	Shepway	Swale	Thanet	Tonbridge	Tunbridge	TOTALS
Active, Leisure and Wellbeing	-	30	-	20	-	40	20	10	-	20	90	-	230
Adult Social Care	100	290	80	100	70	140	30	150	240	200	220	90	1,710
Adult Social Care/Healthcare	-	-	-	-	-	-	-	-	-	-	-	-	0
Automotive Industries	10	10	-	10	-	10	-	20	10	10	10	-	90
Building Services Engineering	-	-	-	-	-	-	-	-	-	-	-	-	0
Business Information Technology & Telecommunication	-	-	-	-	-	-	-	-	-	-	-	-	0
Business, Administration & Governance	30	20	10	-	-	20	10	10	30	10	20	-	160
Central Government including Armed forces	-	-	-	-	-	-	-	-	-	-	-	-	0
Chemicals, Life sciences, Pharmaceuticals, Nuclear, Oil, Gas, Petroleum, Polymer	-	-	-	-	-	-	-	-	-	-	-	-	0
Children & Young People	20	30	40	10	20	40	20	20	30	10	20	20	280
Construction	80	40	110	20	70	30	30	40	30	40	60	20	570
Creative & Cultural	-	-	-	-	-	-	-	-	-	-	-	-	0
Creative Media	-	-	-	-	-	-	-	-	-	-	-	-	0
Customer Service & Contact Centre	20	10	10	30	-	30	10	10	40	20	40	10	230
Energy & Utility	-	-	-	-	-	10	10	-	-	-	10	-	30
Engineering Construction Industry	-	-	-	-	-	-	-	-	-	-	-	-	0

Enterprise & Small Business	-	-	-	-	-	-	-	-	-	-	-	-	0
Facilities Management, Housing, Property, Planning & Cleaning	-	-	70	10	20	20	-	10	-	10	20	10	170
Fashion & Textiles	-	-	-	-	-	-	-	-	-	-	-	-	0
Finance, Accountancy & Financial Services	-	-	-	-	-	-	-	-	-	-	-	-	0
Food & Drink	10	20	-	10	-	100	-	-	20	10	-	110	280
Freight Logistics & Wholesale	10	30	60	40	40	80	-	20	120	-	80	20	500
Hair & Beauty	10	-	-	-	-	-	-	-	-	-	-	-	10
Healthcare	-	30	10	20	10	20	50	10	30	10	20	-	210
Hospitality, Leisure, Travel & Tourism	40	30	30	30	20	40	20	40	60	40	40	50	440
Industrial Relations	-	-	-	-	-	-	-	-	-	-	-	-	0
Justice & Community Safety	-	-	-	-	-	-	-	-	-	-	-	-	0
Land-Based & Environmental Industries	-	10	-	10	-	-	-	30	-	-	10	-	60
Languages & Intercultural Working	-	-	-	-	-	-	-	-	-	-	-	-	0
Lifelong Learning	-	-	-	-	-	-	-	-	-	-	-	-	0
Management & Leadership (including HR & Recruitment)	10	10	10	20	-	10	10	-	20	10	30	10	140
Maritime	-	-	-	-	-	-	-	-	-	-	-	-	0
Marketing & Sales	-	-	-	-	-	-	-	-	-	-	-	-	0
Parking	-	-	-	-	-	-	-	-	-	-	-	-	0
Passenger Transport	30	10	10	20	40	10	-	20	40	20	-	20	220
Process & Manufacturing	10	-	10	-	-	20	-	-	10	-	10	-	60
Retail	-	-	-	-	-	-	-	-	-	-	-	-	0
Science, Engineering & Manufacturing Technologies	-	-	20	10	-	-	10	-	10	30	-	-	80

Security Industry				10			190				40		240
Supporting Teaching and Learning in Schools	10	30	30	30	10	20	30	10	20	30	30	10	260
Voluntary Sector	-	-	-	-	-	-	-	-	-	-	-	-	0
Unknown	260	130	110	120	160	130	90	50	130	140	180	50	1,550
TOTALS	650	730	610	520	460	770	530	450	840	610	930	420	

Section 4 listed Kent's priority sectors as: Life sciences, creative & media, low carbon, land based/ food production, manufacturing engineering, construction, and tourism & leisure. Table 5.3 below lists the approximate learning aims that have been delivered to these sectors in 2012/2013 from EFA and SFA funded sources.

Table 5.3: Provision of learning aims against Kent priority sectors 2012/2013

Priority sector	Learning aims delivered
Life sciences	170
Creative & Media	5,320
Low carbon	170
Land based/food production	3,290
Manufacturing engineering	4,220
Construction	4,720
Tourism & leisure	3,960

Source: SFA

From table 5.3, it is clear that life sciences and low carbon industries are not well served by provision from publically funded sources. Other provision may be available from full cost recovery provision, particularly short courses. HE provision is considered below.

Section 4 also listed the largest sectors by employment levels and employment growth. These are: wholesale & retail, human health, education, administration, information technology & communications, and real estate. Table 5.4 compares learning aims delivered against these sectors. HE provision is considered below.

Table 5.4: Provision of learning aims against Kent's largest employment sectors and growth sectors 2012/2013

Priority sector	Learning aims delivered
Wholesale & retail	2,940
Human health	10,430

Education	780 (Also see H.E.)
Business administration	7,240
Information & communications	5,300
Real estate	% of Business Admin

Source: SFA

With the exception of the wholesale and retail sector, which is the largest single employment sector in Kent, the other growth sectors in Kent seem well served with provision.

5.3 Providers and SFA Funding Allocations 2014/15

Table 5.5 below outlines the adult funding received by FE providers in Kent.

Table 5.5: FE adult based funding 2014 to 2015.

Provider Name	Adult Skills Budget 2014/15	ESOL Mandation (Included within Adult Skills Budget 2014/15)	16-18 Apprenticeships 2014/15 (Including Agency funded 16-18 Traineeships)	Community Learning 2014/15	19+ Discretionary Learner Support 2014/15	24+ Advanced Learning Loans Facility & Bursary 2014/15	OLASS 2014/15	*ESF 2014/15
CANTERBURY COLLEGE	£3,857,259	£0	£812,973	£65,283	£453,717	£1,634,833	£0	£0
KENT COUNTY COUNCIL	£3,265,728	£531,018	£530,766	£6,199,557	£68,830	£189,565	£0	£0
MID-KENT COLLEGE	£3,380,319	£0	£1,178,421	£0	£327,694	£1,332,529	£0	£0
NORTH WEST KENT COLLEGE	£2,950,966	£0	£1,294,150	£305,317	£365,927	£871,053	£0	£0
UNIVERSITY FOR THE CREATIVE ARTS	£412,740	£0	£0	£0	£39,851	£161,723	£0	£0

Source: Skills Funding Agency.

No allocations are given for East Kent College and Hadlow.

In addition, there are 55 providers who are members of Kent Association of Training Providers (KATO) and other national providers delivering across the county. The best estimate of the total budget available for adult skills in 2014 to 2015, including apprenticeships, is:

Higher Education

Using data from HESA, HEIs in Kent delivered the following breakdown of first degree courses in 2012/13 is given in table 5.6 below:

Table 5.6: Estimates of Kent HEI first degree course uptake by subject sector 2012/2013

	Total all first degree	Subjects allied to medicine	Biological sciences	Agriculture & related subjects	Physical sciences	Mathematical sciences	Computer science	Engineering & technology	Architecture, building & planning	Social studies	Law	Business & administrative studies	Mass communications & documentation	Languages	Historical & philosophical studies	Creative arts & design	Education
All HEIs	40617	2912	2906	220	940	336	2419	870	1630	4559	2546	5870	789	2552	1984	7778	2326

Budget Heading	£
Community Learning	6,570,157
Adult Skills	54,329,198
16-18 Apprenticeships	39,576,074
19+ Discretionary learner support	2,966,684
Learner loan allocations	6,109,315
Total	109,551,428*

*Including allocations that could be spent across other regions by national providers who deliver in Kent.

Kent HEIs provide a very broad range of provision, which is expected as only one provider, University of the Creative Arts, is a specialist institution and provides the highest percentage of courses in a single subject area.

- Business and Administrative Studies constitute 14% of all first degree courses.
- Social sciences contribute 11% of first degree courses.
- Business and Administrative Studies, Social Sciences and Creative and Media together constitute 45% of first degree courses.
- In contrast Physical Sciences, maths, Computer Science and Engineering and Technology constitute 11.2% of first degree courses.

