

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

Thursday, 30th March, 2017

10.30 am

**Council Chamber, Sessions House, County Hall,
Maidstone**



AGENDA

EDUCATION AND YOUNG PEOPLE'S SERVICES CABINET COMMITTEE

Thursday, 30 March 2017 at 10.30 am
Council Chamber, Sessions House, County Hall,
Maidstone

Ask for: **Ann Hunter**
Telephone: **03000 416287**

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 J Horwood, Mr S C Manion, Mr M J Northey, Mr J M Ozog,
Mr C R Pearman and Mrs P A V Stockell

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

Labour (2) Mr G Cowan and Mr R Truelove

Liberal Democrat (1): Mr M J Vye

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

Webcasting Notice

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UNRESTRICTED ITEMS

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

A - Committee Business

A1 Introduction/Webcast announcement

A2 Apologies and Substitutes

To receive apologies for absence and notification of any substitutes present

A3 Declarations of Interest by Members in items on the Agenda

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

- A4 Minutes of the meetings held on 17 January, 1 February and 7 March 2017 (Pages 7 - 24)

To consider and approve the minutes as a correct record

- A5 Verbal updates

To receive a verbal update from the Cabinet Member for Education and Health Reform, the Cabinet Member for Specialist Children's Services, the Cabinet Member for Community Services and the Corporate Director for Education and Young People's Services

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

- B1 17/00013 Proposal to expand Deal Parochial CE Primary School, by 1FE, from September 2018 (Pages 25 - 52)

To consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on a proposed decision

- B2 17/00022 - Proposal to permanently expand Mayfield Grammar School, Gravesend, from a PAN of 145 to 180 (Pages 53 - 60)

To consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on a proposed decision.

- B3 17/00015 -Proposal to increase the physical capacity of Meadowfield (Foundation Special) School from September 2017 (Pages 61 - 66)

To consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on a proposed decision

- B4 16/00139 Proposal to expand Regis Manor Primary (Academy) School, increasing the capacity from 420 school places to 630 school places and increasing the PAN from 60 to 90 for Year R entry in September 2018 (Pages 67 - 74)

To consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on a proposed decision

- B5 Special Educational Needs and Disability (SEND) Strategy 2017-2019 (Pages 75 - 128)

The Education and Young People's Services Cabinet Committee is asked to note the progress in delivering the SEND Strategy and comment on/endorse or make a recommendation to the Cabinet Member on the proposed decision to approve the new revised Kent SEND Strategy for 2017-19 which sets out the Council's priorities for action leading up to 2020.

B6 17/00039 Revised 14 - 24 Learning, Employment and Skills Strategy 2017 - 2020 (Pages 129 - 182)

The Education and Young People's Services Cabinet Committee is asked to note and endorse or make a recommendation to the Cabinet Member on the proposed decision to approve the revised strategy towards achieving the new priorities and new key performance indicators of the 14 – 24 Learning, Employment and Skills Strategy from 2017 to 2020.

B7 17/00037 The HeadStart Programme in Kent (Pages 183 - 292)

Education and Young People's Services Cabinet Committee is asked to note the report, consider and endorse decisions by, or make recommendations to, the Cabinet Member for Education and Health Reform to ensure

1. The HeadStart Kent programme is implemented in line with the requirements of the Big Lottery Grant Agreement and as set out in the report.
2. The necessary procurement exercises be undertaken for goods and services required to deliver the programme.
3. Authority is delegated to the Corporate Director of Education and Young People's Services to award the necessary contracts for HeadStart Kent to providers selected through the procurement process and to award the HeadStart Kent grants to selected schools to deliver the HeadStart Programme in accordance with the Big Lottery Grant Agreement.

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

C1 Work Programme 2017-18 (Pages 293 - 298)

To consider and suggest any additional topics for consideration to be added to future agendas and agree its Work Programme for 2017/18

C2 Education and Young People's Services Directorate Business Plan 2017- 8 (Pages 299 - 370)

To consider and comment on the draft Business Plan, which provides a summary of the services that make up the EYPS Directorate, whether they are externally commissioned or internally provided, and the key Directorate priorities and performance measures for 2017-18.

C3 Risk Management: Education and Young People's Services (Pages 371 - 406)

To consider and comment on the strategic risks relating to the Education and Young People's Services directorate, in addition to risks featuring on the Corporate Risk Register for which the Corporate Director is the 'Risk Owner', and the management process for review of key risks.

C4 Elective Home Education (EHE), Children Missing Education (CME) Update (Pages 407 - 448)

The Education and Young People's Services Cabinet Committee is asked to note and endorse, or make recommendations to the Cabinet Member for Education, Health Reform on the ongoing approach to EHE and CME adopted

by KCC including the new approach of the team and the following service priorities.

C5 17/00027 Kent Post 16 Transport Policy Statement (Pages 449 - 462)

Members are asked to note the proposed Post 16 Transport Policy which is currently out to consultation and remains unchanged from 2016/17. The Education and Young People's Cabinet Committee is asked to consider and endorse, or make recommendations to the Cabinet Member Decision on the proposed policy ahead of a final Post 16 Transport Policy Statement to be published by 31 May 2017.

C6 Education Trading Services Company Update

Officers will provide a verbal update to the meeting.

C7 Community Learning and Skills (CLS) - Mid Year review 2016- 17 (Pages 463 - 472)

To consider and endorse a report on the performance and contribution of Community Learning and Skills to achieving the aims of Kent County Council for adult learners and young people during 2016-17.

D - Monitoring of Performance

D1 Education and Young People's Services Directorate Scorecard (Pages 473 - 510)

To review and comment on the Education and Young People's Services performance scorecard, which includes all Education and Early Help services

E - FOR INFORMATION ONLY - Key or significant Cabinet Member Decisions taken outside the Committee meeting cycle

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)

John Lynch,
Head of Democratic Services
03000 410466

Wednesday, 22 March 2017

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

KENT COUNTY COUNCIL

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

MINUTES of a meeting of the Education and Young People's Services Cabinet Committee held in the Council Chamber, Sessions House, County Hall, Maidstone on Tuesday, 17 January 2017.

PRESENT: Mr L B Ridings, MBE (Chairman), Mrs P T Cole (Vice-Chairman), Mr L Burgess, Mr G Cowan, Mr M J Horwood, Mr M J Northey, Mr J M Ozog, Mr C R Pearman, Mrs P A V Stockell, Mr T L Shonk, Mr R Truelove and Mr M J Vye

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

IN ATTENDANCE: Mr P Leeson (Corporate Director Education and Young People's Services) and Ms Jemma West (Democratic Services Officer)

UNRESTRICTED ITEMS**233. Apologies and Substitutes**

(Item A2)

Apologies had been received from Mr Oakford, Mr Brunning, Mr Roper, and Mr Tear. Mr Lymer attended as Deputy Cabinet Member for Specialist Children's Services, in place of Mr Oakford.

234. Declarations of Interest by Members in items on the Agenda

(Item A3)

There were no declarations of interest.

235. 16/00114 Proposal to expand Palmarsh Primary School, St Georges Place, Hythe CT21 6NE

(Item B1)

(Mr David Adams, Area Education Officer (South Kent), attended the meeting for this item).

1. Mr Adams presented the report which set out results following public consultation on the proposal to expand Palmarsh Primary School for September 2018.
2. RESOLVED that the proposed decision to be taken by the Cabinet Member for Education and Health Reform, as set out below, be endorsed:
 - a) To authorise the Corporate Director - Education and Young People's Services to issue Public Notice to expand Palmarsh Primary School to 1FE, with a published admissions number of 30 from September 2018 (subject to planning permission being granted);

- b) To allocate £2.2m from the Education and Young People's Service Capital budget;
- c) To authorise the Director of Infrastructure, in consultation with General Counsel, to enter into any necessary contracts/ agreements on behalf of the County Council; and
- d) To authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts. Variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record of Decision.

236. 16/00151 - Young Carers Service Commissioning Update

(Item B2)

(Stuart Collins, Interim Director of Early Help and Preventative Services, attended the meeting for this item).

1. Mr Collins introduced his report which explained that following a review of governance in the procurement of Early Help and Preventative Services contracts, to ensure full compliance with KCC's Governance process, some actions had been identified. Early Help and Preventative Services procured a Young Carers Service in March 2016. The purpose of the service was to provide direct support to young carers and their families and raise awareness and train the wider workforce that come into contact with young carers.
2. Mr Collins then responded to the questions raised by Committee Members, and made points including the following:
 - A report showing performance of IMAGO against performance indicators could be provided at the March meeting of the Cabinet Committee.
 - Regular contract monitoring took place, and the supplier was performing well, providing a good service and meeting specifications.
3. Mr Leeson then added the following points:
 - Delegation to the Corporate Director of the extension of contract after a three year period was simply a provision for the option to extend.
4. The Chairman proposed to endorse the recommendations set out in the report. Upon being put to the vote, this was carried, with 10 for, 0 against and 1 abstention.

RESOLVED that the decision proposed to be taken by the Cabinet Member, as set out below, be endorsed:

- (a) Retrospectively make the award of the contract for the Young Carers Service to IMAGO Community with the total lifetime value (36 plus 12 months of £1,316,550.73, as set out in the Approval to Award report (in the exempt part of this report);
- (b) Delegate the extension of the contract after three years to the Corporate Director for Education and Young People's Services, in consultation with the Cabinet Member.

237. Budget 2017/18 and Medium Term Financial Plan 2017/20

(Item C1)

(Dave Shipton, Head of Financial Strategy, and Simon Pleace, Revenue Finance Manager attended the meeting for this item).

1. Mr Shipton introduced the report which set out an update to the Medium Term Financial Plan (MTFP) for 2017/18 and 18-19 including progress on proposals to close the unidentified budget gaps in the original plan. The report provided further information on the key assumptions which underpinned the budget proposals and savings relevant to the remit of the Education and Young People's Services Cabinet Committee. The report also included information from KCC's budget consultation, the Chancellor's Autumn Budget Statement and provisional local government finance settlement.
2. Mr Shipton responded to the questions of the Committee Members and made points including the following:
 - The social care levy enabled local authorities to increase Council Tax by up to 6% over a three year period, providing there was no more than 3% increase in any one year period, without a referendum.
 - Consultation showed that 70% of respondents supported increasing Council Tax provided it was used to protect Social Care services. Only 20% had supported an increase which would exceed the referendum trigger.
 - The consultation on the KCC website had only referred to contribution towards the totality of the Social Care budget, and did not mention the complexities of what this included.
3. Mr Gough, the Cabinet Member for Education and Health Reform then responded to questions of the Committee Members and made points including the following:
 - The main area of concern was the Basic Need programme, and in particular whether or not the delivery of the Free School programme by the EFA could meet Basic Need.
4. Mr Leeson then added the following points:
 - The amount of money shown in the budget for the school building priority programme was part of the DfE programme. The building was yet to commence, but the money was held in the budget for when it did.
 - There would not be any cuts to children's centre budgets, but £500k was being moved from the public health budget to support public health work.
 - There were cuts to the school improvement resource, but it continued to meet the standards required. NEET figures were one of the current challenges.
 - A proposal would be coming to the Committee Members at the February meeting around setting up an Education Services Company, which would allow greater capacity to gain more funding.
5. RESOLVED that the draft budget and MTFP, including responses to consultation and Government announcements, be noted.

238. Young Carers Service Commissioning Update (exempt appendices to item B2)

(Item D1)

1. The confidential annex was not referred to during the course of the meeting.
2. RESOLVED – that the confidential annex to item B2 be noted.

EDUCATION AND YOUNG PEOPLE'S SERVICES CABINET COMMITTEE

MINUTES of a meeting of the Education and Young People's Services Cabinet Committee held in the Darent Room, Sessions House, County Hall, Maidstone on Wednesday, 1 February 2017.

PRESENT: Mr L B Ridings, MBE (Chairman), Mrs P T Cole (Vice-Chairman), Mr D Brunning, Mr L Burgess, Mr G Cowan, Mrs T Dean, MBE, Mr M J Horwood, Mr S C Manion, Mr M J Northey, Mr J M Ozog, Mr C R Pearman and Mr T L Shonk

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

IN ATTENDANCE: Mr S Bagshaw (Head of Fair Access), Mr P Leeson (Corporate Director Education and Young People's Services), Mr S Pleace (Lm & Budget Manager), Mr I Watts (Area Education Officer – North Kent) and Mrs M White (Area Education Officer - East Kent)

UNRESTRICTED ITEMS

239. Apologies and Substitutes

(Item A2)

Apologies for absence had been received from Mr M Vye, Mr R Truelove and Mrs P Stockell.

Mrs T Dean was substituting for Mr M Vye.

240. Declarations of Interest by Members in items on the Agenda

(Item A3)

Mr P Oakford declared an interest in agenda item C4, Early Years National Funding Formula as his wife owned and operated an early years setting.

Mrs P Cole declared an interest in agenda item B5 as a governor of Stone St Mary's School which was due to join the Aletheia Trust, and also that her husband was a governor of St George's Church of England School.

241. Minutes of the meeting held on 23 November 2016

(Item A4)

RESOLVED that the minutes of the meeting held on 23 November 2016 were correctly recorded and that they be signed by the Chairman.

242. Verbal updates

(Item A5)

Mr Oakford, Cabinet Member for Specialist Children's Services gave the following update:

- (a) Out of area places with other local authorities placing children within Kent: Mr Oakford had secured a meeting with the office of the Children's Commissioner and the Margate Task Force where he had presented details of the impact on certain areas of Kent with out of area placement within Kent of the most vulnerable children. There was concern that this could have an impact on gangs. A watered down version of a harrowing presentation was available. Mr Oakford had been advised that the Children's Commissioner appreciated the concerns and would be including the issue in the business plan with a view to strengthening the guidelines about other authorities placing their most vulnerable children in Kent.
- (b) Unaccompanied asylum seekers: Mr Oakford reported that numbers continued to fall with the total now being 1265, 580 of whom were under 18 and just under 700 were care leavers. By the end of May 2017 it was projected that there would be around 1000 unaccompanied asylum seeker care leavers which would generate accommodation and related issues. The costs of this area exceeded the level of Government grant and the Government was being lobbied to address this shortfall. The number of arrivals in the past six weeks had been 18 with just five in January 2017. The Appledore reception had been closed in December 2016, meaning that the County only had one reception centre (Millbank) out of the three that had been opened at the height of arrivals. There were currently 12 young people in Millbank, all of whom were part of the national dispersal scheme which had been the case since July 2016. Since that date 139 young people had been dispersed to other local authorities under the national programme and 133 prior to that under separate arrangements. A further 171 young people had been resettled with other authorities but those authorities had yet to accept full responsibility for those young people. Negotiations were in hand to achieve this which was important so as to avoid them reverting to Kent as care leavers.

In response to questions by members of the Committee, Mr Oakford advised the following:

- He and the Leader were continuing to lobby the Government over the funding for care leaving unaccompanied asylum seekers and was confident that the £2m shortfall in 2016-17 would be recouped and he would be pushing for the anticipated shortfall of £4-4.5m in 2017-18 to also be recovered
- Whilst winter did tend to reduce the number of arrivals of unaccompanied asylum seekers, the closure of the Calais camps had had a far bigger impact as had other Government schemes
- The full presentation on the impact of out of area placement of young people might be presented to the Council and Members of Parliament after May 2017.
- There was no cost to Kent in respect of unaccompanied asylum seekers who had been dispersed elsewhere.

RESOLVED that the verbal updates be noted.

243. 16/00135 Proposal to enlarge Wickhambreaux CE Primary School, The Street, Wickhambreaux, Canterbury, CT3 1RN
(Item B1)

(Ms M White, Area Education Officer, East Kent attended the meeting for this item)

1. Ms White introduced the report which set out the results of the public consultation on the proposal to expand Wickhambreaux CE Primary School for September 2018 and the accommodation works required. Ms White updated the list of responses to the consultation which had been received since the report had been

published: firstly a response from Littlebourne Parish Council and secondly from an early years provider in Littlebourne, neither of which were in support of the proposal.

2. Ms White responded to questions from members of the Committee as follows:
 - Expansion of Wickhambreaux rather than Littlebourne School was being proposed because at the time of analysis and developer negotiation, Littlebourne had been less popular and was in need of improvement in terms of OFSTED standards. Despite improvements in standards at Littlebourne School, Wickhambreaux School had been named in the proposals and legislation did not allow for schemes to be amended or substituted. Further, Wickhambeaux School continued to be oversubscribed.
 - Parking would be addressed as part of the planning process.
 - The expansion of Wickhambreaux School and the vacant spaces in Littlebourne School were projected to be sufficient to meet the additional demands that would be generated by the new housing developments in Littlebourne.
 - The objections by Littlebourne Parish Council related to concerns to ensure a viable school remained in the village and that their site was better placed to cope with additional parking
 - Rural primary schools often used external halls for dining and assembly. In terms of accommodating all the children and staff, it was also the case that many schools were unable to accommodate the entire school. Fire regulations and health and safety were always paramount and would be complied with. Lunches were managed either by phasing or by separating those children with packed lunches from those eating school meals. Whole school assemblies were not possible at the current time so these proposals would not change the situation.
 - Revenue funding for the school would be in line with the pupil funding scheme – ie there would be additional funds for the school if pupil numbers increased.
3. RESOLVED to endorse the proposed decision of the Cabinet Member for Education and Health Reform on the decision to:
 - a) Authorise the Corporate Director - Education and Young People's Services to issue Public Notice to expand the capacity of Wickhambreaux CE School from 105 to 140 pupil places, with a published admissions number of 20 from September 2018 (subject to planning permission being granted);
 - b) Allocate £350k from the Education and Young People's Service Capital budget;
 - c) Authorise the Director of Infrastructure in consultation with the General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council; and
 - d) Authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts. Variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record of Decision.

Should objections, not already considered by the Cabinet Member when taking this decision, be received during the public notice period a separate decision would be

required in order to continue the proposal in order to allow for proper consideration of the points raised.

244. 16/00140 - Proposal to increase capacity at Minster-in-Sheppey Primary School

(Item B2)

(Ms M White, Area Education Officer, East Kent attended the meeting for this item)

1. Ms White introduced the report which set out the results of the public consultation undertaken by Minster-in-Sheppey Primary (Academy) School and the Island Learning Trust on a proposal to increase the number of places available at the school and to permanently increase the PAN from 60 to 90 for Year R entry in September 2017.
2. Ms White responded to questions from members of the Committee as follows:
 - Clarifying the temporary changes to the operation of the children's centre that normally operated from the site
3. RESOLVED to endorse the proposed decision of the Cabinet Member for Education and Health Reform on the decision to:
 - a) Allocate £1.3m from the Education and Young People's Services Capital budget;
 - b) Authorise the Director of Infrastructure in consultation with the General Counsel, to enter into any necessary contracts/ agreements on behalf of the County Council; and
 - c) Authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts. Variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record of Decision.

This proposal was also subject to agreement from the Secretary of State for Education.

245. 16/00141 - Proposal to make prescribed alterations to Stone Bay (Community Special) School

(Item B3)

Ms M White, Area Education Officer, East Kent, and Mr K Abbott, Director of Education Planning and Access, were in attendance for this item.

1. Ms White introduced the report and advised the committee that, although the consultation process had not yet finished, twenty replies had been received. These had been mostly from parents and staff and all but two had been in support of the proposed changes. At the time of drafting the report, the estimated costs of the accommodation works had not been known, but the committee was advised that these had now been confirmed as £30,000 in total. Financial analysis of the boarding provision had demonstrated that the school would require a minimum of twelve young people in fortnightly boarding at any one time in order to make it financially sustainable. There were four young people currently in the fortnightly boarding

provision. Two of these would be moving into adult provisions at the end of this academic year and two would need alternative fortnightly provision. Specialist Children's Services and Strategic Commissioning were currently undertaking an impact analysis on the removal of the fortnightly boarding provision. This was not yet completed but would be completed in order to inform the key decision to be taken by the Cabinet Member.

2. Ms White responded to comments and questions from Members, as follows:-

- a) the school and local authority were working with the two young people directly affected, their families and social workers in order to secure appropriate alternative provision. Detailed information on the circumstances of the two families involved was not available for the meeting but many of the families of young people attending Stone Bay lived locally or had moved locally to be nearer to their children. If this proved to be the case in relation to the two young people involved, a move out of the area could impact on the families, should they wish to move again to be near their children;
- b) in response to concern that some younger pupils might be distressed by sharing school premises with much older pupils, Ms White advised that learning areas and playtime/social areas would be separate, and access to them managed or staggered when required. The school had expertise in identifying and responding to individual pupils' needs and the current proposal would allow it to develop this further for Key Stage 2 pupils as a specialism. Parents had welcomed the extension of the age range; and
- c) the few redundancies which would arise from the proposed changes were to non-teaching posts only, related to the weekend boarding facility.

3. RESOLVED that, subject to the addition of the costs of the accommodation works, now confirmed as £30,000, and to the completion of the impact analysis of the proposed changes to the boarding model, set out above, the decision proposed to be taken by the Cabinet Member for Education and Health Reform, to:

- a) authorise the Corporate Director of Education and Young People's Services to issue a Public Notice to:
 - i. change the age range of the school from 11-19 years to 8-19 years
 - ii. increase the designated number of the school from 66 to 80; and
 - iii. change the residential placements from fortnightly to weekly boarding, Monday to Thursday, term time only, the maximum number of residential places to be 30;
- b) allocate funding of £30,000 from the Education and Young People's Service Capital budget for the accommodation works;
- c) authorise the Director of Infrastructure, in consultation with General Counsel, to enter into any necessary contracts/agreements on behalf of the County Council; and

- d) authorise the Director of Infrastructure to be the nominated authority representative within the relevant agreements and to enter into variations, as envisaged under the contracts, variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new key decision,

be endorsed.

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

246. 17/00012 - Proposed Co-Ordinated Schemes For Admissions to Primary And Secondary Schools In Kent And Admission Arrangements For Primary And Secondary Community And Voluntary Controlled Schools 2018 /19
(Item B4)

(Scott Bagshaw, Head of Admissions and Transport attended the meeting for this item)

1. Mr Bagshaw introduced the report on the outcome of the consultation on the proposed scheme for transfer to Primary and Secondary schools in September 2018 including the proposed process for non-coordinated In-Year Admissions.
2. Mr Bagshaw responded to questions from members of the Committee as follows
 - Explaining the rationale around 0.5 mile and 1.5 mile radii for priority for admission of children to Bunbury Primary School and the links with Aylesford and Boxley Parishes and anticipated new house building in the area.
3. RESOLVED to endorse the proposed decision of the Cabinet Member for Education and Health Reform on the decision to accept and determine:
 - a) The Coordinated Primary Admissions Scheme 2018/19 incorporating the In Year admissions process as detailed in Appendix A
 - b) The Co-ordinated Secondary Admissions Scheme 2018/19 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 2018/19 as detailed in Appendix C (1)
 - d) The oversubscription criteria relating to Community and Voluntary Controlled Secondary Schools in Kent 2018/19 as detailed in Appendix D (1)
 - e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2018/19 as set out in Appendix C (2)

- f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2018/19 as set out in Appendix D (2)
- g) The relevant statutory consultation areas for Kent Infant, Junior and Primary Schools 2018/19 as detailed in Appendix C (3) and the relevant statutory consultation areas for Kent Secondary Schools 2018/19 as set out in Appendix D (3).

247. 17/00011 - Proposal to change the age range of Saint George's Church of England School

(Item B5)

(Ian Watts, Area Education Officer, North Kent, attended the meeting for this item)

Mr Watts introduced this report which informed the Cabinet Committee of the proposal to change the age range of Saint George's Church of England School to create an all-through school for pupils aged 4 to 19 from September 2018, and requested members to recommend that the Cabinet Member for Education and Health Reform agree to release sufficient funding to put the necessary infrastructure in place.

RESOLVED to endorse the proposed decision of the Cabinet Member for Education and Health Reform to:

- a. Allocate £7.1m from the Education and Young People's Services Capital Budget, to fund any necessary additional works or variations to accommodation.
- b. Authorise the Director of Infrastructure in consultation with the General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council.
- c. Authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

248. Reducing Exclusions and Improving Attendance in Kent

(Item C1)

(Mr Patrick Leeson, Corporate Director, Education and Young People's Services, and Mr Ming Zhang, Head of Service (PRU, inclusion and attendance) attended the meeting for this item)

1. Mr Gough, Cabinet Member for Education and Health Reform, and Mr Leeson, Corporate Director, Education and Young People's Services, jointly introduced the report which stated that following the establishment of the new Inclusion and Attendance Service as part of Early Help and Preventative Services, the service had developed effective new approaches to supporting children's maximum access to education by reducing school absence and exclusions. The Committee was asked to note and endorse the service's new approach of refocusing on preventative, advisory and outcomes-focused support for schools and families while streamlining the enforcement interventions to provide an effective and consistent county-wide service.

2. Mr Leeson responded to questions from members of the Committee as follows:
 - Comparing and contrasting the actions taken in respect of attendance rates of 90% with those of the child represented in the Supreme Court, asserting that Kent's position was that 90% attendance was not satisfactory. 95-96% was the Kent target for good attendance and families were not encouraged to take children out of school for holidays even if attendance was above that figure.
 - Emphasising the benefits of the new code of conduct and the fact that it had been appreciated by schools
 - Clarifying the structure of intervention including the removal of eight intervention hubs for addressing attendance issues with the replacement by a single County unit for all aspects of enforcement and court actions, with a digital front door for schools to access this service
 - Explaining the benefits of the changes in operation, structures, numbers and practices at the PRUs within Kent
 - Clarification that attendance rates in Thanet had improved dramatically in recent times.
 - Indicating that officers and partners work together to ensure that non attending young people are not undertaking anti social behaviour.
3. RESOLVED to note and endorse:
 - (i) the development of a more preventative and advisory approach in supporting schools to improve attendance and to reduce exclusions;
 - (ii) the revised Code of Practice for issuing education related penalty notices and a streamlined attendance enforcement team to ensure consistency and effectiveness across Kent;
 - (iii) the positive impacts that the new Service has made in improving attendance and reducing exclusions.

249. EYPS Systems Refresh Programme - Briefing Note

(Item C2)

(Mr Patrick Leeson, Corporate Director, Education and Young People's Services, attended the meeting for this item)

1. Mr Leeson introduced the item which comprised a briefing note on the EYPS Systems Refresh Programme which was an important project for the rationalisation and improvement to a range of old and inefficient data systems in the Directorate. It aimed to provide a more integrated and business appropriate IT platform for officers' work. After nearly two years of research and development, the specification had gone to market and a contract had been awarded to the successful supplier. A phased approach to programme implementation has been planned is currently being finalised to meet service needs, and will take place between now and March 2018.
2. RESOLVED to note the update and the progress achieved in taking the specification to market, awarding the contract to Servelec, and starting the implementation process.

250. Schools' National Funding Formula - Government Consultation

(Item C3)

(Mr Patrick Leeson, Corporate Director, Education and Young People's Services, and Mr Simon Pleace, Revenue Finance Manager, attended the meeting for this item)

1. Mr Gough, Cabinet Member for Education and Health Reform, introduced this report which advised that the Department for Education (DfE) had recently published its detailed consultation on proposals to move schools' funding on to a national funding formula from 1 April 2018. This report provided details on the key proposals as well as highlighting the impact of these proposals on Kent schools and academies. Mr Pleace reminded the Committee of the Council's response to the Government consultation.
2. Mr Pleace responded to questions from members of the Committee as follows:
 - Smaller schools would be negatively impacted on by the reductions in the level of the lump sum currently allocated by Kent County Council. The Council's response would be addressing this issue.
 - Clarifying that where schools lose income from this change of formula it will be for the individual school to decide how to cover that funding gap.
 - Clarifying that nationally the transition to the new formula would cost the Government £535m – Kent's proportion of this was £29m.
3. RESOLVED that the proposals within the Department for Education consultation as outlined in this report be noted.

251. Early Years National Funding Formula

(Item C4)

(Mr Simon Pleace, Revenue Finance Manager, attended the meeting for this item)

1. Mr Gough, Cabinet Member for Education and Health Reform, introduced this report which advised that the Government was introducing changes to the way Early Years funding was to be calculated from 1 April 2017. The Department for Education had consulted on the proposals last year and had now published its response. This paper highlighted the main implications for this Council and its Early Years providers. Mr Pleace gave the Committee a summary of the results of consultation undertaken with all Kent Early Years providers.
2. RESOLVED that the main points from the Government's response to its earlier consultation and the implications for Kent and its Early Years providers be noted.

252. Work Programme 2017-18

(Item C5)

(Ms Louise Whitaker, Democratic Services Manager (Executive), attended the meeting for this item).

1. Ms Whitaker, Democratic Services Manager (Executive), introduced this item which provided updated details on the proposed work programme and sought suggestions for future topics to be considered by the Committee.
2. RESOLVED that the work programme for 2017 be noted.

253. SACRE annual report 2015-16

(Item D1)

(Mr Steve Manion, Chairman of the Kent SACRE, Ms Penny Smith-Orr, adviser to the SACRE, and Mr Patrick Leeson, Corporate Director, Education and Young People's Services, attended the meeting for this item).

1. Mr Manion and Ms Smith-Orr jointly introduced the report which reflected the focus of SACRE meetings during the academic year 2015 – 2016, and the key local and national issues that have engaged the Religious Education (RE) community during this time. A key aspect of SACRE's role was to support the effective provision of RE and Collective Worship in schools. The monitoring of provision and standards in RE was reported on. This report contained advice and recommendations to the Local Authority which should be shared with schools and governing bodies in order to ensure that schools complied with their statutory responsibilities and provide the highest quality teaching and learning of RE and provision for Collective Acts of Worship for pupils in Kent schools. Additionally, this report highlighted the meetings organised by SACRE for pupils from Primary and Secondary schools in Kent. Mr Manion thanked the many contributors to the work of the SACRE in 2015-16 whilst Ms Smith-Orr drew the Committee's attention to the executive summary contained within the annual report. Mr Leeson thanked the Chairman of the SACRE and the whole Standing Committee for their work and emphasised that this work was vital and seriously applied in Kent.
2. RESOLVED that the draft SACRE Annual Report 2015-16 be endorsed.

254. Exclusion of press and public

(Item)

RESOLVED that, under Section 100A of the Local Government Act 1972, the press and public be excluded from the meeting for the following business on the grounds that it involved the likely disclosure of exempt information as defined in paragraph 3 of Part 1 of Schedule 12A of the Act.

255. Education Traded Services Company update

(Item E1)

This exempt report provided Members with an update on the development of the full business case for the proposed Education Services Company and provided an update on the proposed implementation of a new service delivery model for Kent Education Services.

RESOLVED to note the update provided in the report.

EDUCATION AND YOUNG PEOPLE'S SERVICES CABINET COMMITTEE

MINUTES of a meeting of the Education and Young People's Services Cabinet Committee held in the Council Chamber, Sessions House, County Hall, Maidstone on Tuesday, 7 March 2017.

PRESENT: Mr L B Ridings, MBE (Chairman), Mr G Cowan, Mrs M E Crabtree (Substitute for Mrs P T Cole), Mrs T Dean, MBE (Substitute for Mr M J Vye), Mr M J Horwood, Mr M J Northey, Mr J M Ozog, Mr C R Pearman, Mrs P A V Stockell, Mr T L Shonk and Mr R Truelove

UNRESTRICTED ITEMS

1. Apologies and Substitutes

(Item A2)

Apologies were received from Mrs Cole, Mr Burgess, Mr Manion and Mr Vye. Mrs Crabtree and Mr Vye attended as substitutes for Mrs Cole and Mr Vye respectively.

2. Declarations of Interest by Members in items on the Agenda

(Item A3)

No declarations of interest were received.

3. 17 00024 Proposal to implement an Education Services Company

(Item B1)

PUBLIC MINUTE OF AN EXEMPT ITEM

The committee received a report setting out the latest position regarding preparatory work toward establishment of a new Education Services Company and presenting the full business case for consideration.

Mr Gough, Cabinet Member for Education and Health Reform introduced the matter and sought comment or endorsement of the proposed decision of Cabinet to establish the company as set out in the report and appendices. He emphasised the importance of delivering services that reflected national policy and local objectives, in new and innovative ways, while building on the solid and continually improving work that was already being achieved at KCC

Mr Hill, Cabinet Member for Communities spoke to the item to confirm that he was supporting the proposals, following careful consideration and having received assurances regarding the provision of services within his portfolio.

Mr Oakford, Cabinet Member for Specialist Children's Services, also confirmed his support for the proposals having also received assurances from the Corporate Director of Education and Young People's Services about the maintenance of facets of provision within his own portfolio which he valued highly.

Corporate Director for Education and Young People's Services, Patrick Leeson said that it was important to maintain the existing supportive arrangements with Kent Schools; schools had access to quality, cost-effective services from KCC to support improvement in educational attainment and standards; and that the opportunities to generate income from traded services to reinvest in supporting the delivery of education services were maximised.

The Cabinet Members and Mr Leeson answered Members' questions relating to the information set out in the exempt appendices.

(4) Resolved that:

(a) The proposal to seek approval to create a company, in line with the business case, and to enter into such contractual arrangements as are necessary to facilitate that creation be endorsed;

(b) The legal structure of the proposed company and the delegation of authority to the Monitoring Officer to agree the final details in consultation with the Cabinet Member for Education and Health Reform, the Cabinet Member for Commercial and Traded Services, the Corporate Director for Education and Young People's Services and the Corporate Director of Finance and Procurement be endorsed;

(c) The implementation of the shadow governance structure from April 2017 be endorsed.

All three proposals were coted on together and the votes were as follows:

For: 7 Against: 2 Abstentions: 1

4. 17/00031 - Changes to the Kent Early Years Funding Formula *(Item B2)*

The Cabinet Committee received a report setting out proposals of the Cabinet Member to amend the Kent funding formula for Early Years providers from 1 April 2017. The committee heard that the proposals took into consideration the Government's response to the National Funding Formula, the responses to a Kent provider consultation and the views of the Kent Schools' Funding Forum.

The Cabinet Member for Education and Health Reform, Mr Gough, introduced the item for members, he particularly referred to the following:

1. That the committee had received a report at its meeting of 1 February 2017 describing Governments proposed changes to Early Years funding from 1 April 2017 and providing information on consultation to be undertaken on the matter.
2. That Kent County Council had now consulted with all of its Early Years providers to seek views on which of the optional supplements providers valued the most. The consultation also sought views on the preferred operation of the new, required SEN Inclusion Funding (currently known within Kent as SCARF).
3. That 639 responses were received which represented 51% of all providers. Key messages were included within the report and a summary of responses

which was presented to the Schools' Funding Forum was also made available as part of the report.

Mr Gough referred members to the detailed proposals within the report and described the key changes proposed.

Corporate Director for Education and Young People's Services spoke to the item to reiterate the comments of the Cabinet Member and he welcomed the positive proposals that would allow KCC to offer an increase in the base rate to providers for 3 and 4 year olds even though funding provided by the Government was reducing. The proposals would, he said, reflect the importance of maximising the base rate to providers and help to incentivise providers in offering places to meet the Government's commitment to increase entitlement for working parents to 30 hours.

The Committee were appraised by officers of the governance arrangements for the decision. In order to meet the required timelines for a timely release of information to providers and implementation by 1 April, the decision would be taken in accordance with procedures for urgency set out in Appendix 4 Part 6 of the Council's constitution and the Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012 11 (1) & (2) and as a result would not be subject to call-in.

It was RESOLVED that the proposed decision of the Cabinet Member to change the Kent Early Years Funding Formula as set out in the proposed record of decision, attached at Appendix 2, be endorsed.

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

To: Education and Young People's Services Cabinet Committee – 30 March 2017

Subject: Proposal to expand Deal Parochial CE Primary School, by 1FE, from September 2018

Classification: Unrestricted

Past Pathway of Paper: None

Future Pathway of Paper: Cabinet Member decision

Electoral Division: Deal (Eileen Rowbotham, Mike Eddy)

Summary: This report sets out the results of the public consultation on the proposal to expand Deal Parochial CE Primary School for September 2018.

Recommendation(s):

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

- a) Authorise the Corporate Director - Education and Young People's Services to issue Public Notice to expand Deal Parochial CE Primary School by 1FE, with a published admissions number of 60 from September 2018 (subject to planning permission being granted);
- b) Allocate £2.85m from the Education and Young People's Service Capital budget;
- c) Authorise the Director of Infrastructure in consultation with the General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council; and
- d) Authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts. Variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record of Decision.

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

1. Introduction

- 1.1 Nationally and locally Primary school rolls have been growing as a consequence of increases in the birth rate and migration. Deal is no exception. New housing already occupied in the Town is adding to the population and the demand for school places. Our forecasts show that fewer surplus places will be available in the Deal District over the coming years, highlighting the increasing demand for Primary school places. As pupil numbers have increased in Deal, some schools have restructured to enable additional pupils to be accommodated on a temporary basis through the addition of bulge year groups. However, we are now at a point where pressures are becoming sustained and a permanent 1FE expansion of school provision, rather than a temporary expansion, will be required for September 2018.

2. Proposal

- 2.1 We are proposing to expand Deal Parochial CE School by 1FE from September 2018. This will mean the construction of a new block of classrooms with the appropriate toilet and group rooms. We also intend to increase the size of associated facilities, as appropriate, in order to give the School the space to accommodate the increase in pupil numbers and staff. It is expected that the School will grow from the bottom up with 60 Year R places being offered from September 2018 and each year after that.
- 2.2 Deal Parochial CE Primary School relocated to its current site in 2001. The site is 1.98hectares, which is a 2FE size. It has space to expand the school. It is centrally located and increasing the School to 2FE has always been a strategic option.
- 2.3 Developer contributions totalling £504,000 have been secured so far and can only be spent on expanding Deal Parochial CE Primary School.
- 2.4 This report sets out the results of the public consultation, which took place between 27 January 2017 and 3 March 2017. A public meeting was held on 6 February 2017.

3. Financial Implications

- 3.1
- a. Capital – Feasibility reports are being completed. The estimated cost of the expansion is in the region of £2.85m. Presently two developer contributions totalling £504,000 have been agreed towards the expansion with KCC providing the residual funding from the Education and Young People’s Services Capital budget.
 - b. Revenue - The School will receive increased funding through the Delegated Budget. The rising rolls will be protected in line with KCC Growth Funding Policy. Revenue funding will also be allocated to enable the School to resource each new classroom as they come on line. At present that is at a value of £6,000 per classroom.
 - c. Human – The School will appoint additional staff as required, as the School size increases and the need arises.

4. Vision and Priorities for Improvement

- 4.1 These proposals will help to secure our ambition that “Every child and young person should go to a good or outstanding early years setting and school” as set out in Vision and Priorities for Improvement 2016-2019.

4.2 The Commissioning Plan for Education Provision in Kent 2017-21 identified the need to commission the extra provision in Deal. The Plan mentioned a specific need to expand Deal Parochial CE Primary School by up to 1 FE.

5. Consultation Outcomes

5.1 A total of 31 written responses were received. A summary of the comments is provided at Appendix 1.

5.2 A summary of the views and comments given at the public consultation meeting is attached at Appendix 2.

5.3 An Equality Impact Assessment (EIA) has been completed as part of the consultation. One comment was received from Walmer Parish Council and one from a resident. A note of the issues raised can be seen below. The EIA has been updated to address these issues:

- That Walmer Parish Council as they were not included in the list of consultees.
- That expanding a C of E school that focuses on actively promoting the beliefs of the Church of England and Methodist Church could exclude part of our society.

6. Views

6.1 The view of the Local Members:

Cllr Eddy: While I recognise the need for additional Primary school places in the Deal area since the disposal and development of the former South Deal school site, I am concerned by the traffic conditions around the Parochial school. The main road junction (Telegraph, Hamilton, Cornwall and Gladstone Roads) is a staggered junction which is made even more complex to negotiate because of the presence of the railway bridge. I do not believe that the consultation document adequately addresses the potential danger to children and parents of increased usage of this junction at school times.

I am also concerned that a large percentage of the additional pupils who would use the expanded school are likely to come from the newly built estates over in the parish of Sholden rather than from the as yet unbuilt development at Station Road, Walmer, where parents would almost certainly prefer to use The Downs School for their children. I understand that there is vacant land to the rear of Sholden School which could accommodate extra provision and would allow the children already in homes nearby to access education without having to go into Deal. This would be educationally, socially and environmentally preferable.

6.2 The view of the Headteacher and Governing Body:

Mrs Justine Brown- Headteacher, Mrs Gabrielle Waters - Chair of Governors:

The full Governing Body and all our staff are excited by the proposed expansion moving towards two forms of entry on the Deal Parochial C.E. Primary School grounds. We are looking forward to working with the Local Authority through regular consultations following the feasibility reports that are proposed, in order to establish a second building that is sympathetic to our current existing school.

We are committed to retaining the outstanding Christian distinctive ethos that our school offers the local community. We are passionate to drive forward high standards of achievement for our pupils.

We consider that the prospect of expansion will improve school services, opportunities for staff to extend professional development and build upon the existing good provision. A school expansion to two form entry will bring many new opportunities for school improvement.

We hope that the proposals will enable the school to fully maximise education for all in a way that is conducive to the current school ethos and standards and provision and that a new build will complement our current environment and individual school character that makes this a very popular choice for local families in our community of Deal.

6.3. The view of the Area Education Officer:

The consultation process has raised several issues which need to be considered carefully. I will address each of the main issues in turn:

I. With developments in Sholden and Walmer is expanding Deal Parochial CE Primary School the right choice?

Appendix 3 contains dot maps of the home addresses of pupils attending schools in the Deal Planning Area. These clearly show that the schools have significant overlapping intake areas. As the developments in and around Deal roll out (including those in Station Road, Walmer and Sholden), there will be a shortfall of places across the Deal planning area. Appendix 3 shows that there are significant numbers of pupils who travel out of the centre of Deal to access schools in Walmer and Sholden. Entry into schools in the reception year is prominently determined by distance to a school. Therefore, as new housing is occupied and those families access places in the local schools, we would expect intake areas to reduce leading to fewer places in Walmer and Sholden schools for families resident in the centre of Deal. The expansions of Deal Parochial CE Primary will mitigate this issue.

It has been suggested that Sholden CE Primary School could be expanded. I do not believe this is feasible. Sholden CE Primary School is a Voluntary Aided school meaning that the buildings and hard surfaced areas are owned by the Diocese. These comprise a Victorian school building housing the hall, offices and staffroom and four classrooms being in mobiles. The playing field is privately owned and leased to KCC. The school cannot be expanded on its current site. Therefore expansion of this school would require it being relocated. We are not aware of any land being available to support the relocation. If land was available the cost of a rebuild of this school would exceed that of expanding Deal Parochial CE Primary, and this would represent a further capital pressure.

II. The distances between sites and schools

In line with legislation, KCC's transport policy assumes that it is reasonable for a pupil under the age of 8 years to walk up to 2 miles for a school place. Figure 1 outlines the walking distances from four of the major developments or proposed developments within Deal, Walmer and Sholden. The only school to site distance greater than 2 miles is Sandown Primary School to the Station Road Development in Walmer. It is very unlikely that a child resident in the Station Road development

would be placed at Sandown School unless it was due to parental choice. Deal Parochial CE Primary School is 1.0-1.4 miles from each of the identified developments.

Figure 1: School to site walking distances in miles as recorded by Google Maps.

School	Station Road	Church Lane, Sholden	Sholden Fields	Albert Road Deal
Deal Parochial CEPS	1.0	1.1	1.4	1.1
Downs CEPS	0.7	1.7	1.7	1.7
Sholden CEPS	1.8	0.7	0.2	1.3
Hornbeam PS	1.6	0.8	0.5	1.4
Warden House PS	1.6	0.5	0.7	0.9
St. Mary's RCPS	1.0	1.3	1.0	1.6
Sandown PS	2.2	0.9	1.6	0.3

III. Design in a conservation area

Our design team are well aware that the proposed expansion is within a conservation area and will take this into account along with all material planning considerations including the adopted Walmer Design Statement. We will liaise with planning colleagues in Dover District Council throughout the design and planning process. Public planning consultations will be held to gain the views of all stakeholders.

IV. Highways and safety

I recognise the concerns about traffic congestion and how an expansion of Deal Parochial CE Primary School could increase traffic. The School has a car park which lends itself to being an effective drop off/pick up area within the School grounds. The plans will look to make the most of this to remove as much traffic off the highway as possible. Solutions, such as crossing points and parking restrictions have been put forward during the consultation. However, we realise that different perspectives exist as to the impact of solutions, and that these can negatively affect some residents. We consulted KCC Highways prior to the proposal being put forward and we will continue to do so throughout the process. We will follow the advice given by them as the statutory body.

V. The closure of South Deal Primary

The closure of South Deal has been mentioned as some feel the decision, in the light of increasing rolls we now see, was short sighted. South Deal was closed a decade ago and this would have been for a number of reasons. It could be argued that the closure, due to surplus places in the Town, improved the viability of the other Deal schools as they are all recognised as Good or better by OFSTED.

Deal Parochial CE Primary School is a popular school. The School was developed on a site suitable for a 2FE school with the strategic intention that it would increase in size to 2FE when appropriate. It is ideally located to provide the places needed as primary rolls increase in Deal.

7. Delegation to Officers

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

8. Conclusions

- 8.1 This expansion will provide additional primary places in Deal.

9. Recommendation(s)

Recommendation(s): The Education and Young People's Services Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to:

- a) Authorise the Corporate Director - Education and Young People's Services to issue Public Notice to expand Deal Parochial CE Primary by 1FE, with a published admissions number of 60 from September 2018 (subject to planning permission being granted);
- b) Allocate £2.85m from the Education and Young People's Service Capital budget;
- c) Authorise the Director of Infrastructure Support in consultation with the General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council; and
- d) Authorise the Director Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts. Variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record of Decision.

10. Background Documents

10.1 Vision and Priorities for Improvement

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/vision-and-priorities-for-improvement>

10.2 Commissioning Plan for Education Provision in Kent 2017-21

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/education-provision-plan>

10.3 Consultation Document and Equalities Impact Assessment.

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

11. Contact details

Report Author:

- David Adams
- Area Education Officer – South Kent
- 03000 414989
- david.adams@kent.gov.uk

Relevant Director:

- Keith Abbott

- Director of Education Planning and Access
- 03000 417008
- keith.abbott@kent.gov.uk

Proposal to expand Deal Parochial CE Primary School

Summary of Written Responses

Printed Consultation Documents distributed: 500
 Consultation responses received: 31

A summary of the responses received showed:

	In Favour	Opposed	Undecided	Totals
Parents	4	4	1	9
Resident	6	2	9	17
Other	4		1	5
Totals	14	6	11	31

20 comments outline highways/traffic concerns

6 comments reference/question to the building design

6 comments reference/question the choice of expanding Deal Parochial CE School

Comments from those in support of the proposal:

Parent

- Will there still be enough outdoor space? Outdoor play and sports is hugely important to children's health and development.
- The serious issue of safety of children crossing the road needs to be looked at, especially at the island on Cornwall Road. There is no barrier between the pavement edge and the road. It is a busy road and people seem to travel faster than they should. There must be a safer solution to this problem.

Resident

- The site will require additional provision for school drop-off. I have, on several occasions, had my drive access blocked off by an empty car and absent parent.
- Many pupils arrive at the school by car. This causes severe traffic problems in the area as the school is situated on Gladstone Road which isn't very wide and if a car is stopped on either side of the road there isn't space for other cars to pass.
- There isn't a bus stop close to the school, the nearest being approximately 250 m away and entails crossing a busy road. The next nearest bus stop is The Strand over 500m away.
- My main concern is that of possible accidents in Gladstone Road. The road is often used by young speed merchants I have often seen cars burn down the road at least at 60mph in this built up area. Gladstone Road has a designated single cycle track opposite the houses. The cycle track is not clearly marked as it should be; it is used by cyclist in both directions. It is also used by pedestrians walking along the track thinking that is a path. My view is that with the increased traffic, traffic calming along Gladstone Road and a more clearly designated cycle path would help to prevent any possible accidents or injuries that may happen with the increased traffic
- I have seen an accident on the bend of the road and also some near misses in the past.
- Everything must be done to reduce the effect of traffic around the school. This would include providing staff parking on site and examining the parking on and around Gladstone Road.

- Access for building traffic to the secure site is not mentioned. Concerns for the safety of children during school time. Is there going to be an additional permanent or separate entrance? If so, will there be consultation of these specific plans and what impact this may have on local residents.
- There is a Listed Building adjacent to the site. The impact on the listed building could be minimised if the new school block is designed to be sympathetic to its surroundings.
- I am concerned that the building may be utilitarian and will not fit in with the current building or adjacent buildings in the area.
- New developments in Deal/Walmer, from which the pupils will come, are in Sholden and Station Road, Walmer. Sholden pupils will have to catch a bus to Deal and another up to The Strand. Station Road pupils will have to walk from The Strand. It may be possible to relieve the car problem if a drop off/pick up point could be provided on school property e.g. have cars entering the school at its existing entrance in Gladstone Road and exiting from a new access point in Cornwall Road.

Other

- Local Business: Our business is almost adjacent to the school and we do not object to the proposed expansion. Although the school does have a carpark it seems to be coned off at peak times creating congestion caused by cars, delivering and collecting children parking on Gladstone Road. Most cars are carefully and responsibly parked but some are just abandoned wherever a space occurs which frequently results in the road and even our access being blocked. Additional school places are essential but must only be provided with additional car parking and perhaps an exit onto Cornwall Road to the junction with Canada Road. Another idea which may be of benefit is the provision of a walking bus; this has worked very well at other schools.
- Former Chair of Governors: Safety needs to be of prime importance as the building work would take place during term time. Parking and access to the school needs to be carefully thought out. KCC and Highways should have been aware of the implications of traffic movements for parents delivering and collecting their children both then and in the future. They obviously did not take this into account when the proposal was made to build the new Goodwin Academy, with the changed access to Hamilton Road. When the governors planned the new school the building was deliberately placed on one half of the site, which was acknowledged as large enough for a 2-form entry school, so that there could be a mirror-image building on the other half of the site. The new building should be built appropriately to match-in with the present buildings and include sufficient outdoor space and ancillary services i.e. library, hall, staff room etc. KCC, in their wisdom, closed South Deal Primary School and merged it with Mongeham Primary School, and the combined school was renamed Hornbeam. This short-sighted closure has left Deal and district short of primary school places. As Deal Parochial School has the land, it makes sense that this should be the site for any expansion.

Comments from those undecided/did not indicate whether in support or against the proposal

Parent:

- Traffic safety measures must be implemented. A zebra crossing, not a pelican crossing on Cornwall Road near the Gladstone Road junction would be required.
- I am concerned about the volume of traffic if we expand our school. Some cars drive too fast towards the school, maybe speed bumps would slow cars down. The drop off area gets congested some days where parents get out of the car to take their

child to the gate. This congestion will only get worse with more parents dropping children off.

- Fully utilise the provision available at other schools before considering a proposal to expand this school.

Resident

- As a resident of Cornwall Road I have problems parking outside or nearby to my house every day, especially at home time. Expanding the school is a great opportunity for yourselves and new children but please can you think about extra parking within your school for parents so it helps nearby residents.
- Inconsiderate parking and danger to pedestrians in the area in front of the present school and the approach roads of Cornwall Road and Gladstone Road. Gladstone Road narrows just before the school and the very busy 'Canada Road leads onto Gladstone Road at this point. There is a 6 Doctor Practice, which offers early appointments and a Pharmacy which opens prior to the school opening hour, both of result in additional traffic using Gladstone Road.
- Two extra Year R classes, i.e. 60 pupils, could result in a further 30 cars having to find a parking place, as not all parents walk their children to school, roadside parking is just not available and the other roads around the school do not facilitate very much roadside parking.
- I would not like to try to walk small children to school from Cornwall Road where there are two dangerous access points to Gladstone Road. Both have limited vision and can result in a chicken run approach having to be taken.
- The increase in commercial vehicles needing to access the site will add to the traffic problems.
- I appreciate that we do not have sufficient free places in the existing Primary Schools in Deal. Hornbeam School has yet again to accommodate a bulge for 2 more classes. Parochial has the land and room to expand it is the access to the school and safety of the children attending that needs to be addressed.
- Why was the school not built to facilitate a growth in numbers? In a town like this it ought to be the exception that a child is delivered by car. We still breed children and adults with legs. I would oppose any expansion of traffic arrangements. I have no objection to more classrooms and associated facilities, despite my concerns above.
- At the public meeting I was disappointed to find that KCC were discussing plans to extend the school in isolation from building and highways plans. I do not believe this should happen. How can anyone have a clear view and decide if this is an appropriate development for the area without involving all aspects. It was made clear at the meeting that the school plans would be made as and WHEN approved and built Highways would then be consulted about traffic and access. I would like to see someone from Highways at the next meeting to outline any plans.
- The school is a C of E school and focuses on actively involving the beliefs of the Church of England and Methodist churches. In a multi-cultural society should we be extending school places that exclude part of our society?
- Will there be 60 rising 5 year old pupils living in the area requiring school places? Walking to school will not be a feasible option for pupils outside the catchment area.
- Where the greatest need for primary school places has been identified. Is this is Deal/Walmer/Sholden?
- Road infrastructure around the area cannot stand the traffic at the moment. The main area where places are needed is in Sholden/Mongeham/Upper deal, therefore will the expansion of this school cause more families having to drive to school rather than walk? Has the impact on other services been considered?

- Walmer Parish Council have a material planning consideration that any future development will need to respect the origins and strongly reflect the character, appearance and design details of the character area. When will plans be available for the public to see? Will the building be completed in stages starting in the summer holidays? Will it be a single storey or two storey building? The health and safety of all on site will need to be considered. Are the associated facilities big enough: the hall, office staff rooms etc.
- Where is the two storey building to be built?
- Where will the extra space be taken from for the increased parking and drop off/pick up demands?
- I am concerned that the consultation document is being rushed through because of financial pressures and insufficient time has been given to consideration of other possible options.

Comments from those against the proposal

Parent

- This is a church school so local children are not necessarily within walking distance. The traffic situation is already dangerous with cars mounting the pavement in a bid to pass the school. There do not seem to be any plans to cope with the potential 100% rise in traffic plus the additional impact of Goodwin Academy's new building opening in September.
- If the school expansion went ahead, the number of cars would increase, which would lead to chaos and would put children's lives at risk.
- It seems a little strange to spend money expanding a school when Hornbeam Primary School has the capacity for 2 form entry. Already close to the school is another 2 form entry school (The Downs). It would make more sense and efficient use of tax payers' money to increase the size of a school close to where the new housing development has taken place (Sholden). As all schools in Deal are Good or Outstanding there is no benefit for Deal Parochial taking the extra children.
- Not all children are able to cope in a large school. I chose Deal Parochial for my children because it was a one form entry school, where I knew my son would thrive. I know he would not cope in a bigger school and I know many other children including those with SEN would find the transition to 2FE unsettling and this would have a detrimental effect on their progress.
- If KCC had not short-sightedly closed South Deal Primary School in 2007, there would not now be a shortage of primary school places in the area and I think it is unfair that KCC is now jeopardising the progress of Deal Parochial pupils because of their own past mistakes.
- To double the intake would be at a detriment to the relationships and education of the children. This is a church school so local children are not necessarily within walking distance. The traffic situation is already dangerous with cars mounting the pavement in a bid to pass the school. There do not seem to be any plans to cope with the potential 100% rise in Traffic plus the additional impact of Goodwin Academy's new building opening in September.
- To double the intake would be at a detriment to the relationships and education of the children.

Resident

- Traffic around our area is beyond a joke now and to extend the school would make it even worse with the added traffic due to the Goodwin Academy opening in

September. The traffic in the mornings and afternoons affect six roads that barely move. I do not feel expansion is the right move.

- I do not agree with the plans to expand Deal Parochial School. The road is already totally congested, local businesses take most of the parking spaces. In an ideal world we would all like to walk to school but with busy lives time is of the essence and walking is not always an option.
- Closing down South Deal Primary, building houses on the site and then building many other houses in the local area and you wonder why there are not enough school places. You then decide to squeeze in as many classes in the existing school, something has got to give and unfortunately it will probably be at the cost of our children's education. Empty promises again. Hornbeam was already made to take in an extra reception class in 2011 and they are now taking in another class in 2017, when will it end. I wonder why their Head has just handed in his notice. Overstretching to the detriment of the pupils and teachers, making an already difficult job, impossible.

Response from Parochial Church Council of St Georges, Deal (one of the three Foundation churches of Deal Parochial School)

We are supportive of the proposal to expand Deal Parochial C of E Primary School from 1FE to 2FE. Being aware that expansion of Deal Parochial C of E Primary School to a two form entry school has been envisaged since its relocation, we are supportive of the proposal to do so from September 2018. We are pleased that a greater number of children and families will benefit from an education at a Church of England School, and their involvement in the life of the three parish churches of the town. We recognise and echo the concerns of local people and parents regarding the increase in traffic issues at the site, in part due to the rebuild of Goodwin Academy, and express our concern that real solutions are found to mitigate these.

The Deal Society:

The Deal Society has two major reservations: 1. The school lies within the Deal South Barracks conservation area on which we have just completed a Character Appraisal. We would want assurances that the new building conformed to the character of the conservation area and that its design would meet all the considerations of building within a conservation area. 2. We are very concerned about the access and traffic implications of the development. The school is not especially in an area designated for housing growth in Deal. The children will be coming from those areas of Deal that are currently growing especially Sholden and Upper Walmer and this will lead to a very severe increase in road traffic in an area that has already parking and traffic issues. It is also close to the expansion of the Academy School in Hamilton Road.

Response from Walmer Parish Council:

The Section of Your Equality Analysis / Impact Statement (EqIA), Involvement and Community Engagement appears to have omitted Walmer Parish Council from the list of Groups and Stakeholders who will be consulted. Since the Parochial is within the parish boundary of Walmer we consider that we should have been consulted

The following points have been raised by councillors which we hope you will take into account when you summarise the received responses for the Cabinet Member for Education and Health Reform.

While we are in favour of the expansion there are several statements in your Consultation Document and your Equality Analysis / Impact Statement (EqIA), which concern us.

Consultation Document

The paragraph **What Exactly is Being Proposed** doesn't provide any information on the style, location or position of the extension. The school site is within a Conservation area and there is a listed building adjacent to the site. The Walmer Design Statement, which Dover District Council have accepted as a material planning consideration states that: *WDS1 Any development should preserve or enhance the natural heritage of Walmer, WDS2 Any development should respect the character of the area in which it is situated and WDS3 The scale and boundary treatments should be appropriate their surroundings.* Would you please ensure that these Design Principles are taken into account while the plans are being finalised.

In the paragraph **What exactly is being proposed and will the School need to close during building work?** You state that the school will grow over a number of years. This implies that the extension will grow in stages as the need arises. Will children who are occupying part of the new section be working in a building site environment?

In the paragraph covering **Traffic Issues** you state that the proposal is to minimise travel distances by enabling children to attend a local school. The new housing developments being built and proposed are in Sholden, a 40 minute walk from the school and Station Road, Walmer which is a 30 minute walk. There is no public transport from Sholden or Station Road to the school so parents will have to use their car to take their children to school. This will further increase the traffic problems at a junction that is already congested at drop off and pick up times causing difficulties for pedestrians, cyclists and motorists. You mention that Kent Highways have suggested that the plans could include the expansion of the drop off and pick up points. There isn't a drop off or pick up point in Gladstone Road for them to expand. So any expansion to the school will increase the traffic problems in the already congested surrounding roads. It is essential that drop off and pick up facilities are provided on school property.

Equality Analysis / Impact Statement (EqIA).

1. Screening Grid - AGE

The only sentence in this section that is correct is "that it will provide additional primary places in the area. The rest of the section is incorrect. It won't have a positive impact on families already living in Deal as they already make use of the existing school, It won't have a positive impact on families moving into the planned new housing developments as they are being built to far away from the school. Local children will not be able to walk to the school as the developments are too far away. Station Road, Walmer is 30 minute walk away and Sholden is a 40 minute walk.

2. Involvement And Community Engagement

Walmer Parish Council are not included in the list of Consultees and were not informed of the meeting at the school on the 6th February, would you please ensure that we are included in the future.

3. Adverse Impact

As well as the increase in traffic in the area from parents driving their children to and from school, which I have mentioned above under **Traffic Issues**, there will be further disruption on Gladstone Road from construction traffic entering and leaving the site and to the adjacent roads particularly Cornwall Road, Canada Road and Hamilton Road.

4. Positive Impact

The first point that more families be able to access school places within walking distance of their homes is completely wrong. The new developments are on the outskirts of Deal and Walmer and would involve up to a 40 minute walk to get to the school. There is no public transport serving the school so parents will drive their children to school.

**Consultation on a Proposal to Expand
Deal Parochial CE (Aided) Primary School by 1FE
Public Meeting
Monday 6 February 2017**

In Attendance:	Miss Justine Brown	Headteacher
	Gabrielle Waters	Chair of Governors
	David Adams	Area Education Office – South Kent

Purpose of the Meeting

To explain the proposal to expand Deal Parochial CE (Aided) Primary School.

GW welcomed everyone, made introductions and opened the meeting with a prayer.

DA – explained the proposal in detail, the reasons behind it and how it was envisaged the project would work.

JB – read a statement from herself fully supporting the proposal. It was felt the proposal catered for the future needs of new families and would serve a greater number of the Deal community. It was understood that parents were uncertain of the impact of the proposal on the Christian ethos of the school. It would strengthen the School's financial position and provide greater resources for training, more staff. The Governing Body and Staff are a strong and experienced team, critical questions would be asked and compromise may be required. Pupil achievement will be first and foremost in all discussions.

Name	Comment	Response
Mrs Gillian Chiverton (previous Chair of Governors)	I was a previous Chair of Governors at this School. It was built with the intention of becoming 2FE, the site allows for this and I fully support this proposal.	
Derek Murphy – County Appointed Governor to the School, Local Resident, Parish Councillor and District Councillor for Walmer	I have stepped back from making decisions about the School expansion at Governing Body meetings as I feel there is a possible conflict of interest regarding my role as Parish Councillor. I have had several letters and meetings with people regarding the traffic congestion around Cornwall Road, Canada Road and Gladstone Road. When traffic conditions are taken into account they will also need to consider the traffic from The Goodwin Academy. Secondly, you said the School would increase in size from the bottom up over 7 years. Can you give any guarantee that building work will take place in one phase? Can you also guarantee that funding	DA – When we expand a school Highways will look at the impact on the road network. We have recognised it would be more helpful to consider this earlier at the housing application stage, looking at where children will go to school and how they will get there. We will be working with Highways who will look at flows of traffic for this School and others. I accept there is pressure on the roads but there is a limit as to what can be done about that. This is a straight forward 1FE expansion and I would envisage it completing in one phase. I cannot guarantee that. The Public Notice stage is the statutory part of the consultation.

	will be available and ring fenced from the construction stage to completion.	Together with the Public Notice there will be the Complete Proposal which details how the project will be funded. If Members agree the proposal the funding will also be agreed. In order to change this decision it would have to go through another process. I do not anticipate budget restrictions but I cannot guarantee this will not happen.
Sue Hurst – Parent	The current building works and flows well, classes lead from one to the other. Is the new building going to be a separate building or linked to this building? Will the current atmosphere continue? The trees that were planted last year as a memorial, will they disappear to make room for the expansion?	<p>DA – The design will not be decided until it is confirmed if this proposal will go ahead. If the project is signed off, Members will release funds to start the design work. It will probably be a separate block, two storeys, away from the sports pitches. This will enable the building works to continue without interrupting school life. It is more complicated to expand existing buildings as you cross into ‘consequential improvements’ i.e. energy efficiency which can increase costs. The current building may be for Infants and the new building for Juniors but this is all to be decided in discussion with the School and Governors.</p> <p>JB – Noted that the trees are still very young. If the proposal goes ahead then there will be time to re-map and re-home some of the trees. The Governors have had some thoughts about it already. If necessary they will be re-homed as they are a precious memorial and important for pupils, staff and Governors.</p>
Derek Murphy	The Governors have already given thought to where the trees could be moved. If the proposal goes ahead we will engage with one of the classes to re-design a new area. We will not forget the trees.	
Rebecca Conley	My concern is the volume of the traffic/cars. I walk my children to school and most weeks there is a ‘near miss’. How can we ensure children are safe?	DA – If there are existing problems i.e. ‘near misses’ please have a chat with me afterwards and I can then discuss with colleagues. It is about understanding the issues.

		Highways will look at the flow of traffic, how many cars are queued at a particular junction, HGV's, flow of traffic. It's about traffic congestion. They will also look at road safety records. Near misses are not reported on.
Reverend Chris Spencer St George's Church, Deal	<p>The proposal would offer the Christian ethos of the school to a wider range of families and children which is wonderful. If the School doubles in size it will not be possible to fit all of the children into any of the churches of its Foundation Parishes. St George's is the biggest but not big enough. We will have to think how things like the leaver's service would work.</p> <p>I am also a past Chair of Governors and am aware that when this site was built Governors raised extra money for the library and expressive arts hall. These spaces are invaluable but probably already inadequate. Will there be scope for these spaces to be enlarged to continue the activities that take place in them?</p>	<p>GW – we will work together to solve these issues and many others. With regard to the leaver's service we will be putting in a lot of thought and planning.</p> <p>DA – National Government decide what the footprint of a school should be in order to have National consistency. Those standards have been re-visited and there are new baseline designs. We will need to look at the existing footprint, what has it got, what does it need? We will ensure that the self-funded extras you have mentioned are not absorbed into the new build.</p>
Mrs Chiverton (previous CoG and Director of Whole School Meals)	What about the space for school meals?	DA – We will look at the existing footprint of the School and what is required as a 2FE school.
Parent	Have you any idea what the new building might look like – brick, a concrete lump, one storey, two storey?	DA – I think it is likely to be a rectangular two storey block which offers better efficiency of space and would probably lend itself to KS2 provision. We will be guided by planners. Some views are for contrasting design, in other cases perhaps in conservation areas it is more about blending with current buildings. The Governing Body will have a view on what they feel may be appropriate.
Sue Hurst	If this proposal doesn't go ahead, what other options are there – Hornbeam PS?	DA –We have done some work looking at other school sites. Hornbeam PS has taken an extra class a few years ago and will do in September 2017. There may be some potential to expand

	<p>Why did they close South Deal?</p>	<p>Warden House PS. Deal Parochial PS offers the central location for places, it is a 'Good' school and was created originally with space to add additional capacity into the town. In the current funding regime I have to name a project in order to allocate developer contributions and therefore a strategic decision has to be made on the most practical solution. If I don't spend that money here I have to give it back.</p> <p>If a school has low roll numbers and National forecasts indicate these won't go back, standards start to fall and keep falling, staff reduce and sometimes the decision is made to take that capacity out of the system.</p>
<p>Derek Murphy</p>	<p>A question on road safety. Is there capacity in your budget for extra traffic wardens perhaps at pick up and drop off times? Double yellow lines work if there is someone to monitor them.</p>	<p>DA – The answer to that is no I'm afraid. I am working with a capital budget, not a revenue one. In the responses you make to the consultation please put these thoughts down and if you have any ideas about how traffic may work better, let us know and we will look at options.</p>

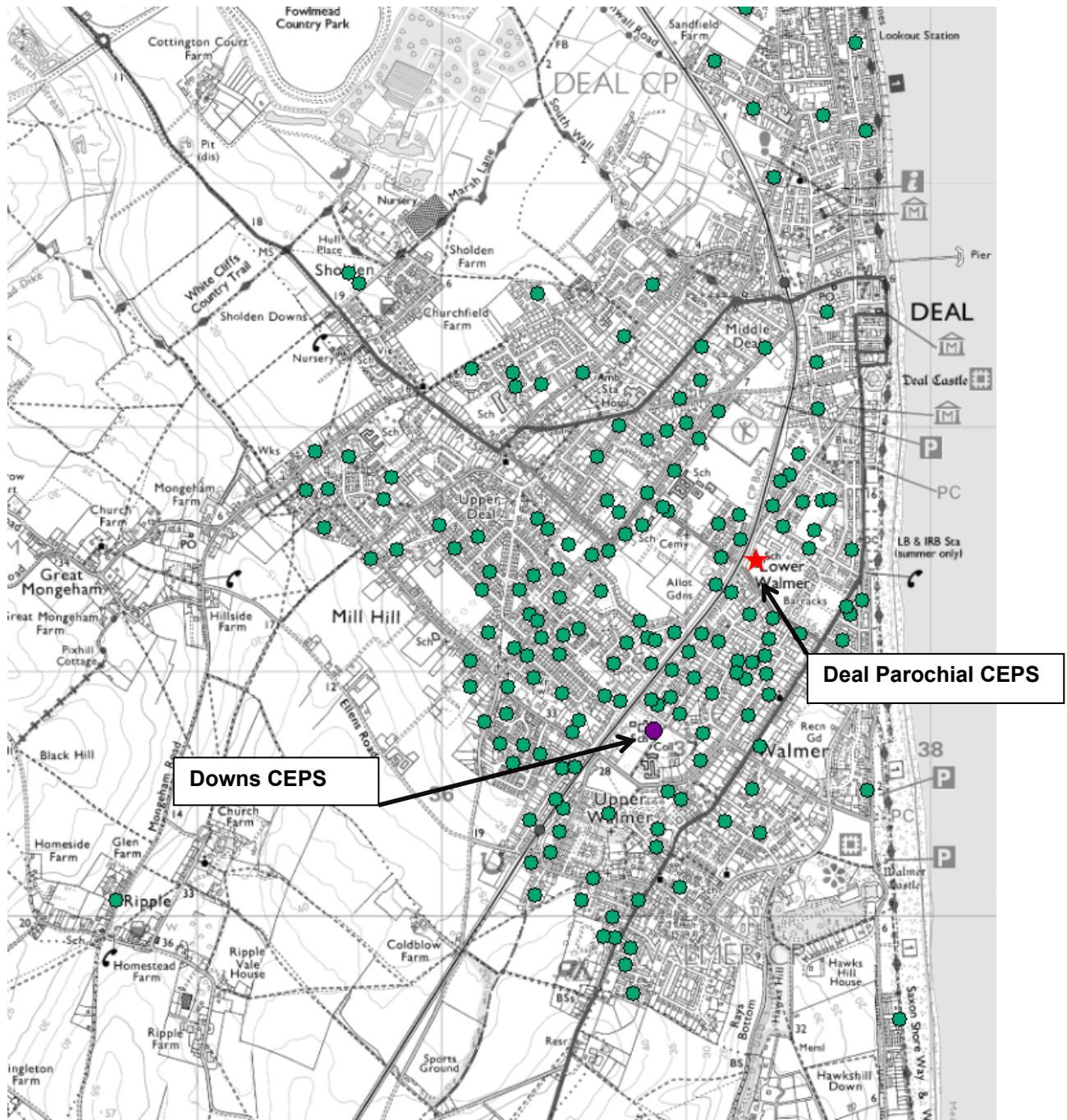
Approximately 36 people attended the meeting.

Dot maps showing pupil locations spring 2016

Deal Parochial CE Primary Years R-6 Jan 2016



The Downs CE Primary Years R-6 Jan 2016



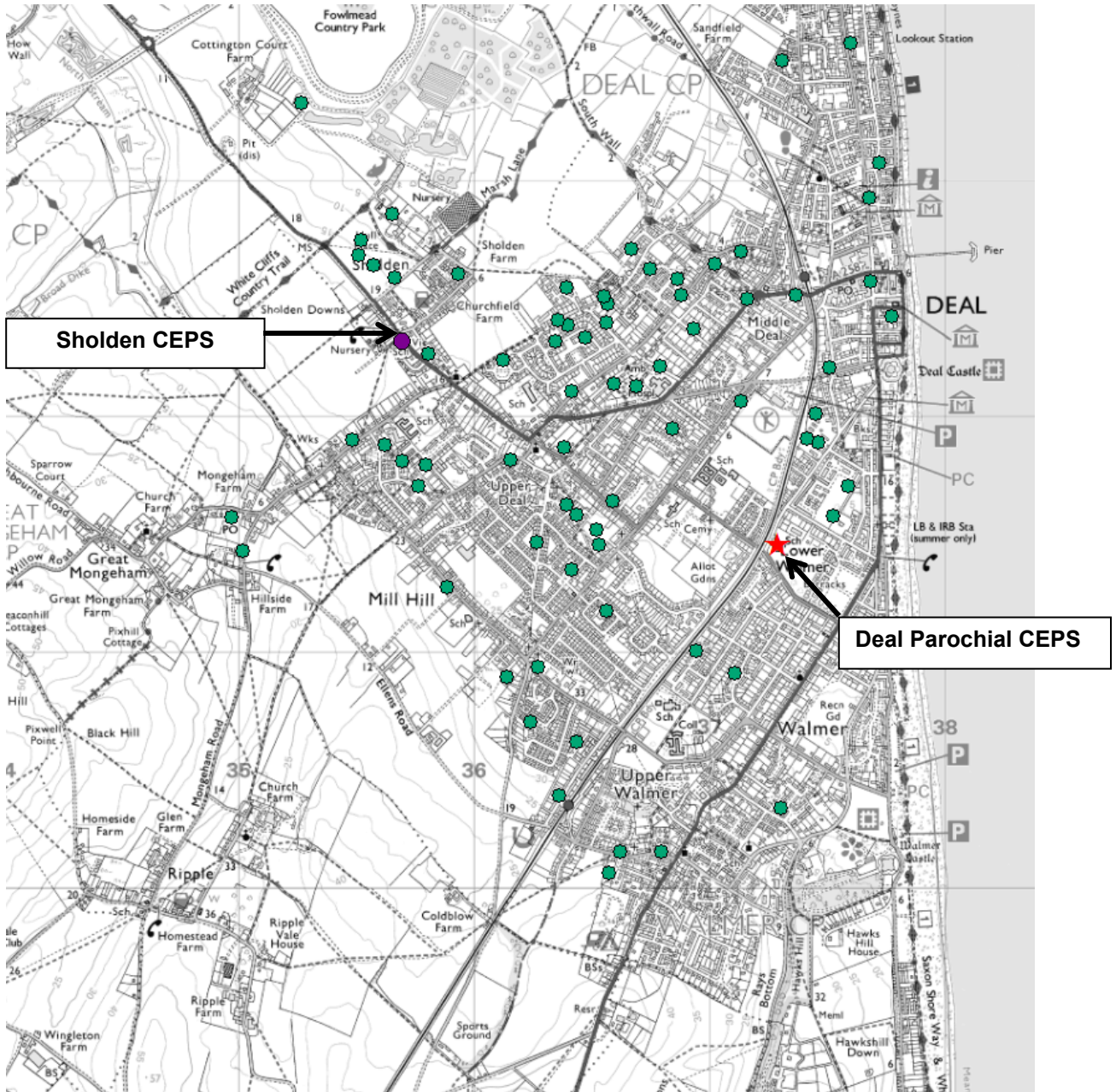
Hornbeam Primary Years R-6 Jan 2016



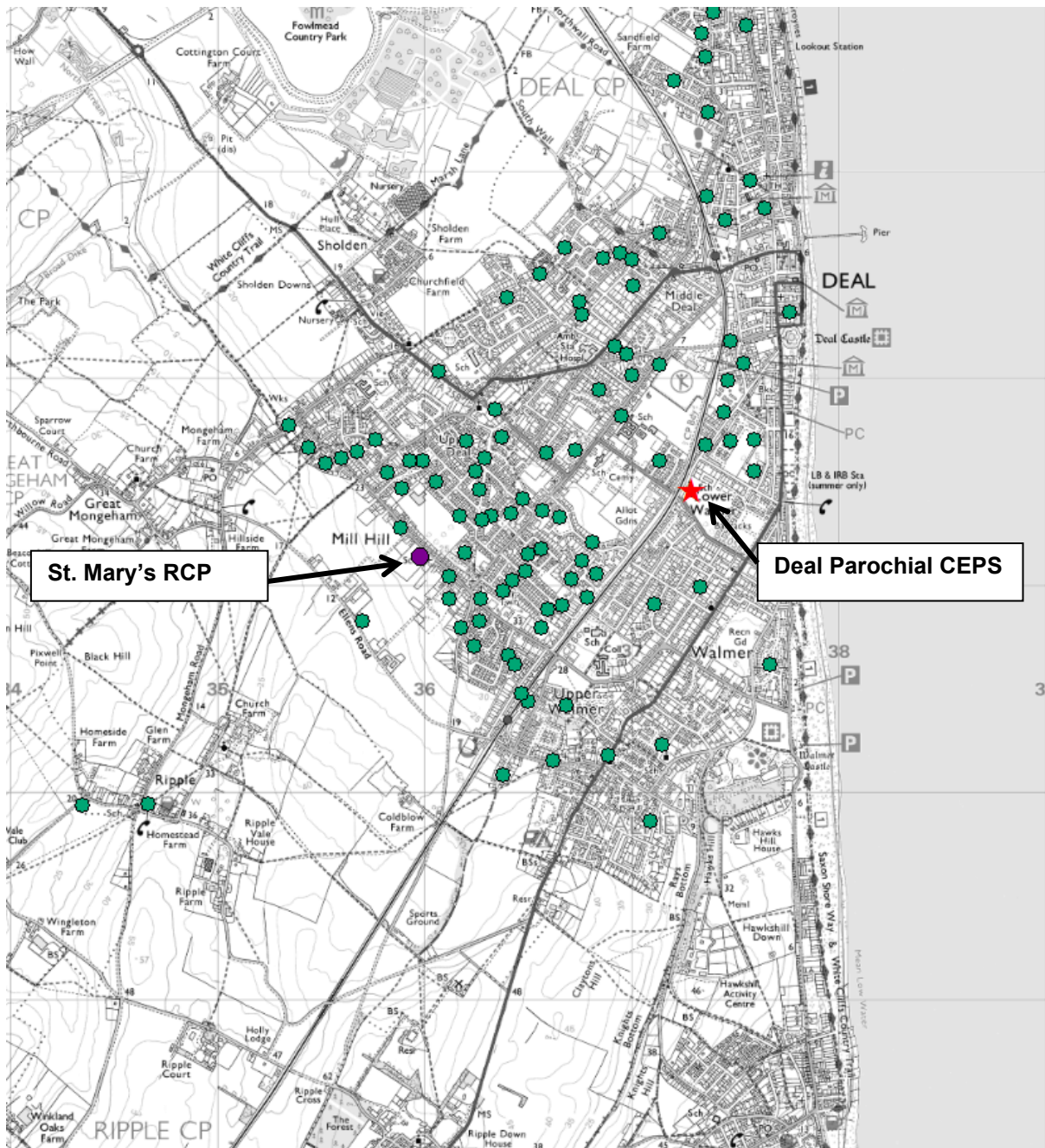
Warden House Primary Years R-6 Jan 2016



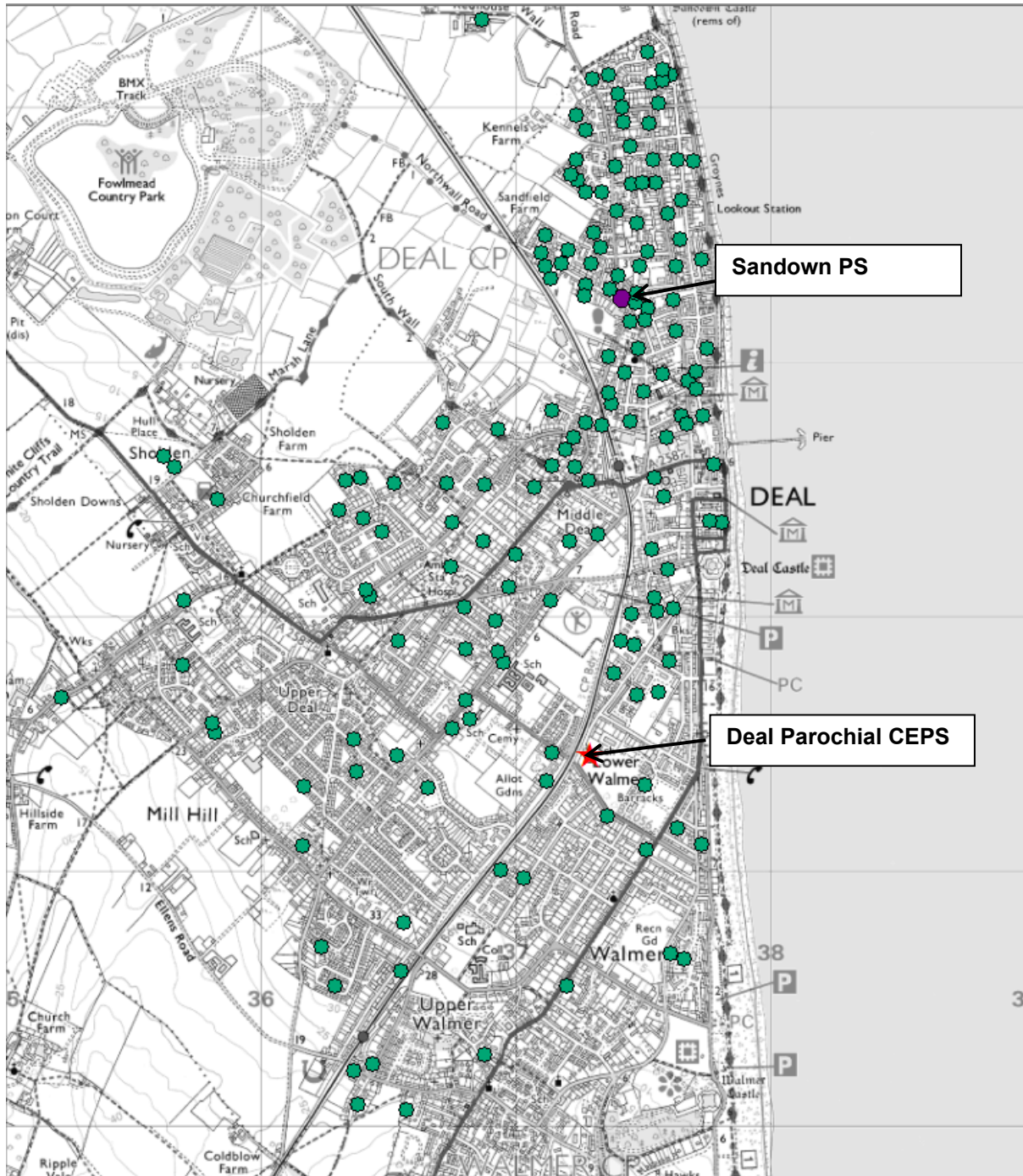
Sholden CE Primary Years R-6 Jan 2016



St. Marys RC Primary Years R-6 Jan 2016



Sandown Primary Years R-6 Jan 2016



KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,
Cabinet Member for Education and Health Reform

DECISION NO:

17/00013

For publication

Subject: Proposal to expand Deal Parochial CE Primary School, by 1 FE, by September 2018

Decision:

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

- a) Authorise the Corporate Director - Education and Young People's Services to issue Public Notice to expand Deal Parochial CE Primary by 1FE, with a published admissions number of 60 from September 2018 (subject to planning permission being granted);
- b) Allocate £2.85m from the Education and Young People's Service Capital budget;
- c) Authorise the Director of Infrastructure Support in consultation with the General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council; and
- d) Authorise the Director of Infrastructure Support to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts. Variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record of Decision.

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

Reason(s) for decision:

The Commissioning Plan for Education Provision in Kent (2017-21) sets out the intention to commission additional school places in Deal. The Plan also mentioned a specific need to expand Deal Parochial CE School by 1 FE.

In reaching this decision I have taken into account:

- The need for extra school places required in Deal due to housing developments;
- The views expressed by those attending the public consultation meeting on 6 February 2017, and those put in writing in response to the consultation;
- The views of the local County Councillors, Area Education Officer; Headteacher and Governing Body of Deal Parochial CE Primary School;
- The Equalities Impact Assessment and comments received regarding this; and
- the views of the Education and Young People's Services Cabinet Committee which are set out below

Financial Implications

- a) Capital – The enlargement of the School requires the provision of additional classrooms, as well as ancillary facilities in preparation for further development. The total estimated cost of the expansion is likely to be in the region of £2.85m.
- b) Revenue - The School will receive increased funding through the Delegated Budget. The rising

roles will be protected in line with KCC Growth Funding Policy. Revenue funding will also be allocated to enable the School to resource each new classroom as they come on line. At present that is at a value of £6,000 per classroom.

- c) Human – The School will appoint additional staff as required, as the School size increases and the need arises.

Cabinet Committee recommendations and other consultation:
To be added after Committee meeting on 30 March 2017

Any alternatives considered:

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:

.....

.....

Signed

Date

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

To: Education and Young People's Services Cabinet Committee - 30 March 2017

Subject: Proposal to permanently expand Mayfield Grammar School, Gravesend from a PAN of 145 to 180

Classification: Unrestricted

Future Pathway: Cabinet Member Decision – 17/00022
of Paper

Electoral Division: Northfleet and Gravesend West (Cllrs Narinderjit Thandi and Sue Howes)

Summary:

This report informs the Cabinet Committee of the proposal to permanently expand Mayfield Grammar School, Gravesend from a PAN of 145 to 180 and requests Members to recommend that the Cabinet Member for Education and Health Reform agrees to release sufficient funding to put the necessary infrastructure in place.

Recommendation:

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

- a. Allocate a sum of up to £5.2m from the Education and Young People's Services Capital Budget, to fund any necessary additional works or variations to accommodation.
- b. Authorise the Director of Infrastructure, in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council.
- c. Authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

This decision is subject to planning permission being granted.

1. Introduction

- 1.2. The Gravesham district section of the Kent Commissioning Plan for Education Provision 2017-21 identified pressure for Year 7 places in the Gravesham area. The Commissioning Plan identified a need to provide up to 100 additional Year 7 places in the planning area from September 2017.
- 1.3. Every secondary school in the district was considered as a possible proposal for expansion according to several criteria, including location, cost, proximity to demand, site size, willingness of the school, highways issues, Sport England and Ofsted rating. Three all-ability schools have been identified for expansion, but following closer analysis, there is a defined need for Girls Grammar places in the Gravesham area. Mayfield Grammar School is the only option for expansion.

2. Financial Implications

- 2.1. It has been agreed by the Governing Body to permanently enlarge Mayfield Grammar School, increasing the PAN from 145 to 180 for the September 2017 intake.

- a. Capital – Kent County Council’s contribution will be up to £5.2m. KCC acknowledges that the final amount may be higher or lower as the costs of the project are an estimate. If the cost of the project exceeds estimates by more than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.

This cost is a worst case scenario. The Education Funding Agency has informed KCC that additional funding will be made available through the PSPB2 mechanism. The EFA has agreed to fund the replacement of an old block of approximately 840 square meters. They have offered to combine that funding with KCC capital funds to demolish the block and return it to sports facilities.

Work to establish how much this will be is ongoing, but it will result in a significant reduction to the charge on the capital budget.

This work and some essential enabling works to dining, catering and circulation areas, will increase the capacity of the school, including raising the potential for future expansion, if this is ever proposed.

- b. Revenue – For a period of three academic years, the school will receive protection for an additional 35 Year 7 students. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will be allocated towards the classroom setup costs.
- c. Human – Mayfield Grammar School will appoint additional teachers, as the school size increases and the need arises.

3. Kent Policy Framework

- 3.1. These proposals will help to secure our ambition “to ensure every child will go to a good school where they make good progress and can have fair access to school places” as set out in the Education Commissioning Plan.
- 3.2. The ‘Kent Commissioning Plan for Education Provision, 2017-21’ identified a pressure on secondary school places in the Gravesham district. The pressure is increased due to changes to demographics and increased migration.

4. Consultation

- 4.1. Mayfield Grammar School, being an academy, conducted its own consultation. The Headteacher has informed us that following the conclusion of the consultation, the governing body voted unanimously in favour of expansion.

5. Views

5.1. The Local Members

Cllrs Narinderjit Thandi and Sue Howes have been informed of the proposal.

5.2. Headteacher

The Headteacher fully supports the proposal.

5.3. Chair of Governors

The Chair of Governors is fully supportive of the proposal.

5.4. Area Education Officer:

The analysis of the needs in the area indicates that due to immediate pressure and future demand, based on changing demographics in Gravesham district, an additional 35 Year 7 girls grammar places are required. These additional places will help achieve that additional capacity requirement.

- 5.5. The Director of Planning and Access and I have considered every secondary school in the planning area with a view to whether that school could be enlarged. I am of the firm opinion that one of the most appropriate, sustainable and cost effective solutions to the demand in Gravesham district is to enlarge Mayfield Grammar School.

6. Proposal

- 6.1. An Equality Impact Assessment has been completed as part of the consultation. To date no comments have been received and no changes are required to the Equality Impact Assessment.

7. Delegation to Officers

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

8. Conclusions

- 8.1. Forecasts for Gravesham district indicate an increasing demand for secondary school places, due to small & medium scale housing development and inward migration.
- 8.2. This enlargement will add an additional 35 Year 7 places to the capacity per year, in line with priorities in the Kent Policy Framework, 'Vision and Priorities for Education and Young People's Services' and the 'Commissioning Plan for Education' (2017 – 2021).

9. Recommendations

- 9.1. The Education and Young People's Services Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to:
- a. Allocate up to £5.2m from the Education and Young People's Services Capital Budget, to fund any necessary additional works or variations to accommodation.
 - b. Authorise the Director of Infrastructure, in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council.
 - c. Authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

This decision is subject to planning permission being granted.

10. Background Documents

- 10.1. Kent Commissioning Plan for Education Provision 2017 – 2021

10.2. Equalities Impact Assessment

11. Contact details

Report Author:

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Relevant Director:

Keith Abbott

Director of Education Planning and Access

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Cabinet Member for Education and Health Reform

DECISION NO:

17/00022

For publication**Key decision***

Key decision due to the expenditure being more than £1m.

Subject:

A Proposal to permanently expand Mayfield Grammar School, Gravesend from a PAN of 145 to 180 from September 2017.

Decision:

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

- a. Allocate a sum of up to £5.2m from the Education and Young People's Services Capital Budget, to fund any necessary additional works or variations to accommodation.
- b. Authorise the Director of Infrastructure, in consultation with the Director of Law and Governance to enter into any necessary contracts/ agreements on behalf of the County Council.
- c. Authorise the Director of Infrastructure, to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

Reason(s) for decision:**Cabinet Committee recommendations and other consultation:**

To be entered after the meeting and considered by the Cabinet Member when taking the decision.

Any alternatives considered:**Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:**

.....
signed

.....
date

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

To: Education and Young People's Services Cabinet Committee – 30 March 2017

Subject: Proposal to increase the physical capacity of Meadowfield (Foundation Special) School from September 2017

Decision No: 17/00015

Classification: Unrestricted

Past Pathway of Paper: None

Future Pathway of Paper: Cabinet Member decision

Electoral Division: Swale Central – Roger Truelove and Lee Burgess

Summary: This report sets out the requirement to provide Meadowfield School with additional accommodation for the increased number of pupils at the school.

Recommendation(s):

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

- a) Allocate £1.14m from the Education and Young People's Service Capital budget;
- b) Authorise the Director of Infrastructure in consultation with the General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council; and
- c) Authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts. Variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record Of Decision.

1. Introduction

- 1.1 Meadowfield School provides for children aged 4 to 19 years with Profound, Severe and Complex needs (PCSN), including Autism. Ofsted judged the school to be Outstanding in all areas in November 2014.
- 1.2 The School has a designated number of 209 and has taken additional children above this number for two years to meet the demand for places. Currently there are 246 pupils on roll at the school. The school requires new accommodation and facilities in order to cater for the needs of the additional pupils.

- 1.3 Some additional accommodation has already been provided to the school, including three class bases and a hygiene suite. A Record of Decision is now required as the estimated cost for the capital allocation will exceed £1m.

2. Future Plans

- 2.1 It is planned to permanently increase the designated number of the School from 209 to 270. This permanent increase is dependent on finding a solution to provide the school with additional classrooms, specialist/practical rooms and facilities and storage, etc. Several options have been looked at including relocating the 6th form, but it has proved difficult to find affordable accommodation off site.

- 2.2 An accommodation needs analysis has recently been completed and options will be considered by the School and KCC to find a cost effective solution. If this is achieved, a consultation will be carried out on a proposal to permanently increase the designated number to 270 and a further report will be provided to Education and Young People's Services Cabinet Committee on the outcome. A second Record of Decision will be required to issue a public notice and allocate capital funding.

3. Financial Implications

- a. Capital – A feasibility study was completed to provide the School with accommodation to meet the needs of the additional children. Planning agreement has been confirmed. The total estimated cost is £1.14m.
- b. Revenue - The school will receive increased funding through the Delegated Budget. Special schools are funded using the DfE Place Plus funding methodology for High Needs Pupils. Revenue funding will also be allocated to enable the School to resource the new classrooms. At present, this is funded at a rate of £6,000 per classroom.
- c. Human – The School will appoint additional staff as the need arises.

4. Vision and Priorities for Improvement

- 4.1 These proposals will help to secure our ambition that “Every child and young person should go to a good or outstanding early years setting and school, have access to the best teaching, and benefit from schools and other providers working in partnership with each other to share the best practice as they continue to improve”, as set out in Vision and Priorities for Improvement 2016-2019.
- 4.2 The Commissioning Plan for Education Provision in Kent 2017-21 identified the need to commission additional capacity at Meadowfield School and permanently expand the school by one form of entry.
- 4.3 The SEN Strategy launched in September 2014 sets out the intention to provide additional places, including those for children with Autistic Spectrum Disorder (ASD).

5. Views

- 5.1 The view of the Local Members:
Roger Truelove and Lee Burgess
The Local Members have been informed of the plans.
- 5.2 The view of the Headteacher and Governing Body:
The school supports the planned capacity increase and the Local Authority's endeavours to permanently increase the designated number of the school.

- 5.3. The view of the Area Education Officer:
Meadowfield Special School is the District Special School for Swale meeting the needs of pupils with profound, severe and complex special educational needs (PSCN). The school was judged as “Outstanding” by Ofsted in November 2014. Honey Bees is Meadowfield's Observation and Assessment Nursery, located at the school site. Its main purpose is to provide early educational support to children who have a learning need and provide support to parents regarding appropriate schooling for their child. Numbers in the nursery have increased which has resulted in more children requiring a place in Reception Year at Meadowfield School. Therefore the additional accommodation is necessary to ensure sufficient places are available for these children, who otherwise would have to be transported at the age of 4 to alternative provision outside of Swale.

6. Delegation to Officers

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

7. Conclusions

- 7.1 The increasing demand to provide places for pupils with PCSN and ASD has led to Meadowfield School taking additional children over a two year period. The school requires new accommodation and facilities in order to cater for the needs of the additional children. Increasing the school's physical capacity is in line with our vision to ensure that children and young people in Kent get the best start in life as set out in KCC's Strategic Statement 2015-20 'Increasing Opportunities, Improving Outcomes' and the 'Commissioning Plan for Education – Kent' (2017 – 2021).

8. Recommendation(s)

Recommendation(s): The Education and Young People's Services Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to:

- a) Allocate £1.14m from the Education and Young People's Services Capital budget;
- b) Authorise the Director of Infrastructure in consultation with the General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council; and
- c) Authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts. Variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record Of Decision.

9. Background Documents

- 9.1 Vision and Priorities for Improvement
<http://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/vision-and-priorities-for-improvement>

9.2 Commissioning Plan for Education Provision in Kent 2017-21
www.kent.gov.uk/educationprovision

9.3 SEND Strategy www.kent.gov.uk/sendstrategy

10. Contact details

Report Author:

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Relevant Director:

- Keith Abbott
- Director of Education Planning and Access
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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,
Cabinet Member for Education and Health Reform

DECISION NO:

17/00015

For publication

Subject: Proposal to increase the physical capacity at Meadowfield (Foundation Special) School from September 2017

Decision:

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

- a) Allocate £1.14m from the Education and Young People's Service Capital budget;
- b) Authorise the Director of Infrastructure in consultation with the General Counsel to enter into any necessary contracts/ agreements on behalf of the County Council; and
- c) Authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts. Variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record Of Decision.

Reason(s) for decision:

The Commissioning Plan for Education Provision in Kent (2017-21) sets out the intention to commission additional school places in Special schools to increase PSCN provision. The Plan also mentioned a specific need to increase capacity at Meadowfield School

In reaching this decision I have taken into account:

- The need for additional school places in Meadowfield School to meet the increasing demand.
- The views of the local County Councillor, Area Education Officer; Headteacher and Governing Body of Meadowfield School;
- The Equalities Impact Assessment and comments received regarding this; and
- the views of the Education and Young People's Services Cabinet Committee which are set out below

Financial Implications

- a) Capital – Increasing the school's physical capacity requires the provision of additional accommodation and facilities. The total estimated cost is £1.14m.
- b) Revenue - The school will receive increased funding through the Delegated Budget. Special schools are funded using the DfE Place Plus funding methodology for High Needs Pupils. Revenue funding will also be allocated to enable the School to resource the new classrooms. At present, this is funded at a rate of £6,000 per classroom.
- c) Human – The School will appoint additional staff as the need arises.

Cabinet Committee recommendations and other consultation:
To be added after Committee meeting

Any alternatives considered:

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:

.....

.....

Signed

Date

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

To: Education and Young People's Services Cabinet Committee – 30 March 2017

Subject: Proposal to expand Regis Manor Primary (Academy) School, increasing the capacity from 420 school places to 630 school places and increasing the PAN from 60 to 90 for Year R entry in September 2018

Decision No. 16/00139

Classification: Unrestricted

Past Pathway of Paper: None

Future Pathway of Paper: Cabinet Member decision

Electoral Division: Swale Central – Roger Truelove and Lee Burgess

Summary: This report sets out the results of the public consultation undertaken by Regis Manor Primary School Governing Body and Swale Academies Trust on a proposal to expand the school by 1FE and to permanently increase the PAN from 60 to 90 for Year R entry in September 2018.

Recommendation(s):

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

- a) Allocate £3.3m from the Education and Young People's Service Capital budget;
- b) Authorise the Director of Infrastructure in consultation with the General Counsel (Interim) to enter into any necessary contracts/ agreements on behalf of the County Council; and
- c) Authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts. Variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record Of Decision.

This proposal is also subject to agreement from the Secretary of State for Education and Planning Agreement.

1. Introduction

- 1.1 The Swale district section of the Kent Commissioning Plan for Education Provision 2017-21 identified a continuing pressure on primary school places in Sittingbourne. It identified a specific need in North Sittingbourne and named the expansion of

Regis Manor Primary School as the school where additional places would be commissioned to support the population growth in the locality.

- 1.2 A new school will be commissioned for the new housing development at NW Sittingbourne comprising up to 1,100 new dwellings. This is expected to be needed from 2020-21. The expansion of Regis Manor Primary School will also support any demand from the new housing before the new school is established.
- 1.3 Regis Manor Primary School is a popular and successful school, rated Good by Ofsted. In 2016, 109 families applied for the 60 Year R places.

2. Proposal

- 2.1 It is proposed to permanently expand Regis Manor Primary School from 420 places to 630 places (3FE). The PAN for the school will increase from 60 to 90 for Reception Year entry in September 2018 and subsequent years.
- 2.2 A planning application was submitted this month to provide the school with 6 new classrooms and facilities, including a small hall and studio. It also includes a re-location of the main school entrance and reception area into the new accommodation and provision of a new vehicular access and drop-off point for parents in North Road.
- 2.3 This report sets out the results of the public consultation, which took place between 23 January and 6 March 2017. The consultation was carried out by the Governing Body and Swale Academies Trust.

3. Financial Implications

- a. Capital – A feasibility study has been completed and the design has been developed. Planning agreement has been confirmed. The estimated cost of the expansion is £3.3m.
- b. Revenue – The School will receive increased funding through the Delegated Budget. The rising rolls will be protected in line with KCC Growth Funding Policy. Revenue funding will also be allocated to enable the School to resource new classrooms which at present is at a value of £6,000 per classroom.
- c. Human – The School will appoint additional staff as the need arises.

4. Vision and Priorities for Improvement

- 4.1 These proposals will help to secure our ambition that “Every child and young person should go to a good or outstanding early years setting and school, have access to the best teaching, and benefit from schools and other providers working in partnership with each other to share the best practice as they continue to improve”, as set out in Vision and Priorities for Improvement 2016-2019.
- 4.2 The Commissioning Plan for Education Provision in Kent 2017-21 identified the need to commission the extra provision in the North Sittingbourne planning group. The Plan mentioned a specific need to increase capacity at Regis Manor Primary School by permanently expanding the school to 3FE.

5. Consultation Outcomes

- 5.1 A total of 118 written responses were received by the Governing Body. An analysis of the responses received is provided at Appendix 1.

- 5.2 A drop-in session was held at the school on 23 February where there was an opportunity to ask questions and view the design boards for the new accommodation. The session was attended by approximately 30 people, including staff, parents and local residents. Comments and views expressed at the session included:

Concerns about the proposal:

- Additional traffic in North Street will be very dangerous
- Logistics of feeding 600+ children at lunch times and playtimes
- Extra noise and pollution at dropping off and pick up times
- Middletune Avenue is already at breaking point
- Parking is a problem.

In support of the proposal:

- The breakfast club will be able to remain and there will be the opportunity for more after school clubs
- A good design
- All Year 1 and 2 classrooms together
- I found it difficult to get a local place for my children, therefore I more than agree to the extension of Regis Manor Primary School.

- 5.3 An Equality Impact Assessment has been completed by the Local Authority as part of the consultation. To date no comments have been received and no changes are required to the Equality Impact Assessment.

6. Views

- 6.1 The view of the Local Members:

Roger Truelove and Lee Burgess

The Local Members have been informed of the proposal.

- 6.2 The view of the Headteacher and Governing Body:

Regis Manor Primary School, its Governing Body and Swale Academies Trust support the plans to expand the school and build an additional teaching block on the existing Regis Manor site.

The reasons for this include:-

- Moving to 3 form entry, will provide school places for local children, enabling the LA to meet the need for extra school places in the locality.
- Improving access to the school by creating a new entry to the site in North Street.
- Providing a pick-up / drop off zone – thus relieving on street parking issues
- Providing extra parking spaces
- The opportunity to have a second school hall which amongst other things will enable an afterschool club to be set up.

- 6.3. The view of the Area Education Officer:

The Area Education Officer for East Kent fully supports this proposal and, having considered other commissioning options, is of the belief that this enlargement is not only necessary, but the most cost-effective and sustainable solution to increased demand in the local area. Regis Manor Primary School is a 'good' school as judged by Ofsted and serves its local community well.

7. Delegation to Officers

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

8. Conclusions

- 8.1 The proposed expansion of Regis Manor Primary School will provide additional primary places in the North Sittingbourne planning area, where pressure on places continues. The increase is also linked to new housing proposed in Sittingbourne as set out in the Local Plan. This Proposal will add an additional 210 places to the school's capacity and is in line with our vision to ensure that children and young people in Kent get the best start in life as set out in KCC's Strategic Statement 2015-20 'Increasing Opportunities, Improving Outcomes' and the 'Commissioning Plan for Education – Kent' (2017 – 2021).

9. Recommendation(s)

Recommendation(s): The Education and Young People's Services Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Health Reform on the decision to:

- a) Allocate £3.2 from the Education and Young People's Services Capital budget;
- b) Authorise the Director of Infrastructure in consultation with the General Counsel (Interim) to enter into any necessary contracts/ agreements on behalf of the County Council; and
- c) Authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts. Variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record Of Decision.

This proposal is subject to approval from the Secretary of State and Planning Agreement.

10. Background Documents

10.1 Vision and Priorities for Improvement

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/vision-and-priorities-for-improvement>

10.2 Commissioning Plan for Education Provision in Kent 2017-21

www.kent.gov.uk/educationprovision

10.3 Consultation Document and Equalities Impact Assessment.

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

11. Contact details

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Relevant Director:

- Keith Abbott
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**Proposal to permanently expand Regis Manor Primary School from 2FE to 3FE,
increasing the PAN from 60 to 90 from September 2018.**

Summary of written responses

Consultation documents (hard copies) distributed: 780
Responses received: 118

	Support	Against	Undecided	Total
Parents/Carers	43	17	7	67
Governors	1	0	0	1
Members of Staff	37	0	0	37
Residents	6	4	2	12
Other interested party	1	0	0	1
Total	88	21	9	118

A summary of the main points:

In support of the proposal

- Great idea and plans.
- Will meet the needs of the expanding community.
- Sensible solution to a current problem – more school places are needed.
- I have no problem with the school expanding to accommodate more children as long as there are enough staff, facilities and equipment for the extra numbers.
- Will assist with tackling childhood obesity if safe walking routes are offered.
- A crossing in North Street to improve safety for pupils would be great.

Against the proposal

- Parking is a problem now and I am disabled. People park on the pavement outside your houses then you can't get out. Expanding the school will make the problem worse.
- Parking is very bad for residents. Every day our drives are blocked by parents picking up or dropping off.

Undecided/Concerns

- Even with more parking there will still be an issue – maybe starting the walking bus might help?
- I don't want the building work to disturb my child's learning/routine.
- Will KCC pay for additional pedestrian crossings in the local area?

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,
Cabinet Member for Education and Health Reform

DECISION NO:

16/00139

For publication

Subject: Proposal to permanently expand Regis Manor Primary School from 2FE to 3FE from September 2018.

Decision:

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

- a) Allocate £3.3 from the Education and Young People's Service Capital budget;
- b) Authorise the Director of Infrastructure in consultation with the General Counsel (Interim) to enter into any necessary contracts/ agreements on behalf of the County Council; and
- c) Authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts. Variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record Of Decision.

Subject to Secretary of State approval and Planning Agreement.

Reason(s) for decision:

The Commissioning Plan for Education Provision in Kent (2017-21) sets out the intention to commission additional school places in the North Sittingbourne Planning Area of Swale district. The Plan also mentioned a specific need to increase capacity at Regis Manor Primary School

In reaching this decision I have taken into account:

- The need for extra school places in Sittingbourne and the new housing proposed in the area.
- The analysis of the views put in writing in response to the consultation held by the Governing Body and Swale Academies Trust;
- The views of the local County Councillors, Area Education Officer; Headteacher and Governing Body of Regis Manor Primary School;
- The Equalities Impact Assessment and comments received regarding this; and
- the views of the Education and Young People's Services Cabinet Committee which are set out below

Financial Implications

- a) Capital – Increasing the school's capacity requires the provision of additional classrooms and facilities. The total estimated cost of the extension is likely to be in the region of £3.3m.
- b) Revenue – The School will receive increased funding through the Delegated Budget. The rising rolls will be protected in line with KCC Growth Funding Policy. Revenue funding will also be

allocated to enable the School to resource new classrooms. At present that is at a value of £6,000 per classroom.

c) Human – The School will appoint additional staff as the need arises.

Cabinet Committee recommendations and other consultation:
To be added after Committee meeting on 30 March 2017

Any alternatives considered:

Pressure on primary school places continues in Sittingbourne and the permanent expansion of Regis Manor Primary School is a cost effective solution to the problem.

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:

.....

.....

Signed

Date

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

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

To: **Education and Young People's Services Cabinet Committee
30 March 2017**

Subject: **Special Educational Needs and Disability (SEND) Strategy
2017-2019**

Classification: **Unrestricted**

Future Pathway of Paper: **Cabinet Member Decision**

Electoral Division: **All**

Summary: This report summarises how the County Council is delivering its policy for children and young people with special educational needs and fulfilling its statutory duty towards them. It sets out the progress to date with the SEND Strategy and outlines key priorities for action to implement the revised SEND Strategy.

Recommendation(s): **The Education and Young People's Services Cabinet Committee** is asked to note the progress in delivering the SEND Strategy and comment on/endorse or make a recommendation to the Cabinet Member on the proposed decision to approve the new revised Kent SEND Strategy for 2017-19 which sets out the Council's priorities for action leading up to 2020.

Introduction

1. In September 2014, the Children and Families Act 2014 introduced reforms to the way in which children and young people with special educational needs and disabilities (SEND) are supported to learn. Setting out a four-year transitional period ending March 2018, the Government acknowledged the significant scale of the reforms. At the core, there is a new statutory duty to ensure that the views of children and young people with SEN and disabilities and those of their parents are given importance.

2. Kent's SEND Strategy 2013-16, was designed to prepare for and deliver the changes and was developed in partnership with families, schools, early years settings and health service partners. It forms the County Council's policy for SEND. A

new refreshed Strategy builds on the progress to date, identifying what we have achieved and our priorities for action leading up to 2020.

3. In 2016 the Government introduced a 5-year inspection cycle to review how the local area is delivering services for SEND. Inspections will be led jointly by CQC and Ofsted. Kent's participation in the pilot to develop the inspection identified areas for all partner agencies to consider and although no formal report was produced, these key areas have been the focus of activity for multi-agency work. These developments are reflected in the revised Strategy.

The SEND Strategy

4. Kent's SEND Strategy sets out three overarching aims, to:

- 1) Improve the educational, health and emotional wellbeing outcomes for Kent's children and young people with SEN and disabilities
- 2) Ensure Kent delivers the Children and Families Act 2014 reforms
- 3) Address the gaps in provision for children and young people with SEN and disabilities; improve the quality of provision; develop the broadest range of providers, and encourage a mixed economy.

5. The SEND Strategy sets out our vision in Kent for a well-planned continuum of provision from birth to age 25 that meets the needs of children and young people with SEND and their families, and that we expect every early years setting, post 16 provider, mainstream school and academy to have the capacity and confidence to deliver effective provision.