From: John Simmonds, Deputy Leader and Cabinet Member for Finance and Procurement

Roger Gough, Cabinet Member for Education and Health Reform

Peter Oakford, Cabinet Member for Specialist Children's Services

Mike Hill, Cabinet Member for Community Services

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

Andy Wood, Corporate Director for Finance and Procurement

To: Education and Young People's Cabinet Committee –
13 January 2015

Subject: Budget 2015/16 and Medium Term Financial Plan 2015/18

Classification: Unrestricted

Summary:

This report sets out the proposed draft budget 2015/16 and Medium Term Financial Plan (MTFP) 2015/18 as it affects Education and Young People's Service. The report includes an extract from the proposed final draft budget book and MTFP relating to the remit of this Cabinet Committee although these are exempt until the Budget and MTFP are published on 12 January. This report also includes information from the KCC budget consultation, Autumn Budget Statement and provisional Local Government Finance Settlement as they affect KCC as a whole as well as any specific issues of relevance to this committee.

Recommendation:

The Education and Young People's Cabinet Committee is asked to note the draft Budget and MTFP (including responses to consultation and Government announcements) and make recommendations to the Cabinet Member for Finance and Procurement and relevant Cabinet Members for EYPS on any other issues which should be reflected in the budget and MTFP prior to Cabinet on 28 January 2015 and County Council on 12 February 2015.

1. Introduction

1.1 Setting the annual budget and three year MTFP remains one of the most important and challenging strategic decisions that the council has to make. Over recent years the council has to tackle the conflicting impact of reduced funding from central government as it seeks to eliminate the budget deficit, rising demand and cost of providing services, and a desire to keep Council Tax increases low. At the same time the Council has also had to respond to significant changes in responsibility passed down from central government and significant changes in the way local authorities are funded. This means

the council has had to make unprecedented levels of year on year savings in order to balance the budget.

- 1.2 This challenge is unlikely to abate for the foreseeable future. When we set the 2014/15 budget and 2014/17 MTFP we anticipated there would be further significant reductions in Revenue Support Grant (RSG) for 2015/16 as a result of the Spending Round 2013 announcements. These reductions were anticipated to be on a similar scale to 2011/12 when the first round of reductions in public spending were front-loaded onto local government. The provisional Local Government Finance Settlement announced on 18th December confirmed that these reductions were as per the amounts we had anticipated (other than some minor technical adjustments which have no material impact).
- 1.3 The outlook beyond 2015/16 looks equally grim with predictions of further public spending reductions if the Government is to meet its deficit elimination targets, with commentators suggesting that these reductions would see public spending as a proportion of the overall economy reducing to levels not seen since the 1930s. We do not have any Government spending plans beyond 2015/16 so we have no detail where these reductions might be achieved, or if an incoming government may change its stance on levels of spending and taxation. However, whatever the outcome it is clear that any new government is highly unlikely to run a large deficit and that substantial savings will have to be delivered beyond 2015/16.
- 1.4 Section 2 of the published MTFP provides a much fuller analysis of the national financial and economic context.

2. Financial Implications

- 2.1 The initial draft budget was published for consultation on 9th October 2014. This set out our forecasts for the overall funding likely to be available for the next 3 financial years, estimated spending based on the current year's performance and future predictions for additional spending demands, and additional savings/income necessary to balance the budget. The funding estimates were unchanged from the 2014/17 MTFP (these were based on the indicative settlement for 2015/16 from central government published at the same time as the 2014/15 settlement) and KCC estimate for 2016/17. The consultation included a new estimate for 2017/18.
- 2.2 The financial equation presented in the consultation is set out in table 1 below. The consultation identified proposed savings of £85.8m leaving a gap of £7.4m still to be found before the budget is finalised.

Table 1	2015/16		3 years	
Grant Reductions	-£55.8 m	-15.40%	-£118.0 m	-32.60%
Council Tax/Business Rates	£11.5 m	1.99%	£42.0 m	7.20%
Spending Demands	£48.9 m	5.20%	£130.0 m	13.80%
Savings	-£93.2 m	-9.90%	-£206.0 m	-21.90%

- 2.3 As indicated in paragraph 1.2 the provisional Local Government Finance Settlement for 2015/16 was announced on 18th December and was largely unchanged from the previous indicative settlement. There were some minor technical adjustments and changes in business rates which affected both the RSG and business rate top-up, but these will be compensated by changes in other grants. At the time we published the MTFP we had no indicative figures for other grants outside the main settlement e.g. New Homes Bonus, Education Services Grant (ESG), etc., and thus included our best estimate. These estimates have now been updated from the provisional settlement although the amount for ESG is recalculated during the year to take account of academy transfers (and we have to estimate the impact) and the business rate compensation grant for the changes in business rates included in the Autumn Statement has not yet been announced.
- 2.4 As well as the provisional settlement, which includes un-ring-fenced grants where the council has complete discretion how the money is spent, there are still a number of ring-fenced grants allocated by government departments. These ring-fenced grants are announced both before and after the provisional settlement according to individual ministerial decisions. The County Council's financial strategy is that any reductions (or increases) in ring-fenced grants are matched by spending changes and therefore there is no overall impact on the net spending requirement. This means the County Council will not generally top-up ring-fenced grants from Council tax or general grants.
- 2.5 At this stage we have not had notification of the Council Tax or business rate tax bases from all districts. The existing MTFP and budget consultation included an estimated 0.5% increase in the Council Tax base and no increase in the business rate base. Under the new funding arrangements introduced in 2013/14 the County Council receives 9% of any increase in the business rate base, and for budget planning purposes this is considered to be marginal and we assume no increase/decrease until we receive the final tax base at the end of January. We are planning to include an updated estimate of the Council Tax base in the final draft budget to be published on 12th January but due to the late settlement and uncertainty around Council Tax referendum thresholds it was not possible to include an update in papers for Cabinet Committees which have to be published before the final draft (and therefore the draft for committees is based on the previous 0.5% assumption). The final draft budget will confirm the intention to increase the KCC precept for all Council Tax bands by 1.99%, increasing the County Council Band D rate from £1,068.66 to £1,089.99.
- 2.6 Appendix 1 sets out the high level picture of the revised funding, spending and savings assumptions which are proposed for 2015/16 and will be included in the draft MTFP to be published on 12th January, pending any final last minute changes. This appendix is exempt from publication until the final Budget and MTFP is published. There may be further changes to the final draft budget for 2015/16 following final notification of all Government grants and final tax bases (including collection fund balances). As in previous years any changes from the amounts published will be reported to County Council in February. At this stage we have not revised the assumptions for 2016/17 and beyond (despite some very dire forecasts included in the Autumn Statement and accompanying outlook from the Office for Budget Responsibility) until we have more detail following the next spending review.

2.7 Appendix 2 sets out a more detailed extract from the MTFP setting out the main changes between 2014/15 and 2015/16 relating to the remit of Education and Young People's Services and this Cabinet Committee. This information will be included in the draft MTFP to be published on 12th January, pending any final last minute changes. This appendix is exempt from publication until the final Budget and MTFP is published. The council's budget and MTFP is structured according to directorate responsibilities. This means presenting information that is relevant to individual Cabinet Committees is not straight forward. We moved from publishing budget information on a Cabinet portfolio basis to a directorate basis for 2014/15 budget. This was introduced to enhance budget planning and control in the difficult financial climate. The information in appendix 2 is based on the budget responsibilities for the following directors/directorates (note this does not include budgets held by Corporate Directors or any unallocated amounts):

Education and Young People Services Cabinet Committee
E&YP Directorate – Director of Education Planning and Access
E&YP Directorate – Director of Education Quality & Standards
E&YP Directorate – Director of Early Help and Preventative Services
S&CS Directorate – Director of School Resources

2.8 Appendix 3 sets out an extract from the draft Budget Book setting out the relevant budgets for 2014/15 and 2015/16 for the A to Z entries relating to the remit of Education and Young People's Services and this Cabinet Committee. This information will be published on 12th January, pending any final last minute changes. This appendix is exempt from publication until the final Budget and MTFP is published. The information in appendix 3 is based on the budget responsibilities for the same directors/directorates as appendix 2 but does not include budgets for Directorate Management and Support or budgets held by other directors.

2.9 Appendix 4 sets out the draft capital programme for Education and Young People's Services Directorate. This appendix is exempt from publication until the final Budget and MTFP is published. Due to the way the capital programme is constructed the budget and funding cannot be broken down into more detail to more closely match the remit of individual cabinet committees.