6. We know we must identify children with SEND at the earliest possible opportunity and provide them with the support they need to make good educational progress and achieve good outcomes so that they and their families feel well supported. We recognise the importance of providing good training for all staff, whichever setting they are working in, using the best expertise and knowledge, sharing best practice and by promoting a model of collaborative working and shared responsibility.

7. We aim to ensure education, care and health services are delivered in an integrated way so that the experience of families' accessing services is positive and children's and young people's learning and development, safety, well-being and health outcomes are well promoted alongside their educational progress and achievement.

Progress delivering the SEND Strategy

8. The number of children and young people with Education, Health and Care Plan (EHCP) and SEN Statements has increased from 6272 in 2013 to 7043 in 2016. At the same time we have increased the number of maintained specialist places so that more Kent children and young people with SEND can attend a good local school that meets their needs.

9. By February 2016 15,000 more children were attending good or better Kent schools when compared to the position in 2014. Recent analysis of Ofsted outcomes for Kent schools shows that 89% of pupils are attending a good or outstanding

school. Through the core standards delivered by a skilled workforce across all schools we have been improving educational outcomes and the progress of pupils with special educational needs.

10. To date all of Kent's Special schools are good or outstanding. Through a partnership with 12 lead Special Schools we have steadily increased the expertise in mainstream school with 97% reporting the Local Inclusion Forum Team (LIFT) has a positive impact. We have delivered over 40 different training modules to schools and evaluation demonstrates the staff who attended were more confident about their ability to support pupils with special educational needs. We have produced Best Practice Guidance for early years and childcare providers and established Early Years LIFT to offer them similar support. We have improved support for severe and complex needs in early years settings and systems for pre-school children who need a special school placement.

11. We have firmly embedded the new 20 week statutory assessment for Education, Health and Care Plans. Over 3,000 Kent children and young people are now benefiting from the requirement of the Children and Families Act 2014 to transition from Statements to Education Health and Care Plans. DfE published data showed that Kent was performing well compared to other LAs nationally. Maintaining this pace continues to be an issue for all local authorities.

12. We have developed the Kent Local Offer, available on the kent.gov website, as a helpful and easily accessible resource for parents of children and young people with SEND.

13. We have developed the new approaches in partnership with the Kent Parent Carer Forum (KPCF). Their participation has helped the local authority to respond better to the views and wishes of Kent families. For example, parents asked us to ensure that the SEND Strategy increases both the support in mainstream and specialist places closer to home, and there are now more specialist SRP and satellite places. As our building improvements complete there will be further increases in places in Special Schools. The feedback from parents indicates we are providing better quality information, that the waiting time for specialist equipment is now shorter and that access to a good local school has improved.

14. A key part of our commissioning strategy has been to meet a wider range of special educational needs in mainstream schools and as a result we have increased support and places for children in mainstream with Autism Spectrum Disorder (ASD), Behavioural, Emotional and Social Needs (BESN) and Speech Language and Communication Needs (SLCN). Through a substantial building programme we have delivered additional places in our Special schools and satellite provision located in mainstream schools.

15. We have also reduced the proportion of pupils placed in the non-maintained sector as an alternative to a Kent maintained Special school from over 13% to 12%. We are working in partnership with local specialist providers approved under Section 41 of the Children's and Families Act, to increase choice for families and provide best value for public resources.

Key areas for growth in 2017-2019

16. There are still gaps in our provision and the Kent Education Commissioning Plan has identified where the pressures are most significant. It is anticipated that the demand for specialist places will continue. Despite the introduction of high needs funding to provide specialist support without the need for an Education, Health and Care Plan (EHCP), we have yet to see a reduction in requests for statutory assessment. It is likely that the increase over the last three years will continue, particularly in light of demographic growth. The forecast increase in numbers is as follows:

<i>FORECAST</i>						
No of EHCP	Jan-16	<i>Mar-17</i>	<i>Mar-18</i>	<i>Mar-19</i>	<i>Mar-20</i>	Increase 2016 to 2020
Under age 5	343	343	352	356	358	4%
Aged 5 to 10	2441	2801	2550	2575	2600	6%
Aged 11 to 15	2995	3050	3334	3433	3567	19%
Aged 16 to 19	1241	1244	1250	1280	1295	4%
Aged 20 to 25	23	27	38	51	64	
TOTAL	7,043	7,465	7,524	7,695	7,884	11%

We are proposing to increase the number of commissioned places as follows:

SEN Provision	2016-17 Latest	2017-18 Target	2018-19 Target	2019-20 Target	2020-21 Target
Special School (and Free Schools)	3,688	3,876	3,987	4,162	4,289
Commissioned SRP places	859	927	951	987	1,003
Indep and Non Maint Schs FEC	533	530	500	420	500
Special schools in other LAs	108	95	90	75	70
Post 16 (excl 6th forms)	900	795	858	928	968
Funded places:	6,088	6,223	6,386	6,572	6,830
Mainstream high needs*	1,916	1,875	1,800	1,700	1,600
Total children and young people	8,004	8,098	8,186	8,272	8,430

* As the current bulge of Primary aged pupils moves into Secondary education, and mainstream Secondary schools arrange support through pupil groupings and differentiation, the number receiving high needs funding is likely to reduce.

17. We plan to create an additional 36 places for autism in specialist resourced provision in mainstream schools (24 in Secondary schools) and 12 places for social emotional and mental health needs in Secondary schools.

18. We plan to create 600 new Special school places. We will do this by increasing the number of places in Kent maintained and academy Special schools by at least 100 and through commissioning of places in new Special Free Schools:

Free School	2018-19	2019-20	2020-21
Primary ASD	16	40	56
Secondary ASD	45	90	112
B&L Sheppey	36	60	84
PSCN Dover	48	72	84
ASD SLD North	30	40	60
	175	302	396

Summary of our priorities for 2017-2019

19. We want to ensure that we are identifying the most vulnerable children as early as possible and that our response to their difficulties means that timely provision is effective in improving their outcomes. In going forward the priorities in the revised SEND Strategy are to:

1. Improve the progress rates and attainment outcomes for all children and young people with SEN and those who are disabled, so that we close the achievement gap between them and other children and achieve outcomes which are above national expectations for similar pupils. To achieve this improvement it will be essential to increase school attendance for SEND learners and ensure they are not excluded from school.
2. Improve provision for, and easy access to, appropriate local services in childcare, education, care and health which meet the needs of families and ensure fewer children will need to be educated out of their local area and out of the county. This includes delivering the additional places in Special Schools, new Free Schools and Specialist Resourced Provisions as set out in this Strategy.
3. Develop the quality and capacity of early years providers, schools and colleges, in order to meet the needs of local families and their children with SEN and disability, especially in supporting learners with autism and speech and language needs. We will ensure the necessary training, advice and support is provided to increase capacity in meeting these needs.
4. Ensure there is effective use of High Needs funding in delivering the kinds of support and interventions for learners that impact successfully on improving their progress and attainment. As part of this we will carry out a review of High Needs funding in mainstream schools and colleges to identify the most effective practices and to achieve the best value from the available resources.
5. Develop the broadest range of providers to increase parental choice and offer provision which offers a flexible match to the needs of children and young people. We aim to have a continuum of provision across mainstream and special education, colleges and training providers, so that the needs of all

children and young people in Kent can be met locally. We expect this to result in less need for extended journeys and reduced costs for SEN transport.

6. Improve transition planning at age 14 and, in partnership with schools and colleges, develop a wider range of learning options and pathways post 16 that cater well for the needs of SEND students, including high quality work experience and support for traineeships and apprenticeships. In this way we expect to see a significant reduction in the numbers of SEND learners who are NEET.
7. Build parents' confidence in the support provided and improve the engagement of parents by providing them with timely information, advice and support, and a high quality statutory assessment process which delivers to timescales. It is a priority to ensure that children and young people with SEND, and their parents and carers, are involved in decision making at every stage of the process.
8. Deliver the whole life pathway for disabled children and young people, and their families, so that they receive more integrated support especially as they transition to early adulthood. We aim to ensure disabled children and families have timely access to appropriate community equipment and wheelchair services to meet their current and future needs. Where it is helpful we also aim to make available personal budgets to families when it will improve independence and choice.
9. Deliver greater local integration and co-ordination of education, health and care services and plans for children and families in Kent ensuring this is extended to young people aged 25 where it is appropriate, and promote positive and seamless transitions at all stages between the ages of 0-25.
10. Develop new outcome focused approaches to joint commissioning and integrated working that promote early intervention and prevention whilst also ensuring that KCC and NHS Clinical Commissioning Groups meet their new statutory duties linked to the provision of services within the Education Health and Care Plan.
11. Develop innovative approaches to addressing gaps in services through joint commissioning and using evidence-based practice and research to improve the quality and availability of provision 0-25, with good transition to adult services.
12. Ensure the provision of high quality specialist services as appropriate and necessary, such as educational psychology, speech and language therapy and child and adolescent mental health support.
13. Ensure we embed a culture of evaluating the impact of what we do, that the outcomes for children and young people are regularly reviewed and we monitor and invite feedback on parents' experiences of schools and systems.
14. Improve the effective and efficient use of our resources to meet increasing demand and remove perverse incentives so that costs do not escalate.

Legal Implications

20. The Children and Families Act 2014 reduced the timescale for statutory assessment from 26 weeks to 20. It extended the age range of young people covered by the Act to 25, replacing separate legal provisions for young people in schools and colleges with a single EHCP and new rights of appeal. It introduced new duties on the Council to publish a local offer of available services on Kent.gov and to jointly commission services with health commissioners.

Equalities Implications

21. Children and young people with special educational needs are at greater risk of underachieving than their non-SEN peers. In Kent, over 7,000 children and young people have greater difficulty learning and it is necessary for the authority to put in place an Education Health and Care Plan to ensure they receive the necessary provision. Within this group there are approximately 600 pupils who face a dual disadvantage because they are in public care. The SEND Strategy aims to ensure every vulnerable child can be identified at the right time, attend a good local school and achieve good progress in their learning and good outcomes at every age.

Public Health Implications

22. Lead Officers for Public Health are partners in the delivery of the SEND Strategy. Provision of Health Visiting Services is a key aspect of ensuring better healthcare and earlier identification of children with additional and sometimes complex learning needs.

Conclusion

23. Much has been achieved in expanding SEND provision, ensuring better quality education and support for SEND learners, developing a wider range of options for parents and increasing high needs funding and the capital funding to expand and improve Special Schools. As a result there have been improvements in attainment and progress for SEND learners, although attainment gaps remain very wide and progress rates need to improve further.

24. The range of support, advice and training for schools and direct additional support for the teaching of SEND learners, through the LIFT process, has improved and levels of satisfaction with the local arrangements are high. As we continue to see the incidence of ASD increase we need to do more to ensure all schools have the expertise needed to support and teach these pupils so that they make good progress.

25. We have significantly increased high needs funding and more pupils are supported through this mechanism without the need for a lengthy statutory assessment and Education Health and Care Plan. This has increased earlier intervention and achieved better targeting of the available resources to the needs of

individual pupils. However referrals for statutory assessment continue to increase, which is costly and time consuming, and where pupils can be supported just as well through high needs funding we need to do more to give parents confidence in this approach.

26. Finally we have successfully implemented the SEND reforms, introduced Education Health and Care Plans and a new statutory assessment process with the closer involvement of parents, delivered a new Local Offer and made good progress in transferring Statements to the new Plans.

27. In taking the SEND Strategy forward to 2019 we recognise there is more to do to keep pace with changing needs and levels of demand, and to improve educational outcomes further.

28. In particular we want to continue to improve our provision for ASD learners across all schools, and work more effectively in partnership with Health Service Commissioners and providers to improve speech and language provision, other therapies, specialist nursing and mental health support.

29. We are also giving more priority to improving earlier identification and capacity in the early years, to ensure children's needs are identified at the right time and earlier interventions can have greater impact on supporting their development. This involves continuing to improve SEND support in Early Years settings and more integrated working with Health Visitors and Children's Centres.

30. Looking ahead we also need to continue to increase provision, in Special Schools and Specialist Resourced Provisions in mainstream schools, as well as ensure that new Special Free Schools deliver the additional places we need in parts of Kent where there are still gaps in our SEND provision. Consequently we aim to ensure that fewer children will need to be educated out of their local area and out of the county and as a further consequence we expect to see a reduced level of need for SEN transport.

31. As we continue to see high needs funding increase, and indications are that the National Funding formula will cap this, we aim to work in partnership with schools to develop more effective ways to use high needs funding in mainstream schools. We will review high needs funding and implement any changes from September 2017.

Recommendation(s):

The Education and Young People's Services Cabinet Committee is asked to note the progress in delivering the SEND Strategy and comment on/endorse or make a recommendation to the Cabinet Member on the proposed decision to approve the new revised Kent SEND Strategy for 2017-19 which sets out the Council's priorities for action leading up to 2020.

7. Background Documents

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

SEND Code of Practice:0-25

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,
Cabinet Member for Education and Health Reform

DECISION NO:

17/00038

For publication

Subject: Special Educational Needs and Disability (SEND) Strategy 2017-2019

Decision:

As Cabinet Member for Education and Health Reform I agree to note the progress in delivering the SEND Strategy and approve the new revised Kent SEND Strategy for 2017-19 which sets out the Council's priorities for action leading up to 2020.

Reason(s) for decision:

Much has been achieved in expanding SEND provision, ensuring better quality education and support for SEND learners, developing a wider range of options for parents and increasing high needs funding and the capital funding to expand and improve Special Schools. As a result there have been improvements in attainment and progress for SEND learners, although attainment gaps remain very wide and progress rates need to improve further.

The range of support, advice and training for schools and direct additional support for the teaching of SEND learners, through the LIFT process, has improved and levels of satisfaction with the local arrangements are high. As we continue to see the incidence of ASD increase we need to do more to ensure all schools have the expertise needed to support and teach these pupils so that they make good progress.

We have significantly increased high needs funding and more pupils are supported through this mechanism without the need for a lengthy statutory assessment and Education Health and Care Plan. This has increased earlier intervention and achieved better targeting of the available resources to the needs of individual pupils. However referrals for statutory assessment continue to increase, which is costly and time consuming, and where pupils can be supported just as well through high needs funding we need to do more to give parents confidence in this approach.

Finally we have successfully implemented the SEND reforms, introduced Education Health and Care Plans and a new statutory assessment process with the closer involvement of parents, delivered a new Local Offer and made good progress in transferring Statements to the new Plans.

In taking the SEND Strategy forward to 2019 we recognise there is more to do to keep pace with changing needs and levels of demand, and to improve educational outcomes further.

In particular we want to continue to improve our provision for ASD learners across all schools, and

work more effectively in partnership with Health Service Commissioners and providers to improve speech and language provision, other therapies, specialist nursing and mental health support.

We are also giving more priority to improving earlier identification and capacity in the early years, to ensure children's needs are identified at the right time and earlier interventions can have greater impact on supporting their development. This involves continuing to improve SEND support in Early Years settings and more integrated working with Health Visitors and Children's Centres.

Looking ahead we also need to continue to increase provision, in Special Schools and Specialist Resourced Provisions in mainstream schools, as well as ensure that new Special Free Schools deliver the additional places we need in parts of Kent where there are still gaps in our SEND provision. Consequently we aim to ensure that fewer children will need to be educated out of their local area and out of the county and as a further consequence we expect to see a reduced level of need for SEN transport.

As we continue to see high needs funding increase, and indications are that the National Funding formula will cap this, we aim to work in partnership with schools to develop more effective ways to use high needs funding in mainstream schools. We will review high needs funding and implement any changes from September 2017.

Cabinet Committee recommendations and other consultation:

To be added after the EYPS Cabinet Committee meeting to be held on 30th March 2017

Any alternatives considered:

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:

.....
Signed

.....
Date

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Working Together, Improving Outcomes

Kent's Strategy for Children and Young People with Special Educational Needs and Disabilities

2017- 2019

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Working Together, Improving Outcomes

Introduction

The Children and Families Act 2014 introduced reforms to the way in which children and young people with special educational needs and disabilities (SEND) are supported to learn. At the core of these changes was a new statutory duty on the local authority to ensure that their views, wishes and feelings are given importance and that they and their families are provided with information and support to enable them to participate in decisions about them to help them achieve good outcomes.

In readiness to deliver the requirements of the Children and Families Act 2014, Kent's SEND Strategy, which forms the County Council's policy for SEND, was developed with stakeholders responsible for implementing the changes and in partnership with parents and carers.

Kent's SEND Strategy, launched in January 2014, set out three overarching aims to:

- 1) Improve the educational, health and emotional wellbeing outcomes for Kent's children and young people with SEN and disabilities
- 2) Ensure Kent delivers the statutory changes (required by the Children and Families Act 2014)
- 3) Address the gaps in provision for children and young people with SEN and disabilities; improve the quality of provision; develop the broadest range of providers, and encourage a mixed economy.

We set out firmly our commitment to delivering the reforms, which have now been in place for two years, and tested our approaches as a Pathfinder for the Department of Education.

Now, in 2017, we have completed a review of our progress in delivering the SEND Strategy and this document is our refreshed plan, setting out the next steps to improving the outcomes for every Kent child and young person with special educational needs and disabilities.

Real progress has been made. We have continued to improve and expand our provision, we have seen steady improvements in progress and outcomes for children and young people with special educational needs and we have developed new ways of funding and supporting greater capacity in the system through High Needs funding and the development of the local LIFT process.

At the same time we have successfully implemented the reforms, introduced the new Education Health and Care Plans and developed the Local Offer. The revised statutory assessment process recognises the importance of co-production and engagement of children, young people and families.

By the start of 2017, over 3,000 Kent children and young people were benefiting from the new arrangements and significantly more children and young people with SEN in Kent were receiving a better quality education. Kent continues to have many reasons to be

proud of its services and the quality of its specialist provision. The number of specialist SEN places has significantly increased and we have delivered good value for money as well as creating sustainable capacity in maintained schools. We propose to develop more provision and we continue to focus on improving both the outcomes and rates of progress for children and young people with SEND.

Setting out a four-year transitional period to March 2018 to implement the national changes, the Government described the reforms as the most transformational change in SEN for thirty years, and acknowledged that the Act would require significant cultural and procedural changes and time to embed these.

Going forward we recognise that there is still much to do, to keep pace with demand, to improve the quality of provision further and to ensure that more children and young people can have the specialist support they need in local schools and early years settings.

Children and young people with SEN in Kent performed better than pupils with similar needs nationally. However it is disappointing that the gap between their attainment and that of other learners has remained very wide and shows little sign of diminishing.

One of the biggest challenges for the Strategy is to ensure that we can improve support for children with autism and speech and language needs across all schools, and that we improve our joint commissioning with health to ensure health inequalities and access to key services are addressed.

We must deliver this Strategy within a landscape of funding pressures. The Government is proposing to introduce a new National Funding Formula for schools in 2018-19 and in relation to High Needs, based on current proposals, we will not have any increases in the High Needs funding that Kent receives over the period 2018-2022.

In summary our priorities for 2017-19 are to continue to:

1. Improve the progress rates and attainment outcomes for all children and young people with SEN and those who are disabled, so that we close the achievement gap between them and other children and achieve outcomes which are above national expectations for similar pupils. To achieve this improvement it will be essential to increase school attendance for SEND learners and ensure they are not excluded from school.
2. Improve provision for, and easy access to, appropriate local services in childcare, education, care and health which meet the needs of families and ensure fewer children will need to be educated out of their local area and out of the county. This includes delivering the additional places in Special Schools, new Free Schools and Specialist Resourced Provisions as set out in this Strategy.
3. Develop the quality and capacity of early years providers, schools and colleges, in order to meet the needs of local families and their children with SEN and disability, especially in supporting learners with autism and speech and language needs. We will ensure the necessary training, advice and support is provided to increase capacity in meeting these needs.
4. Ensure there is effective use of High Needs funding in delivering the kinds of support and interventions for learners that impact successfully on improving their progress and attainment. As part of this we will carry out a review of High Needs

funding in mainstream schools and colleges to identify the most effective practices and to achieve the best value from the available resources.

5. Develop the broadest range of providers to increase parental choice and offer provision which offers a flexible match to the needs of children and young people. We aim to have a continuum of provision across mainstream and special education, colleges and training providers, so that the needs of all children and young people in Kent can be met locally. We expect this to result in less need for extended journeys and reduced costs for SEN transport.
6. Improve transition planning at age 14 and, in partnership with schools and colleges, develop a wider range of learning options and pathways post 16 that cater well for the needs of SEND students, including high quality work experience and support for traineeships and apprenticeships. In this way we expect to see a significant reduction in the numbers of SEND learners who are NEET.
7. Build parents' confidence in the support provided and improve the engagement of parents by providing them with timely information, advice and support, and a high quality statutory assessment process which delivers to timescales. It is a priority to ensure that children and young people with SEND, and their parents and carers, are involved in decision making at every stage of the process.
8. Deliver the whole life pathway for disabled children and young people, and their families, so that they receive more integrated support especially as they transition to early adulthood. We aim to ensure disabled children and families have timely access to appropriate community equipment and wheelchair services to meet their current and future needs. Where it is helpful we also aim to make available personal budgets to families when it will improve independence and choice.
9. Deliver greater local integration and co-ordination of education, health and care services and plans for children and families in Kent ensuring this is extended to young people aged 25 where it is appropriate, and promote positive and seamless transitions at all stages between the ages of 0-25.
10. Develop new outcome focused approaches to joint commissioning and integrated working that promote early intervention and prevention whilst also ensuring that KCC and NHS Clinical Commissioning Groups meet their new statutory duties linked to the provision of services within the Education Health and Care Plan.
11. Develop innovative approaches to addressing gaps in services through joint commissioning and using evidence-based practice and research to improve the quality and availability of provision 0-25, with good transition to adult services.
12. Ensure the provision of high quality specialist services as appropriate and necessary, such as educational psychology, speech and language therapy and child and adolescent mental health support. We want the most medically vulnerable pupils with complex health conditions to have timely access to specialist nursing in schools working alongside school staff trained to respond to their medical needs.
13. Ensure we embed a culture of evaluating the impact of what we do, that the outcomes for children and young people are regularly reviewed and we monitor and invite feedback on parents' experiences of schools and systems.

14. Improve the effective and efficient use of our resources to meet increasing demand and remove perverse incentives so that costs do not escalate.

Our Vision

Our vision in Kent is to have a well-planned continuum of provision from birth to age 25 that meets the needs of children and young people with SEND and their families. This means integrated services across education, health and social care which work closely with parents and carers, which ensure that individual needs are met without unnecessary bureaucracy or delay. It also means a strong commitment to early intervention and prevention so that early help is provided in a timely way and children's and young people's needs do not increase.

We believe that every Kent child and young person should have their needs met, as far as possible in their local community, in local early years settings and schools, in Further Education colleges and work places. We expect every early years and post 16 provider, mainstream school and academy to make effective provision for children with SEN and disabilities so that they make good educational progress and can move on easily to the next stage of their education and later into employment and independent adult life.

Our vision is for all Early Years settings, schools, colleges and health and care support services to have the capacity, skills and confidence to deliver high quality provision for children and young people with special educational needs and who are disabled (SEND), to improve their educational and health outcomes and their access to wider social development and opportunities to participate in their local community.

We expect education, care and health services to be delivered in an integrated way so that the experience of families accessing services is positive and children's and young people's learning and development, safety, well-being and health outcomes are well promoted alongside their educational progress and achievement.

We recognise the importance of providing good training for all staff, whichever setting they are working in. We aim to achieve this by using the best expertise and knowledge in schools and other services, to increase capacity throughout the county by sharing best practice and by promoting a model of collaborative working and shared responsibility.

We aim to improve our provision and increase parental choice, working in partnership with providers in the voluntary and independent sectors who share our vision and values.

We believe every Kent child and young person who is disabled has the right to live as ordinary a life as possible with easy access to local schools, other education settings and opportunities to use community and leisure facilities, and to the support services they and their families need. Kent's Strategy for Vulnerable Learners sets out our commitment to ensuring that families have their needs met early so that they do not experience the level of challenge and difficulty in their lives that require statutory interventions. We recognise that some young people with the most complex needs require significant levels of help and we aim to ensure they and their families can work with us to shape the services that will best ensure good outcomes for them.

Our plan is ambitious. To deliver it we must identify children with SEND at the earliest possible opportunity and provide them with the support they need to make good educational progress and achieve good outcomes so that they and their families feel well supported.

How Families have Influenced the SEND Strategy

Knowing that we are providing the right services and support for families has huge importance for us. We recognised that it is from the feedback we receive from parents and carers and what we know about their levels of satisfaction, that we gain a better understanding of how we should improve the areas where we do not get it right every time.

As we developed the SEND Strategy, Kent children and young people, along with their parents and carers, told us to keep their needs at the heart of the system. They and we recognise that better outcomes can be achieved when there is strong engagement with them and strong partnerships with schools, the local authority's services and health services.

We have been pleased to work with the Kent Parent Carer Forum (KPCF) to build a strategic partnership. Their participation has helped us to better understand the views and wishes of Kent families, children and young people. KPCF now has parent representatives on a number of key strategic decision making groups and we are working together to agree protocols for working closely with families. We were pleased to support their whole day, free events for parents which took place in Broadstairs, Dover, Edenbridge, Gravesend and Maidstone. Staff from Portage, IASK and the Short-Breaks service provided information and advice stalls alongside NHS service providers. We were also able to input to workshops with key note presentations, offering open question and answer sessions. The views, questions and feedback at these events about how services are delivered have influenced our plans and areas of activity.

Parents and carers told us that providing them with support and integrating our services should be a priority for us. We responded by broadening our helpline support for those who do not have web access to the local offer and we produced guidance targeted at parents and young people themselves. We know from feedback they have given us that Kent families believe that we are now providing better quality information, that the waiting time for access to specialist equipment is now shorter and that access to a good school is easier. This is improving outcomes for children and young people with SEND.

We developed the Kent Local Offer with parents and their role on the steering group means we can monitor how helpful and easily accessible it is for all parents and young people themselves. We are publishing comments and questions so families are aware that their involvement is leading to improvements in information and services.

As parents asked us to ensure that the SEND Strategy increases the support in mainstream and Special school places closer to home, there are now more specialist SRP and satellite places available and when our building improvements in Special schools are completed there will be further increases. Parents are influencing specialist resourced provision (SRP) in mainstream schools which host them because we have established steering groups with parent representatives. We have introduced a mechanism to provide high needs funding to mainstream schools without the need for a statutory assessment and help is now available earlier.

We have introduced statutory assessment meetings (SAMs) where we explain what families can expect to happen and when. There are now five formal points for parents to give us feedback on how we are doing in the assessment process and the collated early responses to how the assessment process was working in 2016 showed 100% satisfaction with the new approaches to co-producing EHC Plans. However we recognise the sample was very small at that point and we also recognised that there were families who did not feel the process was working well and they felt frustrated by delays or the quality of EHC

Plans. Similarly when we asked parents about their experience of annual reviews 94% of parents (127 responses) were satisfied. Parents can be confident that these face to face meetings are influencing decisions and leading to co-produced EHC Plans.

We were aware that this positive feedback did not represent the experience of all Kent families and we recognised that those parents who were unhappy may not have responded, or may have formally complained. We used all feedback, including complaints, to learn more about the areas we need to improve so that all families can feel the assessment and review are positive experiences. Feedback from families influenced staff briefings, training and a new quality assurance framework for EHCPs commencing in the autumn 2016.

What has Already Been Achieved (2013-16)

For many families, feedback indicates that the reforms have brought about positive change. We must not be complacent. We must ensure that the cultural shift needed for real co-production is well-embedded and this will take time. We know that before we can achieve this, every education setting must demonstrate good SEN practice and a stronger commitment to ensuring each individual is truly included in their setting, school or college community. This is the most significant aim of the SEND Strategy.

Improving quality

The Strategy is dependent on the quality of teaching and learning. Analysis of Ofsted outcomes for Kent schools in June 2015 evidenced that 81.8% of pupils were attending a good or outstanding school and this figure represented a rise of 6.8% from the previous year. By 2016 further improvement indicated 15,000 more children were attending good or better Kent schools when compared to the position in 2014. And from 2016, all of Kent's Special schools were rated Ofsted good or outstanding.

Educational Setting	% Good or Outstanding
Primary	91.2
Secondary	87.5
Special	100
PRUS	85.7
Sixth Form (Schools)	75.0
EYFS (School)	90.8
EYFS (non-domestic)	96.4

One of the biggest challenges to the provision of successful learning for all pupils within a high quality setting is ensuring that the adults have the right level of skill and understanding of how pupils with special educational needs can be supported to achieve. To deliver this, effective outreach support from the Kent Special School Headteachers and the devolved Specialist Teaching and Learning Service (STLS), together with support from the Local Inclusion Forum Team (LIFT) has steadily increased the level of expertise in mainstream schools.

A review of the effectiveness of the STLS in 2014 recognised the good work being done and recommended a more coordinated district approach. In May 2015 we consulted on proposals to transfer the Specialist Teaching and Learning Service (STLS) to 12 lead Special Schools and this was completed in January 2016. Outreach services now incorporate the STLS and staff from Special schools as a single integrated team.

We have invested significantly in ensuring these resources to support mainstream schools are available through the local team and LIFT. Schools report that 97% of LIFT activity has a positive impact (86% good or better) and 87% of schools rate impact of STLS as good or better.

Through the Early Years and Childcare Service we have established targeted, bespoke support to Early Years and Childcare providers in the private, voluntary and independent sectors, to offer increasingly accessible and inclusive early education and childcare. We have developed Best Practice Guidance which mirrors the mainstream Core Standards for schools and which we have provided in printed format for settings and providers. This guidance and newly established Early Years Local Inclusion Forums (EY LIFT) is supporting settings to increase their expertise in supporting children with SEND.

Attendance at LIFT and EYLIFT is an indicator of educational settings' commitment to make the best possible provision for their SEND pupils. Although the attendance rate for EYLIFT averages 43.2% which is lower than the schools LIFT average of 74.2%, there is very positive feedback on the accessibility and impact of the advice and support generated.

The impact of Early Years LIFT was also positive:

- 91% of respondents agreed or strongly agreed that they were able to access support to make good provision for children with special educational needs
- 94% of respondents agreed or strongly agreed that their Early Years setting is well prepared to deliver the SEND Code of Practice
- 86% of respondents agreed or strongly agreed that Early Years Local Inclusion Forum meetings have been effective in providing advice and support
- 93% of respondents agreed or strongly agreed that the Local Authority provides timely, up to date and useful information through the KELSI website.

A survey of Early Years Foundation Status settings reported that 74% of Kent settings engaged with the Equality and Inclusion Team in 2014-15 and 73% in 2015-6. This included advice sought through visits and training.

The quality of EYFS provision for 2 year olds is high. The percentage of 2 year olds attending good or outstanding provision is higher than the national average and other comparators.

Area	% attending good/outstanding funded nursery provision
Kent	91.0%
South East	86.0%
Statistical Neighbours	85.6%
England	85.0%

Attainment and Progress for Pupils with SEND

The latest results for Kent schools showed attainment and progress of pupils with special educational needs were above or in line with national attainment levels. However it is disappointing that the gap between their attainment and that of other learners has remained very wide and shows little sign of diminishing. Nevertheless pupils with SEN in Kent performed better than pupils with similar needs nationally.

In 2016, the percentage of SEN children in the **Early Years Foundation Stage** achieving a Good Level of Development increased from 26% in 2015 to 27% in 2016, compared to 23% nationally. However, the SEN achievement gap widened slightly from 52% in 2015 to 53% in 2016 which is one percentage point wider than the national gap figure.

At Key Stage 1, the attainment gap for SEN pupils was wide across all subjects in 2016. The proportion of SEN pupils who met or exceeded the expected standard in **Reading** was 30.7%, compared with 29.6% nationally. There was an attainment gap of 55% which is 3 percentage points wider than the national gap. Kent is ranked fifth for this measure amongst its statistical neighbours.

The attainment gap was widest in **Writing**. The proportion of SEN pupils who met or exceeded the expected standard was 21.5%, compared to 20.2% nationally. There was an attainment gap of 58% which is 4% wider than the national figure. Kent is ranked fifth for this measure amongst its statistical neighbours.

In **Mathematics**, 32.4% of pupils with SEN met or exceeded the expected standard, compared with 30.4% nationally. There was an attainment gap of 53% which was 3% wider than the national figure. Kent is ranked fifth for this measure amongst its statistical neighbours.

At Key Stage 2, the proportion of SEN pupils who achieved the 'expected standard' in Reading, Writing and Mathematics combined was 16%, compared with 15% nationally. There was an attainment gap of 52% which was 4% wider than the national figure. Kent is ranked ninth for this measure amongst its statistical neighbours.

In **Reading**, 32% pupils with SEN in Kent achieved the 'expected standard' compared with 29% nationally. There was an attainment gap of 45% which was in line with the national gap. Kent is ranked second for this measure amongst its statistical neighbours.

The attainment gap was widest in **Writing**. The proportion of SEN pupils who achieved the 'expected standard' was 32% of pupils compared with 29% nationally. There was an attainment gap of 57% which was 2% wider than the national gap. Kent is ranked fourth for this measure amongst its statistical neighbours.

In **Grammar, Punctuation and Spelling**, 32% of SEN pupils achieved the 'expected standard' compared to 29% nationally. There was an attainment gap of 45% which is in line with the national gap. Kent is ranked second for this measure amongst its statistical neighbours.

In **Mathematics**, 31% of SEN pupils achieved the 'expected standard' compared to 32% nationally. There was an attainment gap of 48% which was 2 percentage points wider than the national gap. Kent is ranked fourth for this measure amongst its statistical neighbours.

At Key Stage 4, pupils with special educational needs achieved significantly below the national average for A-C grade GCSEs in English and Maths. 27% of SEND pupils attained this outcome compared to 63% of all pupils in Kent. Kent pupils with SEN outperformed the national average of 24% by 3%. The average Progress 8 score for SEND pupils was -0.72, which is significantly less good progress compared to the -0.04 for score all pupils. The progress 8 score for pupils with EHC Plans in Kent is -1.18 while nationally it is - 1.03. The progress 8 score for pupils with SEN support in Kent is -0.50 while nationally it is - 0.38. Attainment in the English baccalaureate was 9% for SEND pupils compared to 26.5% for all pupils.

Clearly the gaps in attainment are very wide for SEND pupils and their progress rates need to improve further.

Workforce Development

To deliver the cultural and practice improvements needed, the SEND Strategy is supported by a workforce development plan which aims to ensure teachers have the skills to support children with SEND, particularly those with autism, speech and language difficulties and emotional and behavioural needs.

In the last year we have delivered a programme of training in each district through the lead Special school; over 40 different training modules were delivered to over 75% of schools. The evaluation demonstrates the staff who attended were more confident about their ability to support pupils with special educational needs.

We piloted a framework to influence, at a strategic level, the culture and practice across the whole workforce within schools. Participating schools in the pilot achieved externally accredited awards. (See Appendix 3 for Award recipients) and individual professionals were accredited by Canterbury Christchurch University. We used the learning from this pilot to encourage other schools to ensure their practice is inclusive and that their training and support for staff ensures they have the right skills to meet children's special educational needs.

Delivering the Statutory Changes

From September 2014, the Children and Families Act 2014 introduced new duties and responsibilities to ensure children and young people with special educational needs and disabilities (SEND) are supported to learn.

The Local Offer

We have developed the Kent Local Offer through co-production with parents, carers and a range of partner agencies in order to comply with a new duty to publish information about the services which the local authority expects families to be able to access in the area.

The content is being regularly reviewed and in light of feedback, it is being constantly improved. We have established a multi-agency steering group to monitor the quality and the relevance of information for families.

To date it has highlighted that parents who use the local offer consider it helpful and easily accessible as well as increasing the information which is published about personal budgets. We will continue to promote awareness of it as we develop it as a resource for parents of children with SEND and young people themselves.

High Needs Funding

We have developed a new approach to allocating high needs funding to mainstream schools to support earlier intervention and better targeting of resources to meet the needs of pupils with special educational needs. This funding identifies high needs pupils and provides schools with a top-up for pupils with additional support costing more than £6,000 a year. Funding is available without the need for a statutory assessment which means it can be targeted much earlier, before gaps widen.

By the end of 2016 we were providing high needs funding for 1,680 mainstream pupils and by March 2017 this had increased to 1916. The latest forecast for 2017-18 indicates this will increase to 2,129. Almost half of all current funded pupils (47%) did not have an assessment and are not subject to an EHCP. Over 500 were pupils have ASD, 300 with SLCN and 300 with SEMH needs.

Pupils in Year 1 represented the largest group, followed closely by Year 2. This bears out our commitment to early identification and earlier intervention.

Secondary schools make fewer applications per school compared with Primary schools but 63% of non-grammar Secondary schools and 47% of Grammar schools have made applications.

Schools received training and advice from the Local Authority to implement the system with 66% of schools receiving an individual support visit. 94% of the schools who gave feedback felt the support and advice they had received was very good or better and 94% thought that the funding helped to support their pupil's progress.

Currently £22m is being spent on high needs funding in mainstream schools, compared to £8.7m in 2014. The numbers of pupils in mainstream schools supported by high needs funding has increased from 802 in 2014 to 2,129 in 2017. This represents a very significant increase in resources and the numbers of pupils being supported.

Overall in Kent in 2017-18, £151m is being spent on high needs funding, which includes the budgets for Special schools, SEN support in colleges and specialist resourced provision. In addition £120m is delivered to schools in the general schools budget for notional SEN. These resources are considerable and we expect there to be high quality provision and very good pupil outcomes as a result.

Statutory Assessment

Since launching the SEND Strategy in 2013, we have made good progress in improving performance in completing SEN statutory assessments. During 2014, Kent performance for assessments completed in 26 weeks was 92%, compared to 82% nationally.

From September 2014, the new statutory timescale requires assessment completion within 20 weeks. Our current performance is 82%. DfE published data for 2015 showed Kent was performing well, issuing 86% within 20 weeks, compared to 59% nationally. We have set ourselves a target to have embed the new 20 week process firmly by 2017 and to be achieving 95% of Education, Health and Care plan (EHC) assessments in 20 weeks.

We remain committed to high quality personalised plans co-produced with families. We have received positive feedback from parents on this approach. The casework service provides a named point of contact for all families.

Transitioning Statements to EHCPs

All local authorities are required to transfer existing Statements of SEN to Education Health and Care Plans by 2018.

In the first year 2014-15, we completed 500 EHCPs and progress was initially limited because of the demands of the assessment element of converting existing Statements. Additional resources were identified to ensure that by the end of 2016, we were able to convert 3,781. By 2016 Kent had transferred 30% of all Statements compared to a national average of 19%. In the remaining time to 2018 the authority must complete 4,000, or an average of 166 statements per month.

Integrated Working

We recognise that in order for this Strategy to be successful, the key agencies and services must work in a more integrated way and take shared responsibility for improving the provision in Kent. Under the legislation we have an education driven assessment and funding system which has served its purpose well for many years but which has recognised shortcomings in securing the necessary health and social care services that schools, children, young people and families need to achieve the best outcomes. This Strategy is designed to deliver a more effective joint commissioning process that delivers investment in high impact, low cost solutions, pools the available resources in education, health and social care and which promotes a continuum of provision from birth to early adulthood.

We have put in place a new process to complete assessments within statutory timescales and given clarity to all health professionals about these in order that they understand the timescale to complete their advice without delays. Protocols are in place for information sharing, data protection and governance.

We know that young people need support to make their own choices and decisions once they become young adults and that going forward we need to recognise the differences in the way we provide support and advice to parents for their children as they approach adulthood. Our starting point is a presumption that young people can participate in decisions about their future needs and we have trained our staff to understand their capacity to do so.

We have completed a mapping exercise for all transition points from 0-25 to improve integrated working and joint strategic commissioning to ensure a smooth transition to adult services. We want to reduce reliance on residential placements outside of the county and we recognise that multi-agency working to ensure earlier, effective support and a joined up approach to pathway planning for individual children and young people can avoid the need for placement outside Kent. We know that investment in workforce development as part of a preventative approach will mean that we are identifying gaps in existing provision to inform our commissioning intentions.

Joint Commissioning

To improve joint commissioning, we joined our Family Advice Service for short breaks with IASK, the Information Advice Service (formerly known as Parent Partnership) so that we are providing advice for families across the county through a single point which can signpost other services.

For disabled children and young people who need specialist equipment recommended by occupational therapy, we have changed the eligibility criteria and extended the remit of the Integrated Community Equipment Service so that those who do not have a Statement or EHC Plan are now eligible. This means that specialist equipment can be recycled to support therapy needs and intervene earlier to support those needs.

We have established 'dispute resolution and mediation' arrangements which allow Kent parents considering an appeal to the SEND Tribunal to ask for mediation across all three agencies in order that they can have their views about education, health and social care discussed in a single conversation. Whilst there is a legal duty to offer mediation, this innovative approach, which 15 other local authorities have followed, has improved the

service for families and also increased the procurement benefit for Kent. We have also brokered mediation arrangements on behalf of Kent's settings and schools.

Kent was selected by the DfE as a pilot area to test new arrangements for Tribunal appeals. This pilot, which ended in August 2016, gives Kent families extended rights of appeal against health and care elements of their EHC Plans, although the decisions will be recommendations rather than be legally enforced. As the largest local authority taking part in the pilot, Kent families will have directly influenced the outcome. This pilot and the arrangements for mediation meant that Kent families who were unhappy about provision had a joined up approach to having their concerns heard.

Parents and carers told us about the positive impact that access to health care specialists can have. Parents of young children value the support and advice of Health Visitors in supporting their families in the early years. We want to ensure Health Visitors and our Children's Centres have access to training and support from the specialist workforce around speech and language development.

Parents have also told us that they are concerned about having timely access to health services, particularly therapies. We know that there are differences in the models of therapy services in parts of the county and that some eligibility for services is linked to the commissioning arrangement with the service provider, whilst other variations relate to the age group of the child or young person.

In the past year, we commenced a strategic assessment of children with speech, language and communication needs (SLCN), working with the developers of the Balance System Model ©, in order to develop a Kent wide approach to supporting early years settings, Children's Centres and schools to meet the SLCN of children and young people. Through a detailed mapping exercise engaging a broad range of settings and professionals, including therapy providers and specialist resourced provision in schools, we identified the level of need in Kent in comparison with national prevalence data, current provision and how the current incidence of need in each CCG area should be supported. As a result, we have drafted a proposal for joint commissioning and developed a draft specification for a jointly commissioned service. The relevant implications for each Clinical Commissioning Group area have been drawn up to support their commissioning intentions for 2017 and beyond.

We have been developing a multi-agency governance system for assessment and planning to ensure Clinical Commissioning Groups and KCC are able to meet their new statutory obligations to deliver integrated Education, Health and Care Plans.

We know we must maximise further opportunities to address inequalities in access to health services to ensure we can take timely and cost effective decisions. Good examples of how effective joint commissioning is helping us to improve the services we provide are emerging.

Multi-Agency Specialist Hubs

Significant capital investment has been made in building three new Multi-Agency Specialist Hubs (MASHs) in Ashford, Sittingbourne and Margate, enabling co-location of services and the delivery of short breaks for children and young people who are disabled. Other capital expenditure has included sports and play equipment, toy libraries, navigational aids for visually impaired children, major improvements at our five in-house overnight short break units and accessible accommodation at Bewl Water, Swattenden, Allsworth Court and short break foster care homes.

The user surveys evidence high levels of satisfaction across the 3 existing Multi-agency service hubs (MASH); 81% in Swale, 96% in Ashford and 97% in Thanet. We are developing an action plan to extend the multi-agency hub model to deliver a single point of access for families to advice, information and practical support, building on the work of the MASH centres. We replaced the existing child development centre in Shepway with a co-located provision on the site of the Beacon Special School in 2016.

We have delivered a range of high quality, and age appropriate short breaks in partnership with the voluntary and community sectors in light of parent carer feedback on how we can support them.

Personal Budgets

We developed a joined up approach across social care and education to introduce personal budgets, which we are extending to health and which will deliver health, care and education personal budgets specified in EHC plans. Families can now access the same personal budget system for their social care and education budgets.

We surveyed more than 30% of parent and carers accessing SEN transport to seek their views on ways in which we can improve quality, choice and flexibility whilst delivering reductions in the overall cost of providing transport assistance. We used their suggestions and following some initial development work we introduced Personal Transport Budgets as an alternative to the existing service and over 100 families are benefiting from participation in the scheme.

Addressing the Gaps in our Provision

The Strategy sets out a vision of a well-planned continuum of provision, from birth to age 25. It builds on earlier investment in Kent Special schools, setting out key priorities to improve and expand provision in mainstream and Special schools. It continues to be a priority for this Strategy to provide additional capacity to keep in step with the demand for places in Special Schools as well as responding to changes in the nature of children and young people's learning needs. Additional capacity will also be created in mainstream schools and specialist resourced based provision (SRP - sometimes called units).

The rise in the overall school population combined with new statutory duties means that the number of children and young people with Education, Health and Care Plans (EHCP) and SEN Statements, for whom we are arranging specialist provision, has increased over three years as follows:

The Number of Children and Young people with EHCP or Statement, as at January

	2013	2014	2015	2016
Under age 5	267	269	315	343
Aged 5 to 10	2156	2243	2480	2441
Aged 11 to 15	3155	3095	3156	2995
Aged 16 to 19	694	845	933	1241
Aged 20 to 25				23
TOTAL	6272	6452	6884	7043

We recognised this and have continued to increase the number of commissioned places in maintained provision to ensure that more children and young people are accessing the appropriate specialist provision for their special educational needs in a local school:

The Number of Children and Young People Receiving Provision

	2013-14	2014-15	2015-16	2016-17	2017-18
	Actual	Actual	Actual	Actual	Latest forecast
Special Schools	3,272	3,349	3,572	3,688	3,733
Resource Provision	804	810	874	859	900
Mainstream Schools	802	860	1,475	1,916	2,129
Independent - pre 16	458	491	521	533	533
Independent post 16	87	71	64	52	52
Independent	545	562	585	585	585
OLA Maintained	95	103	87	108	108
FE Colleges	467	570	636	845	845
SPI and CCP				55	141
TOTALS	5,985	6,254	7,229	8,001	8,299

Almost all of the additional provision required has been created in maintained schools and local FE Colleges. Although we have been unable to reduce the overall number of placements in the independent sector, we have reduced this as a proportion of all placements and the increased number reflects an increasing demand and rising population.

Where we have increased our maintained Special school provision, we have made sustainable changes that increase the number of pupils who can access good quality provision. At Five Acre Wood and Oakley Schools, where our plans are extending the age range to include nursery, we are targeting an additional group.

New SRP places in mainstream schools have enabled us to support the development of staff skills and expertise. Establishing additional places in SRPs means we have increased the number of children and young people who are served very well by a local mainstream school. Because SRP host schools are able to support their wider workforce and contribute to the expertise in the district, it means that the Specialist Teaching and Learning Service resources can be redeployed more widely.

Over three years we have seen that the average cost of Kent maintained provision is much lower than provision offered by the independent sector. We are delivering value for money by increasing the proportion of pupils supported in our maintained schools, which means spending our resources in the most cost effective way.

	2013-14	2014-15	2015-16	2016-17
Average (mean) cost per place	Actual £000	Actual £000	Actual £000	Latest forecast
Special School places in Kent	20.5	20.5	19.1	19.1
SRP places	16.3	18.4	17.5	18.6
Mainstream High Needs	10.9	10.3	9.8	10.9
Non Maintained and Independent schools and colleges	43.3	44.8	45.9	48.4
Special school places in other LAs	24.2	24.6	30.6	30.1
FE Colleges	9.1	8.7	10.8	9.9
Charity sector post 16				6.7
Annual average cost	19.9	20.0	18.6	18.4

Special School Provision

There has been significant investment in Kent Special Schools in recent years and all of the provision is good or outstanding. This is an enormous strength. Special schools are continuing to develop their outreach work to support other mainstream schools and Lead Special Schools in each District have taken on the management of the Specialist Teaching and Learning Service to improve progress and support for pupils with special educational needs in all schools. This is a very positive development. The Specialist Resourced Provision in mainstream schools also provides much needed support for many SEN pupils to be educated in a local school.

The SEND Strategy identifies Autistic Spectrum Disorder (ASD) as the most prevalent and fast growing need type in Kent and sets out an intention to provide at least 275

additional places for pupils with autism (ASD) or behavioural, emotional and social needs (BESN) and increase Special school places from 3491 to 3700 by 2018.

A capital programme encompassing 10 Special Schools, which is just coming to completion, has been steadily improving the physical capacity and quality of Special school accommodation through rebuilding and this will result in a significant increase in the overall the number of places. Projects at 5 schools have now been completed:

- Oakley (West Kent) – Extension and refurbishment to both junior and senior sites.
- Stone Bay (East Kent) – New Emergency Fire Exit
- Laleham Gap (East Kent) - EfA managed new build
- St Antony's (East Kent) - New sports hall and ancillary spaces
- Foxwood and Highview (South Kent) – New build as a single school; The Beacon

With 5 school projects all underway:

- Broomhill Bank (West Kent) – new classes, changing facilities and studio hall
- Foreland (East Kent) - Relocation and new build project
- Five Acre Wood (West Kent) - Extension on existing site
- Portal House School (South Kent) – New build on existing site
- Ridge View (West Kent) Relocation and new build

We have already achieved 3,680 Special School places with plans in place for additional places as building projects are completed. These have predominantly been commissioned in our PSCN and SLCN schools; both types cater for pupils with ASD although PSCN schools also cater for a wide range of learning difficulties.

The completion of work at Five Acre Wood expands the age range to include provision for pre-school children. Oakley School has also agreed to establishing a nursery for up to 24 children (12 f.t.e) in 2017.

We have established PSCN satellite provision in mainstream for pupils from:

- Five Acre Wood School (Maidstone) at East Borough Primary School and Holmesdale Technology College for secondary age
- Oakley School (Tonbridge Wells) at Skinners Kent Primary School
- St Nicholas School (Canterbury) at Chartham Primary School.

Plans are in place for a satellite of Ridge View School (Tonbridge & Malling) at Wouldham Primary School as part of a new purpose built mainstream school in 2017.

In 2016, provision for Primary aged pupils with SLCN and autism which had been hosted by Leigh Academy Trust at Dartford Primary Academy in North Kent formally moved into a satellite of the Trust's Milestone Special Academy.

Specialist Resourced Provisions (SRPs)

Approximately 11% of pupils with an Education Health and Care Plan require a level of specialist teaching not usually available in mainstream schools, even with access to high needs funding. These pupils are supported in designated Specialist Resourced Provisions in host schools, where we have established new SRPs for ASD, SLCN and SEMH.

We have created capacity for up to 1032 pupils to be supported in specialist provision in mainstream schools (508 in Primary and 524 in Secondary schools). We have phased admissions to newly established provision over 3-4 intakes.

At the same time, we have opened Primary School aged SRPs for pupils with autism in North Kent at Oakfield Primary School and in East Kent at Canterbury Primary Academy. Plans are in place for further places in schools opening in West and South Kent at Kingshill, Langley in Maidstone and Martello Grove in Folkestone.

We have also opened SRP places for children with speech and language needs in South Kent at River Primary School and places for children with Speech Language and Communication Needs (SLCN) in East Kent at West Minster Primary School (Swale). We have plans in place for SLCN SRP in a new school in North Kent from 2017.

We have established SRP for social emotional and mental health needs (SEMH) in East Kent at Thistle Hill Primary School, in South Kent at Nonnington and Finberry Primary Schools with provision in West Kent at Holborough and Snodland Schools expected to open in 2017.

Primary SRP Places By Need Type	ASD	HI	PD	SEMH	SLCN	SLD	VI	Total
Ashford	6	0	0	15	12	0	0	33
Dover*	0	0	0	6	12	80	5	103
Shepway	12	8	0	0	19	0	5	44
South Kent	18	8	0	21	43	80	10	180
Canterbury	43	0	0	0	35	0	0	78
Swale	0	0	0	15	55	0	0	70
Thanet	0	0	7	0	0	0	0	7
East Kent	43	0	7	15	90	0	0	155
Dartford	30	14	0	0	12	0	0	56
Gravesham	0	0	5	0	0	0	0	5
Sevenoaks	0	0	0	0	0	0	0	0
North Kent	30	14	5	0	12	0	0	61
Maidstone	15	12	0	0	17	0	0	44
Tonbridge And Malling	40	6	0	16	0	0	0	62
Tunbridge Wells	0	0	6	0	0	0	0	6
West Kent	55	18	6	16	17	0	0	112
Total Places	146	40	18	52	162	80	10	508

*80 primary places are in Whitfield Aspen1 which serves as the district PSCN specialist setting.

Through re-commissioning, we have increased the places for Secondary aged pupils with SLCN. In North Kent we relocated the secondary SRP to the Leigh Academy Trust following the closure of the host school. In South Kent, and Goodwin Academy (formerly known as Castle Community College in Deal) SRP has re-designated to SLCN.

For Secondary aged pupils with ASD we have created additional provision at Holmesdale Technology College and Hugh Christie Technology College in West Kent and in North Kent at Wilmington Academy.

We are aware of the need to ensure pathways to appropriate Secondary provision and we recognise that twice as many Secondary pupils who are placed in mainstream schools access provision in SRPs than in primary (6% in contrast to 3%).

We plan also to address the need for Secondary ASD places for Primary pupils in Shepway.

Secondary SRP Places By Need Type	ASD	HI	PD	SEMH	SLCN	SLD	VI	Total
Ashford	17	0	0	0	0	0	0	17
Dover*	0	0	0	0	20	40	0	60
Shepway	0	0	0	0	0	0	0	0
South Kent	17	0	0	0	20	40	0	77
Canterbury	15	0	16	0	21	0	21	73
Swale	33	0	20	0	29	0	0	82
Thanet	0	5	0	0	0	0	6	11
East Kent	48	5	36	0	50	0	27	166
Dartford	55	7	0	0	44	0	0	106
Gravesham	16	0	10	0	0	0	0	26
Sevenoaks	0	0	0	0	0	0	0	0
North Kent	71	7	10	0	44	0	0	132
Maidstone	0	0	0	0	0	0	4	4
Tonbridge And Malling	44		0	0	90	0	0	134
Tunbridge Wells	0	11	0	0	0	0	0	11
West Kent	44	11	0	0	90	0	4	149
Total Places	180	23	46	0	204	40	31	524

*40 secondary places are at DCCA Aspen2 which serves as the district PSCN specialist setting.

16-24 year olds

Over the last three years we have increased the number of students supported in Further Education Colleges by provision set out in a statutory EHCP from 467 to 845.

In 2016 we commissioned 55 places from providers in the charitable and commercial sectors delivering local specialist support and our commissioning arrangements for 2017 onwards will see additional providers and additional places become available.

This Strategy sets out action to ensure access to an appropriate route for 16-24 year olds and this includes working with vulnerable young people with SEND to access specialist training and apprenticeships.

The post 16 programme for BESN (behavioural, emotional and social needs) learners has been successful in reducing NEETS for this vulnerable group. The service has supported 173 young people from BESN Special Schools over the past year with 70% of these learners remaining in education or taking up apprenticeships.

New supported employment pathways are being developed by the Kent Supported Employment Team. This new programme has begun at Grange Park and Ifield Special Schools and is working with 10 learners to support them into employment.

Our partnership with Catch 22 has seen them delivering over half of the supported internships in the County.

Placements in Non-Maintained and Independent Special Schools

Where the needs of individual pupils cannot be met in Kent maintained Special Schools we have commissioned placements in the independent non-maintained sector (sometimes referred to as 'Out of County'). There are currently over 500 Kent children and young people in these schools and we are working in partnership with local providers who are approved under Section 41 of the Children's and Families Act, to have the broadest range of specialist education for pupils with SEN, to increase choice for families and to provide best value for public resources.

2016-17 placements in non-maintained and independent settings	Total	Within Kent	Out County	<i>Multi-agency funded</i>
Independent Schools	443	328	115	26
Independent Post 16	52	6	46	0
Non Maintained Schools and Colleges	90	41	49	7
Total	585	375	210	33

The SEND Strategy recognises that working in partnership with settings outside of the maintained sector provides the broadest range of specialist providers for Kent's children and young people with the most complex needs. It extends the choices for families and by working in partnership with settings based in the independent and non-maintained sector, particularly within Kent's boundaries, the Council can drive down the overall cost of placements and transport.

Our intention to reduce the need for unnecessary travel by increasing the number of pupils who can be supported in a local school means that we have reduced the proportion of out county placements, from over 13% of EHCP to just below 12%. We recognise this needs to reduce further and we build more capacity in Kent to meet the needs of pupils.

2016-17 Latest Forecast	ASD	SLCN	SEMH	MLD	SLD	PMLD	PD	SPLD	HI	VI	Total
Indep Special	245	34	124	7	4	0	3	25	0	1	443
Indep Post16	21	4	0	4	10	1	10	0	0	2	52
Non Maint Sch/Colleges	17	12	31	3	4	6	7	3	5	2	90
Total	283	50	155	14	18	7	20	28	5	5	585

Placements continue to be most frequently made for children and young people whose primary need is autism, although this reflects the full range of learning difficulties and severity of communication disorder.

The Strategy sets out a commitment to ensure more effective procurement of timely and cost-effective placements. To deliver this we have worked with West Sussex County

Council (WSCC) and introduced a dynamic procurement system (DPS). The partnership work attracted interest from the Department for Education to undertake a feasibility study of a national procurement tool for Specialist Schools and Colleges. Whilst the arrangement with West Sussex comes to a conclusion in 2018, we are using this experience to help us further improve procurement in Kent and shape a bespoke, Kent framework.

Through a multi-agency decision making forum (JRAP) we are ensuring joint funded placements can be delivered and providers can evidence more cost effective outcomes for education, health and care needs.

What's Left to Do

This Strategy is focused on ensuring good SEN practice in every school and a stronger commitment to inclusion. Through the core standards delivered by a skilled workforce across all schools we have been improving educational outcomes. To deliver the improvements needed, the SEND Strategy is supported by a workforce development plan which aims to ensure teachers have the skills to support children particularly those with autism, speech and language needs and behavioural needs.

The SEND Code of Practice 2015 introduced an expectation that schools will use their best endeavours to support the most vulnerable pupils. We want to ensure that this means that pupils with SEND are socially and educationally included in the life of their schools.

We know some pupils with SEN have poor levels of attendance and that they are over represented in exclusions. The Strategy aims to improve attendance and reduce exclusions for SEND learners.

We want to reduce the SEN gaps in achievement and we know that they will need good levels of attendance to be fully benefiting from inclusion in the classroom.

We want the relationship between families and settings to positively support children's progress, and aim to increase parents' levels of satisfactions with the provision being made for their child.

We want to have better links between the resources available for pre-school children with severe and complex needs and the support available in school.

Over the last five years, the proportion of the total pupil population with a Statement and Education, Health and Care Plan (EHCP) has remained stable at 2.9% of the school population. Increases in the Kent school age population have been mirrored by an increase in the number of pupils subject to an EHCP. The overview of Kent's Demographic Trends sets out significant population growth and therefore a growth in the demand for SEND specialist provision is forecast

We know that there are still gaps in our provision and the Kent Education Commissioning Plan has identified where the pressures are most significant. It is anticipated that the demand for SEND specialist places will continue to reflect the population increase and consideration needs to be given to ensuring parental confidence in Kent's maintained Special schools translates into greater expertise in mainstream schools and the SRPs which they host.

Despite the introduction of high needs funding, and significant increases in the amount of funding being allocated to schools, to provide specialist support without the need for a

statutory assessment and an Education, Health and Care Plan (EHCP), we have yet to see a reduction in requests for statutory assessment. This is unsustainable and it must be a focus of the Strategy to reduce reliance on statutory assessment because appropriate support is available in mainstream schools through high needs funding.

FORECAST

No of EHCP	Jan-16	Mar-17	Mar-18	Mar-19	Mar-20	Increase 2016 to 2020
Under age 5	343	343	352	356	358	4%
Aged 5 to 10	2441	2801	2550	2575	2600	6%
Aged 11 to 15	2995	3050	3334	3433	3567	19%
Aged 16 to 19	1241	1244	1250	1280	1295	4%
Aged 20 to 25	23	27	38	51	64	
TOTAL	7,043	7,465	7,524	7,695	7,884	11%

For many pupils appropriate early intervention and suitable placement is available in mainstream primary schools; however, when they reach Secondary age, an increasing number require Special School provision. Analysis of current placements shows a marked reduction in the proportion accessing mainstream school after Year 6.

55% of Primary aged pupils are successfully placed in mainstream schools with fewer than 45% needing a Special School placement. Of those Primary pupils with an EHCP in mainstream school, only 3% are placed in a Specialist Resourced Provision.

At Secondary age, the proportion of SEND pupils in mainstream school drops significantly to 40%, with 6% of those requiring placement in a mainstream Specialist Resourced Provision to access support. 60% of Secondary aged pupils with an EHCP are taught in Special Schools.

The shift that will be created by current Primary pupils moving into the Secondary sector is likely to result in an increase of 30 Secondary aged pupils with an EHCP in every district by 2023, creating demand for specialist places in Maidstone, Tonbridge and Tunbridge Wells where the forecast indicates 55% (102) will require specialist Secondary provision.

Whilst the growth in the number of Primary pupils with EHCPs is expected to continue to rise at a slower rate, it is likely this will require 10 additional specialist Primary places in Maidstone and in Swale.

Provision has been created to address some immediate pressures coming forward for Primary aged pupils across the county. However, the current bulge is moving through to Secondary School and where we currently have pupils for whom local provision cannot be found, pupils are travelling far greater distances each day. Forecasts indicate that there will be significant greater pressure for Secondary provision within our Special schools from 2018/19 onwards.

We are proposing to increase the number of commissioned places as follows:

SEN Provision	2016-17	2017-18	2018-19	2019-20	2020-21
	Latest	Target	Target	Target	Target
Special School (and Free Schools)	3,688	3,876	3,987	4,162	4,289
Commissioned SRP places	859	927	951	987	1,003
Independent and Non Main FEC	533	530	500	420	500
Special schools in other LAs	108	95	90	75	70
Post 16 (excl 6th forms)	900	795	858	928	968
Funded places:	6,088	6,223	6,386	6,572	6,830
Mainstream high needs	1,916	1,875	1,800	1,700	1,600
Total children and young people	8,004	8,098	8,186	8,272	8,430

The current pattern of high needs funding is targeting pupils in Key Stage 1. More pupils are supported in Special school provision at Secondary age than Primary. As the current bulge of Primary aged pupils moves into Secondary education, and mainstream Secondary schools arrange support through pupil groupings and differentiation, the number receiving high needs funding is likely to reduce.

Placement Preference

In 2016, 45% of Kent pupils subject to EHCPs and Statements were receiving their education in mainstream schools, academies and general Further Education Colleges (FEC). Excluding FEC, this figure falls to 38% which is much lower than the national average of 47%. There is a reasonable expectation, therefore, that more pupils with SEND could be educated in mainstream schools.

Over 700 Kent pupils with an EHCP are taught in specialist resourced provision (SRP), sometimes referred to as a unit, hosted within a mainstream school. This means that the proportion of Kent pupils with an EHCP for whom the Council is making specialist provision (within a Special school or SRP) is 65%.

The proportion of Kent children with an EHCP who have an Autistic Spectrum Disorder (ASD) has risen more than the overall increase for all children. Over a five year period, the number of Statements and EHCPs for ASD has increased by 1100. The Department for Education's latest SEN Statistical Release shows that nationally 24.5% of all pupils subject to a Statement or EHC plan were recorded as having Autistic Spectrum Disorder as their primary barrier to learning. In Kent this figure is significantly higher at 38%.

In Kent, 54% of pupils with an EHCP setting out their primary barrier as ASD are supported in a Kent Special Schools and the number of placements in Kent Special Schools has increased by over 200 since 2014.

While specialist provision for pupils with emotional and behavioural difficulties has been known as EBD, in Kent we have refined the definition of our provision into schools which cater for those with underlying learning difficulties. The Department for Education has recognised there have been changes to the classification of type of need so that now the previous pupil classification of 'Behaviour, Emotional and Social Difficulties (BESD)' has been removed. A new classification of need 'Social, Emotional and Mental Health (SEMH)'

has been introduced. The number of Kent pupils whose EHCP identifies behaviour as their primary need has increased slightly (+0.6%) and there continues to be a demand for this kind of specialist provision.

We plan to create an additional 36 places for autism in Specialist Resourced Provision in mainstream school (24 in Secondary schools) and 12 places for social emotional and mental health needs in Secondary schools.

We also plan to create 600 new Special school places. We will do this by increasing the number of places in Kent maintained and academy Special schools by at least 100 and through commissioned places in new Special Free Schools:

New Free School	2018-19	2019-20 cumulative	2020-21 cumulative
Primary ASD	16	40	56
Secondary ASD	45	90	112
B&L Sheppey	36	60	84
PSCN Dover	48	72	84
ASD SLD North	30	40	60
TOTAL	175	302	396

The cost of home to school transport and the implications of the Council needing to reduce the cost pressure means that we must make further improvements which increase the capacity of local schools to support pupils without the need for extended journeys to school.

The Early Years

We have seen the greatest increases in the number of children and young people identified as having SEND in the early years and after statutory school age. We want to increase the provision that is available for them.

We want early identification by health to lead to earlier support. We aim for professionals working with families, such as Health Visitors, to make early referrals. We want earlier and effective involvement of speech and language therapy services and improvements in the waiting times to access direct therapies.

Gaps in Health Provision

We want to tackle the inequalities that arise from gaps in occupational therapy and physiotherapy. We want missed treatment and appointments to be followed up to ensure that there are no safeguarding or accessibility concerns

We want social communication, emotional and mental health needs to be well met and supported through a multi-disciplinary approach including good access to child and adolescent young people's mental health services. We want clear pathways to timely assessment, diagnosis and action.

The number of children and young people in Kent's maintained Special Schools educating pupils with profound, severe and complex needs (PSCN) or physical disabilities (PD) who have a diagnosed and assessed chronic medical condition is significant, ranging from a

third to almost all of those admitted to the school. For the great majority of these pupils, a healthcare plan and personalised intervention can be implemented by trained school-based adults with oversight from medically qualified professionals. For others, access to medically qualified staff is an essential component of the specialist provision they require during the time that they are attending school. We recognise that the level of qualified and specialist nurses which is currently available is historic and does not reflect the most current profile of some children and young people in our schools.

We want all partners in health and in the local authority to ensure more effective commissioning and adequate provision for speech and language therapy, child and adolescent mental health services and school and community nursing for children with complex health needs. We want the Designated Medical and Clinical Officer for each Clinical Commissioning Group to help facilitate the collaborative approach needed for integrated commissioning.

Post 16 Provision

We also recognise the need to ensure all young people with SEN and disabilities participate in education or employment with training until they are 18, and those who need continuing education to age 25 are able to access appropriate settings. For those who are moving on from school we want to develop the range of post 16 providers through effective commissioning and clear pathways which provide good preparation for employment for young people with SEND.

The Government reports that 93% of people with moderate to severe learning disabilities are unemployed. We know that work experience helps young people with SEND to flourish in the labour market and we want to be able to build strong relationships with employers of all sizes so that more work experience and supported internships for young people with special educational needs are available. We want to work with Further Education Colleges and schools to significantly increase the number of supported internships being offered, and study programmes that include personalised support and high quality work experience placements.

We aim to ensure that pathways for SEND learners aged 16-24 are coherent, offer appropriate choices and are clear about intended outcomes at ages 16, 19 and 24. We have increased the number of students who are supported through high needs funding in Further Education Colleges and for some individual students we have put in place bespoke provision. We have increased the number of places we commission from specialist charitable or voluntary sector providers who are not part of the maintained sector (SPI). We are working with SPI providers to support them in seeking the Secretary of State's approval for the provision they can offer. We will ensure LDD learners are offered support to take up apprenticeships, and increase their numbers in line with targets in the 14-24 Learning, Skills and Employment Strategy.

We want to ensure all young people are well prepared for adulthood; for employment; for higher education; and to live as independently as they are able; to enjoy good adult health and to be full participants in their communities.

Inspection of Local SEND Arrangements

In March 2015, the DfE outlined its plans to introduce new inspection arrangements for the SEN reforms in the Children and Families Act 2014.

Ofsted invited Kent to participate in a pilot exercise in developing the inspection framework. This provided a good opportunity to ensure that Kent's local arrangements are achieving better outcomes. A fieldwork team of Ofsted HMI and CQC (Health and Social Care inspectors) visited KCC in May 2015, covering Early Years settings, schools and colleges as well as hosting a webinar for parents.

The findings were positive. Kent's SEND Strategy was acknowledged by the team as clear and aspirational, with clear priorities, targets and outcomes. Kent's Parent Carer Forum was recognised as having a strong role. Our approach to EHC Plans was judged to be child centred at all age phases. The inspectors recognised the demands of converting 7,000 Statements to EHC Plans. They reported the very positive views of parents about the new SEND process. However they also found wide dissatisfaction about inequalities in access to health services and they challenged KCC and partners to address the health inequalities which currently exist in different districts of Kent.

Following the pilot inspection work, in June 2016 Ofsted and the Care Quality Commission (CQC), implemented their new inspection framework to hold local areas to account and champion the rights of children and young people. Inspectors began a cycle of inspection and review of how local areas meet their responsibilities to children and young people who have special educational needs or disabilities (or both). We will continue to use the learning from inspections which have taken place and the published findings to ensure that Kent learns from where there is more effective practice.

Governance, Monitoring and Review

The SEND Strategy falls within the remit of the 0-25 Health and Well Being Board.

Ensuring delivery of the strategy through regular performance monitoring and review of this Strategy is undertaken through the Kent Children's and Young People's Health and Wellbeing Standing Group for disabled children and young people and those with special educational needs. This is chaired by the Corporate Director, Children, Young People and Education Services. Membership includes Officers from the County Council, all CCGs, Schools and settings.

The standing group's role is to ensure services are co-produced with parents and carers, recognising that while the lead role rests with the local authority, successful implementation of the SEND Strategy requires effective partnership across all agencies and engagement by other partners in delivering this Strategy.

The group, which has representation from NHS partners and Kent Parent Carer Forum, has been established to oversee the development of multi-agency governance to ensure KCC and Clinical Commissioning Group partners are able to meet their new statutory obligations to deliver integrated Education, Health and Care Plans.

Conclusion

Much has been achieved in expanding SEND provision, ensuring better quality education and support for SEND learners, developing a wider range of options for parents and increasing high needs funding and the capital funding to expand and improve Special Schools. As a result there have been improvements in attainment and progress for SEND

learners, although attainment gaps remain very wide and progress rates need to improve further.

The range of support, advice and training for schools and direct additional support for the teaching of SEND learners, through the LIFT process, has improved and levels of satisfaction with the local arrangements are high. As we continue to see the incidence of ASD increase we need to do more to ensure all schools have the expertise needed to support and teach these pupils so that they make good progress.

We have significantly increased high needs funding and more pupils are supported through this mechanism without the need for a lengthy statutory assessment and Education Health and Care Plan. This has increased earlier intervention and achieved better targeting of the available resources to the needs of individual pupils. However referrals for statutory assessment continue to increase, which is costly and time consuming, and where pupils can be supported just as well through high needs funding we need to do more to give parents confidence in this approach.

Finally we have successfully implemented the SEND reforms, introduced Education Health and Care Plans and a new statutory assessment process with the closer involvement of parents, delivered a new Local Offer and made good progress in transferring Statements to the new Plans.

In taking the SEND Strategy forward to 2019 we recognise there is more to do to keep pace with changing needs and levels of demand, and to improve educational outcomes further.

In particular we want to continue to improve our provision for ASD learners across all schools, and work more effectively in partnership with Health Service Commissioners and providers to improve speech and language provision, other therapies, specialist nursing and mental health support.

We are also giving more priority to improving earlier identification and capacity in the early years, to ensure children's needs are identified at the right time and earlier interventions can have greater impact on supporting their development. This involves continuing to improve SEND support in Early Years settings and more integrated working with Health Visitors and Children's Centres.

Looking ahead we also need to continue to increase provision, in Special Schools and Specialist Resourced Provisions in mainstream schools, as well as ensure that new Special Free Schools deliver the additional places we need in parts of Kent where there are still gaps in our SEND provision. Consequently we aim to ensure that fewer children will need to be educated out of their local area and out of the county and as a further consequence we expect to see a reduced level of need for SEN transport.

The numbers of pupils supported by high needs funding have increased. The Government is proposing to introduce a National Funding Formula from 2018-19 and based on current proposals, we are unlikely to see any increases in the High Needs funding that Kent receives over the period 2018-2022.

As we continue to see our high needs expenditure increase, and indications are that the National Funding formula will cap this, we aim to work in partnership with schools to develop more effective ways to use high needs funding in mainstream schools. We have commenced a review of high needs funding and in partnership with schools we want to look at practice and provision where there are an above average number of applications

for funding (for the size of school) and particularly where the applications include a majority of one to one provision or the funding exceeds the cost of a place in a Special school for that need type. We want to draw out evidence of impact and progress and link this work to the role of the LIFT and the available support to increase capacity in schools. We will implement any changes from September 2017.

Summary of our Priorities for 2017-2019

We will continue to:

1. Improve the progress rates and attainment outcomes for all children and young people with SEN and those who are disabled, so that we close the achievement gap between them and other children and achieve outcomes which are above national expectations for similar pupils. To achieve this improvement it will be essential to increase school attendance for SEND learners and ensure they are not excluded from school.
2. Improve provision for, and easy access to, appropriate local services in childcare, education, care and health which meet the needs of families and ensure fewer children will need to be educated out of their local area and out of the county. This includes delivering the additional places in Special Schools, new Free Schools and Specialist Resourced Provisions as set out in this Strategy.
3. Develop the quality and capacity of early years providers, schools and colleges, in order to meet the needs of local families and their children with SEN and disability, especially in supporting learners with autism and speech and language needs. We will ensure the necessary training, advice and support is provided to increase capacity in meeting these needs.
4. Ensure there is effective use of High Needs funding in delivering the kinds of support and interventions for learners that impact successfully on improving their progress and attainment. As part of this we will carry out a review of High Needs funding in mainstream schools and colleges to identify the most effective practices and to achieve the best value from the available resources.
5. Develop the broadest range of providers to increase parental choice and offer provision which offers a flexible match to the needs of children and young people. We aim to have a continuum of provision across mainstream and special education, colleges and training providers, so that the needs of all children and young people in Kent can be met locally. We expect this to result in less need for extended journeys and reduced costs for SEN transport.
6. Improve transition planning at age 14 and, in partnership with schools and colleges, develop a wider range of learning options and pathways post 16 that cater well for the needs of SEND students, including high quality work experience and support for traineeships and apprenticeships. In this way we expect to see a significant reduction in the numbers of SEND learners who are NEET.
7. Build parents' confidence in the support provided and improve the engagement of parents by providing them with timely information, advice and support, and a high quality statutory assessment process which delivers to timescales. It is a priority to ensure that children and young people with SEND, and their parents and carers, are involved in decision making at every stage of the process.
8. Deliver the whole life pathway for disabled children and young people, and their families, so that they receive more integrated support especially as they transition to early adulthood. We aim to ensure disabled children and families have timely access to appropriate community equipment and wheelchair services to meet their

current and future needs. Where it is helpful we also aim to make available personal budgets to families when it will improve independence and choice.

9. Deliver greater local integration and co-ordination of education, health and care services and plans for children and families in Kent ensuring this is extended to young people aged 25 where it is appropriate, and promote positive and seamless transitions at all stages between the ages of 0-25.
10. Develop new outcome focused approaches to joint commissioning and integrated working that promote early intervention and prevention whilst also ensuring that KCC and NHS Clinical Commissioning Groups meet their new statutory duties linked to the provision of services within the Education Health and Care Plan.
11. Develop innovative approaches to addressing gaps in services through joint commissioning and using evidence-based practice and research to improve the quality and availability of provision 0-25, with good transition to adult services.
12. Ensure the provision of high quality specialist services as appropriate and necessary, such as educational psychology, speech and language therapy and child and adolescent mental health support. We want the most medically vulnerable pupils with complex, unstable health conditions to have timely access to specialist nursing in schools working alongside school staff trained to respond to their needs.
13. Ensure we embed a culture of evaluating the impact of what we do, that the outcomes for children and young people are regularly reviewed and we monitor and invite feedback on parents' experiences of schools and systems.
14. Improve the effective and efficient use of our resources to meet increasing demand and remove perverse incentives so that costs do not escalate.

Action Plan for 2017-2019:

What are we going to do, and how we will know we have been successful?

KEY ACTIVITY	WHAT WE WILL DO
<p>1. Identify children and young people with SEN and those who have a disability</p> <p>Key people responsible:</p>	<p>By 2018 we will</p> <ul style="list-style-type: none"> • Ensure that systems for early identification used by all services and agencies give priority to Kent children and young people in public care • Ensure the support we give schools and settings means they are able to make decisions about how and when to seek external advice for children who need additional support • Provide guidance to Governing Bodies about fulfilling their 'best endeavours' duty • Demonstrate that Health visitors are making effective early referrals to services that support SEN and disabilities • Identify vulnerable families, so that multi-agency support from services such as Portage can be quickly in place • Offer training and development opportunities to Early Years providers, particularly private, voluntary and independent sector settings, to support their understanding of early identification • Put systems in place to ensure failed appointments are followed up by the provider commissioned to undertake the assessment appointment • Review the impact of Healthy Child programme to ensure it is reducing health inequalities for the most vulnerable • Have a clear baseline of the timescales for assessment and diagnosis of ASD in order to take prompt action when delays are occurring <p>By 2019 we will</p> <ul style="list-style-type: none"> • Have increased the support and guidance for SENCOs so that their capacity to identify the most vulnerable pupils increases • Have reviewed how early health services can support identification of pre-school children with greatest difficulty • Ensure that planning for adulthood takes place from year 9 onwards • Actively promote early intervention and prevention whilst also ensuring that KCC and NHS CCGs meet their EHCP duties <p>We will know we are achieving when</p> <ul style="list-style-type: none"> • All settings evaluate training and outreach as highly effective • Teaching is rated as good (in 90% of schools) and pupils with SEN are making such good progress that the % on SEN Registers is reducing • Parents of the most complex children report that early

KEY ACTIVITY	WHAT WE WILL DO
	identification by health professionals led to timely provision being put in place
<p>2. Evidence that assessment is effective and meeting needs</p> <p>Key people responsible:</p>	<p>By 2018 we will</p> <ul style="list-style-type: none"> • Monitor the availability of SEN Information published by schools and give them feedback on statutory compliance • Have transferred all Statements and be delivering consistently good quality EHC Plans • Ensure the continuum of provision across mainstream and special schools and colleges offers a flexible match to the needs of children and young people • Promote high quality information sharing and effective practice in support school to school (and college) transitions • Have specialist school nursing for complex health conditions • Have closed the gaps in speech and language support for 0-18 year olds, and have pathways for 19-25 year olds • Commission Post 16 SEND provision from a range of providers delivering evidence-based practice and preparation for adulthood, to increase choice • Ensure Short breaks are widely available <p>By 2019 we will</p> <ul style="list-style-type: none"> • Publish comparison data about schools' SEN Registers • Review the links between funding for complex children pre-school (SCARF) and high needs in school • Ensure all SRPs are Ofsted good or better • Publish waiting times for therapy and steps to reduce delay • Ensure community nursing is accessible 7 days a week • Review the impact of special school nursing arrangements • Ensure good access to community equipment and wheelchair services • Review and publish neurodevelopmental pathways and services which support ASD and SEMH • Ensure learners, including those at level 1, will be following and completing an apprenticeship • Develop outcome focused joint commissioning of services within EHCPs • Improve transition to adult services <p>We will know we are achieving when</p> <ul style="list-style-type: none"> • EHCP are consistently good • The quality and availability of provision 0-25 is good • Adequate health provision for SEND is available in schools • School nursing is available for all including EOTAS • 95% of young people 16-19 with SEND will be EET • 100% of young people who meet the eligibility criteria for

KEY ACTIVITY	WHAT WE WILL DO
	adult social care have a seamless transition to adult services
<p>3. Our local arrangements mean young people achieve better outcomes</p> <p>Key people responsible:</p>	<p>By 2018 we will</p> <ul style="list-style-type: none"> • Increase the no. of Kent children and young people with SEND who go to a good or better setting; all Kent Special Schools will be good or better • Have produced a county-wide baseline of % outcomes achieved at annual review and robust review of progress • Tackled persistent absence or pupils with SEND through a feedback system with schools • Consult schools on a Kent wide agreement to end permanent exclusions for SEND pupils in primary schools • Publish the findings of targeted work to reduce SEND NEETs including how progress can be maintained • Review how we ensure how children educated elsewhere are responding well to the provision being made for them • Have commissioning frameworks in place for services that support groups of children, including those with speech and language needs and physical impairment • Have increased the range of 19-25 pathways developed and <p>By 2019 we will</p> <ul style="list-style-type: none"> • Ensure Kent's Commissioning Plan (KCP) for school places identifies where further new secondary provision is required • Work with professionals from secondary schools to eliminate the use of permanent exclusion for SEND pupils • Have a well-developed cycle of jointly commissioning services and streamlined approaches to provision for complex cases • Deliver greater local co-ordination of education, health and care services and plans for children and families <p>We will know we are achieving when</p> <ul style="list-style-type: none"> • SEN achievement, including EYFS development, is above national expectations • Inspection evidence confirm SEND provision in Kent schools serves children and young people well • Persistent absence for pupils with SEND is below the national average • No Kent primary schools are permanently excluding SEND children and in secondary schools it is very rare • The no. of young people whose whereabouts is not known, or who are NEETs shows a year on year reduction • Children and young people subject to EHCP are achieving the outcomes in their EHCP • Kent's young people have improved life chances, wellbeing, safety and personal independence

KEY ACTIVITY	WHAT WE WILL DO
<p>4. Children and young people with SEND and their parents are involved in decision making</p> <p>Key people responsible:</p>	<p>By 2018 we will</p> <ul style="list-style-type: none"> • Have well developed principles for co-production and awareness of them in all agencies and services • Improved the way in which we engage young people with SEND about their aspirations, ambitions and choices • Be making best use of parental engagement at a strategic level, shaping the services that are commissioned • Publish how feedback from families is influencing services • Have produced broad range of information about specialist services and how to access them • Continue to promote awareness of the Local Offer • Have reduced parents frustrations with delay or accessibility • Ensure there is good staff training in understanding (S.19) of the Children and Families Act and mental capacity • Embed a culture of evaluating the impact of what we do to regularly monitor and review parent experiences of systems • Have a high quality statutory assessment process which engages parents at each step <p>By 2019 we will</p> <ul style="list-style-type: none"> • Have involved families in transitioning all Statements • Increased the number of parents whose views we have collated and the proportion whose experience is positive • Increased the range of specialist provision, particularly for autism, so every child has been offered a good school place • Ensure professionals who come into contact with young children signpost specialist services quickly and sensitively • Have parents and carers on every SRP steering group <p>We will know we are achieving when</p> <ul style="list-style-type: none"> • The Parent Carer Forum is working directly with decision makers in all agencies • Feedback shows parents feel listened to and that their views are acted upon • Young people are influencing decisions about them • Parents are highly satisfied with SEND provision in schools and have confidence in the support provided • There is evidence of high levels of parental involvement in SEND assessment and review • The local offer is informative, well known and used by families • 75% of parents express confidence in commissioned services

Working Together Improving Outcomes

Kent's Strategy for Special Educational Needs and Disabilities (SEND)

https://www.kent.gov.uk/data/assets/pdf_file/0012/13323/Strategy-children-young-people-SEN-Disabilities.pdf

Easy read version

http://www.kelsi.org.uk/data/assets/pdf_file/0008/29924/SEND-strategy-EasyRead-Working-together-improving-outcomes.pdf

The Strategy meets our legal requirement to set out our SEN policy. We are required by the Education (Special Educational Needs) (Provision of Information by local authorities) (England) Regulations 2001 to publish the aims of our policy for special educational needs, as well as specific action we are taking to address SEN issues.

We use the definition of SEN within the SEND Code of Practice and the definition of disability used within the Equality Act 2010 which is broad enough to include those children and young people described as being disabled in the SEN Code of Practice as well as those receiving health and social care services.

The SEND Code of Practice

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The Strategy also reflects our commitment to, and responsibility for, safeguarding and protecting children and young people with SEN and who are disabled. The Children Acts 1989 and 2004 emphasise the shared responsibility we all have for protecting them.

Kent's mainstream core standards

<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/local-inclusion-forum-teams>

Education Health and Care Plans (EHCP) and Statements Maintained by Kent

In 2016, the annual SEN pupil census, Kent was maintaining 7043 EHCP and Statements. Kent's combined total is the third highest in England; Birmingham: 7,425, Essex: 7290.

The total number of Kent EHCP and Statements increased by 6% between 2015 and 2016.

Number of Pupils in Kent Schools with an EHCP Spring 2016

District	2015 Number of Pupils with an EHCP	2016 Number of Pupils with an EHCP	Number +/- change since 2015	Percentage Change since 2015	District % of all 2016 Pupils with an EHCP
Ashford	590	610	20	3.3%	8%
Canterbury	716	761	45	5.9%	10%
Dartford	416	446	30	6.7%	6%
Dover	512	539	27	5.0%	7%
Gravesham	523	560	37	6.6%	7%
Maidstone	733	795	62	7.8%	10%
Sevenoaks	438	432	-6	-1.4%	6%
Shepway	531	521	-10	-1.9%	7%
Swale	914	1029	115	11.2%	13%
Thanet	797	914	117	12.8%	12%
Tonbridge & Malling	575	604	29	4.8%	8%
Tunbridge Wells	434	449	15	3.3%	6%
OLEA/Other	195	190	-5	-2.6%	2%
Kent Total	7374	7850	476	6.1%	100%

(Source: Impulse FIO Report January 2016)

In May 2016, national data published by the DfE highlighted that across England 29% were now EHC Plans and 71% Statements. Kent compares favourably, having 34% with an EHCP and 66% with Statements.

Because schools data includes Looked After Children (LAC) who are not Kent's financial responsibility and pupils from neighbouring areas travelling to Kent for their education, the number of EHCP by District is higher than the County aggregate figures given above. In 2016, the largest number of new Statements issued was in East Kent and Maidstone.

The most significant increases were in the age range for pre-school aged children (19%) and Post 16 students (33%). (Source: DfE SEN Statistical Release January 2016).

Workforce Development

Continuing Professional Learning Development (CPLD) and Inclusion Quality Mark (IQM) awards were presented to:

Name of School	CPLD Award Level	IQM Award Level
St Thomas More Pre School	Bronze	
Ridge View School Early Years Department	Silver	
The Abbey School	Bronze	Inclusion Quality Mark
Cliftonville Primary School	Bronze	Inclusion Quality Mark
The Foxwood and Highview Federation	Gold	Inclusion Quality Mark
Hartsdown Academy	Silver	Flagship
Invicta Girls' Grammar School	Bronze	Centre of Excellence
Joy Lane Primary School	Not assessed	Inclusion Quality Mark
Kingsnorth CEP Primary School	Bronze	Inclusion Quality Mark
Longfield Academy	Bronze	Inclusion Quality Mark
Paddock Wood Primary School	Bronze	Centre of Excellence
Maidstone Skills Centre (Education Catch 22)	Bronze	Inclusion Quality Mark
The Malling School	Silver	Centre of Excellence
The McGinty Speech & Language Centre/West Malling CEP School	Not assessed	Inclusion Quality Mark
Temple Ewell CE Primary School	Silver	Centre of Excellence
East Kent College	Bronze	Inclusion Quality Mark
Springfield Education & Training	Single Award Level	Inclusion Quality Mark
Profile Education and Training	Single Award Level	Inclusion Quality Mark
Nisai Group	Single Award Level	Inclusion Quality Mark

Glossary

ASD	Autistic Spectrum Disorder
BESD	Behavioural, Emotional and Social Needs
CCG	Clinical Commissioning Group
CHWB-SEND	Children's Health & Wellbeing Standing Group for disabled children and young people and special educational needs
CPLD	Continuing Professional Learning Development
CQC	Care Quality Commission
DfE	Department for Education
EET	Employment, Education or Training
EHCP	Education, Health and Care Plan
EYFS	Early Years Foundation Stage
FE	Further Education
FTE	Full time equivalent
GCSE	General Certificate of Education
HI	Hearing impairment
HMI	Her Majesty's Inspector
IQM	Inclusion Quality Mark
KCC	Kent County Council
KCP	Kent Commissioning Plan for school places
KCPF	Kent Parent Carer Forum
KELSI	Kent Education Learning Skills Information
LA	Local Authority
LDA	Learning Disability Assessment
LIFT	Local Inclusion Forum Team
LDD	Learning difficulties and disabilities
MLD	Moderate Learning Difficulties
NEET	Not in Education, employment or training
PD	Physical disabilities
PSCN	Profound, Severe and Complex Needs
SEMH	Social Emotional and Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SLA	Service Level Agreement
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SRBP	Specialist resourced based provision
STLS	Specialist teaching and learning service
VI	Visual Impairment

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

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

To: **Education and Young People's Services Cabinet Committee – 30 March 2017**

Subject: **Revised 14 – 24 Learning, Employment and Skills Strategy 2017 – 2020**

Classification: **Unrestricted**

Future Pathway of Paper: **Cabinet Member Decision**

Summary: This report explains the refresh and refocus of the 14 – 24 Learning, Employment and Skills Strategy from 2017 to 2020 and details of the NEETs and Not Knowns performance for 2016/17.

Recommendation: The Education and Young People's Services Cabinet Committee is asked to note and endorse or make a recommendation to the Cabinet Member on the proposed decision to approve the revised strategy towards achieving the new priorities and new key performance indicators of the 14 – 24 Learning, Employment and Skills Strategy from 2017 to 2020.

1. Introduction

1.1 The ambition of the 14 – 24 Learning, Employment and Skills Strategy is for all young people in Kent to become better qualified and more employable, to be able to participate and achieve success in education and work based training at least until the age of 18 and to ensure that more 18 – 24 year olds can access higher levels of learning or sustained employment that is appropriate to their needs and to the relevant local and national economy. The Strategy was launched on the 25 February 2013 and was updated in February 2015 to further develop a range of new collaborations and active partnerships. However, because of changes to headline performance measures for both Key stage 4 and post 16 education and training, a number of the key performance indicators have been adjusted and revised. In this period we have also developed the NEET Strategy to achieve a more coordinated approach to reducing the number of young people who are not in education, employment or training. This work on NEETS is now incorporated more clearly into this revised 14-24 Strategy, for consideration by Members at this Cabinet Committee meeting.

- 1.2 The role of the KCC Skills and Employability Service has been to support the delivery of the 14 – 24 Learning, Employment and Skills Strategy. The outcomes this year are very positive and this improvement has been achieved by working collaboratively with schools, colleges and work-based training providers to develop effective partnerships and increase the involvement of employers.
- 1.3 Through the use of robust data and detailed analysis of the performance of schools in the Districts, the Strategy has supported learning providers to match their provision to the needs of young people and employers. The planning of 14-19 provision is now considered on a regular basis within schools, colleges and work based learning providers at District Participation meetings. For example the Ready to Work offer in each district provides a realistic option for those learners looking for alternatives to schools or college. This employability offer has been a significant success over the past year and has made a significant contribution to NEET reduction.
- 1.4 The Skills and Employability Service working with schools, colleges and training providers ensures that young people are fully informed of the post 16 opportunities available to them, including information about opportunities for apprenticeships through a range of activities within the Kent Choices brand. The use of online information has increased with the development of dedicated websites e.g. Apprenticeship Kent and increasing the use of social media channels to keep in regular contact with all post16 learners.
- 1.5 The Local Authority has a statutory duty to track the destinations of all young people at ages 16 and 17 during the two academic years of Year 12 and Year 13. This data is used to target resources and provide additional coordinated support to the most vulnerable young people, through the Early Help and Preventative Service, Virtual School Kent and the Care Leavers Service. This year there has been a significant reduction in NEETs and Not Knowns for vulnerable learners because of this targeted collaborative work.

2. Partnerships

The Kent and Medway Skills Commission

- 2.1 The Learning Employment and Skills Partnership Board agreed the key findings of the previous refresh of the Strategy in July 2015 and agreed to continue to monitor the impact on the partnership priorities set out in the document. Following this it was agreed to increase employer representation on the Board and develop a new communication strategy to engage employers in the training and skills agenda. The Partnership Board was then reshaped to become the Kent and Medway Skills Commission, which has an increased role in determining and delivering training skills priorities and projects and enhancing employer engagement. The Commission is the Kent and Medway Skills group for the South East Local Enterprise Partnership.

- 2.2 The membership of the Kent and Medway Skills Commission includes senior officers from KCC, representatives from the 8 priority employment sector Guilds, which cover Sciences, Creative and Media, Land Based Industries, Engineering and Advanced Manufacturing, Construction and the Built Environment, Hospitality and Tourism, Health and Social Care and Financial Services, the Federation of Small Businesses, Invicta Chamber of Commerce, Canterbury Christ Church University, Kent Further Education Colleges, Kent Association of Training Organisations, Kent Association of Headteachers, and Medway Council and District Council representatives.
- 2.3 The Deputy Cabinet Member and Corporate Director for Education and Young People's Services attend these meetings. Meetings are held quarterly and they receive reports on current strategic activity including activities which support the objectives and key priorities of the 14 to 24 Strategy

Joint Partnership Meetings

- 2.4 Day to day issues relating to joint working between all partners are managed through an operational Joint Partnership group, meetings are held monthly, comprising of representatives from Kent Association of Training Providers, Kent Further Education Colleges, the Skills Funding Agency, Education Funding Agency, Jobcentre Plus, Education Business Partnership Kent, CXK and KCC. This group deals with a range of issues and focuses on developing appropriate post 16 provision, which has included developing a successful campaign to increase the take up of 16 – 18 apprenticeships, identifying gaps in provision, the development of the Kent Choices Local offer and the implementation of a wide range of SFA funded projects.

District Participation Meetings

- 2.5 District Participation meetings are held to deliver the priorities in the both the 14 to 24 and NEETs Strategies and to ensure provision is available to meet the needs of the specific profile of learners in the district and the local economy. The membership of these meetings varies but includes officers from the Skills and Employability Service, Early Help and Preventative Services, VSK, Care Leavers, CXK, local schools, training providers and colleges. These meetings also include focused activities on young people who are likely to become NEET. Activities are coordinated within the districts which meet monthly and cover the following:
- Working directly with NEET young people to enable them to access and sustain appropriate educational and training provision
 - Providing additional coaching and support to young people as required
 - Sharing information on young people between organisations
 - Reviewing and evaluating the impact of the NEETs strategy.
- 2.6 Increasingly the range and focus of activities within each district is tailored to meet the individual profile of the young people who are NEET. Working directly with young people and coordinating the work of all KCC services and post16 providers has made a significant impact in the reduction in NEET and

Not Known numbers. This work also supports a number of the activities set out in the 14 to 24 Strategy particularly for those learners with multiple barriers to learning.

3. Performance in the Reduction of NEETs and Not Knowns

3.1. September Guarantee

All Year 11 and Year 12 aged young people are required to have an offer of further learning, education or employment with training for the beginning of the next academic year in September. This year for the first time we exceeded the South East region average and significantly increased the number of young people with a September Guarantee (offer of a learning destination) against a national decline in numbers overall. This is evidence of impact from developing effective partnerships through the 14 to 24 Strategy by ensuring the 14 to 19 local offer meets the needs of young people.

	2014	2015	2016
England	93.2%	94.6%	93.6%*
South East	90.8%	92.9%	92.7*
Kent	88.6%	88.3%	92.9*

DFE September Guarantee tables – September 2016. Final report published December each year. * Provisional data

Through this revised 14 to 24 Strategy we intend to improve on this performance for 2017/18 by ensuring young people have the appropriate support to transfer from school to college to maintain their intended destination. In 2016, for the first time, the percentage for the September Guarantee came close to the national average.

3.2. Participation

Young people must continue in education or training until at least their actual 18th birthday, and this is reported as young people aged 16 and 17 (Years 12 and 13). While there has been improvement, participation rates in Kent continue to be below the national average.

	2014	2015	2016
England	90.2%	91.2%	92.2%
South East	88.4%	89.4%	91.1%
Kent	86%	87.5%	90%

DFE Participation tables – December 2016. Tables published for three census points a year: June, December, March.

3.3. NEETS

Before September 2016 a young person was NEET if they were aged 16 to 18 or SEND aged 16-24 and not in education, employment or training. In January 2016 the NEET figure for Kent was 5%, which was higher than the national and regional averages.

	2015	2016
England	4.7%	4.2%
South East	4.3%	3.9%
Kent	4.7%	5%

NCCIS LA Tables – January 2016. Tables published monthly

From September 2016 a young person is NEET if they are academic age Year 12 and Year 13 (which means 16 and 17 year olds) and not in education, employment or training. We have made significant progress in reducing NEET numbers and this is an improving picture in comparison with the South East and national headlines. The slight increase in NEETs is in line with the expected trend

	Sept 16	Oct 16	Nov 16	Dec 16	Jan 17
England	2%	2.3%	2.6%	2.7%	2.8%
South East	1.7%	1.9%	2.2%	2.4%	2.4%
Kent	2.4%	2.1%	2.5%	2.9%	2.9%

NCCIS LA Tables October – January 2017

3.4 Not Knowns

Before September 2016 Not Knowns were young people academic age Years 12, 13 and 14 whose learning destinations were not known to the local authority. In 2016 the figure for Not Knowns was 8.3%, which was higher than the national average.

	2015	2016
England	7.2%	6.4%
South East	9.5%	6.9%
Kent	11.22%	8.3%

NCCIS LA Tables – January 2015 & 2016. Tables published monthly

From September 2016 only academic age Year 12 and 13 (young people aged 16 and 17) are included in the Not Known data. For the first time Kent Not Knowns are below the average for SE Local Authorities, but still above the national average.

	Sept 16	Oct 16	Nov 16	Dec 16	Jan 17
England	29.2%	12%	5.2%	4.1%	2.9%
South East	29.8%	10%	5.8%	4.6%	3.6%
Kent	53.9%	12%	6.5%	4.7%	3.2%

3.5 The NEETs Strategy and Action Plan is designed to ensure that there is a coordinated approach across all KCC services and key partners to support young people into positive destinations post 16 and beyond. The new systems and approaches introduced as part of the strategy will continue to significantly reduce the number of NEETs and Not Knowns. The tracking and data capture of all 16 to 19 year olds (19 to 24 for SEND learners) provides detailed information on a young person’s progress which ensures that appropriate support and learning programmes can be put in place for some of our most vulnerable young people.

4. Consultation with partners on the revised 14 to 24 Learning, Skills and Employment Strategy.

During the summer of 2016, the Skills and Employability Service consulted with partners on which new activities facilitated by the Service and supported by the 14 to 24 Strategy they felt would be beneficial to securing better outcomes for young people. The key actions have been aligned to the four priorities of the strategy, which are outlined in the table below:

Raise Attainment and Skills Levels	Provide regular local curriculum provision updates with successful exemplars of appropriate collaborative 14 – 19 (24) pathways in order to ensure progression and links with local employment.
	Provide regular updates on curriculum information from the DfE, qualification news, resources and funding in order to best plan a financially sustainable 14 to 19 programme with better outcomes.
	Ensure young people have access to on-line learning either to consolidate post 16 provision based learning or offer alternatives to the school provision.
	Provide a district profile including destination data, post 16 provision data, participation data, a local economic profile and a vulnerable learner profile in order to support 14 to 19 curriculum planning.
	Ensure young people have access to on line revision lessons for core subjects.
Improve and extend Technical Education, Training and Apprenticeships	Provide advice and support in ways of delivering level 1 and pre apprenticeship within the study programme which support continued progression and participation.
	Provide advice and support in delivering work experience as part of study programmes, in order to enhance learning and skill development.

Increase Participation and Employment	Provide Labour Market Intelligence to inform curriculum offer and learner destinations by identifying sector skills shortages.
	Ensure there are direct links and engagement with employers through the Guilds to enhance aspiration and develop awareness of the sectors roles.
	Ensure young people have access to a more developed KentChoices4U site for Years 11, 12 and 13 and other CEIAG software packages for key stage 4 and key stage 5.
	Ensure young people have access to a strengthened Careers Coordinated Network supplying support and information for careers guidance professionals in order to improve participation and progression.
Target Support for Vulnerable Young People	Provide information on English and Maths working towards level 2 GCSE/Functional Skills and for KS5 teachers to be guided on how improve outcomes for learners thus providing them with a passport to further learning and employment.
	Provide support for vulnerable learners' programmes including access to assisted Apprenticeships and Supported Internships for vulnerable learners.
	Ensure young people have access to bespoke Careers Guidance for SEND learners.
	Ensure there is specialist support for parents and carers.
	Ensure providers have the opportunity to take part in an Employability Health Check and in order to develop employability programmes to enhance skills and work readiness of their learners.

5. Current Performance against Key Performance Indicators

5.1 Performance against the Strategy is determined by Key Performance Indicators that are measured four times a year. A number of these indicators have been revised in line with changes to national headline performance measures at Key Stage 4 and post 16. A number of indicators have also been added as new activities have been identified for inclusion of the revised Strategy for 2017/2020. The KPIs have been categorized into three groups so resources can be targeted to improve performance across all the indicators.




The following section explains the changes to the previous KPIs and sets out the new revised 21 KPIs for 2017 to 2020.

5.2 Strategic KPIs over achieving

KPI 8 has been amended to reflect the new post 16 progression priority.

KPI 13 has been emended to stress the contribution of Maths and English progression to employability skills for which data is available.

KPIs 17 and 18 have been amended to represent the Public Sector apprenticeship target of 2.3%.

Strategic KPI's over achieving		
<i>Performance direction of travel</i>	2015	2016
KPI 2: There will be a significant impact on unemployment among 18-24 year olds so that current levels reduce by 4000 to below 2008 levels		
KPI 4: Each district in Kent will have effective partnership working for 14-19 year olds, involving KCC, schools, colleges work based learning providers employers and other agencies		
KPI 6: Advanced level progression Kent will be above the national average on all measures		
KPI 10 Progression in English and Maths by age 19 will be above the national average, thus contributing to the development of young people's employability skills.		
KPI 12: We will have established a successful pre-apprenticeship and level 1 programme for 17 year olds who are unable to achieve a level 2 apprenticeship		
KPI 14: The KCC apprenticeship scheme will continue with at least 700 apprenticeships taken on each year, at least meeting the public sector target of 2.3%	N/A	
KPI 15 Kent's schools will meet the 2.3% public sector target of employed apprentices by December 2017	N/A	
KPI 16: To achieve at least 30% of all adult social care and autism team(18+) referrals into paid employment by 2018 to 90% into sustained employment for at least 13 weeks		
KPI 18: Engage with every special school across Kent to identify, and place 100 learners into supported work experience training for 14-18 year olds by 2018		
KPI 21: Assisted Apprenticeship KSE element for phase 3 to increase new starters by 2017		

5.3 Strategic KPIs achieving













KPI 3 has been amended to a percentage target to reflect fluctuations in cohort size.

KPI 5 has been amended to include age 19, since data for age 17 is not available, and also to reflect grading changes to qualifications: a good GCSE

pass from 2017's exam cycle onwards will be a grade 4.

KPI 10 has been combined with KPI 12 to add contextual information to the set target.

KPI 16 has been amended to reflect the Service's advocacy of increased technical learning but will still be linked to local skills shortages.








Strategic KPI's achieving		
Performance direction of travel	2015	2016
KPI 3: Decrease the numbers of SEND NEET (16-18) to 5%		
KPI 5: Attainment in English and mathematics will improve so that at least 50% of 16 year olds who do not attain a good pass at GCSE will achieve the qualifications by age 19		
KPI 7: Participation of all young people aged 16-19 will be tracked by the LA working in partnership with schools and colleges will be monitored, as required by statutory duty. There will be full participation in education and work based training for all 16-18 year olds following year on year reductions in the NEET figures to no more than 1%.		
KPI 9: Youth Employment and Learning Zones in Thanet, Swale, Shepway, Gravesham and Dover will reduce unemployment for 16-24 to below the national average		
KPI 13: The uptake of level 2 and 3 technical qualifications will increase by 10% and will be measured against local skill gaps.	N/A	
KPI 17: To achieve 85% of all autism diagnosis referrals into paid employment by 2018		
KPI 20: Increase the number of schools between 20 to 40 working with Careers Enterprise Advisors	N/A	

5.4 Strategic KPIs requiring improvement

KPI 1 has been amended to include the new school GCSE performance accountability measures of Progress 8 and Attainment 8 and the new GCSE grading system which comes into effect this year's exam cycle.

KPI 9 has been amended to move the focus from provision to pathways and positive destinations.

KPI 14 has been amended to include FSM students.

Strategic KPI's requiring improvement		
Performance direction of travel	2015	2016
KPI 1: Key Stage 4 progress 8 and attainment 8 will be amongst the best for our statistical neighbours and at least 70% of pupils will attain good passes grades in maths and English (9-4 from 2017)	N/A	
KPI 8: There will be clear learning pathways for SEND young people from 14-24 to enable improved participation rates		
KPI 11: The outcomes for FSM 18year olds from disadvantaged backgrounds will be above the national average and the achievement gap between this group and other students will have reduced by 10% from the 2012 baseline		
KPI 19: Troubled families outcomes for Skills and Employability, is to achieve 100 apprenticeships by end of 2017		

Two KPIs from the previous document have been removed; these are:

- KPI 7 has been deleted because of this data is no longer available
- KPI 6 has been deleted due to data sourcing issues.

5.5 There has been significant progress made against the priorities set out in the Learning, Employment and Skills Strategy. Section 2 of the revised Strategy provides details of the key successes to date, explains the activities that have taken place and give details of the impact of effective partnership working.

6. Conclusion

6.1 The 14 – 24 Learning Employment and Skills Strategy continues to set ambitious targets for the participation and achievement of young people aged 14 – 24 in Kent. Moving forward, developing more effective partnerships and new collaborations will be key to the success of this revised Strategy. This is against the background of significant changes to the legislative framework and

reduced resources for all post 16 providers. The Skills and Employability Service will continue to develop and deliver a whole range of activities to meet the priorities and KPIs within the new document, ensuring improved outcomes for learners and employers.

7. Recommendation

The Education and Young People's Services Cabinet Committee is asked to note and endorse or make a recommendation to the Cabinet Member on the proposed decision to approve the revised strategy towards achieving the new priorities and new key performance indicators of the 14-24 Learning, Employment and Skills Strategy from 2017 to 2020.

Background Documents

14 – 24 Learning, Employment and Skills Strategy

Review of the Kent 14-24 Learning, Employment and Skills Strategy
Consultation outcomes July 2016

Report Author

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

17/00039

For publication

Subject: Revised 14 – 24 Learning, Employment and Skills Strategy 2017 – 2020

Decision:

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

APPROVE the revised strategy towards achieving the new priorities and new key performance indicators of the 14 – 24 Learning, Employment and Skills Strategy from 2017 to 2020.

Reason(s) for decision:

The 14-24 Learning Employment and Skills Strategy continues to set ambitious targets for the participation and achievement of young people aged 14 – 24 in Kent. Moving forward, developing more effective partnerships and new collaborations will be key to the success of this revised Strategy. This is against the background of significant changes to the legislative framework and reduced resources for all post 16 providers. The Skills and Employability Service will continue to develop and deliver a whole range of activities to meet the priorities and KPIs within the new document, ensuring improved outcomes for learners and employers.

Cabinet Committee recommendations and other consultation:

To be added after Committee meeting

Any alternatives considered:

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:

.....
Signed

.....
Date

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14-24 Learning, Employment and Skills Strategy Refresh

2017 – 2020

DRAFT

March 2017



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Introduction

It is Kent County Council's aim to be the most forward looking area in England for education and learning so that Kent is the best place for children and young people to grow up, learn, develop and achieve. The approach is holistic: every child and young person should be able to go to a good or outstanding early years setting and school, college or other post 16 provisions, have access to the best teaching, and benefit from schools and other providers working in partnership with each other to share the best practice as they continue to improve and deliver appropriate, impactful and sustainable destinations.

Kent does this by focusing relentlessly on improving standards, the quality of education and learning and provision so that excellence is promoted across the system. And Kent aims to ensure every young person to age 18 is engaged in purposeful education and training, and they are well prepared for skilled employment and higher learning. The 14 – 24 Learning, Employment and Skills Strategy is designed to do just that, to achieve a fundamental shift in the education system in Kent, towards a more comprehensive technical offer for young people aged 14 to 24 and to make the changes needed to build a learning and skills system fit for the 21st century.

Through Area and district partnerships, supported by robust data analysis, NEET tracking and reduction, creative progression 14-19 pathways, apprenticeship campaigns, supported employment and internships, effort is maximized to increase capacity to develop new provision, address gaps in provision and transform 14-19 learning pathways and training opportunities so that they are truly excellent.

This refresh will ensure a clearer focus, maximising the opportunities from new qualifications, on employer engagement, linking the curriculum to the world of work, collaborating on the delivery of English and Mathematics post 16 and more effective school to school partnerships. The refreshed document outlines the key actions that are being taken to achieve further progress and improvement, including ensuring there is a more joined up approach between schools, FE colleges and training providers to develop 14-19 progression pathways. Work with employers has significantly increased through the development of 8 Sector Guilds and the increased involvement of employers in the Kent and Medway Skills Commission.

The DfE (Department for Education) has developed a set of performance measures and outcomes for all post-16 providers and the refresh will support schools through these changes. New post-16 accountabilities include level 2 GCSE English and maths data, and entry level, level 1 and level 2 results in other subjects, and separate outcomes for A levels, Applied General qualifications, Academic A levels and Tech levels.

There are further changes to the range of qualifications increasing the range of options on offer post-16 and these changes will need to be reflected and pursued into new approaches to 14-19 curriculum design. This includes Progress 8, the new Technical Awards, and Technical and Applied General qualifications.

Prior attainment or programme of course key to impactful progression post 16 in no

matter what type of provision. In 2016 36% of pupils did not achieve the perceived passport to successful progression to level 3, ie two good passes at GCSE Maths and English. Currently this stands at a grade C and above but from exam cycle 2017 this will be represented by a 4/5 pass. We must continue to find solutions to improving this success rate and in cases where this has not happened, to facilitate creative ways of delivering, and being successful in Post16 maths and English. Whatever a learner's starting point, the principle aim should however be, progression in these subjects not delivered by pre 16 pedagogy.

High schools, wide ability schools, grammar schools and colleges provide for young people with a range of average prior attainment and should be offering courses which challenge, stretch but also which have impact and currency to further and higher learning and sustainable destinations. Eight of Kent's secondary schools are failing to reach minimum standards due to low levels of A level achievement.

FSM students enter post 16 provision with much lower prior attainment than non FSM students and this lower prior attainment is reflected in level 3 outcomes upon completion. Disadvantaged students need continued support, firstly to make the transition to school post 16 delivery (in 2016 the number of FSM completers in schools was 303), and secondly to stay the course (drop out at 17 is unacceptable). Assistance to access the curriculum and to succeed within it is as important at key stage 5 as it is at key stage 4.

We are continuing to be successful in reducing NEET totals and Kent is now down to 1.9% in year 12 (313 learners) due to preventative activities in year 11 and a more appropriate post 16 offer. The rolling 3 month average for NEETS and Not Knowns is now 7.6% in January 2017 down from 10.8% in January 2016. For the first time in Kent, three districts have met their NEET target but work still needs to be done. Funding is in the system to provide progression pathways for retaining NEETs locally and a priority for the Service is to support providers to develop and plan, more specialist programmes with appropriate support. Kent achieves higher percentages for destinations (latest DfE figures 2014 -2015) which lead to apprenticeships, further education provision and sustained employment. However, the percentage of students moving onto higher education is lower in Kent, including the percentage to Russell Group and Oxford and Cambridge. We must consider what messages are being given about attendance to these destinations and what guidance is being given to achieve that goal. We need to assure then that our strategies reach out to all young people even those on a comparably more secure route.

And all students of course will benefit from enriched guidance to support informed choices related to local and wider market information and be supported in turn by study programmes which have identified progression to sustainable destinations, including apprenticeships, no longer to be considered as last ditch remedy to participation.

Outcomes, and therefore secure progression into higher or further learning, employment with training, apprenticeships or employment, can be improved by:

- Deeper careers education, information, advice and guidance

- Appropriate study programmes containing relevant qualifications which link to student aspirations, including the inclusion of the transition year to build a skills and knowledge base for further learning.
- Stronger cohesion between the elements of study programmes which deliver purpose – hence the success of IB, IBCP and the Tech Bacc
- Development of numeracy and literacy whatever the starting point of the learner.

We hope our partners, schools, FE colleges, HE, training providers and employers can share these aspirations and that we will consult together and collaborate to achieve them.

The 14 – 24 Strategy 2017 continues to provide a coherent framework for our contract with Kent's young people and adults become more highly skilled and work ready. This refresh document reviews the positive steps made so far, explains the changes and opportunities before us and outlines next steps to achieve our ambition in partnership with all providers.


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

Section 1

Progress in achieving the Key Performance Indicators in the 14 -24 Strategy

The following page shows a grid of the key performance targets for the Skills and Employability Service as of first quarter 2017. For reasons of clarity, changing data sources, confidence in the data held and the development of the Service's activities, a number of these have amended or deleted to reflect the changing environment.

Progress against the new key performance indicators













Strategic KPI's over achieving		
Performance direction of travel	2015	2016
KPI 2: There will be a significant impact on unemployment among 18-24 year olds so that current levels reduce by 4000 to below 2008 levels		
KPI 4: Each district in Kent will have effective partnership working for 14-19 year olds, involving KCC, schools, colleges work based learning providers employers and other agencies		
KPI 8: Advanced level progression Kent will be above the national average on all measures		
KPI 10 Progression in English and Maths by age 19 will be above the national average, thus contributing to the development of young people's employability skills.		
KPI 12: We will have established a successful pre-apprenticeship and level 1 programme for 17 year olds who are unable to achieve a level 2 apprenticeship		
KPI 14: The KCC apprenticeship scheme will continue with at least 700 apprenticeships taken on each year, at least meeting the public sector target of 2.3%	N/A	
KPI 15 Kent's schools will meet the 2.3% public sector target of employed apprentices by December 2017	N/A	
KPI 16: To achieve at least 30% of all adult social care and autism team(18+) referrals into paid employment by 2018 to 90% into sustained employment for at least 13 weeks		
KPI 18: Engage with every special school across Kent to identify, and place 100 learners into supported work experience training for 14-18 year olds by 2018		
KPI 21: Assisted Apprenticeship KSE element for phase 3 to increase new starters by 2017		

Strategic KPIs over achieving

KPI 8 has been amended to reflect the new progression priority.

KPI 13 has been emended to stress the contribution of maths and English progression to employability skills for which data is available.

KPIs 17 and 18 have been amended to represent the Public Sector target of 2.3%.

Strategic KPI's achieving		
Performance direction of travel	2015	2016
KPI 3: Decrease the numbers of SEND NEET (16-18) to 5%		
KPI 5: Attainment in English and mathematics will improve so that at least 50% of 16 year olds who do not attain a good pass at GCSE will achieve the qualifications by age 19		
KPI 7: Participation of all young people aged 16-19 will be tracked by the LA working in partnership with schools and colleges will be monitored, as required by statutory duty. There will be full participation in education and work based training for all 16-18 year olds following year on year reductions in the NEET figures to no more than 1%.		
KPI 9: Youth Employment and Learning Zones in Thanet, Swale, Shepway, Gravesham and Dover will reduce unemployment for 16-24 to below the national average		
KPI 13: The uptake of level 2 and 3 technical qualifications will increase by 10% and will be measured against local skill gaps.	N/A	
KPI 17: To achieve 85% of all autism diagnosis referrals into paid employment by 2018		
KPI 20: Increase the number of schools between 20 to 40 working with Careers Enterprise Advisors	N/A	

Strategic KPIs achieving








KPI 3 has been amended to a percentage target to reflect fluctuations in cohort size.

KPI 5 has been amended to include age 19, since data for age 17 is not available, and also to reflect grading changes: a good pass from 2017's exam cycle onwards will be a 4.

KPI 7 has been deleted because of data sourcing issues.

KPI 10 has been combined with KPI 12 to add contextual information to the set target.

KPI 16 has been amended to reflect the Service's advocacy of increased technical learning but will still be linked to local skills shortages.

Strategic KPI's requiring improvement		
Performance direction of travel	2015	2016
KPI 1: Key Stage 4 progress 8 and attainment 8 will be amongst the best for our statistical neighbours and at least 70% of pupils will attain good passes grades in maths and English (9-4 from 2017)	N/A	
KPI 8: There will be clear learning pathways for SEND young people from 14-24 to enable improved participation rates		
KPI 11: The outcomes for FSM 18year olds from disadvantaged backgrounds will be above the national average and the achievement gap between this group and other students will have reduced by 10% from the 2012 baseline		
KPI 19: Troubled families outcomes for Skills and Employability, is to achieve 100 apprenticeships by end of 2017		

Strategic KPIs requiring improvement

KPI1 has been amended to include the new accountability measures of Progress 8 and Attainment 8 at KS4 and the new GCSE grading system which comes into effect this year's exam cycle.

KPI 6 has been deleted due to data sourcing issues.

KPI 9 has been amended to move the focus from provision to pathways and positive destinations.

KPI 14 has been amended to include FSM students.

These KPIs represent provision and participation for disadvantaged young people. Those students who do not achieve a good pass in maths and English have a disadvantage since data shows that without these subjects impactful level 3 progression is rare. We shall continue to champion these young people and pursue for them fulfilling pathways and positive destinations.

Section 2

Review of our successes

Since its original launch in February 2013 and refresh in 2015 the Strategy has developed effective partnerships and collaboration to enhance 14-24 provision involving KCC, schools, colleges, work-based training providers, employers and other agencies. Developing active partnerships with shared aims and objectives can be challenging but offers real opportunities to our young people to move into employment and purposeful further and higher learning.

Competitive post 16 provision becomes less attractive with tighter budgets and temporary falling rolls and often it is the most vulnerable learners who do not achieve their full potential in this environment as they face multiple barriers to progression. There has been a continued focus on providing high quality progression 14-19 pathways, appropriate guidance and support to enable young people to remain in education and training to age 18. The introduction of the new Technical qualifications provides schools and colleges significant opportunities to develop new collaborative 14 to 19 provision which meets the needs of local employers and increases the number of apprenticeship opportunities. It still remains firmly our attention to continue to link providers with the work place, teachers and students with employers, curriculum provision matched to skills gaps, learning linked to destination.

This section describes a number of significant programmes and activities that have contributed to the progress achieved to date.

2.1 Employability Skills and the Ready to work District offer

Kent County Council has the statutory duty to ensure that appropriate provision is available to all young people of Kent. Through its strategic leadership, KCC acts as a key link between educational provision and industry. There is a mismatch of local provision to match the needs of young people wanting to enter the job market has been significantly decreased. The annual gap analysis conducted by the Skills and Employability Service revealed a lack of provision at Level 1 and, in particular, the limited availability of traineeships and pre apprenticeships opportunities.

To address these gaps in provision KCC has developed the Ready to Work Kent programme which is run by the Skills and Employability Service www.readytoworkkent.co.uk. The site is populated through collaboration with training providers and colleges across each district. This new strategic platform and the range of opportunities covers all the districts and emphasises the importance of employability skills post 16.

The web site helps young people to find appropriate training opportunities, build their skills and puts them on the path to their ideal career. Not all young people wish to stay in fulltime education until 18, through the website young people are made aware of other ways to get the qualifications that will open doors for into the world of work. Young people can explore their options by:

- Using the search function to find training opportunities in their local area
- Applying through the website and their details will be forwarded to training providers.

The Ready to work site is regularly updated with the latest news and events and the Skills and Employability Service monitors the activities of young people and provides more tailored supported if required to enable young people make appropriate choices

Over the last year 14-19 providers have supported, and improved, Level 1 offers for 16-18 year olds, by increasing the range of post-16 pathways generating 500 new opportunities for learners. Providers continued to improve their offer for September 2017 and made a significant contribute to NEET reduction. The Ready to work offer is used as a September Guarantee for those learners who are at risk of becoming NEET and schools are being briefed on this new strategy to ensure young people are supported to successfully transfer into provision at 16. Ready to work Kent now has over 180 offers across the 12 districts which include employability programmes, study programmes, NEET engagement and many more bespoke local offers. A total of 3,802 visits to the site since January, these visits include training providers and support workers offering careers guidance as well as young people that are looking for opportunities. We have 133 at risk young people who have registered with the site and 81 who have enrolled on a course.

Phase two of the project is building a September offer for those at risk of being NEET after YR11 with built in transitional support through the summer to increase our participation rate to over 95%.

2.2 Raising Attainment Post 16

One of the key factors in raising attainment post 16 is to improve outcomes in GCSE level 2 maths and English. The Service has since 2010 advocated the inclusion of maths and English in post 16 study provision and latterly the importance of those skills presence in study programmes, even if students have reached level 2 GCSE. This has been achieved through data pack analysis, curriculum events and working with individual providers including colleges and training providers. Of course, one strategy to enable this recognized passport to level 3 progression is to relentlessly pursue achievement pre 16.

Using the measure, which no longer applies under new accountability reforms, namely the percentage of pupils achieving 5 or more GCSE grades A*-C including English and mathematics, Kent achieved 59.0% in 2016 which is an improvement on last year's figure of 57.4% and 1.3 percentage points above the 2016 national average of 57.7%. Kent is ranked fifth out of its statistical neighbours for this

measure. In the reformed headline measure, the proportion of pupils achieving grades A*-C in English and mathematics is 63.7% which is 0.4 percentage points above the national average in 2016 and 3.9 percentage points above last year's result of 59.8%. This is an improving positive picture for Kent pupils. Improvements have also been made in GCSE A*-C passes for English across the county. The success rate this year is 76.2%, compared to 70.4% last year, which is 1.1 percentage points above the national average of 75.1%. In mathematics, there is a small increase this year to 68.1%, compared to 66.6% last year.

Performance at post 16 across the range of qualifications is variable and it remains a priority to continue working with schools to improve guidance for students in choosing appropriate pathways post 16 and to ensure provision of a full range of technical pathways 14-19. Due to assessment and accountability changes, comparisons between 2015 and 2016 become less valid but we can confidently compare A Levels and Academic qualifications.

DfE results for 2016 show that the A Level Average Point Score per entry achieved by students in Kent schools is 30.9 which is in line with the national average of 30.8 and equivalent to a C grade. Kent is ranked fourth out of its statistical neighbours

Academic results include A Level, AS Level, International Baccalaureate, IBCP and extended project qualifications. In 2016, the Average Point Score per entry achieved by Academic students in Kent schools is 32.2 which is above the national average of 31.0 and equivalent to a C+. Kent is ranked second out of its statistical neighbours and 27th out of 150 local authorities nationally for this measure.

Over the last three years achievement has remained mainly consistent as this table demonstrates. The academic qualification rise to C+ is welcome.

	2016	2015	2014
A level			
National	C	C	C
Kent	C	C	C
Academic			
National	C	C	C
Kent	C+	C	C

The Skills and Employability Service has always supported the premise that schools should evaluate very carefully which qualifications should be offered at key stage 5 for the profile of their learners. For many students in high schools A levels and academic qualifications are inappropriate and even positive progression to a low grade has little currency. Through the use of the most appropriate qualification it is possible to reach an average C+ for both qualifications.

2.3 Employer Engagement – The Kent Guild Model

Key to the success of the Learning, Employment and Skills Strategy is meaningful engagement with employers. This has been successfully promoted through developing a Guild Model, which is a partnership between employers and education

providers. The following 8 Guilds have been created in response to the classification of certain sectors as having 'priority status' either within Kent or the SELEP region these are:

- Sciences
- Creative and Media
- Land-Based Industries
- Engineering and Advanced Manufacturing
- Construction and the Built Environment
- Hospitality & Tourism
- Health and Social Care
- Financial Services

The Guilds provide an interface between local employers and education & training providers, which focus on developing young people's aspirations, attitude and achievements in preparation for accessing progression pathways, particularly in the growth sectors. The Guilds provide an ongoing forum to promote positive transition from education to employment particularly apprenticeships

The 8 Guilds are attended by 200 employers and 50 Education Training providers including all of Kent's FE Colleges and HE Universities. The Guilds are already having a significant impact on engagement arranging school visits, industry visits, workplace opportunities, traineeships and apprenticeships. Strong local partnerships have already developed. Over 3,000 young people have attended sector specific careers events providing young people with the opportunity to make direct contact with employers. In addition many Guild members (employers) will be attending the Kent Choices events where 6,000 young people are expected to attend.

Employers have attended 21 school assemblies, explaining their role to over 4,000 young people

Employers have held workshops providing hands-on practical experience in eighteen schools and four colleges

Over 300 students from eleven schools have visited local businesses, such as engineering works, building sites and care homes

85 work based placements have been arranged for students

40 new apprenticeships have been created and each guild is being tasked to contribute to a target of 300 more Apprenticeships from Guild Members in 2017-18

Highlights include:

- Creation of the Carer Adviser Network in 20 Coastal Schools
- 500 young people attended the 'Hospitality Conversation' at Ashford International Hotel, with over thirty employers in a 'market place'. Over 410 'pledges' to provide work placements (310), and apprenticeships (104) were made, ... and on the day two job offers were made
- 800 students attended a STEM careers event at the Leigh Academies Trust where fifteen employers were present
- The Engineering & Advanced Manufacturing Guild has organised industry based training for staff from five schools

- The Creative and Media Guild has created a partnership between two Theatres and the University of Kent.
- Development of a promotional video for the Health Social Care sector by Mid Kent College.

2.4 Increase Participation in Technical Education

A key aim of the Strategy is to pursue the 14 to 19 pathways and qualifications which are purposeful with impactful outcomes for all learners. The table below shows the increase in uptake of applied general and technical education qualifications over the last year which is a welcome development and shows how schools are now offering both an academic and technical pathway at 16 in line with the guidance set out in the DfE post16 Skills Plan

There is further work to do to with individual schools to improve KS5 progression. Students with just below 40 KS4 points are able to achieve a distinction in applied general qualifications. It appears the tech level 3 are more rigorous than the existing vocational qualifications and through our specialist and subject networks we will be able to share good practice to ensure that schools can develop high technical quality options for all young people.

Students	Vocational	Technical	Applied General	Total
2016		693	2843	3536
2015	2573			2573
2014	2583			2583

2.5 Kent County Council Apprenticeships

Kent County Council aims to be a model employer of young people by developing new employment opportunities and providing entry points for all young people who wish to achieve an apprenticeship. The pathways range from work experience through to graduate entry. The KCC Apprenticeship Scheme continues to develop, with at least 150 apprentices taken on each year, working in partnership with over 70 KCC departments, and a wide range of training providers and FE Colleges. Through this partnership working, KCC has placed 711 apprentices in KCC (Nov 16). The number of Advanced Apprentices has doubled, with a focus on Higher Apprentices in accountancy and project management. Higher apprenticeships are a priority within KCC departments and work has to of develop new standards.

The annual targets for apprenticeships have been exceeded year-on-year. Having exceeded the target of recruiting 400 apprentices by September 2014. The KCC Apprenticeship Scheme is becoming a pathway of choice for young people and has been nationally recognised by the DfE as good practice.

Current Government changes to apprenticeships and the introduction of the Apprenticeship Levy will result in KCC having an annual target of over 700 starts from April 17 which includes KCC schools. A dedicated service to support schools to

develop their own apprenticeship programme has been established and is supporting schools as an employer to maximise funding opportunities through the levy and to promote apprenticeships as a realistic option of choice for young people at 16,17 and 18.

2.6 Careers Education, Information, Advice and Guidance

The Skills and Employability Service continues to run a strong network to support the delivery of Careers Education. Items discussed by coordinators reflect the Skills and Employability strategy for improving outcomes for young people to engage employers with schools, how best use can be made of new qualifications and how labour market information can be optimized to support careers guidance to young people and affect curriculum change.

Other career education agencies are invited to speak at steering meetings to enhance work being done locally and county wide. Funding beneficiaries of the the Careers Enterprise Company are also especially invited.

Providers have had the benefit of the Kent Careers Framework which supports the CEIAG offer in organisations and an audit tool which measures the development of employability within the institution. In the coming year the framework and the tool will be reviewed in the light of service developments in the field of guidance as detailed in the table below.

CEIAG Activities 16/17	
District Data Pacts	With added LMI and provision gap analysis
Work Experience <i>Kent.gov.uk</i>	Work experience opportunities throughout Kent County Council
ApprenticeKent.com	Kent website for learners, employers, training providers and parents/carers
Readytowork.com	Online support for employability programmes for those students for whom traditional learning may not be appropriate
Kentchoices	Area wide post 16 offer and prospectus and a common application processes September Guarantee process to measure participation
Kent Choices Live	4 Local careers events in the four areas of Kent in partnership with schools colleges and employers
8 Guilds	Training providers and employers supporting activities in schools to promote opportunities in the 8 priority sectors agreed by the LEP
CEIAG Network and County briefings	Lead practitioners to promote best practice
KCC CEIAG Framework	Strategic overview of CEIAG Kent (in the process of being reviewed)
CEIAG in Kent Coastal schools	Careers advice and raising aspirations in 20 coastal schools

Careers Enterprise Company	Enterprise advisers in 20 schools
Success in Schools	A careers platform with local information which support employment opportunities (launched in April) as part of the Service's new delivery model
CPD for staff	Level 4 diploma in Advice and Guidance as part of the Service's new delivery model
Made In Kent Campaign	Apprenticeship advice for young people and employers

2.7 Career Enterprise Company

The Skills and Employability Services hosts a Careers Enterprise coordinator partly funded by the Careers Enterprise Company. Tristram Hooley, from the University of Derby and now a director of that company, was commissioned by the Service to examine careers education in Kent's coastal schools, a sub set of schools nationally drawn into the DFE's attention. Schools were assessed on the Gatsby criteria, a set of principles developed to identify excellent CEIAG practice.

Outcomes of this research suggested a varied response to employer engagement and the careers enterprise coordinator's role is to link 20 schools in this case – to an enterprise adviser to facilitate employer engagement and enterprise activities. 16 schools have signed up to the scheme and 10 schools have been matched with an adviser.

The West Kent Partnership has recently put in a bid for an enterprise network. This will be facilitated by the Skills and Employability Service.

2.8 Kentchoices4u (KC4U)

The following is a link to the KC4U website, a website which enables young people to search and apply for courses online:

http://www.kent.gov.uk/education_and_learning/kentchoices4u_home/search_and_apply_for_courses.aspx

In 2016 – 2017, 11,627 students unlocked their accounts and 8718 students applied for post-16 courses through the medium of Kent Choices. 3225 of these were for FE places. The percentage of learners who have made an application, when compared with the previous year, was the same at 55%.

KC4U Live brings together Careers Information, Advice and Guidance (CEIAG) for students of all ages. At the 2016 KC4U Live event, there were 2589 young people attended the event from Schools and Colleges in Kent and Medway. This inspirational 2 day event explored work and career opportunities to help young people, and those who support them, to make decisions about their future. Day 1 of the event was for Kent and Medway students in Years 7 – 11. Day 2 of the event was for students over 16 years old and the general public.

Young people were supported in making their ambitions a reality by:

- Meeting employers
- Interactive displays
- Opportunities to talk to Guidance Professionals
- Volunteering opportunities
- Opportunities to talk to Master Craftswomen and Craftsmen
- Talking to colleges and universities from across Kent.

2.9 KC4U Local Offer

Building on the success of the KentChoices live careers events that ran for the last 6 years, 2016 has seen the development of four local events focusing on the needs of more vulnerable learners and those who are interested in options other than Sixth Form for post 16 education. This offers the opportunity to meet local employers and training providers and learners without a post 16 offer will be encouraged to make applications on the day.

These events have been planned in collaboration with local partners in each area to make sure that local needs are met by the events and it is expected to continue this format in the coming years.

Ashford	Schools	10	Learners	890
Thanet	Schools	24	Learners	900
Gravesend	Schools	13	Learners	300
Maidstone	Schools	15	Learners	360
Total		62		2450

Feedback from events has been very positive with young people coming away with offers. The providers have valued the opportunity to have meaningful conversations with young people about their futures.

2.10 Tracking and NEETs

Engagement in learning and educational attainment is critical if young people are to gain employment and make a success of their lives. Evidence shows that not being in education, employment or training (NEET) between the ages of 16 and 18 is a major predictor of later unemployment, lower job security and lower rates of pay. There is also greater likelihood of teenage parenthood, depression, poor physical and mental health, persistent youth offending, insecure housing and homelessness, use of illicit drugs, poor relationships and early death.

The NEET Strategy published in 2015 set out our commitment to our most vulnerable young people to ensure that they are able to engage in education and training, to maximise their life chances and to make a successful transition to adulthood. The aim of the Strategy is to ensure full participation by all young people to age 18 and beyond and to significantly reduce the number of young people who are not in education, employment or training.

This Strategy sets out the key issues which contribute to young people not engaging in education, employment or training and identifies what, collectively, is needed to improve outcomes for young people who are vulnerable to becoming NEET and who are already NEET. The Action plan within the Strategy sets clear targets to ensure that the number of NEETs in Kent was reduced to 2.5% by January 2017. The NEET Strategy builds on existing EYPS strategic plans and targets, by providing details of new approaches that will be used to ensure that all 14 – 19 year olds (and up to age 24 for SEND learners) can participate in appropriate learning pathways, which lead to sustained destinations for employment, training and higher education. To achieve this ambitious target, Heads of Service and managers have continued to work collaboratively to refine systems and develop new ways of working with our most vulnerable young people.

To supplement the Strategy an operational handbook has been written for all KCC staff, in a range of services involved in supporting and reducing the numbers of young people who are NEET. This guidance ensures that there is a more joined up approach across all KCC services and officers working with NEET young people are now taking a more proactive approach to support young people into positive sustained destination.

KCC plays a critical role in identifying and supporting young people who need help to re-engage with education or employment with training. Collecting data about young people's activities is a statutory duty for all Local Authorities, last year significant changes were made to how this data should be collected mainly by removing the requirement to track young people past the age of 18.

A summary of the 3 key strands of activity which have been achieved over the past year the

- Implementation of an integrated and high quality data system to track all learners across all KCC services. This information is available monthly in detailed reports and is used to identify activities and target resources to support young people into learning
- Developing focused, collaborative and integrated working, not only between services within KCC, but also between KCC, schools, FE Colleges and work based learning providers. This has included focused work and interventions for the most vulnerable groups, which includes Children in Care, SEND, Young Offenders, Teenage Parents, and Elective Home Educated.
- Providing high quality personalised pathways with positive destinations across all districts. A particular focus was to ensure vulnerable learners have the necessary support to progress into appropriate pathways, internships, supported employment, or apprenticeships. A recent activity to meet local demand has been to provide 6 week programmes for unaccompanied asylum seekers (UASC) which provides ESOL support, living skills and vocational profile and guidance so these young people can move into a positive destination.

There are now focused activities in place in all districts to identify those young people who are likely to become NEET and those young people who are NEET.

These activities are coordinated within the districts through the District Participation meetings which meet monthly and cover the following;

- Identifying young people in school or college at risk of becoming NEET and provide additional support
- Working directly with NEET young people to enable them access and sustain appropriate provision, apprenticeships or employment with training
- Providing additional coaching and support to young people as required
- Influencing the planning of local post 16 provisions
- Increasing skills and training provisions in all districts if required
- Sharing information on young people between organisations
- Reviewing and evaluating the impact of the NEETs Strategy and providing reports to the NEETs Interdependency Board
- Increasingly the range and focus of activities within each district is tailored to meet the profile of all young people who are NEET. Working directly with young people and coordinating the work of all services has made a significant impact in reducing NEETS and Not Knowns over the last 4 months.

Ensuring that there were no more than 2.5% of 16 and 17 year olds are NEET by January 2017 was a challenging target. The outturn for January 2017 was 3.0% which was a reduction on the number of 16 and 17 year olds who were NEET last year at 3.3%. The reduction in the not knows is where the most progress has been made in January 2017 the not knows were 3.2% compared to 5.45% in January 2016. Increasing the capacity of the Tracking team within the Skills and Employability Service has significantly reduced the number of not knows over the past year. This team also supports NEET young people who do not need additional support back into training and apprenticeships. If young people require additional support then these names are passed to the appropriate District participation meeting. Since September they have 88 young people into a positive destination

The activities and actions set out in the Action Plan were designed to ensure that we were able to achieve this target. The Strategy and action plan continues to be monitored and reviewed by the NEETs Interdependencies Group, chaired by the Corporate Director, Education and Young People's Services. All KCC services involved in the NEET Strategy are now clear about their requirements and contributions to this work.

2.11 Kent and Medway Progression Federation

The Kent and Medway Progression Federation comprises 40 schools, 3 universities, Kent and Medway local authorities working together to enable young people from disadvantaged backgrounds to access higher education. The Kent and Medway Progression Federation (KMPF) announced the merger with the Kent and Medway Collaborative Network (KMCNet) in January 2017.

As part of the National Networks for Collaborative Outreach (NNCO), KMCNet has successfully engaged with a wide range of secondary schools and Further Education Colleges in Kent and Medway, providing guidance, information and resources for education practitioners. This work will now continue as part of the new established Federation, which provides targeted outreach activity for around forty specially

selected schools.

Since 2007, the Federation has worked with 18,230 young people in Kent and Medway and 2,674 of our most disadvantaged young people in Kent and Medway entered Higher Education ages 18 or 19. This means that an extra 764 entered higher education than would be expected, given the young progression rate for similarly disadvantaged students in Kent and Medway. This is statistically significant and demonstrates the impact that targeted outreach makes to young people. This is measured by the National Statistics Socio-Economic Classification (NS SEC), which indicates that 72% of KMPF students who went to university moved from socio-economic groups 4-8 to groups 1-3 over the tracked period.

2.12 South East Local Economic Partnership (SELEP) and the Kent 14-24 Strategy

The 14-24 Strategy has influenced the work of the LEP (the Local Economic Partnership) Skills Advisory Group and the Kent and Medway Skills commission. This has been achieved through partnership working to ensure that the South East LEP considered 14-24 programmes when setting criteria for ESF funding and agreeing the skills and training priorities for 16/17.

The South East LEP's distribution of ESF grant funding complements the 14-24 priorities by: developing apprenticeships with a focus on higher apprenticeships; developing vocational training for people near the labour market, which will directly progress them into employment; and, by looking to develop training packages to enable people to enter sectors where there is high demand for staff. There is also a strand of work looking at progressing people into higher learning, such as degree apprenticeships, responding to the concern that the average skill level of employees in the South East LEP is lower than the national average, particularly in relation to higher skills. All of this activity supports the priorities and Key Performance Indicators set out in the Refresh of the 14-24 Learning, Skills and Employment Strategy.

The Kent and Medway Skills Commission is a forum for the 8 Employer Guilds, training providers, colleges and schools to consider how education skills and training issues across Kent can be addressed. Over the past year much of the Skills commissions work has been focused on improving employer engagement in schools, raising the profile of the priority employment sectors in Kent and addressing skills shortage. The Commission held its first annual conference on Employer engagement in March 2017 and over 80 delegates attended this event.

All of this activity supports the priorities and Key Performance Indicators set out in the Refresh of the 14-24 Learning, Skills and Employment Strategy.

2.13 Post-16 Transport

The Kent Post-16 Travel Card is intended to reduce barriers to learning (including apprenticeships) and to provide support for post-16 learners by:

- meeting bus travel costs to schools, colleges and work-based learning providers (including apprenticeship providers);

- enabling Kent learning providers meet the requirements of Full Participation in learning to 18 years of age, by 2015; and,
- ensuring fair access and maintaining choice for post-16 provision for Kent learners.

By utilising 16-19 Bursary Funding, other learner support funds or contributions from employers, schools, colleges and work-based training providers can reduce the cost of the Card for individual learners. In 2015 - 2016, 7597 young people used this card to move between their places of learning a significant increase on the 2013 – 2014 figure which was 4,500

2.14 Adult Skills

The Adult Learning, Skills and Employment Strategy was developed with and approved by partners and KCC during the first half of 2015. The Strategy builds on the work of the 14-24 Strategy and focuses on the education, training and employment of adults in the County. The importance of this Strategy has become more apparent with the release of a number of national reports on adult skills and employment which highlight the future direction for adult learners, economic growth and employment.

“.....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 that high-value, high-skill activities that will underpin our role in the global marketplace”. (Confederation for British Industry 2014).

The purpose of the Adult Skills Strategy is to set out our ambitions for the skills and qualifications of the adult population of Kent that all local providers of education and skills can aspire to and achieve by working in partnership. The Strategy is supported by all the relevant stakeholders, as an over-arching strategy for Kent to improve provision and outcomes.

Kent County Council contributes to the Strategy through some of its services, as well as providing a strategic overview, and by facilitating collaborative activity between education providers, training providers and employers. The overarching ambition for Kent providers is to maximise adult participation in training and learning in order to achieve economic growth, full employment, social inclusion, community cohesion, health and wellbeing.

The Strategy is built around the following priorities 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 retraining 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.

The strategy is designed to address the significant gaps in the skill requirements of the local economy and the skill levels of the adult population in Kent, which cannot be addressed simply by improving the abilities of young people entering the workforce from school. Retraining and improving the skills of the existing workforce is vital if we are to gain the benefits of growth arising from economic recovery and the opportunities available in a global market. A considerable amount of resource is invested in adult learning. In order to maximise the effectiveness of this resource we must co-ordinate at a local level to ensure collaboration between providers. This Strategy has as a key priority the importance of engaging employers in adult vocational education and training.

2.15 Kent Supported Employment

Kent Supported Employment has helped 316 vulnerable learners with physical disabilities, autism and learning difficulties move into a variety of sustainable employment outcomes over the last year including 58% into paid sustainable employment, and a variety of other offers including work placements and voluntary work to enable them to progress into permanent employment as part of their individual journeys. Excellent results have also been achieved by working with 18 vulnerable learners from schools and training providers move into Supported Internships and 23 into Assisted Apprenticeships. This has been achieved by raising aspirations through professional careers guidance, vocational profiling and detailed action planning, using the supported employment model of professional job coaching to ensure young people are confident to take steps in securing a positive career path. Kent Supported Employment has also been working closely with the NHS to help them employ more staff with learning difficulties as part of their 5 year pledge.

2.16 Children's University

Kent Children's University has continued its close working relationship with a Canterbury school as a pilot hub school for Children's University validated activities offering a broad range of weekend and holiday activities and classes. This continues to be a source of income generation for the Academy, attracting young people and their families from across the county to participate in learning activities that they may not otherwise have access to. It also encourages primary age young people to visit and undertake activities on a secondary school site, therefore assisting them in their eventual transition into secondary education.

Kent Children's University is already in discussions with other Secondary schools across the county to work in partnership to act as a local hub for Children's University activities, offering not only enrichment opportunities but also aspirational career related workshops and activities for KS2 and KS3 students, working with FE colleges and local employers through the Kent and Medway Guilds.

2.17 Vulnerable Young people

Skills and Employability have held discussions with FE colleges SENCO and staff with responsibility for vulnerable learners. The aim is to identify how KCC and the Colleges can work together to improve progression pathways for vulnerable learners.

Intrinsic in this is to have effective systems in place to support these young people through transition. A proposal will be put to the college principals and a strategic plan will be developed.

S&E have been working with Adult Social care to develop a model that reduces the deskilling of SEND young people once they have left education. There are 2 pilots taking place in Kent to model practice for the future. These include an enterprise activity, independent living skills and functional skills

S&E work with providers to develop innovative approaches to Post 16 Programmes to develop the employability skills of young people, particularly for Vulnerable Learners to narrow the gaps in attainment so they can achieve positive destinations at 18. Examples of these are:

- S&E have worked with SEND to support 4 applications to the EFA for specialist post 16 institution status to widen the offer to SEND young people to give them more post 16 options. They have been successful in their due diligence checks and will be funded hopefully from September 2017. These are providers who can meet the needs of these young people and engage them in employability programmes leading to employment. Supajam (music and media), Skillnet (music and arts), Liberty Training (employability skills) and Brogdale CIC (grounds maintenance, horticulture, retail and customer service skills).
- S&E have worked with EHPS to put together EET activities for teen parents based in Children Centres
- Strategically working with STUK who have the SELEP funded contract to deliver in Kent to ensure that they add to, not duplicate provision, that is already available in areas where we have identified a need. One of the projects is working exclusively with care leavers
- There has been close partnership working with VSK and the Care Leaver team to ensure that there is suitable UASC engagement activities available

2.18 Conferences

A series of conferences for schools, colleges and training providers have been successfully delivered to ensure schools and other providers are well informed on DfE changes, good practice is shared between Kent schools and new collaborations are established. At the last two conferences Maximising Opportunities there were 110 delegates followed by a conference in February on the New Technical Qualifications with over 120 attendees. The Skills and Employability service will build on this success and has developed a comprehensive conference programme for 17/18.

2.19 School engagement

Skills and Employability hold regular engagement events with schools and young people. The following charts represent the numbers of schools engaged in each of these events.

Number of schools that attended the local UCAS Briefings

	Schools Attended	Total number of schools
Thanet	13	13
Tunbridge Wells	12	24
Dover	7	9
Canterbury/Swale	8	21
Dartford/Gravesend	10	21
Ashford/Shepway	10	15
Maidstone	13	13

Conferences

	Maximising Opportunities for 14-19 year olds 24/11/2016	New Technical Qualifications 10/02/2017
Wide Ability Schools	6	7
Colleges	7	4
Grammar Schools	8	2
High Schools	14	24
Special Schools	7	5
Total	42	42

Engagement with young people

Engagement with Primary and Secondary Schools on Apprenticeships 16-17

Total Engaged	235
Apprenticeship Advice Given	107
Supported into Recruitment	128

Support given to young people 16-17

Presentation	1723
Careers Events	1260
One to One	250

Kent Choices Live 16-17

Secondary Schools	91
Students	2687

Engagement with young people takes many forms: we hold an annual Kent Choices Live Careers event, we support young people in small groups and one to one to assist them in making choices and have a telephone careers information service for young people who are NEET.

2.20 Apprenticeships

The 16-18 Apprenticeship Campaign plan developed between KCC, The Kent Association of Training Organisations (KATO), Association of South East Colleges (AOSEC) and Medway Council- has continued to develop effective partnerships to increase the number of apprenticeships for this age group.

By July 2016 over 3000 young people aged 16 to 18 had started an apprenticeship across Kent, which is the highest number achieved for this age group. The plan will work towards the successful recruitment cycle of coordinating most apprenticeship vacancies during the year - In September, January, April and July.

Schools, FE colleges and work-based training providers continue to work with young people with the support of KCC. Two new websites have been developed to help young people make informed choices around apprenticeships (apprenticekent.com) and how to improve their employability skills (www.readytoworkkent.co.uk) which are designed to give them the correct information and make the right decision.

Section 3 Consultation with partners on the refresh of the 14 to 24 Learning, Skills and Employment Strategy and new ways of working

During the summer of 2016, the Skills and Employability Service consulted with partners on which activities facilitated by the Service and supported by the 14 to 24 Strategy they felt would be beneficial to securing better outcomes for young people. The key actions have been aligned to the four priorities of the strategy, which are outlined in the table below:

Raise Attainment and Skills Levels	Provide regular local curriculum provision updates with successful exemplars of appropriate collaborative 14 – 19 (24) pathways in order to ensure progression and links with local employment.
	Provide regular updates on curriculum information from the DfE, qualification news, resources and funding in order to best plan a financially sustainable 14 to 19 programme with better outcomes.
	Have access to on-line learning either to consolidate post 16 provision based learning or offer alternatives to the school provision.
	Receive a district profile including destination data, post 16 provision data, participation data, a local economic profile and a vulnerable learner profile in order to support 14 to 19 curriculum planning.
	Have access to on line revision lessons for core subjects.
Improve and extend Technical Education, Training and Apprenticeships	Advice and support in ways of delivering level 1 and pre apprenticeship within the study programme which support continued progression and participation for the most vulnerable learners.
	Advice and support in delivering work experience as part of study programmes in order to enhance learning and skill development.
Increase Participation and Employment	Receive Labour Market Intelligence to inform the curriculum offer and learner destinations by identifying sector skills shortages.
	Have direct links and engagement with employers through the Guilds to enhance aspiration and develop awareness of the sectors roles.
	Have access to a more developed KentChoices4U site for years 11, 12 and 13 and other CEIAG software packages for key stage 4 and key stage 5.

	Have access to a strengthened Careers Coordinated Network supplying support and information for careers guidance professionals in order to improve participation and progression.
Target Support for Vulnerable Young People	Receive information on English and Maths working towards level 2 GCSE/Functional Skills and for KS5 teachers to be guided on how improve outcomes for learners thus providing them with a passport to further learning and employment.
	Receive support for vulnerable learners' programmes including access to assisted Apprenticeships and Supported Internships for vulnerable learners.
	Have access to bespoke Careers Guidance for SEND learners.
	Have access to specialist support for parents and carers.
	Have the opportunity to take part in an Employability Health Check and in order to develop employability programmes to enhance skills and work readiness of their learners.

DRAFT

Section 4 Changes and new Opportunities for 11 to 24 provision in Kent

All providers working in the 11 to 24 age range face a number of challenges over the next two years which will reshape our partnership with schools, colleges and training providers. These are qualification change, accountability change, reducing budgets, apprenticeship reforms, employer engagement and a new delivery model for local authority education services.

Qualification Change

New Qualifications

The range of qualifications available for accrediting Academic and Technical Learning have been enlarged and have been available for first teaching since September 2016 and these new qualifications where been endorsed by the publication of the Post16 Skills plan. They are accompanied by new progress and retention measures. As we facilitate the development of new curriculum opportunities in schools which link to local market information, it is important that there is shared understanding of the full value and potential impact of these qualifications in pre and post 16 offers to develop high quality and appropriate 14 to 19 provision. The new qualifications are set out below.

Technical Awards Pre16 levels 1 and 2

Technical Awards are broad, high quality level 1 and level 2 qualifications that equip students with applied knowledge and associated practical skills not usually acquired through general education. At key stage 4, students are encouraged to take up to three technical awards alongside a minimum of five academic GCSEs from the list of EBacc subjects.

Administration, Accounting and Personal Finance Agriculture Animal care Art and design Business Child Development and Well-being Construction and the built environment Engineering Hair and Beauty	health and Social Care hospitality and Catering ICT Manufacturing Media and Communication Performing Arts Retail Sport Travel and Tourism
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Technical Certificates Post16 Level 2

Technical Certificates are rigorous intermediate (level 2) technical qualifications recognised by employers for students aged 16 plus who wish to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit at this level or where a level 2 qualification is needed before students can progress to a level 3 qualification. Technical certificates are recognised by trade or professional bodies and/or at least five employers. Alternatively, the

qualification may be accepted by a national licensed professional registration scheme.

<p>Agriculture, Horticulture and Animal Care Arts, Media and Publishing Business, Accounting, Administration and Law Construction, Planning and the built Environment Engineering, Manufacturing Technologies and Transportation Operations</p>	<p>Health, Social Care and Child Development and Well Being Information and Communication Technology Leisure, Sport, Travel and Tourism Retail, Hospitality and Commercial Enterprise</p>
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Applied General Qualifications Post16 Level 3

Applied general qualifications are rigorous advanced (level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills through applied learning. They allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at level 3 such as A levels.

<p>Performing Arts and Media Finance and Business Health and Social Care Construction, Planning and the Built Environment Engineering</p>	<p>Information and Communication Technology Sport Hospitality Science and Mathematics Sociology and Social Policy</p>
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Tech Levels Post 16 Level 3

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course.

Agriculture, Horticulture and Animal Care
 Arts, Media and Publishing
 Business, Administration and Law
 Child Development and Well Being
 Construction, Planning and the Built Environment
 Engineering and Manufacturing
 Health and Social Care
 Information and Communication Technology
 Sport, Leisure and Recreation
 Retail, Hospitality and Commercial Enterprise.

Academic Qualifications Post 16 level 3

Academic qualifications cover A levels and a range of other academic qualifications taken at level 3, including AS levels, the International Baccalaureate, Applied A levels, Pre-U, Free-standing mathematics qualifications and the extended project.

Changes in accountabilities

Key Stage 4 Headline Measures

Progress 8 measures progress in subjects in key stage 4. These subjects may include up to 3 technical awards. This allows students to transition into key stage 5 with a nascent technical skills set rather than that transition being a hurdle. It is therefore essential to understand these accountability measures in order to get best outcomes for schools as well as for young people. We will be working with schools and colleges to develop clear progression routes through the range of technical qualifications to improve retention post16 and improve destination outcomes.

Key Stage 5 Headline Measures

The 16-18 school and college performance tables have changed as a result of previously announced government reforms. These reforms support planning and development of curriculum with best interests of the institution and the learner at heart. Changes include new headline measures, changes to the technical qualifications that can count, changes to the points assigned to grades, new rules for how students are included in measures and new rules for how students are allocated to institutions.

Outcomes are reported separately for students studying different qualifications. The following measures have been published in the performances tables dated January 2017:

- Value added progress in Academic and Applied General qualifications
- Attainment in Academic, A levels, Applied General and Tech Level qualifications
- English and maths progression at post 16
- Destinations (for the 2013/14 cohort)
- Additional measures: % achieving AAB in 2 facilitating subjects; Best 3 A levels, Tech Bacc
- Minimum Standards.

The progress score allocated to all schools and colleges are divided into the following categories:

- Well above average
- Above average
- Close to national average
- Below average
- Well below average

The well below average captures all those below the newly defined minimum standard.

Reducing budgets

The DfE have an expectation for new 6th forms to have 200 students or more, either in the institution or through partnership. This is to enable breadth of offer and to ensure financial viability. The majority of our 6th forms in Kent are below this but most continue to offer breadth with approximately 15 subjects being offered to meet the interest of their students. This suggests that students at very small school sixth forms are getting a good experience where they are able to access a broad range of courses to meet their interests. However, it also suggests that the schools themselves are running some post 16 programmes with small class sizes, possibly by cross-subsidising the sixth form provision using funds from elsewhere or by delivering some courses in partnership with other schools. EFA guidance recommends a class size of 15 learners.

Apprenticeships reforms

The introduction of the apprenticeship levy, the Levy is a Government initiative aimed at increasing the level of investment in apprenticeships by encouraging employers to invest in apprenticeship programmes and to raise additional funds to improve the quality and quantity of apprenticeship training.

Kent County Council will have a levy charge of 0.5% on its annual salary bill and will have to pay a figure of £3.2 million from April 2017. As a public sector organisation KCC will also be given a 2.3% Public sector target of apprenticeship starts, as part of the Government drive to achieve 3 million apprenticeships. KCC will have one overall target and this is broken down into two separate targets one for Non schools (KCC) and the other for schools staff. This is based on KCC's headcount and how the authority shows the employment of staff across the directorates. The total number of starts will be 707 and this will be broken down for non-schools of 243 and schools of 464.

Skills and Employability Service will provide support to schools to understand the changes taking place and how they can develop new standards to match their business needs. Often applicants for apprenticeships do not have the necessary qualifications or have the appropriate experience to be work ready. There is a commitment at KCC to develop personalised programmes, so young people can progress onto an apprenticeship. Our apprenticeship ambassadors will support students to understand the apprenticeship offer to increase the number of 16-18 apprenticeship starts to 3300 for 16/17.

New delivery model for education services

In line with many local authorities, KCC is developing a new education services delivery model in partnership with schools which has a focus on developing robust partnerships to meet the needs of young people more effectively and secure economies of scale as resource get tighter between schools.

The aim of Skills and Employability Service within the new delivery model will be to continue a work in partnership with schools to:

- Improve learner achievement and learner destinations
- Increase participation and employment for all learners
- Move from the existing offer of services, which is funded entirely by KCC, and develop a high quality traded services model for all providers.

The objectives will be:

- Support the development and delivery of 14 to 19 programmes
- Increase the take-up of apprenticeships in schools.
- Support the needs of vulnerable learners.
- Encourage a collaborative offer and more effective partnerships between schools and other providers
- Increase employer involvement in curriculum delivery.
- Enhance CEIAG and progression outcomes for learners.
- Support young people and adults into progressive and sustainable further learning, employment with training or employment through opportunities to improve literacy and numeracy levels
- To support employers to recruit and train employees in order to reduce skills gaps and grow.

To this end, the Service has built on existing good practice and in consultation with schools has developed the following services which can be traded:

- Functional Skills entry level to level 2 and GCSE level maths and English on line learning to consolidate classroom based teaching for students post 16
- A Kent badged national Careers platform, Success at Schools. to support professionals and students in guidance and career choice
- NVQ level 4 guidance to add certificated up skilling to career professionals
- English and maths adaptation course to skill excellent teachers with the knowledge to deliver GCSE grade 4/5 maths and English and to provide teachers of other subjects the skills to deliver literacy and numeracy
- Advice support and guidance to plan , develop and deliver 14 – 19 progression pathways into sustainable further learning, employment with training or employment
- Advice, support and guidance to deliver impactful supported employment
- Children's University packages to deliver pupil and parent aspiration to learn to full potential and to secure positive destinations.

These services are currently being piloted and the intention is to continually review existing services with schools and providers as they roll out and to add to our menu of services to meet client need, for example, A level revision in mathematics and physics, NVQ level 6 Guidance. These traded services will complement and enhance the activities the Service undertakes to support raising attainment, increase participation and support the vulnerable to positive destinations.

Section 5 Next Steps

This section sets out the new actions and activities required to deliver the key improved outcomes for all young people which reflects school and other training provider's needs.

Raise Attainment and Extend Technical Education

As we move forward, we need to capitalise on the opportunities presented by the reformed qualifications and accountabilities at both KS4 and 5. In developing new curricula schools and other providers will need to constantly review qualifications options and packages of subjects which can support appropriate 14 to 19 programmes which offer progression and clear destinations.

A significant emphasis in the reforms has been the development of Technical Levels which are on a par with A levels and recognized and designed by employers they equip students with specialist knowledge and skills, enabling entry to an Apprenticeship, other skilled employment or a degree.

DfE results for 2016 show that the Average Point Score per entry achieved by students in Kent schools at Technical Level is 36.7 which is slightly below the national average of 36.9 and equivalent to a Distinction+. Kent is ranked fourth against statistical neighbours and 68th out of 150 local authorities nationally for this measure. We will provide teaching resources and high quality information for schools developing new technical programmes by:

- Developing new subject specialist networks in Creative and Digital, Hospitality, Health and Social Care, Financial services, Sciences, Engineering, Construction and Land Based. This will include effective employer engagement in the delivery of the programme
- Creating strong partnerships between schools, colleges and employers which will ensure there are progression opportunities for all young people opting for a technical pathway
- Working with schools to provide information advice and guidance for young people at 16,17 and 18 on apprenticeships including level 4 and degree apprenticeships

Applied General advanced (Level 3) qualifications apart from A levels are currently the main post 16 qualifications used by the majority of Kent schools that equip students with transferable knowledge and skills. They fulfil entry requirements for a range of higher education courses, either by meeting entry requirements in their own right or being accepted alongside and adding value to other qualifications at the same level.

In 2016, the Average Point Score per entry achieved by Applied General students in Kent schools is 37.0 which is below the national average of 38.0 and equivalent to a Distinction+. Kent is ranked seventh out of its statistical neighbours and 86th out of 150 local authorities nationally for this measure. We will support schools to improve outcomes for all young people who opt for applied general qualifications by:

- Sharing good practise and expertise on the delivery of applied general qualifications with all Kent schools
- Developing schools to schools support, inform all networks and collaborations which improve the quality of teaching and learning at KS5
- Providing high quality online learning resources for GCSE English and math and level 2 functional skills

The Technical Baccalaureate is a new performance measure that allows young people, aspiring to a technical career, a high-quality alternative to the A level route. This recognises the achievement of students taking advanced (Level 3) programmes which include a DfE approved Tech Level, level 3 maths and extended project qualifications. It was introduced for courses starting in September 2014, for reporting in the 16-19 Performance Tables from 2016.

In Kent schools in 2016, 20 students achieved a Technical Baccalaureate representing over 15% of the 129 students in state funded schools nationally. Kent is ranked first both in comparison to its statistical neighbours and 150 local authorities nationally for this measure. We are intending to expand this programme over the next academic year by:

- Supporting to schools to identify areas of specialisation for 14 to 19 pathways which link to identified skills gaps
- Supporting more schools to work in partnership with Colleges to develop this qualification option.

The Baccalaureate qualifications both the Diploma and IBCP are a significant strength in a number of Kent schools. The expansion of the IBCP programme to 20 schools will significantly increase the number of young people engaged in this broad and balanced programme offer. The outcomes for Diploma learners was extremely positive in 2016, the average points achieved by International Baccalaureate students in Kent schools was 208.6 which is above the national figure of 201.0. In Kent, 540 young people took this qualification in 2016. The progression registered was positive at 0.62. The destination for learners who followed the IBCP has also been extremely positive with many young people moving from this programme into Higher education or degree apprenticeships. We will continue to support the further development of the IBCP and support schools to share best practice and lessons learnt from the introduction of the IBCP curriculum delivery model. We will do this by:

- Supporting more young people into higher and degree apprenticeships
- Providing a range of careers education, information, advice and guidance resources for IBCP learners based on the local economic profile and Kent employment opportunities
- Boarding the range of technical qualifications offered within the IBCP
- Explore the opportunity to develop a one year IB foundation programme.

16-18 Apprenticeships

The 16-18 Apprenticeship Campaign continues to develop between KCC, the Kent Association of Training Organisations (KATO), the Kent Further Education Colleges (KFE) and Medway Council - which has established an effective partnership to promote and increase the apprenticeship offer across Kent and Medway.

During 15/16 the partnership helped achieve the highest number of 16-18 apprenticeship starts in Kent of 3020, which was the first time we had achieved over 3000 for this age. The work with Schools, FE colleges, HE institutes and work-based training providers will provide support to young people by giving guidance and support to make the right decision on the future pathways. Apprenticeship vacancies will be co-ordinated four times a year - September, January, April and July. The new apprenticekent website launched in Oct 16 has over 1300 young people registered on the site looking for an apprenticeship opportunity. We will:

- Develop the apprenticeship ambassadors role with schools to promote the benefits of apprenticeships to students
- Increase the number of schools employing apprentices to meet the new public sector target of 2.3%
- Develop new Higher and Degree level apprenticeship standards with match the needs of schools for example Teacher degree apprenticeship
- Promote an apprenticeship campaign for schools to raise the awareness of apprenticeship to young people, parents and their role as an employer
- Support the Kent guilds to build closer collaborative partnerships with schools and employers to promote the benefits of the industries for future apprentices
- "Made in Kent" campaign to raise the awareness of the changes to apprenticeships and how employers can access new apprenticeship funding
- Develop a technical qualification subgroup for providers to discuss and share good practice and address concerns on the plan technical qualifications and the route into apprenticeships
- Continued development of the apprenticekent website to offer a variety of apprenticeship roles across Kent.

Improve Progression

A key focus of the Strategy continues to be to decrease the number of 16 – 19 year olds who follow courses and do not raise their level of qualifications. Data for 2015 – 2016 is not yet available. The last valid figure was 84.9% which continued a positive upward trend. Maintaining this level of progress will be challenging, as those young people who are yet to reach Level 2 often have multiple barriers to achievement. To maintain this upward trend we will:

- Support 14-19 providers across district to collaborate to achieve the best outcomes for all learners to ensure there are pathways which offer progression
- Share with providers good practice on KS4/KS5 14-19 curriculum modelling and guidance
- Support schools, colleges and work based provision in the development of appropriate programmes which work towards achievement of level 2 Maths and

English GCSE16-19 and level 2 functional skills.

- Develop a progression protocol between schools and colleges for vulnerable learners.
- Provide personalised supported progression pathways for all young people with more complex needs including supported employment and internship opportunities

Increase Participation

In January 2017 95.1% of year 12 students (academic age 16) participating while the figure for year 13 (academic age 17) was 86.8%. This gives an overall figure of 90.9%. In order to support schools, colleges and work based trainers to increase participation particularly in year 13 we will:

- Support providers to improve outcomes for learners at 16, 17, and 18 including positive destinations at 18 by providing models of academic and technical learning appropriate to local economies and further and higher learning.
- Continue to track all young people to the age of 18 and feedback to schools and other providers when young people disengage from their intended destination
- Plan, deliver and evaluate participation and engagement strategies in all districts in order to develop full participation to age 18, including the development of transition year
- Action interventions across a range of services to reduce NEETs and Not Known targets to improve schools and colleges destinations outcome increase participation for vulnerable group 16 – 18 through specialist support and study programmes working in partnership with schools, colleges and other providers

Further work needs to be done to reduce the number of young people who become NEET during and at the end of Year 12 .In order to maintain (that is, reduce drop out mid post 16 learning) and increase participation we will:

- Working in partnership to improve the quality and breadth of post 16 programmes in schools and colleges
- Continue to research and produce the district data packs to inform the planning of 14-19/24 high quality progression pathways, in line with the providers' annual planning cycle, especially for vulnerable and SEND students and those with multiply barriers to learning
- Continue to develop, coordinate and evaluate the Ready to work offer, with an interactive module enabling schools to offer more inclusive career guidance.

Careers Information Advice and Guidance

The role of careers education and guidance in a young person's learning years is crucial to making informed choices about purposeful learning and future destinations. We will continue to build on the Kent Careers framework to

- Develop, redesign, update and manage the Kent Choices website and Kent Choices live events with a view to increasing impact on young people. Their views, as well as the views of schools and other providers will be considered in this reshaping.
- Review in consultation with schools, colleges and other training providers the Kent Careers framework in order to secure better progression for young people, this will include a significant focus on employer engagement and labour market intelligence
- Continue to co-ordinate and strengthen the Kent Careers network in order that schools and colleges career co-ordinators are kept informed on current practice and duties.
- Develop an online careers platform to provide a one stop shop for professionals, young people parents and carers

Develop Employment programmes for vulnerable learners

Over the past 3 years the Skills and Employability service has significantly increased the number of supported employment opportunities for young people which has been nationally recognized for providing sustained employment for young people who would not have entered the labour market. We will continue to build capacity in schools to help the successful transition and provide more supported employment opportunities by:

- Developing capacity in schools to deliver supported employment programmes for vulnerable Learners to ensure continuity in progression at age18
- Developing a range of post 16 pathways including traineeships, work experience, Assisted Apprenticeships and Supported Internship programme for vulnerable learners in order to secure participation and progression into employment and improved destination data for providers.

Employer Engagement

While facilitating schools and learners to understand labour market information and recognize skill gaps, we will also facilitate employers' recruitment needs. We will:

- Manage the work of the Kent & Medway Skills Commission in order to inform providers of skill gaps and employer needs in order to improve provision of learning and skills.
- Co-ordinate and oversee the development of the Guilds in the priority sectors within the LEP in order to facilitate inspirational employer engagement with providers and build a database of work experience placements to enhance study programmes particularly the new technical qualification and re-engagement packages.
- Submit bids for LEP funding with other strategic partners to improve pathways

and progression routes for young people.

Targeted Support for Vulnerable Young People

Young people who do not achieve level 2 in English and maths face a number of barriers to progression in particular moving on to level 3 programmes and apprenticeships. In addition the new progression measure for maths and English shows the average change in grade in each of English and maths from the end of key stage 4 to the end of key stage 5. -1 is the maximum negative progress applied to an individual student. A student is not disadvantaged by achieving 2 or more grades lower than prior attainment.

Nationally average progress is negative for both English (-0.10) and maths (-0.13) For English and maths, approx. 21% of students in England in each subject did not enter an approved English or maths qualification during 16-18 studies and subsequently received a score of -1 in the measure.

The table below English and maths progression for Kent schools and types of institution. At this stage only range of progression is available.

type of institution	English and Maths Progress			
	Number of students included in English progress measure (without at least an English GCSE grade C by end of key stage 4)	Average progress made in English	Number of students included in maths progress measure (without at least a maths grade C by end of key stage 4)	Average progress made in maths
England		-0.1		-0.13
Kent	1019		1349	
grammar	9	0.00 > 2.75	22	-0.20 > 1.00
high	725	-0.71 > 1.67	926	-1.0 > 0.92
wide	285	-0.37 > 1.00	401	-0.31 > 0.71

Table 12 DFE January release 2017

Nationally the average progression was negative in both subjects. Higher progression was recorded in English than Maths County wide. High schools' cohorts' profile is evidenced by the wide progression range.

There is no question that the delivery of post 16 maths needs review. A continuation of pre 16 pedagogy will not achieve the results essential for progression and improved life chances. The Service will:

- continue to work in partnership with providers to provide eLearning packages for those students who have not reached level 2 GCSE maths and English (from August 2017 this will be grade 4 upwards to 9) in both functional skills and GCSE.
- offer courses to excellent teachers of other subjects to develop the skill of delivering maths and English to grade 4 with the intention of relieving a teacher recruitment issue.

Narrowing the Gap

Comparison with last year is challenging since the cohorts are defined differently as referred to earlier in this document. However, outcomes for disadvantaged learners at 18 continues to be problematic. The achievement gaps between this group and other learners still needs to improve significantly at all levels.

In 2014 there were 1,715 students eligible for free school meals at the end of key stage 4, of which 27.3% (468) achieved 5 A* - C with maths and English, a 34.3 gap against non FSM students. FSM L3 completions at the end of academic year stood at 301 young people. This is only 3% of level 3 completions, 64.3% of the FSM cohort with 5 A* - C EM.

FSM eligible students show much lower prior attainment. Only 68.1% of this cohort achieved 5+A* - C GCSE with English and maths (v. 86.3% for non FSM). 78.4% of the same cohort achieved 5+ A*- C GCSE (v. 92.8% for non FSM) This lower prior attainment is reflected in outcomes and progression at KS5.

A level APE is 28.4 (v. 32.3 for non FSM) and Academic APE is 28.6 (v. 33.4 for non FSM). This translates to a third of a grade difference. This third difference manifests itself in Applied General and Tech Level qualifications, but with only 2 points different in APE. There will be a more focused approach to narrowing the post 16 gaps through this revised strategy. We will:

- Provide continued support for vulnerable learners, firstly to make the transition to school post 16 delivery, and secondly to stay the course (drop out at 17 is unacceptable).
- Develop transition protocols between schools and colleges
- Provide specialist guidance training for KCC staff working directly with disadvantaged groups.

The table below shows attainment based on FSM eligibility drawn from LPUK data unvalidated release January 2017.

Closing the Gap – FSM						
	FSM			Non-FSM		
	Kent County Council – Schools only	Kent	National	Kent County Council – Schools only	Kent	National
Post-16 students (L2 and L3)	*	*	*	*	*	*
L3 Completions	301	303	12,555	8,674	8,466	181,674
Av. GCSE Points on Entry	40.7	40.7	42.3	45.5	45.4	45.7
Av. KS4 Points on Entry	42.1	42.0	43.0	46.0	45.9	46.0
% Students 5+ A*-C GCSE EM	68.1%	67.7%	74.3%	86.3%	85.9%	86.6%
% Students 5+ A*-C GCSE	78.4%	78.4%	85.2%	92.0%	91.8%	94.1%
A Level APE	28.4 (c)	28.5 (C)	28.4 (C)	32.3 (C+)	32.4 (C+)	32.2 (C+)
Academic APE	28.6 (c)	28.7 (C)	28.4 (C)	33.4 (C+)	33.5 (C+)	32.4 (C+)
Applied General APE	35.8 (Dis)	35.6 (Dis)	37.6 (Dis+)	37.7 (Dis+)	37.6 (Dis+)	38.6 (Dis+)
Tech Level APE	36.1 (Dis)	29.0 (M+)	36.0 (Dis)	38.8 (Dis+)	34.6 (Dis)	37.3 (Dis+)

Planning and developing new 14 to 19 cost effective provision

The Strategy, moving forward, will have a distinct focus on 14 to 19 curriculum planning, design, and employer engagement to develop 14 to 19 programmes that promote successful and sustained destinations. The intention is to develop academic, applied and technical pathways into employment. This includes developing good models of work experience, internships, traineeships and entry into apprenticeships. Alongside these entry to employment routes we will develop models of a new innovative one year transition programme for young people who wish to change direction in year 12.

The revised strategy will strengthen the link between curriculum design and the world of work in line with the Post 16 Skills plan. We will work with schools, colleges and training providers to ensure in each district there is an annual review of the District Data Pack to consider:

- Total curriculum offer to meet the needs of the labour market;
- Gaps in provision;
- Provision that lacks progression opportunities for learners;
- Over-provision; and,
- Provision which meets the needs of all districts learners.
- ensuring any offer of provision is financially sustainable as part of the process of

- supporting schools' curriculum planning post
- Developing a new models for the transition year for both academic and technical pathways
- Inviting schools, colleges and work based learning providers to an ongoing and developing programme of briefings and conferences on 14 – 19 issues including information, advice and guidance and curriculum remodelling, and employer engagement.

Looking forward to the next three years

KCC and the Skills and Employability Service cannot achieve their aims standing alone as the Local Authority. Consultation and collaboration with partners is essential. This process may be accomplished by working with individual provisions, with a multi academy trust, with a district of provision or an area or a group of schools offering a particular programme for example IB, IBCP, Tech Bacc, a highly academic post 16 environment or a transition study programme. And not least it will be achieved through provider peer to peer support.

The Service also works alongside other bodies, for example with the Employer Guilds, the Joint Managers and Partners Group, The Kent and Medway Skills Commission, the Kent Association of Headteachers, the Careers and Enterprise Company, the Learning Plus UK organization (which supplies data) and the DfE, which is invited to speak at briefings and conferences.

Our principles for progression and securing sustainable destinations are to:

- Delivering English and maths for those for those without GCSE A* - C
- Offering work experience at an appropriate level
- Development activities such as digital skills, study skills, problem solving or team building
- Personalised support
- Assessment and guidance to make decisions about next steps
- Offering young people who are not ready for further education or employment, but who – with the right provision and support – have the ability to progress to further education or to employment.
- Equipping students with the knowledge, skills and behaviours they need to progress.
- Progression to further education, traineeship, apprenticeship or employment with training

A key focus of the Service is to promote more collaborative working across the range of Education and Skills training providers and employers through the revised 14-24 Strategy. Collaborative yes, but these partnerships need also to be impactful partnerships with clarity of activity and assured outcomes, to share resources and to improve the outcomes for young people by developing technical and academic pathways which lead to progression and sustainable destinations.

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

To: Education and Young People's Services Cabinet Committee
30 March 2017

Subject: The HeadStart Programme in Kent

Classification: Unrestricted

Past Pathway of Paper: Not Applicable

Future Pathway of Paper: Cabinet Member Decision

Electoral Division: All

Summary

Kent County Council (KCC) is one of six local authorities approved by the Big Lottery Fund to deliver the HeadStart Programme. A total investment of £9.99m has been secured for HeadStart in Kent over the next five years.

The Programme aims to improve the mental health and emotional wellbeing of young people aged 10 to 16 years who are at risk of emotional and mental health difficulties. The programme aims to increase their resilience and promotes a preventative and early intervention approach.

This report sets out the background to the Programme and its implementation in Kent, including its commissioning requirements.

Recommendations

Education and Young People's Services Cabinet Committee is asked to note the report, consider and endorse decisions by, or make recommendations to, the Cabinet Member for Education and Health Reform to ensure

1. The HeadStart Kent programme is implemented in line with the requirements of the Big Lottery Grant Agreement and as set out in the report.
2. The necessary procurement exercises be undertaken for goods and services required to deliver the programme.
3. Authority is delegated to the Corporate Director of Education and Young People's Services to award the necessary contracts for HeadStart Kent to providers selected through the procurement process and to award the HeadStart Kent grants to selected schools to deliver the HeadStart Programme in accordance with the Big Lottery Grant Agreement.

1. Introduction

- 1.1 During 2014, KCC was one of twelve local authorities which were awarded £895,000 from the Big Lottery Fund, to deliver a two year pilot project that aimed to improve the emotional wellbeing and resilience of children aged 10 to 14.
- 1.2 Building on the learning from the pilot phase, KCC submitted a detailed case for investment in February 2016 and was one of six local authorities that secured funding in the summer of 2016 to develop the programme further over the next five years.
- 1.3 The aim of the HeadStart Kent programme is to improve the mental wellbeing of 10 to 16 year-olds in Kent who are at risk of emotional and mental health difficulties, as well as work with 5 other local authorities who have also received investment. The investment aims to facilitate and support:
 - the implementation of a locally developed, cross-disciplinary, multi-layered and integrated prevention strategy, with the young person and their needs at its core
 - the development of the necessary local conditions to enable that strategy to become sustainable in time
 - the development of a robust evidence-base around 'what works' in the area of mental wellbeing to be proactively shared beyond HeadStart, with the aim of contributing to the national and local policy debate.
- 1.4 HeadStart Kent's aim is to ensure that 'By 2020 Kent young people and their families will have improved resilience, by developing their knowledge and lifelong skills to maximise their own and their peers' emotional health and wellbeing; so as to navigate their way to support when needed in ways which work for them'.
- 1.5 HeadStart Kent will focus on building a sustainable system where every young person in Kent will be able to say with confidence:
 - "People around me understand wellbeing and how to promote it";
 - "My overall wellbeing is not impacted by the pressure to achieve and to 'be perfect'";
 - "There is always someone for me to talk to".
- 1.6 With the Big Lottery investment, the Council aims to collaborate with schools and the voluntary sector to further build on current services that support young people's emotional resilience and mental health
- 1.7 The successful HeadStart Kent Case for Investment was developed within a county-wide HeadStart Kent partnership, led by the Director of Early Help and Preventative Services, Public Health and the Kent and Medway Domestic Abuse Partnership, alongside Commissioners and Service Providers for Women's Refuges and Domestic Abuse Services.
- 1.8 The HeadStart Kent activities proposed are new and additional to current services being procured and are designed to improve the emotional wellbeing and resilience of the young people identified and supported through the Programme. It will not

duplicate what is already offered by current services. A key requirement of The Big Lottery Fund is that the funding is additional to what is already resourced in the area.

- 1.9 HeadStart Kent School Grouping areas will be resourced for a period of 18 months to 2 years within certain geographical groupings around schools. Over the 5 years, 9 groupings, covering 134 schools, will benefit from the additional resources of HeadStart within Level 2 and Level 3 (both detailed in section 3 of this report). These decisions have been based on levels of need.

2. Background

- 2.1. HeadStart Kent has undertaken a review of the evidence and support services for young people's emotional health and has identified the need to significantly ensure that emotional health and wellbeing becomes "everybody's business". This is contained within the Case for Investment (Appendix 1) that describes the interventions and the evidence base.
- 2.2. Through this analysis of evidence based approaches, learning from HeadStart Phase 2 and analysis from the KCC Research and Evaluation team, HeadStart Kent has developed a detailed Theory of Change, which is supported by a number of interventions which have been approved for funding by the Big Lottery.
- 2.3. HeadStart Kent is a core partner for the effective delivery of the universal and targeted elements of '*The Way Ahead, Kent's Emotional Wellbeing Strategy for children, young people and young adults in Kent*', and the interventions identified by the Programme contribute to the outcomes within this strategy and associated action plans.
- 2.4. The HeadStart Kent Lead Officer and Programme Manager are members of the Kent Children and Young People Mental Health and Wellbeing Transformation Board, which ensures the collaboration and collective approach to transforming young people's emotional wellbeing services, through universal and additional provision.
- 2.5. The workforce, schools, community and young people themselves are playing an active role in improving outcomes, and identifying needs. The planned interventions are intended to reduce the need for, and therefore demand on, more expensive specialist services. The commissioning plan will add value to the services being offered through the emotional wellbeing services, ranging from Tier 1 to Tier 4. The main aim of HeadStart Kent is to prevent poor mental health and sustain good emotional health and wellbeing through developing a resilient environment for young people in relation to their interaction with: family, school, community, peers, digital and online world
- 2.6. Our approach will be measured through a population and individual level impact evaluation led nationally by the Anna Freud National Centre for Children and Families, Manchester University, and the Child Outcomes Research Consortium.
- 2.7. HeadStart Kent is fully aligned with the Kent's Emotional Wellbeing Strategy and is one of the delivery mechanisms for the transformation of services across the county. The HeadStart approach is aligned and collaborating with the new School Public Health Service contracts funded from Kent's Public Health grant.

3. HeadStart Kent Offer

3.1 The Programme is underpinned by a theory of change and the Programme consists of three Levels:

- **Level 1 Kent Wide:** A Universal element will include a Virtual Resilience Hub to provide information, knowledge, useful tools for schools, communities, parents and young people. This Hub will also promote a shared language across the system, workforce development opportunities, an academic resilience approach and user-led design of services.
- **Level 2 Universal Plus:** Priority School Groupings have been identified based on an analysis of: Domestic Abuse Notifications and community profiles as well as Secondary schools, feeder Primary schools, nearest alternative curriculum, Grammar and Special Schools and Areas/neighbourhoods. The Programme's targeted offer includes training on Mindfulness, Resilience Domains, Youth Mental Health First Aid, On-line Counselling and Support, Peer Mentoring and providing Safe Spaces.
- **Level 3 Additional Support:** In the School Grouping areas, the targeted approach will focus on young people who are currently suffering trauma or have suffered trauma in the past. It is known that adverse childhood experiences and exposure to domestic abuse, parental mental ill-health and substance misuse are key factors in children entering or being at risk of entering the care system. The Programme's targeted offer includes intensive one to one support, family work, volunteer mentoring, local need led domestic abuse support.

3.2 The roll out of targeted intensive support to the 9 School Groupings is phased. The targeted support lasts at least 18 months and begins in each district as follows:

2016	-	Swale and Gravesham
2017	-	Ashford Shepway and Canterbury
2018	-	Thanet and Maidstone
2019	-	Tonbridge & Malling and Dover

4. Progress

4.1 Kent County Council was informed of the approval of the Phase 3's Case for Investment by the Big Lottery in June 2016. The Grant Agreement was signed with the Big Lottery in January 2017 and sets out the Programme requirements and responsibilities.

4.2 The mobilisation of the Programme is has progressed well. The initial phase of the Level 1 Kent Wide Resilience Hub has been launched. Other activities have included recruiting staff, successfully engaging schools and wider stakeholders, and establishing the School Grouping in Swale and Gravesham.

4.3 In addition, a commissioning plan was developed and agreed, and a market event was held with potential providers on 23rd February.

4.4 The Procurement Plan has been developed and funding agreed by the Big Lottery Fund.

4.5 The table below sets out the future timetable for the procurement process.

Proposed Procurement Timetable	
Issue mini-competition ITT documentation on the Kent Business Portal to providers currently on DPS	3 rd April – 27 th April 2017
Deadline for Tender Responses	Thursday 27 th April 2017
Contract Award & Issuing successful/unsuccessful letters to providers	w/e 31 st May 2017
Service Mobilisation	3 rd July – 31 st July 2017
Contract Commencement Date	1 st August 2017

5. Financial Implications

5.1 HeadStart's activities are funded by the Big Lottery Fund.

5.2 The table below illustrates how the investment will be utilised until July 2021

Description of Service or Activity	Mechanism	TOTALS	SUB TOTALS
Volunteer mentors	Procured	625,000	
Online counselling	Procured	900,000	
Resilience domains	Procured	76,900	
Intensive support	Procured	775,000	
Mindfulness Training	Procured	339,050	
Social Marketing	Procured	170,000	
Youth mental first aid	Procured	75,605	
Family Work	Procured	470,000	
Bespoke domestic abuse	Procured	180,000	
			£3,611,555
School and community Grants	School Grants	1,546,000	
Pay it forward	Grants	130,000	
Talents and interests	Grants	165,000	
			£1,841,000
KCC Programme Coordination and Evaluation	In house	1,436,305	1,436,305
KCC staff costs (local groupings)	In house	2,079,055	2,079,055
Resilience Hub Public Health	In house	900,000	900,000
Awareness raising, digital & youth conferences In house		121,667	121,667
			£4,537,027
		TOTAL	£9,989,582

6. Risks

- 6.1 The current risks that are being managed are the commissioning of external delivery partners (providers).
- 6.2 The Bidders will submit mobilisation plans as part of their tender. The Headstart Kent Programme Team will contract manage the providers' performance, finances and key risks through the contract monitoring process in order to mitigate any significant risks to service delivery. HeadStart Kent will also encourage and support collaboration between providers, schools and other partners to help ensure that services make best use of the full assets and knowledge that are available across the county.

7. Conclusion

- 7.1 The Programme Team was subject to its end of year review on 27 February 2017 by the Big Lottery. Roger Gough, the Cabinet Member for Education and Health Reform, was part of the Review meeting and the Big Lottery expressed confidence in the capacity of the HeadStart Kent programme to deliver the agreed outcomes.
- 7.2 A Record of Decision has been included as an accompanying paper to this report.

8. Recommendations

Education and Young People's Services Cabinet Committee is asked to note the report, consider and endorse decisions by, or make recommendations to, the Cabinet Member for Education and Health Reform to ensure

- The HeadStart Kent programme is implemented in line with the requirements of the Big Lottery Grant Agreement and as set out in the report.
- The necessary procurement exercises be undertaken for goods and services required to deliver the programme.
- Authority is delegated to the Corporate Director of Education and Young People's Services to award the necessary contracts for HeadStart Kent to providers selected through the procurement process and to award the HeadStart Kent grants to selected schools to deliver the HeadStart Programme in accordance with the Big Lottery Grant Agreement.

Background Documents:

- Case for Investment 26 February 2016

Report Authors:

- David Weiss, Head of HeadStart Kent
- Angela Ford, Programme Manager HeadStart Kent

Relevant Director

- Stuart Collins, Interim Director of Early Help and Preventative Services

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BETAKEN BY:

Roger Gough, Cabinet Member for Education and Health Reform

DECISION NO:

17/00037

For publication

Key decision: YES

Subject Matter / Title of Decision

HeadStart Kent – Mobilisation of the Big Lottery Fund HeadStart Programme

Decision:

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

1. That the HeadStart Kent Programme be adopted and proceed in accordance with the Big Lottery Grant Agreement set out in the report.
2. That the necessary procurement exercises be undertaken for good and services required to deliver the programme.
3. That authority is delegated to the Corporate Director of Education and Young People's Services to award the necessary contracts for HeadStart Kent to providers selected through the procurement process and to award the HeadStart Kent grants to selected schools to deliver the HeadStart Programme in accordance with the Big Lottery Grant Agreement.

Governance:

The Executive Scheme of Delegation for Officers set out in Appendix 2 Part 4 of the Constitution (and the directorate schemes of sub-delegation made thereunder) provides the governance pathway for the implementation of this decision by officers as it assumes at 1.9 of the scheme that once a Member-level decision has been taken, the implementation of that decision will normally be delegated to officers, so that multiple Member decisions are not required in respect of the same matter.

In this instance, the Interim Director Of Early Help and Preventative Services is will be the lead officer seeking to ensure that all such steps as are necessary to implement the decision are undertaken.

Reason(s) for decision:

Necessary approvals are required in order to enter into necessary legal agreements and take other administrative measures to mobilise the programme and to fulfil the Big Lottery Grant Terms of Contract

Cabinet Committee recommendations and other consultation:

The proposed decision of the Cabinet Member will be considered by the Education and Young People's Cabinet Committee at its meeting 30 March 2017, comments will be included here:

Any alternatives considered and rejected:

None

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer: None

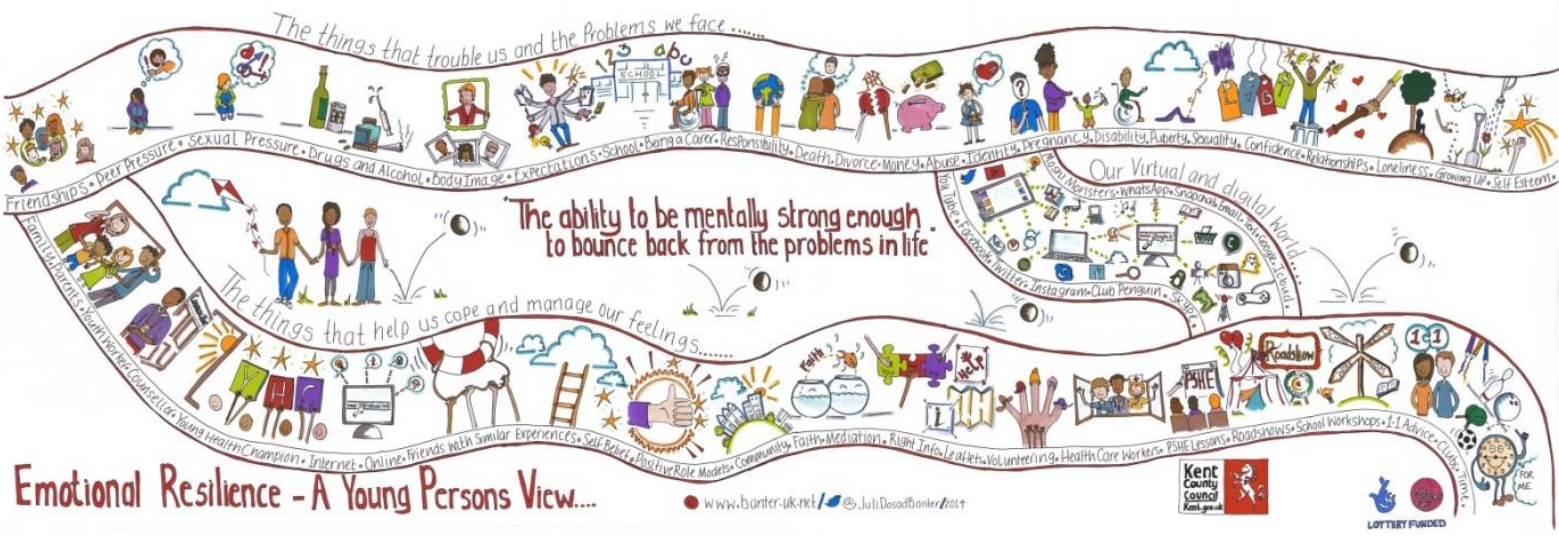
.....
signed

.....
date

HEADSTART KENT

Phase 3: Case for Investment

By 2020 Kent young people and their families will have improved resilience, by developing their knowledge and lifelong skills to maximise their own and their peers' emotional health and wellbeing; so to navigate their way to support when needed in ways which work for them.



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FOREWORD

I am delighted to submit the HeadStart Kent Case for Investment. This sets out our proposals for the next five years, demonstrating how we and our partners in Kent will transform the emotional health and wellbeing of young people, specifically 10 to 16 year olds.

This is the result of work led by Kent County Council's HeadStart Kent Team which has involved Early Help and Preventative Services, Kent Public Health, Specialist Children's Services, Schools and Academies, District Councils, Police, Universities, the Voluntary Community Sector (VCS), Domestic Abuse Agencies and many others.

Above all, it has been developed through co-production with young people and their families. Young people in Kent have embraced HeadStart, making important contributions to the implementation, learning and success of the Phase 2 Programme; they have also been critical in shaping our ambitious proposals for Phase 3.

In addition to co-producing our Case for Investment, during the HeadStart Kent journey our young people have produced a number of films that they would like to share - the latest showing how they have summarised our Phase 3 proposals visually. This can be accessed directly through the following link: <https://vimeo.com/156168943>. The other young people's films are embedded in an interactive presentation that explores the HeadStart Kent co-production journey: <https://sway.com/oOHvbVizlb1SPgiW>.

The HeadStart Kent Mission is that in five years:

“Young people and their families will have improved resilience, by developing their knowledge and lifelong skills to maximise their own and their peers’ emotional health and wellbeing; so to navigate their way to support when needed in ways which work for them.”

To achieve this in an area as large, organisationally complex and diverse as Kent is a massive challenge. It can only be delivered through a permanent system-wide transformation of services, and our Case for Investment sets out how this will be achieved. The Big Lottery Fund has presented us with a unique and exciting opportunity to improve the lives of many vulnerable young people in Kent. We ask that our proposals are considered so we can generate the best possible outcomes for young people, their families and communities.



Florence Kroll
Director of Early Help and Preventative Services

EXECUTIVE SUMMARY

The Joint Strategic Needs Assessment for Kent sets out a compelling case for HeadStart Kent, specifically recognising that everyone who works with children and young people has a role to play in early intervention, mental health prevention and promotion.¹

In Kent, there are 125,300 young people aged 10 to 16. Of those, 18,795 will have mild to moderate emotional wellbeing and mental illness that would benefit from additional interventions alongside their parents and carers. The exciting opportunity to be part of HeadStart Kent Phase 3 will ensure these young people are well supported in their journey and helped to prevent the onset of mental illness.

Working with the Big Lottery Fund for the last two years and learning from the other eleven HeadStart programmes, Kent has focused on developing practical approaches to help young people build their resilience. These have enabled young people to better respond to the adversity they face, minimising any negative impact on their emotional and mental health.

Co-production and listening to young people has been inspirational, innovative and highly informative. A HeadStart Kent Shadow Board of young people meets regularly to develop and advise on the model; this has been an essential element of the Programme. Through this work and wider engagement, children and young people living in Kent, together with their parents, have told us what support they need to build their resilience:



By developing our HeadStart Kent Programme around these central core themes, evidence based practice and the learning through Phases 1 and 2, we are determined to achieve a demonstrable and sustainable improvement in the emotional health and wellbeing of young people at risk of mental illness. This Case for Investment focuses on:

¹ Kent Public Health Observatory "Kent 'Children's Mental and Emotional Health' JSNA Chapter Summary Update '2014-15", <http://www.kpho.org.uk/_data/assets/pdf_file/0005/45194/CAMHS-July-2015.pdf>, (Kent County Council, July 2015).

- * Promoting the importance of resilience in young people, and providing early support to prevent problems getting worse;
- * Developing approaches that ensure timely and accessible support, including direct access in appropriate settings;
- * Transforming the skills and understanding of the wider workforce so they better engage and respond to young people's emotional and health needs;
- * Championing approaches that recognise and strengthen wider family relationships;
- * Preparing children and young people so they have a positive transition between services including should they need them, adult services;
- * Enabling young people to have the skills and confidence to better manage adversity and be able to access and negotiate support should they need it.

HeadStart Kent will work with young people, schools and the wider community to raise understanding and build awareness of how to recognise when a young person might have, or be at risk of, a mental health problem. We will specifically ensure that young people will:

- * Know where and how to get help and how to help themselves;
- * Have clarity about what help is available;
- * Understand what might happen when they access support and know what to do while they are waiting.

We have developed a Programme which will require £10 million of investment from the Big Lottery Fund to fully deliver. This is a substantial investment and we recognise the need to ensure confidence in our Programme through:

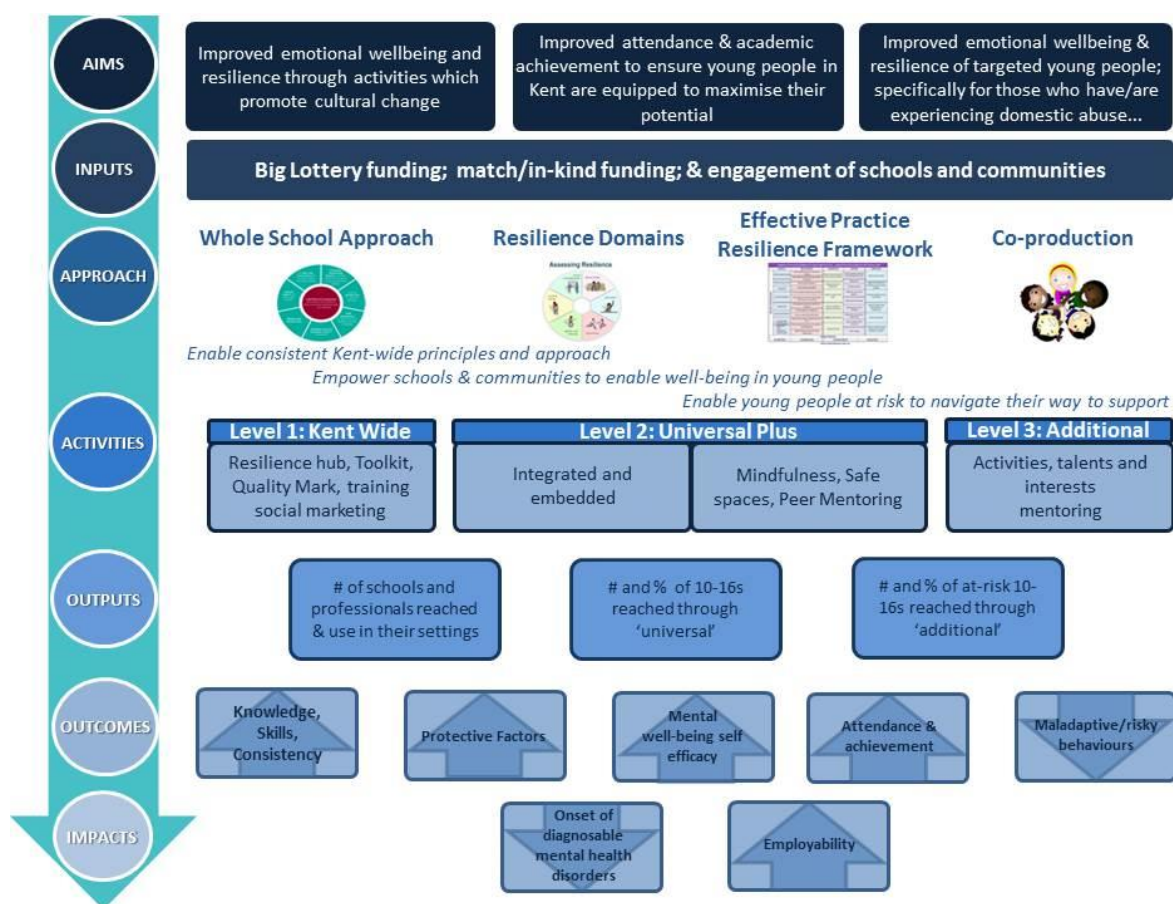
- * A clear **Programme Strategy**, that provides clarity of our short, medium and longer term outcomes;
- * Strong and accountable **leadership**, with clearly defined governance arrangements and strong day to day management;
- * Strong proposals to ensure **sustainability** beyond the five years and demonstrating how this has been reflected in Programme design;
- * Robust **implementation**, providing assurance and detail alongside the flexibility associated with a test and learn approach;
- * Developing our mission, goals and approaches using a process of **engagement and co-production** with young people, and in partnership with key stakeholders.

Programme Strategy

The HeadStart Kent Programme Board, through engagement with the Young People's Shadow Board and a wide range of partners, has agreed our local Mission as follows:

“By 2020 Kent young people and their families will have improved resilience, by developing their knowledge and lifelong skills to maximise their own and their peers' emotional health and wellbeing; so to navigate their way to support when needed in ways which work for them.”

Using a Theory of Change methodology, our Programme Strategy is summarised below and sets the aims, inputs, approaches, activities and outputs which will achieve our short and longer term outcomes.



The HeadStart Kent Programme will operate at three distinct Levels. Each Level comprises specific activities, and interacts with the other Levels to create a whole system approach and longer term sustainability to improve the emotional wellbeing and resilience of children and young people in Kent.

Level 1, Kent-wide activities

For the Kent-wide Universal Level accessible to all 584 schools and our communities, a “Resilience Hub” will be commissioned to lead a programme of work to increase knowledge and skills, promote evidence based best practice and provide a range of tools and training resources. It will manage a new Resilience Quality Mark for schools and communities.

The Resilience Hub is the collective name for combining resources, expertise, and learning in one shared universal platform. In addition, the Kent-wide activity through the Resilience Hub will also lay the foundations to roll out to priority Groupings of schools during and beyond the five year Programme.

Level 2, Universal Plus

Working with priority Groupings of schools and their local communities, this Level will provide a number of developmental and training programmes for staff, activities for young people and their families, and community services.

The programmes will ensure that young people, the wider workforce, community and the voluntary community sector (VCS) understand the importance of developing resilience and engaging with and improving young people's emotional and mental wellbeing. The training will include Youth Mental Health First Aid, Mindfulness, co-production methods, the Resilience Domains Model, trauma and domestic abuse.

The Universal Plus Level will bring together all agencies in a geographical grouping to collectively focus on transforming and improving all services that work with young people's emotional health and wellbeing. Where there are gaps, new services will be developed, embedded and made sustainable in the long term. Therefore the groups as they are rolled out will become the building blocks to achieve the systemic change across Kent.

Level 3, Additional

Within the geographic areas covered by the Groupings of schools, this Level will systematically identify young people who are impacted by family domestic abuse, have experienced trauma or adversity and whose emotional wellbeing may be at risk. This Level will provide additional bespoke support to young people to build their resilience, recover from trauma or adversity and improve their emotional health and wellbeing.

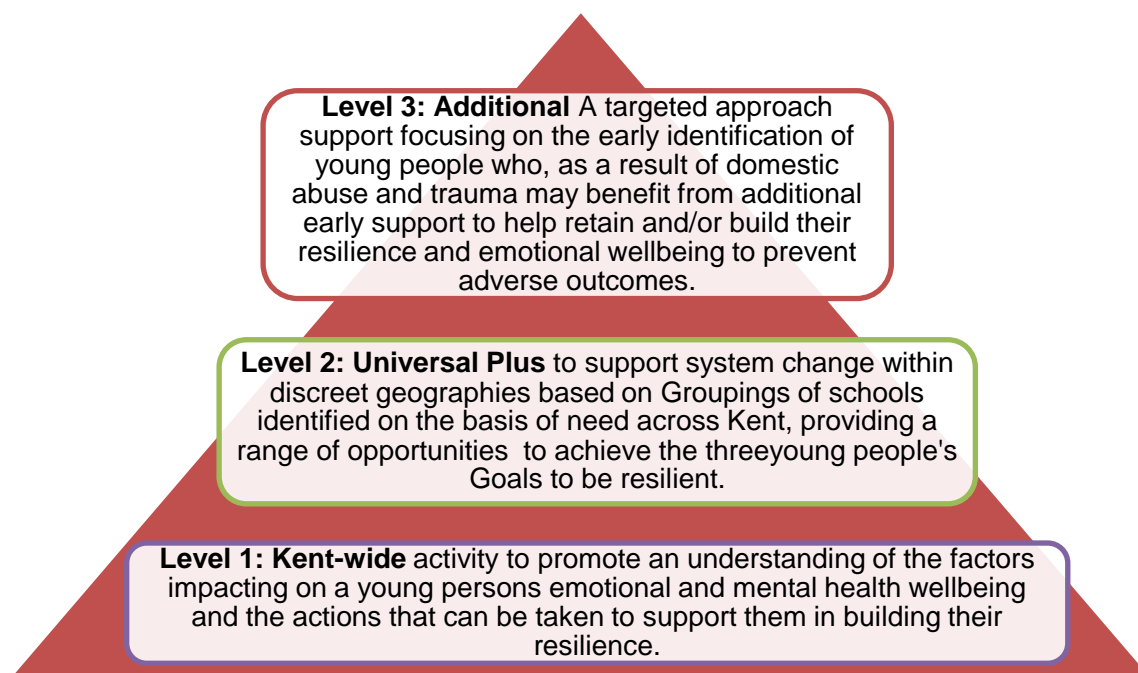
The young people supported at this Level will be predominantly identified via those working with adults affected by domestic abuse. In addition they may also have experienced substance misuse or mental health services in their families. This Level will also include young people whose behaviour or emotional wellbeing may not yet appear problematic but issues in the family may impact on their wellbeing in the future.

Young people will receive one to one support from a professional, trained to help develop their resilience and support their recovery from trauma or adversity. The young person will benefit from systemic work with their family and may also benefit from a Mentor to help them develop their Resilience Domains including talents and interests.

All the interventions at the Additional Level are designed so that the young person increases their resilience and is helped to recover from trauma. Therefore additional support will be no longer needed, and support at the Kent-wide Universal Level will be effective in meeting their needs.

When a young person is identified, HeadStart Kent will work with the young person, their family and partner agencies, to agree on services to be provided. If a HeadStart Kent service is at full capacity, support will still be provided by the partner agency using its own staff trained by HeadStart Kent.

Partner agencies will also support those young people outside the priority Groupings of schools or those who are not suffering or at risk of trauma. Therefore no young person will be excluded from the support they need.



It is our view that this three Level approach with the emphasis on early preventative support will have a longer term impact on reducing the numbers of young people who may otherwise go on to develop mental illness.

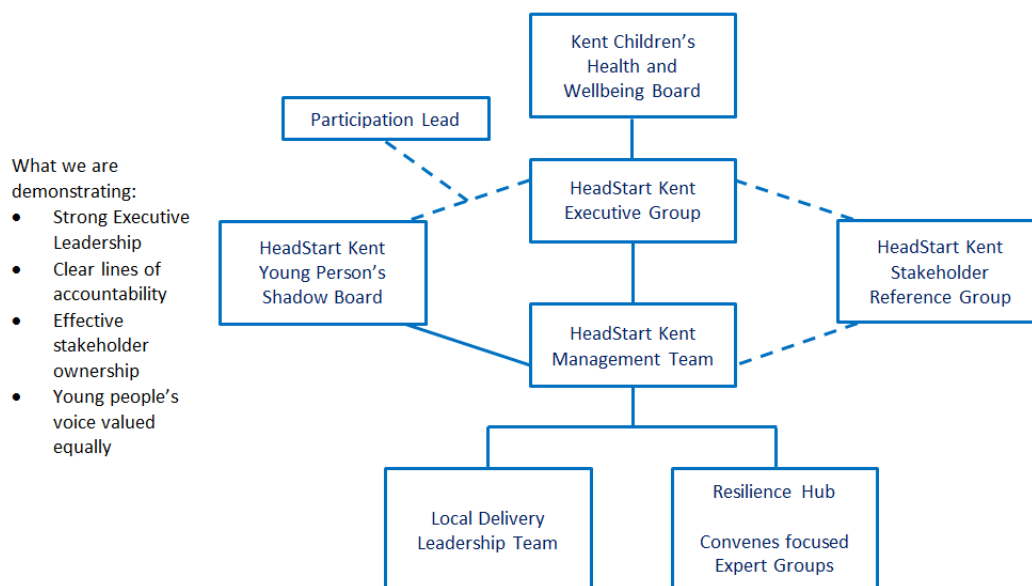
Young people in Kent have asked that we do not use the term “*target population*”. Young people feel that to be singled out as a target when “*you’re feeling vulnerable*” makes “*you feel there is something wrong with you*”. Therefore the name Additional has been used to describe the Level as it captures both the additional needs and services that will be delivered.

The decision to provide additional support for young people who are or who may experience trauma or distress from domestic abuse has been informed by Kent’s data evidence, local discussions with young people and professionals working with them, as well as advice from the Big Lottery Fund to identify a specific population with specific unmet needs.

The opportunity to focus on this cohort is embraced by all local stakeholders. We are committed to ensuring that we make a positive contribution to improving young people’s life chances but that the approach leads to important learning at a national level in how services are best organised and delivered.

Local leadership

The HeadStart Kent Programme is a key priority of Kent County Council and our stakeholders. This is demonstrated by robust governance and leadership arrangements. Kent County Council will be the lead organisation, with Florence Kroll, Director of Early Help and Preventative Services taking overall responsibility, reporting directly to the Kent Children’s Health and Wellbeing Board.



The Terms of Reference and Membership have been developed for the core Programme groups and these are:

- * Executive Group;
- * Young People’s Shadow Board;
- * Kent Local Leadership Team;
- * Stakeholder Reference Group.

Sustainability

HeadStart Kent Phase 3 is dependent upon securing significant resources over five years, and using this as an investment fund to achieve systemic and lasting change for young people and communities in Kent. Given the scale and complexity of Kent we have designed a rolling programme of investment. This will enable testing and learning over the five years, building our understanding of the conditions for sustainable change and reflecting this in our approach.

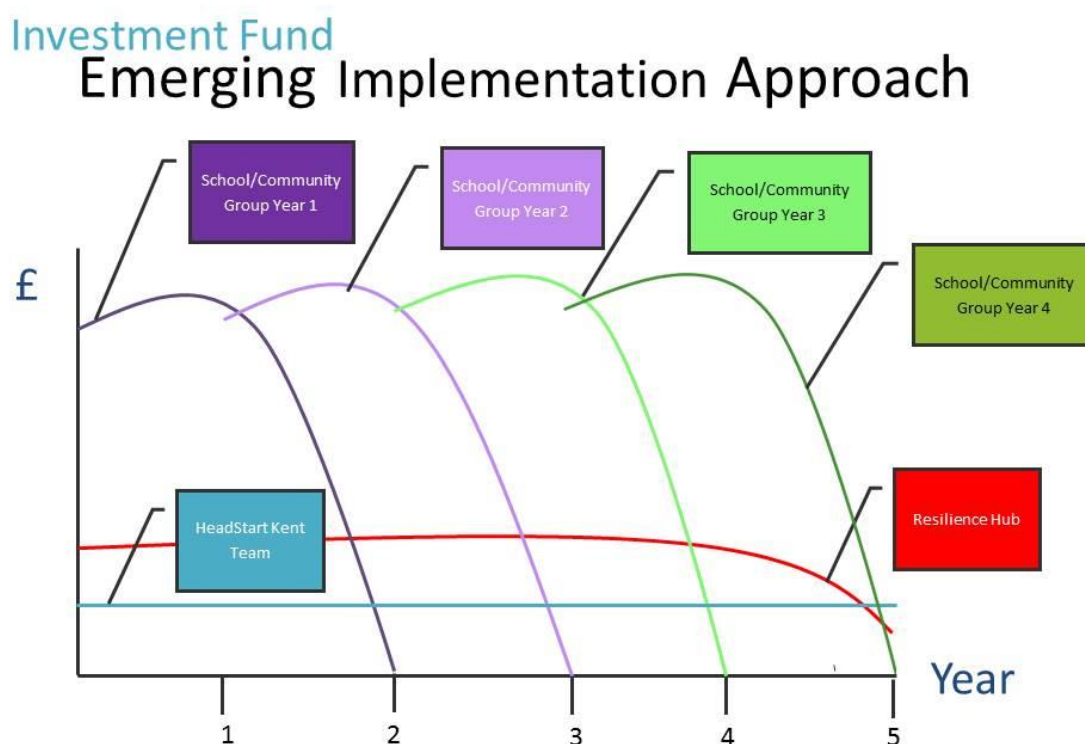
The ambition of HeadStart Kent is that within families, schools and communities, resilience and improving young people’s emotional health and wellbeing is *“everybody’s business”*.

We are aware of the changing context of mental health and emotional wellbeing services, both within Kent and nationally. Until we have effective support embedded

at an early stage, we will continue to see specialist mental health services across the country overwhelmed by demand and children exposed to these poor outcomes.²

For Levels 2 and 3, HeadStart Kent will work intensively with Groupings of schools for an 18 month period. Across the five year Programme, nine priority Groupings of schools will be engaged. Part of this work will involve schools and communities identifying, negotiating and securing commitment from partners and funding from a range of sources to generate long term benefits. This will be informed by strong local evaluation aligned to the Big Lottery Fund Common Assessment Framework.

Following discussions with partners, including NHS commissioners, we are confident that the investment from the Big Lottery Fund will be sustained in the Kent-wide, Universal Plus and Additional Levels during and following the closure of the Programme.



Implementation

The HeadStart Kent team has worked with partners such as Schools, Public Health, Early Help and Preventative Services, Specialist Children’s Services, Clinical Commissioning Groups, Commissioners and young people to ensure that the systems and processes are in place for early mobilisation, ensuring investment can

² Kent County Council “*The Way Ahead Part 2 Delivery Plan; Kent’s Emotional Wellbeing Strategy for Children, Young People and Young Adults*”, <http://www.kent.gov.uk/__data/assets/pdf_file/0004/46822/Emotional-Wellbeing-Strategy-part-2-delivery-plan.pdf>, (Kent County Council on behalf of the Kent Health and Wellbeing Board, May 2015).

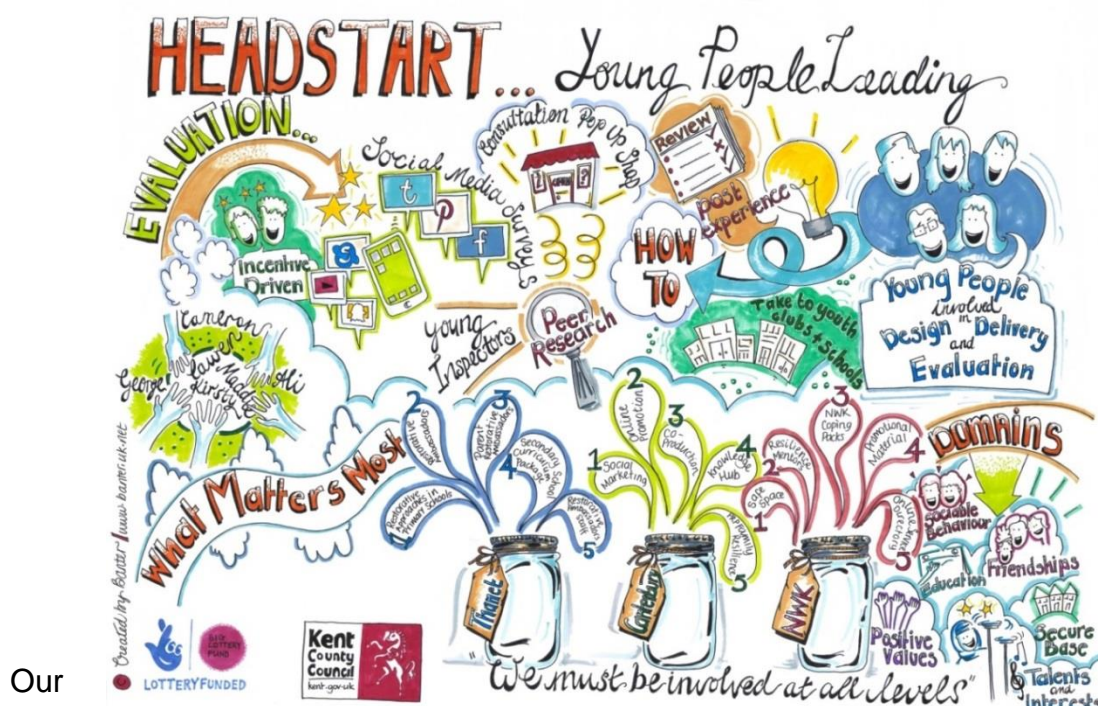
make a quick impact. The Kent-wide governance structures are already operating and the key managers and staff already in place.

A draft Service Specification has been developed for the commissioning of the Resilience Hub.³ This will benefit the whole of Kent and will ensure a consistent approach to supporting young people's emotional health.

The proposed cohorts of school Groupings spanning the five years have been agreed in principle and embraced by school leaders in the first grouping. The Local Leadership Teams can be mobilised and the arrangements for the local implementation will be put in place in the shortest possible timeframe. This is set out in our Implementation Plan.⁴

Engagement and co-production with young people, families and communities

A fundamental part of the HeadStart Kent journey has been effectively engaging young people to shape the design and delivery of the Programme. This will be continued into Phase 3, alongside ensuring families and communities are fully involved and can contribute effectively. The diagram below is an example of co-production work:



proposals for Phase 3 have been developed in partnership with young people, including creative insight work with young people and families impacted by trauma, those living in refuges, those affected by domestic abuse and those whose parents are accessing mental health services.⁵ Young people and families from these groups

³ Appendix 1 Service Specification for the purchase of HeadStart Kent Resilience Hub

⁴ Appendix 2 HeadStart Kent Detailed Implementation Plan for 18 Months Phase 3

⁵ Light Vessel 21, Spaghetti Weston and Kent County Council. "pARTicipate; Creative Insight for HeadStart Kent", <<https://vimeo.com/152922104>>, (2016).

have helped to design the Programme and support the three Levels, specifically around seamless and unseen support.

Central to our proposals has been the Young People's Shadow Board, who began the Phase 3 proposal by drafting the Mission, setting the Goals and identifying the activities. As we move to work with young people in new Groupings of schools, it is essential that the Programme continues to be open to new ideas and opportunities generated by them. Therefore our Participation Workers will work within the Groupings to identify and support those young people who have suffered from domestic abuse to be part of the local co-production groups. This will help ascertain whether our approaches are meeting their needs.

We will work to involve families and the community through schools, community events and the creative arts, and are committed to three key priorities:

- * We will continually review our processes to ensure that co-production is an integral part of governance and decision making processes;
- * We will continually develop young people as leaders;
- * We will have a trained wider workforce that is confident in how to coproduce with children, young people and their families.

This Case for Investment has also been shaped by a wide range of stakeholders across Kent and nationally. These stakeholders include representatives from emotional wellbeing and mental health services, Early Help and Preventative Services, Children's and Adult's Social Care Services, VCS providers, arts and culture organisations, universities, District Councils, Police and youth groups. These are reflected in the Programme governance arrangements.

Our call to action

In Kent, we are currently responding to a real call to action from children, young people, families, professionals and politicians to focus our attention on securing a comprehensive emotional wellbeing offer for children, young people and their families.⁶ We have made significant progress in recent years, but we know that more is needed if we are to fully respond to the needs of families in Kent.

At Level 1, this Case for Investment will enable all Kent schools and communities to offer better support in emotional health and wellbeing. This will benefit 125,300 10 to 16 year olds and particularly those 18,795 young people with mild to moderate emotional wellbeing and mental illness.

By engaging the specific Groupings of schools in Level 2, we will provide enhanced support to 134 schools comprising a HeadStart Kent population of 76,938. A further 8,744 young people at HeadStart Level 3 will receive additional support. We expect the benefits to extend beyond this population as the learning and expertise developed will be shared widely across the county and beyond.

⁶ Kent County Council, "The Way Ahead..." Ibid.