3. Budget Consultation

3.1 The consultation and engagement strategy for 2014 included the following aspects of KCC activity:

- Press launch on 9th October
- 3 questions seeking views on Council Tax, approach to savings and balancing the 2015/16 budget open from 9th October to 28th November
- On-line budget modelling tool comparing 22 areas of front line spending open from 9th October to 28th November
- A simple summary of 3 year budget published on KCC website
- Web-chat on 24th October with Cabinet and Deputy Cabinet members for Finance & Procurement
- Workshops with business and voluntary & community sectors on 27th November
- Staff workshops

- Presentation and discussion with Kent Youth County Council on 16th November

A full analysis of the responses to the consultation will be reported to Cabinet on 28th January and circulated to members of the Policy and Resources Cabinet Committee in advance. This will also be available as background material for the County Council meeting in February. This section of the report covers the main results from the 3 questions and on-line tool to assist Committees in scrutinising the budget proposals set out in the exempt appendices. The responses to the 3 questions and on-line tool are set out in appendices 5 and 6. These appendices are not exempt.

- 3.2 In addition the council employed market research experts to validate the responses with a representative sample of residents via more in depth research and analysis. This included an e-mail survey using the same on-line tool as the Kent.gov.uk website which enables a direct comparison of views between those responding on-line a survey with a representative sample. This analysis in appendix 6 does not highlight any marked differences. The full consultant's report is unlikely to be available in time for cabinet committees but will be available as background material for the full County Council budget meeting in February.
- 3.3 In total we have received 1,962 responses to the 3 questions and 853 responses to the on-line tool. Although responses to the individual questions were less than last year this is still a high level of engagement compared to previous years when more detailed questions were included. There is no evidence that asking an additional question compared to last year affected responses levels, and the evidence shows that we did not get the same surge of responses at particular times as we had last year. This indicates that we need to find more effective ways to promote awareness throughout the campaign in order to increase response levels. The responses to the on-line tool are higher than last year, which is encouraging. The responses to the 3 questions and the online tool via the Kent.gov.uk website include those from residents and staff. The more detailed analysis has not shown up any marked differences between staff and residents at this stage although more work is needed on this analysis for the final reports.
- 3.4 The responses to the 3 questions clearly indicate support for a 1.99% Council Tax increase in order to preserve valued services as result of reduction in government funding. This conclusion is fully supported by the market research evidence. Although there is some support for higher increases there is not enough evidence that a referendum would be successful. This too was borne out by the market research and the more in depth analysis. Around ¼ of respondents would prefer a Council Tax freeze. These responses are remarkably consistent with last year's responses.
- 3.5 The responses to the question on the approach to making savings show support for a mixed approach, with the highest level of support for a transformation approach, but also significant support for efficiency savings and stopping/reducing the lesser valued services. This is similar to responses from last year although the question was phrased in better way to get a clearer picture. Support for restricting access to services continues to receive the lowest support as an approach to savings.

- 3.6 Responses to the options to close the unresolved gap in the 2015/16 budget showed clear for raising additional income either through increased charging or increasing the Council Tax base through tackling avoidance. We have placed a high priority on the latter and have recently had a successful bid to the Government's £16m anti-fraud fund. We will continue to work with district councils and other major precepting authorities to maximise the tax base. The next most popular option was to deliver further savings and options for higher Council tax increase (in excess of 1.99% already proposed), use of reserves and pay/price freeze were less popular.
- 3.7 All these results are consistent with the initial analysis from other engagement activities (particularly workshops and market research).
- 3.8 All of the responses above are supported by initial analysis from the market research and other KCC led activities.

4. Specific Issues for Education and Young People's Services Cabinet Committee

- 4.1 Appendices 2, 3 and 4 set out the main budget proposals relevant to Education and Young People's Services Cabinet Committee. These proposals need to be considered in light of the general financial outlook for the county council over the medium term, and in particular the need for significant savings in 2015/16 as a result of the 25% reduction in RSG within the provisional settlement (13% within overall settlement). The Committee will also want to have regard to consultation responses in considering budget proposals.
- 4.2 In 2010 the DfE made it clear that they intended to move towards a National Funding Formula (NFF) for schools. Changes introduced by the DfE in April 2013 were a substantial move in that direction and were the most significant changes to be introduced to school funding since Local Management in 1990/91. As Members will be aware from previous reports the changes introduced in 2013/14 severely restricted the number of factors that Local Authorities (LAs) and their Schools' Funding Forum (SFF) can have within their formula. It has resulted in more than 92% of a school budget being based upon pupil numbers. This has removed almost all local authority discretion through those factors which had been developed in Kent with the Schools' Funding Forum over many years to meet specific local needs and circumstances. As predicted this 'simplification' of the budget formula is having a detrimental impact upon a number of schools coming at a time of lower pupil numbers in the secondary sector and considerable financial constraint. The ability of KCC to help in these situations is now very limited compared to the position under the previous funding arrangement. 2015/16 will see us move into the fifth year of 'flat cash' settlements for schools. This means that funding has in effect reduced in line over that time with inflation and cost pressures such as energy. Additional pressures on schools' budgets are emerging. The most significant example in 2015/16 is the government decision to increase the employers' superannuation on-cost in respect of Teachers from 14.1% to 16.48% which in Kent is equivalent to a budget pressure of £6m. With the "flat cash" settlement this means that this is the equivalent to around a £25 reduction in the value of the AWPU.

4.3 In July 2014 the DfE announced that a further £350m would be made available to increase the DSG nationally (subsequently revised to £390m) and targeted to the least fairly funded local authorities. We expected to see some additional funding for Kent but the methodology used by DfE was such that Kent received no additional funding yet other authorities with funding at broadly the same level as Kent received significant increases. Kent currently receives £4885 per pupil through the DSG, Bromley £4944 and Surrey £4804. The allocation of the additional £390m saw Bromley receive an extra £19.5m (increase of 11.5%) and Surrey an additional £28.4m (increase of 5.2%) yet Kent's allocation remained unchanged. Along with other authorities we raised concerns about the methodology as we had effectively been penalised for maximising delegation to schools particularly in respect of SEN. This is quite perverse given the thrust of government legislation over the past 20 years or more. Our concerns were raised with Ministers but to no avail. The DfE acknowledged the points we and other authorities made but decided to continue with their methodology. This is both disappointing and a cause for concern as we move closer to a national funding formula.

5. Conclusions

- 5.1 The financial outlook for the next 3 years continues to look challenging. The reductions in the provisional settlement for 2015/16 are as severe as we anticipated from the indicative settlement last year, and the only changes relate to marginal technical issues. These make the settlement look slightly better but are offset by changes in other grants outside the settlement which mean the effective reductions are around 13%. We continue to reject the Government's "change in spending power" figures within the settlement. These include some specific grant increases (which bring with them additional spending requirements) and ignore the impact of unfunded and unavoidable spending increases (see below).
- 5.2 At this stage we have not changed our forecasts for 2016/17 and 2017/18 even some commentators have expressed the view that meeting the deficit elimination objectives up to 2018/19 will require even greater spending reductions than 2010/11 to 2014/15. Nonetheless, committees should be aware of this potential, particularly when considering additional spending demands for 2015/16 which add to the council's base budget, and therefore, future spending levels.
- 5.3 Appendix 2 includes the latest estimates for unavoidable and other spending demands for 2015/16 and future years. These estimates are based on the latest budget monitoring and activity levels as reported to Cabinet in December (quarter 2). Committees no longer receive individual in-year monitoring reports and therefore members may wish to review the relevant appendices of the Cabinet report before the meeting.

6. Recommendation

Recommendation:

The Education and Young People's Cabinet Committee is asked to note the draft Budget 2015/16 and MTFP 2015/2018 (including responses to consultation and Government announcements) and make recommendations to the Cabinet Member for Finance and Procurement and the relevant Cabinet Members for Education and Young People's on any other issues which should be reflected in the budget and MTFP prior to Cabinet on 28 January 2015 and County Council on 12 February 2015

7. Background Documents

- 7.1 Consultation materials published on KCC website
<http://www.kent.gov.uk/about-the-council/have-your-say/budget-consultation>
- 7.2 The Chancellor of the Exchequer's Autumn Statement on 3rd December 2014 and OBR report on the financial and economic climate
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/382327/44695_Accessible.pdf
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/382525/December_2014_EFO.pdf
- 7.3 The provisional Local Government Finance Settlement 2015/16 announced on 18th December 2014
<https://www.gov.uk/government/collections/provisional-local-government-finance-settlement-england-2015-to-2016>
- 7.4 Any individual departmental announcements affecting individual committees

8. Contact details

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Appendices 1, 2, 3, and 4 are exempt from publication until the final
Budget 2015/16 and MTFP 2015/18 are published on
12 January 2015

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Appendix A (i) - High Level 2015-18 Budget Summary