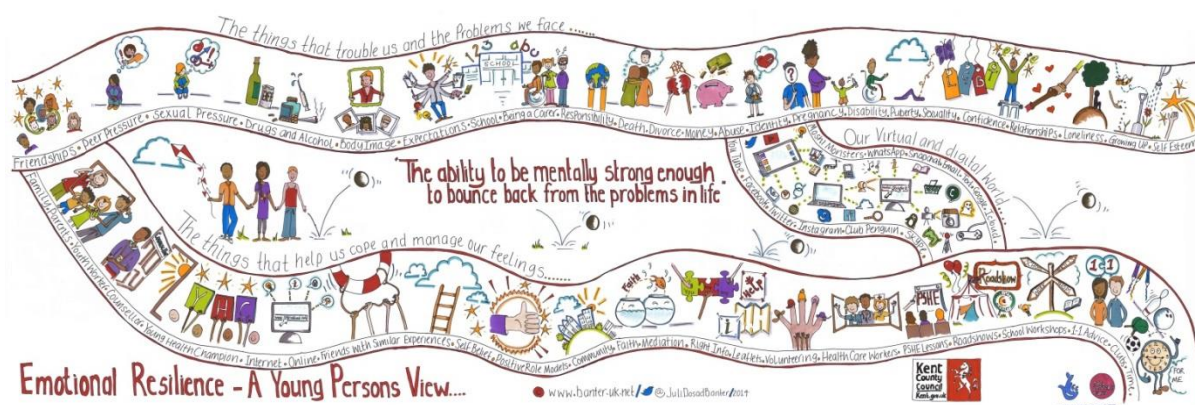
HeadStart Kent is therefore a crucial part of Kent's emotional health and wellbeing offer to children, young people and their families. We will strive to achieve a shift in culture, from grass-roots level upwards, ensuring resilience, emotional health and wellbeing, and mental health are prioritised and transformed for young people today and for future generations.

SECTION ONE

HeadStart in Kent - a short history

Partners in Kent have valued the opportunity to be part of the Big Lottery Fund HeadStart Programme since its launch in December 2013.

Our approach has been based on a principle of co-production, working together to explore and understand what young people, their families and communities need to help build and maintain their resilience, be mentally strong and how they can support each other to “bounce back”.



Since the beginning of the Programme, HeadStart Kent has maintained an awareness of the wider context of emotional wellbeing and mental health services for children and young people. The recent release of a number of reports highlights the change in priority of young people’s mental health and emotional wellbeing.⁷

An example of this is the Emotional Wellbeing Strategy for Kent, “*The Way Ahead*” - HeadStart Kent was the catalyst within this plan.⁸ This was initiated during a summit in June 2014 where young people in Kent expressed their experiences of the county’s mental health services through a first film they produced called “*Let it out*”.⁹

Messages are clear from young people in the “*Let it out*” film - they want:

- * To know who to go to when they need support, and have a safe space to talk when they are ready;
- * To be involved in decisions about them;
- * To be able to deal with the cause of the problems not just the symptoms;

⁷ Appendix 3 HeadStart Kent Emotional Wellbeing and Mental Health Reports Briefing

⁸ Kent County Council, “*The Way Ahead...*” Ibid.

⁹ Animate Arts Company and Kent County Council “*Let It Out; our experiences of emotional and mental health told by young people in Kent*”, <https://www.youtube.com/watch?v=_wZj1la5IVQ> (July 2014).

- * To get support early as possible especially at school, and get support tailored to them;
- * To learn new skills to cope for themselves.

Furthermore, young people said support needs to be normalised and services *do* help support them.

This call for commissioners and providers to reconsider the way they approach the emotional wellbeing of young people precipitated the creation of the Emotional Wellbeing Task and Finish Group - set up to respond and develop “*The Way Ahead Strategy*” and enable young people to help shape services.

Key to this was a second film “*This is what I want, this is how I want it*” produced by HeadStart Kent young people.¹⁰ Presented by the young people to 300 leaders across Kent including Cabinet Members, Corporate Directors, Chief Executives of District Councils and other organisations, Police and GPs, the film was used to shape the specification and procurement of the Kent Children and Adolescent Mental Health Service (CAMHS). It also informed the drafting of the Department of Health and the NHS England publication “*Future in Mind*”.¹¹

Throughout HeadStart Kent Phase 2, young people continually shaped the Programme’s goals through weekly meetings, events and workshops; and most recently, a Phase 3 drafting residential. Through this constant engagement the following actions were agreed:

- * To work in partnership with schools, the community and practitioners working with families and young people to test new approaches and evidence based programmes to build the resilience of young people and their families;
- * Supporting vulnerable groups to better cope with life’s challenges including young offenders, Gypsy Roma Traveller young people, disabled young people, young people in care and young carers;¹²
- * To embed HeadStart Kent within the Kent’s Children and Young People’s Emotional Wellbeing Strategy;
- * To involve young people in every aspect of developing and delivering HeadStart Kent;
- * To identify the main problems young people and their peer group face day-to-day, and to work with services to find solutions;
- * To test solutions across the three pilot projects in Kent (Canterbury, Thanet and North West Kent);
- * To ensure learning informs the best ways to help 10 to 14 year olds be more resilient.

Phase 2 of HeadStart Kent was mobilised in August 2014, with three different operational models agreed comprising many different activities (developed as part of

¹⁰ Campaignfilms.co.uk and Kent County Council “*This is what I want, This is how I want it*”, <<https://vimeo.com/115969468>>, (December 2014).

¹¹ The Department of Health “*Future in Mind; Promoting, protecting and improving our children and young people’s mental health and wellbeing*” <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf>, (Crown Copyright NHS England Publication, March 2015).

¹² Kent County Council Equality Analysis Impact Assessment (EqIA)

the test and learn approach). This included Restorative Approaches in Thanet, the Penn State Resilience Programme in Canterbury and a Family Focus and Safe Space approach in North West Kent. Resilience Mentors, the Knowledge Seminars, the Digital World and Social Marketing have underpinned HeadStart across Kent during Phase 2. These are summarised in Section Three.

HeadStart Kent has worked with 26 primary and secondary schools.¹³ This has enabled us to better understand the conditions for success in working with young people and local communities (see Section Three and the HeadStart Kent Evaluation Document).¹⁴ Research carried out by the Local Authority Business Intelligence, Research and Evaluation department has demonstrated that the highest level of need in areas such as special educational needs (SEN), poor school attendance, school exclusions and SCS referrals are within the following Mosaic groups: K - Modest Tradition, L - Transient Renters, M - Family Basics, N - Vintage Values, O - Municipal Challenge.

Schools with a higher proportion of pupils within these Mosaic groups are likely to have the greatest need for programmes to promote resilience. A total of 10,974 young people attend the 13 HeadStart secondary schools; 4,629 (42.2%) are classed as being from households with K-O profiles. A total of 5,475 young people attend the 15 HeadStart primary schools; 2,682 (49%) are classed as being from households with K-O Mosaic profiles. This means that the HeadStart Kent secondary schools have a significantly increased proportion of young people with this profile.

From our learning through our HeadStart Kent journey throughout Phase 2, Kent is now in a strong position to successfully establish approaches to support system change and enable children and young people to build their resilience both as individuals and with their peers. This learning, with continued input from young people and professionals through our co-production channels, workshops, local project groups and Knowledge Seminars has informed our plans for Phase 3. Key features of our approach in Phase 3 are:

- * Funding will be treated as an **investment** to support sustainable, systemic change - across Kent **all** interaction with young people and families will be consistent in fostering resilience and supporting emotional wellbeing;
- * A commitment to **making a real impact by targeting activity** to areas of greatest need, while in parallel championing whole system change across Kent;
- * **Continuing to champion co-production** with young people and family engagement incorporated into all aspects of Programme design and delivery;
- * **Embedding an outcomes-focused culture** in every aspect of the Programme;
- * Ensuring the **highest standards of governance** to underpin the partnership and Programme.

The evolution of HeadStart Kent has been valuable in helping to shape our proposals for the future; the commitment from all our partners will ensure we face with confidence the exciting and challenging journey ahead.

¹³ Appendix 4 List of HeadStart Kent Schools Phase 2

¹⁴ HeadStart Kent Evaluation Document Phase 2

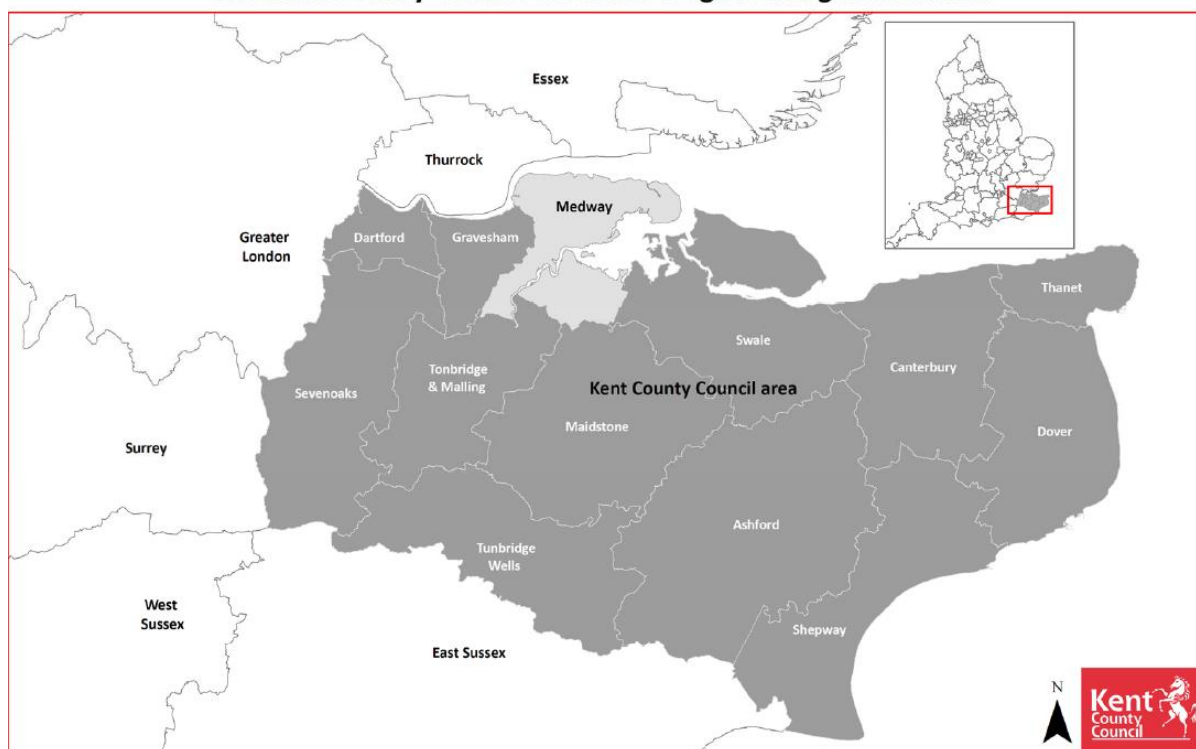
SECTION TWO

An introduction to Kent

Kent: An overview

Kent County Council (Kent County Council) is a geographically large authority located in the south east of England, with a growing population of just under 1.5 million people. Kent is a Two Tier Authority, with one County Council and 12 District Councils. It is often described as the “*gateway to Europe*”, located immediately south of the City of London and bordering the English Channel, with the Channel Tunnel and high speed railways.

The Kent County Council area and neighbouring authorities.



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While almost three-quarters of the county is rural, the majority of people live in Kent's towns; the largest of which is Maidstone.

Kent's unique geography has been a major strategic asset for economic development due to its location between London and Europe, whilst maintaining its reputation as “*the Garden of England*”. In addition, it has a strong historical culture including the world heritage site Canterbury Cathedral, Cinque Ports, castles and areas of outstanding natural beauty. Despite this, many challenges remain and significant inequalities exist across the county. Kent's ten year plan focuses on

growing the economy, tackling disadvantage and putting Kent's citizens in control by 2020.¹⁵

In summary, while the quality of life in Kent is generally high, there is significant variation in life outcomes across the county related to where people live and their individual circumstances. There is a big gap in educational attainment for children who receive free school meals, are looked after or have migrated to Kent. Unemployment, low skills, low income and poor housing all contribute to inequality in health outcomes, with life expectancy varying by as much as 17 years depending upon the part of Kent residents inhabit. The highest areas of deprivation in Kent according to the January 2014 School Census and Indices of Deprivation Analysis are in the Districts of Swale, Thanet and Shepway, and the lowest areas are Tunbridge Wells, Tunbridge and Malling and Maidstone.

Children and young people's mental wellbeing in Kent

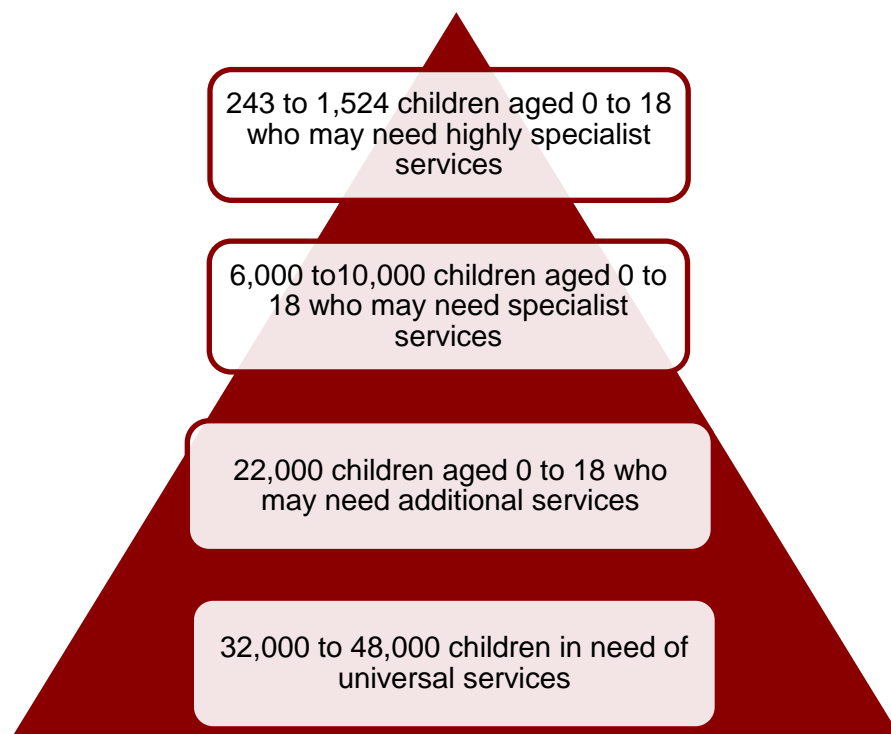
Children and adolescents aged 0 to 18 in Kent make up nearly a quarter (24%) of the county's total population (365,200 in 2015). The Children and Adolescent Mental Health Services Needs Assessment for Kent outlines the key needs for young people living in Kent; the significant findings of which are summarised below:¹⁶

- * While Kent County is ranked amongst England's least deprived third of local authorities at 102nd of 152 county and unitary authorities, 11% of Kent's 94 Lower Super Output Areas are amongst England's most deprived 20% in the Index of Multiple Deprivation 2010;
- * Over 50,000 children aged 0 to 18 in Kent live in households with a benefit claimant out of work;
- * There are 125,300 young people aged 10 to 16 in Kent and there are 18,795 young people that will have mild to moderate emotional wellbeing and mental illness that would benefit from additional interventions alongside their parents/carers.

The Needs Assessment concludes that a broad, county-wide offer to support children, young people and families who are at risk of experiencing poor outcomes is required.

¹⁵ Kent Forum, "Vision for Kent 2012 – 2022", <http://www.kent.gov.uk/__data/assets/pdf_file/0003/5475/Vision-for-Kent-2012-2022.pdf>, [Accessed February 2016].

¹⁶ Kehn-Alafun, D., and Kent County Council. "Children and Adolescent Mental Health Needs Assessment for Kent", <http://www.kpho.org.uk/__data/assets/pdf_file/0004/44662/CAMHSNAforKent_compressed.compressed.pdf>, (QMonde and Kent County Council, February 2015).



Child and Adolescent Mental Health Services (CAMHS) service support is currently provided for children and young people with emotional and psychological problems and disorders through a network of health and early help services in Kent, which include:

- * Universal health services such as early intervention and primary care;
- * Additional services such as early help, youth offending teams, primary mental health workers, educational psychologists, school and voluntary/third sector provider counselling (including social care and education);
- * Specialist community multidisciplinary teams;
- * Highly specialist inpatient and outpatient services.

Particular challenges to services are posed by the rising prevalence (nationally) of developmental disorders, self-harm and suicide, and by emerging risks to child health, such as child sexual exploitation and cyber-bullying.¹⁷ It is evident that children's mental and emotional wellbeing cannot be the preserve of CAMHS, but requires a multiagency approach involving all professionals and services responsible for the care of children, young people and their families.¹⁸

The Kent Joint Strategic Needs Assessment (Kent JSNA) further outlines particular challenges to services for young people in Kent, most notably:¹⁹

- * A young person's mental health is a product of their family and home environment, their friends and peers, the quality of their education, their

¹⁷ Kent Public Health Observatory, "Kent Children's Mental and Emotional Health", Ibid.

¹⁸ Ibid.

¹⁹ Ibid.

relationships with trusted adults and the ease and accessibility of supportive early help services - as well as a high quality and responsive specialist CAMHS service. With this in mind, HeadStart Kent is particularly concerned with the causes of emotional ill-being, and as domestic abuse is specifically identified in the Needs Assessment we would look to address this aspect in Phase 3;

- * Services that are provided universally for all young people should identify their role in enabling health and resilience. Waiting until a young person is so distressed, or has developed behaviours that are causing harm and distress, before referring to a specialist service will easily overwhelm resources.

The Joint Strategic Needs Assessment also provides insight on:

- * The key factors required to be in place to ensure young people are supported effectively;
- * Which young people are at risk of mental ill-being and why;
- * Risk factors to young people's mental health.

Services and support for young people in Kent

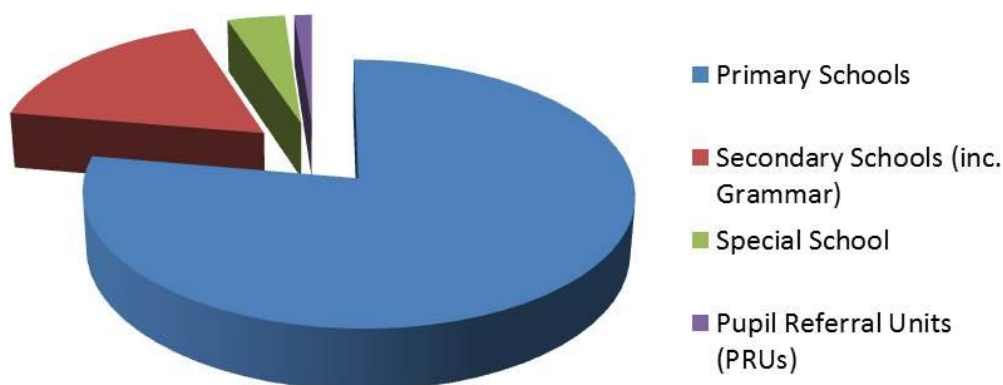
Schools

There is a total of 584 schools in Kent, of which 453 are primary, 100 are secondary (including Grammar), 23 are Special and 7 are Pupil Referral Units (PRUs).²⁰ Kent County Council actively promotes the Kent '*family of schools*' which enables schools to understand how the performance of their pupils, particularly those who are disadvantaged, compares to other schools with similar characteristics. This approach facilitates collaboration between schools to ensure that those facing similar challenges can learn from each other.

Kent County Council supports collaboration between its 173 school Academies and maintained schools, and further supports the work of Academies by offering a range of services through EduKent (a broad range of educational support services such as Educational Psychology). The majority of Academies use this service to purchase a variety of Kent County Council support packages. The future of schools in Kent will be Academy focussed, with the aim that all schools in Kent have Academy status by 2020 in line with national policy.

²⁰ Kent County Council, Management Information Data Request (Kent County Council, January 2016).

Kent Schools



Total Number of Schools in Kent: 584

- 453 Primary Schools
- 100 Secondary Schools (inc. Grammar Schools)
- 23 Special Schools
- 7 Pupil Referral Units (PRUs)

Ref. KCC Management
Information Data Request
25.01.16

Pupil Referral Units (PRUs) and Alternative Provision (AP)

Within Kent there are local authority establishments, with delegated funding arrangements, providing education for children unable to attend a mainstream school.²¹ Pupil Referral Units (PRUs) for young people who have been permanently excluded and Alternative Provision (AP) provide these learning settings. The aim of these establishments is to support young people and enable their reintegration back to mainstream schools.

Early Help and Preventative Services

Early Help and Preventative Services (EHPS) and Specialist Children's Services (SCS) work with the most vulnerable children, young people and families with complex needs. They require additional, intensive support and specialist support, and all work has to focus on delivering better outcomes. Early Help includes over 200 unit workers who directly support young people and families, Youth Hubs and Children's Centres, Youth Offending Services, Attendance and Inclusion, Pupil Referral Units (PRU), Troubled Families and HeadStart Kent.

²¹ Kent County Council, "Pupil Referral Unit and Alternative Provision Prospectus, Effective from 1st September 2014", <<https://shareweb.kent.gov.uk/Documents/KELSI/Curriculum%20and%20pupil%20learning/Skills%20and%20employability/PRU%20and%20AC%20Prospectus%20Final.pdf>>, (Kent County Council, 2014).

EHPS is underpinned by four principles:²²

- * To involve children, young people and families in decision making;
- * To improve life chances and build family resilience by using the strengths of families;
- * Decisions are informed by professional judgement and the working relationship with the child and family;
- * To ensure that all service delivery and commissioned provision is outcome-focused and informed by evidence-based practice, performance data and evaluation.

Specialist Children's Services (SCS) is the statutory agency responsible for the safeguarding, health and wellbeing of children:

- * Supporting children in need and their wider family, identifying children and families who are vulnerable and need more support by working closely with Education and Young People Services at children's centres and with our partners in health, the police and adult services;
- * Providing protection for children at risk of abuse or neglect, safeguarding all children and young people at risk in their homes and community and those who are in local authority care; whilst working with adult social care services to ensure better continuity of support through transition.

HeadStart Kent has built strong relationships with schools, PRUs, EHPS and SCS throughout Phase 2:

- * We have delivered a number of activities and programmes across Kent which have resulted in strong support from educational leaders for the HeadStart Kent Programme;
- * We have worked with PRUs to help design resources for staff training, and Resilience Mentors have worked with young people from PRUs;
- * The Family Focus programme was developed by the North West Kent Alternative Provision (AP);
- * HeadStart Kent worked with young people over the summer 2015 at the start of the Phase 3 design;²³
- * The HeadStart Kent Programme has been deeply embedded within EHPS throughout Phase 2 through improving access to early support and has provided the catalyst for changing the approach to emotional health and wellbeing. For Phase 3, HeadStart Kent will be integrated within EHPS systems therefore allowing and influencing systemic change for Kent;
- * We have shared learning throughout Phase 2, such as the Resilience Domains model with SCS, and have utilised expertise from them to inform the HeadStart Kent Programme.

²² Kent County Council. "Early Help and Preventative Services Strategy and Three Year Plan", <
<http://knet/directorate/SiteAssets/Pages/Information-and-Intelligence/EHPS%20Three%20Year%20Plan.pdf>>
 (Kent County Council Education and Young People's Services, Early Help and Preventative Services, 2015).

²³ Campaignfilms.co.uk and Kent County Council, "This is what I want, This is how I want it", Ibid.

The Voluntary and Community Sector (VCS) in Kent

There are approximately 4,658 active, registered charities in Kent, of which 3,631 operate at a local level.²⁴ Of these charities, 43% have an income of less than ten thousand pounds. In 2013/14, Kent County Council's total spend with Kent-based VCS organisations for the provision of services was £123 million.

Research by the National Council of Voluntary Organisations and the Big Society Web found that 3,330 charities in Kent have a total income of £416.7 million. In 2013/14, the largest charities in Kent (those with an income greater than £500,000) employed 6933 staff (FTE). In the same year these charities also had 14,127 volunteers within their organisations.

The role of the VCS in Kent is diverse and extends far beyond those organisations which have a direct relationship with the local authority. The majority of the VCS in Kent have no financial relationship with the local authority and are rooted in their local communities playing a vital role in the supporting and building capacity. Kent County Council and the VCS sector operate under the Kent Compact, which sets out a way of working to improve the relationship for mutual advantage.²⁵

During Phase 2, HeadStart Kent has worked with the VCS through commissioned services such as Active Listening, Peer Mentoring, the Resilience Mentors and the Pay It Forward initiative. Most recently, insight work was undertaken by an arts and culture organisation with specifically vulnerable young people and families (parental substance misuse, mental ill-health and domestic abuse).²⁶

There is a crucial opportunity for the VCS in supporting the delivery of HeadStart Kent in Phase 3 and in supporting the resilience and emotional wellbeing of young people, schools and local communities. When young people need additional support the resources and expertise of the VCS sector will be harnessed to develop and deliver the activities with individuals and families.

In part, this will be achieved through engaging young people and families in positive activities currently delivered by the VCS and in co-production with young people developing additional effective activities. This will be undertaken by the local Groupings and supported by local HeadStart Kent Senior Project Officer using Innovation Grants and Commissioning.²⁷

Engaging the VCS sector will also be a vital part in building the resilience, strength and sustainability of support for young people. As the HeadStart Kent Groupings complete their additional activity in a local area and move on, remaining services and

²⁴ Kent County Council, "*Kent County Council's Voluntary and Community Sector Policy*", <http://www.kent.gov.uk/__data/assets/pdf_file/0009/47889/Voluntary-and-community-sector-VCS-policy.pdf>, (Kent County Council, September 2015).

²⁵ Kent County Council, "*Kent Partners Compact 2012*", <http://www.kent.gov.uk/__data/assets/pdf_file/0019/5536/Kent-Partners-Compact.pdf>, (Kent County Council, 2012).

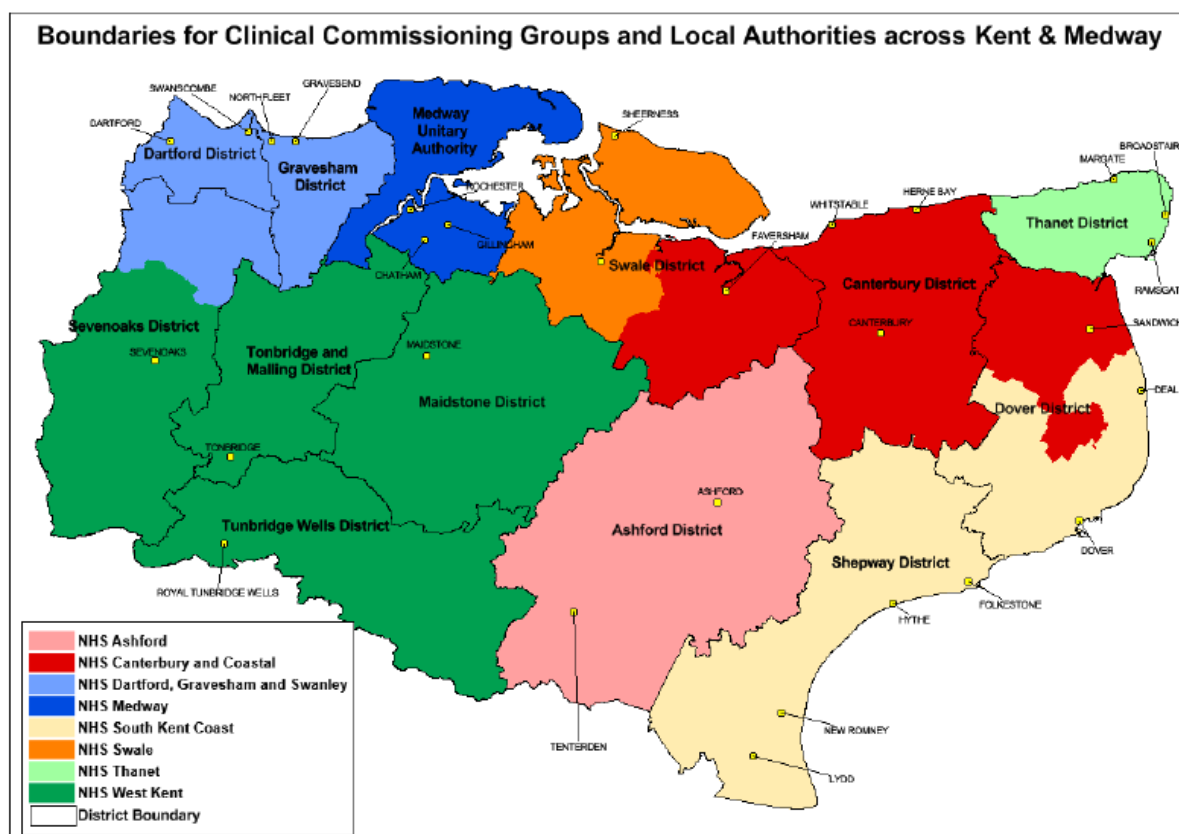
²⁶ Appendix 5 Creative Insight Report

²⁷ Kent County Council, "*A Commissioning Framework for Kent County Council; Delivering better outcomes for Kent residents through improved commissioning*", <http://www.kent.gov.uk/__data/assets/pdf_file/0012/24150/Commissioning-Framework.pdf>, (Kent County Council, November 2014).

the VCS sector can ensure the systemic changes are maintained and further developed in the long term.

Health services in Kent

There are seven Clinical Commissioning Groups (CCGs) in Kent organised into four health economies with pooled commissioning resources. They vary in scale; only Thanet CCG is coterminous with district authority boundaries.



*Please note Medway is a unitary Authority and is not part of Kent County Council.

Kent County Council's Public Health department provides intelligence, leadership and technical skills, and commissions public health services for children and young people in Kent. This includes the Public Health School Service - school nursing and whole school health improvement, substance misuse, sexual health and emotional wellbeing services. The Kent Community Health Foundation Trust is currently the largest provider of these services.

There has been significant work to review and remodel Public Health School Services and emotional health services (see below) with a focus to better support the emotional health and resilience of children and young people. This includes the development of a model for an Adolescent Health and Emotional Health and Wellbeing Service incorporating emotional health interventions at Tiers 1 and 2, building health literacy and self-efficacy and whole school health improvement. Its

basis is Public Health England's Framework for Young People's Emotional Health and Wellbeing and the Healthy Child Programme for 11-19 year olds. Going forward, this service will embed and sustain the learning from the HeadStart Kent Programme.

CCGs and Kent County Council Public Health and District Authorities come together at local Health and Wellbeing Boards. They report to the Kent Health and Wellbeing Board. There is also a substructure at District Council level of Local Children's Partnerships led by Kent County Council. The governance of HeadStart Kent is a responsibility held by the Children's Health and Wellbeing Board. HeadStart Kent will be asked to present regular reports including a formal annual report and at a local level report to the Local Children's Partnerships.

A new model for responding to emotional wellbeing and mental health need has been designed, taking into account the views of children and young people and the learning from HeadStart Kent. The multi-agency Procurement Programme Board which will become Kent's Transformation Board has agreed an integrated intelligence approach. A systems wide outcomes framework has already been agreed, with the commitment to include the HeadStart single outcomes framework.

The Kent Public Health Department is working with the Children's Outcomes Research Consortium on a national feasibility project to bring together Education and CAMHS data until April. This has been facilitated by the significant work that Kent Public Health Observatory has already done to develop a person level pseudonymised dataset. Kent County Council is one of only two authorities (the other being Liverpool) involved in this project, judged to have the capability to link data in this way. This work has the potential, as a minimum, to deliver a baseline for the evaluation of HeadStart Kent Phase 3.

A final area of work is the development of a dataset that can be embedded across emotional and mental health services. This systemisation of data and the development of a person level linked dataset with a focus on adolescents and emotional health has the potential to transform our ability to understand service use, system modelling and evaluation with the aim of ensuring the best possible outcomes for children and young people.

In addition to experience in developing integrated intelligence, Kent Public Health also has experience of working with providers to develop, deliver and evaluate multi component interventions which take an ecological approach to adolescent health. RiskKit was developed by Kent County Council, Addaction and the University of Kent (2012). Its development included the participation of young people and a review of the evidence base; it is now part of the international evidence base for the prevention of substance misuse.²⁸

RiskKit is an early intervention programme for young people aged 10 to 14 aiming to reduce risk taking behaviour, and has had a positive impact on emotional health and wellbeing. This demonstrates that early interventions can help to prevent mental

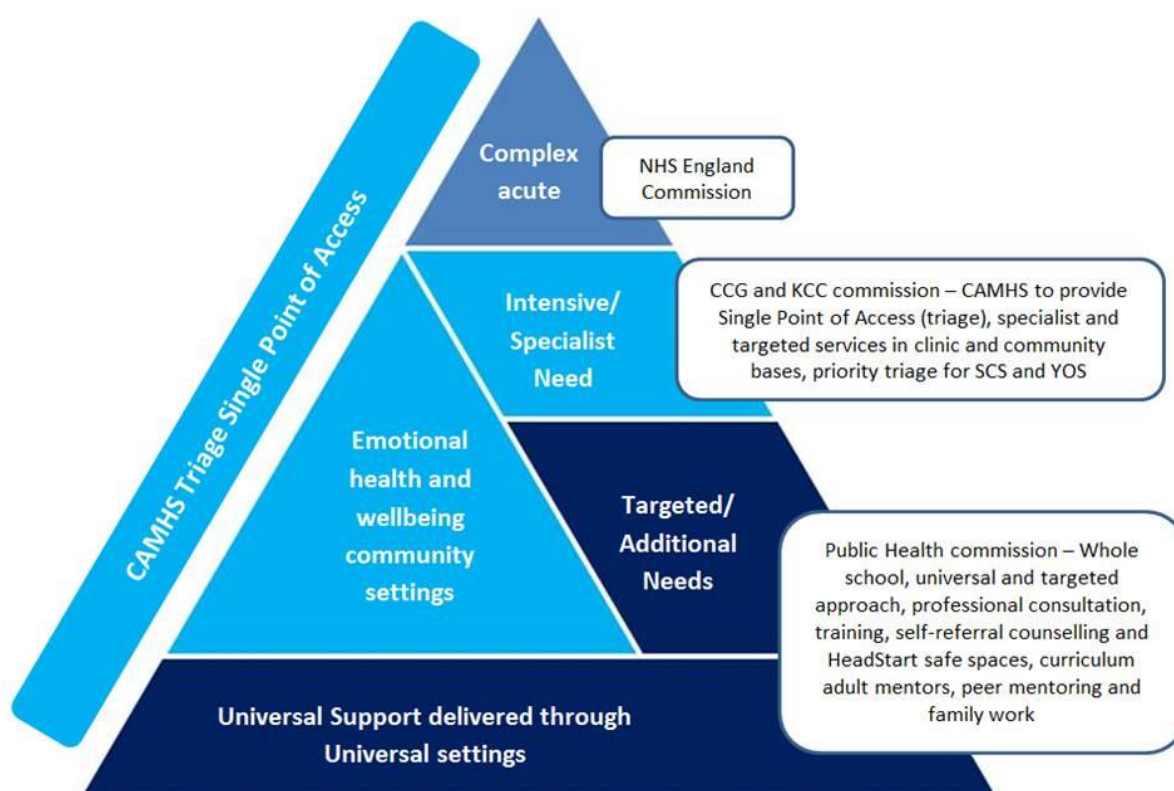
²⁸ Public Health England, "The international evidence on the prevention of drug and alcohol use; Summary and examples of implementation in England", <<http://www.nta.nhs.uk/uploads/unodc-prevention-guide.pdf>>, (PHE Publications Crown Copyright, July 2015).

illness. It is now being funded by Kent CCGs through the Transformation Fund to prevent and reduce self-harm, and mobilise HeadStart Kent's goals utilising the Resilience Domains based approach and building emotional resilience in young people.

A key goal in Kent is to ensure that children, young people and their families have access to information and settings which promote emotional health and resilience; ensuring support at the earliest opportunity, preventing needs escalating and requiring the intervention of specialist mental health services.

The aim is also to develop and extend a universal approach to mental health promotion, emotional wellbeing and resilience largely delivered through classrooms and group interventions, interfacing with a continuum of more targeted support. The aim of this approach is ensure more staff, children and young people develop the core attributes that underpin mental health and resilience.

To enable clarity of systems and roles, Kent's emotional wellbeing system is now organised as follows:



Summary - Why HeadStart is a priority for Kent

The Kent and Medway Joint Strategic Needs Assessment sets out a compelling case for HeadStart in Kent, specifically recognising:²⁹

²⁹ Kent Public Health Observatory, "Kent Children's Mental and Emotional Health", Ibid.

- * Everyone who works with children and young people has a role in early intervention, mental health prevention and promotion;
- * There must be a focus on working to increase resilience in children and whole families and improve parenting skills;
- * Understanding the risk taking behaviour of adolescents and linking it with wider public health services e.g. substance misuse and sexual health is important for practitioners;
- * There is a need to promote evidence based cost effective interventions with clear consistent outcomes monitoring in place;
- * There is a need to support those working with children and young people, to develop their ability to support and create a positive culture that extends to the wider community;
- * Greater alignment with school-based provision can be beneficial in responding to established and emergent risk factors such as bullying, cyber-bullying and harms arising from websites or online forums that normalise anorexia and self-harm.

Children, young people and their families in Kent have told us what they need to support them to build their resilience:



To meet these needs, HeadStart in Kent has focused on:

- * Promoting resilience and early support (from self-referral and direct access) to prevent problems getting worse;
- * Developing approaches that ensure timely and accessible support, including direct access in appropriate settings wherever possible;
- * Championing approaches that recognise and strengthen wider family relationships;
- * Preparing children and young people to experience positive transitions between services (including transition to adult services).

The ambition is that young people have an increased awareness of how to recognise when they might have, or be at risk of having, a mental health problem - specifically that they:

- * Know where and how to get help and help themselves;
- * Have clarity about what help is available;
- * Understand what might happen when they access support and know what to do while they are waiting.

SECTION THREE

HeadStart Phase 2 – What we have done and what we have learned

Partnership composition

Kent County Council led the partnership to develop and deliver the Big Lottery Fund HeadStart Phase 2 Programme in Kent.³⁰

- * The Director of Early Help and Preventative Services, Florence Kroll, has been the Senior Officer responsible for Phase 2 and chaired an Executive Group that provided direction on strategy and delivery;
- * A Programme Board has provided stakeholder involvement and included representation from local District Councils, schools, health, Police, the VCS and young people;
- * A Young People’s Shadow Board was developed which enabled young people to shape the Programme confidently and purposefully.

Phase 2 has been delivered through three local Project Groups in Thanet, Canterbury and North West Kent. These led the local design and delivery of projects, with Knowledge Seminars to support learning and development. At the strategic level HeadStart Kent has informed the NHS and Kent County Council’s Kent Transformation Plan, which builds on the NHS England’s report “*Future in Mind*”.³¹ Key elements embraced locally are investment in early intervention and improved access to emotional and mental health services.

HeadStart Kent is represented within the governance structure of the Transformation Plan: Florence Kroll, Senior Responsible Officer (SRO) for HeadStart Kent sits on the Kent Children and Young People’s Mental Health and Wellbeing Transformation Oversight Group and Angela Ford, HeadStart Kent Programme Manager, is involved in supporting the governance processes of the Transformation Local Delivery Groups.³²

The profile associated with HeadStart Kent Phase 2 has also enabled the Programme to have a wider influence across the system strategically and operationally including:

- * Acting as a catalyst to drive the Kent Emotional and Mental Health Wellbeing Task and Finish Group;

³⁰ Appendix 7 HeadStart Kent Partnership Agreement Phase 2

³¹ The Department of Health, “*Future in Mind*”, Ibid.

³² Kent Clinical Commissioning Groups, “*Kent Transformation Plan for Children, Young People and Young Adults’ Mental Health and Wellbeing*”, <<http://www.liveitwell.org.uk/wp-content/uploads/2015/12/Kent-Transformation-Plan-for-Children-FINAL-VERSION-22-12-15.pdf>>, (Kent Clinical Commissioning Groups, November 2015).

- * Contributing to the Kent Mental Health Commissioning Board, the Kent Drug and Alcohol Action Board, the Kent Reoffending Board, Domestic Abuse Board and the Kent Troubled Families Multiagency Steering Group
- * Working with the Personal Social Health Education (PSHE) forum
- * Engagement with the Kent Youth County Council, local Youth Advisory Groups and the Local Children's Partnership Groups.
- * Meeting with school aged children health forums

As a result of this, HeadStart Kent influenced the work undertaken across the system. For example, these partnerships now have an understanding of the importance of developing the resilience of young people. This gives a good base on which we can develop Phase 3.

Phase 2 Programme engagement and delivery

During Phase 2, the Big Lottery Fund enabled participatory action research to test, learn, shape and share approaches to building resilience. The HeadStart Kent Evaluation Document sets out the specific elements, performance impact and case studies of each aspect of the Programme.³³

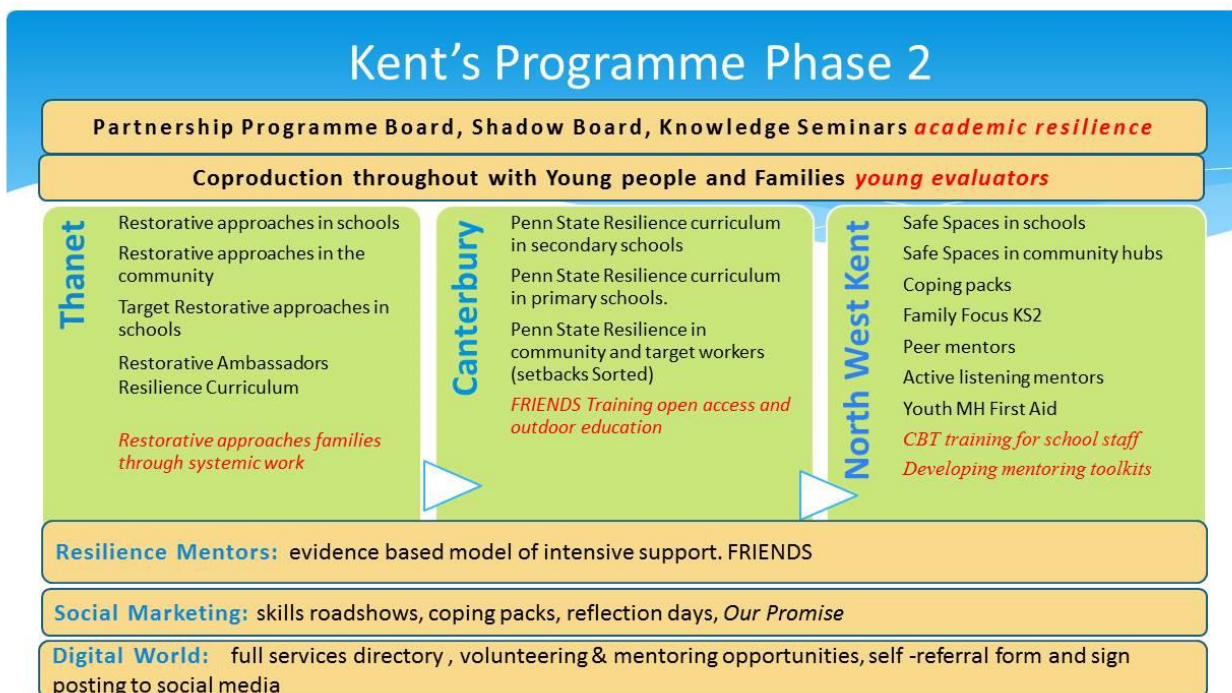
Different approaches have been taken and tested in three areas: Thanet, Canterbury and North West Kent (Dartford, Gravesham and Swanley). These areas were selected based on young people's need (through Mosaic Mapping) and the potential to mobilise rapidly and enable a test and learn approach.³⁴

A total of 10,974 young people attended the 13 HeadStart Kent secondary schools; 4,629 (42.2%) were classed as being from households with K-O profiles. Of the remaining 104,534 young people at secondary school in Kent, 27,173 (26%) were classed as being from households with K-O Mosaic profiles. This means that HeadStart Kent secondary schools have a significantly increased proportion of young people with this profile, and who are more vulnerable to adversity.

All three areas included the development of Resilience Mentors, a series of Knowledge Seminars, Digital and Social Marketing elements. The table below outlines the different elements of HeadStart Kent Phase 2, with activities in red demonstrating those that were developed from learning during the delivery.

³³ Appendix 6 HeadStart Kent Evaluation Document Phase 2

³⁴ Appendix 8 Mosaic Profile of HeadStart Schools September 2014



Activity in Thanet

What we have done?

Thanet partners expressed an interest in developing Restorative Approaches with the aim of ensuring a common language and consistency in approach across all adolescent settings - learning from experience in Scotland.³⁵ The project was able to support the development of Restorative Ambassadors in nine schools, train practitioners in restorative approaches and implement a Resilience Curriculum.

The outcomes for young people are set out in the Evaluation Document.³⁶ The Thanet approach had good mobilisation, and involved young people in its delivery as Ambassadors and young people leading the Social Marketing Thanet day event. The Thanet project reached 2493 beneficiaries.³⁷

What we have learned?

We have learned that strong senior school leaders were important in securing commitment and driving the Programme. They were able to mobilise quickly, training school staff and young people in Restorative Approaches. The leadership provided by the local Early Help manager enabled training for staff and activities to be undertaken within the community.

Using Restorative Approaches in family situations was slower to mobilise. However, the subsequent utilisation of expert Systemic Family Work shows signs of making a difference to young people, especially for those with fixed term exclusions.

³⁵ Donnelley, RR., "Improving relationships and promoting positive behaviour in Scotland's schools", <<http://www.gov.scot/Resource/Doc/220068/0059110.pdf>>, (Crown Copyright Scottish Government, 2008).

³⁶ Appendix 6 HeadStart Kent Evaluation Document.

³⁷ Appendix 10 Summary of Lessons Learnt During HeadStart Kent Phase 2.

From the Thanet project we have learned that clarity across all approaches is critical. Thanet tested a new Resilience Curriculum which was well mobilised due to staff having access to resources immediately online and being able to use them within the classroom in a flexible way. For Phase 3, all resources will be online and evidence based.

Activity in Canterbury

What have we done?

This project was built upon the established links with the Developing Healthy Minds in Teenagers National Research Project.³⁸ In year one this project focused on the Penn State Resilience Programme (PRP) approach through training teachers to deliver the curriculum. HeadStart Kent has invested in developing this approach in primary and Early Help services.³⁹

Staff from three primary schools attended the five day PRP training to deliver in schools, a further 40 practitioners were trained in PRP approaches (through the “Setbacks Sorted” programme) to deliver to young people. This has been further developed with Early Help Open Access staff trained in the FRIENDS model of resilience and is currently being delivered in youth centres and outdoor centres.⁴⁰ The Canterbury project has reached 714 beneficiaries.⁴¹

What we have learned?

Schools that mobilised the PRP Curriculum have embraced it. Due to the training requirements of this curriculum (external to Kent and not offered frequently) accessibility for teachers is costly both in time and financially. The PRP is still building its evidence base and therefore will not be taken wider than its Canterbury remit. However Canterbury schools will continue with the national research programme.

“Setbacks Sorted” (a version of PRP) was not fully mobilised partly due to restructure of services. In addition, unlike Thanet, Canterbury did not have a local coordinator so the project was not consistently implemented. This illustrates that a local coordinator is vital for the success of the HeadStart Kent Programme and this issue has been addressed in Phase 3 design.

Activity in North West Kent (Dartford, Gravesham and Swanley)

What we have done?

North West Kent was keen to explore a whole-school approach. This included training staff in Youth Mental Health First Aid (teaching, support staff and youth workers) and the development of Peer Mentoring.⁴² Safe Spaces were also developed; 15 in primary and secondary schools, three in Youth Hubs and one in an

³⁸ Education Endowment Foundation, “*Developing Healthy Minds in Teenagers*”, <<https://educationendowmentfoundation.org.uk/evaluation/projects/developing-healthy-minds-in-teenagers/>>, [Accessed February 2016].

³⁹ Appendix 6 HeadStart Kent Evaluation Document

⁴⁰ Barrett, P., “*FRIENDS Programmes*”, <<http://friendsprograms.com/>>, [Accessed February 2016].

⁴¹ Appendix 10 Summary of Lessons Learnt During HeadStart Kent Phase 2

⁴² Appendix 26 Peer Mentoring Toolkit Outline

Animal Sanctuary.⁴³ Coping packs were also developed and built by young people and mentoring and family work undertaken.⁴⁴ There was a specific focus on the transition from primary to secondary school. Details of those trained and specific usage levels can be found in the HeadStart Kent Evaluation Document.⁴⁵

The Family Focus programme has brought families together in groups who were in need of additional input as a result of their transition from primary to secondary education. It generated mutual support, and increased engagement in education, vocation and positive community activity. The North West Kent project reached 3944 young people.⁴⁶

Case Study: “John” – Family Focus

John was referred to Family Focus by his primary school teacher due to his disruptive behaviours in school.

At the first meeting it became clear that John’s mum was concerned about John’s transition to secondary school and expectations on her.

During Family Focus John was encouraged to share what he was worried about and with his mum, agree targets to work to. Over a period of weeks, John and his mum were following a plan and were engaging in group discussion with peers.

John continues to go to some of the group sessions and is helping others who are worried about transition. He is a founding member of “Student Focus” – a group which was set up by students who had completed Family Focus so that they could continue to meet and use the skills they had developed during the initial 10 week programme.

John’s mum also has established a new network of other parents who are providing mutual support.

What we have learned?

Through the evaluation of North West Kent we have learned that positive outcomes have been achieved across all the activities delivered. In particular, the Family Focus aspect of the Programme made a real difference to young people themselves, their family relationships and ability to attend and learn at school.⁴⁷

⁴³ Appendix 11 HeadStart Kent Safe Spaces Guidance

⁴⁴ Appendix 13 HeadStart Kent Social Marketing Events Report

⁴⁵ Appendix 6 HeadStart Kent Evaluation Document.

⁴⁶ Appendix 10 Summary of Lessons Learnt During HeadStart Kent Phase 2.

⁴⁷ Appendix 6 HeadStart Kent Evaluation Document.

HeadStart in North West Kent has been a success due to local ownership and co-production. Young people told us they wanted “a safe space to go” and access to “trained staff and young people available to talk with about their emotional health”. Young people wanted support for their families, enabling families to support them in return, especially during transition.

For Phase 3, we propose to take the majority of work in North West Kent forward (systemic family work, Safe Spaces, coping packs, young people and staff training), as they have been key elements of HeadStart Kent’s success for Phase 2.

Programme-wide projects

Resilience mentors

What we have done?

Resilience mentors are a commissioned targeted intervention supporting vulnerable young people struggling with behaviour and/or emotional health. Workers used the Daniel and Wassell Resilience Domains with young people, and worked in groups or one to one settings to build their resilience.⁴⁸ Families of young people are also offered Emotional First Aid to complement this. One young person said:

“They were good because they helped me get new ways to deal with things and I have started to do a lot more things in school now, like joining the gardening club and canoeing club.”

Resilience mentors have provided support to 113 young people.⁴⁹ During the HeadStart Kent Programme the Resilience Mentors provider secured Education Endowment Fund (EEF) investment to expand the FRIENDS curriculum model to Year 5’s in 80 schools across the county.⁵⁰

What we have learned?

Originally, HeadStart Kent intended to use the “Rochester” Model of resilience.⁵¹ However, the FRIENDS model was chosen for its asset focused programme which, through an intensive period of structured intervention, offers a suite of opportunities to improve the resilience of children.⁵² It is an evidence based programme which has been shown to improve a participant’s social skills, ability to focus, confidence and the ability to relax and regulate emotions.

We have learned that the FRIENDS Model is an effective way of supporting young people’s ability to develop positive thinking skills when they are struggling for clarity due to anxiety.

⁴⁸ Daniel B., and Wassell, S., “Assessing and Promoting Resilience in Vulnerable Children; Volume 1, The Early Years; Volume 2, The School Years; and Volume 3, Adolescence”, Jessica Kingsley Publishers, July 2002).

⁴⁹ Appendix 10 Summary of Lessons Learnt During HeadStart Kent Phase 2.

⁵⁰ Appendix 12 Project Salus Education Endowment Fund Resilience Mentors Proposal

⁵¹ National Institute of Justice, “Program Profile; Rochester Resilience Project (RRP)”, <<https://www.crimesolutions.gov/ProgramDetails.aspx?ID=371>> [Accessed February 2016].

⁵² Barrett, P., “FRIENDS Programmes”, <<http://friendsprograms.com/>>, [Accessed February 2016].

Case Report – Resilience Mentors

Referred to Resilience Mentors by the Pastoral Support Team at her school, Josie suffered from anxiety and struggled to form relationships with peers. Through the Resilience Domains risk factors identified were a recent family breakdown, lack of self-esteem and poor peer relationships. Some protective factors were also identified which were good communication skills and appropriate expression of feelings, and a positive attitude to learning.

Josie attended a group based programme of sessions and one-to-ones with a Resilience Mentor. After completion of the structured group sessions Josie was offered additional support through a weekly drop-in session at the school. Josie has also attended games sessions and day trips run by the Resilience Mentors outside of school.

Outcomes: Josie engaged well with the programme and the additional activities. Initially during group sessions she seemed more comfortable engaged in individual activities such as drawing, than in engaging directly with peers. However her social inaction developed.

Feedback from Josie: Josie reported that the sessions were fun and that it helped her to get to know people.

Feedback and data from schools: Improvements in emotional symptoms and peer problems were noted which resulted in an improvement in Josie's score on the Strengths and Difficulties Questionnaire. It was felt that Josie showed signs of improved confidence and self-esteem following the intervention.

Knowledge Seminars

What we have done?

A series of Knowledge Seminars facilitated by Canterbury Christ Church University and the University of Kent have provided an opportunity for stakeholders to learn about the best approaches to support resilience.

The Knowledge Seminars were attended by the Police, District Councils, Early Help and Preventative Services, schools, private providers, the VCS and young people. They created an environment where knowledge could be shared, ideas developed

and challenges to the delivery of HeadStart Kent were identified. Ultimately, the learning generated from the Knowledge Seminars helped shape our Case for Investment for Phase 3.

The Daniel and Wassell Resilience Domains were a golden thread running through the Seminars. The attendance and focus at each Seminar is set out below:

	Attendance	Focus
Seminar 1	37	Conceptualising Resilience
Seminar 2	54	Measuring Outcomes
Seminar 3	34	Evidence Based Approaches
Seminar 4	26	What Have We Learned? Discussing a Theory of Change for Kent

What we have learned?

Through the Knowledge Seminars it was recognised that we were missing a clear logic model for the different elements of HeadStart Kent. We learned that using a logic model can improve the Programme design and build consensus around its objectives. A Theory of Change is a key element of our Phase 3 Case for Investment.⁵³

Social Marketing

What we have done?

Social Marketing has been a county-wide initiative, drawing on learning from the initial engagement with young people.⁵⁴ The enthusiasm from young people led to this stream of work being designed, and in many cases delivering the project. The team delivered the following concepts: Coping packs, #DigitalDetox, Thanet Day, The School Tour and #OurPromise - The Pledge.⁵⁵ These different aspects of Social Marketing have reached 16,279 young people and their families.⁵⁶

The Thanet Day brought together 260 young people to learn about the Resilience Domains and how they could use these alongside Restorative Approaches for both themselves and in their relationships. The event was fully co-produced and activities facilitated by young people. The Schools Roadshow in North West Kent aimed to raise awareness of resilience and good mental health for young people. Peer mentors were fully involved and the events were successful, as young people could later reflect on the messaging.

⁵³ Appendix 9 HeadStart Kent Detailed Theory of Change Phase 3

⁵⁴ Nice Cat Media, Banter Ltd and Kent County Council, HeadStart Kent Video <<https://vimeo.com/119703207>>, [Accessed February 2016].

⁵⁵ Appendix 13 HeadStart Kent Social Marketing Events Report

⁵⁶ Appendix 10 Summary of Lessons Learnt During HeadStart Kent Phase 2.

What we have learned?

We have learned that young people taking ownership of Social Marketing yields strong results. The Thanet Day and the Schools Roadshow were successful because they were run by young people with strong buy in from the schools. Coping packs were designed to be a box of tricks; techniques and tips to support strategies for young people. Packs were received very positively by young people, and they would like to build their own in the future to meet their own bespoke needs.

The Social Marketing Project, due to the co-production element, took longer to mobilise than expected. The concepts, commissioning specifications and delivery were designed by young people and not purchased as a product. This enabled learning from the three project areas to be incorporated. Future Programme planning will ensure that key Social Marketing activities are consistent and delivered from the start.

Digital

What we have done?

HeadStart Kent has supported the development of the young person's website and the 0-25 activities/services database.⁵⁷ In addition we have developed a repository for all documents and learning from HeadStart Kent on KELSIs which is an online resource for education in Kent.⁵⁸

We have interacted through Twitter @HeadStartKent with 300 followers, shared updates from the Programme and live tweets during events. We supported a young person's Facebook page (closed group) used for co-production purposes, tested the effectiveness of a blog, and explored the concept of #DigitalDetox as part of our social marketing.

The blog was designed to keep language simple and explain what we are doing, and why we are doing it. Young people were provided with blog writing workshops. In the time the blog was live, 22 posts were written achieving 411 views.

What we have learned?

The KELSIs page has been useful in communicating the Programme. Driven by the need to share updates with professionals, we used a platform that has proved very popular. The database for the 0-25 element has made progress. By using local staff to input, updates and amendments are made in real time. The Resilience Domains will also be added to the site as a searchable feature.

The Facebook and Twitter follower groups were created at the request of young people and have been useful. Twitter has been an easy platform to update and share information, yet yields little response from the wider cohort of young people across Kent. Nevertheless it does allow us to share our journey within HeadStart Kent and is a useful tool for reflection, especially for co-production.

⁵⁷ Kent County Council, "Young People", <<http://www.kent.gov.uk/education-and-children/young-people>> [Accessed February 2016].

⁵⁸ Kent County Council "HeadStart", <<http://www.kelsi.org.uk/support-for-children-and-young-people/health-and-wellbeing/headstart>> [Accessed February 2016].

Co-production

What we have done?

In November 2014 a Young People's Shadow Board explored which elements of the HeadStart Programme young people wanted to lead and evaluate. A large training programme was delivered to young people, alongside graphic workshops.⁵⁹ Young people's activities throughout the HeadStart Kent Programme have varied depending on location, time commitments and interest levels. The Youth Engagement Appendix provides examples of their session plans, minutes, photos and Twitter feeds.⁶⁰

Within the HeadStart Kent Programme the co-production ambitions were to:

- * Continually ensure co-production is an integral part of governance and decision making processes;
- * Continually develop young people as leaders;
- * Have a trained workforce able to co-produce with children, young people and their families.

Young people have been involved in:

- * Young People's Shadow Board;
- * The Programme Board;
- * Social Marketing;
- * Young Evaluators;⁶¹
- * Local project groups in Thanet, Canterbury and North West Kent;
- * Youth Health Champions;
- * Knowledge Seminars;
- * National HeadStarters;
- * Restorative Ambassadors (Thanet);
- * Peer Mentors (North West Kent);
- * Active Listening (North West Kent);
- * Pay It Forward;
- * Commissioning;
- * The recruitment of staff and selecting providers.

Our young people engaged in training workshops to develop their skills and abilities. In addition to the core group involved in the main Programme, a wider spectrum of young people have engaged, beyond the Programme deliverables, to gather views, assess our approaches and share the broader message of good resilience and emotional wellbeing.

Graphic recordings were a valuable tool. The HeadStart Kent team worked with the Year 11 West Kent Health Needs Alternative Provision to explore their journeys and how HeadStart Kent should approach Phase 3. The graphic below was produced

⁵⁹ Appendix 14 HeadStart Kent Young Evaluators Handover Report

⁶⁰ Appendix 15 Youth Engagement Appendix

⁶¹ Appendix 16 HeadStart Kent Young Evaluators Pay It Forward Summary Report

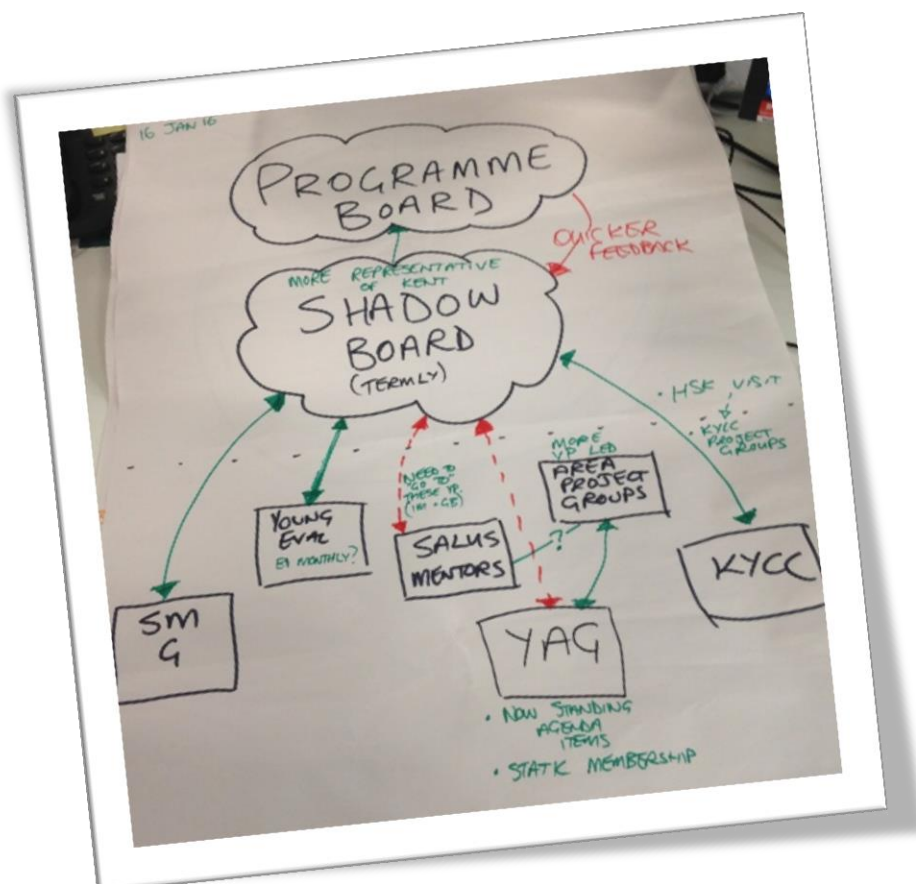
It is also important that co-production supports a clear progression pathway for young people. The responsibility they take on needs to be clearly structured, with the end result a potential volunteering role at the age of 18 - one that they have the confidence to fulfil, preparing them for further education or their future employment.

Communication has been key to successful co-production, finding ways to break down technical terms to develop young people's knowledge in a creative way. Young people have said the creative workshops to develop skills and co-produce for HeadStart Kent resources were more valuable than some of the meetings they have attended.

In summary, young people have identified support needs required for involvement in HeadStart Kent co-production:

- * Adequate time to plan how it will be delivered and led;
- * Emotional support (discussions, bring up emotional stuff), revisit this;
- * Guides for new members, a chance to practice leading skills in real time;
- * Widen participation in the group.

HeadStart Kent will ensure that co-production remains at the core - guaranteeing that it runs throughout, from Programme governance to individual experiences - enabling young people and families to play an active role in shaping the context of their experience.



The importance of local coordinators

What we have done?

There have been three different mechanisms for operationalising HeadStart within Kent in local project areas, which have proven to have made a real difference in its success:

1. Local coordinator to monitor interventions in North West Kent;
2. No local coordinator with oversight from the HeadStart operational team in Canterbury;
3. Local coordinator with devolved budget and decision making in Thanet.

What we have learned?

Where there was no local coordinator, the mobilisation of HeadStart Kent outside of the school sector was limited. Where there was a local coordinator in place with a devolved budget and decision making, this generated local ownership, leadership and real engagement, resulting in energy and goodwill for the HeadStart Kent Programme. The mobilisation outside the school sector came later on in the Programme.

Utilising this learning, there is now coordination across all areas to develop the Programme further. However, engagement with families and the community needs an enhanced approach; insight work for Phase 3 has explored this in more detail.⁶² The need for ownership is reflected in both the family work and co-production work through Pay it Forward and Social Marketing opportunities.

Moving on from Phase 2

In HeadStart Kent we have learned many lessons from the valuable experiences gained during Phase 2. This learning has been vital and has played the key role in shaping this Case for Investment and our proposals for the transformation of young people's emotional health and wellbeing services across Kent.

⁶² Light Vessel 21, Spaghetti Weston and Kent County Council. "pARTicipate; Creative Insight for HeadStart Kent", <<https://vimeo.com/152922104>>, (2016).

SECTION FOUR

Changing context

There have been a number of developments in national and local policy since the start of the HeadStart Kent Phase 2 Programme. These have influenced the proposals for Phase 3.

Policy and plans

Kent Children's Health and Wellbeing Board published the new Emotional Wellbeing Strategy for Children, Young People and Young Adults.⁶³ This document sets out a framework of four key outcomes, Early Help, Access, Whole Family Approaches and Recovery and Transition.

These were based on national and local research and early consultation activity with families and professionals. The Strategy makes the commitment to develop a multi-agency Transformation Plan. It recognises that promoting and protecting the emotional wellbeing of our children and young people is far bigger than any individual organisation. Improving emotional wellbeing is not only "everybody's business" but is the common ground at the heart of everything Kent does.

Kent's Clinical Commissioning Groups and Kent County Council published The Kent Transformation Plan for Children, Young People and Young Adults' Mental Health and Wellbeing.⁶⁴ This marks the beginning of distilling a range of short-term improvement actions, workforce development plans, and recommendations for longer-term future commissioning from the large amount of contributions from families and professionals, and the detailed needs analysis which has now been completed.

Early Help transformation

During 2015 Kent County Council integrated its Early Help and Preventative Services, which brought together all non-statutory social care services for children young people and families (Youth Offending, Early Intervention workers, Attendance and Inclusion services, Troubled Family, Children's Centres, Youth Work and Commissioned Providers in these areas) in one division.⁶⁵ There is now a focus on high quality Early Help and Preventative Services for young people, through a whole family approach, so that resilience and self-efficacy can be developed.

⁶³ Kent County Council, "The Way Ahead..." Ibid.

⁶⁴ Kent Clinical Commissioning Groups, "Kent Transformation Plan for Children, Young People and Young Adults' Mental Health and Wellbeing", Ibid.

⁶⁵ Kent County Council, "Early Help and Preventative Services Strategy and Three Year Plan", Ibid.

Domestic Abuse Research

The HeadStart Kent Programme has undertaken a review of secondary data in Kent including the CAMHS Health Needs Assessment, Toxic Trio Health Needs Assessment, diagnostic review for Early Help and Kent County Council Business Intelligence products. We have gathered stakeholders involved in domestic abuse and identified services on offer across the county.⁶⁶ We also considered the evidence base for interventions which build resilience in adolescents involved in domestic abuse including Emma Howarth's 'IMPRoving outcomes for child affected by domestic violencE study' (IMPROVE).⁶⁷

HeadStart Kent has also undertaken insight work with young people and families affected by domestic abuse, parental mental health and substance misuse. These young people and families requested:⁶⁸

- * Opportunities to develop self-efficacy and have access to awareness raising opportunities;
- * Access to safe spaces and people;
- * Community based opportunities to develop strengths including youth provision to foster talents and interests, for example through arts based work.

Our research has concluded that interventions which build resilience in young people exposed to domestic abuse are shallow. Therefore, HeadStart Kent will take a developmental action research approach, to learn what works best and developing it further. Our research which has shaped Phase 3 concluded that activities with this group of young people must:

- * Be based on the needs and voice of the young person that must be prioritised, not be time limited;
- * Include Cognitive Behavioural Approaches, psycho-education, parenting skills and advocacy, one to one and group working in local community settings;
- * A resilience approach suggests an ongoing relationship with the young person, which is particularly important for young people exposed to domestic abuse.

HeadStart Kent friendly context

HeadStart Kent has been involved with, and influenced, the developments mentioned previously. We have learned and contributed towards the design of more effective services with young people and their families, through taking a whole school approach and focusing on direct services. The co-production element of HeadStart Kent has provided the leadership and role modelling in how to effectively involve young people in service design and delivery. The changes to the local context across strategic, policy, organisational and operational levels means that Kent is ready and eager for the impact HeadStart Phase 3 will have.

⁶⁶ Appendix 17 Mapping Domestic Abuse Services for Young People in Kent and Medway

⁶⁷ Howarth, E., "IMPRoving Outcomes for children exposed to domestic ViolencE (IMPROVE): A scoping Study", Publication Pending.

⁶⁸ Light Vessel 21, Spaghetti Weston and Kent County Council, Ibid.

SECTION FIVE

HeadStart Kent Phase 3

Mission and outcomes

We have developed a Mission Statement for HeadStart Kent Phase 3 through consultation with the Programme Board and Executive Group:

“By 2020 Kent young people and their families will have improved resilience, by developing their knowledge and lifelong skills to maximise their own and their peers’ emotional health and wellbeing; so to navigate their way to support when needed in ways which work for them.”

The HeadStart Kent Programme strategy is clear on the change we want to achieve for young people and how the investment we are proposing will help the long term outcomes. Our Programme has been developed through a process of co-production with young people, with local professionals who work with young people in Kent and with the guidance from the Big Lottery Fund support team.

Our young people have been clear on what they need to support their mental wellbeing, and HeadStart Kent will focus on building a sustainable system where every young person in Kent will be able to say with confidence:

- * *“People around me understand wellbeing and how to promote it”;*
- * *“My overall wellbeing is not impacted by the pressure to achieve and to ‘be perfect”;*
- * *“There is always someone for me to talk to”.*

The key outcomes from this investment will be:

- * Improved emotional wellbeing and resilience of our young people aged 10 to 16, reducing the incidence of mental ill health;
- * Improved attendance and school academic achievement to ensure young people in Kent are given the opportunity for the best start in life.

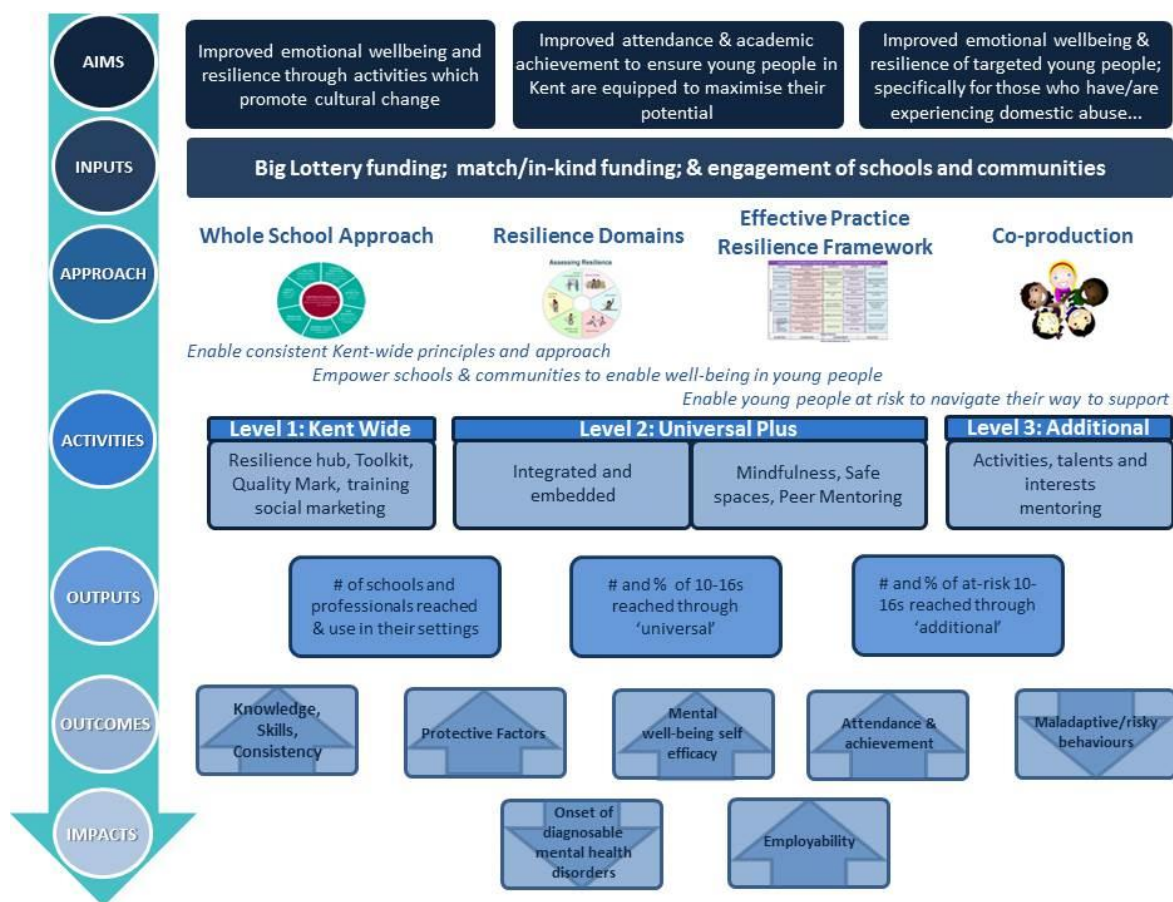
The Young People’s Shadow Board has endorsed this approach and the Mission Statement, and has agreed an outcome for the Programme - that by 2020 young people in Kent will have the coping abilities to support their own and peers’ emotional health and wellbeing together with community resources.

Our HeadStart Kent Programme Strategy - Theory of Change

Our Programme Strategy is summarised below, setting out the inputs and processes that will be required to achieve the outcomes defined through a Theory of Change.⁶⁹ Defining our aims, activities and outcomes via consultation with young people, this approach will ensure that the investment for HeadStart Kent Phase 3 supports the development of a system change across the county.

Our partners, including young people and families, are confident the Theory of Change will lead to systematic and long lasting change across Kent. This will promote a culture and set of behaviours throughout children and young people’s ecology including homes, schools, communities (including online communities) which increase emotional wellbeing and promote resilience, with the aim of reducing the need for formal mental health services.

High level Theory of Change



⁶⁹ Appendix 9 HeadStart Kent Detailed Theory of Change Phase 3

The four approaches

The HeadStart Kent Programme is underpinned by four core evidence based approaches, running through every aspect of HeadStart Kent:

Co-production

The co-production ambitions for Phase 3 remain the same as Phase 2; however through our learning we are now able to enhance this process and provide clear guidance and strategies for a strengthened approach. This is illustrated within the interactive presentation young people led, which explores this journey and what young people have told us they need:⁷⁰

- * A clear strategy for engagement at all levels with an identified pathway;
- * A clear and consistent approach for the flow of information across the whole Programme;
- * Clear expectations and behaviours for young people, and HeadStart Kent meeting the core principles of Ownership, Respect and Communication;
- * Transparent evaluation approach for co-production with annual review of Levels;
- * Co-production training for staff developed by young people.

Young people will lead the following in Phase 3:

- * Young People's Shadow Board;
- * Social Marketing programme;
- * Young people's Pay It Forward opportunity;
- * Development of the local implementation of the Department of Health "You're Welcome" as a quality criteria for young people services;⁷¹
- * Co-production training design and delivery;
- * Young people leading services through their journey and to support other young people;
- * Co-production locally in Groupings, community groups and through peer mentoring schemes.

Young people will be involved in:

- * All other governance processes;
- * Designing the specifications for training and services;
- * The peer review for the schools and Kent-based quality mark;
- * Be involved in all recruitment and consultation of services linked to HeadStart Kent;
- * The infrastructure to support other services to engage.

⁷⁰ HeadStart Kent, "HeadStart Kent Phase 3", <<https://sway.com/oOHvbVizIb1SPgiW>> (2016).

⁷¹ Department of Health, "Quality criteria for young people friendly health services", <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216350/dh_127632.pdf>, (Crown Copyright Department of Health, April 2011).

Whole school approach to emotional health and wellbeing

A whole school approach means building a positive culture in school that proactively promotes wellbeing and resilience across the whole school community. As part of the Partnership agreement with schools, HeadStart Kent will promote this approach based on the eight key principles set out in the Public Health publication “*Promoting Children and Young People’s Health and Wellbeing: A Whole School and College approach*”:⁷² This includes:

- * Leadership and management support;
- * A school ethos and environment which promotes and supports mental health;
- * The embedding of emotional health and wellbeing within the school and college curriculum;
- * Students have a voice;
- * Staff are continually developed to support their own wellbeing as well as young people’s mental health;
- * Young people’s needs are identified and the impact of interventions is monitored;
- * Schools and colleges work with parents and carers;
- * Targeted support and specialist provisions are provided.

HeadStart Kent will have a key role in championing the principles underpinning the whole school approach; these are crucial to the effective implementation of the Universal Plus and Additional Levels. HeadStart Kent will use local best practice examples of success to share, publicise and encourage other schools to learn from them in a collaborative way. Descriptions of what an effective whole school approach would look like will be included in the Kent Resilience Toolkit.⁷³

Resilience Domains

HeadStart Kent has adopted the Resilience Domains model developed by Professors Brigid Daniel and Sally Wassell which recognises six key factors that impact on resilience and the ability of children and young people to deal with adversity.⁷⁴ All three Levels will continue to promote and utilise the domains.

The intrinsic factors are:

- * A secure base - the child feels a sense of belonging and security;
- * A sense of self-efficacy - a feeling of mastery and control, along with an accurate understanding of personal strengths and limitations;
- * Good self-esteem - a feeling of worth, importance and competence.

The extrinsic factors are:

- * At least one secure attachment relationship;
- * Access to wider supports such as extended family and friends;
- * Positive school and/or community experiences.

⁷² Lavis, P., “*Promoting Children and Young People’s Health and Wellbeing: A Whole School and College Approach*”;

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWB_draft_20_03_15.pdf>, (Crown Copyright Public Health England, March 2015).

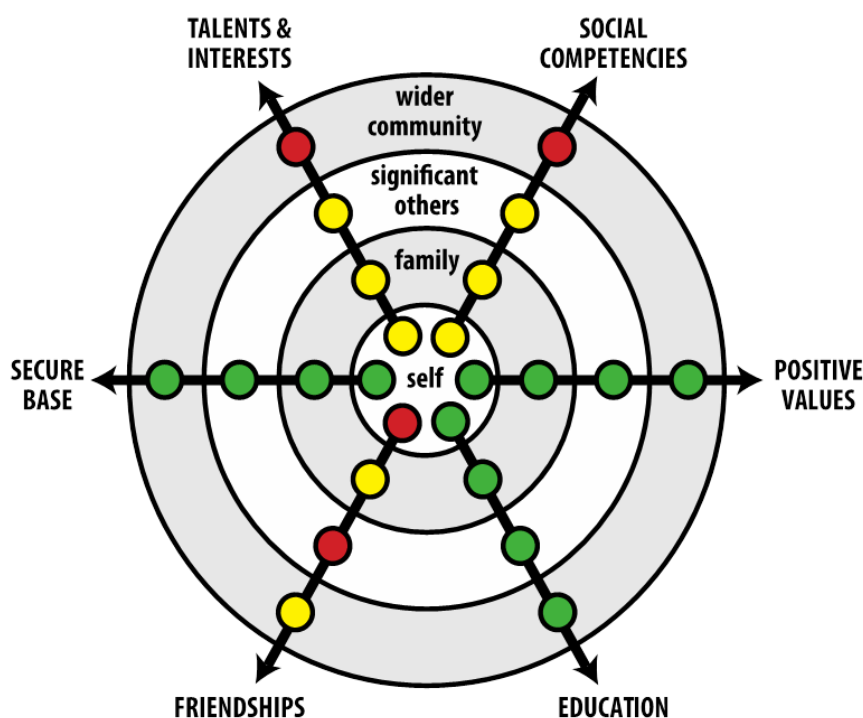
⁷³ Appendix 18 and Appendix 18a HeadStart Kent Resilience Toolkit and Presentation

⁷⁴ Daniel, and Wassell, Ibid.

The Domains based approach aims to increase the likelihood of positive outcomes for children by building a protective network around them. The framework is underpinned by six domains:

- * Secure Base
- * Education
- * Friendships
- * Talents and interests⁷⁵
- * Positive values
- * Social competencies

The domains are used to map an ecosystem with a young person, as set out in the diagram below, which enables practitioners and young people to map their assets and identify areas they would like to develop.



Resilience framework

HeadStart Kent will also utilise this Effective Practice Resilience Framework adapted and developed by Boing Boing.⁷⁶ We will use it to equip parents, practitioners and young people with mechanisms and practical opportunities that support young people through building their resilience strings (asset building).

⁷⁵ Appendix 19 Rationale for using the Talents and Interests Resilience Domain

⁷⁶ Hart, A., Blincow, D., and Thomas, H., "What is Resilient Therapy", <<http://www.boingboing.org.uk/index.php/resilience-in-practice/what-is-resilient-therapy>>, [Accessed February 2016].

This approach will be used across all three Levels, enabling everyone supporting young people and families to explore practical tools and actions. Resilience is enhanced based on identified areas for practical action, and based on the principle that every young person needs at least one positive adult who can advocate for them. HeadStart Kent will promote this principle across the county and the importance of identifying and providing any support needed by the positive adult.

This Framework takes an ecological and universal approach to resilience and can be used by adults and children alike - resilient adults are better able to help children build resilience. Schools who consider resilience of staff as part of the whole school approach will be safer, happier places for children to thrive and support themselves and each other through adversity.

The Effective Practice Resilience Framework supports those working with young people and their families to help think strategically and practically about doing things resiliently. It uses five elements – Basics, Belonging, Learning, Coping and Core Self. Within each of these elements is a selection of evidenced based ideas or remedies, to draw on when trying to make a resilient move with a child or young person. HeadStart Kent will utilise these on a practical day to day basis with young people.

SECTION SIX

HeadStart Kent Programme design for Phase 3

HeadStart Kent will support both a Kent-wide and phased school Groupings approach to operationalise good resilience building practice. The approach will work on the principle that the Big Lottery Fund investment provides a unique opportunity for local communities to test, learn and embed approaches that will support long term effective system change, be sustained and shared. It will not duplicate any local services.

Over the five years of investment for HeadStart Kent Phase 3, Kent County Council will be the Accountable Authority for oversight of the Programme, ensuring it:

- * Has a clear phased investment plan providing a balance between breadth and depth of work;
- * Identifies the schools and community areas that will be prioritised over the five years;
- * Maximises the learning from Phase 2 and the experience of the team to support local engagement and participation;
- * Has secure strong partnership support for the approach from stakeholders, including Phase 2 and Phase 3 Groupings, which are clear on outcomes aims and the resources and actions required to achieve them;
- * Has strong local political and executive leadership and support.

The three Level approach

HeadStart Kent will be the catalyst for wider system change as a vital element of Kent's Emotional Wellbeing Strategy for Children and Young People.⁷⁷ We will adopt a three Level approach to achieve our ambitions for young people in Kent. This will address the challenges of the size and organisational complexity of Kent, the needs of young people and families, and the ambition to make a real and lasting impact.

We know from the most recent Office of National Statistics survey of child and adolescent health in England that one in ten children need support or treatment for mental health problems.⁷⁸ Half of all mental health problems have been established by age 14, rising to 75% by age 24.⁷⁹ In an average class comprising 30 pupils aged 15, three could have a mental health disorder, ten are likely to have witnessed their parents separate, seven are likely to have been bullied and six may be self-harming.

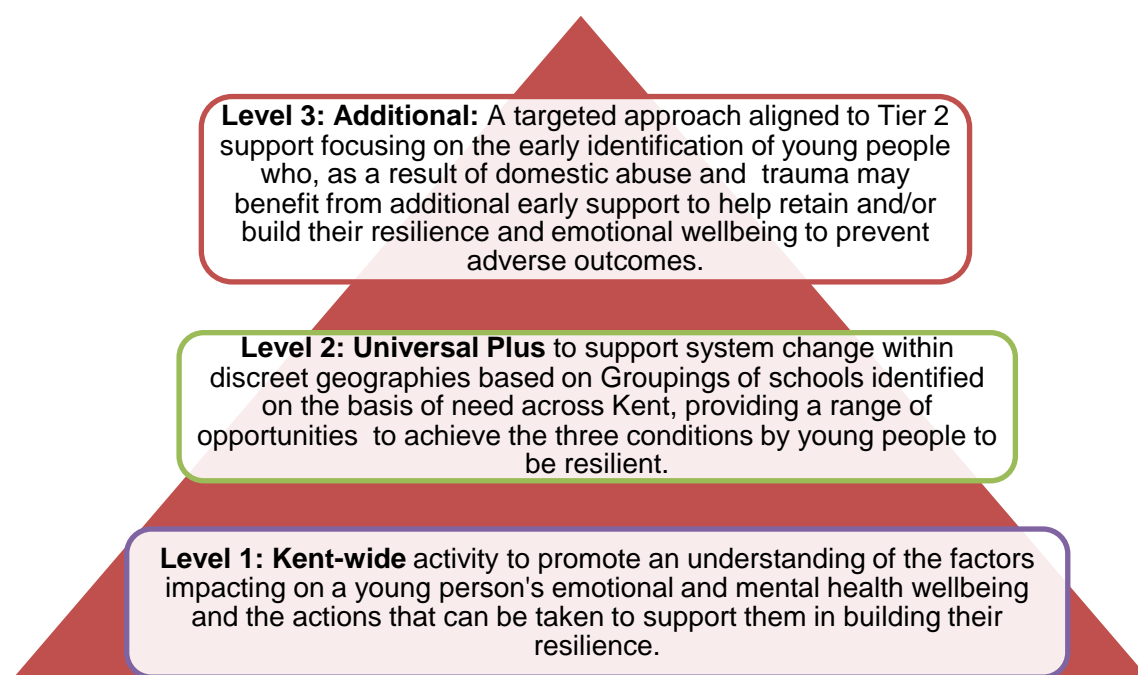
⁷⁷ Kent County Council., "The Way Ahead..." Ibid.

⁷⁸ Green, H., McGinnity, A., Meltzer, H., et al., "Mental health of children and young people in Great Britain 2004", <<http://www.hscic.gov.uk/catalogue/PUB06116/ment-heal-chil-young-peop-gb-2004-rep2.pdf>>, (Palgrave London, 2005).

⁷⁹ Mental Health Taskforce, "The Five Year Forward View for Mental Health", <<https://www.england.nhs.uk/wp-content/uploads/2016/02/Mental-Health-Taskforce-FYFV-final.pdf>> (Mental Health taskforce to the NHS in England, February 2016).

Through investment, our three Level approach will generate benefits for all young people and schools in Kent. The Level 1, Kent-wide offer will provide the Kent Resilience Hub. In Level 2, Universal Plus more supportive activities will be carried out with a priority group of young people in schools and their local communities. In Level 3, Additional, we will develop a systematic way of identifying young people who are impacted by family domestic abuse and/or have experienced trauma including domestic abuse, parental mental health and substance misuse, who have suffered adversity and whose emotional wellbeing may be at risk. This Level will provide additional opportunities and activities to support resilience building and improve emotional health and wellbeing.

The HeadStart Kent three Level approach:



The case for establishing Level 2, Universal Plus and Level 3, Additional arises from analysis of young people in Kent impacted by trauma and specifically domestic abuse.⁸⁰ The national evidence and local data demonstrate that children and adolescents living with domestic abuse are at an increased risk of experiencing emotional, physical and sexual abuse, of developing emotional and behavioural problems and of increased exposure to the presence of other adversities in their lives such as bereavement; this risk persists even after the domestic violence has stopped.⁸¹

Domestic abuse is underreported in Kent; often, only when a family is in crisis or is engaged and trusts the person working with them the issue is disclosed. This has been verified by the Troubled Families programme. Where it is reported, there appears to be insufficient attention to the emotional needs of children and young

⁸⁰ Appendix 20 HIGHLY CONFIDENTIAL HeadStart Supporting Document – Using the Vulnerable Children and Young People Model 2015

⁸¹ Holt S. et al., 'The impact of exposure to domestic violence on children and young people: A review of the literature' Child Abuse and Neglect 32(2008) pp. 797-810.

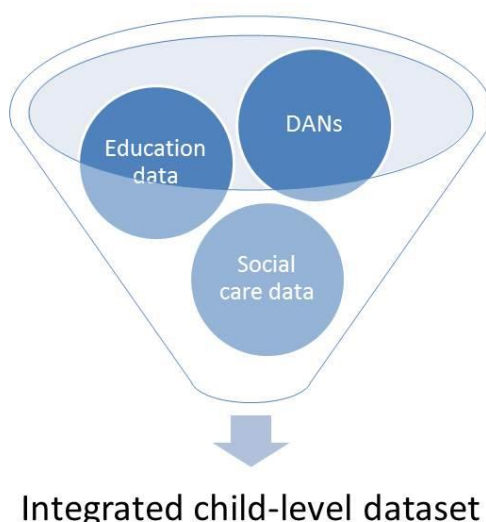
people impacted. Currently, 77% of Domestic Abuse Notifications (DANs) reported by the police to the local authority result in no further action.⁸² Equally significant, there has been no protocol to share information about children and young people impacted by domestic abuse with universal services such as schools.

From service mapping across Kent, and work with young people affected by domestic abuse, we know that there is currently limited support available.⁸³ Where support is available, it is often not coordinated and is frequently focused on the needs of adults.

How we Identified the Priority Schools

The school Groupings have been identified through detailed analysis of Kent's integrated children's dataset, supplemented by local intelligence.⁸⁴ The steps included:

- * Identifying secondary schools that had a high number of pupils with Domestic Abuse Notifications;
- * Identifying secondary schools that had a many pupils with high risk ratings (score of four or more, in integrated dataset);
- * From the above combined, a short list of secondary schools was produced - therefore, this list is consistent with the Additional cohorts i) young people affected by DVA, and ii) young people who may be at-risk for other reasons;
 - Local intelligence was used to determine the feasibility - this produced the final list of schools;
- * Primary feeder schools, PRUs, and Grammar schools in the vicinity of the final list of schools, thus resulting in the school Groupings, based on Districts.



From

this list,

⁸² Kent County Council (September 2015), Quarterly Performance Report, Kent County Council Specialist Children's Services (Unpublished).

⁸³ Appendix 17 Mapping Domestic Abuse Services for Young People in Kent

⁸⁴ Appendix 21 HeadStart Kent School Grouping Detail Analysis for Phase 3 Spreadsheet

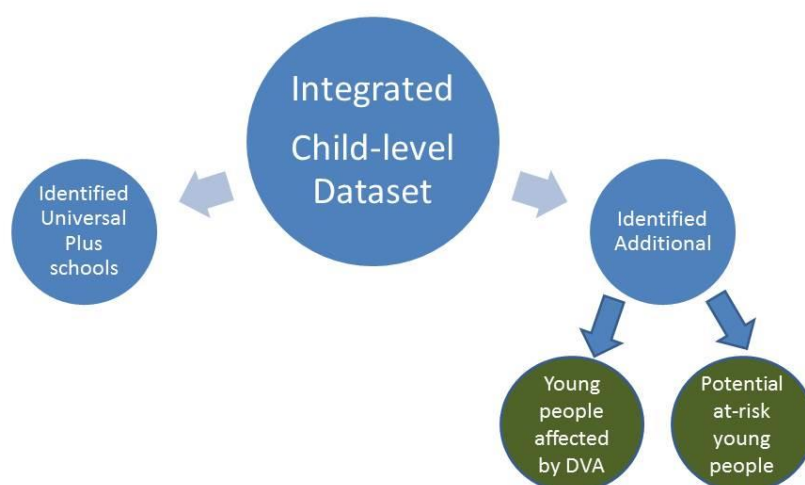
the ‘local context’ was assessed as the secondary school, known feeder primary schools, as well as the wider educational and local community contexts. The local PRU, local special school and local girl’s Grammar school have been included within this local context, alongside identifying the communities in which the most vulnerable young people live.

The identified schools for year one of the HeadStart Kent Phase 3 Programme have been agreed with the Area Education Officers and the schools themselves. The remaining schools (from the original list of 25 schools) will be approached and worked with as part of nine school Groupings through the rolling Programme.

This analysis has informed where we need to focus Phase 3 activity and targeted support. As part of the development of the Phase 3 Programme, HeadStart Kent has worked with partners to develop systems and processes which enable the early identification of young people who are experiencing trauma, with particular reference to domestic abuse, and the sharing of information where appropriate. This will be set out in information sharing agreements and will ensure that concerns about a young person can be safely shared and acted upon.

From analysis of the services currently available, it is apparent that young people who have suffered trauma linked to domestic abuse have insufficient services to identify and support them. Where these services exist, they are not coordinated or are focused on the issues presented by the adult involved and not the young people.

HeadStart Kent will play a key role for system change at all levels to ensure young people are supported to build their resilience, and better cope in times of adversity, preventing the onset of behavioural and mental health problems. Where young people have suffered trauma they will be supported through the stages of their recovery.

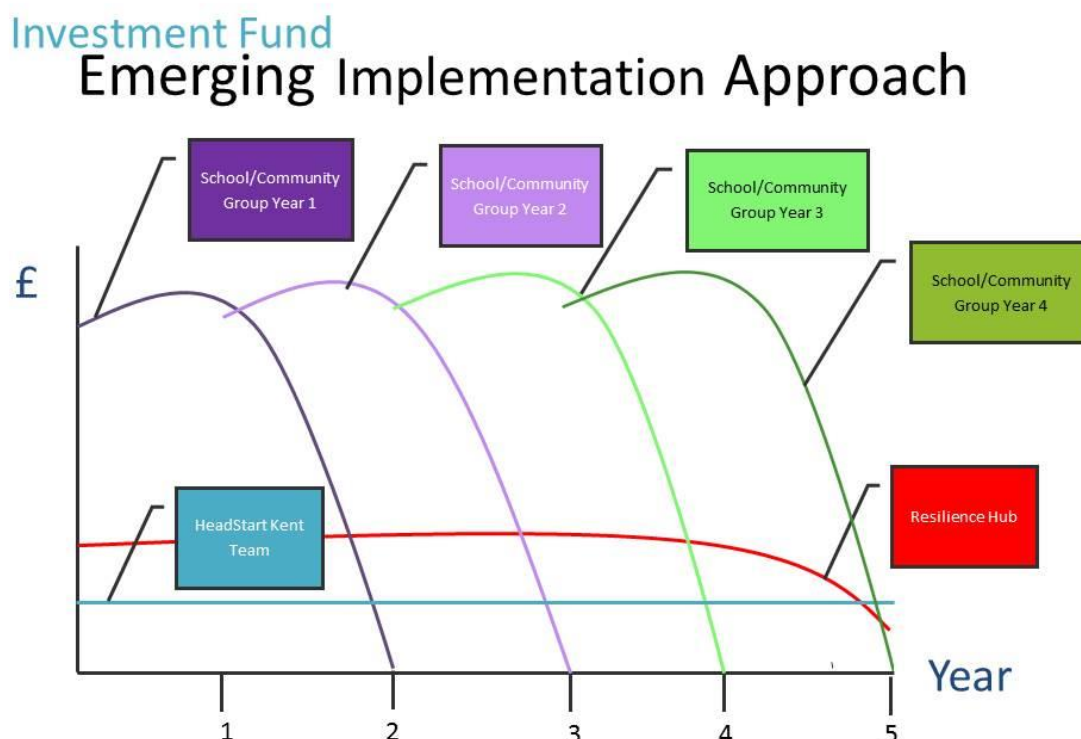


There will be sustained commitment within the Groupings locally, as after 18 months of initial investment from HeadStart Kent match funding will be provided for a half day post to continue the momentum thereafter.

The Groupings and potential young people benefitting are set out in the table below:

Tranche	Secondary school	Universal Plus	Special schools, PRUs and Grammars	Year 6	Minimum young people to have experienced DA	Maximum young people to have experienced DA and/or Trauma	Total
1	Swale	9720	4182	980	154	1368	16404
1	Gravesham	1805	3516	184	136	822	6463
2	Ashford	3197	3644	333	65	868	8107
2	Shepway	2264	3107	263	67	937	6638
2	Canterbury	1892	4094	205	62	830	7083
3	Thanet	5008	3081	644	102	1317	10152
3	Maidstone	2857	6069	345	55	780	10106
4	Tonbridge and Malling	1801	3607	246	29	511	6194
4	Dover	1993	2905	252	43	598	5791
		30537	34205	3452	713	8031	76938

The diagram below sets out how the school grouping element of the funding will be invested as each tranche is rolled out:



Further details of the three Levels

Level 1: Kent-wide

The Kent-wide approach (Level 1) will ensure young people, families, practitioners and communities have an awareness of resilience, and possess the knowledge and skills to develop a positive culture where resilience and emotional wellbeing is strengthened within young people through their families, schools and local communities. This will be achieved across the whole of Kent by:

- * Promoting the Public Health whole-school approach on emotional wellbeing and mental health;
- * Introducing the Resilience Domains model as a way of mapping young people's resilience and establishing where they can be supported;
- * Utilising the Kent Resilience Framework as a tool to empower schools and communities to make resilient moves, and assess how effectively the school or service promotes resilience and emotional wellbeing and the measures required to improve it;
- * Underpinning the entire Kent-wide element of Phase 3 will be co-production with young people, parents, families and the community to ensure their voice is always listened to.

The Resilience Hub

HeadStart Kent will invest in a Resilience Hub to support schools and local community services responsible for raising awareness and promoting evidence

based practice to support children and young people's emotional wellbeing across Kent.

The Resilience Hub will be the mechanism through which all learning, sharing and refinement of HeadStart will be established across Kent. There is a specification for the Resilience Hub, and the benefits, which will include.⁸⁵

- * Developing, leading and quality-assuring the Resilience Toolkit and Quality Mark;
- * Designing a HeadStart Kent catalogue - a Kent-wide menu of support and awareness raising opportunities around existing resources to support wellbeing for both adults and young people;
- * Developing, producing and rolling out the HeadStart Kent Training Programme (including Domains, Framework, Mindfulness, mental health awareness, recognising trauma and helping recovery);
- * Developing and mobilising with young people the co-production training for adults;
- * Developing a HeadStart Kent Best Practice Manual;
- * Convening the expert group, when appropriate, to develop a robust evidence based Knowledge Repository of what works well for supporting resilience, mental and emotional wellbeing; developing and keeping the catalogue for schools updated - emerging practice will also be referenced as we learn;
- * The Resilience Hub will provide information, frameworks and tools to practitioners, VCS, schools and will be available to young people and parents.

⁸⁵ Appendix 1 Service Specification for the purchase of HeadStart Kent Resilience Hub

A HeadStart Kent Resilience Hub



Behaviour Change Campaigns: County-Wide, Social Marketing, Website, Social Media



Young People Delivering Co-production Training



Training: Resilience Domains, Mindfulness, Mental Health, Recognising Trauma



An Expert Group



A Resilience Toolkit and Quality Mark



A Catalogue for Schools

The Kent Resilience Toolkit was developed from Phase 2. It will provide resources to all schools in Kent to explore a whole school approach to emotional wellbeing and resilience.⁸⁶ It will enable schools to:

- * Assess their current climate with regard to emotional wellbeing and supporting resilience of the school community using an asset based approach;
- * Develop an action plan with the wider school community (staff, pupils, parents and community groups);
- * Navigate a menu of support to build a sustainable and effective suite of opportunities for young people and their wider community.

Embedding resilience into Personal, Social, Health Education (PSHE) curriculums will also be an important objective.

Best Practice Manual

HeadStart Kent will take a developmental action research approach, building on key learning captured from evidence and evaluation. One outcome will be the development of a HeadStart Kent Best Practice Manual. This will ensure that a comprehensive person-centred assessment and action plan tool (based on the Resilience Domains) is developed and can be rolled out consistently across Kent. It will be updated through the Resilience Hub as we learn from the Programme.

⁸⁶ Appendix 18 and 18a HeadStart Kent Resilience Toolkit and Presentation

The Quality Mark

The HeadStart Kent Quality Mark will be awarded to schools who can demonstrate evidence of a robustly implemented whole school approach to resilience and emotional wellbeing. There will be three award categories for the Quality Mark - Emerged, Established and Advanced.

While the Resilience Toolkit and the Quality Mark will be managed by the Kent Resilience Hub there will also be support in schools to embed the Resilience Toolkit and achieve the Quality mark from the Kent County Council School Improvement Unit. This support consists of 2.5 days per HeadStart School, from the local School Improvement Officers over the period of the Programme.

As agreed in the Partnership Agreement with schools, HeadStart Kent will work to help them achieve the HeadStart Kent Resilience Quality Mark. This includes a requirement to extend the learning in schools to the wider communities of practice within and across all schools in Kent.⁸⁷

Expert Group

The Expert Group will have expertise in young people's mental wellbeing and resilience and will be brought together when necessary from practice and academic settings. It will also include a young person who may have experienced trauma to include this perspective and knowledge. The group provide expertise on different development aspects of the Programme, such as the Resilience Domains approach, domestic abuse and Digital offer, and provide an external challenge to the Programme. They will be selected by the Executive Group and Young People's Shadow Board.

Training for schools and practitioners across Kent

All the training packages designed for Level 2 and Level 3 will be designed by the Resilience Hub in co-production with young people and practitioners, and delivered across different settings. It will also be available for all schools across Kent to purchase.

Level 2, Universal Plus

A dedicated project team will be established to work with each Grouping. Depending on the size of the Grouping, the team will consist of a Senior Project Officer, Early Help HeadStart unit worker, HeadStart Participation Workers and an apprentice. All Tranche 1 schools have confirmed their involvement in HeadStart Phase 3 if this Case for Investment is supported by the Big Lottery Fund.

Participating schools and community groups will enter in to a Partnership Agreement with HeadStart Kent. This ensures schools are fully aware of their commitment to HeadStart Kent, and the commitment expected from HeadStart Kent in return, and resources required (which HeadStart Kent will allocate to individual schools). Terms of reference will enable collaborative working to bring practice, learning and reflection to decide the way forward both during and after the Programme investment period. Schools in the first Groupings have embraced the proposal and given

⁸⁷ Appendix 22 HeadStart Kent School Partnership Agreement for Phase 3

positive comment on the draft Partnership Agreement. The following table shows what HeadStart Kent and the schools in the Priority Groups will each offer in the Partnership Agreement:

HeadStart Kent Partnership Agreement with Schools	
HeadStart Kent Will Provide:	The HeadStart School Will:
Kent's Resilience Approach and Quality Mark Resources and Support	Ensure Senior leadership is involved and a mental health lead allocated
A Catalogue of Evidence Based Interventions	Implement a Kent Resilience Approach and Quality Mark
Provide support to enable early identification	Ensure a systematic way of identifying young people : affected by adversity; accessing enhanced group work; accessing domains discussion; accessing one to one in school; accessing HeadStart Kent targeted intervention
A Common Measurement Framework which is Accessible	Implement a Common Measurement Framework including obtaining parental consent
Workforce Development: Youth Mental Health First Aid (2 day course, 3 hours light including course for parents in each Grouping x 2)	Implement HeadStart Kent CPD which includes an annual CPD through INSET for the whole school
Domains Approach to building Resilience (Area Event learning the Domains, 2 day training, ongoing support through the Resilience Hub).	Staff wellbeing : self-efficacy assertion, resilience, relaxation and Mindfulness
Mindfulness Training (Introduction, Teach the Teacher and Train the Trainer courses)	Resilience training for the whole school : Youth Mental Health First Aid (YMHFA); Mindfulness; Co-production; In depth staff training on HeadStart approaches and programmes
Provide: Family Work (for specific groups in school) Adult Mentoring Support into community assets Social marketing Co-production	Activities in school must include: Implement a HeadStart Kent pathway; Develop a Safe Space; Develop peer mentoring programmes; Student voice; Named pastoral support for every child; Family work

HeadStart Kent Level 2 will provide a number of developmental and training programmes for staff, activities for young people and their families, and community services. This will ensure young people, the wider workforce, community and the VCS are aware of the importance of developing resilience. The training will include Youth Mental Health First Aid, Mindfulness, co-production methods, the Domains Resilience Model, trauma and domestic abuse.

These activities will play a key role in creating and sustaining the system change young people need. Embedded within the Groupings of schools identified on the basis of need, they will provide a range of opportunities to achieve the three goals young people told us helps them to be resilient. Staff will be more confident with improved knowledge, skills base and ability to use these approaches both within schools and in the wider community.

Where a pupil is identified as impacted by domestic abuse (from HeadStart Kent or internal staff) a trained member of school staff, who has a good relationship with the young person, will discuss and map their needs using the Resilience Domains. If appropriate this will enable schools to organise activities, encourage and facilitate young people to navigate their way to support. This will include safe spaces, online counselling, peer mentoring, group work, and enhanced Mindfulness.

Where the young person needs more intensive specialised support, the school will direct them to Additional support. There will be a Senior Project Officer coordinating activities to all schools and communities within the Grouping, quality assuring the work and ensuring the outcomes are delivered and evaluated.

Youth and parents: Mental Health First Aid

Youth Mental Health First Aid is an internationally recognised training course, designed specifically for those who teach, work and live with young people aged 8 to 18 years old. This course has been used during HeadStart Kent Phase 2 and from the evaluation - 78% of attendees have used the training to help or support young people.⁸⁸

Youth Mental Health First Aid Training will also be organised for parents, delivered through a commissioned provider, and will take place in the appropriate local setting.⁸⁹ We will offer a three hour lite course, training for parents and two day comprehensive Youth Mental Health First Aid training.

Mindfulness training

For Phase 3 the HeadStart Kent Programme will introduce Mindfulness training into the school Groupings and the local community settings.⁹⁰ There are different Mindfulness courses available; Introduction, Teach the Teacher and Train the Trainer. We will offer all three in the HeadStart Kent areas as well as practice supervision from the provider ensuring quality and sustainability.

Research into Mindfulness approaches with children and adolescents have reported improved focus and concentration and reduced stress. A recent non-systematic

⁸⁸ Appendix 23 Youth Mental Health First Aid Evaluation Survey Spreadsheet

⁸⁹ Appendix 24 Service Specification for the Purchase of Mental Health First Aid

⁹⁰ Appendix 25 Cognitive Behavioural Approaches and Mindfulness Document

review of research in to Mindfulness for children and young people concluded interventions that nurture Mindfulness may be a feasible and effective method of building resilience in universal populations of children and youth and in the treatment of disorders in clinical populations.⁹¹

Mindfulness supports young people to:

- * Understand the connections between thoughts, emotions and behaviours;
- * Reflect on everyday challenging situations and some of the negative or self-defeating thinking patterns that can emerge;
- * Identify more helpful ways of thinking or alternative ways of viewing challenging situations.

Mindfulness can be implemented widely in the timeframe of HeadStart Kent, with strong evidence of its efficacy with the young people supported in Level 2. Training of staff will enable students to be introduced to Mindfulness to gain skills and use it daily. The aims will be:

- * For all young people to know about Mindfulness;
- * For most to have enjoyed it;
- * For many to use it now and again;
- * And some to practice daily;
- * For as many as possible to remember it.

Young people find that Mindfulness helps them to more effectively achieve goals they have right now - such as focus in class, achieve in sport, enjoy a leisure activity, or get on with others. Therefore Mindfulness can become a lifeline to help pupils deal with difficulties. An example of a school in Kent currently using Mindfulness is demonstrated in a BBC news report.⁹² Mindfulness will also be offered to parents and staff who need it, through our trained staff and community groups.

Resilience Domains Approach to building resilience

Each HeadStart Kent Grouping will run an event on learning about the Resilience Domains model and the benefits of this model. Staff will also be offered two days additional training on the Resilience Domains to use as an asset to map young people's resilience and support building their resilience in a focussed way. Staff will be offered ongoing support in using and utilising the Resilience Domains through the shared learning in the Resilience Hub.

Co-production training

Co-production is core to the HeadStart Kent Programme - young people's feedback has continually shaped the services available to them. From Phase 2 learning, we know that co-production is not well embedded across services in Kent. Therefore, young people have proposed that they will, in Phase 3, develop co-production

⁹¹ Kallapiran, K., Koo, S., Kirubakaran, R., and Hancock, K., "Review: Effectiveness of Mindfulness in improving mental health symptoms of children and adolescents: a meta-analysis", *Child and Adolescent Mental Health*, Vol 20, No 4, p182-194, 2015).

⁹² BBC Breakfast News, "Teacher says relax", <<http://www.bbc.co.uk/programmes/p016xnvb>>, [Accessed February 2016].

training delivered by them to adults (also linking to the operationalisation of the You're Welcome Quality Standard for Kent's youth-friendly health services).⁹³

We endeavour to reach senior leaders within schools and communities, pastoral leads and all statutory and voluntary sector partners. Co-production will be a specific requirement within the HeadStart Kent Quality Mark for resilience and emotional wellbeing.

Trauma and domestic abuse training

As part of the training offer made by the Kent Children's Safeguarding Board, HeadStart Kent will, within the Partnership Agreement, make clear that an allocated member of staff, such as the designated child protection coordinator and mental health lead at each school attends domestic abuse and trauma awareness training.

Social Marketing

Social Marketing will be used across all three Levels but more intensively in the school Groupings. It will be a multi-faceted campaign, delivered through internal and external channels.

The campaign will utilise cognitive behavioural approaches language (Mindfulness), whilst conveying the message of *"it's ok"* to explore key themes such as self-esteem, mental and emotional wellbeing and domestic abuse. This will build into aspects of the HeadStart Kent Programme including the school PSHE programme, and HeadStart Kent peer mentoring programmes. An overarching campaign will be disseminated universally to the wider community through the use of traditional marketing approaches whilst signposting and aligning with existing campaigns. The whole campaign will retain simple, yet effective branding providing young people with a clear identity and providing the links across home, school, community and the digital world.