2014-15 (revised)			2015-16		2016-17		2017-18	
£000s	£000s		£000s	£000s	£000s	£000s	£000s	£000s
	954,304	Revised Base Budget		940,313		905,648		887,606
		Additional Spending Pressures						
11,472		Pay & Prices	12,434		20,121		16,365	
10,487		Demand & Demographic	9,100		9,800		15,200	
14,369		Government & Legislative	23,247		10,785		0	
0		Base Budget pressures from previous year	8,219		195		0	
20,215		Service Strategies and Improvements	5,787		3,076		3,798	
0		Reduction in grants used for specific purposes	3,418		0		0	
	56,543	Total Additional Spending		62,204		43,976		35,363
	24,870	Replacement for use of One-Off Savings		12,557		8,679		1,000
	81,413	Total Pressures		74,761		52,655		36,363
		Savings & Income						
		<u>Transformation Savings</u>						
-13,050		Adults Transformation Programme	-14,725		-9,194		-5,088	
-10,622		Children's Transformation Programmes	-5,583		-11,700		-7,600	
-12,708		Other Transformation Programmes	-6,990		-3,922		-3,311	
-5,217		Income Generation	-5,816		-3,865		-3,631	
-14,001		Increases in Grants & Contributions	-19,669		-10,785		0	
		<u>Efficiency Savings</u>						
-9,800		Staffing	-9,512		-2,607		-1,030	
-422		Premises	-2,522		-956		-1,056	
-13,102		Contracts & Procurement	-16,316		-2,565		-4,040	
-3,000		Other	-1,004		-390		-50	
-8,861		Financing Savings	-21,024		1,000		0	
-4,621		Policy Savings	-6,266		-3,765		-4,535	
	-95,404	Total Savings & Income		-109,426		-48,749		-30,341
	0	Unidentified		0		-21,948		-22,704
	940,313	Net Budget Requirement		905,648		887,606		870,924
		<u>Funded by</u>						
529,125		Council Tax Yield	548,840		562,606		576,724	
4,018		Council Tax Collection Fund	0		0		0	
46,924		Local Share of Retained Business Rates	47,601		48,800		50,000	
-1,236		Business Rate Collection Fund						
		<u>Un-ring-fenced Grants</u>						
213,092		Revenue Support Grant	159,524		128,000		94,000	
120,634		Business Rate Top-Up Grant	122,939		126,000		129,000	
27,756		Other Un-Ring-Fenced Grant	26,744		22,200		21,200	
	940,313	Total Funding		905,648		887,606		870,924

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Appendix A (ii)
Detailed 2015-16 Budget Plan by Directorate

Heading	Description	Preventative Services	Education Planning & Access	Quality & Standards	School Resources	Total Education & Young Persons
		£000s	£000s	£000s	£000s	£000s
2014-15 Base	Approved budget by County Council on 13th February 2014	37,461.9	45,117.9	7,176.7	-1,509.1	88,247.4
Base Adjustments (internal)	Approved changes to budgets which have nil overall affect on net budget requirement.	-2,841.4	-8,566.9	-585.9	-29.0	-12,023.2
Base Adjustments (external)	Approved changes to budgets from external factors e.g. grant changes.	0.0	0.0	0.0	0.0	0.0
Revised 2014-15 Base		34,620.5	36,551.0	6,590.8	-1,538.1	76,224.2
Additional Spending Pressures						
Pay and Prices						
Pay and Reward	Additional contribution to performance reward pot and impact on base budget of uplifting pay grades in accordance with single pay reward scheme.	0.0	0.0	0.0	0.0	0.0
Non specific price provision	Non specific provision for inflation on other negotiated contracts without indexation clauses	11.7	509.9	0.0	0.0	521.6
Demography	<i>Additional spending associated with increasing population and demographic composition of the population</i>					
Government & Legislative						
Budget Realignment	<i>Necessary adjustments to reflect current and forecast activity levels from in-year monitoring reports</i>					
SEN Transport		0.0	1,800.0	0.0	0.0	1,800.0
Service Strategies & Improvements						
	Total Additional Spending Demands	11.7	2,309.9	0.0	0.0	2,321.6
Savings and Income						
Transformation						
Savings						
Children's Preventative	Range of initiatives across children's preventative services to ensure activities are better focussed including children's centres, youth services, supporting people and troubled families programme	-3,183.0	0.0	0.0	0.0	-3,183.0
SEN Transport	Savings from initiatives aimed at increasing independence including developing independent travel training, direct payments to parents and delegation to schools. Savings also arising from review of specialist provision to provide more local places	0.0	-1,475.0	0.0	0.0	-1,475.0
Full year effect of previous savings		0.0	0.0	-289.0	0.0	-289.0
Income						
Trading	Increased income from trading with schools, academies and other local authorities & public bodies	0.0	-75.0	-380.0	0.0	-455.0
Enforcement Income	Increased contribution from penalty notices and proceeds of crime	-200.0	0.0	0.0	0.0	-200.0
Increases in Grants & Contributions						
Efficiency Savings						
Staffing						
Staff restructures	Reduction in staffing following detailed consultaon on revised staff structures, which will include major service redesign, removal of duplication and overlap, greater integration and partnership working	-2,219.0	0.0	-910.0	0.0	-3,129.0
Alternative funding sources	Identification of specific posts to be funded from specific grants and capital programme rather than base budget	0.0	-1,390.0	0.0	0.0	-1,390.0

Appendix A (ii)
Detailed 2015-16 Budget Plan by Directorate

Heading	Description	Preventative Services	Education Planning & Access	Quality & Standards	School Resources	Total Education & Young Persons
		£000s	£000s	£000s	£000s	£000s
<u>Contracts & Procurement</u>						
Savings from current year activity	Reduced in year spending on home to school transport due to lower than anticipated demand	0.0	-700.0	0.0	0.0	-700.0
<u>Other</u>						
Partnership with Parents	Revisions to the support and advice/guidance for parents accessing education services	0.0	-144.0	0.0	0.0	-144.0
Academy conversions	Reduced support from legal services	0.0	0.0	0.0	-200.0	-200.0
<u>Policy Savings</u>						
Full year effect of previous policy savings	Impact of previous decisions to remove discretions on home to school transport policy and Young Persons Travel pass	-98.0	-300.0	0.0	0.0	-398.0
Total savings and Income		-5,700.0	-4,084.0	-1,579.0	-200.0	-11,563.0
Proposed Budget		<u>28,932.2</u>	<u>34,776.9</u>	<u>5,011.8</u>	<u>-1,738.1</u>	<u>66,982.8</u>

Appendix 3 - Directorate specific A-Z Service Analysis

Education & Young People's Services

Row Ref	2014-15 Revised Base	Directorate	Service	2015-16 Proposed Budget							Affordable Activity
	Net Cost			Staffing	Non staffing	Gross Expenditure	Internal Income	External Income	Grants	Net Cost	
	£000s			£000s	£000s	£000s	£000s	£000s	£000s	£000s	
			Children's Services								
			<i>Early Help</i>								
1	8,390.4	E&YP	Children's Centres	5,824.2	2,374.5	8,198.7	-1,548.4	-28.1	0.0	6,622.2	Provides early support services, advice and assistance to families for over 48,000 children
2	14,336.7	E&YP	Early Intervention and Prevention	12,604.7	5,852.8	18,457.5	-179.4	-464.4	-4,317.9	13,495.8	Delivery of a co-ordinated and targeted support service to achieve better outcomes for vulnerable adolescents who are at greatest risk of harm and exclusion, disengagement from education and physical and mental difficulties.
			<i>Education and Personal</i>								
3	1,324.3	E&YP	14 to 24 year olds	1,262.2	783.1	2,045.3	-40.0	-35.0	-906.0	1,064.3	A range of services for young people including preparation for employment, vocational training, apprenticeships, Skills Force and raising the age of statutory education to 18.
4	356.3	E&YP	Attendance & Behaviour	2,047.0	460.6	2,507.6	-33.5	-269.3	-2,146.5	58.3	Investigation of overall attendance issues, particularly unauthorised absence and persistent absenteeism from school, and support and challenge to ensure full time inclusion in education.
5	1,890.5	E&YP	Early Years and Childcare	4,136.8	2,209.5	6,346.3	-459.0	-825.6	-3,655.2	1,406.5	Provision of advice, support, challenge and training to secure sufficient high quality early education and childcare, incorporating over 900 group providers in the private, voluntary and independent sectors and approximately 1,500 childminders.
6	0.0	E&YP	Early Years Education	0.0	53,097.0	53,097.0	0.0	0.0	-53,097.0	0.0	Payments made to over 900 PVI providers and childminders for up to 15 hours a week of free entitlement places for 3 & 4 year olds (equates to over 10 million hours of provision) plus up to 1.8 million hours of free places for disadvantaged 2 year olds.
7	2,320.3	E&YP	Education Psychology Service	2,794.5	125.8	2,920.3	-522.0	-153.0	0.0	2,245.3	Statutory assessment of children with special educational needs and the delivery of core and traded psychological services.

Appendix 3 - Directorate specific A-Z Service Analysis

Education & Young People's Services

Row Ref	2014-15 Revised Base	Directorate	Service	2015-16 Proposed Budget							Affordable Activity
	Net Cost			Staffing	Non staffing	Gross Expenditure	Internal Income	External Income	Grants	Net Cost	
	£000s			£000s	£000s	£000s	£000s	£000s	£000s	£000s	
8	629.4	E&YP	Individual Learner Support (incl. Minority Communities Achievement and Parent Partnership Service)	6,358.9	785.9	7,144.8	-295.1	-260.1	-6,196.2	393.4	A range of specialist services to support children and young people who may be at risk of not aspiring and achieving to their full potential
9	0.0	E&YP	Statemented Pupils	49.0	4,260.8	4,309.8	0.0	0.0	-4,309.8	0.0	Support for pupils with Statements of Special Educational Needs (SEN) which has not been delegated to individual schools or SEN units
10	2,173.7	E&YP	Youth Service	1,968.5	2,062.1	4,030.6	-946.0	-804.8	-245.0	2,034.8	Direct delivery and commissioning of open access youth work provision in youth centres, in schools, street-based and through opportunities for residential outdoor educational activities, including the Duke of Edinburgh's Award. Targeted work with more vulnerable young people, and ensuring the voice of young people is heard through the work of Kent Youth County Council. In excess of 400,000 attendances by young people in all youth work settings.
11	2,646.8	E&YP	Youth Offending Service	1,752.1	571.9	2,324.0	-389.4	-1,552.1	0.0	382.5	Targeted work to prevent children and young people from offending, to support the work of Youth Courts across Kent and to reduce the likelihood of re-offending by those within the youth justice system. The service works with almost 2,000 young people, ranging from preventative work through to those in receipt of custodial sentences. Since 2012, the service is working much more closely with the Youth Service to deliver a more integrated approach to services and interventions for young people across the county.
			Other Children's Services								
12	357.5	E&YP, SCH& W	Safeguarding	429.8	77.7	507.5	-150.0	0.0	0.0	357.5	Performance management of services for vulnerable children in Kent. Statutory education safeguarding functions with services commissioned by schools and other settings providing additional support and challenge

Appendix 3 - Directorate specific A-Z Service Analysis

Education & Young People's Services

Row Ref	2014-15 Revised Base	Directorate	Service	2015-16 Proposed Budget							Affordable Activity
	Net Cost			Staffing	Non staffing	Gross Expenditure	Internal Income	External Income	Grants	Net Cost	
	£000s			£000s	£000s	£000s	£000s	£000s	£000s	£000s	
			Community Services								
13	-1,139.7	E&YP	Community Learning & Skills (CLS)	9,468.1	3,665.8	13,133.9	0.0	-3,204.9	-11,468.7	-1,539.7	Approximately 21,500 adults attending Adult Education courses in the community for personal development, skills, pleasure and wellbeing. In the region of 3,200 families participating in family learning which helps parents and children from disadvantaged communities. CLS supports 550+ young people through apprenticeships with Kent employers and approximately 800 16-18 year olds not in education or employment. Skills Plus centres deliver over 3,000 learning aims to 1,500 people to improve their employability skills and support Kent businesses. Over 2,500 learning aims delivered to 1,300 adults for whom English is not their first language to gain qualifications and around 300 adults with learning difficulties join courses to promote independent living
14	445.8	E&YP	Supporting Employment	702.1	78.7	780.8	-305.0	-30.0	0.0	445.8	Provides support and advice to vulnerable adults, with disabilities, learning difficulties or mental health issues, in order to secure paid employment, further education/training or voluntary work. KSE works with approximately 300 adults and supports another 100 young people and young adults through the troubled families programme
15	0.0	E&YP	Troubled Families Programme	542.1	1,694.8	2,236.9	-100.0	-150.0	-1,986.9	0.0	The Kent Troubled Families Programme works closely with Partner Agency and Districts Councils to provide a joined up approach to improve the life chances and independence of disadvantaged families in Kent and a cohort of in excess of 8,900 families will be engaged over the coming years.
			Housing Related Support for Vulnerable People (Supporting People)								
16	3,968.9	E&YP	Young People	0.0	3,677.9	3,677.9	0.0	0.0	0.0	3,677.9	Includes provision for 600 vulnerable young people to receive support to enable independent living in their own home through the provision of short term supported accommodation and floating support.

Appendix 3 - Directorate specific A-Z Service Analysis

Education & Young People's Services

Row Ref	2014-15 Revised Base	Directorate	Service	2015-16 Proposed Budget							Affordable Activity
	Net Cost			Staffing	Non staffing	Gross Expenditure	Internal Income	External Income	Grants	Net Cost	
	£000s			£000s	£000s	£000s	£000s	£000s	£000s	£000s	
			Schools & High Needs Education Budgets								
17	0.0	E&YP	Exclusion Services	0.0	2,082.4	2,082.4	0.0	0.0	-2,082.4	0.0	Payments to schools for the provision of education services to excluded pupils where there are no Pupil Referral Units
18	0.0	E&YP	High Needs Pupils in Further Education Colleges - Post 16 year olds	0.0	2,338.0	2,338.0	0.0	0.0	-2,338.0	0.0	Top up payments for high needs pupils in further education college placements
19	0.0	E&YP	High Needs Pupils in Independent Sector Providers - Post 16 year olds	0.0	4,591.0	4,591.0	0.0	0.0	-4,591.0	0.0	Top up payments for post 16 high needs pupils in independent sector provision
20	0.0	E&YP	High Needs Pupils in Independent Special School placements	0.0	19,650.4	19,650.4	-274.6	-422.8	-18,953.0	0.0	Placements for approximately 500 children with severe special educational needs whose needs cannot be met within maintained schools
21	0.0	E&YP	PFI Schools Scheme	0.0	23,810.0	23,810.0	0.0	-9,012.0	-14,798.0	0.0	Service charges for 11 PFI schools
22	0.0	E&YP	Schools and Pupil Referral Units Delegated budgets	510,054.6	170,018.1	680,072.7	0.0	-48,749.3	-631,323.4	0.0	Budgets managed directly by over 400 local authority maintained schools and Pupil Referral Units.
			Schools' Services								
23	0.0	E&YP	High Needs Pupils - Recoupment	0.0	1,500.0	1,500.0	0.0	-2,515.7	1,015.7	0.0	Top up payments to other local authorities for Kent pupils with high needs educated in other local authority schools, together with income from other local authorities for their pupils educated in Kent schools.
24	-106.2	E&YP, GE&T	Other Schools' Services	498.3	6,281.0	6,779.3	-3,125.5	-640.0	-3,120.0	-106.2	Crossing Patrols, collective licences, provision of temporary mobile classrooms, coordination of cleaning and refuse contracts, planned maintenance agreements, legionella work, asbestos and condition surveys.
25	0.0	E&YP	Redundancy costs	0.0	1,188.7	1,188.7	0.0	0.0	-1,188.7	0.0	Redundancy costs for school staff
26	3,291.6	E&YP	School Improvement	5,002.4	2,739.2	7,741.6	-4,113.2	-498.7	-268.1	2,861.6	Providing advice, guidance, training and challenge to primary, secondary and special schools and Pupil Referral Units to raise standards of pupil achievement, and to implement national and local strategies. Support and training for over 5,000 school governors