In the community and schools, posters will be disseminated with messaging such as *"it's ok to speak up"* or *"it's ok to be you"*, reinforced by Peer Mentors. This will be supported by social media campaigns and merchandise shared at engagement events; parent groups will be engaged to start conversations with children and young people. Finally the arts and culture sector will provide community events that are fun and engaging, to explore the community relationship.

Approach to parents

HeadStart Kent has already delivered a number of activities with parents and families, through targeted group work, Social Marketing and engagement events such as #DigitalDetox, insight work through creative arts organisations and a HeadStart outdoor activity day for families.

In Phase 3 HeadStart Kent will provide awareness raising opportunities for parents; further, through Social Marketing influence parents to better support their children's emotional wellbeing. Through schools, youth hubs, children's centres and VCS organisations HeadStart Kent will communicate and share the HeadStart four key approaches with parents.

⁹³ Department of Health, (April 2011), "Quality criteria for young people friendly health services", Ibid.

From the insight work we have undertaken to develop Phase 3, parents have told us they would like opportunities to develop their self-efficacy skills so they can better support their children.⁹⁴ HeadStart Kent will take a community development and peer support approach in engaging those harder to reach families to have positive outcomes. We will enable parents to provide each other with support leading to sustained positive change.

When undertaking insight work in women's refuges, HeadStart Kent learned two key lessons:⁹⁵

1. Young people in the family often have to wait a while before a school place is available, and do not have any local networks. To address this, HeadStart Kent will work with schools and local youth hubs to provide mentoring and enable access to services;
2. Families often found themselves completely isolated with little financial or material support. Parents have asked for 'structured distraction' such as creative arts they find beneficial, both as an individual family and with other families. This is a platform to build local networks so they can feel supported.

HeadStart Kent will address these issues by bringing local infrastructure together, informing women's refuges about services available and providing a resource to support work with parents around involvement in local activities and developing new networks. Through co-production with parents and young people, HeadStart Kent will continue to support parents and in the Kent-wide, Universal Plus and Additional Levels to support the mental health and emotional wellbeing of young people.

Approach to communities

We know how important it is to promote asset-based practice within communities to strengthen factors which support good health and wellbeing, protect against poor health and foster communities and networks that sustain health.⁹⁶

The links connecting people within their community provides a source of resilience, access to support, opportunities for participation and added control over people's lives - all of which contribute towards a higher level of wellbeing as a result, and therefore more positive health outcomes.⁹⁷ People with stronger community networks and relationship links are therefore more likely to nurture, sustain and protect the assets within their community, creating a sense of ownership and enhancing their wellbeing.

The recent Public Health report on community-centred approaches for health and wellbeing states that "*community life, social connections and having a voice in local*

⁹⁴ Light Vessel 21, Spaghetti Weston and Kent County Council, (2016), "pARTicipate; Creative Insight for HeadStart Kent", (<https://vimeo.com/152922104>), Ibid.

⁹⁵ Ibid.

⁹⁶ The Health Foundation, "*Head, hands and heart: asset-based approaches in health care*", <<http://www.health.org.uk/sites/default/files/HeadHandsAndHeartAssetBasedApproachesInHealthCare.pdf>> (Health Foundation summary and analysis, April 2015).

⁹⁷ Ibid.

decisions are all factors that underpin good health".⁹⁸ Assets within communities, such as skills, knowledge, social networks and community organisations, are building blocks for good health.⁹⁹ Community-centred approaches mobilise assets within communities, increasing people's control over their health and wellbeing and lives.¹⁰⁰ There is a compelling case for focussing on person and community centred ways of working, encouraging strengthening communities, volunteer and peer roles, collaborations and partnerships and enabling access to community resources.¹⁰¹

International resilience expert Professor Michael Ungar has demonstrated in his research the need for resilience research and practice to be culturally relevant.¹⁰² Translating this into practice, HeadStart Kent believes the best people to champion and provide strong local leadership should be identified from the communities in which the children and young people live.

HeadStart Kent will promote Asset-Based Community Development (ABCD); a theoretical framework which drives a process for community building.¹⁰³ We will locate the assets, skills and capacity of the local community through the Local Project Officer, working with the local community and deploying Participation Workers, building links with local schools, VCS organisations and community members, working directly with young people and building strong relationships and networks, promoting the HeadStart Kent Mission and encouraging local co-production of the HeadStart Kent Programme. HeadStart Kent's community approach will harness and develop local community assets so they can foster the resilience strings for our vulnerable young people including:

- * Local voluntary sector partners to review their community offer, identify gaps and areas for development and take action;
- * Existing community groups to establish their capacity e.g. arts organisations, and link with the vulnerable families and young people, through training and resource allocation;
- * Alongside District Councils developing new community capacity offering support and training to deliver new community services in the voluntary sector;
- * Alongside Kent Community Wardens and Police staff offering support and training to build young people's resilience through early identification and positive interaction;
- * We will offer VCS organisations access to all the training and will provide resources to those community groups who are working alongside our vulnerable young people as volunteer mentors. The VCS will be identified through expressed needs and interests of young people. This may range from the local volunteer football coach, or specialised provider such as the

⁹⁸ Public Health England, "A guide to community-centred approaches to health and wellbeing", <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/402889/A_guide_to_community-centred_approaches_for_health_and_wellbeing_briefi.pdf> (Public Health England Crown Copyright, 2015).

⁹⁹ Ibid.

¹⁰⁰ Ibid.

¹⁰¹ Ibid.

¹⁰² Ungar, M.; "Nurturing Hidden Resilience in At-Risk Youth in Different Cultures *Journal of the Canadian Academy of Child and Adolescent Psychiatry*", (2006, 15 (2): p53-58).

¹⁰³ The Health Foundation, Ibid.

Asian women's mental health group, where insight work took place during Phase 2;

- * HeadStart Kent is proposing to work closely with the local VCS to develop adult mentoring projects for young people, whose relationship is not time limited. This is to enable those community assets to be developed and sustained;
- * We will establish the principle that every contact counts. When any service comes into contact with a family or young person with a need (even if their service does not particularly meet that need) they will foster the resilience through enabling that young person or family to navigate and negotiate the resources they require;
- * HeadStart Kent is now involved in the Task Group to explore the unmet needs of our Gypsy Roma Travellers, and will make sure that the provision which has been developed addresses their emotional wellbeing.

Assets within the community can work together to improve health and strengthen resilience.¹⁰⁴ Social networks can have a significant impact on health, and social support is particularly important in increasing resilience.¹⁰⁵ According to the recent King's Fund publication, "*asset-based approaches seek to bolster wellbeing at individual and community levels, helping to increase resilience to the wider corrosive effects of the social determinants of health and risky behaviours.*"¹⁰⁶ To build social capital and utilise community-based assets to improve health and wellbeing, the publication recommends:¹⁰⁷

- * Supporting volunteering which is beneficial for health and wellbeing through reducing social isolation and loneliness;
- * Creating 'health champions' to reach community members through their work, achieving health outcomes and promoting health messages;
- * Supporting social network interventions;
- * Work with other public services to develop ABCD.

HeadStart Kent will therefore:

- * Ensure the participation of young people and families through the Participation Workers to ensure their voice is heard and to encourage local leadership;
- * Develop local volunteer mentoring schemes for young people through the local VCS and volunteer mentors;
- * Develop appropriate family support focused on the young person's emotional and mental wellbeing.

HeadStart Kent's ambition is that resilience and wellbeing will become supported through ABCD, achieving change at a local community level which will enhance young people-centred approaches through the combined effort of people within the community. Instead of focusing services around deficit, asset-based approaches

¹⁰⁴ Buck, D. and Gregory, S., "*Improving the public's health; A resource for local authorities*", <http://www.kingsfund.org.uk/sites/files/kf/field/field_publication_file/improving-the-publics-health-kingsfund-dec13.pdf> (The Kings Fund Publishers, 2013).

¹⁰⁵ Ibid.

¹⁰⁶ Ibid.

¹⁰⁷ Ibid.

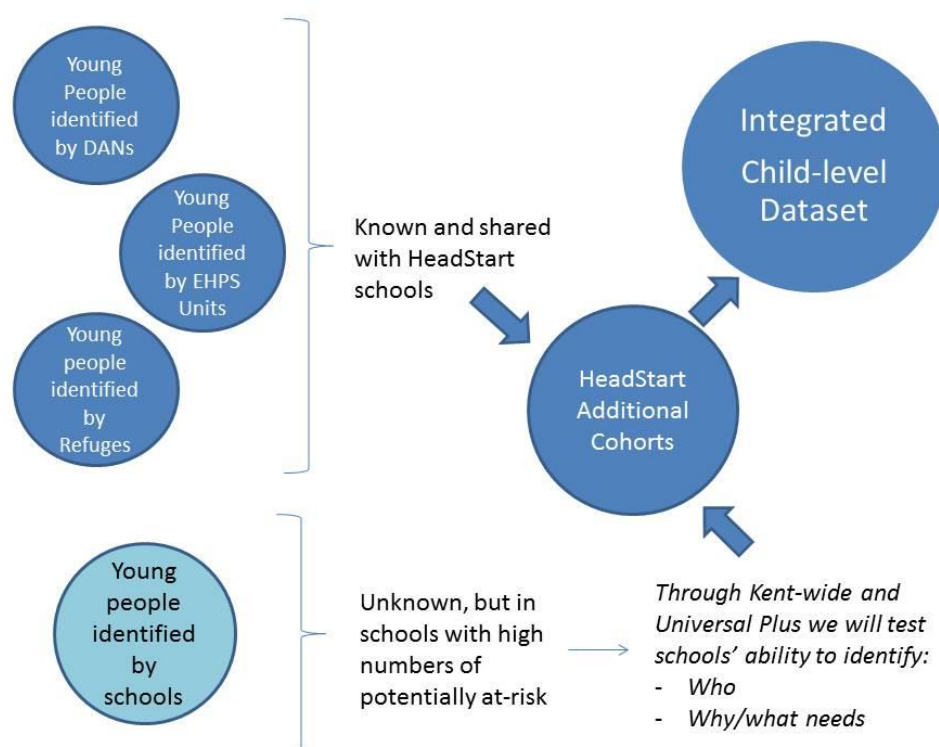
promote a sense of wellbeing which can support mental health through the quality of relationships within local communities.¹⁰⁸

Communities are vital building blocks for health and wellbeing; at an individual level joining social activities, connecting to others and making decisions helps keep us well, and on a collective level, confident and connected communities provide a social fabric enabling the conditions for people to flourish.¹⁰⁹ A strong HeadStart Kent local community will result in young people, their peers, families and the community as a whole being confident in having the ability to tap into social support and networks, have a voice, shape services, take an active part in community life and sustain this into the future.¹¹⁰

Level 3, Additional

During the Programme and additional to the DANs, young people receiving services through HeadStart Kent Level 3 will also be identified through:

- * Information provided to schools and families
- * Disclosure by young people in universal services;
- * Young people's behaviours changing with a history of trauma;
- * Young people living in refuges;
- * Parents identified as being in abusive relationships;
- * Those known to mental health and substance misuse services.



¹⁰⁸ Health Foundation, Ibid.

¹⁰⁹ Public Health England, "A guide to community-centred approaches to health and wellbeing", Ibid.

¹¹⁰ Ibid.

Once identified (as above graphic), schools will be informed by HeadStart Kent about the issues through information sharing protocols. If there is concern about a young person, a worker (such as a teacher) identifies a need for additional support, HeadStart Kent will organise domain-based discussions with young people and their families to identify this. It will be facilitated by either the school, or a practitioner who has a good relationship with the family and young person.

Young people and families will be offered support including:

- * Systemic family work;
- * Purposeful mentoring - this includes Mindfulness approaches;
- * Bespoke support around domestic abuse and/or access to activities which develop their talents and interests.¹¹¹

The support for a young person will be determined based on their bespoke needs and may include one to one support, one to one mentoring and group work with peers in the school or community setting.

Purposeful Activity-based Mentoring and Intensive Support

Mentoring has the potential to establish a set of relations between young people and their social world which enhances adolescent's life skills, provides opportunities for their making valued contributions to self and society and promotes positive youth development.¹¹²

There will be two approaches in Phase 3;

- * Purposeful Mentoring (young people accessing talents and interests Domain)
- * Intensive Support (young people who have experienced trauma and/or domestic abuse).

The Purposeful Mentoring aims to support young people who have limited engagement from an appropriate adult to build their assets and aspirations. Mentoring is helpful when there is a clear purpose and action; volunteer mentors will undertake this role.

The Intensive Support approach builds on the programme the Resilience Mentors delivered through Phase 2, which has demonstrated a positive impact on young people's emotional wellbeing and positive behaviour. This will be available to children and young people (aged 10-16) who may have a high number of risk factors (specifically those impacted by Domestic Abuse) and a low number of protective factors (Resilience Domains) which will now, or in the future, impact upon their level of resilience.

The need for ongoing support following completion of intensive support and mentoring as emphasised in the HeadStart Kent Phase 2 Evaluation is a particular focus for HeadStart Phase 3. Whilst for the majority of children their home

¹¹¹ Appendix 19 HeadStart Kent Rationale for Using Talents and Interests Resilience Domain

¹¹² Dubois, D.L., "*Handbook of Youth Mentoring*," (University of Texas at San Antonio – Second edition, 2014).

environment is an opportunity which families actively promote and nurture talents and interests, some are denied this. A specific role of the Intensive Support and mentors will be to facilitate the young people's resilience strings by enabling them to access talents and interests. A handover process following completion of planned sessions to schools pastoral support, families, community groups and other services will take place so to ensure maintenance of these talents and interests.

HeadStart Kent will work with and provide support to the young person's broader network including their family, school, and community links, to identify and address underlying issues. At this Level, it is also likely to require close partnership working with a range of additional professionals including Social Workers, Youth Justice and Educational Psychology staff. These workers will have access to all the HeadStart Kent information and training.

We recognise that there are young people not engaged with any universal settings. Local HeadStart Kent project leads will work with communities to engage these young people and support access to opportunities available to them.

Insight development

Level 3 will primarily support the development and recovery of young people suffering from trauma. However this work will also enable further insight into:

- * The profile of young people exposed to domestic abuse for whom there are negative emotional and behavioural consequences and who would benefit from intervention;
- * How to support the development of an outcomes approach to interventions, to reduce the impact of exposure to domestic abuse, informed by the views of young people and building on the domains;
- * How to evaluate the intervention in regard to trauma caused by domestic abuse.

This insight will be valuable in developing future approaches and services across Kent, and may be of interest nationally.

The Digital World

Through work with young people and subsequent discussions, HeadStart Kent will approach the digital world as an integral part of the Programme rather than a separate strand. A number of Digital opportunities will be considered as part of HeadStart Kent Phase 3, which will include:

Online support and Mindfulness counselling

Young people have been explicit in their need for choice in additional support. Online support and Mindfulness counselling can be offered to young people both with adverse childhood experiences, and those that have been identified by HeadStart Kent schools. It can also be offered as a series of sessions like traditional counselling, and can be supported by group work, face to face and peer ambassadors.

Online support and counselling can be offered at a time that suits individual young people, and for many, the online approach is preferable. For some who are not yet confident in discussing their feelings face to face, online support can be a bridge - and if appropriate, later engage in face to face counselling and therapies. Recent studies have shown that in the medium term online psychotherapy yields better results, and psychotherapeutic services on the internet are an effective supplement to therapeutic care.¹¹³

The online support and counselling element of the HeadStart Kent Programme will be subject to competitive commissioning. As such HeadStart Kent will set out its requirements based on the views and needs of young people, and learning gleaned from across the country. In addition, HeadStart Kent will signpost young people to services it is confident in - for example Get Connected and ChildLine for drop-in online support. These services will be reviewed and new options added based on feedback from young people and reviews of the outcomes they support.

Kent 0-25 website: Young people, families & community access to positive activities, advice information and support

The website is developed and already includes basic information. Our ambition is to develop it to a higher level to become the most comprehensive place to search for advice, useful links, activities and services for young people, families and local communities across Kent. The development will continue to be based on co-production with young people and their families to ensure the website is meeting the needs of all, especially those in need of additional support.

Workforce training

One of the key ambitions of HeadStart Kent is for the wider workforce to be fully equipped with the knowledge and skills to provide high quality and consistent support to young people. The wider workforce comprises a variety of agencies, providers and organisations across schools, Early Help and Specialist Children's Services, youth clubs, health services, housing services, Police and many others.

It is important that staff from these services have a good level of awareness of the emotional and mental wellbeing of young people, that they are trained in identifying issues and the best ways in which to respond. Every contact with a young person is an opportunity to provide care and support to many young people. Part of the system change HeadStart Kent is determined to achieve is that all staff, when they have contact with a young person suffering anxiety, distress or trauma, make sure appropriate support is provided and that the response is timely and effective.

The number of staff who require training across different organisations in Kent is huge, and much can be delivered through e-learning. We will promote existing e-learning programmes such as MindEd; further where HeadStart Kent identifies unmet training needs partner organisations will fund this using their own training budgets.

Many of the concerns raised by staff across Kent regarding young people relates to e-safety. Through providing good training to the wider workforce, staff will be

¹¹³ Wagner, B., Horn, B.A., Maercker, A., "Internet-based versus face-to-face cognitive-behavioural intervention for depression: A randomized controlled non-inferiority trial", (Journal of Affective Disorders, 2013).

empowered to work with young people around the digital world and other issues that can adversely affect young people. This includes support for families with access needs as well as those who would not traditionally access this type of support.

The wider workforce will also be trained in digital policies and procedures covering the use of staff personal online accounts, social media and electronic contact with young people. This will provide a clear and consistent approach by staff, recognised by young people.

Development of a ‘mental health in the digital world’ simulation

HeadStart Kent will support the development of a resource that explores the impact of the online world on mental health. The proposed simulation will explore cyber-bullying, domestic abuse, self-harm, eating disorders and self-esteem. The product will be developed for use with young people in one to one settings and for groups from ten years and up, and in such a way that it can be made age appropriate for the audience. The resource will also be suitable for use with families, communities, by teachers and the wider workforce. Through the use of the simulation, discussion will be opened between professionals and young people, as well as peer to peer.

Digital nutrition

HeadStart Kent has learned from research into the impact of digital interaction and attachment disorder, exploring the benefits and negative outcomes on emotional wellbeing and secure base. Recent serious case reviews have cited the use of digital technology as a possible negative contributing factor.

Through our contact with young people and families, HeadStart Kent will promote the concept of developing a healthy balanced relationship with technology. HeadStart Kent will promote and support young people in seeking out activities that can restore a healthy balance and encourage them to enjoy fulfilled and active online and offline lives.

Digital champions and ChildNet digital leaders programmes

HeadStart Kent will strongly promote key digital programmes such as the development of digital champions and digital leaders as part of the Kent-wide offer. Digital champions raise awareness and teach skills about the digital world, from how to use technology, through to the latest developments including e-safety and digital citizenship. HeadStart Kent will promote opportunities for young people, families and practitioners to become digital champions in Kent enabling technology to be embraced and used positively.

HeadStart Kent will also support and encourage schools to join the ChildNet digital leaders programme, a pupil-led online safety programme. Schools will have the opportunity to access a new ChildNet online platform, giving young people opportunities to increase their knowledge, achieve recognition and collaborate with digital leaders in schools across the UK.

Programme summary

The HeadStart Kent Programme summary diagram below outlines the activities proposed. It builds on the core approaches for the Programme, and relates activities

directly to the outcomes they aim achieve. This can be cross referenced with the detailed Theory of Change.¹¹⁴

APPROACH TO DELIVERY			
	Kent-wide work to support resilience	Universal Plus - around defined geography (school focus) maximising potential	Additional - Young people impacted by trauma (including domestic abuse)
OUTCOMES	<i>“People around me understand wellbeing and how to promote it”</i>	<ul style="list-style-type: none"> ▪ Kent professionals resilience Hub focusing on: ▪ Workforce Development ▪ Delivery of training ▪ User-led design approaches 	<ul style="list-style-type: none"> ▪ Resilience Toolkit and Quality Mark ▪ Training – young people, families, professionals ▪ Peer mentors ▪ Access to activities e.g. arts and culture
	<i>“My wellbeing is not impacted by pressure to achieve and ‘be perfect’”</i>	<ul style="list-style-type: none"> ▪ Behaviour change campaign ▪ Resilience ‘everybody’s business’ ▪ Campaigns ▪ Promote opportunities to shape/influence services 	<ul style="list-style-type: none"> ▪ The HeadStart catalogue: ▪ Peer mentors ▪ Safe spaces (school and community)
	<i>“There is always someone for me to talk to”</i>	<ul style="list-style-type: none"> ▪ Tools to support own resilience ▪ <i>“You’re Welcome”</i> ▪ Structured distraction ▪ Every conversation counts 	<ul style="list-style-type: none"> ▪ Personal approaches including: ▪ Facilitated family ▪ Peer and adult mentors ▪ Online counselling

¹¹⁴ Appendix 9 HeadStart Kent Detailed Theory of Change Phase 3

SECTION SEVEN

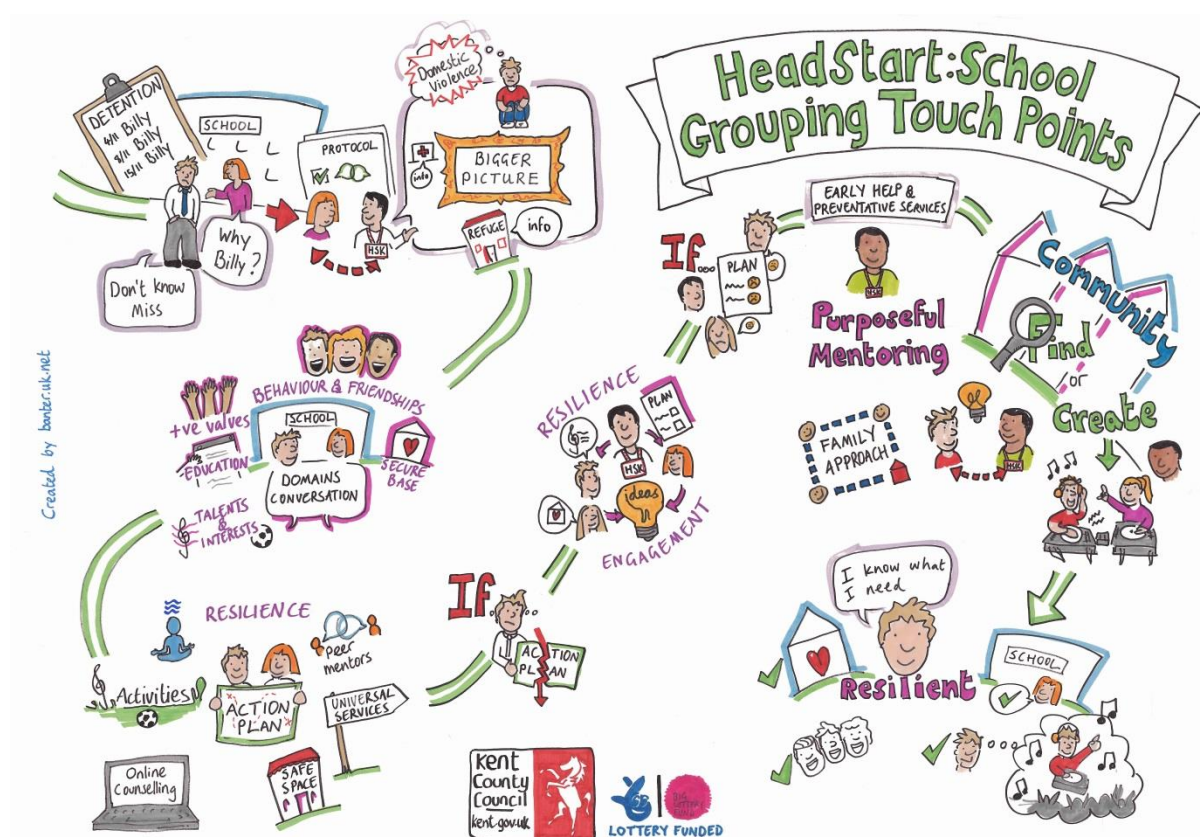
Programme Levels and the young person's journey



The HeadStart Kent illustration above sets out the Programme Levels and activities which form the Phase 3 Programme proposal. Access points for young people in schools to engage with Universal Plus and Additional Levels are identified in the HeadStart school Grouping touch points (illustration below).

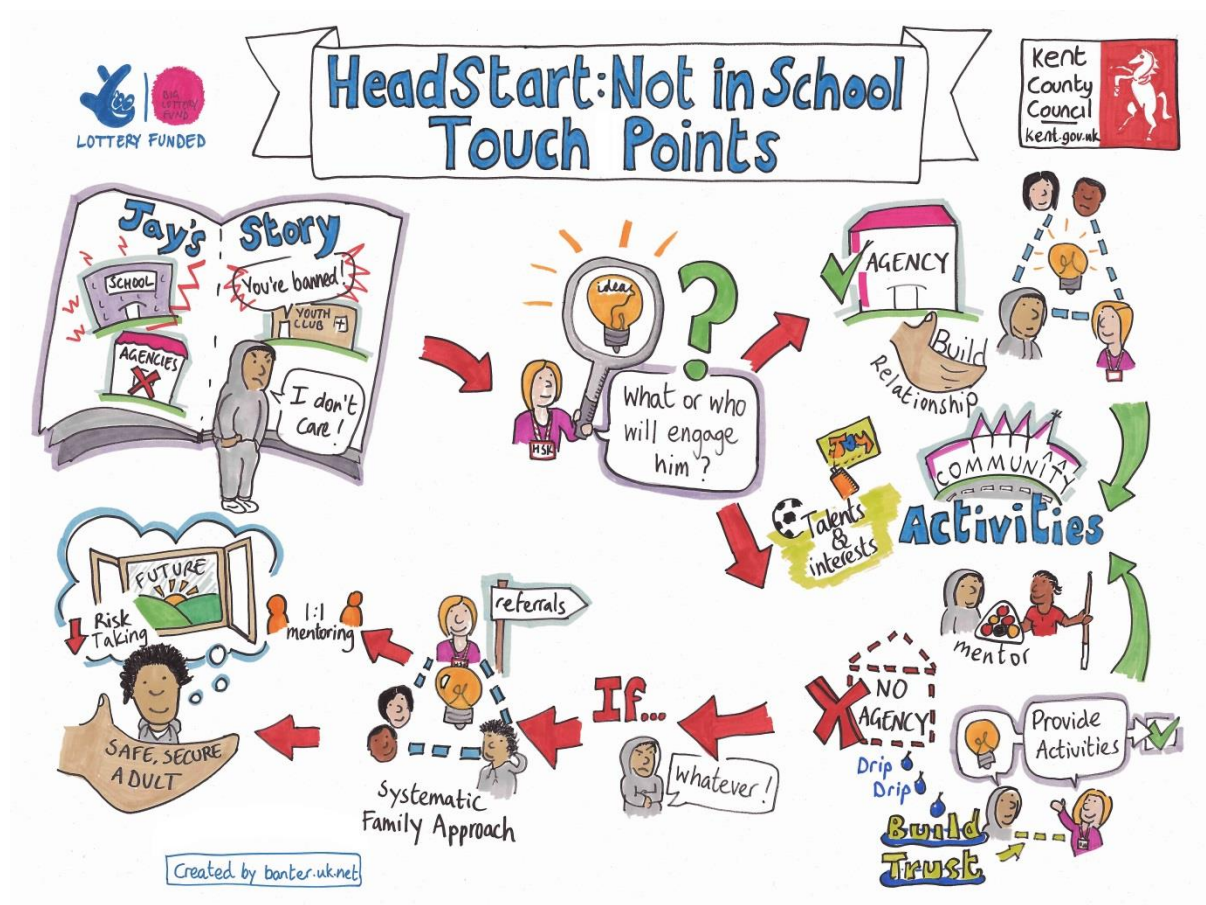
Young people will be identified through touch points - mainly through information given to schools, and through Domain-based conversations with young people and peers through their trusted adult. We also interface with other services supporting young people. For those young people not engaged in school, HeadStart Kent Early Help and Participation Workers will identify young people through existing community resources, and provide them with support to increase resilience and help improve their health and wellbeing.

The graphic below illustrates how HeadStart Kent could make a difference for young people through these touch points in school. For more specific detail about the touch point process for HeadStart Kent schools, see Appendix 27.¹¹⁵



¹¹⁵ Appendix 27 In School Pathway Diagram for Phase 3

The graphic below illustrates how HeadStart Kent could make a difference for young people not in school. For more specific detail to be used in non-school settings see the touch point process in Appendix 28.¹¹⁶



We will promote the principle that young people receive support in universal services and in the community. They would like to feel opportunities are “normalised” and access services appropriate to different levels of need, and more easily return to universal or as one young person described it “every day (ordinary) magic”.

The journeys

The following journeys are based on real families who were referred to a range of services in Kent. They have been adapted to demonstrate the new HeadStart Kent services families will receive at the three Levels, and the positive outcomes we are striving for. Beyond these detailed journeys, there is a selection of some additional journeys which young people have drawn through their exploration of the benefits of HeadStart.¹¹⁷

¹¹⁶ Appendix 28 Not in School Pathway Diagram for Phase 3

¹¹⁷ Appendix 39 HeadStart Kent Young People’s Journey’s Phase 3

Anne aged 15	
Background	Anne had become isolated and withdrawn over recent months. Her attendance at school was poor and her predicted grades were C-D. Gemma, a classmate of Anne, told their teacher that she was worried about Anne but did not know what was wrong.
Kent Wide	<p>The school had implemented the HeadStart Kent-wide approach to resilience and had been awarded a Quality Mark. The teacher used the Resilience Domains as a tool to map Anne's protective factors and identified that she felt lonely most of the time and thought nobody liked her. Although Anne said that Gemma was kind, she did not feel that they were really friends. The teacher spoke with Gemma and knowing she lived near Anne suggested they walked to school together. This worked well and they became friends.</p> <p>The teacher also suggested Anne went to a Mindfulness group run in the school and Anne completed the course of five sessions. This helped her with self-esteem and made her feel more positive in and outside school.</p> <p>Through the Kent-wide Resilience Toolkit the school established Peer Mentoring, and the teacher suggested that Anne and Gemma take up the training and become Peer Mentors.</p>
Universal Plus	Not Needed
Additional	Not Needed
Outcomes	Anne is a more confident young woman who leads a more fulfilling and social life; she feels better about herself and more able to cope with difficulties. In addition she has improved her GCSE grades which are now predicted at B-C. By helping Anne, Gemma has learned lots of skills and enjoys using them to help others.
<p>Anne's perspective</p> <p><i>"I didn't think anybody wanted to know me, I didn't think they would notice if I wasn't there. I felt very lonely. I wasn't doing very well at school, it was just so difficult all the time, and I tried I really did, but it didn't make any difference so I just gave up. Gemma was in my class. We lived down the same road, just three doors apart and when we were younger we used to play together, it was really good fun. But Gemma had new friends, and she was really popular, so I didn't think she wanted to walk to school with me anymore. We stopped some time back, I would hang around at home a little longer so she wouldn't feel like had to walk with me."</i></p> <p><i>"One day when I did go to school - I used to tell Mum that I had stomach ache so I wouldn't have to go - we had this class where we looked at our domains. I didn't know about it before but it was really easy, not like Maths, we just had to think about what our lives were like. It made me feel really sad though. I had to talk about friendships, and I marked it with a red sticky dot. I didn't have friends. Gemma was sat with Keelie and Jen and they were laughing together. Sir was looking at everyone's work and when he came to me he asked why I was red for friends, I didn't know it but Gemma had put me down with Keelie and Jen as one of her close</i></p>	

friends. I cried, right there in class. I don't know why, I should have felt happy about this."

"The next day, Gemma knocked for me on the way to school. I wasn't ready so I had to run around like mad to get everything together, but she waited. The next day I made sure I was ready, and every day since for the last six months."

"I went to a group at school to learn about Mindfulness. I enjoy this and they gave me a book to develop my skills in using it when I get worried about stuff. Gemma and I also signed up as Peer Mentors, it was Sir's idea. He said we were an example to the rest of the school and we could support other young people. I don't think I really knew what he meant, but when I attended the training, suddenly I did, by being a Peer Mentor I could help others that felt like I had."

"I am still not very good at Maths, but I'm getting there. Gemma, Keelie and Jen and I all meet up to do our homework now so that helps, especially as Keelie is really good at maths. We also go to town at the weekend and just hang out, and that's good."

Anne 16

How HeadStart Kent will make a difference

The school had recently completed an assessment, using the HeadStart Assessment Toolkit, and with the help of students had created an approach to ensure that emotional wellbeing and supporting resilience was part of their everyday work. It was this approach that had enabled Gemma to feel that she could raise her concerns, and know that action would be taken. The school had also accessed HeadStart Kent campaign resources, and promoted the message "It's ok" through posters, tutor time, and through a young person led campaign. The school had embraced Mindfulness and encouraged their pupils to use it.

Anne benefited from HeadStart by attending a school that had initiated the Kent Resilience Toolkit. Although not within a priority Grouping, the school had recognised the benefits of paying to train staff around the Domains, Mindfulness and Youth Mental Health First Aid so that they felt equipped to initiate conversations with students, with confidence.

Luke aged 10

Background	<p>Since Luke was seven he often got into fights at school; after his best friend left the area he has no close friends.</p> <p>Luke had two younger siblings a brother and sister, both of whom with severe autism. He helped his parents with looking after his siblings. He often got minor scratches from his three year old brother who lashes out at Luke and his parents.</p> <p>Luke did not know how to make and maintain friendships so he did not try. He did not talk to others about how anxious and angry he often felt. Luke's school attendance and performance started to deteriorate.</p>
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Kent Wide	<p>Luke attends a primary school in a HeadStart Kent school Grouping with a Quality Mark.</p> <p>The school had trained staff in the Resilience Domains. The school's Pastoral Lead used the Resilience Domains with Luke to find out why he getting into fights and this gave an opportunity to explore all aspects of Luke's ecology and the issues around Luke's siblings; his isolation at school and lack of interests were highlighted.</p> <p>When the school identified individuals that were getting into problems or appear isolated they set up positive activities to integrate them better. The children were encouraged at playtime to look out for others who were alone and asked them to join in their games. Staff members supported this at lunchtime by organising games in the playground.</p> <p>Luke joined in these games and started to have better interaction with other children.</p>
Universal Plus	<p>Luke was still getting into occasional fights. The Pastoral Lead in the school invited him to several Mindfulness sessions that Luke enjoyed and found useful in dealing with his anxiety and anger.</p> <p>The school had also established a Safe Space and the Pastoral Lead suggested that when Luke felt angry or upset he should use the room. Luke liked the room as it was peaceful and helps him to calm down.</p> <p>While Luke did not mind helping out at home, he did not have an activity outside of school. Since Luke didn't have an identified interest, after a discussion with Luke's parents the HeadStart Participation Worker took Luke to the local youth centre to attend a sports session for 8 to 12 year olds.</p> <p>The Participation Worker also spoke with Luke and his parents about him registering as a young carer or attending a group to meet other young people who help out their brothers, sisters and parents at home. While Luke did not want to do this it was left as an option that which may benefit him in the future if he changes his mind.</p>
Additional	Not required
Outcomes	<p>Luke is now in year six and has a group of close friends. Luke enjoys school, he no longer gets into fights and his attendance and performance has improved.</p> <p>Luke made new friends at the youth centre, is in their cricket team and through music activities has also discovered an interest in being a drummer.</p>
<p><i>Luke's perspective</i></p> <p><i>"My name is Luke, I am ten years old. I have a brother, Charlie and a sister, Caitlyn. Charlie and Caitlyn both have something called Autism. This means sometimes they can get a bit mean, and they scratch me and Mum as well, but mostly they are okay. I didn't used to have any friends. The boys and girls just didn't want to play with me. I</i></p>	

don't know why, but I guess they just didn't. Actually, I am not sure I even asked them if they wanted to play with me. I just know it made me cross, and all I could think about was how cross I was."

"One day it changed. The teacher, I can't remember her name, told everyone that they had to play with everyone, but also, the teachers came out in the playground and played with us. It was really weird playing tag with a teacher but just playing was weird."

"I also had to go to these special lessons and it helped me to be less cross. I also went to a room a few days a week where I can calm down and it had nice music and cool coloured lights and big cushions."

"Toby came to our house one day and asked me if I wanted to go to the youth centre. I have friends at the youth centre and at school too. I was worried about them meeting Charlie and Caitlyn, but it was okay. I am in the cricket team and get to play the drums. I like it a lot."

Luke 10

How HeadStart Kent will make a difference

Luke's school has completed the self-assessment of their approach to emotional wellbeing and resilience through the Resilience Toolkit and have been working on improving all aspects of their delivery.

The staff felt confident using the Resilience Domains with pupils and had set up a Safe Space in the school.

When the school identified several children who were not integrated well with other children, it was a seamless addition to introduce the concept of everyone playing together in the playground. The staff had received a variety of training which empowered them and encouraged by this, and feeling that they themselves could really make a difference, volunteered to implement the games approach at lunchtime.

The HeadStart Participation Worker engaged with Luke and his parents to discuss how his needs could be met. Together they identified local opportunities for developing Luke's talents and interests which was successful.

Good outcomes were achieved as a result of seamlessly combining approaches (school, community and home) and focusing on friendships, talents and interests.

Jack aged 13

Background	Jack was 13 years old, he had two older brothers who are no longer of school age and the family are members of the Gypsy and Roma Community who had lived in the UK for five years. The family moved twice between London and Kent because of work, accommodation and family issues so he has changed schools three times. In his latest school (that was in a Priority HeadStart Grouping) Jack struggled to gain friends, seemed upset in class but did not tell anyone the
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	<p>reasons. Recently he had been absent from his school for several weeks.</p> <p>Jack's school tried to contact the family but had no response. A Pastoral Lead visited the site where the family lived and talked to Jack and his mother. Jack said he felt stupid at school as he was behind his classmates who laughed at him. However he was usually bored at home during the day as his father and brothers are out working and did not want him coming with them. The Pastoral Lead persuaded Jack to return to school and they put together a plan for his return the following Monday.</p>
Kent Wide	The school had embraced the Kent Resilience Toolkit and was working towards a Quality Mark. Staff felt more confident dealing with pupils suffering from anxiety. The Pastoral Lead briefed Jack's teachers who gave him additional support. The Pastoral Lead also introduced Jack to Peter, a Peer Mentor who was 15 and who met with him regularly.
Universal Plus	<p>Jack's school was in a HeadStart school Grouping and he was encouraged to use its new Safe Space, where his Peer Mentor also helped Jack with his homework and went through the Resilience Domains with him. Jack said he was very interested in horses and was encouraged to use this in a story that was read out in class. With support from the HeadStart Participation Worker, this led to a class trip to a local stable. Jack and a class mate took up the chance to go to the stable on Saturdays to clear out the stables and get rewarded with a free ride.</p> <p>The teachers in the school also carried out Mindfulness lessons in class and the school became more inclusive, welcoming and supportive of all class members.</p>
Additional	Not required
Outcomes	Jack's attendance and learning at school is improved and he now has a more positive outlook about his school life. He has a stronger support network around him at school, has lots more confidence and expresses his feelings more easily.
<p><i>Jack's perspective</i></p> <p><i>"I wasn't very popular, and I was stupid, everyone would laugh at me. It wasn't my fault, we were always moving around, and yeah that's how it is, but it meant I missed a lot of classes. Mum's not bothered so when that woman from school, Pat visited, Mum said yeah. I went back to school on Monday, mostly because Mum didn't want Pat visiting again, but it was ok."</i></p> <p><i>"I met Pete in the Safe Space and he helped me to catch up on my school work and then we talked about domains. I had to write a story for English, Pete helped me to do this but we wrote about horses - I didn't know I could write about that, and then the teacher liked it so much she made me read it out in class. I wasn't happy but I was glad I did as we then got to go visit the stables. When we got there, they said I could go every Saturday to help with the horses. James, another lad in the class also comes along and we hang out afterwards. We do Mindfulness at school too. It's</i></p>	

alright. I don't see Pete so much anymore, but I know he's about."

Jack 13

How HeadStart Kent will make a difference

Jack's school has changed its approaches using the Resilience Toolkit and is working towards achieving the Quality Mark. The staff received Resilience Domains, Mindfulness and Youth Mental Health First Aid training as part of their Continuing Professional Development. It established a school mentoring scheme which was tailored to the needs of the young person receiving it.

With the help of the Participation Worker, using school trips to link young people into activities in the community has proved extremely useful. The school and community found inventive ways to mutually support each other. Through the use of Mindfulness combined with the Social Marketing messages, the school has become more inclusive, welcoming and supportive of all class members.

Logan aged 12

Background	<p>Linda self-referred to a domestic abuse service in 2012 after being physically attacked by her husband in front of Logan, her son (aged eight at the time) and his two younger siblings. Linda obtained some information from the service but decided she didn't need to work with them further at that time.</p> <p>Linda emailed a member of the team two years later to say that although she was now divorced but her former husband was still controlling her financially by refusing to pay his debts which were linked to her home. She was advised to attend the one stop shop to speak to a solicitor.</p> <p>A year later, Linda again self-referred through the one stop shop. The former husband had continued to control her through child contact and was speaking to her unacceptably in front of the children at contact hand overs. He had a high level of involvement with the children, having them for tea every Friday and all weekend every other week. He was aggressive and whenever they came back the children's behaviour was off the rails.</p>
Kent Wide	<p>By now Logan was 12. He attended a school in a Priority HeadStart Grouping, with a Quality Mark having applied the Resilience Toolkit. Logan was identified by the school at transition as someone who had been affected by domestic abuse, via a new Information Sharing Agreement with the Council. The school Pastoral Lead developed a good ongoing relationship with Logan.</p>
Universal Plus	<p>Logan's behaviour was worsening and in a temper he pushed over a desk in class. His Pastoral Lead had a conversation with him about his Resilience Domains. Logan identified that he often lost his temper these days and he did not have anything else going on outside of school apart from seeing his dad at the weekend. He said he would</p>

	<p>like to play football.</p> <p>The Pastoral Lead rang Linda for a conversation to see how Logan could be enabled to play football. She said she could not take him out of the village as she did not have transport and was isolated from friends and family. The Pastoral Lead spoke to the after-school club to explore if Logan could become involved, even though his behaviour in class had not improved. Logan attended the after-school football activity and enjoyed it.</p> <p>Logan agreed to register for online support which he accessed at home on his phone.</p> <p>At the same time the school Support Worker encouraged Logan to use its new Safe Space, where a staff member trained in Youth Mental Health First Aid could be accessed. Teaching Mindfulness had just begun in school and Logan received this and found it helpful.</p>
Additional	<p>However Logan's behaviour continued to deteriorate and he struck Linda. Through discussion with him he said he was sorry and wanted to do something about it. The family were notified to Early Help Services and allocated to a HeadStart Worker as part of the Troubled Families programme.</p> <p>Logan also agreed to use online support and when he was upset or down he could use a website and message a trained counsellor who helped him with advice about how to manage his feelings.</p> <p>Logan also joined a newly established domestic abuse group for young people that the local HeadStart Kent Senior Project Officer helped to develop. Later Logan agreed to a Mentor funded by HeadStart Kent.</p> <p>Linda received counselling and was invited to join the Freedom Programme for Domestic Abuse Victims.</p>
Outcomes	<p>Logan's behaviour improved. It took a while for him to practice and use the Mindfulness exercises and he said it helped him not just in school, but at home with his family. Due to the local needs analysis the Early Help and Participation Worker arranged for CVS street based workers funded by Early Help to have weekly football sessions at the village.</p> <p>Linda has completed a course of counselling and found the Freedom Programme very supportive.</p>
<p><i>Logan's perspective</i></p> <p><i>"Mum and dad split up when I was little. I can't really remember us all living together so it didn't really bother me. Mum got married to Keith, he was mostly okay, but sometimes he would get mad and hit Mum, then I would hide in my room. I could hear everything happening downstairs and I couldn't do anything about it. Eventually Keith left, that was better, but Mum got upset every week when Keith would pick up Freddy and DJ, my younger brothers."</i></p>	

“When Freddy and DJ came back they would call Mum names. Mum got upset, and I tried to help, but whatever I said didn’t make any difference. School was okay. I had friends there but sometimes I just couldn’t stop myself from being mean to them. I would start fights with everyone, and I would make a point of messing around in class.”

“I had to have weekly meetings with Julie my Pastoral Lead. I didn’t really see the point but it got me out of class. I wanted to play football and Julie said I could play football at the after school club.”

“Mum had a counsellor which was good and things got better at home but then I don’t know why, I got really cross and I hit Mum. I didn’t want to, well I must have done, but I didn’t mean to.”

“I started going to this group with other people around my age that had experienced domestic abuse. I didn’t know what this meant at first, but it was really good. I didn’t want to be like Keith, so when they asked if I wanted a mentor, I thought this would be a good idea. I also used a website that gave me advice evenings and weekends if I needed it.”

“I now play football in my village, and I use Mindfulness exercises which they taught us at school. I don’t get into so much trouble and I just feel happier.”

Logan 12

How HeadStart Kent will make a difference

HeadStart Kent has led the conversations and information sharing between the community and schools in relation to domestic abuse. At the point of needing additional support, due to this relationship with the Pastoral Lead, moving the conversation to the Resilience Domains was seamless - as was accessing the Safe Space and speaking with a Peer Mentor.

When this progressed to the additional support of a HeadStart Early Help and Participation Worker to oversee the support, participation in a peer group and a Peer Mentor, it was a natural path. The relationship with the Pastoral Lead continued, and they kept in touch with Logan throughout.

Logan was able to use online support whenever he wanted some advice. The new young people’s domestic abuse group was set up for local young people to feel they are not alone and learn from each other how to deal with adversity.

In response to a gap in local provision, identified by the HeadStart Kent needs analysis, the proposal from the HeadStart Early Help and Participation Worker for VCS street based workers to start village football activity met Logan’s needs – as well as other young people in the local community.

It was important that support was arranged for both Logan and his mother and the case was dealt with using a whole family approach championed by the Troubled Families programme. The HeadStart Kent Programme and Troubled Families programme are closely aligned in Kent.

Caleb aged 12 and Katherine aged 10	
Background	<p>Diana has two children: Caleb has autism and was in a mainstream school within a Priority HeadStart Grouping. His sister Katherine was home schooled and due to start secondary school nearly a year later.</p> <p>Diana self-referred to a domestic abuse service through visiting a local drop-in centre. She experienced domestic abuse from her ex-partner who wanted to get back in touch to see the children. She agreed to join the Freedom Programme for domestic abuse victims, and for the police to put a flag on their system should she call and need help. The Domestic Abuse Service called her once a fortnight to check on her welfare.</p> <p>Two months later, Diana's ex-partner approached her and verbally abused her in the high street. He contacted Caleb and said he was going to come back and live with them. Caleb's behaviour was beginning to deteriorate; Katherine was also affected and sometimes physically assaulted during her brother's violent outbursts.</p>
Kent Wide	<p>Caleb's school was in a Priority HeadStart Grouping and had a new Information Sharing Agreement with Kent County Council. This enabled Caleb to be identified by the school as someone who had been affected by domestic abuse. The school Pastoral Lead was asked to meet with Caleb to monitor his wellbeing.</p> <p>Katherine attended a Guides Pack - her Pack Leader had accessed training in Resilience Domains and Mindfulness through HeadStart Kent. The Leader was also able to support Katherine and reassure her.</p>
Universal Plus	<p>Despite support at school, Caleb's behaviour continued to deteriorate. The school is now in one of the HeadStart Kent Groupings so has access to Universal Plus services.</p> <p>His pastoral lead informed Caleb that there was a Safe Space in school so when he needed to Caleb could go there and take 'time out'. Caleb visited the Safe Space and enjoyed having time to think. Caleb was provided with ideas for coping techniques.</p> <p>Caleb's school also started to deliver Mindfulness during lesson time, and this supported Caleb to recognise the steps he needed to take to 'shut down'.</p> <p>After several visits, Caleb developed a good relationship with a young person who was a HeadStart Peer Mentor and said he also wanted to help others with similar experiences and show them they were not alone. The Peer Mentor spoke with the HeadStart Participation Worker who met with Caleb and Diane. Diane was unsure if Caleb was ready for this but the Participation Worker reassured them that Caleb would be supported all the way and at any point he could step out.</p>

	<p>The Participation Worker also supported Caleb to attend the HeadStart local Social Marketing group meeting which enabled Caleb to build his confidence, through meeting new people and sharing his ideas. Caleb connected his own experiences with his learning at school that further helped to build his confidence.</p> <p>Despite family life becoming more settled Katherine was still feeling low. Caleb still had occasional outbursts and Katherine felt that he was getting everything his own way including being part of the Social Marketing group. Katherine did not want to be part of this group, but did not feel she had anything she 'owned'. Katherine mentioned this to the Guide Leader and the Guides ran several sessions for Guides on the Resilience Domains and self-efficacy that helped the pack to understand how to use their strengths to overcome difficulties.</p>
Additional	<p>The family was offered Systemic Family Group work funded by HeadStart Kent at the point of Katherine's transition to secondary school. This enabled Diana to understand the dynamics of the family, maintain a more positive environment at home, and better support Caleb and Katherine.</p> <p>Later Katherine took a place on a Positive Relationships Programme, and Caleb on a young people's programme for domestic abuse victims.</p>
Outcomes	<p>Diana feels more in control of what happens within her family life. She feels more confident and ultimately stronger in her capabilities and relationships.</p> <p>Katherine is planning to sign up as a young leader within the Guides, and is doing well in school. Caleb's behaviour has improved and he is a HeadStart Peer Mentor.</p>
<p><i>Katherine's perspective</i></p> <p><i>"My brother Caleb used to assault me. It wasn't his fault. Caleb has Autism, and mum used to be abused by her boyfriend Joe. It was a lot for Caleb to take. Joe tried to come back into our life. He tried to contact both mum and Caleb. He told Caleb he would come and live with us again, and Caleb really didn't like this idea."</i></p> <p><i>"Caleb goes to school and he gets lots of help there. They have a Safe Space that Caleb can go to anytime he wants and it really helps to bring him back down. They have shown him things to do to help him, before he goes out of control. He also gets lessons in Mindfulness. I know a bit about this, as I have learnt about it at Guides."</i></p> <p><i>"Caleb's had loads of help really, and he gets to do all of this fun stuff, like being a peer mentor, and he attends this group where they come up with ideas. He was really excited one day when he saw a poster he had designed on the wall at the doctors."</i></p> <p><i>"Even with all this help, and I do know it's not his fault, Caleb can still get really mean. I was starting school, the same one as Caleb when Kerry started working with all of us. It really helped to keep everything calm at home, which was good as I was</i></p>	

nervous about school having always been taught by mum. My leader at Guides knew I was feeling really rubbish both about school and how Caleb could be, so we had some sessions where I was able to say what I have, who I am and what I can do. I have it written on post it notes on my mirror and I look at it every morning.”

“Mum’s much stronger for all of us now and Caleb’s improving every day. I shall soon become a young leader at Guides and this is really exciting for me.”

Katherine 12

How HeadStart will make a difference:

Caleb’s school was able to provide HeadStart tools and techniques that helped him and established the Peer Mentoring he benefited from. Staff were fully trained and felt confident in their skills.

The HeadStart Participation Worker who met Caleb was also coordinating training for the community, and knew the Guides leader who had a good relationship with Katherine. This enabled clear links between the Guides and the school, which led to a better transition for Katherine, including the introduction of the systemic family work. Across all Levels, and with each member, messages were consistent, but layered to the need.

SECTION EIGHT

Governance and Programme management

Overview of governance arrangements

The HeadStart Kent Governance Structure for Phase 3 has been agreed by the Kent Children's Health and Wellbeing Board.

The Kent Children's and Health and Wellbeing Board comprise Kent County Council members, senior directors and representatives for other key organisations such as CCGs and District Councils. This is the sponsoring group for the HeadStart Kent Programme and is chaired by Andrew Ireland - Corporate Director for Social Care, Health and Wellbeing.

The Kent Children's Health and Wellbeing Board meet every two months and will receive regular reports on the implementation of the HeadStart Kent Programme, its performance and outcomes.

The HeadStart Kent Executive Group is chaired by Florence Kroll, Kent County Council Director of Early Help and Preventative Services who is the Senior Responsible Officer (SRO) for HeadStart Kent. Also on the Executive Group, David Weiss, Head of HeadStart, Troubled Families and Special Projects.¹¹⁸ The Executive Group further includes representatives from Public Health, the VCS, Education and Social Care. Other organisations are invited as required.

A key body for HeadStart Kent is the Young People's Shadow Board.¹¹⁹ The HeadStart Kent young people informed us that they prefer having their own Board rather than attend the Executive Group. All key issues are considered by them to establish their views and recommendations, which are then fed to the Executive Group via the Participation Worker. The Shadow Board is made up of young people from all over Kent and representatives from Kent Youth County Council and Youth Advisory Groups. The HeadStart Kent Shadow Board governs the central co-production group and the Social Marketing groups.¹²⁰ If any young person would like to attend HeadStart Kent governance groups, there is an open door for all.

The Stakeholder Reference Group will be made up of representatives from a wide range of partners who support HeadStart Kent; this includes schools, District Councils, CCGs, Public Health, the Police, and the VCS.¹²¹ It will provide essential input to guide the way HeadStart Kent is impacting on all services and how the Programme is generating systemic change.

¹¹⁸ Appendix 29 HeadStart Kent Executive Group Draft Terms of Reference for Phase 3

¹¹⁹ Appendix 30 HeadStart Kent Young People's Shadow Board Draft Terms of Reference for Phase 3

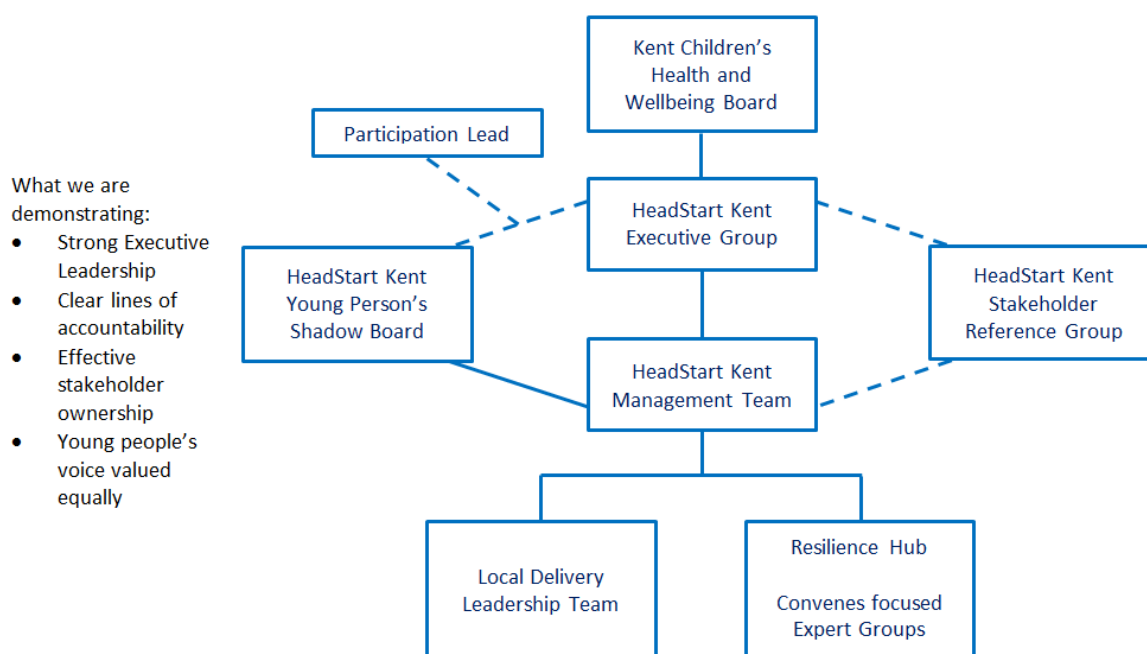
¹²⁰ Appendix 31 HeadStart Kent Social Marketing Group and Coproduction Groups Arrangements for Phase 3

¹²¹ Appendix 32 HeadStart Kent Stakeholder Reference Group Draft Terms of Reference for Phase 3

The Expert Group will be made up of a range of experts in young people’s mental wellbeing and resilience, providing external support and challenge to the Programme. It will meet twice a year and contain representatives from practice and academic settings. This may also include a young person who has experienced trauma to gain their perspective and knowledge. The Resilience Hub will convene this group for specific pieces of HeadStart work.

The Local Delivery Leadership Teams will take overall leadership, management and accountability for the delivery of the Programme where school Groupings are located.¹²² It will meet monthly; learning for the Programme team will be driven by these groups.

Governance structure



¹²² Appendix 33 HeadStart Local Delivery Leadership Teams Terms of Reference for Phase 3

HeadStart groups and roles

Group	Governance Role	Meeting Frequency	Chair	Core Membership
C&YP Health and Wellbeing Board	Strategic Oversight	Every 2 months	Lead Member (Andrew Ireland)	HeadStart Exec Lead, NHS, VCS
HeadStart Kent Executive Board	Executive Leadership with accountability for overall Programme.	Monthly	Executive Lead (Florence Kroll)	Participation Rep, BIG Lottery, Education x 1, Public Health x 1, SCS, VCS x 2, HeadStart Programme Manager
HeadStart Kent Young Person's Shadow Board	Oversight and insight to inform development of the Programme with delegated authority defined.	Every 2 months	TBC	Young people identified to represent
HeadStart Kent Management Team	Day to day oversight and accountability for Programme with delegated authority defined.	Fortnightly	HeadStart Programme Manager (Angela Ford)	HeadStart Team Leads
HeadStart Kent Reference Group	Advice and insight to champion and support programme development and delivery.	Every 2 years	Executive Lead (Florence Kroll)	Key stakeholders from health, schools, communities, police, youth offending, looked after children's teams, education
HeadStart Kent Resilience hub	Expertise and knowledge to create systems tools (quality mark, approaches, training) organises annual expert groups	Every 2 months (Expert Group quarterly)	Executive lead public health (Jo Tonkin)	Key experts, trainers and commissioners.
HeadStart Area Delivery Groups	In locality, operationalising HeadStart within local context	Monthly	School's executive lead	Schools, community, district local statutory and voluntary organisations, voice of young people and families.

Programme management arrangements

The HeadStart Kent Programme Team

The HeadStart Kent Programme Team and their roles are set out in the diagram below. The Programme will be managed in line with the Managing Successful Programmes (MSP) methodology.¹²³ The Programme Manager will be Angela Ford, who delivered the HeadStart Programme during Phase 2 and has developed, with young people and partners, the proposals for Phase 3. Angela Ford will ensure all elements of the HeadStart Programme are delivered - the Kent-wide, Universal Plus and Additional Levels.

David Weiss, Head of HeadStart Kent, will line manage and provide direction and support to Angela Ford and will also provide strategic support to the Programme reporting to Florence Kroll. David Weiss will dedicate as much time to the HeadStart Programme as required; it is estimated to be approximately two days a week (Kent County Council contribution).

Florence Kroll is the senior responsible owner for HeadStart Kent and a senior member of the Sponsoring Group, The Children's Health and Wellbeing Board. HeadStart Kent officers will manage key elements of the Programme, such as:

¹²³ AXELOS Limited, (June 2013), "Managing Successful Programmes", Crown Copyright AXELOS Limited.

- * The Kent-wide elements of the Resilience Hub will be contract-managed by Angela Ford;
- * The Social Marketing and Digital offer will be managed by Elena Ransley-Hoare;
- * Programme support coordination will be managed by Grace Dennis, under Angela Ford's direction;
- * Quality assurance and evaluation will be overseen by Eileen McKibbin, Research and Evaluation Manager, who will direct a monitoring and evaluation officer dedicated to the HeadStart Kent Programme;
- * Participation lead (shared role currently) will be responsible for ensuring co-production is adhered to throughout the entire Programme;
- * In addition, Kent County Council will contribute expert and technical support to the HeadStart Programme team on financial management, human resources and digital.

Key roles in HeadStart Kent:

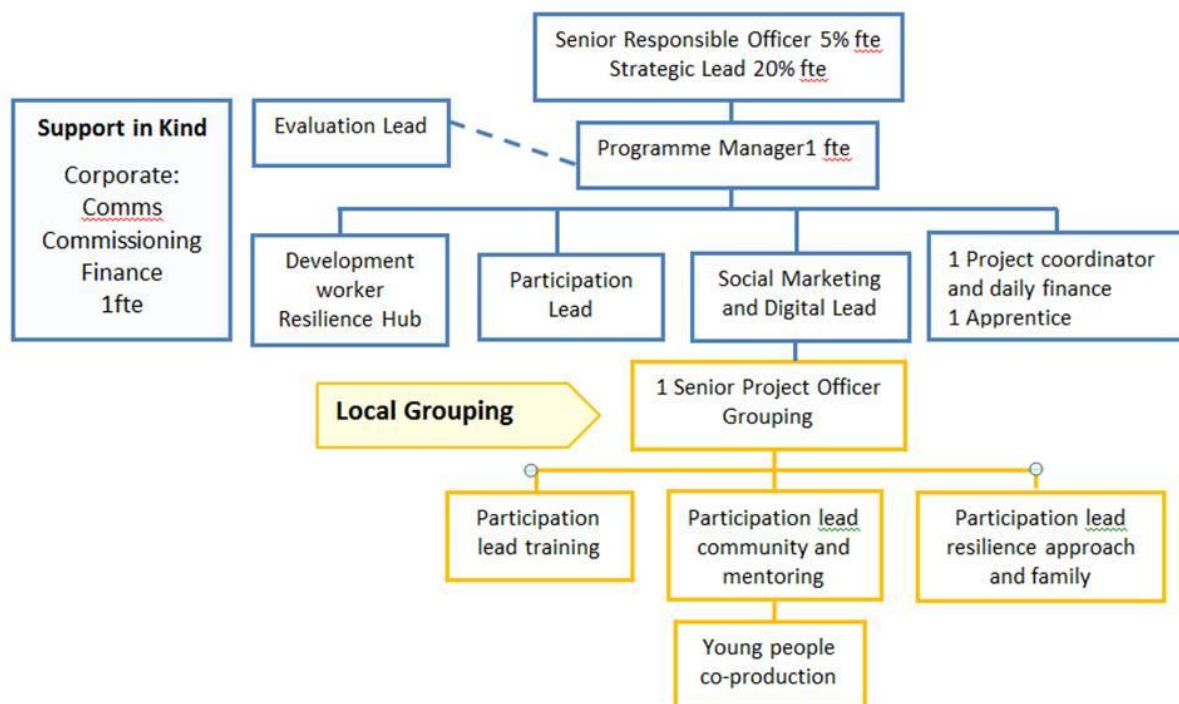
Florence Kroll Senior Responsible Officer	Florence is the Director of Early Help and Preventative Services. She will provide strategic oversight of the Programme and embed its learning throughout the system.
David Weiss Strategic Lead	David is the Strategic Lead. He will provide day to day oversight of the Programme Team, providing strategic direction and leading on the benefits realisation strategy. David is a Managing Successful Programme (MSP) Registered Practitioner.
Angela Ford Programme Manager	Angela will be responsible for the Programme management and delivery. She has successfully led the Phase 2 Programme. Angela has an MBA and currently studying for her MSP. She will oversee all aspects of the Programme, with a specific focus on the deliverables of the Resilience Hub
Eileen McKibbin Research and Evaluation Manager	Eileen is the Research and Evaluation Manager for Kent County Council. She will be responsible for leading the common measurement Framework and evaluation of HeadStart Phase 3.

Tranches of school Groupings

Each school Grouping will have a dedicated senior project officer. They will ensure local delivery in schools, services and communities. Once the HeadStart Kent work is complete and the tranches move on, the Senior Project Manager will ensure the HeadStart Kent ethos is embedded in *“business as usual”* for the area.

Participation officers will ensure the delivery of:

- * Co-production with young people and families;
- * Training across the school Grouping areas;
- * Local community development;
- * Support for young people and families.



Implementation and communication plan

Communication and engagement approach

This communications approach is designed to support the HeadStart Kent Programme and associated projects as they develop.¹²⁴ There are two distinct aspects:

- * Social Marketing: The behavioural change aspect and associated communication and engagement that sits at the heart of the Programme;
- * Stakeholder Engagement: Communication relating to the project management of the Programme. This includes attracting additional contributors to deliver the Programme as well as ensuring an appropriate flow of information between stakeholders.

¹²⁴ Appendix 35 HeadStart Kent Phase 3 Communication Strategy

Implementation Plan

The implementation graphic below identifies the activities as described by young people that HeadStart Kent will undertake to support their emotional health and wellbeing.



The HeadStart Kent High Level Implementation Plan outlines the methodical approach which the Programme Team will undertake to mobilise the strands.¹²⁵ It sets out the deliverables and dependencies over five years and across the three Levels of the Programme. It includes the Kent-wide activity and the rolling out of the Groupings.

The Governance arrangements, Terms of Reference and Membership have been drafted, alongside the specifications of the Resilience Hub. There is a draft Partnership Agreement for the schools and the approaches have been tested in Phase 2. There are clear Tidier sheets available for all the Phase 3 activities so they can be mobilised and commissioned quickly.¹²⁶

The Implementation Plan includes:

- * Deliverables for evaluation;
- * Learning to be captured;
- * Best practice shared;
- * Plans supporting the long term sustainability of benefits.

Risks and assumptions

The HeadStart Kent Executive Group will be responsible for ensuring that there are strong mechanisms in place to identify and manage risks and issues associated with the Programme. Risks and issues are well managed at Kent County Council; the

¹²⁵ Appendix 2 HeadStart Kent Implementation Plan for Phase 3

¹²⁶ Appendix 34 HeadStart Kent Tidier Sheets for Phase 3

Programme Lead is a Management of Risk Registered Practitioner. A detailed Issues Register and Risk Register will be maintained; key risks are summarised below with the proposed treatment.

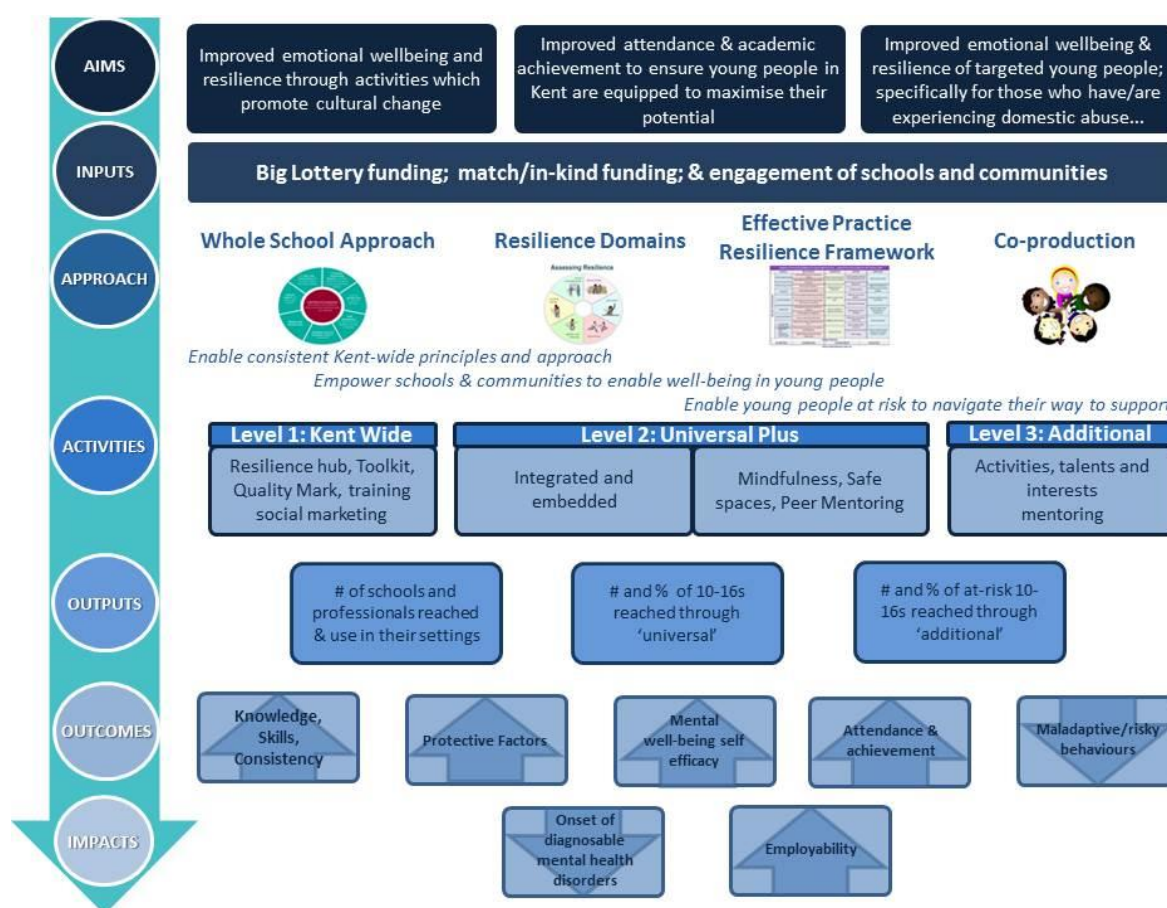
Category	Risk Description	Consequence	Likelihood	Impact	Treatment
Strategic/Financial	That the reductions in public sector funding may result in a decrease in the capacity of partners to engage in the HeadStart Kent Programme. Staff and commissioning reductions may lead to an increasingly narrow focus on statutory activity.	Mission, goals and sustainability of benefits are not achieved	M	M	Using the Health and Wellbeing Board as the Programme Governance, partners will ensure that HeadStart Kent is a key element of reducing the demand on statutory mental health and other services, so keeping it as a Kent priority as it is helping to achieve long term savings.
Strategic	Following the local elections in 2017, the priorities of partners may change, or changes in the leadership of partner organisations may adversely affect the excellent support to HeadStart Kent from all partners.	The loss of support from strategic leaders and partners may compromise the ability to deliver the Programme and achieve its goals.	L	M	Through the Stakeholder Engagement Strategy all Kent County Council parties will be engaged prior to the local election to demonstrate the benefits of HeadStart and there will be a wider engagement of leaders, managers, staff and other stakeholders of all partner organisations

Operational	That the commencement of the Programme and the delivery of Tranche 1 is delayed	This will result in delays in the completion of the work in Tranche 1 and potential delays or work overload later in the Programme	M	M	The Programme is designed with 6 month overlaps across tranches. These can be extended at nil or low cost if required.
Commissioning	That there may not be a sufficiently mature or stable market of providers that can deliver high quality and best value services.	This may lead to delays in the commencement of services or the procurement to a provider who underperforms.	M	M	There will be an intensive market engagement following consideration of the Case for Investment by The Big Lottery Fund and if there is insufficient confidence that the market will deliver good quality best value providers, in-house solutions will be quickly explored and mobilised.
Operational	Services new to Kent such as the online counselling may not be sufficiently used by young people or embraced by partners	It will mean for young people in school groups that an element of the Digital offer is not harnessed and resources have not generated sufficient benefits.	L	L	The detailed specification will be developed in co-production with young people incorporating the learning from other local HeadStart programmes. Following the award of the contract there will be a high level of marketing of the service including presentations at schools and community settings. The use of the service will be closely monitored and action taken to increase the service profile.

SECTION NINE

Evaluation and evidence based approach

Evaluation approach



The above is a summary of the Theory of Change; see Appendix 9 for a detailed version outlining the 'logic chain' for what we expect to happen.¹²⁷

The evaluation in Kent will be fully aligned with the Big Lottery Fund Common Measurement Framework (CMF), and embeds the core metrics of the CMF into the local programme's Theory of Change. The approach will be both a *formative evaluation* (to refine the theory of change / inform learning and development) and an *impact evaluation* (to demonstrate attribution of the HeadStart Kent Programme to measureable effects). In working with national evaluators, the evidence for 'impact' attribution will be further strengthened; at the same time, it is hoped that building a counterfactual into Kent's evaluation will inform the descriptive/formative learning nationally as well.

¹²⁷ Appendix 9 Detailed Theory of Change Phase 3

Evaluation design and methods

The phased roll-out of the Programme lends itself to a ‘stepped wedge’ evaluation design for impact (non-randomised). While such evaluations often have a timed intervention (that is, it ends) HeadStart Kent’s aim is to be sustainable.

Therefore, the ‘steps’ and a stepped wedge design can assess the effect:

- * From baseline/over time in an area;
- * Through counterfactuals by cohort (for additional interventions);
- * By area in Kent where HeadStart is implemented in later phases (for universal);
- * Being sustained as the HeadStart Kent resources are withdrawn and move to new areas.

District	2016/17	2017/18	2018/19	2019/20	2020/21
Swale					
Gravesham					
Ashford					
Shepway					
Canterbury					
Thanet					
Maidstone					
Tonbridge and Malling					
Dover					

Dark blue denotes 18 months of HeadStart funding active.

Light blue denotes expectation of sustainability.

White denotes pre-implementation.

Red line denotes start of measurement activity, particularly data capture, for evaluation. Retrospective measures from education administrative data can also be used.

From a measurement point of view, data capture in Ashford and Shepway will need to start from year one (as a minimum using educational administrative sets, and ideally locally captured data including CMF questionnaire). This would be replicated in all areas, with data collection *before* they receive HeadStart Kent.

To enable learning and development, Kent’s evaluation activities will focus not only on outcomes, but on whether or not activities happened in the way we expected (including outputs such as getting the right number of the right people) and the mechanisms of change. This is the formative aspect of the evaluation, which will enable programme management to make adjustments as needed.

This will also enable us to understand whether or not the mechanisms we believe will make the difference, do in fact happen (e.g. staff confidence and behaviour; and, young people’s experience of protective domains). To gather the depth of information for learning, a mixed methods approach will be undertaken, drawing on a

combination of quantitative and qualitative sources. Examples of qualitative sources to be included are:

- * Embedding ‘young evaluators’ as purposive fact-finders, so young people can find out from young people about universal provision;
- * Focus groups and interviews with staff and practitioners.

Evaluation Framework and Plan

A detailed Evaluation Framework and Plan will be developed to underpin the Theory of Change.¹²⁸ HeadStart Kent will employ a skilled Monitoring and Evaluation Officer to lead this work in Kent and provide robust and timely insights for Programme management.

Kent County Council already benefits from a matched dataset of young people drawing across council-run services. There are a number of measures which will be fully explored and understood in more depth by analysing different HeadStart cohorts through this dataset/model. The evaluation will make use of existing/administrative datasets as much as possible to minimise additional data collection burden.

In supplement to the CMF questionnaire, there will be three primary additional collections of data so that cohorts/effect can be measured. The Monitoring and Evaluation Officer will access from sources and manage datasets on:

- * Training records (names and schools, from training provider) - in order to understand which staff, from which schools, have undertaken which HeadStart training. This is important to ascertain the effect the training has or does not have;
 - A skills/knowledge confidence scale will be identified and put into place to follow any training undertaken;
- * Names of young people ‘identified’ for additional support by schools (from schools) - to track pupils staff identify for support (and in completing more analysis, what we know about this cohort);
- * Names of young people who take-up additional support (from providers) - so we can discern who does, or does not, take up additional provision.

The brief table below, outlines the different cohorts:

Young people cohorts	
1	Young people attending HeadStart schools (baseline and over time)
2	Young people not attending HeadStart schools (as rolling counterfactual, or not taking part)
3	Young people receiving ‘additional’ services in HeadStart schools (3.1 known subject to DAN; 3.2 known in refuge, 3.3 identified by schools)
4	Young people not receiving ‘additional’ services, AND in HeadStart schools (4.1 known subject to DAN; 4.2 known in refuge, 4.3 identified by schools)

¹²⁸ Appendix 36 Detailed Evaluation Framework and Plan Phase 3

5	Young people not receiving 'additional' services, AND NOT in HeadStart schools (5.1 known subject to DAN)
Staff cohorts (primarily for effect of training)	
A	Staff working in HeadStart schools
B	Staff not working in HeadStart schools (but have taken training through Resilience Hub)

Information governance

Kent will be collecting and using information for evaluative purposes. Linked data will not be used to identify/single-out individuals for intervention. Data captures through the CMF questionnaire will be held by Kent County Council, linked with other datasets held by Kent County Council, and analysed for the evaluation - individual pupil responses will not be shared with schools.

For accuracy, the evaluation will capture the information flow to schools through new protocols/pathways put into place for HeadStart Kent:

- * Central Referral Unit alert to schools when there is a young person subject to a DAN - records of these will be captured from the school to know if these are occurring;
- * Refuge alert to schools when there is a young person living in a refuge - as above, records of these will be captured from the school to know if these are occurring.

Both these sources will form two strands of the 'known' DVA cohort for evaluation purposes. Also of interest to the evaluation will be the profile of previously 'unknown' at-risk young people that schools become better equipped to identify. With the additional metrics using the CMF questionnaire, there are very few other measures for which new methods will be developed in the next two months:

- * Confidence scale - to measure staff/practitioners confidence in their skills/knowledge in mental and emotional wellbeing, and how to use these;
- * Data linkages to hospital admissions/A&E for self-harm - to measure one of the maladaptive behaviour outcomes. Kent has pioneered work in data linkage with the NHS through the Year of Care programme for adult social care and health, led by Kent County Council Public Health (with Kent and Medway Health Informatics Service). Kent County Council is confident that a
- * trial of pseudonymised data linkage will enable these metrics to be produced, without identifying individual young people.

SECTION TEN

Financial plan

The five year Financial Plan is a detailed proposal of how HeadStart Kent will mobilise resources to enable young people and the adults who support them to have an improved emotional wellbeing.¹²⁹

The total cost of the HeadStart Kent Programme is £10.7m. This requires £10m investment from the Big Lottery Fund with £700k of match funding in Kind from Kent County Council.

The costings have been developed from a zero based budget, utilising knowledge and costings from Phase 2, products available and from costs from similar programmes.

¹²⁹ Appendix 37 HeadStart Kent Funding Proposal Phase 3

SECTION ELEVEN

Sustainability

There is a growing commitment to mental health and emotional wellbeing among communities, workplaces, schools, and within the government to change the way we think about it.¹³⁰ There is now a consensus that mental health and wellbeing needs to be treated with equal importance to physical wellbeing; *“the human cost [of mental ill-being] is unacceptable and the financial cost to government and society is unsustainable”*.¹³¹

The HeadStart Kent Programme is focused on using the opportunity of the Big Lottery Fund investment over five years to drive system change across emotional wellbeing and mental health services in the county. This is in line with the recently released Mental Health Taskforce Strategy and *“Future in Mind”* report; both outline priority actions to be taken within the next five years to drive improvements in children and young people’s mental health and wellbeing and for their families and communities. We are determined the benefits realised will continue to be generated beyond the HeadStart Kent Programme’s life span.

“The Way Ahead” Strategy for Kent emphasises the need to promote emotional health and wellbeing, to bring services into universal settings including schools, to intervene early and increase confidence in the workforce to build young people’s resilience and support their emotional health. In order to succeed, and given the level of need articulated in the CAMHS Health Needs Assessment, system-wide transformational change needs to be delivered. *“The Way Ahead”* Strategy is explicit in the need to learn from HeadStart Kent, to provide the source of transformation within Universal services and Additional support in accessible settings.

The benefits delivered by HeadStart Kent Phase 3 will be sustained in the long term through:

- * The Resilience Hub which will continue to be an accessible public repository for resources aimed at young people and parents, schools, professional practitioners and commissioners;
- * The transformation of how staff across the system engage with young people’s emotional health and resilience achieved through the approaches, framework, tools and training that HeadStart Kent will have delivered;
- * Investment by the NHS, Early Help services, schools, Local Authorities and communities to continue the HeadStart Kent services in all three Levels (those proved to be effective) and implementing in further Groupings of schools across Kent.

¹³⁰ Mental Health Taskforce Strategy, Ibid.

¹³¹ Ibid.

The Resilience Hub will be an accessible repository for resources aimed at young people and parents, schools, professional practitioners and commissioners.

The development of the Resilience Hub will capture and communicate the learning across Children and Young People's Services in Kent. Critically it will make available and accessible the resources developed with the Big Lottery Fund funding across the network. The Resilience Hub will provide a legacy for HeadStart Kent and a resource that young people, professionals and commissioners will refer to after HeadStart Big Lottery Fund funding ceases.

The transformation of how staff across the system engage with young people's emotional health and resilience, achieved through the approaches, framework, tools and training that HeadStart Kent will have delivered.

Transformation will require leadership and influence across the children and young people's system, through the Transformation Board, Children and Young People's Health and Wellbeing Board, through Local Children's Partnership Groups and to Districts Councils and CCG Boards. HeadStart Kent works alongside the Kent Troubled Families programme and will influence practice to develop positive resilience building activities and good emotional wellbeing through a whole family approach.

Kent County Council, through HeadStart Kent's Executive Group, is equally represented at all of these structures providing intelligence and promoting evidence based preventative approaches. Early Help and Preventative Services, Specialist Children's Services and the Public Health department has prioritised the emotional health and resilience of children, young people and families and are increasingly building on an asset based health inequalities approach.

Investment by the NHS, Early Help services, schools, Local Authorities and communities in continuing the HeadStart Kent services at all three Levels that have been proved to be effective; implementing these in further Groupings of schools across Kent.

This will include aligning resources to ensure HeadStart Kent's approach to the delivery of emotional health and resilience approach can be sustained through the commissioning of whole school health improvement (and Tiers 1 and 2 emotional health and wellbeing). Transformation will not be achieved or sustained through access to resources alone. Funding will develop the capabilities of schools, and local leadership transferred to local partnerships.

School emotional health interventions are currently provided by the School Public Health Service, commissioned by Kent County Council Public Health Department. The current contract value for this service is £5.2 million across the school aged child population. It is proposed that this service is remodelled with the development of an adolescent health approach, comprising a strengthened role around emotional health

and wellbeing and a more visible presence in schools. The figure which contributes to HeadStart Kent Wide approach is estimated at £ 2,530,000 per year.¹³²

This service will also deliver Tier 2 emotional health services, working more closely with schools and reaching into primary school settings to support children with transition. The current contract value for this Level 2 service is £800,000. There has already been significant consultation around this model with support across the system from CCGs, Kent County Council, schools and young people.

The School Public Health Service already delivers approaches including the Enhanced Healthy Schools Model. It is involved in the development of the Kent Resilience Framework. The service also delivers training to schools and parents around emotional health and working toward ensuring the whole workforce is trained in Youth Mental Health First Aid.

This approach to adolescent health will work alongside the HeadStart Kent local workers to embed the Resilience Framework, building and sustaining the skills of the school staff and input into Safe Spaces. They will use and refer schools to the resources and training provided on the portal and will build their capability to involve young people in shaping services.

Through using the range of funding based on the business cases, the benefits of HeadStart Kent can be accessed and demonstrated. These will include funding provided by School Public Health Service and the Future in Mind Transformation Fund. Other funding which may be available based on the benefits generated by HeadStart Kent includes resources from Local Children's Partnerships Groups, and school budgets including Pupil Premium. There are a number of large charitable foundations based in Kent and HeadStart Kent will support local community groups to approach them based on the aims of the Programme.

The Grouping's Terms of Reference and individual Schools Partnership Agreements will set out clear deliverables to be achieved by the end of the HeadStart Kent Programme, requiring the school to plan for the sustainability of the Programme. During the 18 months of investment, schools will work with their partners to develop a robust plan and resources to sustain the services in order for benefits to be generated in the long term. There will be sustained commitment within the Groupings locally, as after 18 months of initial investment from HeadStart Kent match funding will be provided for a half day post to continue the momentum thereafter.

All commissioned interventions will have a specification which includes the development and delivery of an exit strategy. This will ensure that where contact or support is required for an individual or their family again in the future, this will be facilitated through the provider or local services that are sustained. The overarching governance through to the Children's Health and Wellbeing Board will ensure that

¹³² *This figure is based on a percentage of the budget currently committed to Tier1 and 2 emotional health and wellbeing services for school aged children. The re procurement of Children's Public Health Services is currently under review. There is commitment to maintaining the level of investment in children and young people's emotional health. This budget and the performance of this service is and will, in the future, be monitored on a quarterly basis by Kent Public Health Departments Child Health Team.

senior systems leaders have ownership of the outcomes and impact of the Programme to integrate into the systems.

The sustainability of the HeadStart Kent mission will ensure that beyond 2020...

“Young people and their families will have improved resilience, by developing their knowledge and lifelong skills to maximise their own and their peers’ emotional health and wellbeing; so to navigate their way to support when needed in ways which work for them.”

We are determined to ensure resilience becomes “everybody’s business” and that support for young people is effective, preventative and easily accessible. We will support vulnerable young people and ensure the HeadStart Kent message becomes Kent-wide. Our Programme will be accountable and transparent and we will develop the workforce to drive the system change within Kent. This will not just reduce demand on over-burdened mental health and other services; it will help deliver the best possible outcomes for our young people.

The Big Lottery Fund has provided us with the opportunity to generate permanent system-wide transformation of services across Kent and we embrace this challenge. Through this exciting opportunity of co-production with our young people, families, communities and our partners, we are committed to ensuring we realise the maximum benefits for our young people and for our future generations.

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From: **John Lynch, Head of Democratic Services**

To: **Education and Young People's Services Cabinet Committee – 30 March 2017.**

Subject: **Work Programme 2017/18**

Classification: **Unrestricted**

Future Pathway of Paper: **Standard item to Cabinet Committee**

Summary: This report provides updated details on the proposed Work Programme and seeks suggestions for future topics to be considered by 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 2017/18.

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 the 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 2017

3.1 The Cabinet Committee is requested to consider and note the items within the proposed Work Programme, set out in appendix A to this report, and to suggest any additional topics that they wish to be considered for inclusion to the agenda of future meetings

3.2 The schedule of commissioning activity that falls within the remit of this Cabinet Committee will be included in the Work Programme and considered at future agenda setting meetings to support more effective forward agenda planning and allow Members to have oversight of significant services delivery decisions in advance.

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 2017/18.

6. Appendices

Appendix A – Work Programme

7. Background Documents

None.

8. Contact details

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WORK PROGRAMME –2017

Education and Young Persons Cabinet Committee

Agenda Section	Items
22 June 2017 •	
B – Key or Significant Decisions for Recommendation or Endorsement	<ul style="list-style-type: none"> • Proposal to expand Marden Primary School
C - Other Items for comment/ recommendation	<ul style="list-style-type: none"> • Education Traded Services Company update • Work Programme
D – Monitoring of Performance	<ul style="list-style-type: none"> • Performance Scorecard
7 September 2017 •	
B – Key or Significant Decisions for Recommendation or Endorsement	
C - Other Items for comment/ recommendation	<ul style="list-style-type: none"> • Early Help and Preventive Commissioned Services Update • Education Traded Services Company update • Recruitment of teachers (annually) • Annual Equality and Diversity report (annual) • Work Programme
D – Monitoring of Performance	<ul style="list-style-type: none"> • Performance Scorecard
22 November 2017 •	
B – Key or Significant Decisions for Recommendation or Endorsement	
C - Other Items for comment/ recommendation	<ul style="list-style-type: none"> • Education Traded Services Company update • Kent Commissioning Plan 208-2022 • School Performance – Exam Results (annual) • Work Programme
D – Monitoring of Performance	<ul style="list-style-type: none"> • Performance Scorecard • Visions and Priorities Update (annual)
18 January 2018	
B – Key or Significant Decisions for Recommendation or Endorsement	
C - Other Items for comment/ recommendation	<ul style="list-style-type: none"> • Education Traded Services Company update • Work Programme
D – Monitoring of Performance	<ul style="list-style-type: none"> • Performance Scorecard

8 March 2018

B – Key or Significant Decisions for Recommendation or Endorsement

C - Other Items for comment/ recommendation

D – Monitoring of Performance

- Work Programme

- Performance Scorecard

Other items

- Gang culture and the risk to vulnerable children in care, in terms of child sexual exploitation and drugs in Kent schools (Suggested by CPP)

- The Virtual School Kent Annual report (Referred by CPP on 20 Jan 17)

- Minutes from CPP meetings (tbc)

From: 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

To: Education and Young People's Services Cabinet Committee – 30 March 2017

Subject: Education and Young People's Services Directorate Business Plan 2017-18

Classification: Unrestricted

Future Pathway of Paper: The Education and Young People's (EYPS) Directorate Business Plan 2017-18 will be formally agreed by the Cabinet Member for Education and Health Reform and the Corporate Director for Education and Young People's Services, following consideration by the Cabinet Committee at this meeting.

Summary: This report outlines the draft Education and Young People's Services Directorate Business Plan 2017-18. The Plan (attached as an Appendix to this report) provides a summary of the services that make up the EYPS Directorate, whether they are externally commissioned or internally provided and the key Directorate priorities and performance measures for 2017-18.

Recommendations:

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

- (i) **Consider and comment** on the draft Education and Young People's Services Directorate Business Plan 2017-18.
- (ii) **Note** that the final Directorate Business Plan will be published online in April 2017.

1. Introduction

- 1.1 On 2 December 2016, the Policy and Resources Cabinet Committee agreed the business planning approach for 2017-18, which focused on designing Directorate Business Plans to better support us to become a strategic commissioning authority.
- 1.2 On 20 October 2016, County Council received an Annual Report detailing progress made towards KCC's strategic and supporting outcomes set out in KCC's five year Strategic Statement (2015-2020) 'Increasing

Opportunities, Improving Outcomes'. This Annual Report detailed Cabinet Members' Priorities for the Business Plans in 2017-18. These priorities are reflected in the Directorate Business Plan that this Cabinet Committee is invited to consider via this report.

The priorities that are reflected in the Directorate Business Plan 2017-18 are:

- Ensure all children get the best start in life by ensuring improved Ofsted and Early Years Foundation Stage (EYFS) outcomes, increasing the take-up of free early education for 2, 3 and 4 year olds and ensuring there are sufficient high quality early education and childcare places.
- Raise attainment at all key stages, narrow achievement gaps, particularly for vulnerable learners, increase the percentage of good and outstanding early years settings and schools, and ensure all young people are engaged in learning or training until age 18, with a good outcome that leads to employment.
- Sustain and embed transformational changes to date and deliver the Children and Young People's Integration Programme which will ensure a more integrated service for children and young people in Kent achieving a more responsive and supportive service that delivers on the continuum of need of Kent's children, young people and their families.
- Maintain good safeguarding practice which is responsive and promotes the wellbeing of children and young people.
- Build on the good progress that has already been made in respect of the Grammar Schools and Social Mobility Select Committee recommendations, which are seeking to redress the under-representation of children from disadvantaged backgrounds accessing Kent's grammar schools.
- Embed our new partnership relationships with all EYs settings, schools and other providers based on collaboration and shared effort, particularly through the Kent Association of Headteachers, to build a more effective system of school to school support.
- Deliver improved multi-agency support for children and families who have additional needs through our Early Help and Preventative Services (EHPS) and work in an integrated way with Specialist Children's Services (SCS) to support children and families to achieve better outcomes, therefore reducing the need for statutory intervention in the lives of children and families.
- Reduce demand and costs by implementing changes in SEN transport.
- Support greater choice for parents and families by commissioning places in strong schools and quality Early Years settings.
- Reduce the number of NEETs by ensuring these young people move on to positive destinations, training and employment, particularly by increasing provision of targeted support for vulnerable learners.
- Develop and improve the opportunities and progression pathways for

all 14-19 year olds to participate and succeed, so that they can access higher levels of learning or employment with training, including apprenticeships and technical options to age 24. Develop our PRUs and other services that support pupils at risk of exclusion.

- Develop an Education Services Company in partnership with schools, in order to increase the resilience and long term sustainability of education services in light of the changing role for local authorities in education.
- Support the Kent Association of Headteachers in delivering the Kent Leadership Strategy so that we all remain focused on developing the leadership capacity in Kent schools, and in the local authority, that is required to have the best education and children's services in the country.
- Plan and deliver services in-line with budgetary requirements for the 2017-18 financial year.
- Make sure that key corporate responsibilities are effectively discharged (i.e. annual governance statement, equalities duties and EqlAs, risk register, business plan, internal audits).
- Ensure that the quality of practice and service delivery is maintained to a high standard through adequate levels of training and development, support and in compliance with legislative requirements.

1.3 The EYPS Directorate Business Plan 2017-18, when approved by Cabinet Members, will be published online at Kent.gov.uk and sets out:

- How the Education and Young People's Services Directorate contributes to delivering the County Council's Strategic Statement 'Increasing Opportunities, Improving Outcomes 2015 -2020'.
- How the Directorate is organised and the services it provides.
- The key strategic priorities and targets for 2017-18.
- Signposting to detailed existing strategies and delivery plans.
- The level of resource available e.g budget and FTE establishment.
- The headline organisational development priorities.
- The key Directorate risks.
- A summary of the key performance indicators accompanied by the Directorate Performance Scorecard.
- How the Directorate commissions external services and challenges internally delivered services.
- A checklist of internal and externally commissioned services, contract value, end dates and dates for review of services.

1.4 EYPS Cabinet Committee is invited to consider and comment on the draft Directorate Business Plan, set out in the Appendix to this report. Feedback will inform any amendments before final approval by Lead Cabinet Members, prior to publication online in April 2017.

2. Financial Implications

2.1 The Medium Term Financial Plan sets out the scale of the transformation that is required across the authority which must be delivered at pace.

Accordingly the authority needs to focus its limited resources on activity which supports transformation and the continued delivery of key education and early help services.

- 2.2 All of the strategic priorities identified within the Directorate's Business Plan will be achieved within the agreed Directorate budget for 2017-18, including the challenging savings and additional income generation targets.

3. KCC's Strategic Outcomes and Commissioning Framework

- 3.1 The EYPS Directorate Business Plan plays an important part in reflecting how the Directorate will support the achievement of the County Council's new five year Strategic Statement "*Increasing Opportunities, Improving Outcomes*".
- 3.2 The Strategic Outcome 'Children and young people in Kent get the best start in life' and its supporting outcomes detailed in '*Increasing Opportunities, Improving Outcomes*' require us to ensure all pupils meet their full potential; that we see continuous improvement in pupil attainment and progress; that we close achievement gaps; that there are more good and outstanding early years settings and schools; that we shape education and skills provision around the needs of the Kent economy; and improve services and outcomes for the most vulnerable children and young people in Kent.
- 3.3 The priorities set out in the EYPS Directorate Business Plan 2017-18 and the accompanying targets set out in the Directorate Performance Scorecard seek to support the achievement of 'Increasing Opportunities, Improving Outcomes'. These priorities are drawn from the Directorate's key strategic document - EYPS Vision and Priorities for Improvement 2017 -2020, considered by the EYPS Cabinet Committee at its meeting on 23 November 2016. The vision and priorities detailed in this document seek to promote and champion education excellence and support the drive towards ensuring that Kent is the best place for children and young people to grow up, learn, develop, achieve and thrive.
- 3.4 KCC is aiming for outcomes that are very ambitious and challenging, and is determined to pursue their achievement relentlessly. There is a good level of shared ambition with Headteachers, governors and other key stakeholders to achieve the improvements detailed in the EYPS Directorate Business Plan 2017-18.

4. Business Planning Process 2017-18

- 4.1 The Directorate Business Plan for 2017-18 is an important source of information to drive forward the agenda to embed strategic commissioning into business as usual for the Council. The Business Plan includes timescales for the strategic commissioning of services, including major contracts. It also sets out the timeframe for internal contestability reviews of services.
- 4.2 Commissioning and structural arrangements in EYPS will need redesign if the decision is made to set up an Education Services Company. These

arrangements will be informed by the scope of the services which may become part of the Company, but in any event, commissioner, client and contract management posts have been retained within KCC, and their roles specified as part of the Full Business Case for the Company, which was considered by this Committee on 7 March 2017.

5. EYPS Directorate Business Plan

- 5.1 The draft EYPS Directorate Business Plan 2017-18 is set out in the Appendix to this report. It details the key functions and responsibilities of EYPS and sets out ambitious priorities and targets for achieving better outcomes for children, young people and their families.
- 5.2 The context is one of considerable change, which is driven by our own local priorities for transformation and more effective and innovative ways of working, as well as national changes of policy and higher expectations for what we should achieve. The necessary savings required of local government are challenging but they also provide the opportunity to develop better ways of doing our business in more efficient ways and at lower cost.
- 5.3 We are driving change and improvement through a number of strategies, for school improvement, for early help and preventative services, for special educational needs and disability, for 14-24 learning and skills, for commissioning new school and childcare provision, and for the early years education and childcare sector. There is little business as usual and more continuous improvement and transformation.

6. Conclusion

- 6.1 This EYPS Directorate Business Plan 2017-18 aims to communicate our vision and direction, with strong messages about what the EYPS Directorate aims to achieve and the ways the Directorate will transform itself in the next year.

7. Recommendations

Recommendations:

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

- (i) **Consider and comment** on the draft Education and Young People's Services Directorate Business Plan 2017-18.
- (ii) **Note** that the final Directorate Business Plan will be published online in April 2017.

8. Background Documents

- The EYPS Vision and Priorities for Improvement 2017-2020.
- More detailed delivery plans have been set out in the Early Years and Childcare Strategy, the School Improvement Strategy, the 14-24

Learning, Skills and Employment Strategy, the Adult Skills Strategy, the NEET Strategy, the SEND Strategy, the Education Commissioning Plan, the Youth Justice Plan, The Vulnerable Learners Strategy and the Early Help and Preventative Services Strategy and Three Year Action Plan.

9. Contact details

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Education and Young People's Services Directorate

DRAFT Directorate Business Plan 2017-18

This document is available in a range of formats and can be explained in other languages. To ask for an alternative version, please email alternativeformats@kent.gov.uk

Kent County Council Equality and Diversity Team, phone with
Type Talk:18001 03000 421553

Or write to: *Kent County Council, Strategy Policy and Assurance Team, Room 2.70, Sessions House, County Hall, Maidstone, Kent, ME14 1XQ*

Foreword from our Corporate Director



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

I am pleased to introduce the Education and Young People's Services Directorate Business Plan for 2017-18.

The Plan details our key responsibilities and sets out our ambitious priorities and targets for achieving better outcomes for children and young people, as well as improving our services for 0-25 year olds and for families. Our ambition is to be one of the best places in England to be educated and to grow up.

The context is one of considerable change, which is driven by our own local priorities for transformation and more effective and innovative ways of working, as well as national changes of policy and higher expectations for what we should achieve in the education system. The necessary savings required of local government are challenging but they also provide the opportunity to develop better ways of doing our business in more efficient ways and at lower cost.

A key priority for the forthcoming year will be the development of the Education Services Company (ESC). The purpose of establishing this Company is to continue delivering both traded and statutory elements of education support services, increasing their long term sustainability and to maintain and enhance the strong partnership between KCC and Kent schools in the future. This development will allow schools to have a greater say in how services operate and continue the focus on improving attainment and standards.

The ESC Business Case was approved by Members at the end of March 2017. The venture will be a Community Interest Company responsible for delivering directly a number of key services that are currently delivered from KCC, including School Improvement, Outdoor Education, Schools Financial Services, Early Years and Childcare, Education Psychology, Skills and Employability, Education Safeguarding Service and EduKent. Work is underway to establish the Company and it is expected that it will be live in early 2018.

A focus of the Directorate's work this year will be the Children and Young People's Services Integration Programme. EYPS will work together with colleagues in Specialist Children's Services to better understand what factors enable us to deliver the most effective outcomes for the children and families we work with. This programme will involve reviewing records and data, having conversations about case outcomes and undertaking focused discussions

about how we shall ensure that the right children are receiving the right service at the right time, as well as thinking about how our services can come together successfully to deliver more integrated working, learning from what is working well and what will need to be in place to build on this good work, to provide a more unified service to children, young people and families across Kent.

We are driving change and improvement through a number of strategies, for school improvement, for early help and preventative services, for special educational needs and disability, for 14-24 learning and skills, for commissioning new school places and child care provision, and for the early years education and childcare sector. As well as business as usual there is more continuous improvement and transformation as the Council becomes a strategic commissioning authority.

All these strands of our work require highly effective partnerships and good relationships with other agencies and stakeholders, especially schools. They also require new structures and organisation for better delivery at local level, hence the emphasis on delivering more joined up local services in districts that meet the needs of local people. We aim to ensure that our services are: fully integrated; focused on building greater resilience in families; able to ensure safeguarding for all, through effective working across all agencies and partners; delivered in a more responsive and timely way through effective and efficient use of resources; designed as part of a whole system approach along the continuum of need and capable of achieving the best outcomes. Our agenda is a shared one as partners and our stakeholders commit effort and resources to achieving our common goals.

We are also very conscious that change happens through people, who are our greatest resource, and therefore building up the skills and capacity of our staff is a key strategic priority. This programme of work depends on our success at workforce development in releasing and growing the potential of all of us to be more creative and effective in what we do.

Successful organisations provide vision and leadership, set clear directions and have simple rules and strong messages that guide the right behaviour to achieve better outcomes. This Directorate Business Plan attempts to communicate our vision and direction, with strong messages about what we aim to achieve and the ways we need to transform our work in the next year or two.



Patrick Leeson

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1. Purpose of the Directorate Business Plan

The Education and Young People's Services (EYPS) vision is for Kent to be the best place for children and young people to grow up, learn, develop and achieve. We aim for Kent to be a place where families thrive and all children learn, are supported and safeguarded and develop well from the earliest years so that they are ready to succeed at school, have excellent foundations for learning and are equipped well for achievement in life, no matter what their social background.

We expect every child and young person to be able to go to a good or outstanding early years setting and school, have access to the best teaching, and benefit from schools and other providers working in partnership with each other to share the best practice as they continue to improve.

This Business Plan details the key responsibilities of the new Education and Young People's Services Directorate and sets out the priorities and targets for achieving better outcomes for children and young people, as well as improving services for 0-25 year olds and their families.

We are aiming for outcomes that are ambitious and challenging. We are determined to pursue them relentlessly and believe we have ways to achieve them. There is a good level of shared ambition amongst Headteachers, Governors and other key agencies and stakeholders to achieve the improvements detailed in this Business Plan.

The establishment of the Early Help and Preventative Services Division in April 2014 has resulted in a more joined-up approach to supporting vulnerable children and young people. We target early help services for the most vulnerable children, young people and families who require additional support, with a focus on delivering positive outcomes for them and avoiding the need for intervention by statutory services. Children, young people and families should be able to access the right services at the right time in the right place. We are placing them at the heart of everything we do, working in a more integrated way and avoiding, where possible, single service actions which may lack coordination or result in wasteful duplication.

The EYPS Directorate Business Plan 2017-18 sets out:

- How the Education and Young People's Services Directorate contributes to delivering the County Council's Strategic Statement 'Increasing Opportunities, Improving Outcomes 2015 -2020'.
- How the Directorate is organised and the services it provides.
- The key strategic priorities and targets for 2017-18.
- Signposting to detailed existing strategies and delivery plans.
- The level of resource available e.g., budget and FTE establishment.
- The headline organisational development priorities.
- The key Directorate risks.
- A summary of the key performance indicators accompanied by the Directorate Performance Scorecard.
- How the Directorate commissions external services and challenges internally delivered services.
- A checklist of internal and externally commissioned services, contract value, end dates and dates for review of services.

2. Education and Young People's Services Strategic Priorities

This Business Plan sets out a range of priorities and targets for improvement, built up over time in partnership with schools and other partners, to achieve what we believe is a shared vision for educational improvements in Kent. Our key priorities, developed with the Lead Cabinet Member for Education and Young People's Services and endorsed by Education Cabinet Committee in November 2016 include:

- Ensure all children get the best start in life by ensuring improved Ofsted and Early Years Foundation Stage (EYFS) outcomes, increasing the take-up of free early education for 2, 3 and 4 year olds and ensuring there are sufficient high quality early education and childcare places.
- Raise attainment at all key stages, narrow achievement gaps, particularly for vulnerable learners, increase the percentage of good and outstanding early years settings and schools, and ensure all young people are engaged in learning or training until age 18, with a good outcome that leads to employment.
- Sustain and embed transformational changes to date and deliver the Children and Young People's Integration Programme which will ensure a more integrated service for children and young people in Kent achieving a more responsive and supportive service that delivers on the continuum of need of Kent's children, young people and their families.
- Maintain good safeguarding practice which is responsive and promotes the wellbeing of children and young people.
- Build on the good progress that has already been made in respect of the Grammar Schools and Social Mobility Select Committee recommendations, which are seeking to redress the under-representation of children from disadvantaged backgrounds accessing Kent's grammar schools.
- Deliver improved multi-agency support for children and families who have additional needs through our Early Help and Preventative Services (EHPS) and work in an integrated way with Specialist Children's Services (SCS) to support children and families to achieve better outcomes, therefore reducing the need for statutory intervention in the lives of children and families.
- Reduce demand and costs by implementing changes in SEN transport.
- Support greater choice for parents and families by commissioning places in strong schools and quality Early Years settings.
- Reduce the number of NEETs by ensuring these young people move on to positive destinations, training and employment, particularly by increasing provision of targeted support for vulnerable learners.
- Develop and improve the opportunities and progression pathways for all 14-19 year olds to participate and succeed, so that they can access higher levels of learning or employment with training, including apprenticeships and technical options to age 24.
- Develop our PRUs and other services that support pupils at risk of exclusion.
- Develop an Education Services Company in partnership with schools, in order to increase the resilience and long term sustainability of education services in light of the changing role for local authorities in education.

- Embed our new partnership relationships with all EYs settings, schools and other providers based on collaboration and shared effort, particularly through the Kent Association of Headteachers, to build a more effective system of school to school support.
- Support the Kent Association of Headteachers in delivering the Kent Leadership Strategy so that we all remain focused on developing the leadership capacity in Kent schools, and in the local authority, that is required to have the best education and children's services in the country.
- Plan and deliver services in-line with budgetary requirements for the 2017-18 financial year.
- Make sure that key corporate responsibilities are effectively discharged (i.e. annual governance statement, equalities duties and EqlAs, risk register, business plan, internal audits).
- Ensure that the quality of practice and service delivery is maintained to a high standard through adequate levels of training and development, support and in compliance with legislative requirements.

Foremost amongst our strategic priorities for 2017-18 are to:

- Successfully embed the 0-25 Children and Young People's Services Integration Programme which will improve outcomes for vulnerable children, young people and their families.
- Ensure the attainment gap for disadvantaged children continues to close.
- Effectively manage the new contract for children and young people's emotional health and wellbeing services and reduce waiting times for Children and Young People's Mental Health (CYPMH).
- Continue to increase the number of apprenticeships for young people.

Our main focus continues to be on improving outcomes for children and young people by raising standards of attainment, closing achievement gaps, improving attendance and reducing exclusion, increasing participation to age 18 and having more good and outstanding early years settings and schools.

We are giving very high priority to ensuring all young people are engaged in learning or training until age 18, including increased numbers of apprenticeships, so that there are good outcomes that lead to employment. We will continue to develop the opportunities and pathways for all 14-19 year olds to participate and succeed so that they can access higher Levels of learning or employment with training to age 24.

One of our major developments is to improve our working culture to be more ambitious and to deliver improved multi-agency support for children and families who have additional needs by reviewing demand management and establishing a new one point of entry 'front door' for referrals and assessments of children in need. By working in a more integrated way we will reduce the number of assessments overall, reduce the number of referrals to statutory social care and increase referrals to Early Help for additional support.

In the EYPS Vision and Priorities for Improvement 2017-20 document we set out the key strategic priorities and targets for the work of the Education and Young People's Services Directorate. The document details the ambition, key priorities for improvement, the progress

made in 2015-16 and our targets for 2017-18 and beyond. The targets extend to 2020 and are provided at the end of this document (Appendix 1). Each performance target has key milestones for each year, against which progress and success are measured.

As part of our continued improvement, our planned outcomes are ambitious and challenging. We are determined to pursue them relentlessly and we believe we have the ways to achieve them. As part of our ongoing discussions and partnership with Headteachers, governors and other stakeholders there is a good level of shared ambition to achieve the following improvements in the period leading up to 2020.

As part of our continued improvement, our planned outcomes are ambitious and challenging. We are determined to pursue them relentlessly and we believe we have the ways to achieve them.

As part of our ongoing discussions and partnership with Early Years settings, Headteachers and governors in schools, and other stakeholders, there is a good level of shared ambition to achieve the following improvements in the period leading up to 2020.

By 2017, we aim to:

- **Improve** good outcomes for children in the Early Years Foundation Stage to 81% and the free school meal achievement gap is no more than 17%.
- **Improve** by a further 2% the age related expectations achieved by pupils at Key Stage 1.
- **Improve** Key Stage 2 attainment to 66% of pupils attaining age related expectations in Reading, Writing and Mathematics combined.
- **Improve** KS4 attainment to ensure at least 66% of pupils achieving a good pass in English and mathematics and achieve 52.0 in Attainment 8 and 0.02 in Progress 8.
- **Improve** the A-Level APS per entry to 35.0 and the percentage achieving AAB or better in at least two facilitating subjects to 18.0.
- **Increase** the Tech Level average point score per entry to 38.5.
- **Reduce** the FSM gap at Key Stage 2 to 18% and reduce the GCSE Attainment 8 gap to 14.0.
- **Increase** the percentage of good and better schools to at least 92%.
- **Reduce** the number of schools in an Ofsted category to 0.
- **Increase** the percentage of good and better early years settings to 97%.
- **Increase** the percentage of families living in a deprived area who are registered with a Children's Centre to 85%.
- **Reduce** NEETS to 2.5% or below.
- **Reduce** permanent exclusions to no more than 55.
- **Reduce** the number of first time entrants to the youth justice system to no more than 350 young people, and the rate of re-offending will be no more than 28%.
- **Deliver the Vulnerable Learners Strategy** to ensure we achieve a significant improvement in outcomes for vulnerable groups, specifically in narrowing achievement

gaps and reducing the numbers of young people who are excluded, who are NEET and who become young offenders.