Appendix 3 - Directorate specific A-Z Service Analysis

Education & Young People's Services

Row Ref	2014-15 Revised Base	Directorate	Service	2015-16 Proposed Budget							Affordable Activity
	Net Cost			Staffing	Non staffing	Gross Expenditure	Internal Income	External Income	Grants	Net Cost	
	£000s			£000s	£000s	£000s	£000s	£000s	£000s	£000s	
27	103.0	E&YP	Schools' Staff Services	0.0	2,623.7	2,623.7	-2,520.7	0.0	0.0	103.0	Reimbursement of schools' costs for maternity leave, public duties, trade union representatives, suspended staff and tribunals. Some of these services now operate on a fully traded basis
28	5,644.0	E&YP	Teachers & Education Staff Pension costs	0.0	8,405.3	8,405.3	0.0	-684.0	-2,000.0	5,721.3	Cost of teacher and education staff early retirements
			Transport Services								
29	20,373.1	E&YP	Home to School/College Transport (Special Educational Need)	655.6	21,452.4	22,108.0	0.0	-900.0	0.0	21,208.0	Specialist transport arrangements for 3,600 children with special educational needs aged 0-19
30	9,745.0	E&YP	Home to School Transport (Mainstream)	0.0	8,795.0	8,795.0	0.0	-50.0	0.0	8,745.0	Transport to and from school for approximately 9,000 eligible children
31	877.4	E&YP	Kent 16+ Travel Card	0.0	3,452.4	3,452.4	-606.0	-1,969.0	0.0	877.4	Over 6,500 16+ travel cards issued to young people aged over 16 for unlimited bus travel in Kent and funding of eligible learners unable to access the 16+ travel card
32	77,628.8		Total Direct Services to the Public	566,150.9	360,706.5	926,857.4	-15,607.8	-73,218.8	-767,976.1	70,054.7	
			Assessment Services								
33	2,358.8	E&YP	Assessment and Support of Children with Special Education Needs	3,420.1	5,654.2	9,074.3	0.0	-103.0	-7,812.5	1,158.8	Statutory assessment and review of children with Special Educational Needs.
34	2,358.8		Total Assessment Services	3,420.1	5,654.2	9,074.3	0.0	-103.0	-7,812.5	1,158.8	
			Management, Support Services and Overheads								
			Directorate Management and Support for:								These budgets include the directorate centrally held costs, which include the budgets for, amongst other things, the strategic directors and heads of service.
35	2,453.9	E&YP	Education & Young People (E&YP)	5,416.0	5,316.7	10,732.7	-111.1	-2,431.0	-6,126.7	2,063.9	
36	2,453.9		Total Management, Support Services and Overheads	5,416.0	5,316.7	10,732.7	-111.1	-2,431.0	-6,126.7	2,063.9	

37	82,441.5		TOTAL	574,987.0	371,677.4	946,664.4	-15,718.9	-75,752.8	-781,915.3	73,277.4	
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Row Ref	EDUCATION & YOUNG PEOPLE'S SERVICES						
	SECTION 3 - CAPITAL INVESTMENT PLANS 2015-16 TO 2017-18 BY YEAR						
		Three Year Budget £'000	Cash Limits				
			2015-16 £'000	2016-17 £'000	2017-18 £'000		
Rolling Programmes		Description of Project					
1	<i>Annual Planned Enhancement Programme</i>	25,000	9,000	8,000	8,000		
2	Devolved Formula Capital Grants for Schools	8,655	2,885	2,885	2,885		
3	Schools Revenue Contribution to Capital	24,000	8,000	8,000	8,000		
4	Pupil Referral Units	1,209	1,209				
5	Youth - Modernisation of Assets	50		50			
6	Total Rolling Programmes	58,914	21,094	18,935	18,885		
		Total Cost of Scheme £'000	Previous Spend £'000	Cash Limits			
				2015-16 £'000	2016-17 £'000	2017-18 £'000	Later Years £'000
Individual Projects		Description of Project					
Basic Need Schemes - to provide additional pupil places:		Increasing the capacity of Kent's schools					
7	<i>Basic Need Programme</i>	211,948	57,441	61,767	38,190	54,550	
8	<i>BN - Aylesham PS</i>	1,482	482		1,000		
9	<i>Modernisation Programme</i>	4,324	2,324	2,000			
Academy Projects:							
10	Dover Christ Church	10,253	7,253	3,000			
11	Building Schools for the Future (BSF) wave 3	138,520	137,797	500	223		
12	<i>Special Schools Review Phase 2</i>	67,158	10,775	47,200	9,183		
Other Projects:							
13	Academy Unit Costs	4,680	4,447	233			
14	Sevenoaks Grammar School	19,100	2,500	10,000	6,600		
15	<i>Trinity Free School, Sevenoaks</i>	11,500	1,500	7,000	3,000		
16	<i>Early Help Single System</i>	1,800		1,800			
17	Priority School Build Programme (PSBP) 1	6,500			1,500	5,000	
18	Total Individual Projects	477,265	224,519	133,500	59,696	59,550	0
19	Directorate Total	536,179	224,519	154,594	78,631	78,435	0

Italic font: these are projects that are relying on significant elements of unsecured funding and will only go ahead if the funding is achieved.

Row Ref	EDUCATION & YOUNG PEOPLE'S SERVICES
	SECTION 3 - CAPITAL INVESTMENT PLANS 2015-16 TO 2017-18 BY YEAR

	Total Cost of Scheme	Previous Spend	Cash Limits			
			2015-16	2016-17	2017-18	Later Years
Funded by:	£'000	£'000	£'000	£'000	£'000	£'000
Borrowing	62,882	14,794	28,738	14,350	5,000	
PEF2	15,602	15,602				
Grants	316,246	188,148	72,227	30,936	24,935	
Developer Contributions	53,763	3,699	8,865	11,000	30,199	
Other External Funding	405	405				
Revenue and Renewals	24,082	82	8,000	8,000	8,000	
Capital Receipts	63,199	1,789	36,764	14,345	10,301	
PFI	0					
Total:	536,179	224,519	154,594	78,631	78,435	

Row Ref	EDUCATION & YOUNG PEOPLE'S SERVICES												
SECTION 3 - CAPITAL INVESTMENT PLANS 2015-17 TO 2017-18 BY FUNDING													
		2015-18 Funded By:											
		Three year budget		Borrowing	PEF2	Grants	Dev Contrs	Other External Funding	Revenue & Renewals	Capital Receipts	PFI	Total 2015-18	
		£'000		£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	
ROLLING PROGRAMMES													
1	<i>Annual Planned Enhancement Programme</i>	25,000		1,000		24,000						25,000	
2	Devolved Formula Capital Grants for Schools	8,655				8,655						8,655	
3	Schools Revenue Contribution to Capital	24,000							24,000			24,000	
4	Pupil Referral Units (Rolling)	1,209								1,209		1,209	
5	Youth - Modernisation of Assets	50		50								50	
6	Total Rolling Programmes	58,914	0	1,050	0	32,655	0	0	24,000	1,209	0	58,914	
		2015-18 Funded By:											
		Total cost of scheme	Previous Spend	Borrowing	PEF2	Grants	Dev Contrs	Other External Funding	Revenue & Renewals	Capital Receipts	PFI	Total 2015-18	Later Years
		£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000
INDIVIDUAL PROJECTS													
Basic Need Schemes - to provide additional pupil places:													
7	<i>Basic Need Programme</i>	211,948	57,441	4,800		80,443	49,064			20,200		154,507	
8	<i>BN - Aylesham PS</i>	1,482	482				1,000					1,000	
9	<i>Modernisation Programme</i>	4,324	2,324			2,000						2,000	
Academy Projects:													
10	Dover Christ Church	10,253	7,253			3,000						3,000	
11	Building Schools for the Future (BSF) wave 3	138,520	137,797							723		723	
12	<i>Special Schools Review Phase 2</i>	67,158	10,775	35,505						20,878		56,383	
Other Projects:													
13	Academy Unit Costs	4,680	4,447	233								233	
14	Sevenoaks Grammar School	19,100	2,500							16,600		16,600	
15	<i>Trinity Free School, Sevenoaks</i>	11,500	1,500			10,000						10,000	
16	<i>Early Help Single System</i>	1,800								1,800		1,800	
17	Priority School Build Programme (PSBP) 1	6,500		6,500								6,500	
18	Total Individual Projects	477,265	224,519	47,038	0	95,443	50,064	0	0	60,201	0	252,746	0
19	TOTAL CASH LIMIT	536,179	224,519	48,088	0	128,098	50,064	0	24,000	61,410	0	311,660	0

Italic font: these are projects that are relying on significant elements of unsecured funding and will only go ahead if the funding is achieved.

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Analysis of the responses to the 3 consultation questions

In total 1,979 responses were submitted. Generally the views expressed remained largely consistent throughout the 51 day consultation period

Question 1: Council Tax			
To preserve the most valued services (especially those we aren't required to provide by law) we are planning to raise additional income through council tax (note this would not entirely remove the need for savings as this would require a 19% increase in council tax). What would you prefer? Please select one option only:			
	Frequency	Percentage	Valid Percentage
a) I don't want an increase in council tax and the council should make more savings to balance the budget.	484	24%	25%
b) I'd accept a minimal increase of 1.99% (1.99% would increase band C charge by £19 a year –the maximum increase allowed without a referendum).	876	44%	44%
c) I'd accept a rise between 2% to 5% rise in order to protect more services from the reductions in funding (this would require a referendum and each 1% would increase band C charge by £9.50 a year).	450	23%	23%
d) I'd accept an increase in excess of 5% to provide greater protection for council services.	159	8%	8%
Left blank / No response	10	1%	
Total	1979	100%	100%

Question 2: Savings over the next three years			
What approaches should we adopt to making these savings? Please tick one or more options:			
	Frequency	Percentage	Valid Percentage
a) Find more efficient ways to deliver the same level of service at a lower cost e.g. by buying in more services from the private and voluntary sectors, sharing services with other public agencies, etc.	770	26%	26%
b) Transform services so they are delivered in a different way with the same or better outcomes at reduced cost e.g. rely more on digital services rather than telephone or face to face contact, support social care clients so they can avoid residential care.	998	34%	34%
c) Remove or stop services which are least valued by Kent residents as identified through evidence-based research.	759	26%	26%
d) Restrict access to services to only the most needy	254	9%	9%
e) None of the above	144	5%	5%
Left blank / No response	20	1%	
Total	2945	100%	100%

Note respondents could choose more than 1 option for this question hence the higher number of responses

Question 3: balance of savings for 2015/16			
We have yet to identify around £7.5m of the savings estimated to be needed to balance the 2015/16 budget. What approach do you think the council should take to close this gap? Please select one option only:			
	Frequency	Percentage	Valid Percentage
a) Increase council tax by a further 1.5% (in addition to the 1.99% already mentioned). Note – this would require a formal and binding referendum which could cost in the region of £1.5m.	176	9%	9%
b) Use money held in the council's reserves. Note – our level of reserves is low compared with other similar councils.	167	8%	9%
c) Raise additional income from other sources e.g. charges for services, tackling council tax avoidance, etc.	842	43%	43%
d) Deliver more savings from the areas identified in question 2.	365	18%	19%
e) Introduce a pay / price freeze for KCC staff / suppliers.	236	12%	12%
f) Other (please specify)	175	9%	9%
Left Blank / No response	18	1%	
Total	1979	100%	100%

Analysis from 853 responses to on-line budget tool and 514 responses to consultants e-mail survey using the same tool

		Overall Appeal
GROWTH, ENVIRONMENT & TRANSPORT	100 miles of road gritted in bad weather over the course of the winter	8.59%
ADULT SOCIAL CARE	2 ½ weeks of residential care for one older person whose needs are judged substantial or critical and who cannot meet the full costs themselves	8.40%
ADULT SOCIAL CARE	69 hours of home care for an older person whose needs are judged moderate or substantial and who cannot meet the full costs themselves	8.18%
SPECIALIST CHILDREN'S	2 weeks of foster care for a child who cannot live safely at home, provided by a KCC registered foster carer	7.66%
SPECIALIST CHILDREN'S	1 week of foster care for one child who cannot live safely at home and whose needs are greater than those that can be met by a KCC registered foster carer	7.19%
GROWTH, ENVIRONMENT & TRANSPORT	30 average sized potholes in the road repaired	6.61%
GROWTH, ENVIRONMENT & TRANSPORT	10 tonnes of waste disposed of, enough to support 17 average Kent Households	5.75%
ADULT SOCIAL CARE	4 days of residential care for one adult with learning disabilities whose needs cannot be met by family or other carers	5.42%
EDUCATION & YOUNG PEOPLE	1 week's support for 150 children in children's centres	5.32%
SOCIAL CARE	1 week of social worker time for the assessment of vulnerable adults or children	5.23%
ADULT SOCIAL CARE	100 hours of support and assistance for vulnerable people not assessed as needing formal care packages to help promote their independent living	5.06%

		Overall Appeal
ADULT SOCIAL CARE	4 weeks of Learning Disability Direct Payments to someone with learning disabilities to enable them to live more independently	3.96%
GROWTH, ENVIRONMENT & TRANSPORT	22 faulty street lights investigated and repaired	3.62%
GROWTH, ENVIRONMENT & TRANSPORT	Keeps a household waste recycling centre open for a day	2.72%
GROWTH, ENVIRONMENT & TRANSPORT	Approximately 500 fare paying journeys on subsidised bus routes which are considered "socially necessary but uneconomic routes"	2.58%
EDUCATION & YOUNG PEOPLE	2 days of specialist advisor support for a school identified as failing by Ofsted	2.72%
EDUCATION & YOUNG PEOPLE	4 children given free transport on buses or trains to and from their nearest secondary school for one term, where the school is more than three miles from their home	2.13%
EDUCATION & YOUNG PEOPLE	1 child with Special Educational Needs transported by taxi to and from school for 9 weeks	2.06%
EDUCATION & YOUNG PEOPLE	62 attendances by a young person at their local youth centre or interactions with a youth worker in their local community	1.95%
GROWTH, ENVIRONMENT & TRANSPORT	3 annual bus passes for young people aged 11 - 15 to access educational or recreational activities via free bus travel across Kent Monday to Friday	1.74%
CORPORATE	Responding to 280 email or telephone calls to the KCC Contact Centre	1.55%
GROWTH, ENVIRONMENT & TRANSPORT	430 separate library visits, enough for 16 regular library users over the course of a year	1.53%

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

**To: Education and Young People's Services Cabinet Committee
13 January 2015**

Subject: Supporting the Well-Being and Effectiveness of Headteachers

Classification: Unrestricted

Electoral Division: County Wide

Summary: This report sets out the way the Local Authority (LA) works with Headteachers to support them in being effective in carrying out their responsibilities to lead good schools, and how the Local Authority discharges its duty of care for the wellbeing of Headteachers.

Recommendation:

The Cabinet Committee is asked to note the contents of this report and endorse the actions being taken by the Local Authority to support Headteachers to be effective leaders of their schools.

1.0 Introduction

1.1 This report sets out the on-going development of the Local Authority's support for the effectiveness and well-being of Headteachers across Kent. The report makes no differentiation between types, phases or status of schools and reflects the ways the LA supports the wellbeing of Headteachers.

2.0 Current support for the effectiveness and well-being of Headteachers

2.1 The LA recognises that the role of Headteacher has significantly changed in recent years and become more challenging. This change of role reflects the changing national agenda including greater autonomy and accountability of schools, higher expectations for the education system and school performance, a raised bar for school inspections as well as decreasing budgets in real terms.

2.2 Most Headteachers have had a successful teaching career and have served an apprenticeship as a Deputy Head, Head of Department or Assistant Headteacher. Most Heads are driven by a strong moral purpose and commitment to make a difference, to ensure that children and young people have the best possible educational experience and achieve good outcomes. Headteachers recognise that leadership takes energy and resilience and the capacity to build resilience in others. Because they have a duty of care for staff and pupils, they recognise that they have a duty of care to themselves also, to manage their work life balance and to secure their own professional development, support networks and in many cases a personal mentor or coach. It is also the responsibility of Governing Bodies to ensure Headteachers are well supported professionally, from induction through to more established career development opportunities and support.

- 2.3 In its work with schools, and as part of its support and challenge functions, and as an employer, the Local Authority has a clear duty of care to Headteachers. There is an expectation that the Local Authority will provide advice, support and guidance, training and other professional development opportunities for Headteachers, as well as a range of other support functions and services for schools which enable Headteachers to carry out their roles effectively.
- 2.4 There are a number of support mechanisms in place for Headteachers in Kent. Some of these are formal arrangements and some are informal arrangements made by Heads themselves who recognise where and from whom they get the kind of professional support they need to do their jobs effectively.

3.0 Formal individual support for Headteachers

- 3.1 The following is a summary of the support for Headteachers that is available from the Local Authority:
- Induction for new Headteachers including the identification of a mentor
 - Coaching : available by arrangement with the LA
 - Access to the Support Line counselling service
 - Regular meetings with School Improvement Advisers and Area Education Officers
 - Timely support from the Educational Psychology Service in the event of a critical incident affecting the school. This would normally include providing support by working directly with the Headteacher and senior leadership team.
 - Immediate press support for any Head managing enquiries from the media
 - Support from AEOs when managing complaints including parental complaints
 - The provision of data to support school improvement
 - Regular district and area briefings and Headteacher meetings with senior officers
 - Regular communications and updates on local and national strategies and policies that inform the work of schools
- 3.2 Depending on packages they may have purchased with the LA, there is immediate support and advice for all Personnel and HR issues, Legal support, Finance and Buildings. For all Headteachers support is only ever a phone call away. There are strong relationships between schools and the key staff in LA services, and most services allocate named officers to liaise with schools in each local area.

4.0 Network support for Headteachers

- 4.1 There is a wide variety of Headteacher meetings which are organised by Headteachers themselves in localities to provide support and advice, to share practice and to develop local projects and peer networks.
- 4.2 The LA has actively brokered and facilitated school collaborations to ensure schools are supported through school to school support and the sharing of best practice. 80% of Kent schools are in established partnership and collaborative arrangements with other schools which provide strong support for improvement. This work is supported by the Kent Association of Headteachers.
- 4.3 There is a wide variety of leadership courses and other development opportunities, some of which are targeted to various groups of Heads to provide even greater support for their development.
- 4.4 There is also access to training schemes such as coaching and mentoring and leadership qualifications, and Ofsted Inspector training, to ensure that Heads are as well skilled and confident as possible in leading their schools.