- **Deliver the Early Help Three Year Plan**, and further integrate Early Help and Preventative Services so that at least 86% of intensive support cases are closed with positive outcomes achieved, and work with Specialist Children's Services so that at least 25% of closed children in need cases are stepped down to Early Help.
- **Continue to deliver the targets in the 14-24 Learning, Employment and Skills Strategy**, including priorities to improve the vocational, technical and training offer so that there is further improvement in the employability skills of young people and in the number taking up and successfully completing apprenticeships (7,900), resulting in a further reduction in youth unemployment to no more than 2% by summer 2017.
- **Deliver 7,900 apprenticeships** for 16-24 year olds, including 3,600 for 16-18 year olds and ensure at least 88% successfully complete their apprenticeships.
- **Recruit at least 100 apprentices each year** to the KCC Apprenticeship Scheme so that by 2017 the numbers will increase to 750.
- **Improve the employability skills of 19 year olds**, especially in English and mathematics, so that Level 2 attainment at age 19 is well above the national average. By 2017 we expect this to be 90%.
- **Improve the outcomes at Level 3** for 19 year olds to 65% by 2017.
- **Deliver the NEETs Strategy to ensure there is a significant reduction in NEET numbers** for Children in Care, children and young people with special educational needs and disabilities, young offenders, pupils attending PRUs and alternative provision and other vulnerable groups such as young carers and those who are home educated.
- **Deliver** the priorities in the SEND Strategy to increase provision and pupil outcomes in Kent, so that there is improved attendance, attainment and progress for SEN learners, a reduction in out of county places and their cost, and a reduction in SEN transport costs.
- **Reduce out of county SEND placements** to no more than 325 and ensure 90% of new Education, Health and Care Plans are completed within 20 weeks.
- **Following feedback from Headteachers, improve the new system** of high needs funding for pupils with special educational needs in mainstream schools, which proves to be more effective at earlier intervention to improve pupil outcomes.
- **Ensure earlier interventions through the LIFT process**, outreach support from Special schools and the use of High Needs Funding have a bigger impact on improving attainment and progress for SEND pupils and on narrowing the achievement gaps between them and other learners.
- **Make a significant improvement to outcomes for Children in Care** and markedly reduce the number of CiC who are NEET and in the Youth Justice system.
- **Deliver the new Kent Health Needs Education Service (KHNES) and improve outcomes for pupils** with mental health needs, with good re-integration rates (90%) for pupils back into mainstream schools. The rate of re-integration is steady but not at the expected level yet. This is in no small part due to the high numbers on home tuition.
- **Champion school leadership in Kent** through supporting the implementation of the 'Kent Leaders in Leadership' strategy co-produced with the Kent Association of Headteachers and other relevant stakeholders, which aims to ensure that school leaders in Kent are supported and developed for the future and that system leadership continues to grow across the county.

- **Continue to deliver the School Improvement Strategy** to ensure all schools requiring improvement become good and outstanding schools within the next 18 months and there are no Kent schools providing an inadequate quality of education. By summer 2017 we expect no schools to be inadequate.
- **Continue to support and develop more effective school to school** support through the Kent Association of Headteachers (KAH), and deliver the Kent Leadership Strategy in partnership with KAH so that there are fewer schools requiring improvement and more good leaders are appointed to headships and executive headships.
- **Implement the plan for a new Education Services Company and as part of that continue to develop and expand EduKent** as a successful trading organisation delivering good value support services to schools at competitive cost.
- **Work with schools and early years settings to deliver a more focused approach** to narrowing achievement gaps and achieve better outcomes for all vulnerable groups with a specific focus on the Pupil Premium, SEN and Children in Care.
- **Work with outstanding and good schools, and multi-academy trusts**, to increase their capacity to sponsor new schools and provide support for the improvement of other schools, through academy sponsorship, federation, trust, executive headship or other structural arrangements.
- **Continue to implement the Early Years and Childcare Strategy 2016 - 2019** to ensure there continues to be sufficient high quality free places for two year olds, robust plans are in place to deliver the 30 hours of free childcare for the eligible working parents of three and four year old children with effect from September 2017, more good early years settings achieving positives outcomes, more children are well developed to start school and there is better integration of the work of Children's Centres, Early Years settings and schools.
- **Ensure 78% of eligible 2 year olds take up a free childcare place.**
- **Continue to improve District based working** so that more decision making and coordination of services for children and young people happens locally through local boards and forums, school collaborations and better integrated working between Education, Early Help, Health and Social care.
- **Deliver the Education Commissioning Plan** so that the needed growth in good quality school places is delivered on time for September 2017, and ensure that improved parental choice and planned improvements for September 2017 are on target.
- **Deliver 22 new forms of entry in Primary and Secondary schools**, 218 Reception places and 60 Year 2 places in Primary schools, together with 90 Year 7 places in Secondary schools by September 2017.
- **Ensure that at least 87% of parents achieve** their first preference for their children when they start Primary school in 2017.
- **Ensure that at least 83% of parents achieve** their first preference for their children when they start Secondary school in 2017.
- **Reduce the rising cost of SEN Transport** and make more efficient use of SEN funding by reducing the increasing costs of SEN pupils placed out of county, as well as working with schools at risk of deficit budgets to ensure there are clear improvements by 2017.
- **Further develop the successful SEN School Transport Pilot involving three special schools** who are making local arrangements to provide transport for their pupils, to expand the model to other Special schools where these arrangements better meet the

needs of pupils and are more efficient and cost effective, leading to necessary reduction in the cost of SEN transport.

- **Ensure the Community Learning and Skills Service is** delivering the improved outcomes in the Business Plan for adults and young people, especially the more vulnerable.

To ensure all pupils meet their full potential, working in close partnership with schools and settings, we aim to achieve the following by 2020:

- **Foundation Stage** outcomes for 5 year olds will continue to improve so that the percentage of children achieving a Good Level of Development will improve from 75% in 2016 to 88% in 2020.
- **Work to reduce the FSM achievement gap in the EYFS** to 17% in 2017 and to 8% by 2020.
- **We aim to ensure 78% of eligible two year olds** will be taking up a free nursery place by 2017 and this should rise to 84% by 2020.
- The percentage of pupils attaining the expected standard at **Key Stage 1** will be amongst the best for our statistical neighbours and improve in Reading to 80% in 2017 and 86% by 2020; in Writing to 74% in 2017 and 80% by 2020; and in mathematics to 80% in 2017 and to 86% by 2020.
- **Key Stage 2 attainment** will be amongst the best for our statistical neighbours, above the national average and pupils achieving the expected standard in Reading, Writing and mathematics combined will improve to 66% in 2017 and to 72% by 2020.
- **Key Stage 4 attainment** will be amongst the best for our statistical neighbours and improve to at least 66% of pupils achieving a good pass in English and mathematics and achieving above national in Attainment and Progress 8 in 2017 and to 72% by 2020.
- **The FSM achievement gaps** at Key Stages 2 and 4 will continue to reduce from the 2016 baseline, and be less than the national gap figures for pupils from low income backgrounds. In Key Stage 2 the gap for FSM will reduce to 18% by 2017 and to 14% by 2020. In Key Stage 4 the FSM gap in Attainment 8 will reduce to 10.0 points by 2020.
- **There will be an increase in the number of good or better schools**, with at least 95% of all schools judged as good or outstanding by 2020. In 2017 we expect to see this increase to at least 92%.
- **We will reduce the number of KCC schools in an Ofsted category of concern year by year**, so that no school will be in this category.
- **We will increase the percentage of good and better early years settings from 97% in 2017 to 98.5% in 2020.**
- **By 2017, 90% of Education, Health and Care plan (EHC) assessments will be completed** within a reduced timescale of 20 weeks (from 26 weeks) and pupils with plans will be making good progress and achieve above average outcomes when compared with national benchmarks. This figure will be at least 95% by 2020.
- **By 2017, we will reduce the number of Kent's children who are placed in independent and non-maintained Special school placements to 325.** We set out our intention to provide more specialist provision in local schools to reduce the number of children who require placement out of county to no more than 250 by 2020.
- **We will increase the number of Special school places by 426** to a total of 3,859 by 2020, which represents a 12% increase from the 2016 total capacity.

- **We will continue to help more parents** access a preferred school place for their child by increasing the number of online admission applications to 96% by 2020 and ensure the number of parents who get their first preference Secondary school increases to 85% and first preference Primary school to 87% by 2020.
- **We will maintain our surplus capacity in school places** to at least 5% and ensure we deliver additional school places in line with demand and parental preferences, each year, as set out in the Education Commissioning Plan to 2020.
- **As part of the Commissioning Plan, by the school year 2018-19**, we will expand school places by 94 permanent forms of entry, with 248 additional Reception places, 60 places in Year 2 Primary schools and 90 Year 7 places in Secondary schools.
- **By 2020 the Kent Educational Psychology Service** will have service level agreements with 70% of Kent schools, in addition to the delivery of its core services.

To improve outcomes for 16-19 year olds and shape education and skills around the needs of the Kent economy we will work with our partners to achieve the following by 2020:

- **By 2017, we aim to ensure there will be no more than 2.5% of young people aged 16-17 (years 12 and 13 age group) who are NEET** and there will be full participation in education and work based training for this age group with year on year reductions in the NEET figures to no more than 1% by 2020.
- **The employability skills of 19 year olds will have improved**, especially in English and Mathematics, so that Level 2 attainment at age 19 is well above the national average. By 2017 we expect this to be 90% and 95% of the cohort will achieve a Level 2 qualification by 2020.
- **We aim to improve the outcomes at Level 3 for 19 year olds** to 65% by 2017 and to at least 75% by 2020.
- **The Level 3 achievement gap for young people from disadvantaged backgrounds is a priority for improvement.** We aim to ensure this will be better than the national average and the gap between this group and other students will have reduced to 18% by 2017 and to 14% by 2020.
- **The uptake of Level 2 and 3 vocational training** in skills shortage areas will increase to 26,000 young people by 2017 and 27,700 by 2020.
- **The KCC Apprenticeship Scheme will continue to recruit at least 100 apprentices** each year, totalling 1000 successful apprenticeships delivered by KCC by 2020. By 2017 the numbers will increase to 750.
- **By 2017 we aim to ensure the number of apprenticeships for 16-18 year olds** increases to 3,600, and for success rates for completion to be at least 80%. By 2020 we expect the number to increase to 4,600 and success rates to be in excess of 83%.
- **By 2020** we aim to ensure at least 85% of schools will have provided one or more apprenticeships which have been taken up successfully by young people. By 2017, we expect at least 60% of schools will have taken on apprentices.
- **There will be a significant impact on unemployment among 18-24 year olds so that current levels reduce.** By 2020 youth unemployment will be no more than 1.6%, from 2.7% in 2016.
- **By 2020**, the number of assisted employment opportunities for vulnerable learners with learning difficulties and disabilities will increase to 175 and by 2017 at least 135 young people will be supported in this way.

- **Post 16 attainment in English and Mathematics** will improve so that by 2020 we aim to ensure at least 70% of 16 year olds that do not attain Level 2 in Year 11 will achieve the qualification by age 17. By 2017 we expect this will be 55%.
- **By 2020**, we aim to ensure the percentage of young people achieving a Level 2 qualification by age 19 will improve to 95%. We expect this to be at least 90% by 2017.
- **We expect to see an improvement in A Level performance in Kent** to above the national average on all measures by 2020. The percentage of students achieving AAB or better in at least two facilitating subjects should improve to 19.5%.
- **Performance in technical and applied general qualifications post 16 should also improve more rapidly** and the gap between Kent's results and the national average should narrow progressively each year between now and 2019. In 2017, we expect the average point score per Tech Level student to be at least 38.5 and this should improve to 41 by 2020. We also expect in 2017 the average point score per Applied General student to be at least 39 and this should improve to 41 by 2020.
- **All young people aged 16 to 19 will be tracked by the LA working in partnership with schools and colleges** so that their participation can be monitored, as required by statutory duty and participation rates improve year on year.

Through Early Help and Preventative Services we aim to ensure we achieve the following and by 2020 we will:

- **Deliver the Early Help Three Year Plan**, and further integrate Early Help and Preventative Services so that at least 90% of intensive support cases are closed with outcomes achieved, and work with Specialist Children's Services so that at least 28% of closed cases for children in need are stepped down to Early Help, with a further proportion of closed Specialist Children's Services cases receiving ongoing support from Open Access.
- **Reduce the rate of re-referrals to Early Help Units** within 12 months of previous unit case closure by EHPS down to below 7% by 2020.
- **Reduce permanent exclusions** from no more than 55 in 2017 to 25 exclusions or less by 2020.
- **Work with schools on behaviour management strategies** and monitoring to reduce the levels of fixed term exclusions down to 1,051 in Primary schools and 5,048 in Secondary schools by 2020.
- **Reduce the number of first time entrants** to the youth justice system from no more than 350 young people in 2017 to 290 by 2020, and the rate of re-offending will be no more than 25%.
- **Work with services across Education and Young People's Services** to increase the education participation levels of young offenders, to ensure that by 2020, 76% of those who are statutory school age receive full time education and 76% of those aged 16 and 17 are in education or employment with training.
- **Ensure appropriate levels of early help support are given to children, young people and their families** in order to reduce the number of notifications leading to a plan down to 50% by 2020.
- **Increase the timeliness** of response for targeted casework to ensure that 90% of plans are in place within six weeks of allocation by 2020.
- **Work in an integrated way** with all services involved with vulnerable young people to reduce the percentage of young people aged 16-17 who are NEET down to 1% by 2020.

- **Improve the attendance of children and young people by supporting the reduction of persistent absence** and focusing on the new 10% threshold for persistent absence. The percentage of pupils who are persistently absent from Primary schools is currently 8.7%. This will reduce to 7% by 2020. Similarly, the percentage of pupils who are persistently absent from Secondary schools currently stands at 14.2% and this will reduce to 9.5% by 2020.
- **Ensure all young people attending a PRU will have achieved qualifications at age 16** including English and Mathematics, and will have a positive learning or training destination at ages 16 and 17.
- **Deliver the Troubled Families Programme** to ensure that high numbers of families are 'turned around', up to 100% of the target cohort of 9,200 families.

Supporting Plans and Strategies

These priorities and targets are set out in more detail in our key strategy documents:

- Vision and Priorities for Improvement.
- The School Improvement Strategy.
- The Early Years and Childcare Strategy.
- The SEND Strategy.
- The Education Commissioning Plan.
- The 14-24 Learning, Skills and Employment Strategy.
- The Adult Skills Strategy.
- The NEET Strategy.
- The Early Help Strategy and Three Year Plan.
- The Youth Justice Plan.
- The Vulnerable Learners' Strategy.
- The proposed Education Services Company.

Significant progress has been made since our Vision and Priorities strategic plan was originally published in 2012. The Plan is refreshed annually and sets out the focus for the Directorate's services for the forthcoming year, informed by new developments. The refreshed set of priorities and targets (which are appended to this Plan) are underpinned by a clear ambition to see all children and young people do well in education, find employment and lead happy and fulfilled lives.

Key Challenges for the Directorate in 2017-18

While we continue to make good progress in raising attainment, narrowing some achievement gaps and increasing the number of good and outstanding early years settings and schools, we also continue to face significant challenges:

- Implementing the decision to establish an Education Services Company with all the associated challenges that follow, to ensure that the Company employing 400 plus staff goes live in the financial year 2017-18.

- Closing the achievement gaps for vulnerable groups which are still too wide for the following groups – FSM / SEN / Gender / Children in Care.
- Reducing the number of children referred or re-referred to statutory social care and increasing the number of children, young people and families supported by Early Help instead.
- Continuing to increase the number of good and outstanding schools as we move forward (from 55% in 2012 to 90% in February 2017).
- Addressing post-16 challenges in terms of participation, progression and provision, reflected in low participation figures, high drop- out rates at age 17, challenging NEET figures, insufficient progress in respect of the attainment of children in care and the need to develop more appropriate vocational and technical pathways for young people to flourish.
- Successfully deliver better integrated working and provide a more unified service to children, young people and their families across the County.
- Continuing to improve outcomes for children and young people and narrow achievement gaps.
- Continuing to improve the quality and range of provision available for 0-25 year olds.
- Addressing the increasing financial pressures on local government and school funding.
- Increasing demand for services and population growth.
- Significant legislative and policy changes which have a direct impact on the services we provide to schools, children, young people and families.

These challenges inevitably shape our response to delivering transformational change and influence our priorities for the year ahead.

Preparing Young People for their Futures

Progression at 16 years old, for some young people, is challenged by a fragmented learning environment, qualification and assessment turbulence, and a period of changes in Careers Education, Information, Advice and Guidance (CEIAG) requirements. This changing landscape may leave many young people without appropriate pathways and provision.

Through our 14-24 Learning, Employment and Skills Strategy Refresh 2015-2018, we aim to ensure no school, college or work-based training provider will be below minimum standards. Our expectation is there will be learner appropriate 14–19 (24 for SEND) programmes, driven by quality CEIAG, which will ensure better outcomes for all.

We aim to ensure that partnership working between schools, colleges and work-based training providers can develop their post-16 offer, to provide all learners with opportunities to develop their employability skills, thus improving the quality and quantity of provision pathways for young people.

A priority is to develop more flexible, innovative curriculum pathways and offer work experience as an integrated element of a learning programme. Offering an appropriate 14-19 (24 for SEN) curriculum with appropriate high quality progression routes, not only benefits learners by improving outcomes but also serves the provider well by positive retention, positive destinations, and positive assessment data.

Extending and improving vocational and technical education, training and apprenticeships

The 14-24 Strategy, moving forward, will have a distinct focus on employer engagement to develop post-16 programmes that promotes the development and implementation of new high-quality vocational and technical qualifications.

The intention is to develop a range of vocational and technical pathways to employment through: work experience, internships, traineeships and apprenticeships. The revised strategy strengthens the link between curriculum design and the world of work and will:

- continue to increase the range of vocational and technical opportunities at Level 3 with appropriate progression at 16; and
- increase the number of businesses pledging apprenticeship opportunities, and the number of young people choosing apprenticeships as a progression opportunity.

KCC and schools will make maximum use of the new Apprenticeship Levy which is being introduced from 1 April 2017, in order to support apprenticeship delivery for 16-18 year olds.

Reducing NEETs

Our aim is to place these at-risk young people aged 16-18, who are not in education, employment or training, into activities which leads to their personal progression into employment. The Skills and Employability Service will signpost apprenticeship vacancies, traineeships and local employability programmes. This will provide personalised pathways into employment supported by high quality information, advice and guidance.

By working in an integrated way with all services involved with vulnerable young people we have been able to reduce the **NEET figure** for January 2017 to 2.9% which was an improvement on the January 2016 figure (5%) but below our target for 2017 of 2.5%. A new NEET Strategy is now in place which will help bring the NEET figure down. The target we are working towards at the end of 2017 is 2.5% and 2% by 2018, with a 1% target by 2020.

3. Directorate Operating Environment

Integration with Children's Services

This phase of our development in children's services provides us with an opportunity to be a good and well-performing service, with the highest quality social work and early help services.

To improve outcomes for children and young people and ensure that 'Every child and young person in Kent gets the best start in life', the EYPS Directorate will employ better interventions to support vulnerable learners and their families. A key focus therefore, of our work, will be the Children and Young People's Services Integration Programme in concert with Specialist Children's Services. Colleagues will work together to better understand what factors enable us to deliver the most effective outcomes for the children and families we work with.

This programme will involve reviewing records and data, having conversations about case outcomes and undertaking focused discussions about how we shall ensure that the right children are receiving the right service at the right time, as well as thinking about how our services can come together successfully to deliver more integrated working, learning from what is working well and what will need to be in place to build on this good work, to provide a more unified service to children, young people and families across Kent.

This change is expected to improve outcomes for children, young people and families and herald changes to working practices:

- in safeguarding and child protection, emotional resilience and health, education and employment, wellbeing, positive pathways and destinations for children in care and care leavers;
- by improving the efficiency and effectiveness of service delivery especially in relation to better integration of what we do and more effective multi-agency ways of working;
- by improving our working culture to be more ambitious and promote effective leadership and responsibility at all levels, so we can innovate and change while maintaining an appropriate approach to risk.

New Front Door arrangements for Early Help and Specialist Children's Services

One of the key strategic ambitions of the Council is that children, young people and families who require services receive them at the most appropriate level and in the least intrusive way. In order to ensure that we are doing this as efficiently and effectively as possible we have undertaken a review of how Triage and CDT work together to determine if we can make a good system better.

The Front Door Demand Management Project is implementing an integrated pathway into intensive and specialist services using one 'request for support' form. We will be working closely with partners to determine how we can work well together and to ensure that they are clear about thresholds. We will be developing a more consistent practice approach using Signs of Safety and reducing and simplifying our processes.

In order to improve efficiency and efficacy of the service, the Front Door Project aims to:

- Ensure a lean process across the system that reduces consultation and duplication of consultations and gives clarity to the pathways to access support for vulnerable children, young people and families.
- Reduce the number of referrals into Specialist Children's Services through robust threshold application, ensuring that decision making is consistent.
- Divert a higher proportion to EHPS, enhancing their preventative impact upon social care whilst ensuring they work with the right families.
- Free up resource capacity in Specialist Children's Services such that social workers have more time to work with families, enabling them to have a greater impact and reduce those whose needs escalate.
- Enable a whole system view, that allows leaders to understand how one part of the system impacts on another and the way that families are supported throughout, to ensure the most effective decision making at the front door project has looked at how demand into the front door and out to district based teams can be best managed.

Changes to the educational landscape

In light of continued financial pressures and reforms to the shape and structure of education in recent years, KCC is looking at the shape of education services in Kent for the future. The main provisions of the 2016 Education White Paper 'Educational Excellence Everywhere', has been dropped and there will no longer be an Education for All Bill. This means that both the forced academisation of schools in areas considered to be "unviable", and the removal of the council role in school improvement, will not now happen.

Instead, in September 2016, the new Prime Minister announced her flagship domestic policy, an Education Bill that would enable a new generation of grammar schools to be established. KCC has recently responded to the DfE's Schools that Work for Everyone Consultation and await announcements about the timing of legislation in 2017 to enable the selective school proposal to be enacted.

In October 2016 we had a new Technical and Further Education Bill announced which builds on the measures set out in the Government's Post 16 Skills Plan, detailing how apprenticeships will be funded and promising a fuller review into how to support individuals, employers and providers into apprenticeships in the future. This Bill is currently passing through the Lords and when enacted, will enable businesses to go into schools to talk to pupils about their further education options beyond the usual higher education pathway. The provisions of this Bill mean that schools must ensure there is an opportunity for a range of education and training providers to inform pupils about approved technical education qualifications or apprenticeships.

As the education landscape continues to evolve, KCC needs to ensure that it maintains the capacity, local knowledge, understanding and expertise to provide essential support services that schools rely upon to function effectively, enabling school leaders to concentrate on raising standards and ensuring the best outcomes for children and young people.

Education support services will still be required by schools, so KCC is exploring a number of options to continue to deliver its education responsibilities and effective, valued education support services to schools through the development of a resilient and sustainable long term vehicle.

Education Services Company

Accordingly, we have been evolving proposals to shape the future of education services in the County, in conjunction with Headteachers. Together we are looking at the opportunities for the establishment of an Education Services Company (ESC), growing its Traded Services to ensure that schools have trusted high quality support services. It is envisaged that the ESC will look to provide a more commercial route through which KCC can deliver its services to schools, including traded activity as well as support any new model to potentially enable KCC to sponsor academies and Multi Academy Trusts (MATs) in the future.

Kent Association of Headteachers (KAH) has and will continue to be involved in developing the ESC. Officers, in conjunction with Headteachers, are currently exploring the viability of a sustainable ESC, including delivering a single front door for schools to purchase education services from KCC. A Full Business Case is being developed which will include a Business Plan and governance proposals that enables schools to influence the delivery of education services within Kent and allows the ESC to realise opportunities for growth to better support the delivery of high quality statutory services. Early in 2017, Members will formally decide whether to proceed with the establishment of the ESC.

Development and Sponsorship of MATs

The Government has made it clear that it expects the majority of academy schools to be overseen by multi-academy trusts. Kent maintains a strategic overview of the MATs working in Kent and their commitments across existing and newly proposed academies, including Free School proposals and changes to the type and character of current provision. Where MATs are looking to extend their reach and where schools are seeking to academise the LA brokers discussions between the parties and aims to inform the picture by helping to ensure that a range of appropriate arrangements exist to support the majority of academies in Kent being part of a local or Kent based trust. The Local Authority is providing advice and guidance on how existing collaborations of schools can further formalise their joint working through a MAT structure and its continuing support role to them as a provider of key business services. These packages are intended to facilitate trust growth and sustainability through access to expertise across a wide number of functions including financial management and audit, governance, standards and attainment and operational aspects for which the LA was previously responsible.

KCC is developing, in discussion with the Schools Commissioner, a local authority multi-academy trust (LA MAT) option for Kent schools, which could sponsor new provision and provide more active and formal support for some schools to form multi-academy trusts. This LA MAT option could provide the mechanism for a proportion of Kent's schools, particularly those which are small (KCC has 100 schools with less than 150 pupils), geographically isolated or vulnerable for a variety of other reasons, to become part of a MAT that has the formal involvement of the local authority. The advantages of such a supporting structure could provide the opportunity for some schools to be part of a formal collaboration to help them maintain the focus and drive on standards. Accordingly, KCC has recently submitted a proposal to the DfE which seeks permission to create a local authority sponsored multi-academy trust, in order to provide them with the necessary support and safeguard their future.

LA's association with Free Schools

All new schools will now open with the status of Free School academies. The majority of new provision will result from successful bids from academy trusts and will be judged against a lead criterion of 'demand'. These replace what was previously referred to as 'Basic Need' and should reference the Kent Commissioning Plan which sets out the forecast need across planning areas and districts. The current plan identifies the need for more than 170 forms of entry across primary and secondary early into the next decade. This will be provided through a mixture of the expansion of existing schools and the creation of new ones. KCC retains a strategic responsibility for the provision of sufficient school places and has had to assume that up to 15 Free Schools will contribute to meeting this pressure. KCC works closely with potential proposers to support the development of proposals which meet the identified need by location and timescale. KCC also has the opportunity to input into the EFA led assessment process whose findings are shared with the Regional Schools Commissioner for his decision.

Free Schools bids can also be brought forward by parental, community and other groups and may centre on other grounds for opening such as 'diversity' which can relate to faith, ethos and curriculum design.

Post opening the Local Authority will liaise with Free Schools as it would with other academy schools.

Funding Changes

The Government has continued to reduce the funding it provides local government through the Revenue Support Grant as well as the cessation of the Education Services Grant (ESG) which gives local authorities and academy trusts money to fund services to schools, from September 2017. These reductions represent a significant challenge for the Council and the EYPS Directorate is required to contribute towards balancing the Councils revenue budget. It plans to do this through a combination of some very challenging additional income generation and savings targets. The additional income will be achieved through a combination of price increases to existing traded packages, through greater market penetration of existing packages and finally through the development of some new stand alone and strategic packages.

Regarding EYPS savings targets, the most significant is on our SEN Home to School transport budget, where colleagues in public transport who put in place the transport arrangements for pupils on our behalf, are looking at achieving significant savings through route optimisation and changes to procurement practices. This will build on the successful work already achieved in the current financial year with three special schools where savings have been realised.

With regards to the funding that Kent schools receive, we know that 2017-18 will be the 7th consecutive year of flat cash, meaning no funding has been provided through this period for inflationary pressures on pay and contracts. We know from the feedback that we have received from Headteachers and Governors that it is becoming increasingly difficult for schools to generate year on year efficiencies to offset these inflationary pressures.

The Department for Education (DfE) has recently published its second stage consultation on its proposals for a National Funding Formula (NFF) for Schools and High Needs funding. These proposals build on the first stage consultation which took place last year which

focused on the principles and the building blocks to include within a new funding formula. This second consultation focuses on the weightings between the factors and the amount of funding to be channeled through each factor. The consultation runs for 14 weeks and closes on 22 March and Kent County Council and its Schools' Funding Forum will be submitting a response.

We fully support the Government's proposals to introduce a redistributive approach to funding so that the funding each school receives is based on a consistent, fair and transparent basis, rather than on historic decisions. In terms of the impact for Kent, the positive aspects of the proposals are:

1. Kent schools and academies are set to receive an additional £29.5m (+3.6%) when the NFF is fully implemented. As a first step towards this, the consultation confirms that we will receive £12.9m (+1.6%) in year 1 namely 2018-19.
2. We were fearful that we would lose funding from the proposals affecting the High Needs block. The government is proposing to introduce a floor that ensures no local authority can lose funding from the introduction of a NFF for High Needs. This is helpful.
3. The government is proposing to introduce a hard funding formula in 2019-20. This means that the funding rates are set nationally rather than locally. We were led to believe from the first stage consultation that there would be no local flexibility or decision making. This consultation proposes a continuation of some local flexibility to recognise local issues e.g. pupil growth, and we welcome this.

However, there are some aspects of the proposals that concern us and that we do not support and these issues will be detailed in our response to the DfE consultation on proposed changes to Schools Funding and High Needs Funding from 1 April 2018.

Changing the way we do things

Our Vision and Priorities for Improvement document includes the ways we have been changing the services provided by KCC to ensure more effective use of our resources and better local delivery, especially our PRU, SEND and Early Help services that support vulnerable children, young people and families.

We can only achieve our planned improvements through partnership and collaboration, and by spreading the influence of the best practice around the county. We continue to be fully committed to school to school support, the work of the Kent Association of Headteachers and partnership with FE Colleges, employers, training providers, health services and the Police.

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

New ways of working are key to success in a more diverse educational landscape, with many different providers across the early years, schools and post 16 skills and employment sectors. This landscape requires us to drive change through strategic influence, highly effective partnership arrangements and collaborative networks in which pooled effort and shared priorities can achieve better outcomes, increase capacity in the system and create more innovative solutions at a time of reducing levels of resource. More successful delivery in Kent depends on the emergence of new vehicles for joint working and partnership.

4. KCC's Strategic Outcomes and Commissioning Approach

'Increasing Opportunities, Improving Outcomes' – KCC's Strategic Statement 2015-2020

KCC is becoming a more outcome focused organisation. We have a clear statement of high level outcomes that the County Council is seeking to achieve.

KCC's Strategic Statement 'Increasing Opportunities, Improving Outcomes 2015-2020' links the vision and priorities of the Council to a series of strategic outcomes that will drive the commissioning and service delivery across KCC. The strategic statement is intended to help KCC, the public, our providers and partners to:

- Be clear about what KCC is seeking to achieve as an organisation;
- Determine where KCC should focus its efforts;
- Drive the commissioning and design of KCC's in-house and externally commissioned services.

KCC's vision is to focus on improving lives by ensuring every pound spent in Kent is delivering better outcomes for Kent's residents, communities and businesses. We are committed to achieving our vision through three strategic outcomes which provide a simple and effective focus for everything we do that is recognised by Members, staff, partners and the wider public:

- Children and young people in Kent get the best start in life;
- Kent communities feel the benefits of economic growth by being in-work, healthy and enjoying a good quality of life;
- Older and vulnerable residents are safe and supported with choices to live independently.

The strategic and supporting outcomes detailed in the 'Increasing Opportunities, Improving Outcomes' will guide our activity now and into the future, influencing our policies, financial, business and service planning, transformation activity and commissioning plans.

The key strategic outcome for the EYPS Directorate to lead on delivering, in partnership with all our stakeholders, is to ensure that children and young people in Kent get the best start in life.

Delivering Our Outcomes

Our priority is to ensure that the strategic and supporting outcomes drive the commissioning and service delivery of the authority, with a 'golden thread' running through our plans and strategies that directly links delivery to these outcomes. We ensure this through our strategic planning process by:

- Updating our strategies and strategic plans and our transformation priorities to ensure they are aligned to the outcomes.

- Ensuring the Medium Term Financial Plan (MTFP) and annual budget setting progress sets out the resources available to support the delivery of these outcomes.
- Continuing to develop an annual Directorate Business Plan which sets out EYPS Directorate's services commissions and provides support for the delivery of these outcomes and priorities.
- Service level commissioning and business plans, setting out how individual EYPS services, whether provided in-house or externally, will contribute to the delivery of these outcomes.

Appendix 2 of this Business Plan details the Directorate's services, whether they are provided in- house or externally commissioned and what future plans there are currently in terms of major reviews and future service delivery.

Strategic Commissioning in EYPS

In July 2013 County Council agreed that the Authority should become a Commissioning Authority. "KCC will be a commissioning authority. This does not mean that it will have divested itself entirely of any role in providing services and have adopted a purely enabling approach. Instead, KCC will have a strong understanding of community and user needs, the outcomes it wants to achieve within the resources available, and the range of providers, either in-house or external, across the public, private and voluntary sector that have the capability to deliver these outcomes."

In December 2014 County Council approved a new Commissioning Framework for KCC which defines our strategic commissioning approach, the principles of good commissioning and the standards expected.

In March 2015, Corporate Board commissioned a high-level progress assessment on the move to a strategic commissioning authority.

EYPS has reviewed the commissioning arrangements within the Directorate to:

- look at the current Directorate organisational structure to establish where the commissioning/provider responsibilities currently reside and if this needs to change.
- define how contestability can be strengthened and whether this needs any changes to the organisational structure and/or strengthening of role descriptions and accountabilities.

The Corporate Director as the Lead Commissioner of all EYPS services sets out the strategic outcomes required in line with the Authority's strategic outcomes statement and then expert specialists in the Directorate are expected to clearly specify service outcomes, identifying where service improvement is required.

The total amount that will be externally commissioned by EYPS in 2017-18 is £27,555,357. The Lead Commissioner delegates responsibility for commissioning and contract and client management to EYPS Directors and Service Heads. EYPS Directors provide challenge to the monitoring of the commissioning contracts.

Each Director chairs a strategic commissioning group to specify and monitor their own

service outcomes. These groups will challenge the service managers and Directors will in turn be held to account by the Corporate Director both individually and through DMT. The commissioning cycle in EYPS is defined as specify; measure outcomes; contest; hold to account. The same model will apply whether the commission is to an in-house, fully outsourced or arms' length provider.

Discussions on how to ensure effective contestability have been held at the DMT with input from the Director of Strategy, Policy, Relationships and Corporate Assurance. Whilst the specification of outcomes must be done by professional experts, the Corporate Director will ensure rigorous reviews of services within the Directorate are conducted with external challenge, and welcomes and expects both corporate assurance of outcomes and in depth external review if and when required. This helps assure a continuous improvement cycle with better outcomes and lower costs which the commissioning model has to be able to demonstrate.

Changes to the corporate governance arrangements to embed strategic commissioning into business as usual were agreed at County Council in December 2015. The new arrangements align Member governance with the strategic commissioning cycle. They clarify the role of Commissioning Advisory Board (CAB) and Cabinet Committees as the primary mechanisms to engage Non-Executive Members in strategic commissioning.

County Council agreed changes to the overarching commissioning arrangements at its meeting in January 2017 in order to meet the need for comprehensive professional strategic commissioning advice to Directorates.

This strategic commissioning activity, working closely with lead commissioners in services, will provide specialist professional services for all phases of the commissioning cycle encompassing commercial leadership and judgement; evidence based decision making; and performance reporting. The range of functions undertaken includes the following:

- Analysis (including demographic, social, economic, market, performance, spend and process).
- Solution and market development.
- Contract strategy and governance.
- Contract creation and negotiation.
- Contract management (commercial aspects).

The commissioning functions which remain the responsibility of EYPS Directorate include:

- System, service and market leadership for the commissioning cycle, including engagement with members and stakeholders more widely.
- Budgetary and financial accountability for the service (irrespective of provider).
- System and service development (including the relationship between cost, effectiveness, quality and time).
- Provider management against the systems and service standards and specifications.
- Development of the service specification (service design and standards).

The EYPS Directorate will continue to have overall accountability for commissioning, drawing on the professional services to discharge this.

This more complete oversight of the entire commissioning cycle provides support and advice to inform decision making for significant commissioning and service redesign activity. Effective and timely forward agendas for the new arrangements will be driven by the strategic commissioning timeline in the Directorate Business Plan.

KCC is now embedding Strategic Commissioning within the organisation so that it is 'business as usual'. The Commissioning Framework requires us to strengthen commissioning, procurement and contract management. This Directorate Business Plan provides information in Appendix 2 which informs the forward agenda for considering strategic commissioning activity within Education and Young People's Services. This Appendix also includes timescales for the strategic commissioning of services and milestones for the Analyse, Plan, Do and Review stages of the strategic commissioning cycle and details the timeframe for internal contestability reviews.

In 2017-18 KCC will transition to a new organisational structure to support the move towards becoming a strategic commissioning authority. The change will impact on the Commissioning Division which has been responsible for commissioning a range of services for adults, children and young people and carers to exercise reasonable choice and control. It ensures that the right level of quality care is provided at the right time, in the right place and at the right cost.

Disabled Children, Adult Learning Disability and Mental Health Division

The Disabled Children, Adult Learning Disability and Mental Health (DCALDMH) Division commissions and provides a range of services for children, young people and adults with disabilities and people with mental health issues. The Division supports vulnerable adults and children to live independently by promoting their wellbeing, and supporting their independence. In order to do this, the Division's services for adult mental health and learning disability already work in integrated teams with NHS colleagues. A priority for the year ahead is to implement a lifespan pathway for service users. The lifespan pathway will ensure continuity of support as soon as people enter the services, through transition to adulthood and throughout their lives. In order to reflect this change, from 1 April 2017, the Division will be made up of five key business areas: Disabled Children and Young People Teams; Community Learning Disability Teams; In-House Provision; Mental Health Services and the Operational Support Unit.

0-25 Change Portfolio Board

The EYPS Directorate's transformation projects are overseen and supported by the 0-25 Change Portfolio Board. The Change Portfolio Board provides strategic direction and oversight of all transformation programmes for 0-19 year olds and services for disabled children up to age 25. The Board is responsible for ensuring all programmes are effectively co-ordinated, joined up and achieve the service transformations, improved outcomes and savings agreed. The Board reviews progress, receiving monitoring and evaluation reports on all 0-25 transformation programmes across the Council, and takes necessary remedial action where programmes are not on track. Projects and programmes currently being planned or delivered include:

- Education Services Company (EYPS).
- Children and Young People Services Integration Programme (across Specialist Children's Services and Early Help and Preventative Services).

- Front Door Demand Management (an integration the teams who take referrals into Specialist Children's Services and Early Help and Preventative Services).
- Commissioning of Emotional and Mental Health (across Public Health, Specialist Children's Services and Early Help and Preventative Services and the NHS).
- 16-25 Accommodation programme (Specialist Children's Services).
- Health Visiting Transformation (led by Public Health but with input from EYPS).
- EYPS Systems Refresh (systems replacement for several parts of EYPS).
- Early Help Module (systems replacement for Early Help and Preventative Services).
- Controcc (systems replacement for payments).
- Headstart (in line with the National programme which gives young people support and skills to cope with adversity and do well at school and in life).
- All Age Neurodevelopmental Pathway (in partnership with the adults portfolio).
- Mobile working (across Specialist Children's Services and Early Help and Preventative Services).

The 0-25 Change Portfolio Board provides a single integrated view of change activity taking place across our services for children, young people and their families. By placing them at the heart of everything we do and working in a more integrated way, we can make sure that everything we do and every penny we spend is used to support Kent's children and young people effectively.

5. Directorate Vision

Our vision is for Kent to be the best place for children and young people to grow up, learn, develop and achieve.

We aim for Kent to be a place where families thrive and all children learn and develop well from the earliest years so that they are ready to succeed at school, have excellent foundations for learning and are equipped well for achievement in life, no matter what their social background.

We expect every child and young person to be able to go to a good or outstanding early years setting and school, have access to the best teaching, and benefit from schools and other providers working in partnership with each other to share the best practice as they continue to improve.

Our strategic priorities are set out in the Directorate's Strategic Plan: 'Vision and Priorities for Improvement 2017-20'.

Significant progress has been made since Vision and Priorities for Improvement was originally published in 2012. The Plan is refreshed annually and sets out the focus for the Directorate's services for the forthcoming year, informed by new developments. The refreshed set of priorities and targets (which are appended to this Plan) are underpinned by a clear ambition to see all children and young people do well in education, find employment and lead happy and fulfilled lives.

We are targeting early help services for the most vulnerable children, young people and families who require additional support, with an absolute focus on delivering better outcomes. The aim is to ensure children, young people and families are positive about their future and are at the heart of joined up service planning, able to access the right services, at the right time, in the right place. We are placing them at the heart of everything we do, working in a more integrated way and avoiding, where possible, single service interventions which may lack coordination or result in wasteful duplication.

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

6. Progress in 2015-2016

Progress made against EYPS Business Plan Priorities

In the past year we have made a number of improvements to outcomes, to our services and our ways of working.

During 2015-16 we:

- **Refreshed** our Early Years and Childcare Strategy in April 2016, which sets out our ambitions to achieve improved outcomes for children in Early Years and Childcare settings. We have embedded the 'Kent Progress Tracker' which enables settings to monitor all children's progress and also piloted a Children's Centre Progress Tracker for future county-wide use; introduced the 'Enhancing Family Involvement in Children's Learning (EFICL) Toolkit for Early Years and Childcare providers to raise parental and family involvement in children's learning, a Toolkit which won the Nursery World Award 2016 for Staff Resources and was also shortlisted for the Children and Young People Now Awards in 2016 ; and embedded over 50 formal Early Years Collaborations (involving almost 450 settings) to work together to narrow the achievement gaps for vulnerable pupils, share best practice and utilise data to accelerate improvement in children's development and learning.
- **Delivered** the 'Free for Two' scheme in Kent with take up having increased to a maximum 70% in December 2016, as part of the Government's policy for Free Early Education places for disadvantaged two year olds. Work will continue to promote and support take up by eligible children and families.
- **Introduced** an Annual Conversation for all Early Years and Childcare providers on the OfSTED Early Years Register, which has significantly contributed to almost 97% of providers currently judged by OfSTED to be good or outstanding.
- **Established** a project to ensure the delivery of the Government's policy of 30 Hours of Free Childcare for the three and four year old children of eligible parents, with effect from September 2017.
- **Improved** the quality of education in Kent schools year on year since 2011, which is reflected in Ofsted Inspection judgements. The percentage of good and outstanding schools in Kent was 55% in 2011. Overall, the latest Ofsted data (as at December 2016) for Kent shows that 90% of schools are rated good or outstanding. This includes 20.8% of schools judged to be outstanding and 69.2% judged to be good. In Kent, there are now 373 good and 112 outstanding schools, 51 schools requiring improvement (including 38 Primary schools and 12 Secondary schools) and 3 schools in a category, out of a total of 539 schools that have a current inspection result. There are now 23 more good and better schools than at the same time the previous year. We expect this positive trend to continue towards our targets of at least 95% of Primary and 93% of Secondary schools judged to be good or outstanding by 2018.
- **Continued** to improve pupil outcomes. Performance in the Early Years Foundation Stage and at Key Stage 1 continues a very good upward trend over recent years, with performance in Kent well above national averages. At Key Stage 2 outcomes continue to improve and are above the national average for all indicators, apart from Grammar, Punctuation and Spelling where Kent is in line with the national average. Outcomes at Key Stage 4 indicate Kent performed well in 2016 against the new and old headline GCSE performance measures and against national averages. Compared with 2015

GCSE results, there has been a clear improvement in attainment with 59% of pupils attaining 5 or more GCSE graded A*-C including English and mathematics, which is an improvement on 2015's figure of 57.4% and 2% above the emerging 2016 national average of 57%. Results at Post 16 are more variable with a declining trend at A level but improving outcomes in vocational qualifications. This is disappointing.

- **Improved** the gap between boys and girls in the Early Years Foundation Stage, with 82.2% of girls achieving a Good Level of Development, compared to 68% of boys in 2016. This represents a marginally improved position from 2015, although there is still work to be done to narrow the gender gap which improved slightly from 15.0% in 2015 to 14.3% in 2016. At this measure Kent is ranked sixth amongst its statistical neighbours.
- Outcomes for children in care have improved at Key Stages 2 and 4, which is also very welcome.
- The gaps in the attainment of pupils who are in receipt of free school meals have not improved noticeably in 2016 which is very disappointing. At Key Stage 2 only 58 schools in 2016 improved outcomes for pupils in receipt of the Pupil Premium, compared to 185 schools in 2015.
- At Key Stage 4 in 2016, 38 schools improved outcomes in 5+ A*-C GCSE grades including English and Mathematics for pupils in receipt of the Pupil Premium, compared to 40 schools in 2015. Over £55m is now allocated to the Pupil Premium in schools and to date there is limited impact. Slow progress continues to be made in raising attainment and narrowing attainment gaps for pupils with SEN at all key stages. Closing the gaps in achievement for all vulnerable learners continues to be a significant priority for improvement in 2017.
- When you compare schools attaining at or above the national averages for each phase between 2015 and 2016, there is an improving picture at Early Years Foundation Stage. In 2016, 336 out of 427 schools attained at or above the national average of 69.3% for the proportion of pupils achieving a Good Level of Development. In 2015, 345 out of 420 schools attained at or above the national average of 66.3% for the proportion of pupils achieving a Good Level of Development.
- This improving picture is mirrored at Key Stage 1. In 2016, 320 schools attained at or above the national average of 60.3% for the proportion of pupils achieving the 'expected standard' for the combined Reading, Writing and Mathematics measure. This compared favourably with 2015, when 286 schools attained at or above the national average of 52% for the proportion of pupils achieving Level 2B or above in Reading, 273 schools attained at or above the national average of 72% for the proportion of pupils achieving this standard in Writing and 281 schools attained at or above the national average of 82% for the proportion of pupils achieving the same standard in Mathematics.
- In terms of Key Stage 2, in 2016, 277 schools attained at or above the national average of 53% for the proportion of pupils reaching the 'expected standard' for the Reading, Writing and Mathematics combined. This compared favourably with 2015 when 260 schools attained at or above the national average of 80% against the historic measure of Level 4 and above in the Reading, Writing and Mathematics.
- At Key Stage 4 there is a slight decline in 2016 in the number of schools performing at or above the national average, compared to 2015. In 2015, 43 out of 99 Secondary schools attained at or above the national average of 59.2% for the proportion of pupils achieving Grade C or above in English and Mathematics. In 2016, 40 Secondary schools achieved at or above the national average of 63.3% for the proportion of pupils achieving Grade C or above in English and Mathematics.

- **Further** developed the work of the Kent Association of Headteachers (KAH) and its organisation into four Area Boards, together with the system of school to school support and collaboration. The KAH works in partnership with the Local Authority to develop a self-improving school system in the county. An important aspect of this process has been the promotion of collaboration and school-to-school support. During the past year 522 Kent schools were involved in collaborative projects for school improvement. Of the collaborating schools, 329 benefited from successful bids for funding to the KAH Area Boards. These bids were focused on raising standards, narrowing achievement gaps, improving teaching, building leadership capacity and supporting schools to improve OFSTED inspection outcomes.
- **Developed** a new Leadership Strategy for Kent schools, which was launched in October 2016 with a 3 year implementation plan which is being delivered and monitored through the Kent Association of Headteachers. The strategy was co-produced in partnership by the Local Authority, Kent Association of Headteachers, the Dioceses, Kent and Medway Teaching Schools Network and the Kent Association of Governors.
- **Reviewed and reorganised** the provision for children and young people with medical needs, including mental health. New management led by an Executive Headteacher is now in place to focus on continuous improvement of the Kent Health Needs Education Service (KHNES). All six resource hubs have been established with five already open and the remaining opening in January 2017. The new model of service delivery enables the provision of an outreach service to schools and young people.
- **Developed** support to manage challenging behaviour in Primary schools and reduce rates of exclusion. We have put in place better quality assurance and monitoring systems to ensure that the eight Pupil Referral Unit (PRU) Primary school hubs deliver the support that meets local needs and results in a reduction in permanent exclusions. In February 2016, we piloted a single digital point of access for inclusion and attendance providing information about prevention and statutory support. We have had particular success in reducing permanent Primary school exclusions by 38% (47 in 2014-15 to 16 in 2015-16).
- **Delivered more effective** Early Help and Preventative Services (EHPS) and a new way of working in Kent. There has been good progress since introducing the new model of working in each district. The services which came together in April 2014 now deliver integrated ways of working and provide a firm foundation to improve the outcomes for children, young people and families. We set out our priorities and targets in the Early Help Strategy and Three Year Plan 2015-2018. In the past year the percentage of Early Help cases closed with a positive outcome is 83.4%.
- **Worked** to more closely integrate the referral and notification processes at the front door between Early Help Triage and the Social Services Central Duty Team. This is vital to ensure that families receive the right support at the right time from the right service.
- **Embedded** and further developed the joint Early Help and Specialist Children's Services step-down weekly panels and introduced best-practice step-down processes, and joint guidance for staff. Currently 22.7% of cases are successfully stepped down to Early Help from Social Care.
- **Refreshed** the 14-24 Learning, Employment and Skills Strategy to ensure a clearer focus on employer engagement, linking the curriculum to the world of work, collaborating on the delivery of English and Mathematics post 16 and more effective partnership work in providing improved curriculum pathways for 14 to 19 year olds. Twelve new District data packs have been produced with detailed information on labour market intelligence and student performance to inform curriculum planning. The refreshed document outlines the key actions that we are taking to achieve further progress and improvement,

including ensuring there is a more joined up approach between schools, FE colleges and training providers to develop 14-19 progression pathways. Work with employers has significantly increased through the development of 8 Sector Guilds and the increased involvement of employers in the Kent and Medway Skills Commission.

- **Further** developed Kent's apprenticeship and youth employment programme so that youth unemployment has reduced significantly. The Kent Employment Programme completed this year and achieved 1031 young people in apprenticeships across Kent. The percentage of schools offering apprenticeships was 51% in 2015-16, exceeding the target of 50%. The KCC Apprenticeship programme has changed the annual target to 200 by March 2017 to reflect the current changes taking place, when KCC will have an annual target of 707 apprenticeship starts.
- **Improved** employment or progression for vulnerable learners, through a range of projects managed by the Skills and Employability Service. Professional sponsored support for 32 young people to undertake Assisted Apprenticeships, in preparation for full Apprenticeships; and 28 SEND young people placed onto the pilot Supported Internship Programme. 40 places are available for vulnerable learners looking at moving into Assisted Apprenticeships, with a greater onus on the employer financially supporting the learner with professional support from the Skills and Employability Service.
- **Reduced** the number of NEETs in Kent to under 5% for the second year running (rolling three month average for November, December and January) January 2016 – 5.0%, January 2015 - 4.7% and January 2014 - 5.8%. The Target was 3.5% NEETs for January 2016. In January 2017 the NEET percentage was 3.0%.
- **Delivered** the new the requirements of the Children and Families Act 2014 so that, by January 2016, over 3,000 Kent children and young people were benefiting from Kent's SEND Strategy. This means that significantly more children and young people are receiving a better quality education and provision to meet their special educational needs. We have firmly embedded the new 20 week assessment for education, health and care plans.
- **Developed** a new approach to allocating high needs funding to mainstream schools to support earlier intervention and better targeting of resources to meet the needs of pupils with special educational needs. We have improved support for severe and complex needs in Early Years settings and systems for pre-school children who need a Special school placement. We continue to provide a high quality service to ensure children with complex communication needs make good progress.
- **Achieved** good or outstanding Ofsted judgements for all of Kent's Special schools by September 2016.
- **Developed** Best Practice Guidance for the Early Years sector. This guidance and newly established Early Years Local Inclusion Forums (LIFT) is supporting settings to increase their expertise in supporting children with SEND.
- **Progressively increased** the level of expertise in mainstream schools through a partnership between 12 lead Special Schools, the devolved Specialist Teaching and Learning Service (STLS), and the Local Inclusion Forum Team (LIFT). Schools report that 97% of LIFT activity has a positive impact (86% good or better) and 87% of schools rate the impact of the STLS as good or better. We have delivered a programme of training in each district through the lead Special school; over 40 different training modules were delivered to over 75% of schools. The evaluations demonstrate the staff who attended were more confident about their ability to support pupils with special educational needs.

- **Developed** the Kent **Local Offer** with parents and their role on the steering group means we can monitor how helpful and easily accessible it is for all parents of children with SEND and young people. To date it has highlighted that the local offer is already being well used by parents who consider it helpful and easily accessible. We will continue to develop this as a helpful and easily accessible resource for parents of children with SEND and young people.
- **Commissioned** placements in non-maintained and independent schools (sometimes referred to as 'Out of County'), where the needs of individual pupils could not be met in Kent maintained Special Schools. There are currently over 500 of these placements and we are working in partnership with local providers to have the broadest range of specially organised education for pupils with SEN, to increase choice for families and to provide best value for public resources.
- **Opened** Primary aged specialist SEN resourced provision (SRP) for pupils with autism in North Kent at Oakfield Primary School and in East Kent at Canterbury Primary Academy. Plans are in place for further places in schools opening in West Kent at Kings Hill and Langley and Martello Grove schools in South Kent.
- **Opened** SRP places for children with speech and language disorder in South Kent at River Primary School and places for children with Speech Language and Communication Needs (SLCN) in East Kent at West Minster Primary School (Swale). We have plans in place for SLCN SRP in a new school in North Kent from 2017. We have established SRP for social emotional and mental health needs (SEMH) in East Kent at Thistle Hill Primary School, in South Kent at Nonnington and Finberry Primary Schools with provision in West Kent at Holborough and Snodland Schools due to open in 2017.
- **Increased** the places through re-commissioning, for Secondary aged pupils with SLCN. In North Kent we relocated the secondary SRP to the Leigh Academy Trust following the closure of the host school. In South Kent, Goodwin Academy (formerly known as Castle Community College in Deal) SRP has re-designated to SLCN. For Secondary aged pupils with ASD we have created additional provision at Holmesdale Technology College and Hugh Christie Technology College in West Kent and in North Kent at Wilmington Academy.
- **Delivered** additional places in, and rebuilt and refurbished more Special schools. We have already increased provision to 3,642 Special school places with plans in place for additional places as building projects completed. We have established PSCN satellite provision in mainstream schools for pupils from:
 - Five Acre Wood School (Maidstone) at East Borough Primary School. And Holmesdale Technology College for secondary age.
 - Oakley School (Tunbridge Wells) at Skinners Kent Primary School.
 - St Nicholas School (Canterbury) at Chartham Primary School.

Plans are in place for a satellite of Ridge View Special School (Tonbridge & Malling) at Wouldham Primary School as part of a new purpose built mainstream school in 2017.
- **Relocated** provision from September 2016 for Primary aged pupils with SLCN and autism. Provision had been hosted by Dartford Primary Academy in North Kent and is now provided by a satellite of Milestone Special Academy.
- **Delivered** all the targets for the Kent Educational Psychology Service. In 2016 the service increased its trading to 55% of Kent schools, delivering an increasing range of innovative psychological applications which included Mindful –Based Approaches for

children and Video Interaction Guidance. The service plays a key role in LIFTs, enabling school to school support, providing evidenced based advice to improve staff confidence, knowledge and skills and to support an outcomes-focused approach as a result of the Children and Families Act 2014.

- **Developed** our Fair Access services to achieve better integration of activity to support admissions, in year fair access, elective home education and children missing education. Collaborative working with the PRU Inclusion and Attendance team has resulted in identifying and securing provision for those not in receipt of education, more quickly. There has been significant improvement to our published materials and website content to help parents take informed school choices and the Admissions team met all its legal timeframes and duties in relation to administering the admissions process.
- **Developed** a more integrated approach to manage demand for home to school transport and reduce the financial pressure arising from SEN transport and out of county placements. We introduced Personal Transport Budgets (PTB) for families as an alternative to the existing service and almost 270 families are participating in the scheme. Compound savings since the inception of PTB are now in the region of £1m.
- **Continued** to develop our approach to District based working, utilising the feedback from District Reviews so that service delivery can be more coordinated and Early Help and Prevention for vulnerable children and young people can be more accessible for schools and families.
- **Continued** to develop EduKent and expand our traded services so that it is supported by more effective business planning, marketing and tailor made procurement of services for schools. Income has exceeded £36m and over 40 services are provided to schools. There are now 1600 customers with 23,000 contracts.
- **Revised and implemented** our policy for Elective Home Education (EHE), following a process of engagement with the EHE community to secure feedback on the revised policy. The revised policy addresses a significant increase in the numbers of families registered to EHE year on year, from 793 recorded in 2008 to 1,702 in 2016. The new policy sets out more robust action that KCC will take where we have reason to believe that a child is not receiving a suitable education, including the use of School Attendance Orders. The policy has ensured that those who wish to return to school or those who are not in receipt of education, are identified early on in the process. In light of the feedback received, KCC's EHE website has been substantially redesigned in order to provide improved support and advice to parents, including access to information, learning materials and other support and advice that an EHE family may need.
- **Succeeded** in commissioning and delivering the planned number of new school places overall for September 2016. The majority of these new school places were within the Primary sector. We expanded 36 Primary schools, including 16.5 new forms of entry added to schools for Reception year classes and 150 temporary Reception places that will not be needed in the long term. In addition, we opened two new Primary schools. Over 120 places have also been added to Secondary schools.
- **Secured** first preference schools for the highest number of parents to date. We set targets for the percentage of families securing their first preference schools for entry in September 2016. For Primary schools the target was 85% and on Offer Day 87.2% of parents secured their first preference. For Secondary schools the target was 85% and 81.4% of parents secured their first preference. The target for first and second preferences for both Primary and Secondary schools was 94% and 94.1% of Secondary parents secured their first or second preference. 92.8% of Primary parents secured their first or second preference. Last year the national averages for first preferences were 88.4% for Primary and 84.1% for Secondary schools.

- **Provided** a Community Learning and Skills programme which was recognised by Ofsted as Good in all key aspects in its June 2016 inspection of the Service, including its provision for 16-18 and 19+ Apprentices and Adult Education.
- **Ensured** that over 400 adult learners gained GCSEs in Maths and English with CLS, at pass rates above the national average for this group.
- **Developed** the Adult Learning, Skills and Employment Strategy with partners, established four Adult Skills forums, eight Sector Guilds are developing clear action plans between employers and training providers, colleges and schools to promote opportunities within the priority employment sectors in Kent. The Strategy continues to inform the service specification for CLS commissioned services.
- **Undertook** a Select Committee Inquiry into Grammar Schools and Social Mobility earlier this year (published in June 2016) in order to improve the representation of children from disadvantaged backgrounds in grammar schools, if suitable for their abilities. The report made a number of recommendations which were agreed by County Council and progress in implementing these recommendations is being monitored. Many of the recommendations have been cited by the new Government in bringing forward their selective schools' proposals contained within the DFE consultation document 'Schools that Work for Everyone'.

7. Directorate Structure and Range of Activity

There are three Divisions within the EYPS Directorate



Quality and Standards

This Division covers a number of key functions for the Directorate including:

- School Improvement Service
- Skills and Employability Service
- Early Years and Childcare Service
- Education Safeguarding
- Community, Learning and Skills (CLS)

Planning and Access

This Division covers a number of key functions for the Directorate including:

- Area Education Officers
- Commissioning school places
- Special Educational Needs Assessment and Placement
- Educational Psychology Service
- Fair Access Service (School Admissions / Transport / Children Missing Education / Elective
- Home Education)
- EduKent

Early Help and Preventative Services

This Division covers a number of key functions for the Directorate including:

- 0-25 Early Help Services (including Children's Centres, Youth Hubs and Troubled Families)
- Pupil Referral Units, Inclusion and Attendance
- Youth Justice (including responsibility for Prevent)
- HeadStart
- Information and Intelligence

Scale of Resources available to EYPS

The Directorate comprises three Divisions and a small strategic unit supporting the Corporate Director:

- Quality and Standards: 446 FTE
- Planning and Access: 346 FTE
- Early Help and Preventative Services: 823 FTE
- Corporate Director's Office: 12 FTE

The total number of FTE staff employed by Education and Young People's Services Directorate from 1 April 2017 is: 1,627 FTE.

The total net budget for the Education and Young People's Services Directorate for 2017-18 is: £57,230,200.

All of the strategic priorities identified within this Directorate Business Plan will be achieved within the agreed Medium Term Financial Plan (MTFP) Directorate funding envelope for 2017-18, including the challenging savings and additional income generation targets. We will focus our limited resources on activity which supports improved outcomes for children and young people through the continued delivery of key education services.

8. Directorate Resources

Financial Resources

The total net budget for the Education and Young People's Services Directorate for 2017-18 is: £57,230,200.

Division	Staffing	Non-Staffing	Gross Expenditure	Internal Income	External Income	Grants	Net Cost
	£000s	£000s	£000s	£000s	£000s	£000s	£000s
Strategic Management	660.1	7,768.8	8,428.9	0.0	-684.0	-2,960.6	4,784.3
Quality and Standards	20,696.9	9,013.4	29,710.3	-5,801.4	-5,377.0	-15,539.4	2,992.5
Planning and Access	14,319.1	193,068.9	207,388.0	-16,360.9	-12,229.7	-146,148.1	32,649.3
Early Help and Preventative Services	26,429.5	15,326.9	41,756.4	-6,224.2	-2,066.1	-16,662.0	16,804.1
Schools' Delegated Budgets	493,235.4	173,298.9	666,534.3		-49,814.8	-616,719.5	0.0
Directorate Sub Total	555,341.0	398,476.9	953,817.9	-28,386.5	-70,171.6	-798,029.6	57,230.2

Further details on financial resources are available in the Medium Term Financial Plan and KCC's Budget Book.

Directorate Staff Establishment

The total number of FTE staff employed by Education and Young People's Services Directorate from 1 April 2017 is: 1,627 FTE.

The Staff divisional breakdown is:

Quality and Standards	446 FTE
Planning and Access	346 FTE
Early Help and Preventative Services	823 FTE
Corporate Director's Office	12 FTE

The FTE numbers reflect actual numbers in post as at 8 February 2017 and exclude agency staff and vacancies, as these are not recorded on the HR system.

9. Organisational Development Priorities

In order to thrive in challenging times and achieve our vision we will need to both work and think differently.

KCC's organisational development vision builds on our history in workforce development and other ways of improving organisational performance and learning so that KCC, staff and partners are equipped to improve lives of Kent residents, communities and business through:

- Delivering change in direction, skills and culture that improves our performance.
- Building resilience in all our people by anticipating and adapting to the factors affect public services.
- Improving the employee deal through effective leadership and management.
- Using people management processes, systems and data to empower our people.

KCC's organisational development (OD) strategic priorities are set out in the Organisation Development Medium-Term Plan 2017-2022. The KCC OD priorities were identified by directorate Organisational Development Groups, the Directors' Organisational Development Group and the Corporate Management Team to support the delivery of the council's vision and outcomes.

KCC OD Priorities

KCC's OD priorities for the whole council from 2017-22 are:

- Apprenticeships for all
- Leadership and management capabilities and culture
- Staff engagement for resilience
- Digitally enabled workforce
- Partnership working and integration
- Sustains transformation and new operating model
- Workforce planning, succession planning and talent management
- Workforce development

Directorate OD Priorities 2017-18

The Education and Young People's Services (EYPS) Directorate is conscious that change only happens through people, and that people are the Council's greatest resource. Therefore building up the skills and capacity of staff is a key strategic priority. This Directorate's programme of work depends on its success at workforce development which needs to release and grow the potential of all staff to be more creative and effective.

Organisational Development is a major element in improving outcomes for children, young people and their families. The ability to continuously improve is intrinsically linked to:

- The quality and capacity of staff who lead, manage, deliver and support services.
- How effectively staff work together across organisational and professional boundaries to combine their expertise.
- Ability to embed succession planning within service delivery.

Our directorate OD priorities reflect and support the KCC priorities.

Definition of Organisational Development (OD): 'The practice of planned intervention to bring about significant improvements in organisational effectiveness.' (SOLACE)

The **OD priorities for the Directorate** are a key lever for culture change, capacity building and performance improvement, helping to develop a flexible and agile staff group that deliver efficiency, value for money and continuous service improvement.

The Directorate will concentrate on the following **priority areas for development**:

1. Ensure children and young people in Kent get the best start in life through the **successful implementation of the** Children and Young People's Services Integration Programme.
2. Implementation of the **Education Services Company** and commissioning of some of KCC's statutory education provision will require staff to develop **more commercial and entrepreneurial skills and culture** across the Directorate. Therefore the development of business and commercial acumen and increasing levels of communication to **improve customer focus** will be a priority, working in partnership with schools.
3. The Directorate has prioritised, in partnership with schools and early years providers, **closing the attainment gaps** for children and young people, by using whole system thinking to employ **better interventions for vulnerable learners**, holistically supporting priority schools and early years providers, making better use of data to monitor performance and ensuring more cohesive working and collective accountability as a Directorate, all of which will help schools and early years providers to narrow the achievement gaps.
4. Continue to **increase the number of apprenticeships** in the Directorate, schools, by making most effective use of the apprenticeship levy to deliver more opportunities and training for new and existing staff.
5. In order to improve outcomes for children and young people and deliver the medium term financial plan, the Directorate will need to **get better at commissioning and procurement** by improving planning and contract management skills, ensuring robust financial management, employing more effective quality assurance and improving analysis of data to deliver performance improvements. Training will include additional support for Collaborative Planning and budget monitoring. Commissioning in the next year includes CAHMS and HeadStart Kent.
6. Improving staff's **digital understanding and capability** to operate smarter, more flexibly and effectively, including better use of mobile working, data storage and application (e.g., Skype for Business; Microsoft Office 365; Cloud and Windows 10) and e-learning.
7. Develop and **improve the Directorate's leadership capabilities** by ensuring staff have opportunities to learn and grow, including job enlargement, enrichment, redesign and expansion, identification of gaps in critical roles and use of training, recruitment, coaching, mentoring, senior level succession planning and review of spans and layers.

8. **Improve front line early help and social work practice** by ensuring the successful implementation of the Front Door Programme through a training programme to improve assessment, recording, care plans and risk management, in order to reduce the number of children requiring statutory social care support and diverting more referrals to Early Help.

The Directorate OD Group will develop an OD Action Plan to take these priorities forward. The detailed activity to put these priorities into practice will be set out in Service Business Plans.

Succession Planning

Succession Planning has been considered by EYPS Senior Management Team. Directors have identified key members of staff amongst middle management who have the potential to step up and succeed in senior posts when the opportunity arises.

In order to prepare these managers for succession, when the time is right, a package of support is being put in place on an individual tailored basis, to ensure that they understand their potential future responsibilities / functions and are fully prepared to succeed in these key critical posts. This additional support and opportunities, including access to KCC's leadership and management development offer will help to ensure that in terms of future leadership and management, high quality business continuity is maintained for the service.

Succession plans will be regularly reviewed in line with changing business requirements and further plans developed within each service.

10. Key Directorate Risks

Achievement of the challenging priorities and targets set out in this Plan will require a mature approach to risk. Education and Young People's Services maintains a Directorate Risk Register which is regularly monitored and revised to reflect action taken to mitigate the risk occurring or increasing. As risks de-escalate they are removed from the register and where necessary, new emerging risks are added.

The key directorate risks for the coming year are likely to relate to:

EYPS 01 Schools going into category: A small number of schools may receive a repeat "Requires Improvement" judgement which would lead to additional support, reputational damage and financial implications. (AMBER)

EYPS 02 SEN Transport budget savings: Numbers of places are rising and budget is expected to reduce. (RED).

EYPS 03 Meeting the demand for specialist provision and placement of pupils with an Education, Health and Care Plan: Additional specialist places required in Kent are not delivered on time or within budget. (AMBER).

EYPS 05 Delivery of new school places is constrained by capital budget pressures and dependency upon EFA (RED). EFA must complete the Free School projects on time and to an appropriate standard.

EYPS 06 More schools will move into a potentially deficit budget position. (RED). Impacted by changes to national funding formula, falling rolls of schools.

EYPS 07 Children who are home educated may not be safeguarded. (Amber). There is no requirement for a child who is home educated to be seen by a member of the local authority. There may therefore be a delay in identifying any safeguarding issues.

EYPS 08 Children not in full time education may not be receiving a suitable education. (Amber) Current systems are not integrated and professionals may not realise that a child is not in full time education.

EYPS 10 Non-integrated data information systems. (Amber) Staff currently having to cross reference and input onto multiple systems. Could lead to reputational and or safeguarding issues if a professional has less than complete data. I believe that a new system was procured in November 2016 but it is still being assessed.

EYPS 18 Lack of or difficulty accessing appropriate provision and lack of targeted support for NEET's across KCC. (amber). Vulnerable and complex learners could be disproportionately disadvantaged.

EYPS 19 The ability of CLS to generate sufficient income due to changes in the national funding scheme. (amber) May lead to cessation of service and additional budget pressures on KCC (EYPS).

EYPS 20 Insufficient take-up of free places for 2 year olds (amber). Directorate may fail to hit targets, and 2 year old children may be disadvantaged, due to insufficient take-up of places.

EYPS 22 Thirty hours of free childcare (red). There may be insufficient numbers of high quality places due to the financial viability of the scheme being offered to providers.

EYPS 23 Delivery of 2017/18 budget (amber). Due to increasing levels of budgetary restraint, income targets, managing the loss of the Education Support Grant and a demand in the pupil population.

Further details of the risks and their mitigations can be found in the Directorate and Corporate Risk Registers.

11. Key Performance Indicators

Monitoring, Measuring, Reporting and Reviewing Our Progress

Having defined the outcomes and priorities we want to achieve, it is important that we monitor, measure, report and review our progress, to ensure we are on track to deliver our vision.

We use a broad evidence base when we report our progress, so that we evaluate and evidence the impact we are making. Reporting progress against the supporting outcomes will focus on the overall direction of travel for the county, balanced against the resources expended and the impact achieved.

The EYPS Vision and Priorities for Improvement 2017-20 document along with the Directorate Performance Scorecard (appended to this Directorate Business Plan) will help us to ensure that we stay on track in terms of delivering our strategic and supporting outcomes.

The Quarterly Performance Report (QPR) is a key mechanism within the Performance Management Framework for the Council. The QPR has 10 Key Performance Indicators (KPIs) that relate to the EYPS Directorate, where results are assessed against Targets set out in Directorate Service Business Plans at the start of the year.

Detailed below are the Key Performance Indicators (KPIs) drawn from the Council's Quarterly Performance Report that relate to the EYPS Directorate. Current performance against these KPIs and targets until 2020 can be viewed in Appendix 1.

Key Performance Indicators for the Education and Young People's Services Directorate

- Percentage of Primary schools with Good or Outstanding Ofsted inspection judgements
- Percentage of Secondary schools with Good or Outstanding Ofsted inspection judgements
- Percentage of Early Years Settings with Good or Outstanding Ofsted Inspection Judgements (childcare and non- domestic premises)
- Percentage of 16-18 year olds not in education, employment or training (NEETs)
- Percentage of apprenticeship starts for 16-18 year olds
- Percentage of Education and Health Care Plans (EHCPs) issued within 20 weeks
- Percentage of Early Help Unit cases closed with outcomes achieved
- Percentage of children in need cases stepped down to EHPS
- Percentage of pupils permanently excluded from school
- Number of first time entrants to the youth justice system

Appendix 1: Education & Young People's Services Performance Management

Vision & Priorities for Improvement - Performance & Targets

Service Indicators		Performance (Provisional)			Proposed Targets				Comments
		Kent 2016	National 2016	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020	
Early Years & Childcare 3 to 5	Percentage of pupils at EYFS achieving a Good Level of Development	74.8	69.3	77	81	85	87	88	DfE SFR - Nov 2016
	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	19	18	10	17	14	11	8	DfE SFR - Nov 2016
	Percentage of pupils at EYFS achieving a Good Level of Development - lowest 20% / mean achievement gap	26.3	31.4	23	22	21	20	19	Oct-16
	Percentage of pupils at EYFS achieving a Good Level of Development - gender achievement gap	14.2	14.7	N/A	13	12	11	10	
	Percentage of eligible children taking up FF2 place (as measured by DfE snapshot)	74	N/A	74	78	80	82	84	Use Dec figures
	Percentage of PVI EY providers with an early years graduate	62	N/A	70	72	74	76	77	End of March figure
	Percentage of EY providers working as part of a formal collaboration	64	N/A	70	75	80	85	87	End of March figure
	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	96	95	93	97	97.5	98	98.5	End of August figure from Data View
	Percentage of FF2 placed in Good or Outstanding settings	88	N/A	89	92	93	94	95	
School Improvement	Percentage of pupils at KS1 achieving age-related expectations in Reading	78	74	86	80	83	85	86	
	Percentage of pupils at KS1 achieving age-related expectations in Writing	71	65	76	74	75	77	80	
	Percentage of pupils at KS1 achieving age-related expectations in Mathematics	78	73	86	80	83	85	86	
	Percentage of pupils at KS2 achieving age-related expectations in Reading, Writing & Mathematics	59	53	82	66	68	70	72	DfE 2016 KS2 Performance Tables
	Percentage of pupils at KS2 exceeding age-related expectations in Reading, Writing & Mathematics	6	5	26	7	8	9	10	DfE 2016 KS2 Performance Tables
	KS1-KS2 progress score in Reading	0.6	0.0	N/A	0.65	0.65	0.70	0.70	Drafted by KA as not in SI targets file
	KS1-KS2 progress score in Writing	0.6	0.0	N/A	0.65	0.65	0.70	0.70	Drafted by KA as not in

Service Indicators		Performance (Provisional)			Proposed Targets				Comments
		Kent 2016	National 2016	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020	IF NOT AVAILABLE PLEASE GIVE ESTIMATED DATE
Page 350									SI targets file
	KS1-KS2 progress score in Mathematics	0.2	0.0	N/A	0.25	0.25	0.30	0.30	Drafted by KA as not in SI targets file
	Average score at KS4 in Attainment 8	50.4	50.1	↑	52	53	54	55	Drafted by KA as not in SI targets file
	Average score at KS4 in Progress 8	-0.04	-0.03	↑	0	0.2	0.4	0.6	Drafted by KA as not in SI targets file
	Percentage at KS4 achieving English Baccalaureate	29.5	24.8	27	31	32	33	35	DfE Provisional SFR - Oct 2016
	Percentage at KS4 achieving a good pass in English and Mathematics	63.7	63.3	60	66	68	70	72	DfE Provisional SFR - Oct 2016
	Percentage of schools above floor standards at KS2	98	95	98	98	99	100	100	Provisional data, subject to change
	Percentage of schools above floor standards at KS4	91.6	90.7	85	93	95	95	95	Drafted by KA as not in SI targets file
	Percentage of pupils at KS2 achieving age-related expectations in Reading, Writing & Mathematics - FSM Eligible gap	25	21	15	18	16	15	14	Non FSM minus FSM eligible pupils. MI Calculations based on DfE SFR - Dec 2016
	Percentage of pupils at KS2 achieving age-related expectations in Reading, Writing & Mathematics - CIC 12+ Months gap	36.8	28*	25	'= National average	National average +2%			Set by Tony Doran
	Percentage of pupils at KS2 achieving age-related expectations in Reading, Writing & Mathematics - SEN gap	52	48	47	45	40	38	36	Non SEN minus total SEN pupils. MI Calculations based on DfE SFR - Dec 2016
	Average score at KS4 in Attainment 8 - FSM Eligible gap	16.2	12.7	↓	14	12	11	10	Drafted by KA as not in SI targets file

Service Indicators		Performance (Provisional)			Proposed Targets				Comments
		Kent 2016	National 2016	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020	IF NOT AVAILABLE PLEASE GIVE ESTIMATED DATE
Page 351	Average score at KS4 in Attainment 8 - CIC 12+ months gap	24.9	40*	↓	= National average	National average +2%			Set by Tony Doran
	Average score at KS4 in Attainment 8 - SEN gap	22.8	22.1	↓	20	19	18	17	Drafted by KA as not in SI targets file
	Number of schools in Ofsted Category (special measures or serious weakness)	4	N/A	6	0	0	0	0	Ofsted Dataview as at 31st August 2016
	Number of primary schools in Ofsted Category (special measures or serious weakness)	2	N/A	5	0	0	0	0	Ofsted Dataview as at 31st August 2016
	Number of secondary schools in Ofsted Category (special measures or with serious weakness)	2	N/A	1	0	0	0	0	Ofsted Dataview as at 31st August 2016
	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	89	89	86	92	93	94	95	Ofsted Dataview as at 31st August 2016
	Percentage of primary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	90	90	85	92	93	94	95	Ofsted Dataview as at 31st August 2016
	Percentage of secondary schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	85	78	86	88	90	92	93	Ofsted Dataview as at 31st August 2016
	Percentage of special schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	96	93	93	100	100	100	100	Ofsted Dataview as at 31st August 2016
	Percentage of pupils with Statements/ EHCPs at KS2 achieving age-related expectations in Reading, Writing and Mathematics	6	7	18	20	22	24	25	DfE SFR - Dec 2016
	Average score at KS4 in Attainment 8 for pupils with Statements/EHCPs	15.3	17.0	↑	16	17	18	19	Drafted by KA as not in SI targets file
	Post-16 A Level APS per Entry [schools only]	30.9	30.8	N/A	35	36	37	38	
	Post 16 A level students - APS per entry, best 3 [schools only]	35.2	34.4	N/A	37.5	38	39	40	
	Post 16 A level students - Percentage of students achieving 3 A*-A grades or better at A level [schools only]	12.7	11.5	N/A	15	15.5	16	16.5	
Post 16 A level students - Percentage of students achieving grades AAB or better at A level [schools only]	21.9	19.9	N/A	25.2	25.5	25.8	26		

Service Indicators		Performance (Provisional)			Proposed Targets				Comments
		Kent 2016	National 2016	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020	IF NOT AVAILABLE PLEASE GIVE ESTIMATED DATE
	Post 16 A level students -% of students entered for 1 or more A level [schools only]	50.9	59.4	N/A	53	57	60	63	
	Post-16 A Level % AAB or better at A-Levels in at least 2 facilitating subjects [schools only]	17.0	15.6	N/A	18	18.5	19	19.5	
	Post-16 Academic APS per Entry [schools only]	32.2	31.0	N/A	33	34	35	36	
	Post-16 Tech Level APS per Entry [schools only]	36.7	36.9	N/A	38.5	39	40	41	
	Post-16 Applied general APS per Entry [schools only]	37.0	38.0	N/A	39	39.5	40	41	
	Post-16 Number of students achieving Technical Bacculaureate [schools only]	20	129	N/A	30	40	50	60	
Page 352 SEND	Percentage of pupils with Statement/EHC Plan - Kent resident pupils (In Kent schools)	2.8	N/A	2.7	2.6	2.6	2.5	2.5	% OF ALL SEN IN KENT SCHOOLS
	Percentage of Statements/EHC Plans issued within 20 weeks	84.8	N/A	90	90	90	95	95	End of August 2016
	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	581	N/A	495	325	260	250	250	Use Dec figures. Updated by FIOs. High. Do targets now need revisiting again?
VSK	Number of permanent exclusions from schools - CIC	1	N/A	0	0	0	0	0	Figures relate to corresponding academic year. Pupil exclusions matched to CIC status as given on Impulse.
	Percentage of pupils who are persistently absent - CIC	13.9	4.9*	6	= National average	National average +2%			Set by Tony Doran
Fair Access	Percentage of admissions applications for school places made online	94.2	N/A	94.5	95	95.5	96	96	
	Percentage of parents getting first preference of primary school	87.2	88.4	85	87	87	87	87	
	Percentage of parents getting first preference of secondary school	81.4	84.1	85	83	83	84	85	
	Percentage of parents getting first or second preference of primary school	94.1	94.4	94	95	95	95	95	

Service Indicators		Performance (Provisional)			Proposed Targets				Comments
		Kent 2016	National 2016	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020	IF NOT AVAILABLE PLEASE GIVE ESTIMATED DATE
Page 353	Percentage of parents getting first or second preference of secondary school	92.8	92.3	94	95	95	95	95	
	Percentage of Children Missing Education cases closed within 30 days (either accessing education/moved out of Kent/moved out of country)	74	N/A	60	75	80	85	90	2016 performance based on referrals received from the start of the September 2016 School year.
	Percentage of children offered a visit by the LA within 10 days of the LA being informed of their decision to home educate	99	N/A	85	100	100	100	100	2016 performance based on referrals received from the start of the September 2016 School year.
	Percentage of registered EHE children that return to education or receive a visit from the LA within 60 days	64	N/A	60	70	75	80	80	2016 performance based on referrals received from the start of the September 2016 School year.
	Percentage of registered EHE children requiring a school place, offered a school within 60 days	60	N/A	70	70	75	80	80	2016 performance based on referrals received from the start of the September 2016 School year.
	Percentage of registered EHE children, who having engaged with the LA, are in receipt of suitable education within 90 days of the initial visit	80	N/A	80	84	86	88	90	2016 performance based on referrals received from the start of the September 2016 School year.

Service Indicators		Performance (Provisional)			Proposed Targets				Comments
		Kent 2016	National 2016	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020	
Provision Planning	Percentage of surplus school places in Kent Primary schools	5.0	N/A	4	5	5	5	5	Academic Year 2015-16
	Percentage of surplus school places in Kent Secondary schools	10.1	N/A	9	8	7	5	5	Academic Year 2015-16
	The number of districts with at least 5% surplus Year R places	9	N/A	4	9	10	12	12	Academic Year 2015-16
Skills & Employability Page 354	Percentage of young people with Level 2 attainment by age 19	87.0	86.0	87	90	92	93	95	Awaiting DfE data - March 2017 (provisional date)
	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	17.0	16.5	15	14	13	12	10	Awaiting DfE data - March 2017 (provisional date)
	Percentage of young people with Level 3 attainment by age 19	56.1	57.4	60	65	70	75	75	Awaiting DfE data - March 2017 (provisional date)
	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	30.2	24.6	20	18	16	16	14	Awaiting DfE data - March 2017 (provisional date)
	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	5.0	4.2	3.5	2.5	2	1.5	1	Nov/Dec/Jan average
	Number of apprenticeships 16-24 year olds	6406	N/A	7,800	7,900	8,500	9,200	9,600	
	Number of apprenticeships 16-18 year olds	3020	N/A	3,500	3,600	4,000	4,300	4,600	
	Number of apprenticeships 19-24 year olds	3380	N/A	4,300	4,300	4,500	4,900	5,000	
	Number of Level 2, 3 & 4 apprenticeships offered in Kent key sectors	1749	N/A	1,660	1,700	1,750	1,800	1900	
	Number of starts on the Kent Success Apprenticeship scheme	711	N/A	600	750	800	900	1000	
	Percentage of schools offering L2, 3 or 4 apprenticeships	51	N/A	50	60	70	80	85	
	Percentage of unemployment among 18-24 year olds	2.7	2.8	2.5	2	2	1.8	1.6	
Number of assisted employment opportunities for learners with learning difficulties and disabilities	94	N/A	125	135	145	165	175		

Service Indicators		Performance (Provisional)			Proposed Targets				Comments
		Kent 2016	National 2016	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020	IF NOT AVAILABLE PLEASE GIVE ESTIMATED DATE
	Number of 14-19 year olds in Troubled Families programme participating in pre-apprenticeships or apprenticeships	37	N/A	90	100	110	120	130	
	Percentage of student retention (initial Year 12) [N.B. Schools only; not based on matched pupils]	98.1	N/A	97	98	98	98	98	
	Percentage of student retention (start Year 12 to end Year 13) [N.B. Schools only; not based on matched pupils]	81.2	N/A	79	80	82	85	88	
	Post-16 % of students end of KS5 moving to education, training or employment with training	88	88	91	97	98	99	99	New performance tables indicator - revisit targets
	Number of vulnerable learners on apprenticeships	116	N/A	135	170	200	250	280	
Page 355 Early Help & Preventative Services	Percentage of Early Help cases stepped up to Specialist Children's Services	5.5	N/A	6	5	4	3	3	End of March figure
	Percentage of closed Specialist Children's Services cases stepped down to Early Help Units	22.7	N/A	24	25	26	27	28	As per DMT, have changed back but added in additional indicator
	Percentage of closed Specialist Children's Services with ongoing support from Early Help Open Access	N/A	N/A	N/A	↑	↑	↑	↑	Will be captured in Liberi from April
	Percentage of notifications leading to a plan	59.7	N/A	75	65	60	55	50	March snapshot
	Percentage of plans in place within 6 weeks of allocation	53.1	N/A	80	80	82	84	90	March snapshot
	Percentage of cases closed with outcomes achieved	83.4	N/A	80	86	87	88	90	End of March figure
	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case	10.2	N/A	25	10	9	8	7	As per DMT, have changed to Unit to Unit re-referrals
	Percentage of 0-5 living in the 30% most deprived LSOAs registered with a Children's Centre	76.8	N/A	84	85	90	95	100	End of March figure
	Percentage of 0-5 living in the 30% most deprived LSOAs attending a Children's Centre	47.0	N/A	70	60	65	70	75	End of March figure
Percentage of 0-5 with current Social Services involvement known to a Children's Centre	71.1	N/A	80	90	91	93	95	End of March figure	

Service Indicators		Performance (Provisional)			Proposed Targets				Comments
		Kent 2016	National 2016	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020	IF NOT AVAILABLE PLEASE GIVE ESTIMATED DATE
Page 356	Number of first time entrants to the youth justice system	426	N/A	540	350	330	310	290	Annual figures published by YJB will not be available until end of January 2017
	Rate of proven re-offending by CYP	36.0	37.8	29	28	27	26	25	Figures published by the MOJ relate to cohorts - current cohort published 28/04/2016 is July 2013 to June 2014
	Percentage of young offenders of school age in full time education (25 hours)	58.9	N/A	84	70	72	74	76	National data not available as YJB YJMIS returns not completed by a number of YOTs
	Percentage of young offenders post statutory school age in full time EET (16 hours)	53.0	N/A	81	70	72	74	76	National data not available as YJB YJMIS returns not completed by a number of YOTs
	Cumulative number of Troubled Families 'turned around' in Phase 2	22	N/A	2,043	1,602	4,610	7,190	9,200	
	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold)	8.7	8.8	6.5	8.5	8.0	7.5	7.0	
	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold)	14.2	12.3	12.5	12.5	11.5	10.5	9.5	
	Percentage of pupils who are persistently absent from primary schools - SEND pupils (10% threshold)	16.1	N/A	N/A	15	14	13	12	NEW Drafted by KA
	Percentage of pupils who are persistently absent from secondary schools - SEND pupils (10% threshold)	24.5	N/A	N/A	22	20	19	18	NEW Drafted by KA
	Percentage of overall pupil attendance in primary schools	96	96.1	N/A	96.1	96.3	96.4	96.5	
Percentage of overall pupil attendance in secondary schools	94.5	95.0	N/A	95.0	95.2	95.3	95.4		

Service Indicators		Performance (Provisional)			Proposed Targets				Comments
		Kent 2016	National 2016	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020	IF NOT AVAILABLE PLEASE GIVE ESTIMATED DATE
Page 357	Number of permanent exclusions from the primary phase - all pupils	16	N/A	32	15	12	9	5	Figures relate to corresponding academic year. AY 2015-16 national figures will be published in July 17.
	Number of permanent exclusions from the secondary phase - all pupils	50	N/A	32	40	35	30	20	Figures relate to corresponding academic year. AY 2015-16 national figures will be published in July 17.
	Percentage of pupils permanently excluded from school	0.03	N/A	N/A	0.03	0.025	0.025	0.025	NEW Drafted by KA
	Number of fixed term exclusions from the primary phase - all pupils	1,725	N/A	1,250	1,693	1,373	1,168	1,051	Figures relate to corresponding academic year. AY 2015-16 national figures will be published in July 17.
	Number of fixed term exclusions from the secondary phase - all pupils	8,271	N/A	7,000	7,562	6,598	5,608	5,048	Figures relate to corresponding academic year. AY 2015-16 national figures will be published in July 17.

* Data is not available for 2016. Figures are based on 2015 outcomes using previous measures and are not directly comparable with Kent 2016 results.

APPENDIX 2 - Education and Young People's Services, Provider and Commissioning Planning

EYPS Internally Delivered Services	
Education and Young People's Services	Next Review stage
Standards and School Improvement	
Standards and School Improvement Support to schools	May 2017
Governor Training	May 2017
Training and Development for Schools	May 2017
Inclusion Support Service Kent (ISSK)	May 2017
Newly Qualified Teacher (NQT) Training	May 2017
Governor Support Services	May 2017
Horton Kirby Environmental Centre	May 2017
Early Years and Childcare	
Sufficiency and Sustainability	September 2017
Improvement and Standards	September 2017
Equality and Inclusion	September 2017
Partnership and Integration	September 2017
Skills and Employability	
Tracking 16-24 and Engagement	January 2018

EYPS Internally Delivered Services	
Education and Young People's Services	Next Review stage
14-19 (24) Progression	January 2018
Careers Education, Information Advice and Guidance	January 2018
Apprenticeship Growth	January 2018
Employer collaboration	January 2018
E-Learning environment	January 2018
Kent Supported Employment Programme (£209,000)	December 2017
Adult Skills Specification commissioned by KCC from CLS (£14 million)	January 2018
Provision Planning	
Area Education Officers	2020
Outdoor Education Unit	2020
SEN Assessment and Placement	
Statutory Assessment and Placement; includes statutory annual reviews, dispute resolution, local offer and transitional arrangements to convert statements to EHCP	March 2018
Provision Evaluation; monitoring the impact of resources for SEN placements	March 2018
High Needs Funding; assessing and determining eligibility	April 2017
Educational Psychology Service	
Psychological advice for children and young people undergoing statutory assessment	April 2019

EYPS Internally Delivered Services	
Education and Young People's Services	Next Review stage
Psychological support for early intervention and preventative approaches are available on a traded basis in addition to statutory functions	April 2019
Fair Access	
Co-ordination of Admissions arrangements	January 2018
Monitoring of school Admissions compliance	February 2018
Co-ordination of Kent Test selection process	November 2018
Management of School Appeals	August 2018
Monitoring of Elective Home Education	October 2019
In Year School Admissions	January 2018
Tracking of Children Missing Education	October 2019
Transport Eligibility Assessment	November 2018
Independent Travel Training Service	November 2018
Personal Transport Budgets	November 2018
Procurement of SEN and Mainstream Transport provided by GET Public Transport through an annual recharge of £650,000	November 2017
Home Tuition Education Programme	July 2018
0 – 25 Early Help	
Children's Centres – Universal and Additional	May 2017
Youth Hubs – Universal and Additional	November 2018

EYPS Internally Delivered Services	
Education and Young People's Services	Next Review stage
Early Help Units – Intensive	November 2018
Information and Intelligence	
Management Information	March 2018
Improvement and Development	March 2018
Business Management	March 2018
Saturday Job Scheme and Apprenticeships	March 2018
Youth Justice	
Intensive Supervision and Surveillance	March 2018
Bail Supervision and Support	March 2018
Referral Orders	March 2018
Court Work	March 2018
Supervision of Court Orders	March 2018
Resettlement	March 2018
Victim contact and Restorative Justice	March 2018
Troubled Families	
Delivery of Outcomes for Troubled Families Programme as part of Early Help	Ongoing
PRU, Inclusion and Attendance	

EYPS Internally Delivered Services	
Education and Young People's Services	Next Review stage
Pupil Referral Unit Support	February 2018
Children Missing Education Investigations	February 2018
Attendance Support and Enforcement	February 2018
Gypsy Roma and Travellers Outreach Support	February 2018
Child Employment and Children in Entertainment	February 2018
Exclusion and Re-integration	February 2018
Education Safeguarding	
Lead Professional Consultation service	Annual
Online safety advice to schools, settings and LSCB	Annual
Responding to Ofsted, Members and Directors regarding safeguarding complaints and providing pre-inspection information	Annual
Conducting statutory functions on behalf of EYPS in relation to KSCB	Annual
Drafting Kent Safeguarding Policy and KELSI web pages	Annual
HeadStart	
Universal Virtual Resilience Hub	April 2017
Schools Financial Services	
Provision of Statutory and Discretionary services to the LA, including Closedown information for all maintained schools, undertaking compliance visits and monitoring schools budgets to minimise risk and cost to the LA.	December 2017

EYPS Externally Delivered Services				
Education and Young People's Services Externally Delivered	Contract value (£)	Provider name	Contract end date	Next review date
Standards and School Improvement				
Standards and School Improvement Procurement Framework	£1.5m (2 year contract)	Various	30 April 2020	April 2018
Early Years and Childcare				
Development and Support Services for Kent's 1,300 Childminders	£275,000 annually	Prospects	31 March 2018	Annually
Free Early Education for two, three and four year olds	N/A – formulaic hourly rate	Approx. 700 private, voluntary and independent pre- schools and nurseries plus childminders	Open ended	Annually
Children and Families Information Service	Part of wider Agilisys	Agilisys	As with Agilisys	Annual Service Level Agreement
Skills and Employability				
Common Application Process	£40,000	UCAS	March 2018	March 2018
IYSS (Tracking)	£26,307	Career Vision	March 2018	March 2018
SEN Assessment and Placement				
Mobility Training for Children; annual rolling contract	£40,000 matched by Social Care £40,000	Kent Association for the Blind	July 2017	April 2017
Teaching contract for low incidence needs; cost of qualified teacher	£30,000 annually	Royal London Society for the Blind	July 2017	April 2017
Dispute Mediation contract; procured on behalf of Health and Social Care in Kent and 16 Local Authorities	£50,000 annually	Global Mediation	31 March 2018	December 2017

EYPS Externally Delivered Services				
Education and Young People's Services Externally Delivered	Contract value (£)	Provider name	Contract end date	Next review date
Speech and Language, Occupational and Physiotherapy (SLT/OT/PT) contracts	£1 million in total	Three individual NHS providers	Various	April 2018
SLT/OT/PT: Therapy contracts for individual children across Kent following Tribunal decisions/orders to provide the service	£300,000	Individual providers; one-off commissions	Individual timescales linked to specific children	Linked to children's annual reviews
Observation and Assessment nursery for complex needs in West Kent	£100,000	Barnardo's	July 2016	New arrangements September 2017
Interviews with children and young people subject to appeal proceedings.	£50,000 annually	Action for Children	March 2017	Unlikely to be renewed and new ways of working will be explored
Placements in non-maintained sector	£1 million in total	Individual providers	Linked to specific children	Linked to EHCP annual reviews
Integrated service for specialist equipment recycling and purchase (Integrated Community Equipment Services (ICES)).	£120,000	Nottingham Rehab Limited (trading as NRS Healthcare). Joint contract with NHS, Adult & Children's Social Care	December 2018	New contract from January 2016
Fair Access				
Hosted School Admissions Software	£256,815	Tribal	January 2021	July 2018
Kent Test Provision	£178,800 annually	Granada Learning	August 2018	June 2017
0-25 Early Help Services				

EYPS Externally Delivered Services

Education and Young People's Services Externally Delivered	Contract value (£)	Provider name	Contract end date	Next review date
Family Support (North and West Kent)	£2,581,200.00	Salus	November 2019	November 2018
Family Support (South and East Kent)	£3,720,000.00	Porchlight	November 2019	November 2018
NEETs Support	£1,495,231.20	CxK	November 2019	November 2018
Young Carers	£1,316,550.73	Imago	May 2019	May 2018
Youth Services (Thanet)	£684,740.00	Pie Factory Music	November 2021	November 2020
Youth Services (Canterbury)	£546,656.95	The Canterbury Academy	November 2021	November 2020
Youth Services (Swale)	£669,750.00	TBC	November 2021	November 2020
Youth Services (Dover)	£499,902.00	Pie Factory Music	November 2021	November 2020
Youth Services (Shepway)	£433,500.00	Salus	November 2021	November 2020
Youth Services (Ashford)	£480,000.00	Sk8side CIC	November 2021	November 2020
Youth Services (Maidstone)	£458,500.00	Salus	November 2021	November 2020
Youth Services (Tonbridge & Malling)	£415,000.00	West Kent YMCA	November 2021	November 2020
Youth Services (Tunbridge Wells)	£380,000.00	West Kent YMCA	November 2021	November 2020
Youth Services (Dartford)	£439,950.00	Play Place CIC	November 2021	November 2020
Youth Services (Gravesham)	£500,000.00	The Gr@nd	November 2021	November 2020
Youth Services (Sevenoaks)	£375,000.00	West Kent Extra	November 2021	November 2020

EYPS Externally Delivered Services				
Education and Young People's Services Externally Delivered	Contract value (£)	Provider name	Contract end date	Next review date
Commissioned Children's Centre – FEYC	£240,452.60	Action 4 Children	September 2017	May 2017
Commissioned Children's Centre – Hythe Bay	£108,073.00	Hythe Bay School	September 2017	May 2017
Commissioned Children's Centre – Millmead	£259,608.40	Millmead Community	September 2017	May 2017
Commissioned Children's Centre – Riverside	£277,695.45	Canterbury City Council	September 2017	May 2017
Commissioned Children's Centre – Seashells	£238,002.55	Children and Families Ltd	September 2017	May 2017
Young Lives Foundation Mentors	£94,933.00	Young Lives Foundation	March 2018	May 2017
Welfare Call	£18,000.00	Welfare Call Ltd	March 2018	May 2017
Youth Justice				
Appropriate Adult Service	£49,500 per annum	Young Lives Foundation	March 2018	April 2017
HeadStart				
Universal Plus School Groupings Support	£1,356,028.00	134 Schools	TBC	April 2017
Additional Support for School Grouping	£3,208,295.00	TBC	TBC	TBC

Significant Commissioning and Service Activity

Service Area	Brief Description of Activity	Responsible Contract Manager	Contract Value and Start and End Dates	Public Consultation Required Y / N
HeadStart				
Volunteer mentors	1 to 1 support by volunteers	Angela Ford	£555,555	N
Online counselling	Online counselling	Angela Ford	£800,000	N
Intensive support	1 to 1 support paid workers	Angela Ford	£691,666	N
Family work	Group family work transition year 6	Angela Ford	£417,223	N
Pay It Forward	Small grants by young people	Angela Ford	£70,277	N
Talents and Interests	Small grants supporting young people	Angela Ford	£148,334	N
Domestic Abuse work	Group work designed by young people	Angela Ford	£160,556	N
Resilience Domains Training	Resilience Training for adults	Angela Ford	£66,950	N
Youth Mental Health First Aid	Training on mental health	Angela Ford	£66,822	N
Mindfulness	Training on Mindfulness	Angela Ford	£301,189	N
0 – 25 Early Help				
Emotional Health and Wellbeing	Introduction of the Primary Mental Health Workers in all Early Help Units (0.5 FTE per Unit).	Stuart Collins, for the EHPS component of the new Children and	£1.2 m	N

Service Area	Brief Description of Activity	Responsible Contract Manager	Contract Value and Start and End Dates	Public Consultation Required Y / N
		Young People's Mental Health Service contract.		
District Grants	Districts are required to submit bids for how they would utilise grant funding to benefit the Troubled Families Programme outcomes. This might be by commissioning local programmes to delivery support to families or by increasing the KCC Family Support provision.	TBC	Ashford - £30,208 Canterbury - £25,369 + community budgets grant of £39,780 Dartford - £32,823 Dover - £30,453 Gravesham - £18,367 Maidstone - £45,080 Sevenoaks - £17,850 Shepway - £53,741 + Working Families Everywhere grant of £75,480 Swale - £61,849 Thanet - £41,410 T&M - £15,949 Tunbridge Wells - £15,693 + Working Families Everywhere grant: £37,740	N
School Improvement				
School Improvement	Various providers on the school improvement procurement framework compete for any school improvement work that the team do not have the capacity to deliver.	Joanne Winkler (responsible for framework contract)	Total value approximately £1.5 million 1/5/2016 – 30/4/2018 with an option to extend until May 2020	N

Education and Young People's Services Directorate

2017-18 Directorate Business Plan

March 2017

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From: 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

To: Education and Young People's Services Cabinet Committee – 30th March 2017

Subject: Risk Management: Education and Young People's Services

Classification: Unrestricted

Past Pathway of Paper: None

Future Pathway of Paper: None

Electoral Division: All

Summary: This paper presents the strategic risks relating to the Education and Young People's Services directorate, in addition to risks featuring on the Corporate Risk Register for which the Corporate Director is the 'Risk Owner'. The paper also explains the management process for review of key risks.

Recommendation(s):

The Cabinet Committee is asked to consider and comment on the directorate risk register and relevant corporate risk outlined in appendices 1 and 2.

1. Introduction

- 1.1 Directorate business plans are reported to Cabinet Committees each March / April as part of the Authority's business planning process. The plans include a high-level section relating to key directorate risks, which are set out in more detail in this paper.
- 1.2 Risk management is a key element of the Council's Internal Control Framework and the requirement to maintain risk registers ensures that potential risks that may prevent the Authority from achieving its objectives are identified and controlled. The process of developing the registers is therefore important in underpinning business planning, performance management and service

procedures. Risks outlined in risk registers are taken into account in the development of the Internal Audit programme for the year.

- 1.3 Directorate risk registers are reported to Cabinet Committees annually and contain strategic or cross-cutting risks that potentially affect several functions across the Education and Young People's Services (EYPS) directorate. These often have wider potential interdependencies with other services across the Council and external parties. The EYPS directorate risk register is attached in appendix 1.
- 1.4 Corporate Directors also lead or coordinate mitigating actions in conjunction with other Directors across the organisation to manage risks featuring on the Corporate Risk Register. The Corporate Director for Education and Young People's Services directorate is designated joint 'Risk Owner' for the corporate risk relating to the management of demand on Early Help and Preventative Services and Specialist Children's Services. In addition, a directorate risk relating to "Delivery of new school places is constrained by capital budget pressures and dependency upon the Education Funding Agency" has been escalated to the Corporate Risk Register. These risks are presented for comment in appendix 2.
- 1.5 A standard reporting format is used to facilitate the gathering of consistent risk information and a 5x5 matrix is used to rank the scale of risk in terms of likelihood of occurrence and impact. Firstly the current level of risk is assessed, taking into account any controls already in place to mitigate the risk. If the current level of risk is deemed unacceptable, a 'target' risk level is set and further mitigating actions introduced with the aim of reducing the risk to a tolerable and realistic level.
- 1.6 The numeric score in itself is less significant than its importance in enabling categorisation of risks and prioritisation of any management action. Further information on KCC risk management methodologies can be found in the risk management guide on the KNet intranet site.

2. Financial Implications

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

3. Policy Framework

- 3.1 Risks highlighted in the risk registers relate to strategic priorities and outcomes featured in KCC's Strategic Statement 2015-2020, as well as the delivery of statutory responsibilities.
- 3.2 The presentation of risk registers to Cabinet Committees is a requirement of the County Council's Risk Management Policy.

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

- 4.1 There are currently thirteen directorate risks featured on the EYPS directorate risk register (appendix 1), four of which are rated as 'High'. Many of the risks highlighted on the register are discussed as part of regular items to Cabinet Committees.
- 4.2 Since last reported in March 2016, one risk has been closed (achievement of outcomes and savings relating to Early Help and Preventative Services).
- 4.3 Two new risks have been added to the register. The first relates to the requirement to provide thirty hours of free childcare to 3 and 4 year old children of eligible parents, and the possibility that there may be insufficient places of a suitable quality. The second new risk relates to the delivery of the 2017/18 budget.
- 4.4 The risk relating to Special Educational Needs (SEN) Transport budget saving has been raised from 'medium' to 'high' during the past year, while a re-assessment of the risk relating to non-integrated data information systems has resulted in its score reducing since last year, now that a supplier of the preferred software solution has been identified and an implementation plan is now in place.
- 4.5 A number of mitigating actions are of a more ongoing and evolving nature, hence review dates are set at what is seen to present the best time to 'take stock' of progress. Risk and action owners review these actions regularly, and the Directorate Management Team monitors this as part of regular quarterly risk reviews.
- 4.6 Inclusion of risks on this register does not necessarily mean there is a problem. On the contrary, it can give reassurance that they have been properly identified and are being managed proactively.
- 4.7 Monitoring and review – risk registers should be regarded as 'living' documents to reflect the dynamic nature of risk management. Directorate Management Teams formally review their risk registers, including progress against mitigating actions, on a quarterly basis as a minimum, although individual risks can be identified and added to the register at any time. Key questions to be asked when reviewing risks are:
 - Are the key risks still relevant?
 - Have some risks become issues?
 - Has anything occurred which could impact upon them?
 - Has the risk appetite or tolerance levels changed?
 - Are related performance / early warning indicators appropriate?
 - Are the controls in place effective?
 - Has the current risk level changed and if so is it decreasing or increasing?

- Has the “target” level of risk been achieved?
- If risk profiles are increasing what further actions might be needed?
- If risk profiles are decreasing can controls be relaxed?
- Are there risks that need to be discussed with or communicated to other functions across the Council or with other stakeholders?

5. Recommendation

Recommendation:

The Education and Young People’s Services Cabinet Committee is asked to consider and comment on the directorate risk register and relevant corporate risk outlined in appendices 1 and 2.