5.0 Future Developments

- 5.1 As part of the on-going work we have recently taken the following actions:
- Ensured via the School Improvement Advisers that all Heads who would like a mentor have one in place.
 - Ensured via the School Improvement Advisers that all Heads who would like a coach have access to one.
 - Reviewed our advice to schools on accessing the Support Line counselling service
 - Ensured that all Chairs of Governors and Headteachers are aware of the Professional Development Time that all Heads are allowed in order to carry out their work effectively
- 5.2 The Local Authority is also developing a self assessment framework, using the Educational Psychology Service and School Improvement Service, to help Headteachers and the senior management in schools to identify when they may be under stress so that preventative steps can be taken.
- 5.3 The Chair of Governors is well placed to ensure that Headteachers are well supported both professionally and personally. Headteachers do not work alone, and while some Headteacher positions are more challenging and sometimes lonely, the senior management team has a responsibility to be supportive and collaborative so that there is a collective approach to the wellbeing of senior leaders.

- 5.4 The LA has also been developing opportunities for Executive Headship and system leadership, which many very able and experienced Headteachers are keen to take up. More than 40 Headteachers have now participated in this leadership programme. However, we recognise that Executive Headship places more demands on some individuals. Where Heads are taking responsibility for more than one school the Local Authority carries out a risk assessment to ensure there is capacity in the schools concerned to support the Executive Head and to secure the on-going development and management of the schools concerned.
- 5.5 Headship is a demanding and challenging role, which requires high levels of leadership skill and expertise as well as personal resilience. It can at times be stressful as much as it is rewarding. School leadership in Kent is strong. In 80% of schools leadership and management has been judged good or outstanding by Ofsted, and there is highly effective leadership in many other schools that require improvement. The LA, working with Chairs of Governors and Headteachers themselves, has put in place many supportive systems and structures as outlined in this report. However, we recognise that we can always do more and that we have to be vigilant to ensure individual Headteachers are not experiencing unacceptable levels of challenge which mean they can no longer be effective school leaders.

6. Recommendation

Recommendation:

The Cabinet Committee is asked to note the contents of this report and endorse the actions being taken by the Local Authority to support Headteachers to be effective leaders of their schools.

8. Background Documents

Staff care services: Managing staff issues - appended to the report

9. Contact details

Report Author

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Managing staff issues

Staff Care Services

Support Line: face to face counselling

Download Support Line leaflet

In 1990 Support Line was set up to offer a professional and confidential counselling facility to staff of Kent County Council. The service has since developed and now Support Line Service offers counselling, coaching and mediation not only to Kent County Council staff but to other organisations in Kent.

One of the core principles underpinning the service is the belief that an appropriate intervention at the appropriate time helps the wellbeing of the employee. Support Line endeavours to assist individuals to meet both personal and professional challenges within the workplace thus enhancing work performance.

The Support Line team, based at Park House, East Malling, is the initial point of contact for callers. The phone line is staffed Monday to Friday 8.30am to 5pm.

Employees are offered a maximum of 7 sessions of counselling a year. The first session is an assessment which allows you and the counsellor to find out what help you require.

Each session is normally offered once a week but may be spread over a longer period where appropriate.

How can counselling help?

- Counselling can help by clarifying what the problem is and how it is affecting you
- Helping you to find out the most appropriate way of managing your problem
- Helping you to identify sources of stress and how to deal with them effectively
- Helping you cope with major life changes and traumatic events
- Looking at what is possible for you to achieve
- Encouraging you to identify other sources of support
- Encouraging you to build self-confidence and self-esteem.

Is the service confidential?

Yes, the service is confidential.

All counsellors abide by the British Association for Counselling Code of Ethics and Practice, which specifies a rigorous code on confidentiality.

Where will the counselling take place?

We aim to offer you a location that is near where you live or work. We have over 50 counselling venues throughout Kent and so you will usually not have to travel very far for your appointments.

How we maintain the quality of our service.

At the end of your first and last sessions, you will be handed an evaluation form by the counsellor along with a pre-paid envelope addressed to Support Line.

We statistically analyse how the service is being used, the perceived quality of the service and if people find their counselling helpful. The information you give is managed confidentially. It provides statistics only and individuals cannot be identified.

What if counselling is not what I need?

In looking for help and support, counselling may not be the most appropriate service to meet your needs. Support Line offers a broad range of services that may be more suited to your requirements.

If you would like to arrange counselling, please contact the team on 01732 526910 or complete the information sheet and e-mail confidentially to Support Line.

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From: Peter Sass, Head of Democratic Services

To: Education and Young People's Services Cabinet
Committee – 13 January 2015

Subject: **Work Programme 2015**

Classification: Unrestricted

Past Pathway of Paper: 16 December 2014
Future Pathway of Paper: Standard item to Cabinet Committee

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 suggest any additional topics for consideration to be added to future agendas and agree its Work Programme for 2015.

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 for Education and Health Reform, is responsible for the final selection of items for the agenda, this item gives all Members of the Cabinet Committee the opportunity to suggest amendments and additional agenda items where appropriate.

2. Terms of Reference

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

Preventative Services

- Integrated Youth Services includes Youth Justice, Youth Work (including Youth Centres and outdoor activity centres)
- Children's Centres
- Early Intervention and Prevention for children, young people and their families including Family CAF co-ordination
- Adolescent Services Social Work Assistants
- Inclusion and Attendance includes Education Youth Offending, Educational

Welfare, Inclusion Officers, Child Employment and Young Carers Co-ordination, Early Years Treasure Chest, Commissioned Services for early intervention and prevention

- Troubled Families

Education Planning and Access

- Provision Planning and Operations (includes school place planning and provision, client services, outdoor education and the work of the AEOs)
- Fair access Admissions and Home to School Transport (includes Elective Home Education, Home Tuition and Children Missing Education)
- Special Educational Needs Assessment and Placement Educational assessment processes for pupils with Special Educational Needs and Disabilities (includes Portage and Partnership with Parents,
- Educational Psychology Service)

Education Quality and Standards

- Early Years and Childcare Safeguarding and Education
- School Standards and Improvement including Governor Services,
- School Workforce Development and Performance and Information,
- Skills and Employability for 14-24 year olds includes Kent Supported
- 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 An agenda setting meeting was held on 20 November, at which items for this meeting's agenda and future agenda items were agreed. The Cabinet Committee is requested to consider and note the items within the proposed Work Programme, set out in appendix A to this report, and to suggest any additional topics that they wish to be considered for inclusion to the agenda of future meetings.

3.3 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 suggest any additional topics for consideration to be added to future agendas and agree its work programme for 2015.

6. Background Documents

None.

7. Contact details

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

FORTHCOMING EXECUTIVE DECISIONS		
Decisions to be taken under the remit of this Cabinet Committee as of 20 October 2014- 30 April 2015	Lead officer/s	Decision Taker
Elective Home Education - Adoption of Policy	Louise Simpson, Acting Head of inclusion and Kevin Shovelton, Director of Planning and Access	Cabinet
Halfway Houses Primary school, Expansion from 2FE to 3 FE	Marisa White Area Education Officer (East Kent) and Kevin Shovelton Director of Education Planning and Access	Cabinet Member for Education and Health Reform
Proposed expansion of Bysing Wood Primary School from 1FE to 2FE from September 2016	Marisa White Area Education Officer (East Kent) and Kevin Shovelton Director of Education Planning and Access	Cabinet Member for Education and Health Reform
Proposed expansion of West Minster Primary School from 2FE to 3FE from September 2016 and proposed addition of a 15 place SRP for children with ASD from September 2015	Marisa White Area Education Officer (East Kent) and Kevin Shovelton Director of Education Planning and Access	Cabinet Member for Education and Health Reform
Proposed amalgamation of Murston Infant School and Murston Junior School from September 2016	Marisa White Area Education Officer (East Kent) and Kevin Shovelton Director of Education Planning and Access	Cabinet Member for Education and Health Reform

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
Strategic Priority Statement	Annually (March/April)
Post 16 Transport Policy Statement (to be published by 1 June each year)	Annually (May)
Recruitment of Teachers – Annual figures	Annually (September)

Annual Equality and Diversity Report	Annually (September)
Work Programme	At each meeting
Proposed Co-Ordinated Schemes for Primary and Secondary Schools in Kent and Admission Arrangements for Primary and Secondary Community and Voluntary Controlled Schools	Annually (March)

ITEMS REQUESTED BY MEMBERS		
Item	Date requested	Cabinet Committee Meeting
The co-option of Teacher Advisers/Union reps.	25 July 2013	tba
Children's Centres	20 November 2014	7 April 2015
SEND Mediation and Disagreement Resolution Services	16 December 2014	15 December 2015
Virtual School Kent - Tony Duran	16 December 2014	tba
Troubled Families Initiative	16 December 2014	tba