6. Background Documents

6.1 KCC Risk Management Policy on KNet intranet site.

7. Contact details

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Education and Young People Services Risk Register

MARCH 2017

Education & Young People Services Directorate - Summary Risk Profile

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

Risk No.*	Risk Title	Current Risk Rating	Change since April 2016	Target Risk Rating
EYPS 01	Schools going into Category	15	↔	5
EYPS 02	Special Educational Needs (SEN) - Transport budget savings	20	↑	12
EYPS 03	Meeting the demand for specialist provision and placement of pupils with an Education, Health and Care Plan	9	↔	6
EYPS 05 / CRR 28	Delivery of new school places is constrained by capital budget pressures and dependency upon the Education Funding Agency (EFA).	20	↔	9
EYPS 06	More schools will move into a potentially deficit budget position	20	↔	8
EYPS 07	Children who are home educated may not be safeguarded	12	↔	6
EYPS 08	Children not in full time education may not be receiving a suitable education	9	↔	6
EYPS 10	Non-integrated data information systems	9	↓	4
EYPS 11	Achievement of outcomes and savings relating to Early Help and Preventative Services		CLOSED	
EYPS 18	Lack of or difficulty accessing appropriate provision and lack of targeted support for young people Not in Education, Employment or Training (NEET) across KCC	9	↔	6
EYPS 19	The ability of (Community Learning and Skills) CLS to generate sufficient income due to changes in the national funding scheme	12	↔	6
EYPS 20	Insufficient take-up of free places for 2 year olds	8	↔	4
EYPS 22	Thirty hours of free childcare	20	NEW	15
EYPS 23	Delivery of 2017/18 budget	8	NEW	4

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

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

Likelihood & Impact Scales					
Likelihood	Very Unlikely (1)	Unlikely (2)	Possible (3)	Likely (4)	Very Likely (5)
Impact	Minor (1)	Moderate (2)	Significant (3)	Serious (4)	Major (5)

Risk ID	EYPS 01	Risk Title	Schools going into category			
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
Schools going into category	Although there are currently 89% of KCC schools either good or better, there remains 11% of schools that are 'Requiring Improvement' (RI) or currently in an Ofsted category. Therefore there is a risk that a small percentage of these schools may have a repeat "Requires Improvement" judgement which will put them at risk of being eligible for intervention as a result of the Education and Adoption Act 2016	This would lead to additional support being required, reputational damage and financial implications	Patrick Leeson, Corporate Director EYPS	Possible (3)	Major (5)	
				Target Residual Likelihood	Target Residual Impact	
				Very Unlikely (1)	Major (5)	
Control Title				Control Owner		
A school improvement strategy is in place to monitor the performance of schools and to provide additional support where required. (Updated to reflect the Education and Adoption Act 2016).				Anton Francic, Head of School Improvement		
A categorisation process exists to ensure that schools are allocated appropriate resources. Meetings are held 3 times a year.				Anton Francic, Head of School Improvement		
Protocols regarding schools whose performance is causing concern have been revised to reflect the changing role of the Regional Schools Commissioner. This includes "coasting" schools.				Anton Francic, Head of School Improvement		
Schools in Ofsted category and those at risk of being eligible for intervention are supported as a priority.				Anton Francic, Head of School Improvement		
Improvement advisers have clear criteria for notes of visits				Anton Francic, Head of School Improvement		

Quality assurance work is now underway

Anton Francic, Head of School Improvement

Action Title

Action Owner

Planned Review Date

Risk ID	EYPS 02	Risk Title	Special Educational Needs (SEN) Transport budget savings			
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
There is a legal requirement on the Local Authority to make appropriate provision of transport for SEN learners where their needs require it.	There is an expectation of numbers rising over the next 3 years which in turn will increase the numbers of learners seeking support with transport. The overall budget will also reduce during this period which may lead to further budget pressures and have a possible impact on the council's Medium Term Financial Plan.	The extent of shortfall will create a significant budgetary pressure which will be mitigated in part by effective procurement enabling more cost effective efficient route planning to moderate any further increases in market rates for transport provision. If the procurement savings do not compensate for the rising cost of transport provision this will impact on the budget medium term plan. Initial findings have failed to deliver the predicted level of savings. The Local Authority has no alternative but to meet its legal duties in this regard, so the risk sits with education as budget holder. Whilst the activity to deliver the savings will predominantly be with Public Transport the lower than predicted levels of saving generated through the pilot, will require alternate cost reduction activity to be identified.	Keith Abbott, Director Education Planning and Access	Likely (4)	Major (5)	
				Target Residual Likelihood	Target Residual Impact	
				Possible (3)	Serious (4)	
Control Title			Control Owner			
Deep dive reviews of transport activity into establishments to identify schools best placed to benefit from revised route optimisation			Scott Bagshaw, Head of Admissions and Transport			
Suitable candidates identified to receive Independent Travel Training (ITT) with a view to transition to public transport			Scott Bagshaw, Head of Admissions and Transport			

Delivering Independent Travel Training to increase efficiency of travel and reduce costs.	Scott Bagshaw, Head of Admissions and Transport	
Programme developed to enable one Special Schools to operate their own transport	Scott Bagshaw, Head of Admissions and Transport	
Public Transport to report on costings and monitor key information that is presented to EYPS each month to enable strategic targeting of activity.	Scott Bagshaw, Head of Admissions and Transport	
Dedicated project manager in Public Transport in place to manage delivery of procurement and school contracts	Scott Bagshaw, Head of Admissions and Transport	
Revised working practice including Dynamic Procurement to secure best prices.	Scott Bagshaw, Head of Admissions and Transport/Julie Ely, Head of SEN Assessment and Placement.	
Action Title	Action Owner	Planned Review Date
The implementation of the SEN strategy will reduce the amount of school travel and create new school places.	Scott Bagshaw, Head of Admissions and Transport	June 2017
Following deep dive reviews route optimisation has been undertaken and KCC will continue to explore a “single source” contract supplier for transport into pilot schools. It is anticipated this new approach to procurement of school transport will drive some savings, but the initial pilots have not generated the expected levels of savings to date and this will mean the financial pressures will be sustained for longer.	Scott Bagshaw, Head of Admissions and Transport	June 2017
Analysis of journey types to identify prospective candidates for a personal transport budget	Scott Bagshaw, Head of Admissions and Transport	June 2017
Identify other schools to deliver direct transport solutions	Scott Bagshaw, Head of Admissions and Transport	June 2017
Investment in improved ICT, both on streamlining the application and process service and route optimisation and financial management information within Public Transport.	Scott Bagshaw, Head of Admissions and Transport	June 2017

Risk ID	EYPS 03	Risk Title Meeting the demand for specialist provision and placement of pupils with an Education, Health and Care Plan.				
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
Proposals in the Special Educational Needs (SEND) strategy to increase commissioned places to 3,700.	Additional numbers are on track but there is a risk that the additional places in Kent are not delivered on time or within budget. This is firmly linked into the Capital Programme EYPS 05 risk.	Budgetary pressure on KCC as a consequence of legal duty to make specialist provision and continued placement in costly specialist independent schools.	Patrick Leeson, Corporate Director EYPS	Possible (3)	Significant (3)	
				Target Residual Likelihood	Target Residual Impact	
				Unlikely (2)	Significant (3)	
Control Title			Control Owner			
Kent SEN strategy review and implementation			Keith Abbott, Director Education Planning and Access			
Workforce development plans implemented			Julie Ely, Head of SEN Assessment and Placement			
Planning consents and Governing Body agreement have been obtained			David Adams, Jared Nehra, Ian Watts, Marisa White. Area Education Officers			
Full scale rollout of plan to be used to scale up local decision making using core standards			Julie Ely, Head of SEN Assessment and Placement			
Refreshed core standards now in place			Julie Ely, Head of SEN Assessment and Placement			
Training on new core standards has taken place, leading to more children being supported in local schools.			Julie Ely, Head of SEN Assessment and Placement			

Action Title	Action Owner	Planned Review Date
Increase the number of Profound, Severe and Complex Needs (PSCN) places at FiveAcre Wood (50) and PSCN places at Ridgeview (67).	Julie Ely, Head of SEN Assessment and Placement	September 2017

Risk ID	EYPS 05/ CRR28	Risk Title	Delivering of New School Places is constrained by capital budget pressures and dependency upon the Education Funding Agency (EFA).			
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
A significant expansion of schools is required to accommodate major population growth in the short term to medium term (primary age) and medium to long term (secondary age). The "Basic Need" capital grant from Department for Education (DfE) will not fund the expansion in full. A funding gap to deliver the programme for schools will be created by cost pressures from higher than expected build costs, low contributions from developers and increases in pupil demand. Whilst the funding gap identified with the Kent Commissioning Plan has been closed, the delivery of the plan is highly dependent upon securing 15 Free Schools in Kent over the period and that the EFA complete the Free School projects on time and to an appropriate standard.	The expansion required may not be delivered, meaning KCC is not able to provide appropriate school places.	The duty to provide sufficient school places is not met, which may lead to legal action against the council. Some children have to travel much further to attend a school, with a resulting impact on the transport budget.	Keith Abbott, Director Education Planning and Access	Very Likely (5)	Significant (4)	
				Target Residual Likelihood	Target Residual Impact	
				Possible (3)	Significant (3)	
Control Title			Control Owner			
The Kent Commissioning Plan contains the forecast expansion numbers and locations. A school expansion programme has been mapped, costed and kept under review.			Keith Abbott, Director Education Planning and Access			
The school expansion programme is under member scrutiny and review by relevant Education and Property			Keith Abbott, Director Education Planning and Access			

programme boards/forums/committees.		
Close working with the EFA and lobbying of the DFE/EFA. This included raising the issue in the KCC response to the Education White Paper and the Leader raised this via County Council Network route		Keith Abbott, Director Education Planning and Access
Regular meetings with EFA officials, EYPS, GEN2 and Infrastructure to monitor progress at individual project level and identify ways in which KCC can help progress these projects. First meeting held on 28/11/16		Keith Abbott, Director Education Planning and Access
EYPS capital monitoring mechanism with Member involvement now created		Keith Abbott, Director Education Planning and Access
Policy and operations to secure sufficient developer contributions are overseen by Growth and Infrastructure Group.		Keith Abbott, Director Education Planning and Access and Katie Stewart, Director Environment, Planning and Enforcement.
A bid has been made for extra funding under the priority school building programme Phase 2.		Keith Abbott, Director Education Planning and Access
Negotiations have taken place with District Councils regarding allocation of contributions		David Adams, Jared Nehra, Ian Watts Marisa White, Area Education Officers.
Monitoring to be considered for inclusion in Cabinet Quarterly Performance Report		Keith Abbott, Director Education Planning and Access
Action Title	Action Owner	Planned Review Date
To develop contingency plans for alternative interim accommodation for each Free School project	Keith Abbott, Director Education Planning and Access. David Adams, Jared Nehra, Ian Watts, Marisa White. Area Education Officers	May 2017
Discussions with senior EFA staff and Keith Abbott/Rebecca Spore (Director of Infrastructure) to follow	Keith Abbott, Director Education Planning and Access	May 2017

Risk ID	EYPS 06	Risk Title More schools will move into a potentially deficit budget position.				
Source / Cause of risk		Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact
The sixth year of a "flat cash" Dedicated Schools Grant settlement for schools coupled with continuing impact of the major national changes to school funding and the formula will put serious pressure on the budgets of a number of schools - especially those with falling rolls - in the short to medium term. Secondary schools are also expressing additional pressures as a result of national changes in 6th Form funding and falling rolls. Also changes in the Ofsted frameworks could result in more schools moving into category. Experience shows that the additional costs incurred as a result of this can also push a school into deficit.		More schools move into a potentially deficit budget position.	There will be pressure on school budgets with knock-on consequences as they make budget savings to balance the budget. There will be increased pressure on the central redundancy budget and also increased demands upon Schools Financial Services. SPS (Schools Personnel Service) and School Improvement. There may also be a negative impact upon standards in some schools.	Patrick Leeson, Corporate Director EYPS	Very Likely (5)	Serious (4)
					Target Residual Likelihood	Target Residual Impact
					Likely (4)	Moderate (2)
Control Title				Control Owner		
The potential implications of all of the changes to school funding have been identified and Department for Education (DfE) have been lobbied. Budget tool issued for 2015/16 and beyond.				Keith Abbott, Director Education Planning and Access		
Joint work is underway with school improvement colleagues to identify those schools at most risk as a result of the financial changes. Meeting has now taken place with school improvement colleagues				Keith Abbott, Director Education Planning and Access		
Discussions have taken place with schools that have shown future problems				Keith Abbott, Director Education Planning and Access		
Direct conversations taking place with the Chief Executive of the Education Funding Agency (EFA).				Keith Abbott, Director Education Planning and Access		

Met with Permanent Secretary regarding funding issues	Keith Abbott, Director Education Planning and Access
The Academies issue has been raised with the Regional Schools Commissioner	Keith Abbott, Director Education Planning and Access
For schools that have declared a balanced budget position, close monitoring of management action	Keith Abbott, Director Education Planning and Access
Detailed work carried out on all new selective secondary schools and Academies. A dedicated resource is now employed to deal with this.	Keith Abbott, Director Education Planning and Access
Met with Department for Education, Regional Schools Commissioner and Education Funding Agency to discuss position of vulnerable schools and Academies.	Keith Abbott, Director Education Planning and Access
Solutions identified for vulnerable secondary schools	Keith Abbott, Director Education Planning and Access
The Leader has written to the Chief Executive of the EFA	Keith Abbott, Director Education Planning and Access
Recovery plans have been prepared with schools that have flagged up problems	Keith Abbott, Director Education Planning and Access
Cabinet Member met with the Secretary of State and has written to her re the financial position	Keith Abbott, Director Education Planning and Access
Action Title	Action Owner
	Planned Review Date

Risk ID	EYPS 07	Risk Title	Children who are home educated may not be safeguarded			
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
The Elective Home Education process does not require a young person to be seen by a member of the local authority tasked with identifying the suitability of education	Risk of delay in identifying potential safeguarding concerns.	Failure of KCC to fulfil its safeguarding duties.	Patrick Leeson, Corporate Director EYPS	Possible (3)	Serious (4)	
				Target Residual Likelihood	Target Residual Impact	
				Unlikely (2)	Significant (3)	
Control Title			Control Owner			
New policy regarding home education now in place			Patrick Leeson, Corporate Director EYPS			
Revised policy includes interaction with child where there are welfare concerns and where other agencies have been involved with the family			Keith Abbott, Director Education Planning and Access, Scott Bagshaw, Head of Admissions & Transport.			
Raising awareness amongst other practitioners to recognise potential implications of children home educated that are not in contact with universal education services			Scott Bagshaw, Head of Admissions & Transport/Hilary Alford, Manager Secondary Admissions			
Identification of and early intervention prior to decision will reduce the number of vulnerable young people entering into Elective Home Education			Scott Bagshaw, Head of Admissions & Transport			
Action Title		Action Owner		Planned Review Date		
Ensuring that every child receives a home visit.		Scott Bagshaw, Head of Admissions & Transport		June 2017		

Risk ID	EYPS 08	Risk Title Children not in full time education may not be receiving a suitable education				
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
Section 436a of the Education Act 1996 (inserted by the Education and Inspections Act 2006) "requires all local education authorities to make arrangements to enable them to establish (so far as it is possible to do so) the identities of children in their area who are not receiving a suitable education". The local authority must also ensure that it "monitors the numbers of children/young people in the authority who are not receiving an education, including those new to the area of the country".	Information on Children and Young Persons not in full-time education is held on a number of different systems that are not fully integrated. There is a risk that professionals working with a Child or Young Person may not be aware that they are not accessing education.	Failure of KCC to fulfil its duty to identify and monitor those children/young people not receiving an education and to ensure education is offered.	Patrick Leeson, Corporate Director EYPS	Possible (3)	Significant (3)	
				Target Residual Likelihood	Target Residual Impact	
				Unlikely (2)	Significant (3)	
Control Title			Control Owner			
Information sharing systems between Admissions, Children Missing Education and Elective Home Education Teams.			Scott Bagshaw, Head of Admissions & Transport			
A County-wide Pupil Referral Unit (PRU) quality assurance framework has been developed and implemented. The PRU's performance in providing 6 th day provision is closely monitored.			Ming Zhang, Head of Pupil Referral Unit, Inclusion and Attendance			
The Elective Home Education Policy and process has been revised			Scott Bagshaw, Head of Admissions & Transport			
Attendance service has been re-organised and the new service re-focused on providing effective advice and monitoring of school attendance register to identify any poor or illegal practice. Schools are challenged for any known poor or illegal practice in attendance registration			Ming Zhang, Head of Pupil Referral Unit, Inclusion and Attendance			

Centralised provision now results in an education programme for pupils not on a school roll where appropriate.	Scott Bagshaw, Head of Admissions & Transport
The part-time monitoring system was revised in January 2016. The system is now more effective in tracking students who are on part-time tables and the outcomes of the necessary use of the temporarily part-time table.	Ming Zhang, Head of Pupil Referral Unit, Inclusion and Attendance
If Early Help and Preventative Services staff are made aware of students not on a register, then schools are informed. The newly organised Attendance and Inclusion teams operate within the Early Help structure. The integration ensures that any known case of a pupil not on a register is followed up. A new Children Missing Education procedure is in place to ensure that there is a seamless process in following up children missing from education.	Ming Zhang, Head of Pupil Referral Unit, Inclusion and Attendance
Management information systems now reviewed to ensure improved data sharing and data management between services.	Katherine Atkinson, Head of Information and Intelligence.
The restructured Health Needs Service is now in place. The leadership team of the service has been established and is functioning well.	Ming Zhang, Head of Pupil Referral Unit, Inclusion and Attendance
Action Title	Action Owner
	Planned Review Date

Risk ID	EYPS 10	Risk Title	Non- integrated data information systems			
Source / Cause of risk		Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact
There is a great deal of duplication and a lack of consistency in data being collected and none of the systems are integrated with each other. In some cases, staff are also recording off-system on spreadsheets. This is leading to an uncoordinated approach as staff are having to cross-reference and input on multiple systems, potentially causing delay or confusion in supporting children and young people. Good progress is being made with procuring a rationalised number of systems and we are on track to award a new contract. The system will be able to integrate with existing children's systems via SingleView technology that has already been implemented.		There is a risk that staff will be working with incomplete information on children or young person due to the amount of data and systems that are collecting the data.	If staff work with incomplete data on children or young person it may lead to safeguarding issues for the child and reputational issues for the Authority. In addition, performance is presented in an uncoordinated manner due to inconsistency of the systems.	Katherine Atkinson, Head of Information and Intelligence.	Possible (3)	Significant (3)
					Target Residual Likelihood	Target Residual Impact
					Unlikely (2)	Moderate (2)
Control Title				Control Owner		
Demonstrations of new systems have been carried out				Katherine Atkinson, Head of Information and Intelligence.		
A business case has been prepared				Katherine Atkinson, Head of Information and Intelligence.		
More widespread use of common identifiers				Katherine Atkinson, Head of Information and Intelligence.		
Progress has been made with the Early Help Module				Katherine Atkinson, Head of Information and Intelligence.		

Core systems have been identified as Phase 1. The remaining systems and spreadsheets are to be classified as Phase 2.	Katherine Atkinson, Head of Information and Intelligence.	
Systems refresh operational group formed	Katherine Atkinson, Head of Information and Intelligence.	
All "open access" recording has been moved into e-Start	Katherine Atkinson, Head of Information and Intelligence.	
A new contract was awarded in November 2016	Katherine Atkinson, Head of Information and Intelligence.	
Action Title	Action Owner	Planned Review Date
Planned implementation will take place from November 2016 for 1 year.	Katherine Atkinson, Head of Information and Intelligence.	May 2017
Implementation plan has been drafted with the new supplier	Katherine Atkinson, Head of Information and Intelligence.	May 2017

Risk ID	EYPS 18	Risk Title Lack of or difficulty accessing appropriate provision and lack of targeted support for those Not in Education, Employment, or Training (NEET) across KCC				
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
NEET interdependencies affect many services across KCC. Loss of Level 1 and 2 provision will increase the number of young people who become NEET. There is also a lack of post 16 provision in schools and colleges and work based training providers for Level 1 and entry level learning. NEET interdependencies between services across KCC and a lack of targeted support across KCC all add to the risk.	There is a risk that KCC will be unable to meet its statutory requirement in relation to post 16 provision of places and raising participation, and meeting the KCC target of 2.5% NEET's by January 2017	Reputational damage and possible litigation by parents or individuals. Vulnerable and complex learners will be disproportionately disadvantaged if targets are not met and this may lead to unacceptable budget pressures in other services in KCC	Patrick Leeson, Corporate Director EYPS	Possible (3)	Significant (3)	
				Target Residual Likelihood	Target Residual Impact	
				Unlikely (2)	Significant (3)	
Control Title			Control Owner			
A Governance system has been developed to monitor progress and to ensure the implementation of the strategy.			Patrick Leeson, Corporate Director EYPS			
Readytowork.com website is now in place			Sue Dunn, Head of Skills and Employability			
Internal audit has been carried out of the NEET process			Sue Dunn, Head of Skills and Employability			
Gap analysis has been conducted and indicates that a significant shortage of places for potential clients exists			Sue Dunn, Head of Skills and Employability			
Integrated Youth Support Services database is used to enable effective tracking to target support			Sue Dunn, Head of Skills and Employability			
NEET interdependency group set up to ensure that all services are clear about their responsibilities to reduce NEET's			Sue Dunn, Head of Skills and Employability			

A NEET (Not in Education, Employment and Training) strategy and detailed action plan prepared for each District	Sue Dunn, Head of Skills and Employability	
More specialist provision has been provided	Sue Dunn, Head of Skills and Employability	
NEET's processes have been streamlined	Sue Dunn, Head of Skills and Employability	
Monthly reviews of data are taking place and actions produced.	Sue Dunn, Head of Skills and Employability	
A ½ day training day is to be arranged for staff	Sue Dunn, Head of Skills and Employability	
Action Title	Action Owner	Planned Review Date
Focus work is being carried out with individual learners who are at risk of becoming NEET	Nigel Baker, Head of Preventative Services	May 2017
Work is being carried out with SEND learners and other vulnerable groups between January and March 2016	Marion Emptage, Skills and Employability Strategic Manager	May 2017
Internal Audit are to review the NEET process	Sue Dunn, Head of Skills and Employability	May 2017
To review the 16-24 pathway with special school heads	Marion Emptage, Skills and Employability Strategic Manager	May 2017
To input the SEND strategy refresh	Sue Dunn, Head of Skills and Employability	May 2017
A new streamlined NEET's process has been designed and a handbook is in place. Handbook to be reviewed in December	Sue Dunn, Head of Skills and Employability	March 2017
User feedback to be obtained	Sue Dunn, Head of Skills and Employability	May 2017
Research and analysis to be carried out to establish why some Districts are performing better than others	Sue Dunn, Head of Skills and Employability	May 2017

Risk ID	EYPS 19	Risk Title	Ability of Community Learning and Skills service to generate sufficient income due to changes in the national funding scheme.				
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	Target Residual Likelihood	Target Residual Impact
Funding streams to support the service will change and reduce in the future.	There is a risk that the long term viability and quality of the service may be jeopardised if the service does not adapt to meet reduced funding, when costs saving measures are implemented, and opportunities for investment and growth to maintain income levels are reduced. Or it is unable to meet the requirements of the KCC Commission's specifications due to a lack of income.	Incomed targets not met; loss of learners to competitors. There will be fewer opportunities delivered to Kent residents. Even though commissioner expectations may increase, higher costs in the service will be the consequence and a possible cessation of the service, which would lead to significant budget pressures on KCC and the Directorate.	Graham Willett, Director Education Quality and Standards.	Possible (3)	Serious (4)	Unlikely (2)	Significant (3)
Government funding cuts or changes to funding policies (Skills Funding Agency/Education Funding Agency) are expected; imposed MTFP savings.							
Control Title			Control Owner				
2016/17 business plan developed that identifies appropriate contingencies, flexibilities, adaptations and meets KCC service specifications			Patrick Leeson, Corporate Director EYPS				
Performance Management reports are produced for Client Group			Patrick Leeson, Corporate Director EYPS				
Monitoring of targets against the Growth Strategy take place.			Patrick Leeson, Corporate Director EYPS				
Action Title		Action Owner		Planned Review Date			
CLS specification to be written in the context of national funding reductions and the financial impact of stretch targets		Sue Dunn, Head of Skills and Employability Service		May 2017			
CLS to actively tender and form parts of consortium bids for new		Terry Burgess, CLS Manager		May 2017			

funding opportunities		
KCC Commissioners to be made fully aware of feasibility and financial impact of stretch targets that are set	Sue Dunn, Head of Skills and Employability Service	May 2017
Contingency Plans to be developed to reduce operational costs	Terry Burgess, CLS Manager	May 2017
Strategy Group to discuss business model	Terry Burgess, CLS Manager	May 2017
To ensure that CLS is kept up to date and involved in all consultations involving potential SFA/EFA funding changes to ensure that future 3 year financial planning can be accurate and updated regularly with the most up to date intelligence.	Terry Burgess, CLS Manager, Simon Pleave, Revenue Finance Manager	May 2017
To setup a Strategic Group to oversee the development of Community Learning	Terry Burgess, CLS Manager	May 2017
Prepare plan to take forward funding from current arrangements to new arrangements in order to mitigate the loss of funding	Terry Burgess, CLS Manager	May 2017

Risk ID	EYPS 20	Risk Title	Insufficient take-up of free places for 2 year olds			
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
Since September 2014, KCC has had a statutory duty to provide free places for eligible two year old children. Whilst the supply of high quality places is good, and take-up in December 2016 was 74%, (the highest ever seen in Kent), there is a particular concern that take-up in some localities in particular may not be consistently high enough.	There is a risk that there will be insufficient take-up of high quality places for 2 year old children	By not taking up places, disadvantaged two year olds may not achieve as well as other children, nor secure good outcomes at the end of Early Years Foundation stage.	Patrick Leeson, Corporate Director EYPS	Unlikely (2)	Serious (4)	
				Target Residual Likelihood	Target Residual Impact	
				Unlikely (1)	Serious (4)	
Control Title			Control Owner			
Information on take-up is now reported by District and by residents and by take-up in provision			Pam Rawling, Sufficiency and Sustainability Manager			
An on-line eligibility checker has been introduced to speed up parent's ability to register on-line.			Pam Rawling, Sufficiency and Sustainability Manager			
A European Project to simultaneously increase the employment of vulnerable young parents with the take-up of free places by their 2 year olds focused on the District of Gravesham where the take-up is of greatest concern has been agreed.			Alex Gamby, Head of Early Years and Childcare.			
Each District now has a children's centre based Free For 2 Champion. Each champion meets regularly with the local childcare sufficiency officer and other relevant partners on a county wide and district basis.			Nick Fenton, Head of Service 0-25			
Some of these controls have been recognised nationally as effective good practice			Alex Gamby, Head of Early Years and Childcare.			
Early Years and Childcare Service have introduced a refreshed universal and targeted marketing campaign			Sandra Mortimer, Partnership and Integration Manager			
Monitoring Group meets termly			Alex Gamby, Head of Early Years and Childcare.			
A refreshed process has been delivered to enable children's centres to more effectively use information			Nick Fenton, Head of Service 0-25,			

provided to them by the FF2 Team in following up eligible families not taking up free places	Alex Gamby, Head of Early Years and Childcare.	
Refreshed materials and marketing strategy are now in place (February 2017).	Sandra Mortimer, Partnership and Integration Manager	
Parents Accessing Childcare and Education (PACE) funding has been approved	Alex Gamby, Head of Early Years and Childcare	
Action Title	Action Owner	Planned Review Date
Approval has been given to appoint a Project Manager for the European Project	Alex Gamby, Head of Early Years and Childcare	June 2017
Developing plans to deliver the European Project relating to increasing employment of vulnerable young parents with the take-up of free places for their 2 year olds	Sean Carter. Strategic Projects and Partnership Manager	May 2017

Risk ID	EYPS 22	Risk Title	Thirty hours of free childcare			
Source / Cause of risk		Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact
<p>With effect from September 2017 it will be a statutory duty for the local authority to ensure that there are enough high quality inclusive free 30 hour childcare places for the 3 and 4 year old children of eligible parents. About 80% of parents of 3-4 year olds are anticipated to be eligible and of the eligible parents, about 80% are anticipated to take up free places. This equates to approximately 11,000 places for Kent in September 2017, and will increase again in January and April 2018 in line with parenting patterns of admission to schools.</p> <p>The national review of Early Years funding has resulted in Kent receiving less funding overall, however, KCC is managing the budget to allow an increase of 5p per child per hour (3 and 4 year olds) with effect from September 2017. It will however still be challenging for providers to offer places.</p>		There is a risk that there will be insufficient high quality school places for 3 and 4 year old children of eligible parents in Kent from September 2017.	Childcare providers may struggle to provide sufficient places because of a lack of financial viability. This may cause some providers to leave the childcare system which would have a detrimental effect to the childcare market within Kent and compromise KCC's ability to fulfil its statutory duty. KCC is a childcare provider of last resort.	Patrick Leeson, Corporate Director EYPS	Likely (4)	Major (5)
					Target Residual Likelihood	Target Residual Impact
					Possible (3)	Major (5)
Control Title				Control Owner		
An audit of providers has taken place to ascertain supply and therefore potential gaps				Alex Gamby, Head of Early Years and Childcare.		

Capital funding has been applied for with Department for Education (DfE). Outcomes are anticipated by December	Alex Gamby, Head of Early Years and Childcare.	
A Communication and Marketing strategy has been prepared	Alex Gamby, Head of Early Years and Childcare.	
A Project Manager has been appointed to oversee the Project	Alex Gamby, Head of Early Years and Childcare.	
A robust project plan with work streams has been created	Alex Gamby, Head of Early Years and Childcare.	
A working group has been created in order to deliver the project requirements	Alex Gamby, Head of Early Years and Childcare.	
Project risk register created	Alex Gamby, Head of Early Years and Childcare.	
An audit of parents has taken place in February 2017 to enhance demand information	Alex Gamby, Head of Early Years and Childcare	
Consultation has taken place with providers on elements of the national funding formula over which we have discretion.	Simon Pleave, Revenue Finance Manager.	
Action Title	Action Owner	Planned Review Date
Childcare Sufficiency Officers will offer individual visits to approximately 700 private, voluntary and independent group providers during April and May 2017 with a specific 30 hours of free childcare focus and with an express intention to maximise the number of places that will be available from September 2017. Childminders will be supported equitably by "Prospects".	Pam Rawling, Sufficiency and Sustainability Manager	May 2017
Awaiting a confirmation of capital funding from the DfE and or KCC to fill gaps in the most critical areas of the County.	Keith Abbott, Director Education Planning and Access, Simon Pleave, Revenue Finance Manager	March 2017
District based seminars with providers will take place to discuss how they can help to fill identified gaps in the market	Alex Gamby, Head of Early Years and Childcare.	March 2017
Providers to be informed of budget for the next financial year	Simon Pleave, Revenue Finance Manager	March 2017

Risk ID	EYPS 23	Risk Title	Delivery of 2017/18 budget			
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
There are a number of financial pressures on the Directorate namely: delivery of increased income targets, managing the significant loss of the Education Support Grant, a rising demand of the general growth of pupil population, managing the SEN transport budget and EHPS savings. In addition there is a growing and significant pressure on Dedicated Schools Grant (DSG) especially around High Needs Funding.	Due to increasing levels of budgetary restraint, there is a risk that the Directorate will fail to deliver its budget which will have an impact on other Services across the Directorate, and potentially the County Council.	Failure to deliver statutory duties could result in legal action against the Council.	Patrick Leeson, Corporate Director EYPS	Unlikely (2)	Serious(4)	
				Target Residual Likelihood	Target Residual Impact	
				Minor (1)	Serious (4)	
Control Title			Control Owner			
Routine budget management/monitoring of County Council systems			Patrick Leeson, Corporate Director EYPS			
Specific monitoring through EduKent of income budgets			Terry Burgess, CLS Manager			
High Needs Funding has been reviewed			Keith Abbott, Director Education Planning and Access			
The budget position is a standing item at SMT and DMT			Patrick Leeson, Corporate Director EYPS			
Action Title		Action Owner		Planned Review Date		
To create a culture that identifies in advance options to save rather than waiting until problems occur.		Keith Abbott, Director Education Planning and Access		March 2018		



KCC Corporate Risk Register

CORPORATE RISK LED BY OFFICERS IN THE EDUCATION & YOUNG PEOPLE SERVICES DIRECTORATE

Corporate Risks led by Officers in the Education and Young People Services Directorate Summary Risk Profile

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

Risk No.*	Risk Title	Current Risk Rating	Target Risk Rating
CRR 10(b)	Management of Demand – Early Help and Preventative Services and Specialist Children’s Services	20	12
CRR 28 / EYPS 05	Delivery of new school places is constrained by capital budget pressures and dependency upon the EFA (presented in appendix 1)	20	9

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

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

Likelihood & Impact Scales					
Likelihood	Very Unlikely (1)	Unlikely (2)	Possible (3)	Likely (4)	Very Likely (5)
Impact	Minor (1)	Moderate (2)	Significant (3)	Serious (4)	Major (5)

Risk ID	CRR10(b)	Risk Title	Management of Demand – Early Help and Preventative Services and Specialist Children’s Services			
Source / Cause of risk		Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact
<p>Local Authorities continue to face increasing demand for specialist children’s services due to a variety of factors, including consequences of highly publicised child protection incidents and serious case reviews, and policy/legislative changes.</p> <p>At a local level KCC is faced with additional demand challenges such as those associated with significant numbers of Unaccompanied Asylum Seeking Children (UASC). There are also particular ‘pressure points’ in several districts.</p> <p>These challenges need to be met as early help and preventative services and specialist children’s services face increasingly difficult financial circumstances and operational challenges such as recruitment and retention of permanent qualified social workers.</p>		<p>High volumes of work flow into early help and preventative services and specialist children’s services leading to unsustainable pressure being exerted on them.</p>	<p>Children’s services performance declines as demands become unmanageable.</p> <p>Failure to deliver statutory obligations and duties or achieve social value.</p> <p>Additional financial pressures placed on other parts of the Authority at a time of severely diminishing resources.</p> <p>Ultimately an impact on outcomes for children, young people and their families.</p>	<p>Andrew Ireland, Corporate Director SCHW</p> <p>Patrick Leeson, Corporate Director EYPS</p> <p>Responsible Cabinet Member(s): Peter Oakford, Specialist Children’s Services</p>	<p>Likely (4)</p> <p>Target Residual Likelihood Possible (3)</p>	<p>Major (5)</p> <p>Target Residual Impact Serious (4)</p>
Control Title				Control Owner		
<p>Analysis and refreshing of forecasts to maintain the level of understanding which feeds into the relevant areas of the MTFP and the business planning process</p>				<p>Andrew Ireland, Corporate Director SCHW / Philip Segurola, Director Specialist Children’s Services</p>		

The Early Help and Preventative Services Programme is working to ensure that vulnerable families can access the right support through open access services or through targeted casework.	Stuart Collins, Interim Director Early Help and Preventative Services	
Plans developed to appropriately manage the number of children in care (subject to continual monitoring)	Philip Segurola, Director Specialist Children's Services	
Intensive focus on ensuring early help to reduce the need for specialist children's support services.	Patrick Leeson, Corporate Director EYPS / Andrew Ireland, Corporate Director SCHW	
Maintain the use of appropriate tools to obtain value for money in relation to the commissioning of expensive specialist residential and independent fostering accommodation	Mark Lobban, Director Commissioning SCHW Philip Segurola, Director Specialist Children's Services	
Scoping of diagnostic work for children's services with aid of efficiency partner has been completed	Philip Segurola, Director Specialist Children's Services	
Early Help & Preventative Services have outlined priorities for service development and change, including ambitious targets to improve outcomes for children, young people and families	Stuart Collins, Interim Director Early Help & Preventative Services	
Weekly Management Information reports track key children in care milestones	Philip Segurola, Director Specialist Children's Services	
Kent Safeguarding Children Board has developed a 'threshold' document that outlines the criteria required by partners when making a referral and have been working with partners to promote aid appropriate application.	Mark Janaway, Programme and Performance Manager, Kent Safeguarding Children Board	
Action Title	Action Owner	Planned Review Date
In-house fostering capacity to be developed and assertive monitoring of all children in care performance milestones	Philip Segurola, Director Specialist Children's Services	March 2017
Phase 2 of 0-25 Programme to define and implement a new way of delivering services to the children and young people of Kent to improve outcomes and reduce costs	Patrick Leeson, Corporate Director EYPS	May 2017

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

To: Education and Young People's Services Cabinet Committee 30 March 2017

Subject: Elective Home Education (EHE), Children Missing Education (CME) Update

Classification: Unrestricted

Past Pathway of Paper: None

Future Pathway of Paper: None

Electoral Division: All

Summary: The Elective Home Education (EHE) and the Children Missing Education (CME) teams are located within the Fair Access Service under the 'Planning and Access to Education' section of the EYPS Directorate. Service delivery has been adapted following a restructure and now delivers a more efficient service with targeted interventions, for children who are educated at home, and those missing education. Over the course of the last 18 months, a new approach has been developed, in line with the revised EHE Policy, focused on ensuring EHE and CME access suitable education. Whilst officers work along side one another in a collaborative way, it is important to recognise that EHE and CME are quite separate and distinct areas of work.

Recommendation(s):

1.0 **The Education and Young People's Services Cabinet Committee** is asked to note and endorse, or make recommendations to the Cabinet Member for Education, Health Reform on the ongoing approach to EHE and CME adopted by KCC including the new approach of the team and the following service priorities:

1.1 Ensure all families are contacted within 5 days of opting to Home Educate

1.2 Ensure families who feel advised into home education are given the support necessary to enable their children to return to school without delay.

1.3 Maintain a dedicated web page on kent.gov.uk to signpost home educating families to useful resources and other home educating groups providing clarity on best practice, legislation and what help can be expected.

1.4 Expect parents to demonstrate their children are accessing suitable education in line with county EHE Policy to enable the LA to meet its legal obligations.

1.5 Ensure children registered as missing from education are promptly identified and passed to the relevant departments and agencies until found or shown to be accessing education

1.6 Effectively track and monitor both EHE and CME numbers and associated data to maintain an awareness of vulnerability within the groups and to help influence future policy in this area.

1. Introduction

1.1 Elective Home Education (EHE), Children Missing Education (CME) are now integrated into the Fair Access service, alongside In Year Admissions, Senior Access to Education Officers (SAEO) and the Education Programme (formerly home tuition), in order to improve collaborative working and to ensure that Children and Young People without a school place are offered appropriate education provision at the earliest opportunity.

1.2 The main element of the role of the officers within the EHE and CME teams is to identify and support the most vulnerable learners who are not in receipt of an education, by assisting parents in sourcing and securing appropriate education. This is achieved through engagement, monitoring, reporting and where appropriate referring cases with additional complexities and that require professional support to colleagues in the Early Help Service, or where there are safeguarding concerns to Specialist Children's Services. By working in a more integrated way within Access to Education, any duplication of case work is avoided and Children and Young People who present without a school place are identified more expediently. It also enables sound data capture. (Detailed in Appendix 1, 2 & 3.)

1.3 In addition to this core work, officers also help and advise families seeking to home educate and use the KCC website to share best practice and act as a 'notice board' for home educating families who may wish to learn about and connect with other home educating groups.

2. Financial Implications

2.1 The EHE and CME teams have a combined operating budget of £250k

3. Bold Steps for Kent and Policy Framework

3.1 By ensuring children home educated and those missing from education quickly and consistently access suitable education the team are able to contribute to all three of the following themes:

- To help the Kent economy grow
- To put the citizen in control
- To tackle disadvantage

3.2 In addition, KCC's strategic outcomes "Children and young people in Kent get the best start in life" and supporting outcome 'All children and young people are engaged, thrive and achieve their potential through academic and vocational education'.

4. EHE and CME Overview

4.1 Kent currently has 1769 children and young people registered to EHE and 370 open cases of CME. Since September 2016, the team have received 586 new EHE referrals and 1172 new CME referrals and closed 923 CME cases and 569 EHE cases.

4.2 Following a restructure of both the EHE & CME services, new teams were recruited in 2016 and the revised EHE Policy was embedded in working practice. The Kent EHE Policy has been well received by the DfE and other local authorities. Other local authorities have shown an interest in Kent's model and requested permission to use the Kent policy in the development of their own.

4.3 Cases of children and young people who are EHE or CME are recorded on the data base, Impulse Social Inclusion Module, which provides a clear overview of referrals received. Tracking occurs from the point of referral to closure, reporting the designated provision and onward route of the child or young person. Tracking and reporting will be improved further when EHE and CME transfer over to the new CITRIX data base in late summer 2017. In time for the new academic year we anticipate having an integrated system enabling all KCC departments with an interest to have a single point of information relating to children registered with education. Current detailed data is held on individual records to ensure valuable information is not lost in the transfer process.

4.4 Historically, families, who registered their child to EHE, were on the whole reluctant to engage with the Local Authority. However, this has changed dramatically, following the implementation of KCC's revised policy. With the policy in place the newly assigned Support and Advice Officers are provided with a sound foundation on which to assist families and recognise their legal position. Officers are consistently seeing more families that might previously have not engaged with the LA, who are now being far more receptive to visits and intervention from the Local Authority where this is necessary. The outcome is an increase of visits to newly registered EHE families. The Local Authority has no statutory duty to monitor and track children and young people who are EHE, however it does have a duty under section 437 (2) of the Education Act 1996, to intervene if it appears that parents are not providing a suitable education. Our experience is families are now beginning to recognise that officers do not want to impose a particular approach to education on them but instead simply need to be satisfied the children are accessing suitable education.

4.5 Through continuous improvements in communication and cross-department working the aim is to ensure that where it is evident a child or young person is not in receipt of education, the length of time a child is without a school place will decrease. New operational procedures ensure that all newly registered EHE families are contacted and the success rate of securing a visit has increased. In line with our Policy, where certain criteria are met which would indicate the child may be vulnerable and the family refuse a visit. Officers will regard this as an indication that no education is taking place and in such circumstances School Attendance Orders are raised. The process is embedded in working practice and the number has significantly increased to 32 such orders since the start of the academic year. On the flip side it's pleasing to note that over 95% of EHE families last year allowed the EHE Support and Advice Officers to visit them and there appears to be a genuine growing appreciation amongst home educators, that we are there to offer advice and support. We continue to build on those relationships.

4.6 Kent has high numbers of EAL and GRT families who are often transient and may leave and return at a later date. To Page 40

these families, a service level agreement has been put in place with the Home Office and another with the NHS, to have access to their knowledge. This intelligence has enabled officers to trace families whose whereabouts previously could not be detected. As an additional safeguarding measure, the CME team cross check census data to enable them to find children and young people who have not been reported through the appropriate channels. This highlights where a school has 'off rolled' a children and young people to EHE or who may be CME, without reporting it to the LA. This practice has now been greatly reduced following the introduction of new legislation which came into force on 1st September 2016. Registration Regulations now require that all schools must inform the LA when they 'off roll' a child or young person and Kent has provided a digital front door (DFD) portal on the Kelsi website to enable all schools in Kent to do this. The digital front door has increased the number of referrals and as more schools become aware of the legislation and process for reporting, it is anticipated these numbers will continue to rise. To raise awareness of the new legislation with colleagues and Headteachers, the EHE and CME Co-ordinator has attended KCC officer meetings in each locality.

4.7 Historically where a child or young person was reported as CME who could not be traced, following a set period of time and when all tracking options had been exhausted to officers, cases were closed. This was considered to be high risk to the children and young people concerned and has led to the LA requiring more stringent practice. The current process is to continually monitor CME cases however historic, and where there is evidence of high risk following completion of a risk assessment; CME officers consult and report to SCS Central Duty Team and Kent police.

4.8 Where a child or young person is identified as not in receipt of education and parents are not proactive in securing a school place, cases are referred to the Senior Access to Education Officer (SAEO) who presents the case at 'In Year Fair Access' Panels in each district, where the child or young person is expected to return to the school they attended prior to Home Educating. If the school place offered is not taken up by the family the child or young person is referred to CME and a School Attendance Order is initiated.

The EHE and CME Co-ordinator has worked closely with the Education Safeguarding team and presented at the KSCB Annual Safeguarding Conference.

5.0 Data

5.1 Better reporting has allowed KCC to capture data on EHE families that had not previously been collated. It is evident from this data that there are peaks of registrations prior to formal examinations (SATS and GCSE's) which can only be school driven. The increase in the number of Year 7 pupils shows that the processes schools have in place to support the transition for some children to Secondary school requires further investigation and review by government. The high numbers that reflect Year 11 pupils are also a concern.

5.2 The data shows evidence of high numbers of families in G category (mosaic categories) which in real terms is made up of large numbers of Gypsy Roma Traveller (GRT) families, for whom Kent does not hold comprehensive ethnicity data. The next most prominent areas highlighted, are groups M (family basics) and groups O (municipal challenge). The report evidences that the number of families Home Educating is increasing in deprived areas, and this is backed up by the data which shows that children and young people who are registered with Kent to EHE are disproportionate to the cohort on school rolls in those areas. This presents a very different picture from the commonly perceived one of home educated children

necessarily coming from families who are making a deliberate choice reinforced by having the resources and skills to deliver a well-rounded education to their children.

6.0 Next Steps

6.1 The new CITRIX database will improve further the information sharing and enable officers to see a visual record of each individual CYP and identify any professional involvement. This will enable those vulnerable learners to be more quickly identified and ensure resources are better targeted at those children and families.

6.2 Where there is non-engagement or the parent acknowledges that they are ill-equipped to Home Educate, the child or young person is returned to school, through In Year Fair Access or with a School Attendance order. However it is acknowledged that more needs to be done to ensure all families who have been registered with the LA are visited and an additional EHE Support and Advice officer has been recruited to enable a better distribution of caseloads.

6.3 KCC will continue to review the current policy, especially in relation to the implications of parents electing to home educate where there is a Child Protection Plan or the child is recorded as a Child in Need.

7. Recommendation(s)

Recommendation(s):

The Education and Young People's Services Cabinet Committee is asked to note and endorse, or make recommendations to the Cabinet Member for Education, Health Reform on the ongoing approach to EHE and CME adopted by KCC including the new approach of the team and the following service priorities:

- 1.1 Ensure all families are contacted within 5 days of opting to Home Educate
- 1.2 Ensure families who feel advised into home education are given the support necessary to enable their children to return to school without delay.
- 1.3 Maintain a dedicated web page on kent.gov.uk to signpost home educating families to useful resources and other home educating groups providing clarity on best practice, legislation and what help can be expected.
- 1.4 Expect parents to demonstrate their children are accessing suitable education in line with county EHE Policy to enable the LA to meet its legal obligations.
- 1.5 Ensure children registered as missing from education are promptly identified and passed to the relevant departments and agencies until found or shown to be accessing education

1.6 Effectively track and monitor both EHE and CME numbers and associated data to maintain an awareness of vulnerability within the groups and to help influence future policy in this area.

7. Background Documents

7.1 Home Education Policy (Appendix 4) Page 411

8. Contact details

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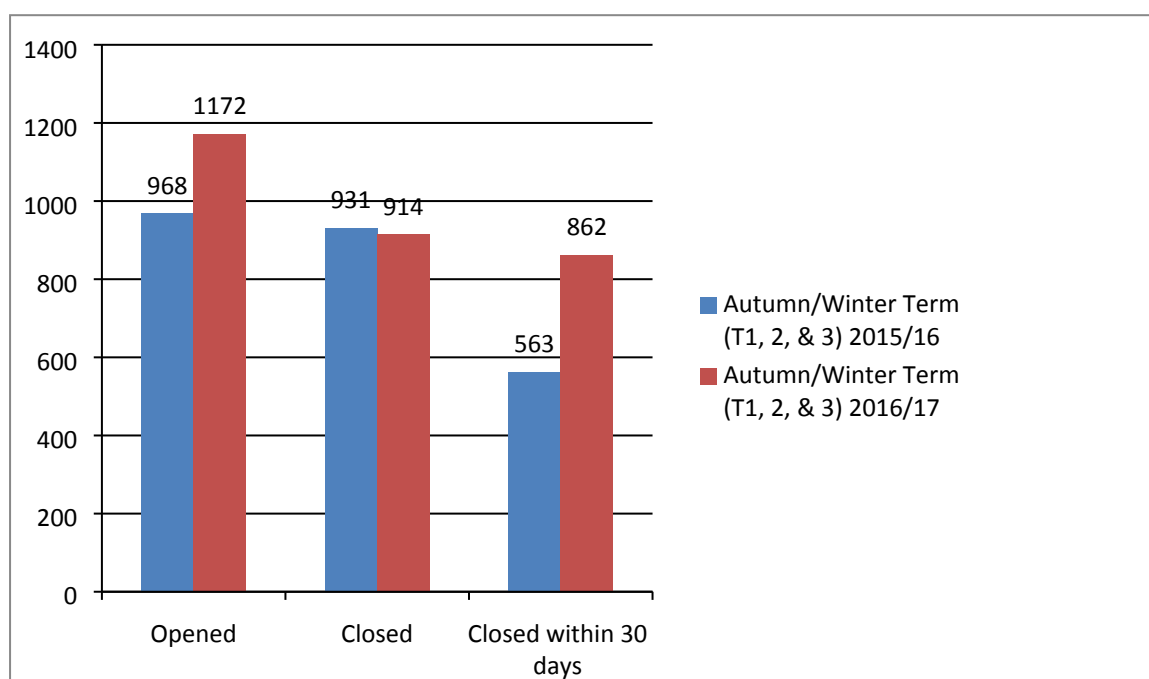
Relevant Director:

- Keith Abbott – Director of Education Planning and Access
- 03000 417008
- Keith.abbott@kent.gov.uk

Children Missing Education Report
Autumn/Winter Term 2016/17

Figures for referrals during this period	
Total CME Referrals	1172
Inappropriate CME Referrals (Education identified at time of referral or CYP not statutory school age)	111
Number of the referrals remaining open from the 1172 above	258
Total closed within 30 days	862
Percentage closed within 30 days	73.5%
Total closed or received school offer within 30 days	923
Percentage closed or received an offer within 30 days	78.8%
Figures for all ongoing referrals	
Total CME cases dormant	72
Total CME cases open at 20/02/2017	370

Figure 1 - CME referrals opened and closed in the Autumn/Winter Term



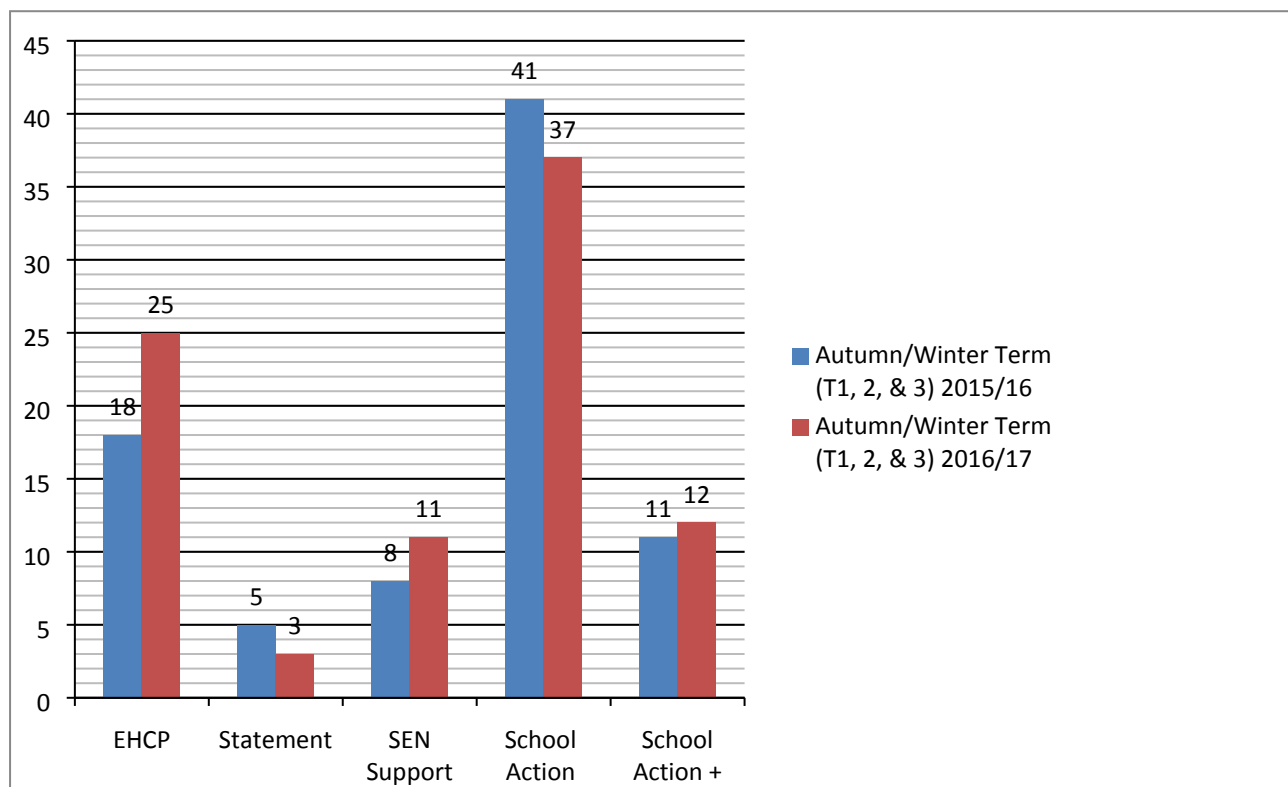
There has been an increase of 17.4% in CME referrals this academic year, whilst managing this increased caseload the CME team have closed more cases overall and 34.7% more cases within the 30 day time period.

According to Special Educational Needs Data compiled in July 2016 there was a 1.1% rise in the total number of pupils in Kent. This shows that despite general population increases the proportion of Children Missing Education is still rising.

In the Autumn/Winter term 2015/16 the percentage of CME cases closed within 30 days was 58.2%. This academic year the team have closed 73.5% of cases within the same time period (78.8%

including those learners who have also received a school offer). This percentage will also continue to rise as cases continue to be investigated within this time period and will be back dated to the point of accessing education/being traced.

Figure 2 – CME referrals with an SEN need

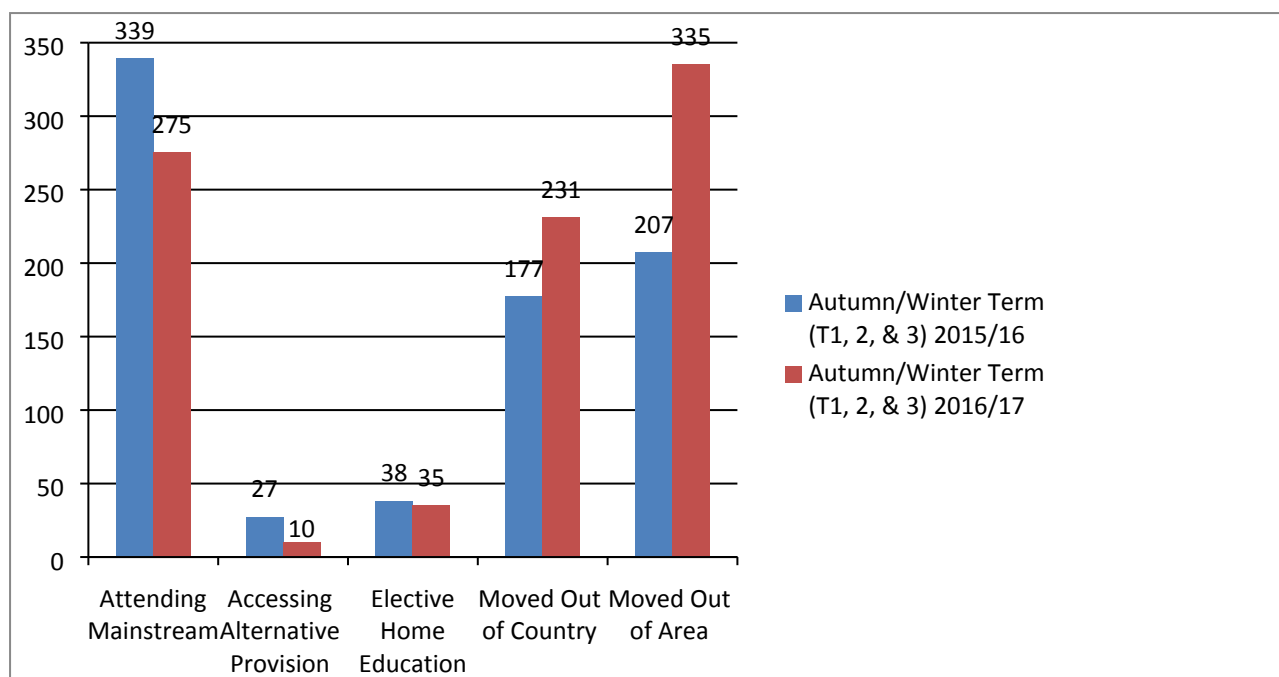


Whilst there has been an increase in CME referrals for CYP with an identified SEN need; in total there has been a 5.7% increase in referrals of this nature, this is below the total rise of 17.4% for all CME referrals.

In comparison with the total number of CME referrals opened in this period, those with an identified SEN need account for only 7.5% of the total referrals, well below the average percentage with an identified SEN need in the Kent school population (12.8% according to SEN data released in January) and less than last academic year (8.6%).

Despite their low percentage within the total figures, CYP with an EHCP or a Statement more frequently exceed the target of offering a school place within 30 days (only 67.9% were closed within 30 days this year, and 50.0% last year). This is a result of the CME Team being unable to name schools as cases must be referred to the SEN team to secure places through the formal EHCP channels as defined in legislation.

Figure 3 –CME referral closure reasons

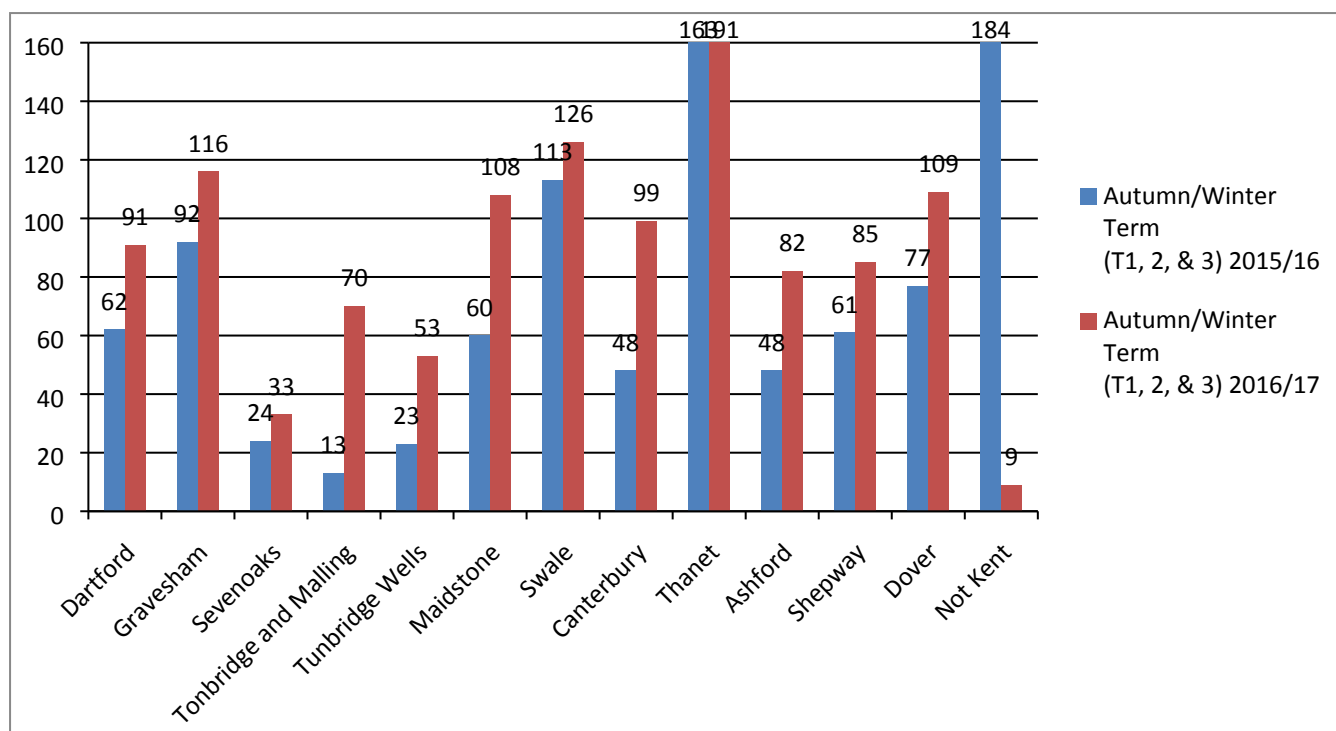


The number of CME referrals closed because the CYP is attending a mainstream school in Kent has reduced by 18.9%, however the number of referrals closed due to the CYP moving out of the area has increased by 32.2%. This change suggests that there has been increased movement of families out of Kent compared with the same period last year, this may also reflect more intensive investigative measures.

The rise in referrals of CYP who are identified as no longer residing in Kent is likely to be related to the change in Pupil Registration Legislation in September 2016 which now requires all schools to inform the local authority of any pupil who is removed from their roll. This has opened up a range of new notifications from private schools that have previously gone unrecorded. These changes have enabled the team to improve tracking and monitoring of pupils who leave Kent schools, by following up referrals immediately.

The changes that have been brought about by the restructure of the CME team and the subsequent review of processes that followed will undoubtedly have impacted on the figures.

Figure 4 - Distribution of CME referrals by district



It is believed that a significant factor that has driven up referrals across the board, is the introduction of the Digital Front Door facilitating schools to make referrals to the LA in line with the changes to the Registration regulations.

Referrals in East Kent, particularly Swale and Thanet remain high due to the transient nature of the population. However there has been a marked increase in the number of referrals in Canterbury which has experienced a 51.5% rise. This is likely to be due to a combination of factors including, independent schools now completing CME referrals, the arrival of families from Redbridge and a presence of GRT families.

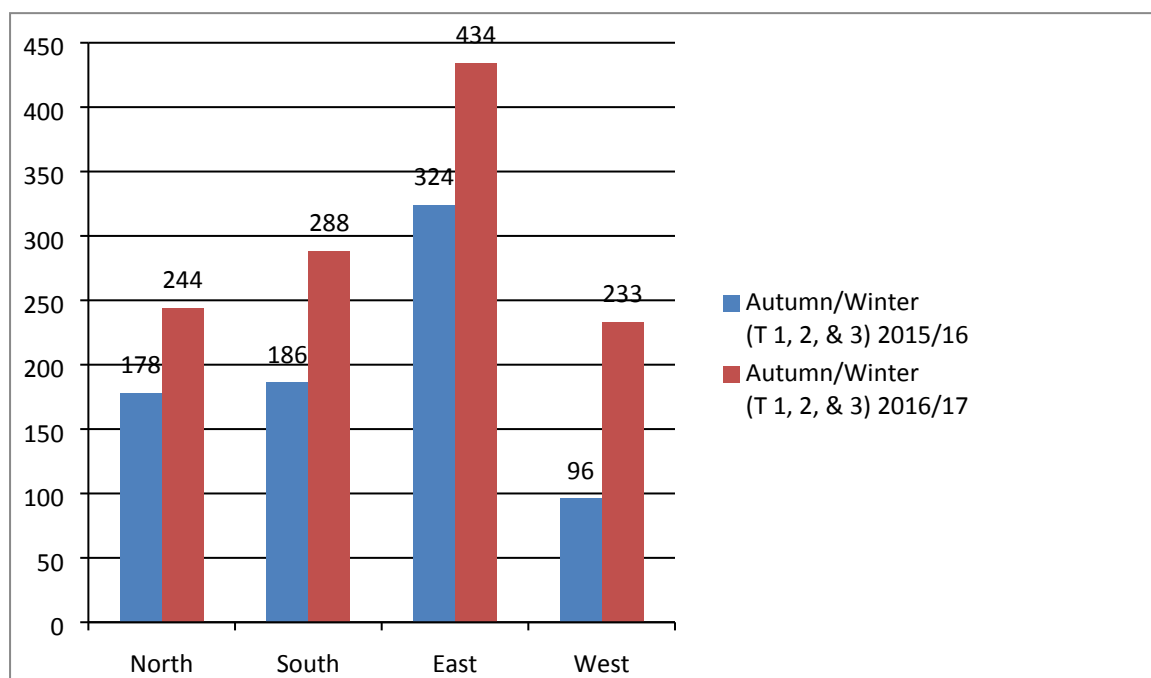
One possible explanation of the consistently high number of referrals in Thanet, Swale, and Gravesham is the high levels of deprivation and poverty in these areas. These three districts account for over a third of all CME referrals. The figures below are taken from the Strategic Business Development & Intelligence District Profiles (January 2017)

- Thanet is the most deprived district in Kent, it is ranked 28th of 326 districts in England.
- Swale is the second most deprived district in Kent, ranked 77th of 326 districts in England.
- Gravesham is the fourth most deprived district in Kent, it is ranked 124th of the 326 districts in England.
- The average percentage of children under 16 in poverty in these four districts is 23.5%, for comparison Kent as a whole is 18.4%, and nationally is 20.1%

The dramatic decrease in CME referrals for 'Not in Kent' is due to a change in processes following the restructure of the CME team. Previously if a CYP was believed to have moved out of Kent this category was recorded in the first instance. To ensure the team can properly track movements, the

district in Kent where the CYP previously lived and attended school is recorded, until such time as the record is closed.

Figure 5 - Distribution of CME referrals by Area



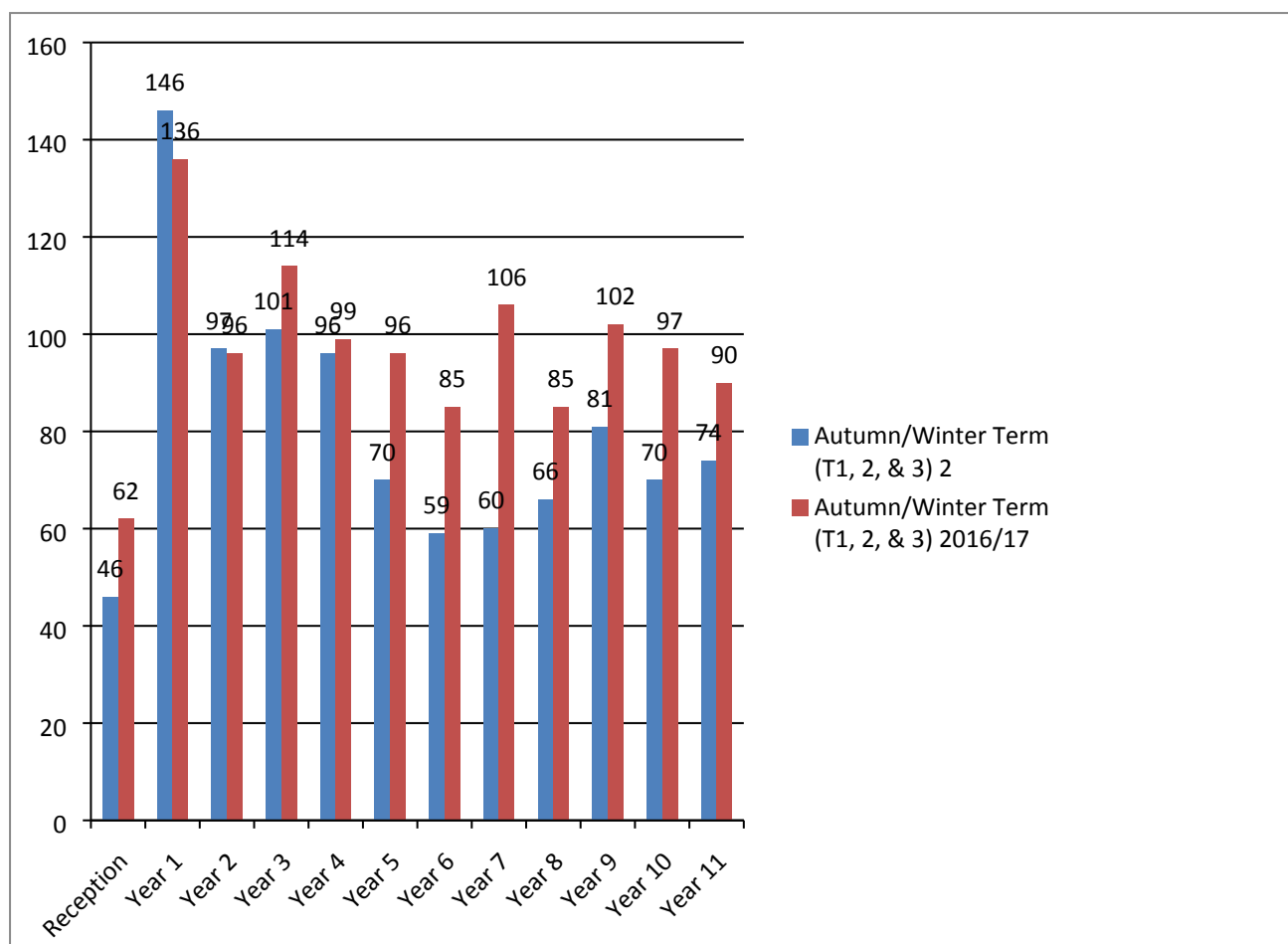
There has been a large increase in CME referrals in West Kent, most notably Tonbridge and Malling (81.4%) and Tunbridge Wells (56.6%). When combined the increase in referrals from West Kent has risen by 58.4% in comparison with last academic year.

It is considered that in the case of Tunbridge Wells the increase is due to changes to the off-rolling legislation which has resulted in independent schools now being required to report pupils that they remove from their roll, many of whom are now referred to CME.

The increase in CME referrals in Tonbridge, Malling and Maidstone is considered to be reflective of the large GRT community and the fact that older children are often removed from education to support the family business. We suspect this has been exacerbated further by the increase in “affordable” housing developments which has led to increased demand for school places.

School Attendance Officers in areas which have experienced a marked increase in referrals (East and West Kent) have benefitted from a presentation and training from the EHE & CME Coordinator regarding both CME and EHE processes. Better understanding of reporting mechanisms may also be a factor which explains the rise in referrals.

Figure 6 – CME Referrals by year group



Whilst there are small increases in comparisons with last academic year throughout all year groups except Year 1 and Year 2 (where referrals have decreased), the only increases significantly above the general trend are as follows:

- 25.8% increase in Year R
- 27.1% increase in Year 5
- 30.6% increase in Year 6
- 43.4% increase in Year 7
- 27.8% increase in Year 10

The increase in referrals for Reception may be due to the new team’s process of recording all CME referrals on our database when received. Previously if a referral was received for a child under statutory school age then their name was placed on a spreadsheet and recorded on a central database once they were of age. This change is to ensure we have as robust a system as possible to identify potential CMEs and can contact families on the list once the child reaches statutory school age.

We believe CME referrals for Year 7 may have risen due to some parents being unhappy with the school place offered by the LA. Pressures on school places may have had some impact on these increases but numbers remain low in the context of an 18,000 learner cohort.

The increase in Year 10 referrals may stem from the implementation of new GCSE curriculum as this is a difficult step for some CYP resulting in poor attendance and ultimately resulting in CYP leaving the school.

Data Summary

The presented data is based upon CME referrals received within Kent County Council's term dates and therefore may be marginally different to the figures in Management Information's monthly reports.

The number of CME referrals closed continues to improve and the percentage closed within 30 days is constantly growing as the team's investigations progress. A number of the referrals received in January and February are still within the 30 day time period, as such once this period has passed the figure will improve.

Management Summary

Following the restructure of the CME team, our processes and procedures were reviewed and changes affected. The impact of these changes is evident from the comparable data which shows that the team have dramatically improved the number of referrals that are closed within 30 days whilst managing an increased caseload.

Our improved access to databases, the introduction of the Digital Front Door and the close working relationships the team has developed within the wider Fair Access service and the PRU Inclusion and Attendance Service (PIAS) have been significant factors.

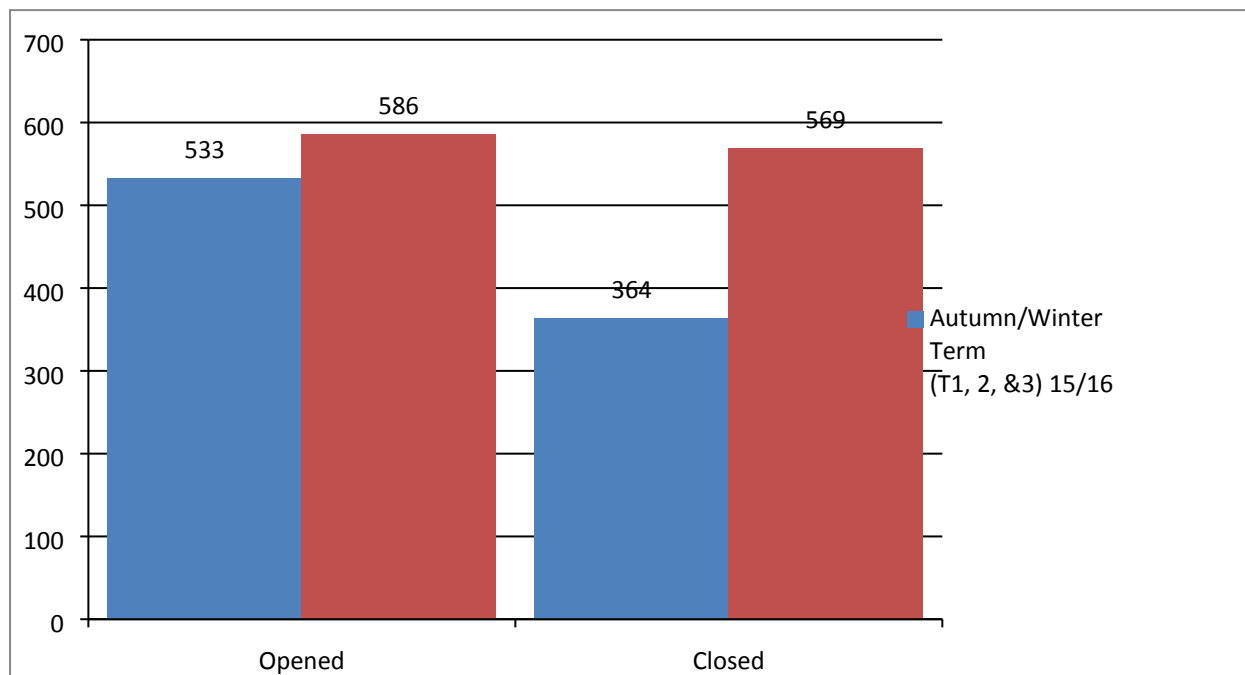
This joined up approach means that CYP are identified earlier and are offered school places through In Year Fair Access Protocols. There has been an increase in the number of CYP referred to the Enforcement Team to action School Attendance Orders when families do not take up the school places offered and we can be confident that we are making a significant difference to those often vulnerable learners by ensuring access to education.

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Elective Home Education Report
Autumn/Winter Term 2016/17

Team	
Total EHE Referrals	586
Total closed	569

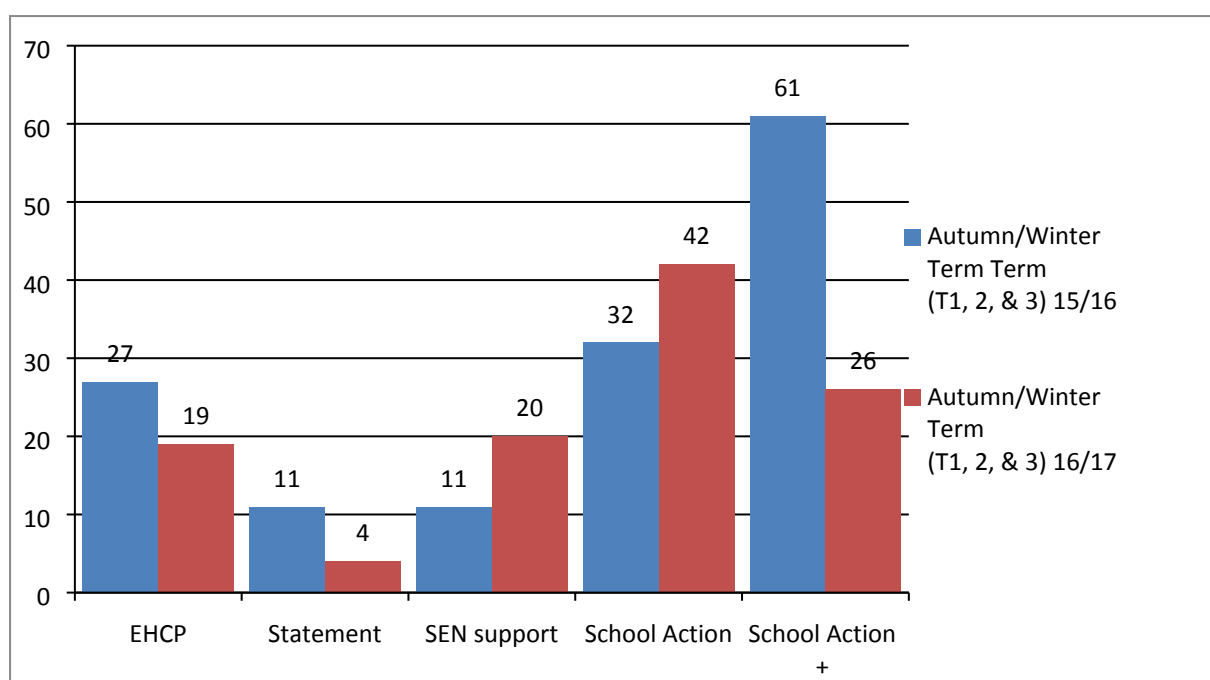
Figure 1 - EHE referrals opened/closed in the Autumn/Winter Term



The team have experienced a 9.0% rise in referrals in comparison to last academic year. In the face of these growing numbers, the number of closed referrals grew by 36.0%. This is largely due to the NEET prevention work being completed by both EHE and CME teams which has resulted in less Year 12 and 13 CYP being registered as EHE for their post statutory education. Over these three terms the number of EHE CYP accessing further education or apprenticeships has increased by 60.2% in comparison with last year.

According to Special Educational Needs Data compiled in July 2016 there was a 1.1% rise in the total number of pupils in Kent between January 2015 and January 2016. This shows that despite increases in the general population, Elective Home Education is becoming a more popular choice.

Figure 2 - EHE referrals with SEN needs in the Autumn/Winter Term



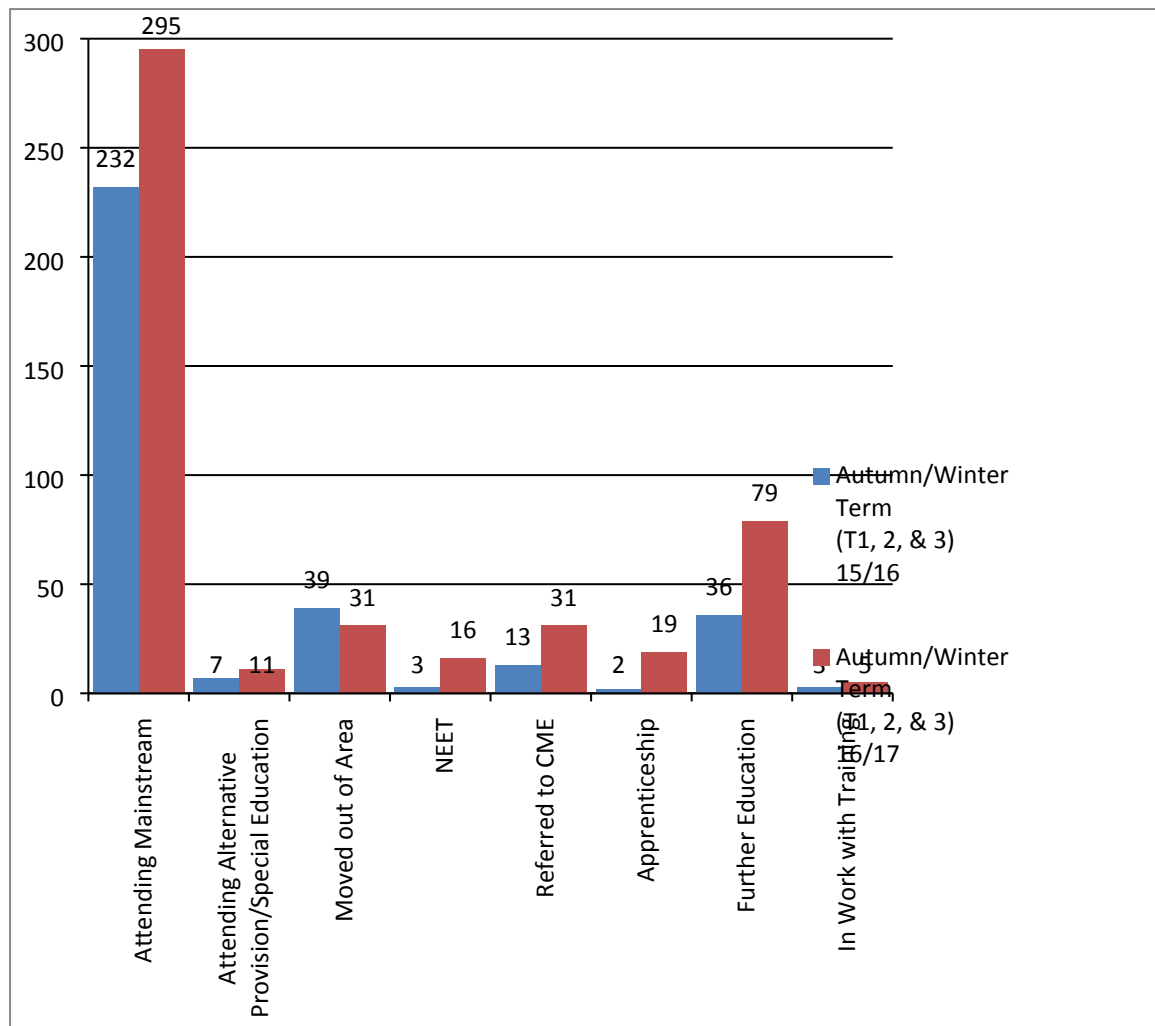
The number of CYP with an SEN need who have been registered as EHE, has dropped compared to last academic year.

- 18.9% of all EHE cases opened in this period have some form of SEN. This is an improvement on the same period last year where, 26.6% of new EHE referrals had an SEN need. Despite this positive improvement, 18.9% remains above Kent's school average of SEN need which is 12.8%
- Whilst there was an increase in those with SEN support, this is likely due to the change in categorisation from School Action/School Action Plus to SEN Support. However across these three SEN categories there was an overall decrease of 21.8%.
- There were 39.5% fewer CYP with an EHCP or a Statement registered as EHE this term.

The most likely reason for this drop in numbers of EHE pupils with EHCPs is due the increased use of High Needs Funding within schools across Kent resulting in fewer EHCPs being issued overall. For future monitoring purposes however it may be useful to have a marker to indicate whether pupils who register as EHE are entitled to High Needs Funding and this change will be introduced to our reporting.

This reduction in numbers may also be due in part to improved communication between Fair Access and SEN. The two teams now work closely together to identify whether EHE is a suitable option before the CYP's EHCP is amended. The EHE Officers facilitate an initial visit and report their findings back to SEN to make the final decision.

Figure 3 - Reason for closure of EHE referrals in the Autumn/Winter Term

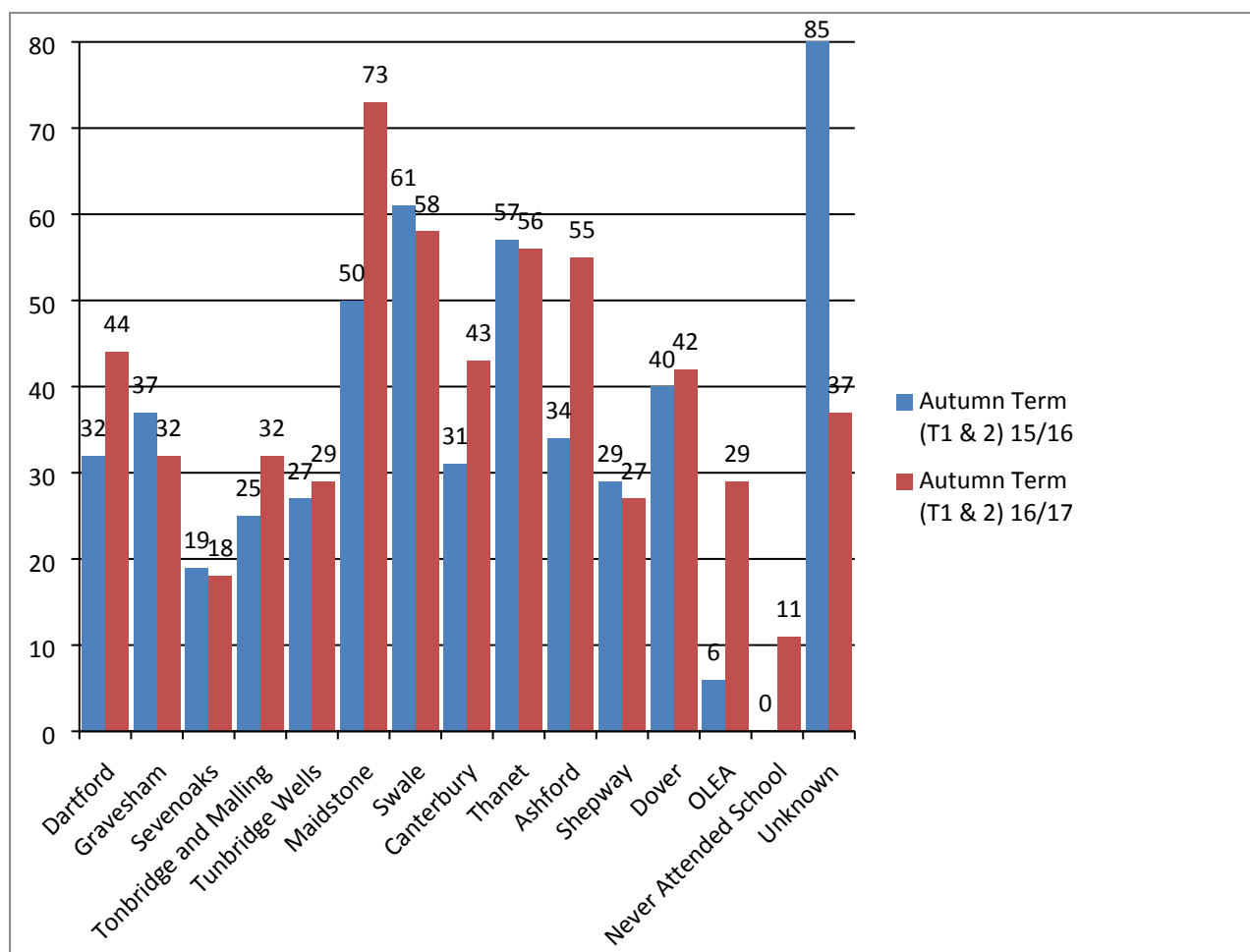


As previously stated, the EHE Team has closed 36.0% more referrals than this period last year. The breakdown of closure reasons above highlights the changing trends and in particular the increased focus upon the NEET strategy and the creation of a new post within the team to focus on NEET prevention.

- 89.5% increase in CYP going onto apprenticeships
- 58.1% increase in referrals to CME where education is deemed unsuitable
- 54.4% rise in CYP going into Further Education
- 21.4% increase in CYP returning to mainstream school

THE EHE team’s improved tracking mechanisms have also identified more CYP who are not continuing with EHE nor seeking further education, employment, or training. In this instance learners are closed to EHE and referred to the Skills and Employability Team who work with the families to secure further education and training opportunities. They remain under the remit of Skills and Employability until such a time as a placement is found.

Figures 4 - EHE referrals by school district in the Autumn/Winter Term



The most prominent changes with regard to the number of EHE referrals received by school district during the autumn and winter terms are:

- 38.2% increase in Ashford
- 31.5% increase in Maidstone
- 27.9% increase in Canterbury
- 21.9% increase in Tonbridge and Malling
- 56.5% decrease in Unknown School District

The contrast between increases and decreases shows that there is a very mixed picture between districts. The overall increase of EHE cases from West Kent schools is 23.9%, and South Kent schools' EHE referrals are up by 16.9%. These are the only significant increases in comparison to the overall rise of 9.0%. There is a growth in property development in Maidstone and Malling at present and this may be contributing to the increased number of referrals as families move to Kent from out of county and are unable to find a place at their preferred preference school. There is also an increase in GRT families who are choosing to EHE.

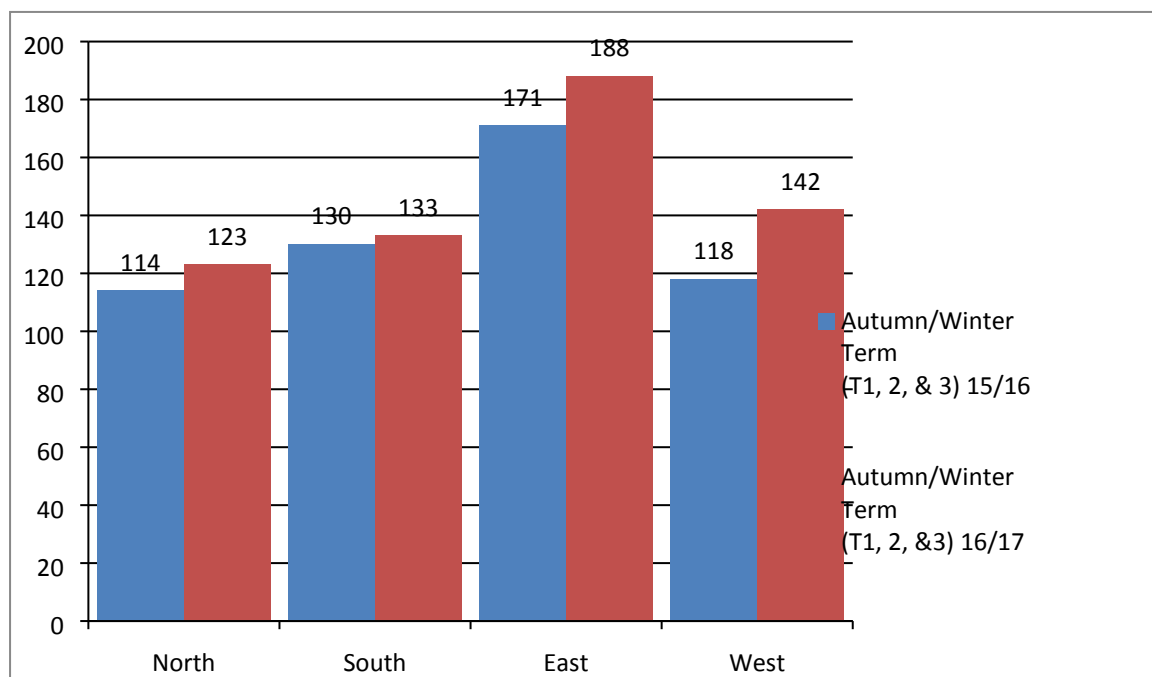
Having discussed this increase with the EHE Officers there are a number of factors that could explain this increase. Evidence suggests that families opt to EHE as a way of solving pupil's issues within school particularly to avoid prosecution for attendance and behavioural difficulties. The team has

been made aware by parents of schools suggesting EHE to avoid permanent exclusion and as an alternative for pupils who are too ill to attend school rather than submitting a referring to Kent Health Needs.

The following secondary schools; Cornwallis, Homewood, Mascalls, New Line Learning and Swadelands Academies have a large population of GRT (Gypsy Roma Traveller) CYP who are frequently withdrawn to EHE for cultural reasons in secondary school.

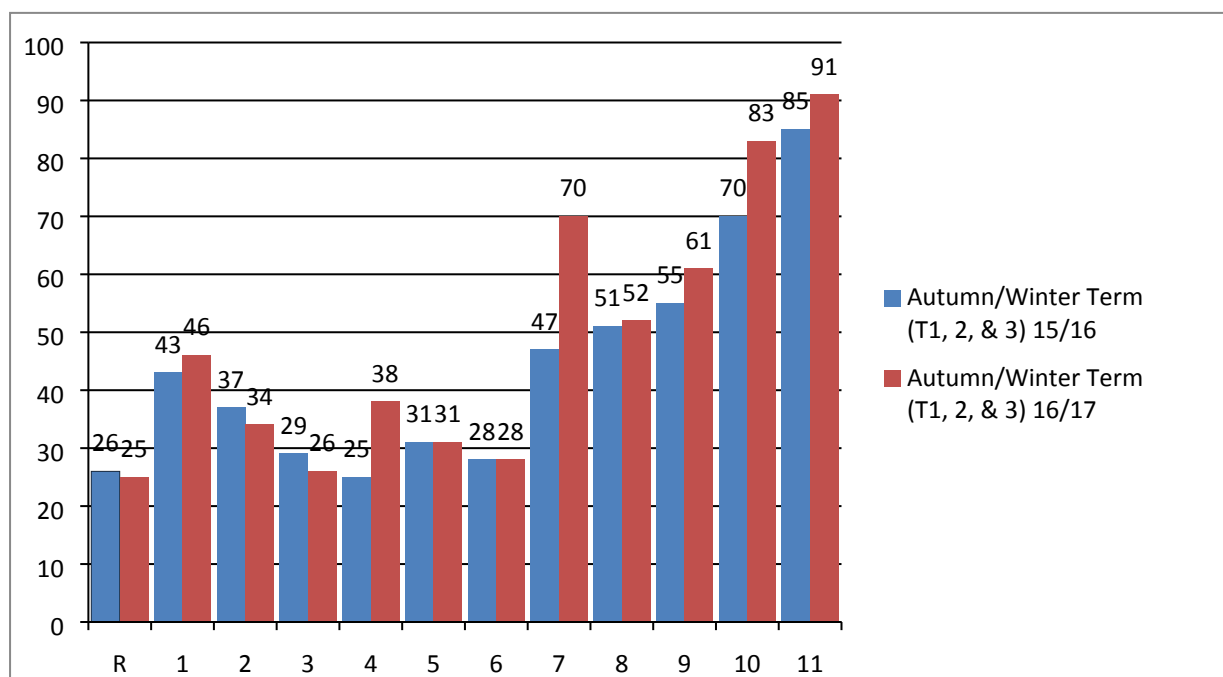
The pressure on secondary school places in several Canterbury schools at present, may have contributed to a rise in EHE families who are waiting for a place to become available at a preferred school.

Figures 5 - EHE referrals by home area in the Autumn/Winter Term



On the whole, areas where the numbers of new EHE referrals have increased this term appear to directly reflect rises in numbers of GRT families. Some schools appear to be encouraging EHE, and a slight shortage of spaces in desirable schools will also have driven up numbers. Other possible factors impacting these areas are increasing numbers of new “affordable” homes encouraging families to Kent from other areas. Wider media coverage of EHE may also be driving this trend.

Figures 6 - EHE referrals by year group in the Autumn/Winter Term



The greatest changes with regard to the number of EHE referrals received by year group during the autumn term are:

- 32.9% increase in Year 7 referrals
- 34.2% increase in Year 4 referrals
- 9.8% increase in Year 9 referrals
- 15.7% increase in Year 10 referrals

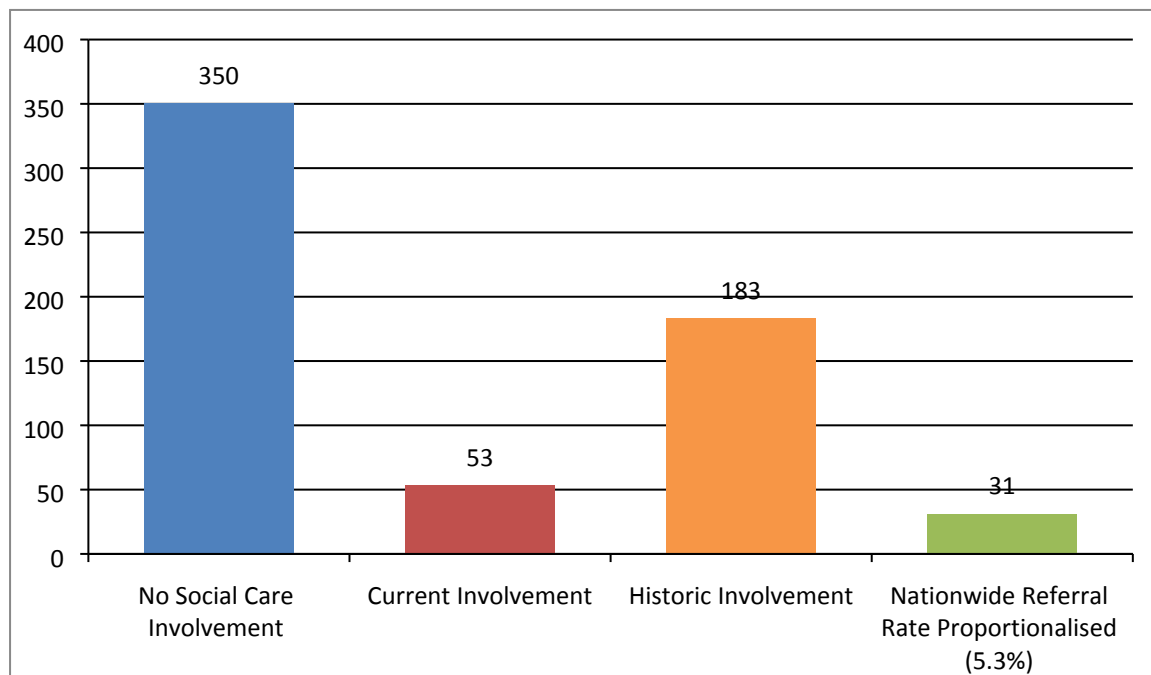
Overall:

- 13.7% increase in Secondary CYP
- <5% increase in Primary CYP (insignificant against the overall rise)
- Despite the comparatively low increase of 9% in Year 11 referrals, they still make up 15.6% of all new EHE cases

The increase in secondary age CYP registering as EHE is likely to be due to a number of factors. As well as the issues previously highlighted regarding a large GRT presence in Kent and a shortage of school places in desirable schools, behavioural and social issues have more of an impact on secondary age pupils. This sometimes leads schools to offer EHE an alternative option for CYP they are unable to manage effectively.

There has been a growth in parents withdrawing their children to EHE due to a perceived insufficient response to bullying within schools – something that is obviously more prevalent in secondary schools where adolescence intensifies any issues. Bullying, social media and the increased pressure of a more demanding curriculum have also led to an increase in referrals due to mental health issues (mainly anxiety and depression).

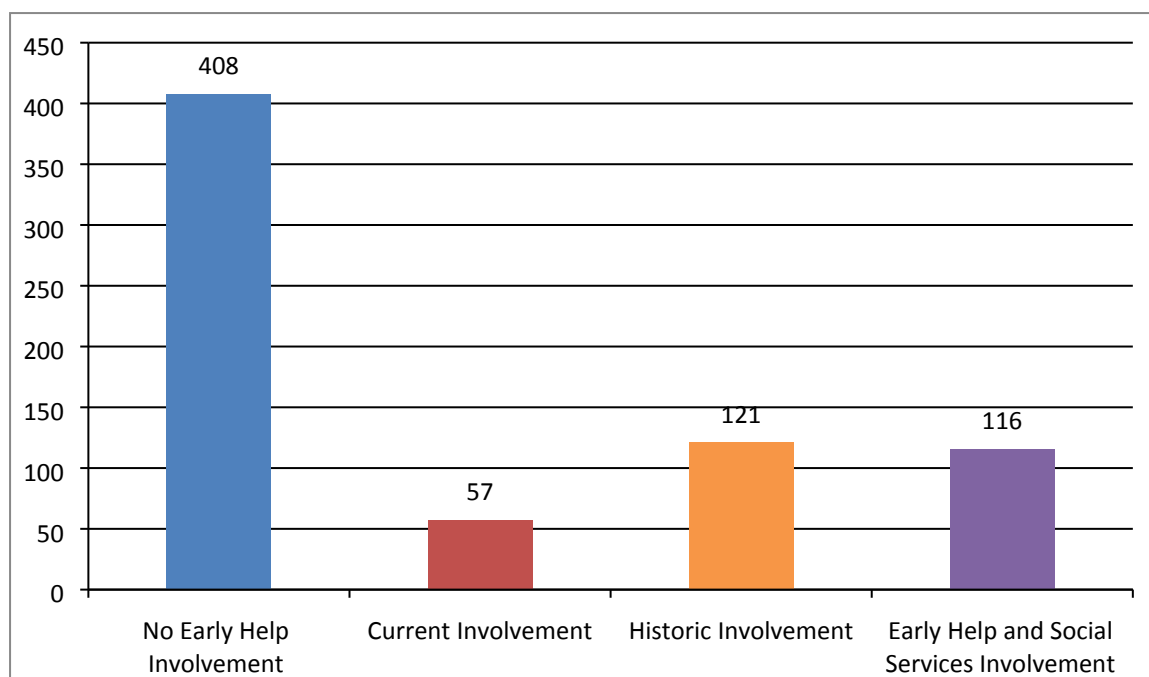
Figure 5 – EHE referrals in the Autumn/Winter Term with Social Services Involvement



From the beginning of this academic year the EHE team has had the facility to add an indicator to highlight if the CYP in a new referral is known to social services (An Open Referral, Child In Need, Missing Persons Episode or Child Protection) and whether that is current involvement at the time of the referral to EHE or historic involvement.

- 40.3% of all cases opened in this period were known to Social Services (either currently or historically).
- 22.5% of these were open at the time of their EHE referral.
- The national average for CYP who have had a referral to social services is 5.3% (Children in Need Census 2016, SRF52/2016); this is reflected proportionately in the above graph.

Figure 6 - New EHE referrals in the Autumn/Winter Term with Early Help Episodes



From the beginning of this academic year an indicator has been added to highlight where a child registered as EHE is known to Early Help (EH episode/CAF) at the point of registration.

- 30.4% of all cases open during this period were known to Early Help (current/historic).
- 32% of these were open at the time of their referral.

Combining the Early Help data with Social Care data provides a clear picture of the proportion of new EHE referrals that have had preventative/specialist support from KCC professionals.

- 50.9% of all children referred to EHE in this period were known to Kent Preventative/Specialist Children’s Services.
- These figures do not include CYP who were open to Social Care or Early Help in other Local Authorities – only those known to Kent.

Data summary

The presented data is based upon EHE referrals received within Kent County Council’s term dates and therefore may be marginally different to the figures in Management Information’s monthly reports.

Safeguarding

Recently added social care indicators evidence that the proportion of pupils requiring preventative/specialist support is approximately seven times greater than within the general population (*Characteristics of children in need: 2015 to 2016, SFR 52/2016, 3 November 2016. Department for Education*). This makes it clear that vulnerable children are disproportionately being driven towards this method of education.

Characteristics of children in need: 2015 to 2016 (*SFR 52/2016, 3 November 2016. Department for Education*) states that “Schools, Health Services, LA Services, and Education Services” make up 47.1% of all referrals to social services nationally. Without this first line of safeguarding defence the risk of harm going unidentified is greatly increased. Whilst referrals to social care from the Police make up 27.6% of all referrals, it is considered that police officers and community support officers have limited contact with families allowing more subtle abuse/neglect to go unnoticed.

The balance of 25.3% of national referrals in 2015/16 came from other sources: “Individuals (General Public), Housing, Other Legal Agency, Other, Unknown, and Anonymous” (*Characteristics of children in need: 2015 to 2016, SFR 52/2016, 3 November 2016. Department for Education*). This presents a unique risk associated with Electively Home Educated children and young people whereby their lack of contact with council/governmental agencies reduces the likelihood of signs of harm being reported. Where currently the Local Authority cannot legally insist on a visit, there is a significant risk that the pathways for reporting may be restricted to this small selection.

Additionally, *Characteristics of children in need: 2015 to 2016 (SFR 52/2016, 3 November 2016. Department for Education)* states the main factors identified at the end of a social worker’s CHIN (Child in Need) assessment are mostly those that occur in the home (Domestic Violence, Mental Health, Substance Misuse, Emotional Abuse, etc) and so are unlikely to be identified by the public or professionals who do not have regular contact with the family. Visible factors such as disability, socially unacceptable behaviour, gang membership etc are only present in 35.9% of cases assessed. Without legislative change, local authority professionals are limited in their capacity to effectively safeguard children in EHE families.

Management Summary

Following the restructure of the EHE team and the appointment of five EHE Support and Advice Officers, there has been a marked improvement in the engagement of our families, particularly those who are new to EHE.

Despite our ever increasing number and the challenges that this brings, all new EHE families are offered a visit and the team are also working to contact and visit historic referrals. The officer’s refreshed approach and their joined up working with the CME team and the Senior Access to Education Officers means that pupils who are not in receipt of a suitable education are identified earlier and a school place is identified where necessary.

One major area of improvement is the number of CYP who are leaving EHE to go onto further education or apprenticeships. The officers have been working closely with colleagues in the Skills and Employability team and have built connections with local colleges and training providers to ensure that CYP are aware of their options after Year 11. Given our growing numbers, in order to continue to effectively support and build upon the progress that has been made in the area; we have recently appointed a NEET Administrator.

We are incredibly proud of the work that the EHE team is doing as our model is one that other local authorities are keen to replicate. As one of the largest local authorities, we hope to be at the forefront of future legislative change to ensure that all CYP access the level of education to which they are entitled.

The team has recently invited an internal audit of our processes and procedures and will be actively engaging with the DFE to offer evidence and examples of best practice with the hope of influencing important legislative changes in in this area to better safeguard children in the future.

Elective Home Education

January 2017

Version 2



Purpose

The Elective Home Education (EHE) team have asked Business Intelligence to profile and explore if children and young people who are EHE are particularly vulnerable and known to certain services within Kent County Council.

Business Intelligence

Business Intelligence has created an informative integrated dataset at individual level, of children and young people in Kent, from the ages of one to 19 (inclusive) referred to as 'the model'. The model is based on the academic year (AY) September 2015 to August 2016. The model can provide a holistic picture of the circumstances of children and young people known to Kent County Council.

Business Intelligence also use Mosaic segmentation. This is a classification system designed by Experian to describe the residents of a household in terms of their typical demographics, their behaviours, their lifestyle characteristics and their attitudes. Each household in the UK is classified as belonging to one of 66 types, which fall into a broader range of 15 groups.

Summary

Of the 1,901 EHE individuals:

- There is a relatively even split by gender (51.1% male). The majority recorded their ethnicity as white (70.2%) and were of secondary school age (69.1%).
- Mosaic segmentation shows the highest proportion of EHE individuals were from group M (25.5%). This group is generally more deprived and face an array of challenges. All mosaic groups were represented within the EHE individuals and groups A, G, M and O recorded high indexes.
- Swale district recorded the highest proportion of EHE individuals (12.9%), whilst Tunbridge Wells recorded the least (5.6%). Swale and Sevenoaks recorded a higher proportion EHE individuals than all other individuals in each district.
- Within the year an EHE individual was more likely to have been referred to early help and known to the troubled families programme in comparison to specialist children services.
- Poor attendance and fixed exclusions were present for some EHE individuals (24.6% and 6% respectively).
- 7.8% of EHE individuals have a primary special educational need (SEN) and few also have a secondary SEN. Social, emotional and mental health is the most common SEN type.

Elective Home Education

Elective home education 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 school¹.

In detail the following EHE data has been used for this analysis:

- All EHE open referrals as at 31st January 2016 (of which 100% matched into the model); and
- All EHE referrals within the academic year 2015-16 (of which 77.6% matched into the model).

Please note all EHE open referrals as at 31st January 2016 was one of four of the datasets which formed the base of the model, explaining the 100% match rate. For the remaining individuals who received a referral within the academic year 2015-16 and did not match into the model, this will be due data quality (different names and DOBs across systems) and/or the individuals were not known to any of the four KCC datasets as at January 2016 which formed the base of the model.

Combining both cohorts, the following analysis is on a total of 1,901 EHE individuals.

There are some limitations of this analysis. The analysis does not ascertain the timing of an EHE referral and an outcome. For example whilst it is possible show the number of EHE individuals with a domestic abuse notification; it can't be said in what order this happened.

¹ Department for Education 'Guidance for local authorities and schools about children educated at home.' First published: 1 November 2007

Demographics

Of the 1,901 EHE individuals:

- 51.1% were male and 48.9% were female;
- The majority (70.2%) recorded their ethnicity as white (table 1); and
- The 69.1% were of secondary school age.

Table 1 (main category) and table 2 (sub category) show a breakdown of the ethnicity of EHE individuals and the proportion of all other individuals in the model. The high proportion of EHE individuals with no ethnicity recorded maybe a dataset/system error.

Table 1: Ethnicity main category

Ethnicity	EHE count		All others
Any Other Ethnic Group	2	0.1%	0.8%
Asian or Asian British	1	0.1%	3.9%
Black or Black British	13	0.7%	2.3%
Mixed / Dual Background	47	2.5%	4.5%
Unknown or refused	503	26.5%	1.2%
White	1,335	70.2%	87.3%
Grand Total	1,901	100.0%	100.0%

Table 2: Ethnicity sub category

Ethnicity	EHE count		All others
Any Other Black Background	1	0.1%	0.1%
Any Other Ethnic Group	2	0.1%	0.8%
Any Other Mixed Background	21	1.1%	1.9%
Any Other White Background	46	2.4%	4.9%
Bangladeshi	1	0.1%	0.4%
Black - African	8	0.4%	2.0%
Black Caribbean	4	0.2%	0.2%
Gypsy / Roma	193	10.2%	0.9%
Information Not Yet Obtained	26	1.4%	0.4%
Refused	7	0.4%	0.4%
Traveller of Irish Heritage	33	1.7%	0.1%
Unknown	470	24.7%	0.3%
White - British	1060	55.8%	81.2%
White - Irish	3	0.2%	0.3%
White and Asian	15	0.8%	1.2%
White and Black African	5	0.3%	0.6%
White and Black Caribbean	6	0.3%	0.9%
Grand Total	1901	100.0%	-

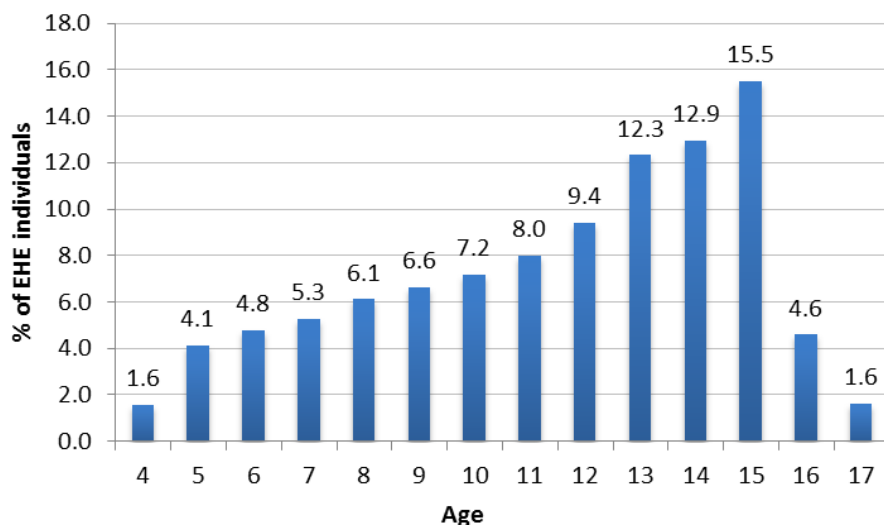
The model also captures some information on first language spoken (table 2). Of those who recorded a language (total of 15 languages), the majority spoke English (95.0%). There are a total of 205 languages recorded in the whole model.

Table 2: First language spoken

First language	EHE count	
Bengali	1	0.2%
Caribbean Creole English	2	0.4%
Czech	5	1.0%
Dutch/Flemish	1	0.2%
Ebira	1	0.2%
English	455	95.0%
French	1	0.2%
Lithuanian	1	0.2%
Other	2	0.4%
Panjabi	1	0.2%
Polish	1	0.2%
Portuguese	1	0.2%
Romani (International)	2	0.4%
Russian	1	0.2%
Slovak	3	0.6%
Spanish	1	0.2%
Unknown	1,422	-
Grand Total	1,901	-

Chart 1 includes the age of the EHE individuals for the academic year 2015-16. The most common age² was 15 (15.5%). The youngest age recorded was four for 30 individuals and the eldest age was 17 of which there were 31 individuals. There is a sharp decrease post 15 in the proportion of EHE individuals in the model.

Chart 1: Age



² Age as at 31/08/2015 the beginning of the academic year 2015-16.

Mosaic

Chart 2 shows the proportion of the EHE individuals by their Mosaic group matched on their address. See annex A for full description of groups. With the highest proportion, a quarter of the individuals who had an EHE referral would be described as:

Family Basics (25.5% M) - living on tight budgets, the often overstretched families in Family Basics depend on higher than average levels of financial assistance from the state. The areas of low cost housing where Family Basics live have a crime rate that is just slightly higher than average, but these residents are more than twice as likely to feel that anti-social behaviour is a problem in their neighbourhood. Poor health is more common here than amongst the general population, with people more likely to smoke and less likely to follow a healthy diet, exercise or play sport to keep in shape.

A range of Mosaic groups are represented within the EHE individuals. The second and third highest proportions were recorded for group H (Aspiring Homemakers) and G (Rural reality). These groups broadly have low dependency on the state, relatively healthy, experience little crime and own their home.

In total there are a number of EHE individuals who are described as affluent and successful. For example group D:

Domestic Success (9.2% D) - is a healthy group and is one of the more active when it comes to taking part in sport and keeping in shape. While far fewer than average smoke and more than average manage to follow healthy eating guidelines, Domestic Success do drink fairly regularly though rarely every day. The crime rate is below average in the residential neighbourhoods where they live and their fear of crime and of being a victim of crime is correspondingly low. Domestic Success have low levels of dependency on the state.

Chart 2: Mosaic group

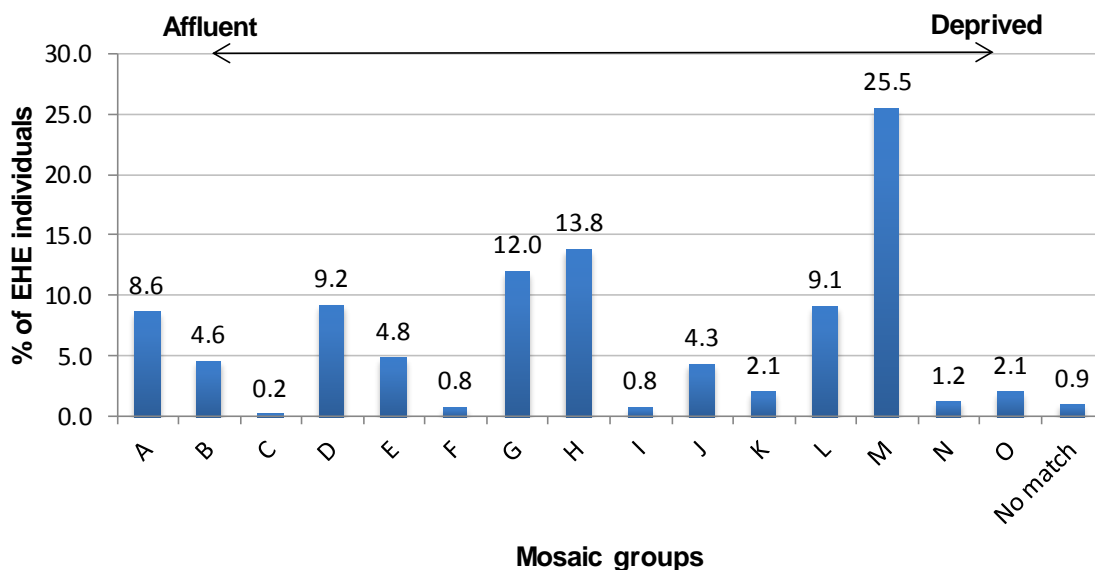


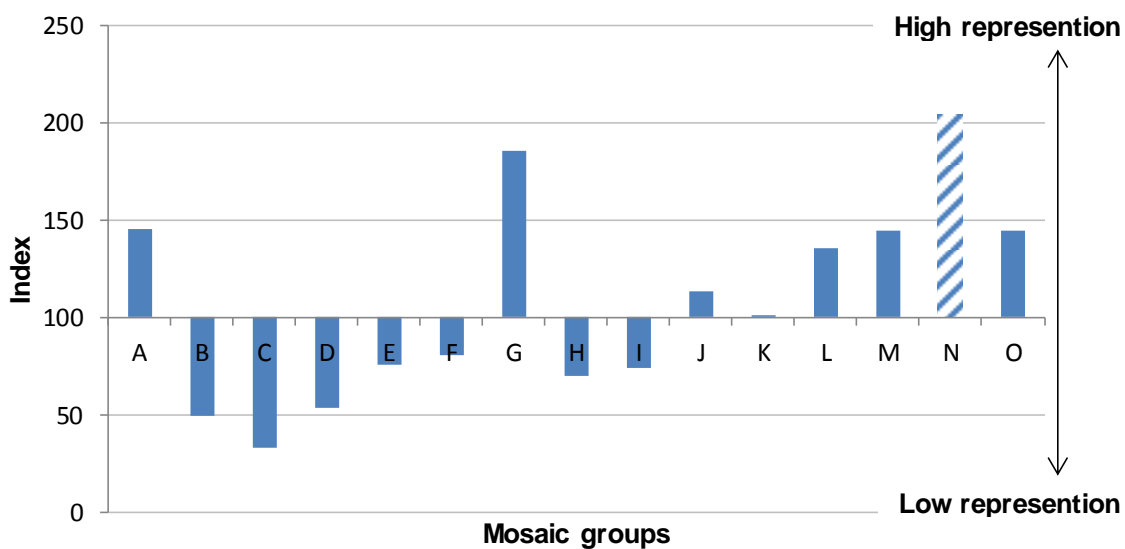
Chart 3 has indexed the EHE individuals by their mosaic group against all other individuals in the model. This is crucial in understanding if there are individuals with certain characteristics (identified by mosaic group), that are over or under represented in comparison to the wider Kent population.

How to interpret this chart: an index of 100 indicates a average level of representation for that group. Where the bars fall under 100, this means there is a below average, low or very low level of representation. If the bar is above 100 this means there is a average, above average or high level of representation.

For example, in chart 2 mosaic group H (Aspiring Homemakers) recorded the second highest proportion (13.8%). Comparing that proportion against the wider population, shows that EHE individuals with mosaic group H are in fact slightly underrepresented within the EHE referrals in comparison to their proportion in the wider population.

Mosaic groups A (County Living), G (Rural Reality), M (Family Basics) and O (Municipal Challenge) are over represented within the EHE referrals. Group N index value is skewed due to very low proportions of this group in Kent overall. Group A and G are based in rural locations and it's likely that those two groups have different reasons for educating their children at home, in comparison to groups M and O that are also over represented.

Chart 3: Mosaic group index



Location

Table 3 shows the count of EHE individuals by the district they live in, for context the proportion of all other individuals in the model has been shown. The highest proportion recorded by district was Swale (12.9%), followed by Maidstone (10.9%) and Thanet (10.5%). Tunbridge Wells recorded the least amount of EHE individuals (5.6%).

In particular, by comparison to all other individuals, Swale and Sevenoaks recorded a higher proportion of EHE individuals than all other individuals. On the other hand, Canterbury recorded a lower proportion in comparison to all other individuals.

Table 3: Location district

District	EHE count		All others
Ashford	175	9.2%	8.7%
Canterbury	121	6.4%	8.7%
Dartford	131	6.9%	6.9%
Dover	122	6.4%	7.1%
Gravesham	146	7.7%	7.6%
Maidstone	208	10.9%	10.3%
Sevenoaks	157	8.3%	6.7%
Shepway	127	6.7%	6.8%
Swale	246	12.9%	9.9%
Thanet	199	10.5%	9.4%
Tonbridge & Malling	136	7.2%	8.3%
Tunbridge Wells	106	5.6%	7.0%
Unknown or outside Kent	27	1.4%	2.7%
Grand Total	1,901	100.0%	100.0%

The follow table shows the count of EHE individuals by ward, where there was a count of 7 or more.

Table 4: Location by ward (Ashford - Canterbury)

	Ward	EHE count		All others
Ashford	Beaver	11	0.6%	0.5%
	Great Chart With Singleton North	11	0.6%	0.3%
	Isle of Oxney	7	0.4%	0.1%
	Park Farm North	7	0.4%	0.3%
	Saxon Shore	7	0.4%	0.3%
	Stanhope	7	0.4%	0.4%
	Stour	8	0.4%	0.3%
	Victoria	11	0.6%	0.4%
	Weald Central	21	1.1%	0.3%
	Weald South	12	0.6%	0.3%
Canterbury	Chartham & Stone Street	7	0.4%	0.4%
	Gorrell	16	0.8%	0.4%
	Heron	12	0.6%	0.4%
	Little Stour & Adisham	8	0.4%	0.4%
	Seasalter	15	0.8%	0.5%
	Wincheap	9	0.5%	0.4%

Table 4: Location by ward (Dartford - Sevenoaks)

	Ward	EHE count	All others
Dartford	Bean and Darent	41	2.2%
	Greenhithe	7	0.4%
	Joydens Wood	7	0.4%
	Littlebrook	9	0.5%
	Princes	8	0.4%
	Stone	9	0.5%
	Swanscombe	18	0.9%
Dover	Capel-le-Ferne	7	0.4%
	Eythorne and Shepherdswell	9	0.5%
	Little Stour and Ashstone	13	0.7%
	Maxton, Elms Vale and Priory	8	0.4%
	Middle Deal and Sholden	7	0.4%
	Mill Hill	12	0.6%
	St. Radigunds	10	0.5%
Gravesham	Tower Hamlets	10	0.5%
	Meopham South and Vigo	11	0.6%
	Northfleet North	13	0.7%
	Northfleet South	15	0.8%
	Riverside	19	1.0%
	Shorne, Cobham and Luddesdown	9	0.5%
	Singlewell	11	0.6%
	Westcourt	26	1.4%
Maidstone	Whitehill	8	0.4%
	East	9	0.5%
	Fant	10	0.5%
	Harrietsham and Lenham	7	0.4%
	Headcorn	33	1.7%
	High Street	20	1.1%
	Marden and Yalding	22	1.2%
	North	7	0.4%
	Park Wood	7	0.4%
	Shepway North	15	0.8%
	Shepway South	10	0.5%
	Staplehurst	10	0.5%
	Coxheath and Hunton	7	0.4%
South	14	0.7%	
Sevenoaks	Edenbridge South and West	15	0.8%
	Farningham, Horton Kirby and South Darent	18	0.9%
	Fawkham and West Kingsdown	10	0.5%
	Swanley St. Mary's	11	0.6%
	Swanley White Oak	11	0.6%
	Ash and New Ash Green	9	0.5%
	Hartley and Hodsoil Street	10	0.5%
	Hextable	11	0.6%
	Swanley Christchurch and Swanley Village	11	0.6%

Table 4: Location by ward (Shepway – Tunbridge Wells)

	Ward	EHE count		All others
Shepway	East Folkestone	20	1.1%	0.4%
	Folkestone Central	11	0.6%	0.5%
	Folkestone Harbour	18	0.9%	0.2%
	Hythe	7	0.4%	0.1%
	New Romney	9	0.5%	0.3%
	North Downs East	23	1.2%	0.3%
	North Downs West	7	0.4%	0.5%
	Walland & Denge Marsh	10	0.5%	0.4%
Swale	Abbey	7	0.4%	0.7%
	Bobbing, Iwade and Lower Halstow	10	0.5%	0.3%
	Boughton and Courtenay	7	0.4%	0.4%
	Hartlip, Newington and Upchurch	14	0.7%	0.4%
	Milton Regis	20	1.1%	0.3%
	Minster Cliffs	13	0.7%	0.4%
	Murston	8	0.4%	0.4%
	Queenborough and Halfway	13	0.7%	0.6%
	Roman	18	0.9%	0.6%
	St. Ann's	14	0.7%	0.5%
	Sheerness	36	1.9%	0.4%
	Sheppey Central	14	0.7%	1.1%
	Sheppey East	13	0.7%	0.6%
	Teynham and Lynsted	7	0.4%	0.4%
	The Meads	8	0.4%	0.3%
	West Downs	7	0.4%	0.3%
Thanet	Beacon Road	7	0.4%	0.2%
	Birchington South	8	0.4%	0.3%
	Central Harbour	15	0.8%	0.4%
	Cliftonville West	29	1.5%	0.4%
	Dane Valley	18	0.9%	0.3%
	Eastcliff	15	0.8%	0.9%
	Garlinge	9	0.5%	0.4%
	Margate Central	12	0.6%	0.4%
	Newington	10	0.5%	0.4%
	Salmestone	7	0.4%	0.4%
	Sir Moses Montefiore	9	0.5%	0.3%
	Thanet Villages	10	0.5%	0.2%
	Westgate-on-Sea	9	0.5%	0.4%
Tonbridge & Malling	Aylesford South	8	0.4%	1.0%
	East Malling	10	0.5%	0.5%
	Hadlow and East Peckham	10	0.5%	0.5%
	Hildenborough	8	0.4%	0.5%
	Kings Hill	14	0.7%	0.4%
	Snodland East and Ham Hill	8	0.4%	0.9%
	Snodland West and Holborough Lakes	13	0.7%	0.3%
	Trench	7	0.4%	0.5%
Tunbridge Wells	Benenden and Cranbrook	14	0.7%	0.5%
	Broadwater	8	0.4%	0.8%
	Frittenden and Sissinghurst	10	0.5%	0.9%
	Hawkhurst and Sandhurst	10	0.5%	0.3%
	Rusthall	7	0.4%	0.5%
	Sherwood	7	0.4%	0.5%
	Grand Total	1901	100.0%	-

Integrated children and young person model

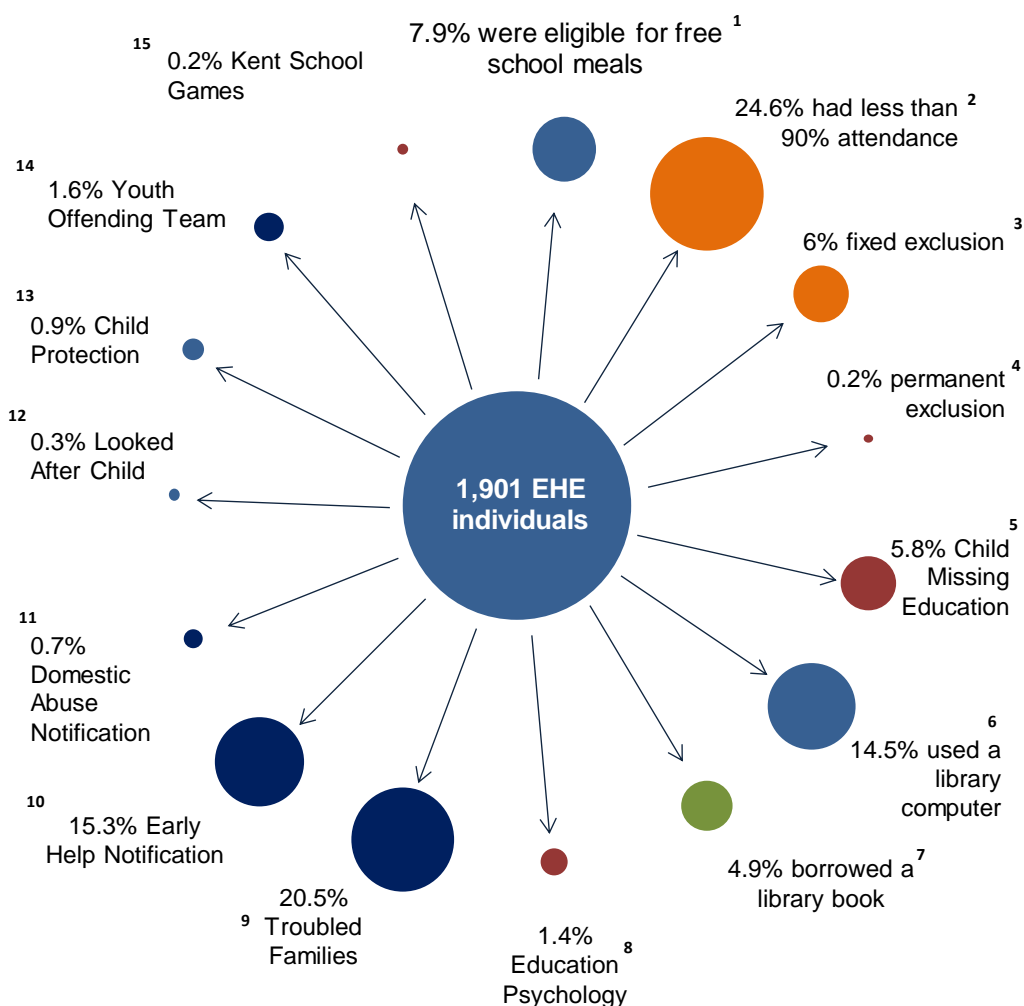
The following analysis illustrates the surrounding aspects of the EHE individuals recorded in the model. See annex B for full data descriptions of each bubble. Please note an individual may be counted in more than one bubble.

Chart 4 shows a quarter of the individuals were attending less than 90% at school. This may be skewed with the individual being taken out of the school setting. A higher number of EHE individuals had a fixed exclusion (115 – 6.0%) compared to permanent exclusions (3 – 0.2%). Exclusion data has been analysed in further detail in table 3.

When EHE individuals have used the library service a higher proportion (14.5%) was recorded for using a computer than to borrow books (4.9%).

An EHE individual is more likely to have been referred to early help and known to the troubled families programme in comparison to specialist children services (SCS). 17 EHE individuals had at least one episode (within the year) as CP and five individuals recorded at least one episode as LAC. Furthermore, 111 (5.8%) were CiN (child in need) which is defined as a referral that went onto assessment and 153 (8.0%) recorded a SCS referral.

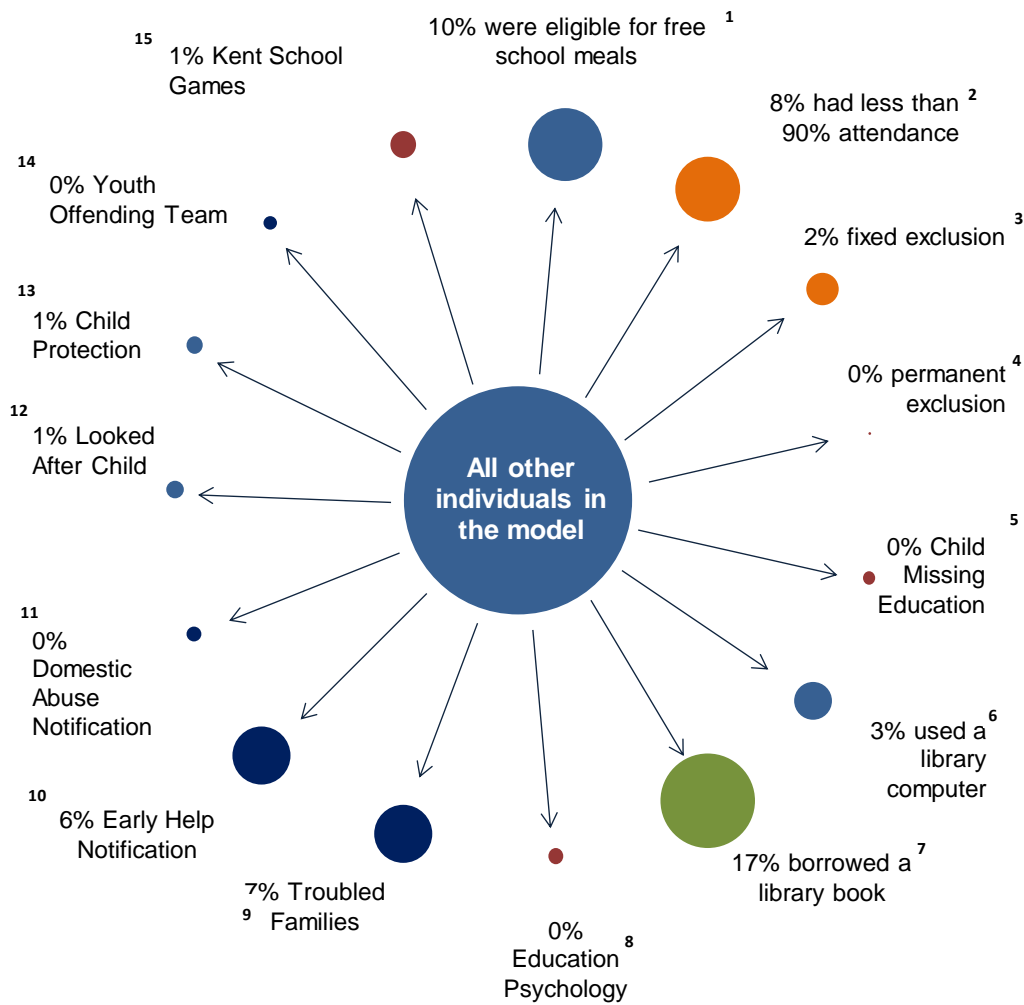
Chart 4: Surrounding known factors and services – EHE individuals



For comparison, chart 5 has been produced for all other individuals in the model.

The difference between the two cohorts is that there is a higher proportion recorded for all other individuals borrowing library books than using the computers, and the opposite was recorded for EHE individuals. The proportions of other individuals referred to early help and known to the troubled families programme is considerably lower. Whilst the proportions for LAC and CP remain low. Furthermore, for all other individuals 2.5% were CiN (child in need) which is defined as a referral that went onto assessment and 3.3% recorded a SCS referral.

Chart 5: Surrounding known factors and services – all others

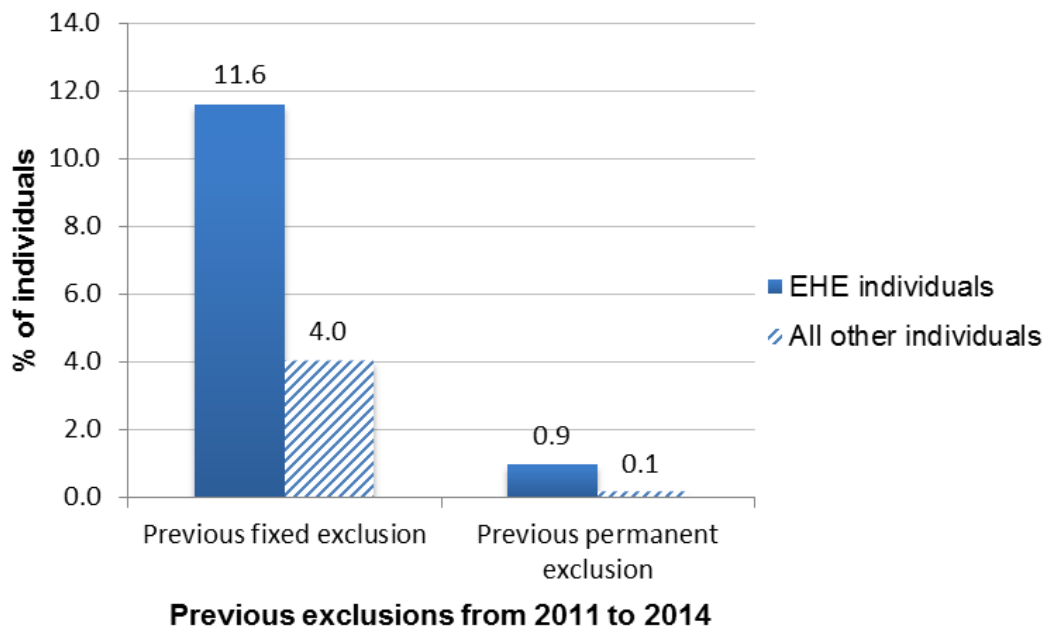


Exclusions

The model also records data on previous fixed and permanent exclusions, based on the academic years 2011-12 to 2014-15.

Of the total 1,901 EHE individuals 220 (11.6%) had a previous fixed exclusion and 18 (0.9%) had a previous permanent exclusion. The chart shows for EHE individuals fixed exclusions are more likely to be recorded in comparison to other individuals.

Chart 6: Previous fixed and permanent exclusions



Special Educational Needs

The special education needs of the EHE individuals have been broken down further in the following two tables.

Special education needs are more likely to be identified and assessed if the child or young person is in a school setting. Therefore, due to the nature of the EHE individuals there may be a larger number of SEN than recorded.

- 148/1,901 (7.8%) of EHE individuals have a primary SEN.
- Of the 148, 19 (12.8%) were educational, health and care plan and 129 (87.2%) as SEN support.
- Of the 148, 33 also record a secondary SEN.
- Social, emotional and mental health is the most common SEN type.

Table 5: Primary SEN

Primary SEN type	EHE count		All other
Autistic Spectrum Disorder	16	0.8%	1.7%
Moderate Learning Difficulty	24	1.3%	1.7%
Other Difficulty/Disability	9	0.5%	0.5%
Physical Disability	4	0.2%	0.4%
SEN Support - No Specialist Assessment	4	0.2%	0.1%
Severe Learning Difficulty	2	0.1%	0.3%
Social, Emotional and Mental Health	46	2.4%	2.2%
Specific Learning Difficulty	16	0.8%	1.6%
Speech, Language & Communication Needs	25	1.3%	2.5%
Visual Impairment	2	0.1%	0.1%
No primary SEN	1,753	92.2%	88.6%
Grand Total	1,901	100.0%	100.0%

Table 5: Secondary SEN

Secondary SEN type	EHE count		All other
Autistic Spectrum Disorder	1	0.1%	0.2%
Moderate Learning Difficulty	7	0.4%	0.4%
Other Difficulty/Disability	6	0.3%	0.3%
Physical Disability	1	0.1%	0.1%
SEN Support - No Specialist Assessment	1	0.1%	0.0%
Social, Emotional and Mental Health	10	0.5%	0.7%
Specific Learning Difficulty	2	0.1%	0.3%
Speech, Language & Communication Needs	5	0.3%	0.6%
No secondary SEN	1,868	98.3%	97.2%
Grand Total	1,901	100.0%	100.0%

Annex A - Mosaic group summaries

	<p style="text-align: center;">Group A</p> <p style="text-align: center;">Country Living - “Well-off owners in rural locations enjoying the benefits of country life”</p> <p style="text-align: center;">50,769 households, 8.1% of households in the KCC area</p>
	<p style="text-align: center;">Group B</p> <p style="text-align: center;">Prestige Positions – “Established families in large detached homes living upmarket lifestyles”</p> <p style="text-align: center;">51,788 households, 8.3% of households in the KCC area</p>
	<p style="text-align: center;">Group C</p> <p style="text-align: center;">City Prosperity – “High status city dwellers living in central locations and pursuing careers with high rewards”</p> <p style="text-align: center;">2,469 households, 0.4% of households in the KCC area</p>
	<p style="text-align: center;">Group D</p> <p style="text-align: center;">Domestic Success – “Thriving families who are busy bringing up children and following careers”</p> <p style="text-align: center;">57,886 households, 9.3% of households in the KCC area</p>
	<p style="text-align: center;">Group E</p> <p style="text-align: center;">Suburban Stability – “Mature suburban owners living in settled lives in mid-range housing”</p> <p style="text-align: center;">46,264 households, 7.4% of households in the KCC area</p>
	<p style="text-align: center;">Group F</p> <p style="text-align: center;">Senior Security - “Elderly people with assets who are enjoying a comfortable retirement”</p> <p style="text-align: center;">70,159 households, 11.2% of households in the KCC area</p>
	<p style="text-align: center;">Group G</p> <p style="text-align: center;">Rural Reality - “Householders living in inexpensive homes in village communities”</p> <p style="text-align: center;">46,115 households, 7.4% of households in the KCC area</p>

	<p style="text-align: center;">Group H</p> <p style="text-align: center;">Aspiring Homemakers - “Younger households settling down in housing priced within their means”</p> <p style="text-align: center;">74,163 households, 11.9% of households in the KCC area</p>
	<p style="text-align: center;">Group I</p> <p style="text-align: center;">Urban Cohesion - “Residents of settled urban communities with a strong sense of identity”</p> <p style="text-align: center;">9,591 households, 1.5% of households in the KCC area</p>
	<p style="text-align: center;">Group J</p> <p style="text-align: center;">Rental Hubs - “Educated young people privately renting in urban neighbourhoods”</p> <p style="text-align: center;">50,141 households, 8.0% of households in the KCC area</p>
	<p style="text-align: center;">Group K</p> <p style="text-align: center;">Modest Traditions - “Mature homeowners of value homes enjoying stable lifestyles”</p> <p style="text-align: center;">27,608 households, 4.4% of households in the KCC area</p>
	<p style="text-align: center;">Group L</p> <p style="text-align: center;">Transient Renters - “Single people privately renting low cost homes for the short term”</p> <p style="text-align: center;">41,050 households, 6.6% of households in the KCC area</p>
	<p style="text-align: center;">Group M</p> <p style="text-align: center;">Family Basics - “Families with limited resources who have to budget to make ends meet”</p> <p style="text-align: center;">47,688 households, 7.6% of households in the KCC area</p>
	<p style="text-align: center;">Group N</p> <p style="text-align: center;">Vintage Value – “Elderly people reliant on support to meet financial or practical needs”</p> <p style="text-align: center;">39,770 households, 6.4% of households in the KCC area</p>
	<p style="text-align: center;">Group O</p> <p style="text-align: center;">Municipal Challenge – “Urban renters of social housing facing an array of challenges”</p> <p style="text-align: center;">9,900 households, 1.6% of households in the KCC area</p>

Annex B - Data descriptions

There are 245,865 total children and young people in the model, as at January 2016.

The first proportion shows that indicator/dataset in comparison to the whole model. The second proportion shows the match rate of that original dataset into the base of the model.

1. All ages eligible for free school meals, AY 2015-16. **10.3% 100%**
2. Attendance level of 0 to 89.9% inclusive (does not include those with no attendance available). **8.0% 96.0%**
3. Had at least one fixed term exclusion, AY 2015-16. **2.1% 96.8%**
4. Was permanently excluded, AY 2015-16. **0.02% 84.8%**
5. Had at least one Child Missing Education referral, AY 2015-16. **0.3% 49.8%**
6. Used a library computer at least once, AY 2015-16. **2.8%**
7. Borrow at least one library book, AY 2015-16. **17.2% 81.6%**
8. Had at least one Education Psychology referral, AY 2015-16. **0.5% 57.4%**
9. Are known to the Troubled Families Programme (phase 1 or 2), since start of programme 2012 to end of August 2016. **6.7% 72.4%**
10. Had at least one Early Help Notification, AY 2015-16. **6.5% 82.7%**
11. Had at least one Domestic Abuse Notification (SCS contact reason was DAN), AY 2015-16. **0.4% 76.5%**
12. Had at least one episode as Looked after Child, AY 2015-16. **0.6% 48.2%**
13. Had at least one episode as Child Protection, AY 2015-16. **0.6% 95.5%**
14. Are known to the Youth Offending Team, AY 2015-16. **0.4% 58.1%**
15. Took part in Kent School Games, October 2015 to July 2016. **1% 43.6%**

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

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

To: **Education and Young People's Services Cabinet Committee - 30 March 2017**

Subject: **Post-16 Transport Policy Statement**

Classification: **Unrestricted**

Future Pathway of Paper: **Cabinet Member Decision**

Summary: Each year KCC has a legal duty to consult on its Policy for Post 16 Transport and publish a Post 16 Transport Policy Statement by the 31 May 2017.

Recommendation(s): Members are asked to note the proposed Post 16 Transport Policy (attached) which is currently out to consultation and remains unchanged from 2016/17.

The Education and Young People's Cabinet Committee is asked to consider and endorse, or make recommendations to the Cabinet Member Decision on the proposed policy ahead of a final Post 16 Transport Policy Statement to be published by 31 May 2017.

1. Introduction

- 1.1 The report is designed to update Members in regard to decisions taken relating to the 16+ Travel Card.
- 1.2 The attached policy makes it clear that in the first instance there is an expectation that learners will make use of the 16+ Travel Card, seeking bursary funding support where necessary to access this as a preferred means of accessing education, training or a work based learning setting. It also sets out the duties on the LA to consider requests for transport and is a continuum of existing policy.
- 1.3 KCC is required to enable access to education and will consider applications for support where a 16+ Travel Card is not suitable and where additional support is refused learners can appeal to the Transport Regulation Committee Appeal Panel.

2. Financial Implications

- 2.1 The scheme is uncapped and costs will vary marginally depending on take up levels and journeys undertaken by cardholders. We would expect the level of

subsidy required for the 16+ Travel Card to be in the region of £440k; with a further £1.5m budgeted to enable 16+ SEN learners to access college.

3. Policy Framework

- 3.1 The Post 16 Transport Policy will assist learners in accessing their preferred learning environments and contribute to Kent's Strategic Outcomes which state that children and young people in Kent will get the best start in life and achieve good outcomes by participating in education or training to age 18.

4. The Report

- 4.1 KCC has a duty to consider applications for transport and is required to enable access to education. In most circumstances it meets this duty through the 16+ Travel Card. This is a generous discretionary scheme which aids access to both education and employment with training. The card will continue to be made available at the agreed cost of £400 a year with no limit on the use. Learning providers, at their discretion, can subsidise this further using bursary funding and we would expect charges to be reduced by up to 50% for low income families.
- 4.2 KCC has a duty to consult on and publish its Post 16 Transport Policy Statement each year. Whilst there is no statutory duty to provide transport for Post 16 Learners, there is a duty to consider applications for assistance with transport and to enable access to education and training to age 18. The transport policy sets out how KCC will meet this duty and what learners can expect by way of support.
- 4.3 Schools, colleges and learning providers have been consulted, as have their students. Neighbouring local authorities and Public Transport have also been included in the consultation, as have parents. The consultation on the proposed policy ran until the 23 March 2017.
- 4.4 The policy is attached as appendix 1 and a copy of the consultation document and the equalities impact assessment can be found via the following link: www.kent.gov.uk/post16transport
- 4.5 Feedback from the consultation is attached as appendix 2

5. Conclusions

- 5.1 The consultation is a requirement set out in our legal duties. Despite there being no material changes to the policy we must undertake this consultation process. Invariably feedback centres on the cost of the pass and a desire for rail travel to be included. The latter has been explored with rail operators which proved cost prohibitive. Instead KCC has written to the Transport Minister seeking the introduction of reduced fares at peak times for this age group of learners as a formulated national scheme. To date government have resisted this.
- 5.2 Further concerns relate to a poor service level on public bus networks. Officers continue to work with providers in an attempt to ensure sufficient provision is in place. A growing percentage of respondents have highlighted a desire to pay for the service in instalments, and a third of respondents

indicated a desire to apply direct to the council, rather than to their education provider. Work will be undertaken to ascertain the possibility of implementing these suggestions in the future.

- 5.3 The entitlement of learners with an Education, Health and Care Plan remains unchanged from existing policy. There is however an expectation that where appropriate learners with SEND will also access public transport using the 16+ Travel Card and KCC will deliver Independent Travel Training where necessary to assist in developing these necessary life skills.

6. Recommendation(s)

6.1 Members are asked to note the proposed Post 16 Transport Policy (attached) which is currently out to consultation and remains unchanged from 2016/17.

The Education and Young People's Cabinet Committee is asked to consider and endorse, or make recommendations to the Cabinet Member Decision on the proposed policy ahead of a final Post 16 Transport Policy Statement to be published by 31 May 2017.

7. Background Documents

- Post 16 Transport Policy – appendix 1
- Consultation and Equality Impact Assessment
www.kent.gov.uk/post16transport

8. Contact details

Report Author

- Scott Bagshaw – Head of Fair Access
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Relevant Director

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

17/00027

For publication

Subject: Proposed Post-16 Transport Policy Statement

Decision:

As Cabinet Member for Education and Health Reform I agree to the proposed Kent Post-16 Transport Policy Statement

Reason(s) for decision:

- 1.1 KCC has a duty to consider applications for transport and is required to enable access to education. In most circumstances it meets this duty through the 16+ Travel Card. This is a generous discretionary scheme which aids access to both education and employment with training. The card will continue to be made available at the agreed cost of £400 a year with no limit on the use. Learning providers, at their discretion, can subsidise this further using bursary funding and we would expect charges to be reduced by up to 50% for low income families.
- 1.2 KCC has a duty to consult on and publish its Post 16 Transport Policy Statement each year. Whilst there is no statutory duty to provide transport for Post 16 Learners, there is a duty to consider applications for assistance with transport and to enable access to education and training to age18. The transport policy sets out how KCC will meet this duty and what learners can expect by way of support.
- 1.3 The scheme is uncapped and costs will vary marginally depending on take up levels and journeys undertaken by cardholders. We would expect the level of subsidy required for the 16+ Travel Card to be in the region of £440k; with a further £1.5m budgeted to enable 16+ SEN learners to access college.
- 1.4 Schools, colleges and learning providers have been consulted, as have their students. Neighbouring local authorities and Public Transport have also been included in the consultation, as have parents. The consultation on the proposed policy ran until the 23 March 2017.

Cabinet Committee recommendations and other consultation:

30 March 2017

To be added after the meeting

Any alternatives considered:

All alternatives will be considered following the consultation period.

Any interest declared when the decision was taken and any dispensation granted by the Proper

Officer:
None

.....
Signed

.....
Date

16+ Transport Policy 2017/18

For 16 - 19 year olds in the pursuit of, or receiving education or training at schools, academies and other institutions within the further education sector.

1. Kent County Council considers that in most circumstances the provision of a Kent 16+ Travel Card at the subsidised rate of £400 per annum (subject to change) is sufficient to facilitate the attendance of persons aged between 16 – 19 at their chosen education or training provider. This may be at schools, academies, colleges or in the workplace through an apprenticeship or other work based training provision.

The Kent 16+ Travel Card is available to purchase from any registered learning provider and its price may be discounted further where learners meet Bursary conditions. The 16 + Travel Card offers free at point of travel access, to the entire public bus network operating in Kent including single destination journeys out of Kent and back into the County. It is available for use 24 hours a day, 7 days a week. The 16+ Travel Card gives unlimited access to the public bus network and learning providers can choose to further subsidise this charge to their students or trainees if they wish.

2. To support the provision of suitable education or training for young people who are 16 and 17 and not in education, employment or training (NEET), Kent County Council may offer fixed term (up to one month) travel cards at subsidised rates to facilitate travel to interviews, work experience and other activities necessary to secure appropriate provision. To be eligible, young people must be registered and receiving support through Early Help and Preventative Services.

3. If, however, you have special circumstances which you believe should make you eligible to receive help of an alternative nature you should write to **The Transport Eligibility Team, Room 2.24, Sessions House, County Hall, Maidstone ME14 1XQ** setting out those circumstances, in full. You may rely upon any circumstances which are relevant to your application. The way that Kent County Council exercises its duty to enable access to education, be it with financial or practical support is entirely at the discretion of Kent County Council, including where appropriate a decision to meet the full cost of your transport or alternatively to offer no additional support. The following considerations will be given greater weight by us when we consider your application, but do not guarantee you will be eligible to receive additional assistance from Kent County Council.

- (i) that it is not/would not be reasonably practicable for you to attend the educational establishment at which you are registered or at which you would like to register to receive education or training using a Kent 16+ Travel Card on the terms described above

(ii) that the distances and/or journey times, between your home and the educational establishment at which you are registered or would like to register makes the use of Kent 16+ Travel Card, on the terms described above impractical or not practical without additional assistance. Kent County Council will usually only provide one form of support for Low Income Families

(iii) that you and your family cannot afford the Kent 16+ Travel Card on the terms described above.

This will normally require proof of receipt of certain benefits i.e.

- Income support
- Income based jobseekers allowance
- Child Tax Credit (TC602 for the current tax year with a yearly income of no more than £16,190pa)
- Guaranteed element of state pension credit
- Income related employment and support allowance
- Maximum Level of Working Tax Credit

and assistance on this ground will normally only be given where the educational establishment is not more than 6 miles from your home. Any additional provision or assistance would be reviewed on an annual basis and your parents would be required to provide the Transport Eligibility Team with up to date proof of the family's income at that time.

(iv) that the nature of the route, or alternative routes, which you can reasonably be expected to take with a Kent 16+ Travel Card makes the use of the Card impractical or not practical without additional assistance.

(v) that reasons relating to your religion of belief (or that of your parents) mean that the use of the Kent Travel 16+ Card is not practical or is not practical without additional assistance.

Where a learner is attending an educational establishment of the same denomination as themselves (or religion in cases where the religion does not have denominations) in order to be considered for transport assistance, they must also have the application form signed by a vicar/priest or religious leader of the same denomination (or religion where there are no denominations) as the school stating that the learner is a regular and practising member of a church or other place of worship of the same denomination (or religion where there are no denominations) as the educational establishment concerned.

Where a learner is attending a church school of a different denomination or religion to that of the parent, in order to be considered for transport assistance, they must also have the application form signed by a vicar/priest or other religious leader stating that the learner is a regular and practising member of that religion or denomination. The learner will also need to explain why their religion of belief makes it desirable for the learner to attend that particular educational establishment rather than another educational establishment nearer to the learner's home, given that the chosen educational

establishment is not of the same religion or denomination as that practised by the learner.

Where a learner is attending an educational establishment for reasons connected with his or her (non-religious) belief, in order to be considered for transport assistance the learner will need to explain what that belief is and why the belief makes it desirable for the learner to attend that particular educational establishment rather than another nearer educational establishment. The learner will also need to provide evidence to prove that they do indeed hold the belief in question. This could be confirmation from a person of good standing in the community who knows the learner, for example a councillor, a doctor, a social worker or a lawyer or alternatively proof of the learner or his parent's medium or long term membership of a society or other institution relating to that belief.

Free transport or other transport assistance will only be awarded under any of the three categories above where Kent County Council is persuaded that the religion or belief is genuinely held and that the placement of the learner at the institution in question will be of significant benefit to the learner because of the relationship between the religion or belief of the learner and the nature of the educational institution in question.

(vi) that any disability or learning difficulty that you have means that the use of the Kent Travel 16+ Card is not practical or is not practical without additional assistance. Kent County Council recognises that in some circumstances public transport may not be appropriate as a result of a disability or learning need and again in these exceptional circumstances other means of support will be considered on the provision of evidence supplied by supporting documentation from a range of appropriate specialists or professionals, for example GP/health/educational.

The Local Authority will normally only agree to such requests for a maximum period of one year. Arrangements would then be reviewed. The Local Authority can then agree such requests for the duration of the course up until the end of the year in which the young person reaches the age of 19.

Learners aged 16 – 19 for whom the Local Authority maintains a SSEN, or where the learner has an LDA or EHC plan are also expected to seek a 16+ Travel Card from their learning provider. It would be expected that where students have not accessed public transport previously, that they will engage with Kent's Independent Travel Training Team to be trained to use public transport. Refusal to embark on such training where this is considered appropriate, may affect any future decisions where additional support for transport is being requested. Where the learners are unable even with appropriate independent travel training, to access public bus travel as a result of their levels of need, consideration will be given to other means of support.

If the learner has a disability or mobility problems in accessing public transport, evidence from their GP/consultant must be provided to the Local Authority in order to consider and review the request.

You should also state what additional or alternative steps you would like Kent County Council to take to assist you in attending the educational institution at which you are registered/would like to register.

4. Please note you will be asked to provide evidence to support any arguments that you may have, for example and where relevant-

(i) proof that you have applied to or are registered at a particular educational establishment such as a copy of your acceptance/offer letter from the college;

(ii) proof of your and/or your family's income and savings e.g. TC602 from HM Inland Revenue;

(iii) proof of any disability or learning difficulty that you have; (report from GP, consultant or report from Special Educational Needs Department providing confirmation that you are unable to access a nearer educational establishment to your home and/or are unable to access public transport for example);

(iv) proof that you have applied to colleges or other educational establishment closer to your home (for the same course or for a similar course), which if accepted would have meant that you would not have required additional assistance from us and proof that those applications were turned down. (Copies of refusal letters would be required);

(v) details of the unsuitable route that you say you would need to travel and detailed reasons why you consider the same to be unsuitable;

(vi) proof that you are a member of a particular religion or religious denomination or (where possible) that you have a particular belief where that is relevant to your argument. Ordinarily, where you are making an application on faith grounds, you will be required to attend an establishment with the same religious denomination as your place of worship.

5. Please send the details of your special circumstances to **The Transport Eligibility Team, Room 2.24, Sessions House, County Hall, Maidstone ME14 1XQ**. We will let you have a written decision as to whether we are able to make any additional financial or other support available to you within 14 days of you providing any supporting evidence that we may require and of you answering any additional questions that we may raise. In the event that transport assistance is refused, details of the appeals procedure as set out below will be included in the decision letter.

Outcomes of the Public Consultation

KCC held a public consultation on the proposed post 16 transport policy which runs from 20 February to 23 March.

As of 17 March 2017, there were a total of 91 responses to the consultation, which is a significant decline from last year, in spite of similar consultation methodologies being used. This is probably as a result of there being no change in policy in the last 4 years and so it is widely accepted. Responders were asked to categorise the aspects of the Transport Policy Statement on which they wished to comment into 4 themed areas. Some respondents commented on more than one theme which explains discrepancy in total comments.

- Eligibility criteria for applying for support (13 comments)
- The 16+ Travel Card (76 comments)
- Types of Travel Available (14 comments)
- Another aspect of the policy (8 comments)

Of these responses

81 responses were received from parents/carers
8 responses were received from a pupil/student in Yr12 -14
1 response was received from a pupil/student in Yr7 – 11
1 response was received from other parties.

100% of the 81 parent/carers that took part in the consultation had children that currently use the travel card. Similarly, all pupils that responded identified as currently using the card.

Comments about the Policy

The majority of the 74 responses given about the policy felt the cost of the card was too expensive (40 comments). Comparisons between the Young Persons Travel Pass and the Kent 16+ Travel Card were made especially by parents who have students in school using both passes.

The next single biggest issue was the requirement for children to remain in education by law (19 comments).

The inclusion of rail travel on the card was also a theme (3 comments). Because of the difficulties for some students, living in rural areas, to travel to school/college using the bus network, the use of the Travel Card on trains is considered to be as important for students to be able to access their education.

12 comments were made about the poor levels of service in the public bus network, This related to overcrowding, lateness, unhelpful drivers and a general lack of usable information.

8 comments suggested that they would prefer to be able to pay for the card on a monthly or instalment basis.

1 comment stated that it was unfair that every student was charged the same amount as travel requirements vary.

3 comments stated that the process was too long, or should not include the school.

1 comment suggested the card should have reduced cost when transporting to the child's nearest faith school.

10 comments supported The Travel Card especially with the extended use at weekends and holidays.

Application process

Parents were asked about the application process, generating the following responses:

Would prefer to apply to KCC	41%
Would prefer to apply to education provider	25%
No preference	30%
Don't know	2%
Not applicable	2%

Equality and Diversity

Where these numbers do not aggregate to the total number of submissions, it is as a result of the respondent choosing not to answer the question.

The assessment from the consultation shows that of those responses received, the following ethnic groups:

White English	77
White Welsh	1
White Irish	1
White Other	3
Mixed: White and Asian	1
Asian or Asian British: Other	1
Chinese	1
Prefer not to say	4

The following responses identified their gender as follows:

Male	19
Female	67
Prefer not to say	3

When asked if the responded considered themselves disabled as set out in the Equality Act 2010:

Yes	6
No	82
Prefer not to say	2

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**From: Mike Hill, Cabinet Member for Community Services
Roger Gough, Cabinet Member for Education and Health Reform**

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

**To: Education and Young People's Services Cabinet Committee –
30th March 2017**

Subject: Community Learning and Skills (CLS) – Mid Year Report 2016-17

Classification: Unrestricted

Past Pathway of Paper: None

Future Pathway of Paper: None

Electoral Division: All Kent Areas

Summary: This report identifies the performance and contribution of Community Learning and Skills to achieving the aims of Kent County Council for adult learners and young people during 2016-17

Recommendation(s):

The Cabinet Committee is asked to consider and endorse the report and note the performance of Community Learning and Skills over the academic year 2016-17 to date.

1. Introduction

Community Learning and Skills: overview

- 1.1. Community Learning and Skills (CLS) is structurally located within the Education and Young Peoples Services Directorate, where it forms part if the Education: Quality and Standards division.
- 1.2 By engaging with local communities throughout Kent, CLS provides learning for adults, young people and families to meet their needs for skills for work, personal development and wellbeing. CLS tailors its provision to five customer groups:
 - Young People entering the world of work
 - Adults seeking skills for employment
 - Organisations seeking to improve the skills and potential of their staff
 - Adults learning for personal development, pleasure and wellbeing

- Families, especially those in Kent's disadvantaged neighbourhoods

1.3 The Service aims to complement the work of early years settings, schools, colleges, higher education and other providers. It seeks to enable children, young people and adults to progress from informal learning to qualifications and employment, increasing life chances, social mobility and prosperity for all.

1.4 CLS markets itself through three brands: Kent Adult Education, SkillsPlus and Kent Training and Apprentices.

Its SkillsPlus programme allows adults the opportunity to gain their first qualification in Maths and English and go on to take GCSEs in those subjects. It also helps them to improve their languages and employability skills.

Kent Training and Apprentices helps people in Kent aged sixteen and above improve their employability skills and gain traineeships and apprenticeships with employers in Kent, supported by funding from both the Skills Funding Agency (SFA) and the Education Funding Agency (EFA).

Kent Adult Education aims to attract learners to non-accredited courses in centres across Kent. These courses include a wide variety of subjects such as courses in creative arts, health and fitness, computing and languages. These courses are supported by the Skills Funding Agency, as well as fee income from learners.

Kent Adult Education also offers adults the opportunity to gain qualifications in a large number of subjects, from Accountancy to Teaching and Learning Support

In conjunction with schools and Children's Centres, CLS also runs a substantial programme of Family Learning. This is of two types: Family English, Maths and Languages, and Wider Family learning, which encourages families to learn together in any aspects of the curriculum.

CLS also runs a county wide programme, known as the Response programme, designed to attract learners new to, or underrepresented in Adult Education This programme was formerly known as the Neighbourhood Learning in Deprived Communities programme.

2 Performance 2016-17

2.1 CLS was inspected by Ofsted over a four day period during June 2016. The service was rated as good overall, with the following inspection judgements:

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
Outcomes for learners	Grade 2
Quality of provision	Grade 2
Leadership and management	Grade 2

Safeguarding Grade 2

Equality and diversity Grade 2

Grades: 1 - Outstanding; 2 - Good; 3 – Requires Improvement; 4 – Inadequate

In its report Ofsted found that:

- Many different groups of learners, particularly those who have not previously taken part in education, employment or training, now successfully follow courses that improve their lives.
- Managers and tutors have been successful in providing high-quality, accessible courses locally for learners in their communities.
- As a consequence of good teaching, learning and assessment, learners enjoy their courses, make good progress and undertake further learning.
- Senior leaders provide clear strategic direction, good scrutiny and challenge to the performance of managers and tutors; they know the strengths of the service and how to improve its weaker areas.
- The service is well led and managed and enhanced by the expertise, commitment and enthusiasm of its tutors.

The Service is due to be inspected by Ofsted again from 2019.

- 2.2 CLS is also required by the Skills Funding Agency to submit to Ofsted, on an annual basis, a Self-Assessment Report of its performance over an academic year.

The Self-Assessment Report was approved by the KCC Client Group in February 2017 and gave the following grades:

2015/16 Self-Assessment Grades

- | | |
|------------------------------------------------|------|
| • Overall effectiveness | Good |
| • Effectiveness of Leadership and Management | Good |
| • Quality of teaching, learning and assessment | Good |
| • Personal development, behaviour and welfare | Good |
| • Outcomes for learners | Good |
| • Adult Learning Programmes | Good |
| • Apprenticeships and Work-place Learning | Good |
| • 16 to 19 Study Programmes and Traineeships | Good |

2.3 The Self-Assessment Report for 2015-16 also shows the Success Rate for learners in GCSE Maths and English was substantially higher than the national average in these subjects, as Table One shows

Table One: GCSE English 2015-16

Age	Success 2015/16 A*-C	Success 2015/16 D-G	Success 2014/15 A*-C	Success 2014/15 D-G	National 2015/16 A*-C	National 2015/16 D-G
19+	69%	31%	69.2%	30.8%	42.0%	35.0%

In GCSE English, the pass rate for adults is 27% higher than the national average.

Table Two : GCSE Maths 2015-16

Age	Success 2015/16 A*-C	Success 2015/16 D-G	Success 2014/15 A*-C	Success 2014/15 D-G	National 2015/16 A*-C	National 2015/16 D-G
19+	64%	36%	64.8%	34.6%	43.7%	29.1%

In GCSE Maths, the Success Rate is 20% higher than the national average.

2.4 The Service Specification for 2016-17 set by the Client Group identifies a total of 44 targets drawn from Improving Outcomes Opportunities. CLS reported to the Client Group in February 2017 that CLS is currently on course to achieve all of these 44 targets, with 37 identified as Green and 7 Amber.

- 177 learners aged 16-18 have now completed their study programme
- 124 people have progressed from the CLS “Talent Pool” to education, training or employment related outcomes
- 394 adults aged nineteen or older are taking apprenticeships
- 791 learners are participating in CLS programmes in the 10 most deprived wards in Kent
- Almost 5000 learners over the age of 60 engaged on CLS programmes

2.5 As Table Three shows, CLS aims to recruit a total of over 22 000 learners (or over 34 000 enrolments) by the end of this academic year. In some areas (such as 16-18 apprenticeships), the annual target has already been achieved. In all others, current trends indicate that these targets will be achieved, although it is important to note that funding methodologies deployed by funding agencies also measure performance by an additional range of indicators which include type; level and length of course, retention and achievement rates, disadvantage uplifts by postcode of learner and employment status.

Table Three: CLS Targets and Performance by Curriculum Area 2016-17

Curriculum Area	Target for 2016-17		Progress at 1 st March 2017	
	Learners	Enrolments	Learners	Enrolments
Community Learning of which:	17,042	26,767	13,323	19,070
• Kent Adult Education	12,500	21,225	10,854	16,248
• Community Based Provision	4,542	5,542	2,469	2,822
Adult Skills Budget	2,934	3,668	2,496	3,052
Apprenticeships 19+	398	398	374	383
Apprenticeships 16-18	292	292	318	321
EFA 16-18 LR Provision	395	1,075	213	766
Non Funded Provision	1,233	2,250	1,099	1,513
All CLS	22,294	34,450	17,823	25,105

- 2.6 CLS continues to market its courses successfully, although the way that learners engage with CLS is changing rapidly. All three of CLS’s websites have recorded increases in traffic, with Smartphones now being the most popular way to access these sites. There have also been marked increases in the number of applications and enrolments made online.
- 2.7 In November 2016 CLS successfully revalidated its Matrix kite mark for Information, Advice and Guidance
- 2.8 As an apprenticeship trainer, CLS has made an application to the Register of Apprenticeship Training Providers which will enable it to offer apprenticeship training under the new Apprenticeship Standards as well as allow employers to choose to work with CLS. CLS expects to have its application confirmed in May of this year. CLS is also working with other agencies within KCC to help address the challenges posed by the new Employer Levy, and expects to meet the 5% engagement target set for it by EYPS.
- 2.9 On 1st March this year CLS held a well-attended Stakeholder event for employers, partners, learners and staff as well as KCC Officers, celebrating achievement within the organisation and exploring the challenges it faces in the future. This event also enabled our students to give their account of their “learner journey”. This included Jessica Watkins, who made the journey from a single parent learner on a Family Learning course to taking an

Apprenticeship and succeeding in both GCSE English and Maths. AS part of the national Festival of Learning, Jessica won Learning for Work award in September 2016.

- 2.10 Since November 2016, CLS has been participating in the SFA’s Area Review process. The purpose of the area review is to establish the best structure for post-compulsory educational institutions to offer high quality provision based on the current and future needs of learners and employers within the local area. In most reviews, the main participants are Colleges of Further Education. Given its size and reach (as one of the largest adult education providers in the Country), CLS was also invited to take part, meaning that it is the only provider of its type to take part in this process.

Final recommendations arising from the process are due to be published in the early summer of this year.

- 2.11 CLS also took part in an internal audit of its governance and financial processes between December 2016 and February 2017. Although the final report has not yet been disseminated, it is probable that it will be awarded an overall grade of Substantial with Good prospects for improvement.
- 2.12 CLS works with both its Client Group and Strategic Group to identify and address key emerging challenges. During 2016-17 these groups have explored in detail issues such as NEET Reduction, Apprenticeship Reform, Property and Accommodation issues and Government Grant funding in the future.

3 Financial Implications

- 3.1 CLS is fully funded by two central government agencies – the Skills Funding Agency (SFA) for adults aged nineteen and over and the Education Funding Agency (EFA) for young people between the ages of sixteen and eighteen, as well as attracting funds from employers and learners in the form of fee income. It does not draw any funds from Kent County Council.

During 2016-17 CLS has succeeded in accessing additional funds from the SFA to offer bespoke courses to adults experiencing mental health issues, as well as funds to celebrate the contribution of Volunteers in the Community.

- 3.2 Table Four shows its anticipated income for 2016-17, which totals over £13m

Table Four: Projected Income 2016-17

Funding Stream	Agency	Contract Value 16-17	Purpose
Community Learning Fund	SFA	£6.2m with an additional £2.1m recovered from learners attending Kent Adult Education courses in the form of fee income.	To provide approximately 21,000 enrolments on adult education courses and 5,700 free enrolments on specialist family and responsive programmes targeted at those most disadvantaged.

Adult Skills Budget	SFA	£2.47m with £650k recovered from co-funded learners attending qualification and ESOL courses and £200k from employers for adult apprenticeships and NVQ delivery. Additional funds such as Discretionary Learner Support are also received	To provide approximately 700 classroom based qualifications, 2,500 learning aims building to and including functional skills and GCSEs in English and Maths, 1,100 ESOL aims.
19+ Apprenticeships		Available maximum contract value £480k.	This contract is used to deliver circa 300 adult apprenticeship frameworks
16-18 Apprenticeship	SFA	Available maximum contract value £654k.	This contract is in essence a cash contract that is paid monthly in arrears and delivers circa 350 apprenticeship frameworks
16-18 Learner responsive	EFA	£823k.	To deliver approximately 250 foundation learning programmes and traineeships.
Projected Total Income		£13, 577, 000	

3.3 The vast majority of CLS's expenditure is on its staff, including a large number of seasonally employed tutors. It also inhabits over twenty properties owned by the Council, for which it is charged £1.6m. As Table Five shows, its total expenditure for this year will be over £12m.

Table Five: Projected Expenditure 2016-17

CLS Staff	£8,307,100
Direct non-pay costs	£2,091,700
Corporate charges	£138,900
Corporate landlord (inc TFM)	£1,680,000
Total	£12,217,700

3.4 The balance of income over expenditure allows CLS to make a surplus contribution of £1.36m to KCC, as Table Six shows.

Table Six: Surplus Contribution to KCC

Income	£13, 577, 000
Expenditure	£12, 217, 700
Surplus Contribution	£1,360, 000

4 Legal implications

4.1 CLS is not required to perform any statutory obligations.

5 Equalities implications

5.1 There are no Equalities Implications resulting from this report.

6 Other corporate implications

6.1 There are no corporate implications resulting from this report.

7 Governance

7.1 CLS began operating as an internally commissioned service over the summer of 2015. A Client Group was formed from KCC Cabinet Members, Corporate Directors and other officers within EYPS. CLS reports on a bimonthly basis on its progress against a Service Specification. This specification is itself derived from the strategic outcomes and objectives identified in “Increasing Opportunities, Improving Outcomes”, as well as the 14-19 and Adult Skills Strategies.

7.2 The Head of Service and Senior Management Team of CLS report to the Client Group against Key Performance Indicators derived from the Service Specification. Key data indicating CLS’s performance in 2016/17 can be found in Section 2 above.

7.3 Commenting on the effectiveness of these governance arrangements in 2016, Ofsted stated that “Senior leaders link the aims of the service effectively to the key strategic objectives of the local authority”.

7.4 Representatives of the Client Group also report this group’s progress on a regular basis to the Commissioning Advisory Board.

8 Conclusions

- 8.1 As this report shows, CLS is on target to deliver on a wide range of outcomes for learners in Kent, making a significant contribution to employability skills, qualifications, community cohesion and social integration, and reducing the number of young people Not in Education, Employment or Training. It delivers high quality learning, recognised as Good by Ofsted in 2016. It is also well placed to address future challenges such as those concerning Apprenticeship Reform and other issues facing Adult Education.

9. Recommendation:

- 9.1 The Education and Young People's Services Cabinet Committee is asked to consider and endorse this report, and note the good performance of CLS over the academic year 2016-17 to date.

10. Background Documents

- 10.1 CLS documents available on request:
- 2015/16 CLS Self-Assessment Report
 - CLS Quality Improvement Plan
 - 2016/17 CLS Business Plan
 - 2016-17 CLS Service Specification
 - 2016 Ofsted inspection report – <https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/52836>

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

To: **Education & Young People's Services Cabinet Committee – 30 March 2017**

Subject: **Education and Young People's Services Directorate Scorecard**

Classification: **Unrestricted**

Summary: The Education and Young People's Services performance management framework is the monitoring tool for the targets and the milestones for each year up to 2020, set out in the Strategic Priority Statement, Vision and Priorities for Improvement, and service business plans. This is a regular standing item for the Cabinet Committee to monitor performance on all key measures.

Recommendations: The Education and Young People's Services Cabinet Committee is asked to review and comment on the Education and Young People's Services performance scorecard, which includes all Education and Early Help services.

1. Introduction

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

2. Education and Young People's Services Performance Management Framework

- 2.1 The performance scorecard indicators are grouped by frequency; the first section shows monthly and quarterly indicators, the second details annual measures.
- 2.2 Management Information, working with Heads of Service, also produces service scorecards, which are more detailed than the summary level Directorate scorecard. In addition to the Directorate scorecard there is an Early Help and Preventative Services monthly scorecard and a quarterly scorecard for School Improvement, Skills and Employability services and Early Years and Childcare. There are also monthly performance reports for young people Not in Employment, Education or Training (NEET), exclusions and those with Special Educational Needs (SEN).
- 2.3 The indicators in the Directorate scorecard provide a broad overview of performance, and are supported by the greater detail within the service scorecards.

3. Current Performance

- 3.1 The performance scorecard highlights some notable progress and some areas for improvement as indicated by their RAG status. Some indicators and targets have

been updated to align with the latest version of Vision and Priorities. Please note unlike the Quarterly Performance Report the targets are not phased.

- 3.2 The data sources page (page 28 of the scorecard report) details the date each indicator relates to, as the reporting period differs between measures. Indicator definitions are given on pages 29 -31.
- 3.3 There is variation in performance between the districts. This commentary is based on the overall aggregate for Kent.
- 3.4 The percentage of Early Years settings that were good or outstanding at 96.8% is only 0.2 percentage points below the ambitious target of 97%. Delivering further improvement remains a key priority for the Early Years and Childcare Service. Other priorities include preparing for the delivery of 30 hours of free childcare with effect from September 2017, working in partnership with Children's Centres to continue to increase the take up of Free Early Education places by eligible two year olds and increasing the number of Early Years settings working within a collaboration.
- 3.5 The percentage of schools that are good or outstanding has broadly stayed the same at 89.9% which is below the 2016/17 target of 92%. In December 2016, 489 of the 583 schools in Kent were good or outstanding with 87.7% of pupils attending good or outstanding schools compared to 83% at the same time last year, an increase of 9,961 children receiving a better education. There remain four schools in an Ofsted category (special measures or serious weakness) which is one fewer than reported in June. The target for 2016/17 is for no schools to be in a category of concern. School Improvement is determined to secure further improvement and continue the positive trajectory in the quality of schools in Kent. There is a focus on helping more schools become outstanding and those that require improvement to become good within the next two years.
- 3.6 The percentage of Education, Health and Care Plans (EHCPs) issued within the statutory 20 weeks has broadly stayed the same this quarter at 84.0% against a service target of 90%. DfE published data for 2015 showed that Kent is performing well compared to other LAs nationally, issuing 86.2% of new EHCPs within 20 weeks, compared to 59.2% nationally and transferring 30.3% of all existing statements to EHCPs, compared to 18.2% nationally. However the demands of the new statutory framework during 2016 from the first cycle of annual reviews created additional pressure which is impacting on overall performance.
- 3.7 The number of permanent exclusions of Primary aged pupils is 15, equalling the target. This is due in part to the behaviour project work with groups of Primary schools to embed improved approaches to behaviour management with the aim of reducing both fixed term and permanent exclusions. The number of permanent exclusions from Secondary schools has fallen by three to 43. It remains higher than the target of 40, but the rate is lower than the national figure. Overall permanent exclusions have reduced significantly, as a result of improved arrangements in Pupil Referral Units, better alternative provision and Primary school projects to better support pupils with challenging behaviour. 85.7% of PRUs are now rated good or outstanding.

- 3.8 The DfE no longer require Local Authorities to submit data on the number of young people in Year 14 (academic age 18) who are Not in Education, Employment or Training (NEET). Therefore the indicator has been changed to reflect this and now only includes young people in Years 12 and 13 (academic age 16 and 17). The data for December shows 2.9% of this cohort is NEET which is 0.4% short of the target. Integrated working to support the reduction of young people who are NEET is ongoing and showing positive impact. This provides a good foundation for further reduction in NEETs. We have achieved over 3,000 16-18 year old apprenticeship starts for 2015/16 for the first time. The Kent Employment Programme (KEP) has been a huge success, moving unemployed young people into apprenticeships, working with local employers in Kent. There has also been continued success with the Assisted Apprenticeship scheme.
- 3.9 The rate of Early Help notifications received per 10,000 of the 0 – 18 population has increased very slightly from 321.8 in September to 328.7 in December. The percentage of Early Help cases closed by Early Help Units with outcomes achieved has also increased very slightly to 76.9% from 76.0% and is below the target of 86%. Analysis of this data shows that because Early Help is receiving higher volumes of Domestic Abuse Notifications (e.g. 166 in December 2016 compared to 82 in December 2015) which come from the Police prior to consent being gained, a significant proportion of these families do not wish to engage with any services so the cases are closed due to disengagement. This is also true for some of the Out of Court disposals work in the Units. However, for unit cases initiated via an EHN, 83% of cases are closed with outcomes achieved, which is above the 80% service standard. The percentage of cases closed to SCS that were safely stepped-down to Early Help and Preventative Services was 22% for the quarter, below the 25% target. Early Help has the capacity to accept a higher level of step-downs from SCS and joint step-down guidance for workers in both Early Help and SCS has been finalised and issued to staff.
- 3.10 The rate of re-offending by children and young people was 32.8% (based on a 12 month cohort) ahead of the 28% target. This equates to 358 individuals. The latest National data (January 2014 – December 2014) shows a reoffending rate of 37.9% across England and Wales. The number of first time entrants to the youth justice system continues its downward trend. The use of Community Resolutions and other Out of Court disposals by Kent Police, plus the support offered by staff in the Early Help and Preventative Service, combined with a restorative approach around working with the victims of crime, are the main reasons behind the continued improvement in performance.
- 3.11 Results at the end of the Early Years Foundation Stage (EYFS) shows Kent improved in 2015/16 with 74.8% of children achieving a good level of development compared to 73% in 2014/15. Kent is 5.5 percentage points above the England average figure of 69.3%. The FSM gap is 19 percentage points which means the target of 10 percentage points has not been met. Increasing the number of children achieving a Good Level of Development at the end of the Early Years Foundation Stage and narrowing achievement gaps remains one of the Early Years priorities
- 3.12 The 2016 key stage 2 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. Results are no longer reported as levels. Because of these changes figures for 2016 are not

comparable to those for earlier years. The expectations for pupils at the end of key stage 2 have been raised. The percentage of pupils achieving age-related expectation in reading, writing and maths is 59% which is above the national figure of 53%. The FSM gap is 25 percentage points which means that the target of 15 percentage points was not achieved. Improving outcomes and narrowing the gap remain key priorities for the School Improvement team.

- 3.13 New Secondary school headline performance measures for 2016 include Attainment 8 which is based upon pupils' performance across eight subjects: (doubled weighted) English and mathematics elements, three from sciences, computer science, geography, history and languages and three from further qualifications from the range of English Baccalaureate subjects, or any other high value arts, academic, or vocational qualification approved for inclusion in the performance tables. The average score at KS4 in Attainment 8 is 50.4 which compares favourably to the National State funded figure of 49.9 and the national all schools figure of 48.2. The FSM gap is 16.2 percentage points. Targets have been set from 2016/17 onwards.
- 3.14 The DfE has reduced the threshold used to define persistent absenteeism from 15% to 10%. The percentage of Primary pupils who are persistently absent using the lower threshold is 8.7%, meaning the target of 6.5% was not met. The percentage of Secondary pupils who are persistently absent using the lower threshold is 14.2%, again not meeting the target of 12.5%. National data will be released in March 2017.

4. Recommendations

- 4.1 The Education and Young People's Services Cabinet Committee is asked to review and comment on the Education and Young People's Services performance scorecard which includes all Education and Early Help services

Background Documents


EYPS Directorate Scorecard – January 2017 release (December 2016 data)

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Education & Young People's Services Performance Management

Education & Young People's Services Directorate Scorecard

January 2017 Release (December 2016 Data)

Page 477

Produced by: Management Information, KCC

Publication Date: 31st January 2017



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Education & Young People's Services Directorate Scorecard

Guidance Notes

Note: Some indicators and targets have been updated to align with the latest Visions & Priorities document. See 'Summary' box on the Kent scorecard and the Definitions page for further details.

POLARITY




- H** The aim of this indicator is to achieve the highest number/percentage possible
- L** The aim of this indicator is to achieve the lowest number/percentage possible
- T** The aim of this indicator is to stay close to the target that has been set

RAG (Red/Amber/Green) ratings


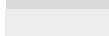
- GREEN** Green indicates that the performance has met or exceeded the target
- AMBER** Amber indicates that the performance has not met the target but is within acceptable limits*
- RED** Red indicates that the performance has not met the target and is below an acceptable pre-defined minimum*

* For the majority of indicators a tolerance of 3% above/below the target has been applied

DIRECTION OF TRAVEL (DOT)

-  Performance has improved compared to previously reported data
-  Performance has worsened compared to previously reported data
-  Performance has remained the same compared to previously reported data

Incomplete Data

-  Data not available
-  Data to be supplied

Data in italics indicates previous reporting year

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Education & Young People's Services Scorecards

- EYPS Education & Young People's Services Directorate Scorecard
- SISE School Improvement and Skills & Employability Scorecard
- EY Early Years Scorecard
- EH Early Help Monthly Scorecard
- SEND Special Educational Needs & Disabilities Scorecard

KEY TO ABBREVIATIONS

- EYFS Early Years Foundation Stage
- EYFE Early Years Free Entitlement
- EY Early Years
- DWP Department for Work and Pensions
- FF2 Free For Two
- FSM Free School Meals
- SEN Special Educational Needs
- NEET Not in Education, Employment or Training
- CYP Children and Young People
- M Monthly
- Q Quarterly
- A Annually
- MI Management Information

Directorate Scorecard - Kent

December 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2016-17	RAG 2016-17	Kent Outturn 2015-16	Target 2015-16	RAG 2015-16
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	4	↔	4	0	RED	4	6	GREEN
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	89.9	↑	89.6	92	AMBER	88.8	86	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	96.8	↑	96.5	97	AMBER	95.4	93	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	74.0	↑	45.8	78	RED	74	74	GREEN
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	84.0	↓	84.3	90	AMBER	84.8	90	AMBER
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M	581			325	RED	581	495	RED
EH43	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	15	↓	14	15	GREEN	16	32	GREEN
EH44	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	43	↑	46	40	AMBER	50	32	RED
EYPS6	Percentage of Children Missing Education cases, closed within 30 days	H	M	73.9			75	AMBER			
SISE49	Number of apprenticeships 16-18 year olds (2015-16 Quarter 4 data compared to 2015-16 Target)	H	Q	3,020	↑	2,480	3,500	RED	2,760	3,000	RED
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	2.9	↓	2.5	2.5	AMBER			
SISE59	Percentage of unemployment among 18-24 year olds	L	M	2.7	↓	2.6	2.0	RED	2.7	2.5	AMBER
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	328.7	↑	321.8					
EH16	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	76.9	↑	76.0	86	RED	83.4	80	RED
SCS05	Step-downs as a percentage of SCS case closures	H	M	22	↑	17	25	AMBER	22.7	24	AMBER
EH52	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	40.6		41.8	80	RED	53.1	80	RED
EYPS7	Rate of proven re-offending by CYP	L	Q	32.8	↑	35.3	28	RED	36.0	29	RED

Summary

- The percentage of schools judged to be Good or Outstanding has risen to 89.9% from 89.6% in the previous quarter. This is 2.1% below the 2016-17 target of 92%.
- The number of primary school age permanent exclusions has risen by 1 from 14 in the previous quarter to 15, which meets the 2016-17 target. The number of secondary school age permanent exclusions has fallen by a further 3 since the last quarter to 43; however the 2016-17 target of 40 has not been met.
- The percentage of cases closed by Early Help Units with outcomes achieved increased slightly to 76.9% from 76.0% in the previous quarter. This is below the 2016-17 target of 86%.
- Indicator SISE71 'Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)' replaces indicator SISE58 'Percentage of 16-18 year olds not in education, employment or training (NEET)'. Latest result shows data as at end of December 2016 and previously reported result shows September 2016 data re-calculated based on the new indicator. See definition page for further details.

Directorate Scorecard - Kent

December 2016 Data

Annual Indicators		Polarity	Frequency	2015-16 Kent Outturn	DOT	2014-15 Kent Outturn	Target 2015-16	RAG 2015-16	Target 2016-17	Target 2017-18	Target 2018-19
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	74.8	↑	73	77	AMBER	81	85	87
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A	19	↓	16	10	RED	17	14	11
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A			80			Indicator no longer applicable		
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	59			82	RED	66	68	70
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM gap	L	A			21			Indicator no longer applicable		
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	25			15	RED	18	16	15
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A		↓	57.3			Indicator no longer applicable		
SISE12a	Average score at KS4 in Attainment 8	H	A	50.4					52	53	54
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM gap	L	A			33.8			Indicator no longer applicable		
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	16.2					14	12	11
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014-15 data)	H	A	87.0	↑	86.1	87	GREEN	90	92	93
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM gap (2014-15 data)	L	A	17.0	↑	20.4	15	AMBER	14	13	12
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014-15 data)	H	A	56.1	↑	54.3	60	RED	65	70	75
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM gap (2014-15 data)	L	A	30.2	↑	32.2	20	RED	18	16	16
SEPD10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A	2.9	↔	2.9	2.7	AMBER	2.6	2.6	2.5
EYPS2	Percentage of parents getting first preference of primary school	H	A	87.2	↑	85.8	85	GREEN	87	87	87
EYPS3	Percentage of parents getting first preference of secondary school	H	A	81.4	↑	80.5	85	RED	83	83	84
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	5.0		5.2	4		5	5	5
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	10.1		10.3	9		8	7	5
EH46	Percentage of pupils who are persistently absent - primary school age based on 15% threshold	L	A			2.5			Indicator no longer applicable		
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A	8.7			6.5	RED	8.5	8.0	7.5
EH47	Percentage of pupils who are persistently absent - secondary school age based on 15% threshold	L	A			6.4			Indicator no longer applicable		
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A	14.2			12.5	RED	12.5	11.5	10.5

Directorate Scorecard - Ashford

December 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2016-17	RAG 2016-17	District Outturn 2015-16	Target 2015-16	RAG 2015-16
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	0	↔	0			0		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	95.8	↔	95.8	92	GREEN	95.8	86	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	96.9	↔	96.9	97	AMBER	96.9	93	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	79.9	↑	52.2	78	GREEN	79.9	74	GREEN
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	76.9	↑	73.8	90	RED	70.7	90	RED
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M	49							
EH43	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	0	↔	0			0		
EH44	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	0	↔	0			0		
EYPS6	Percentage of Children Missing Education cases, closed within 30 days	H	M	72.6			75	AMBER			
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	2.7	↓	2.1	2.5	AMBER			
SISE59	Percentage of unemployment among 18-24 year olds	L	M	3.1	↓	2.9	2.0	RED	2.7	2.5	AMBER
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	341.6	↑	340.6			290.8		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	71.7	↑	70.4	86	RED	79.5	80	AMBER
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	18.6		25.5	80	RED	36.3	80	RED
EYPS7	Rate of proven re-offending by CYP	L	Q								

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Directorate Scorecard - Ashford

December 2016 Data

Annual Indicators		Polarity	Frequency	2015-16 District Outturn	DOT	2014-15 District Outturn	Target 2015-16	RAG 2015-16	Target 2016-17	Target 2017-18	Target 2018-19
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	75.1	↑	73.2	77	AMBER	81	85	87
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	A	22.7	↓	16.2	10	RED	17	14	11
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A			77.8			Indicator no longer applicable		
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	56.7			82	RED	66	68	70
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A			18.2			Indicator no longer applicable		
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	28.0			15	RED	18	16	15
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A			52.2			Indicator no longer applicable		
SISE12a	Average score at KS4 in Attainment 8	H	A	47.4					52	53	54
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A			30.9			Indicator no longer applicable		
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	16.2					14	12	11
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				87		90	92	93
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				15		14	13	12
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				60		65	70	75
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				20		18	16	16
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7		2.6	2.6	2.5
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	4.8		4.3	4		5	5	5
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	11.1		9.0	9		8	7	5
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A			1.9			Indicator no longer applicable		
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	8.3			6.5	RED	8.5	8.0	7.5
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A			8.2			Indicator no longer applicable		
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	17.4			12.5	RED	12.5	11.5	10.5

Directorate Scorecard - Canterbury

December 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2016-17	RAG 2016-17	District Outturn 2015-16	Target 2015-16	RAG 2015-16
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	0	↔	0			0		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	88.9	↑	88.6	92	RED	88.6	86	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	96.7	↑	93.2	97	AMBER	93.3	93	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	88.1	↑	49.1	78	GREEN	88.1	74	GREEN
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	73.2	↓	80.7	90	RED	84.7	90	AMBER
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M	59							
EH43	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	0	↔	0			0		
EH44	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	1	↓	0			0		
EYPS6	Percentage of Children Missing Education cases, closed within 30 days	H	M	75.6			75	GREEN			
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	3.3	↓	2.6	2.5	AMBER			
SISE59	Percentage of unemployment among 18-24 year olds	L	M	1.1	↓	1.0	2.0	GREEN	1.0	2.5	GREEN
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	326.2	↑	308.8			266.7		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	80.0	↓	86.2	86	RED	93.5	80	GREEN
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	42.3		50.8	80	RED	63.6	80	RED
EYPS7	Rate of proven re-offending by CYP	L	Q								

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Directorate Scorecard - Canterbury

December 2016 Data

Annual Indicators		Polarity	Frequency	2015-16 District Outturn	DOT	2014-15 District Outturn	Target 2015-16	RAG 2015-16	Target 2016-17	Target 2017-18	Target 2018-19
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	75.6	↑	73.6	77	AMBER	81	85	87
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	A	25.7	↓	16.8	10	RED	17	14	11
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A			81.8			Indicator no longer applicable		
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	63.1			82	RED	66	68	70
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A			24.8			Indicator no longer applicable		
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	29.4			15	RED	18	16	15
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A			52.5			Indicator no longer applicable		
SISE12a	Average score at KS4 in Attainment 8	H	A	50.1					52	53	54
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A			35.5			Indicator no longer applicable		
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	17.0					14	12	11
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				87		90	92	93
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				15		14	13	12
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				60		65	70	75
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				20		18	16	16
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7		2.6	2.6	2.5
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	6.6		6.6	4		5	5	5
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	3.4		3.7	9		8	7	5
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A			2.7			Indicator no longer applicable		
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	8.8			6.5	RED	8.5	8.0	7.5
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A			6.4			Indicator no longer applicable		
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	14.4			12.5	RED	12.5	11.5	10.5

Directorate Scorecard - Dartford

December 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2016-17	RAG 2016-17	District Outturn 2015-16	Target 2015-16	RAG 2015-16
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	0	↔	0			0		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	91.4	↑	91.2	92	AMBER	91.2	86	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	95.7	↑	95.5	97	AMBER	91.1	93	AMBER
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	73.1	↑	44.2	78	RED	73.1	74	AMBER
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	93.4	↑	88.2	90	GREEN	88.4	90	AMBER
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M	36							
EH43	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	1	↓	0			0		
EH44	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	6	↓	5			8		
EYPS6	Percentage of Children Missing Education cases, closed within 30 days	H	M	79.7			75	GREEN			
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	2.5	↓	2.0	2.5	GREEN			
SISE59	Percentage of unemployment among 18-24 year olds	L	M	2.4	↑	2.5	2.0	AMBER	2.0	2.5	GREEN
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	299.9	↑	282.2			238.2		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	73.3	↓	81.8	86	RED	84.8	80	GREEN
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	55.8		42.4	80	RED	52.3	80	RED
EYPS7	Rate of proven re-offending by CYP	L	Q								

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Directorate Scorecard - Dartford

December 2016 Data

Annual Indicators		Polarity	Frequency	2015-16 District Outturn	DOT	2014-15 District Outturn	Target 2015-16	RAG 2015-16	Target 2016-17	Target 2017-18	Target 2018-19
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	73.6	↑	72.5	77	RED	81	85	87
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap (Eligible)	L	A	19.1	↓	15.2	10	RED	17	14	11
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A			82.0			Indicator no longer applicable		
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	61.2			82	RED	66	68	70
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A			17.0			Indicator no longer applicable		
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	22.1			15	RED	18	16	15
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A			68.1			Indicator no longer applicable		
SISE12a	Average score at KS4 in Attainment 8	H	A	55.3					52	53	54
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A			34.7			Indicator no longer applicable		
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	15.5					14	12	11
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				87		90	92	93
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				15		14	13	12
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				60		65	70	75
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				20		18	16	16
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7		2.6	2.6	2.5
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	0.6		1.6	4		5	5	5
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	7.1		6.6	9		8	7	5
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A			2.7			Indicator no longer applicable		
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	9.6			6.5	RED	8.5	8.0	7.5
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A			3.7			Indicator no longer applicable		
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	10.1			12.5	GREEN	12.5	11.5	10.5

Directorate Scorecard - Dover

December 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2016-17	RAG 2016-17	District Outturn 2015-16	Target 2015-16	RAG 2015-16
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	0	↔	0			0		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	91.8	↔	91.8	92	AMBER	89.8	86	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	97.7	↑	95.3	97	GREEN	93.2	93	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	75.2	↑	49.8	78	AMBER	75.2	74	GREEN
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	81.4	↓	85.0	90	AMBER	86.8	90	AMBER
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M	51							
EH43	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	2	↔	2			3		
EH44	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	2	↓	-1			0		
EYPS6	Percentage of Children Missing Education cases, closed within 30 days	H	M	65.2			75	RED			
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	2.5	↓	2.2	2.5	GREEN			
SISE59	Percentage of unemployment among 18-24 year olds	L	M	4.0	↓	3.7	2.0	RED	3.6	2.5	RED
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	413.3	↑	391.7			373.4		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	79.6	↓	80.0	86	RED	100.0	80	GREEN
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	45.8		41.1	80	RED	42.0	80	RED
EYPS7	Rate of proven re-offending by CYP	L	Q								

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Directorate Scorecard - Dover

December 2016 Data

Annual Indicators		Polarity	Frequency	2015-16 District Outturn	DOT	2014-15 District Outturn	Target 2015-16	RAG 2015-16	Target 2016-17	Target 2017-18	Target 2018-19
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	74.6	↑	73.9	77	AMBER	81	85	87
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	A	9.9	↑	16.8	10	GREEN	17	14	11
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A			81.1			Indicator no longer applicable		
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	59.9			82	RED	66	68	70
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A			16.1			Indicator no longer applicable		
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	19.2			15	RED	18	16	15
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A			53.9			Indicator no longer applicable		
SISE12a	Average score at KS4 in Attainment 8	H	A	48.7					52	53	54
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A			30.3			Indicator no longer applicable		
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	9.7					14	12	11
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				87		90	92	93
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				15		14	13	12
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				60		65	70	75
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				20		18	16	16
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7		2.6	2.6	2.5
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	8.6		8.7	4		5	5	5
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	14.4		12.6	9		8	7	5
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A			2.4			Indicator no longer applicable		
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	8.3			6.5	RED	8.5	8.0	7.5
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A			6.4			Indicator no longer applicable		
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	14.2			12.5	RED	12.5	11.5	10.5

Directorate Scorecard - Gravesham

December 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2016-17	RAG 2016-17	District Outturn 2015-16	Target 2015-16	RAG 2015-16
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	1	↔	1			1		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	78.8	↓	81.3	92	RED	78.1	86	RED
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	90.3	↑	90.0	97	RED	89.3	93	AMBER
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	53.3	↑	28.7	78	RED	53.3	74	RED
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	88.9	↑	87.0	90	AMBER	86.8	90	AMBER
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M	34							
EH43	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	0	↔	0			0		
EH44	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	6	↓	5			3		
EYPS6	Percentage of Children Missing Education cases, closed within 30 days	H	M	70.5			75	RED			
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	3.2	↓	3.0	2.5	AMBER			
SISE59	Percentage of unemployment among 18-24 year olds	L	M	3.1	↑	3.6	2.0	RED	3.7	2.5	RED
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	340.2	↑	326.4			283.3		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	83.7	↑	81.6	86	AMBER	98.2	80	GREEN
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	72.9		72.3	80	RED	78.5	80	AMBER
EYPS7	Rate of proven re-offending by CYP	L	Q								

Notes

Directorate Scorecard - Gravesham

December 2016 Data

Annual Indicators		Polarity	Frequency	2015-16 District Outturn	DOT	2014-15 District Outturn	Target 2015-16	RAG 2015-16	Target 2016-17	Target 2017-18	Target 2018-19
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	72.5	↑	63.9	77	RED	81	85	87
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	A	7.7	↑	26.0	10	GREEN	17	14	11
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A			74.9			Indicator no longer applicable		
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	50.2			82	RED	66	68	70
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A			16.6			Indicator no longer applicable		
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	21.3			15	RED	18	16	15
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A			60.7			Indicator no longer applicable		
SISE12a	Average score at KS4 in Attainment 8	H	A	50.7					52	53	54
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A			29.4			Indicator no longer applicable		
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	15.3					14	12	11
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				87		90	92	93
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				15		14	13	12
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				60		65	70	75
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				20		18	16	16
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7		2.6	2.6	2.5
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	0.7		1.1	4		5	5	5
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	8.7		9.2	9		8	7	5
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A			3.1			Indicator no longer applicable		
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	10.1			6.5	RED	8.5	8.0	7.5
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A			6.6			Indicator no longer applicable		
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	13.0			12.5	AMBER	12.5	11.5	10.5

Directorate Scorecard - Maidstone

December 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2016-17	RAG 2016-17	District Outturn 2015-16	Target 2015-16	RAG 2015-16
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	1	↔	1			1		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	84.2	↑	82.1	92	RED	82.1	86	RED
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	95.2	↔	95.2	97	AMBER	92.7	93	AMBER
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	71.3	↑	46.8	78	RED	71.3	74	AMBER
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	89.0	↑	86.2	90	AMBER	85.9	90	AMBER
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M	43							
EH43	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	1	↔	1			2		
EH44	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	11	↑	13			14		
EYPS6	Percentage of Children Missing Education cases, closed within 30 days	H	M	66.2			75	RED			
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	2.8	↔	2.8	2.5	AMBER			
SISE59	Percentage of unemployment among 18-24 year olds	L	M	2.1	↑	2.4	2.0	AMBER	2.6	2.5	AMBER
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	285.2	↓	297.2			259.7		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	85.0	↑	84.9	86	AMBER	77.9	80	AMBER
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	29.1		29.4	80	RED	41.5	80	RED
EYPS7	Rate of proven re-offending by CYP	L	Q								

Notes

Directorate Scorecard - Maidstone

December 2016 Data

Annual Indicators		Polarity	Frequency	2015-16 District Outturn	DOT	2014-15 District Outturn	Target 2015-16	RAG 2015-16	Target 2016-17	Target 2017-18	Target 2018-19
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	75.4	↓	75.8	77	AMBER	81	85	87
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	A	22.7	↓	16.5	10	RED	17	14	11
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A			80.9			Indicator no longer applicable		
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	58.4			82	RED	66	68	70
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A			24.7			Indicator no longer applicable		
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	28.1			15	RED	18	16	15
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A			62.7			Indicator no longer applicable		
SISE12a	Average score at KS4 in Attainment 8	H	A	52.6					52	53	54
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A			35.7			Indicator no longer applicable		
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	18.5					14	12	11
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				87		90	92	93
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				15		14	13	12
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				60		65	70	75
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				20		18	16	16
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7		2.6	2.6	2.5
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	5.2		6.2	4		5	5	5
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	10.7		11.1	9		8	7	5
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A			2.6			Indicator no longer applicable		
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	8.5			6.5	RED	8.5	8.0	7.5
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A			5.3			Indicator no longer applicable		
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	14.1			12.5	RED	12.5	11.5	10.5

Directorate Scorecard - Sevenoaks

December 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2016-17	RAG 2016-17	District Outturn 2015-16	Target 2015-16	RAG 2015-16
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	0	↔	0			0		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	91.5	↔	91.5	92	AMBER	89.6	86	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	97.3	↓	98.6	97	GREEN	97.1	93	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	68.3	↑	39.5	78	RED	68.3	74	RED
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	84.2	↓	84.9	90	AMBER	81.8	90	AMBER
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M	50							
EH43	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	1	↔	1			1		
EH44	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	4	↓	3			4		
EYPS6	Percentage of Children Missing Education cases, closed within 30 days	H	M	62.5			75	RED			
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	1.4	↓	1.1	2.5	GREEN			
SISE59	Percentage of unemployment among 18-24 year olds	L	M	1.4	↓	1.3	2.0	GREEN	1.1	2.5	GREEN
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	213.2	↓	219.7			195.8		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	82.4	↑	55.0	86	RED	92.3	80	GREEN
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	48.5		60.3	80	RED	76.9	80	RED
EYPS7	Rate of proven re-offending by CYP	L	Q								

Notes

Directorate Scorecard - Sevenoaks

December 2016 Data

Annual Indicators		Polarity	Frequency	2015-16 District Outturn	DOT	2014-15 District Outturn	Target 2015-16	RAG 2015-16	Target 2016-17	Target 2017-18	Target 2018-19
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	76.9	↑	76.7	77	AMBER	81	85	87
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	A	26.9	↓	15.2	10	RED	17	14	11
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A			85.5			Indicator no longer applicable		
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	65.1			82	RED	66	68	70
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A			32.4			Indicator no longer applicable		
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	31.5			15	RED	18	16	15
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A			39.8			Indicator no longer applicable		
SISE12a	Average score at KS4 in Attainment 8	H	A	42.2					52	53	54
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A			19.4			Indicator no longer applicable		
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	8.3					14	12	11
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				87		90	92	93
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				15		14	13	12
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				60		65	70	75
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				20		18	16	16
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7		2.6	2.6	2.5
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	7.8		8.7	4		5	5	5
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	12.3		25.8	9		8	7	5
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A			2.4			Indicator no longer applicable		
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	8.0			6.5	RED	8.5	8.0	7.5
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A			7.2			Indicator no longer applicable		
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	14.1			12.5	RED	12.5	11.5	10.5

Directorate Scorecard - Shepway

December 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2016-17	RAG 2016-17	District Outturn 2015-16	Target 2015-16	RAG 2015-16
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	0	↑	1			1		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	97.4	↑	92.3	92	GREEN	92.5	86	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	97.8	↔	97.8	97	GREEN	97.9	93	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	88.9	↑	53.2	78	GREEN	88.9	74	GREEN
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	88.4	↓	91.1	90	AMBER	92.5	90	GREEN
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M	27							
EH43	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	0	↑	2			2		
EH44	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	8	↑	13			13		
EYPS6	Percentage of Children Missing Education cases, closed within 30 days	H	M	89.2			75	GREEN			
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	2.4	↓	2.3	2.5	GREEN			
SISE59	Percentage of unemployment among 18-24 year olds	L	M	3.5	↓	3.3	2.0	RED	3.6	2.5	RED
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	403.1	↑	381.5			334.0		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	66.7	↓	76.3	86	RED	60.8	80	RED
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	38.4		35.6	80	RED	51.6	80	RED
EYPS7	Rate of proven re-offending by CYP	L	Q								

Notes

Directorate Scorecard - Shepway

December 2016 Data

Annual Indicators		Polarity	Frequency	2015-16 District Outturn	DOT	2014-15 District Outturn	Target 2015-16	RAG 2015-16	Target 2016-17	Target 2017-18	Target 2018-19
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	73.1	↑	70.4	77	RED	81	85	87
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	A	17.2	↑	19.9	10	RED	17	14	11
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A			79.7			Indicator no longer applicable		
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	55.0			82	RED	66	68	70
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A			18.6			Indicator no longer applicable		
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	19.4			15	RED	18	16	15
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A			50.3			Indicator no longer applicable		
SISE12a	Average score at KS4 in Attainment 8	H	A	47.0					52	53	54
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A			29.1			Indicator no longer applicable		
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	13.9					14	12	11
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				87		90	92	93
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				15		14	13	12
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				60		65	70	75
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				20		18	16	16
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7		2.6	2.6	2.5
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	4.8		5.8	4		5	5	5
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	15.8		14.5	9		8	7	5
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A			2.2			Indicator no longer applicable		
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	8.8			6.5	RED	8.5	8.0	7.5
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A			6.6			Indicator no longer applicable		
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	15.6			12.5	RED	12.5	11.5	10.5

Directorate Scorecard - Swale

December 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2016-17	RAG 2016-17	District Outturn 2015-16	Target 2015-16	RAG 2015-16
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	0	↔	0			0		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	92.3	↔	92.3	92	GREEN	90.7	86	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	100.0	↑	98.1	97	GREEN	98.1	93	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	71.2	↑	49.0	78	RED	71.2	74	AMBER
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	76.3	↓	82.4	90	RED	83.3	90	AMBER
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M	70							
EH43	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	6	↔	6			6		
EH44	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	1	↔	1			1		
EYPS6	Percentage of Children Missing Education cases, closed within 30 days	H	M	80.2			75	GREEN			
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	4.4	↓	3.9	2.5	RED			
SISE59	Percentage of unemployment among 18-24 year olds	L	M	4.7	↓	4.6	2.0	RED	4.9	2.5	RED
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	373.9	↑	357.7			298.3		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	75.6	↑	66.1	86	RED	85.5	80	GREEN
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	30.9		36.4	80	RED	51.7	80	RED
EYPS7	Rate of proven re-offending by CYP	L	Q								

Notes

Directorate Scorecard - Swale

December 2016 Data

Annual Indicators		Polarity	Frequency	2015-16 District Outturn	DOT	2014-15 District Outturn	Target 2015-16	RAG 2015-16	Target 2016-17	Target 2017-18	Target 2018-19
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	73.4	↑	72.0	77	RED	81	85	87
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	A	23.8	↓	18.7	10	RED	17	14	11
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A			79.3			Indicator no longer applicable		
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	54.2			82	RED	66	68	70
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A			18.6			Indicator no longer applicable		
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	23.8			15	RED	18	16	15
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A			53.7			Indicator no longer applicable		
SISE12a	Average score at KS4 in Attainment 8	H	A	47.1					52	53	54
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A			34.4			Indicator no longer applicable		
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	20.1					14	12	11
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				87		90	92	93
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				15		14	13	12
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				60		65	70	75
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				20		18	16	16
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7		2.6	2.6	2.5
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	4.1		2.4	4		5	5	5
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	10.4		9.3	9		8	7	5
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A			3.1			Indicator no longer applicable		
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	8.9			6.5	RED	8.5	8.0	7.5
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A			7.2			Indicator no longer applicable		
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	15.1			12.5	RED	12.5	11.5	10.5

Directorate Scorecard - Thanet

December 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2016-17	RAG 2016-17	District Outturn 2015-16	Target 2015-16	RAG 2015-16
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	1	↔	1			1		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	81.0	↑	80.5	92	RED	80.5	86	RED
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	100.0	↔	100.0	97	GREEN	100.0	93	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	73.6	↑	46.5	78	RED	73.6	74	AMBER
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	75.7	↓	78.5	90	RED	81.3	90	AMBER
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M	76							
EH43	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	0	↔	0			1		
EH44	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	0	↔	0			0		
EYPS6	Percentage of Children Missing Education cases, closed within 30 days	H	M	61.4			75	RED			
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	3.6	↓	2.9	2.5	RED			
SISE59	Percentage of unemployment among 18-24 year olds	L	M	5.6	↓	5.3	2.0	RED	5.5	2.5	RED
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	410.1	↑	402.2			362.0		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	73.1	↑	68.6	86	RED	77.8	80	AMBER
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	44.3		53.3	80	RED	62.5	80	RED
EYPS7	Rate of proven re-offending by CYP	L	Q								

Notes

Directorate Scorecard - Thanet

December 2016 Data

Annual Indicators		Polarity	Frequency	2015-16 District Outturn	DOT	2014-15 District Outturn	Target 2015-16	RAG 2015-16	Target 2016-17	Target 2017-18	Target 2018-19
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	70.6	↓	71.1	77	RED	81	85	87
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	A	10.8	↑	15.6	10	AMBER	17	14	11
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A			77.9			Indicator no longer applicable		
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	53.5			82	RED	66	68	70
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A			18.5			Indicator no longer applicable		
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	15.1			15	AMBER	18	16	15
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A			40.9			Indicator no longer applicable		
SISE12a	Average score at KS4 in Attainment 8	H	A	44.2					52	53	54
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A			27.6			Indicator no longer applicable		
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	15.4					14	12	11
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				87		90	92	93
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				15		14	13	12
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				60		65	70	75
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				20		18	16	16
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7		2.6	2.6	2.5
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	3.0		2.9	4		5	5	5
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	4.6		9.6	9		8	7	5
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A			2.8			Indicator no longer applicable		
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	10.6			6.5	RED	8.5	8.0	7.5
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A			6.2			Indicator no longer applicable		
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	15.1			12.5	RED	12.5	11.5	10.5

Education & Young People's Services Performance Management
Directorate Scorecard - Tonbridge and Malling

January 2017
 December 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2016-17	RAG 2016-17	District Outturn 2015-16	Target 2015-16	RAG 2015-16
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	1	↓	0			0		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	94.4	↔	94.4	92	GREEN	94.6	86	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	95.3	↓	98.4	97	AMBER	98.4	93	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	75.5	↑	46.5	78	AMBER	75.5	74	GREEN
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	95.9	↑	85.5	90	GREEN	81.2	90	AMBER
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M	46							
EH43	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	2	↔	2			1		
EH44	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	3	↑	6			6		
EYPS6	Percentage of Children Missing Education cases, closed within 30 days	H	M	94.2			75	GREEN			
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	2.5	↓	1.9	2.5	GREEN			
SISE59	Percentage of unemployment among 18-24 year olds	L	M	1.8	↔	1.8	2.0	GREEN	1.9	2.5	GREEN
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	282.6	↑	276.4			240.3		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	78.9	↑	71.4	86	RED	84.8	80	GREEN
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	34.5		36.8	80	RED	45.7	80	RED
EYPS7	Rate of proven re-offending by CYP	L	Q								

Notes

Directorate Scorecard - Tonbridge and Malling

December 2016 Data

Annual Indicators		Polarity	Frequency	2015-16 District Outturn	DOT	2014-15 District Outturn	Target 2015-16	RAG 2015-16	Target 2016-17	Target 2017-18	Target 2018-19
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	79.5	↑	75.7	77	GREEN	81	85	87
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	A	29.3	↓	20.5	10	RED	17	14	11
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A			82.5			Indicator no longer applicable		
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	60.8			82	RED	66	68	70
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A			17.9			Indicator no longer applicable		
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	39.1			15	RED	18	16	15
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A			59.1			Indicator no longer applicable		
SISE12a	Average score at KS4 in Attainment 8	H	A	51.2					52	53	54
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A			38.0			Indicator no longer applicable		
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	17.3					14	12	11
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				87		90	92	93
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				15		14	13	12
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				60		65	70	75
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				20		18	16	16
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7		2.6	2.6	2.5
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	6.3		6.6	4		5	5	5
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	13.1		11.0	9		8	7	5
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A			1.8			Indicator no longer applicable		
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	6.9			6.5	AMBER	8.5	8.0	7.5
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A			8.0			Indicator no longer applicable		
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	15.7			12.5	RED	12.5	11.5	10.5

Directorate Scorecard - Tunbridge Wells

December 2016 Data

Monthly and Quarterly Indicators		Polarity	Frequency	Latest Result	DOT	Previously Reported Result	Target 2016-17	RAG 2016-17	District Outturn 2015-16	Target 2015-16	RAG 2015-16
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	M	0	↔	0			0		
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	M	88.6	↓	90.7	92	RED	88.4	86	GREEN
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	M	98.3	↑	96.5	97	GREEN	94.9	93	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	M	73.7	↑	39.3	78	RED	73.7	74	AMBER
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	M	85.4	↓	91.7	90	AMBER	93.6	90	GREEN
EYPS1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils *	L	M	40							
EH43	Number of permanent exclusions - primary school age (rolling 12 months)	L	M	2	↓	0			0		
EH44	Number of permanent exclusions - secondary school age (rolling 12 months)	L	M	1	↔	1			1		
EYPS6	Percentage of Children Missing Education cases, closed within 30 days	H	M	92.5			75	GREEN			
SISE49	Number of apprenticeships 16-18 year olds	H	Q								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	M	2.7	↓	1.7	2.5	AMBER			
SISE59	Percentage of unemployment among 18-24 year olds	L	M	1.2	↑	1.3	2.0	GREEN	1.2	2.5	GREEN
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)		M	234.6	↑	225.3			187.4		
EH06	Percentage of cases closed by Early Help Units with outcomes achieved	H	M	75.0	↓	100.0	86	RED	82.6	80	GREEN
SCS05	Step-downs as a percentage of SCS case closures	H	M								
EH02	Percentage of open cases with a plan in place within 6 weeks of notification	H	M	19.0		15.5	80	RED	42.3	80	RED
EYPS7	Rate of proven re-offending by CYP	L	Q								

Notes

Directorate Scorecard - Tunbridge Wells

December 2016 Data

Annual Indicators		Polarity	Frequency	2015-16 District Outturn	DOT	2014-15 District Outturn	Target 2015-16	RAG 2015-16	Target 2016-17	Target 2017-18	Target 2018-19
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A	77.7	↓	78.3	77	GREEN	81	85	87
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	L	A	28.9	↓	22.9	10	RED	17	14	11
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	H	A			80.7			Indicator no longer applicable		
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A	59.8			82	RED	66	68	70
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	L	A			35.8			Indicator no longer applicable		
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A	28.2			15	RED	18	16	15
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	H	A			74.9			Indicator no longer applicable		
SISE12a	Average score at KS4 in Attainment 8	H	A	56.9					52	53	54
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	L	A			36.1			Indicator no longer applicable		
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	L	A	19.7					14	12	11
SISE43	Percentage of young people with Level 2 attainment by age 19 (2014 Data)	H	A				87		90	92	93
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				15		14	13	12
SISE45	Percentage of young people with Level 3 attainment by age 19 (2014 Data)	H	A				60		65	70	75
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap (2014 Data)	L	A				20		18	16	16
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A				2.7		2.6	2.6	2.5
EYPS2	Percentage of parents getting first preference of primary school	H	A								
EYPS3	Percentage of parents getting first preference of secondary school	H	A								
EYPS4	Percentage of surplus school places in Kent Primary schools	T	A	7.9		8.0	4		5	5	5
EYPS5	Percentage of surplus school places in Kent Secondary schools	T	A	11.9		12.0	9		8	7	5
EH46	Percentage of pupils who are persistently absent - primary school age (38+ Sessions)	L	A			1.9			Indicator no longer applicable		
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils (10% threshold) provisional data/targets	L	A	7.3			6.5	AMBER	8.5	8.0	7.5
EH47	Percentage of pupils who are persistently absent - secondary school age (38+ Sessions)	L	A			5.4			Indicator no longer applicable		
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils (10% threshold) provisional data/targets	L	A	11.4			12.5	GREEN	12.5	11.5	10.5

Data Sources for Current Report

December 2016 Data

Code	Indicator	Source Description	Latest data Description	Latest data release date
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	Ofsted published inspection reports (MI Database)	Inspections data as at Dec 2016	Jan 2017
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	Ofsted published inspection reports (MI Database)	Inspections data as at Dec 2016	Jan 2017
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness(non-domestic premises)	Ofsted published inspection reports (MI Database)	Inspections data as at Dec 2016	Jan 2017
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	FF2 Team in Early Years & Childcare	Snapshot as at Dec 2016	Jan 2017
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Impulse database - monthly reported data	Snapshot as at Dec 2016	Jan 2017
EYPS1	Number of pupils being placed in independent or out-of-county special schools	Impulse database - monthly reported data		
EH44	Number of permanent exclusions from primary schools - all pupils	Impulse database - monthly reported data	Rolling 12 months up to Dec 2016	Jan 2017
EH45	Number of permanent exclusions from secondary schools - all pupils	Impulse database - monthly reported data	Rolling 12 months up to Dec 2016	Jan 2017
EYPS6	Percentage of Children Missing Education cases, closed within 30 days	Fair Access Team Impulse reporting	Sept 2016 to Dec 2016	Jan 2017
SISE49	Number of apprenticeships 16-18 year olds	Skills Funding Agency/Dept for Business, Innovation & Skills	2015-16 Quarter 4 data	Dec 2016
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	MI monthly reporting	Snapshot data at end of Dec 2016	Jan 2017
SISE59	Percentage of unemployment among 18-24 year olds	KCC Business Intelligence Statistical Bulletin - Monthly Data	Snapshot data at end of Dec 2016	Jan 2017
EH02	Rate of notifications received per 10,000 0-18 population(rolling 12 months)	Early Help module	Rolling 12 months up to Dec 2016	Jan 2017
EH16	Percentage of cases closed by Early Help Units with a positive outcome	Early Help module	Snapshot as at Dec 2016	Jan 2017
SCS05	Percentage of cases closed by SCS stepped down	Early Help module / Liberi	YTD Dec 2016	Jan 2017
EH09	Percentage of open cases that had a plan in place within 4 weeks of notification	Early Help module	Snapshot as at Dec 2016	Jan 2017
EYPS7	Rate of re-offending by CYP	Information, Quality and Performance Unit	Data for April 2014 to March 2015 cohort	Jan 2017
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2015-16 DfE published (LA) & MI Calcs (District)	Oct 2016
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	End of year assessments based on EYFSP framework	2015-16 DfE published (LA) & MI Calcs (District)	Nov 2016
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	Test/TA results for end of academic year	2014-15 DfE published (LA) & Keypas (District)	Dec 2015
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	Test/TA results for end of academic year	2015-16 DfE published (LA) & MI Calcs (District)	Dec 2016
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	Test/TA results for end of academic year	2014-15 DfE published (LA) & Keypas (District)	Dec 2015
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	Test/TA results for end of academic year	2015-16 DfE published (LA) & MI Calcs (District)	Dec 2016
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	Test results for end of academic year	2014-15 DfE published (LA) & Nova (District)	Jan 2016
SISE12a	Average score at KS4 in Attainment 8	Test results for end of academic year	2015-16 DfE published (LA) & Nova (District)	Jan 2017
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	Test results for end of academic year	2014-15 DfE published (LA) & Nova (District)	Jan 2016
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	2015-16 DfE published (LA) & Nova (District)	Jan 2017
SISE43	Percentage of young people with Level 2 attainment by age 19	DfE SFR Level 2 and 3 Attainment by age 19	Attainment by age 19 in 2015	April 2016
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	DfE SFR Level 2 and 3 Attainment by age 19	Attainment by age 19 in 2015	April 2016
SISE45	Percentage of young people with Level 3 attainment by age 19	DfE SFR Level 2 and 3 Attainment by age 19	Attainment by age 19 in 2015	April 2016
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	DfE SFR Level 2 and 3 Attainment by age 19	Attainment by age 19 in 2015	April 2016
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	DfE annual snapshot based on school census	Snapshot as at January 2016	July 2016
EYPS2	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2016-17	April 2016
EYPS3	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2016-17	April 2016
EYPS4	Percentage of surplus school places in Kent Primary schools	MI Calculations based on annual data	2015-16 surplus capacity data	July 2015
EYPS5	Percentage of surplus school places in Kent Secondary schools	MI Calculations based on annual data	2015-16 surplus capacity data	July 2015
EH46	Percentage of pupils who are persistently absent - primary school age based on 15% threshold	Annual data based on Terms 1 to 5, Years 1 to 11	2014-15 MI Calculations	Jan 2016
EH46a	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Annual data for academic year 2015-16	2015-16 DfE SFR (LA) & MI Calcs (District)	Jan 2017
EH47	Percentage of pupils who are persistently absent - secondary school age based on 15% threshold	Annual data based on Terms 1 to 5, Years 1 to 11	2014-15 MI Calculations	Jan 2016
EH47a	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Annual data for academic year 2015-16	2015-16 DfE SFR (LA) & MI Calcs (District)	Jan 2017

Education & Young People's Services Directorate Scorecard

Indicator Definitions

Code	Indicator	Definition
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	Number of Kent maintained schools and academies judged inadequate for overall effectiveness by Ofsted in their latest inspection.
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained schools and academies, judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all inspected Kent maintained schools and academies. Includes Primary, Secondary and Special schools and Pupil Referral Units.
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	The percentage of Kent Early Years settings (non-domestic premises only), judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all inspected Kent Early Years settings (non domestic premises only).
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	Definition to be confirmed.
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	The percentage of Education and Health Care Plans that are issued within 20 weeks as a proportion of all such plans. An education, health and care plan (EHCP) replaced statements and are for children and young people aged up to 25 who need more support than is available through special educational needs support.
EYPS1	Number of pupils being placed in independent or out-of-county special schools	The number of pupils with statements of special educational needs that are placed in independent Special schools or out-of-county Special schools.
EH44	Number of permanent exclusions from Primary schools - all pupils	The total number of pupils that have been permanently excluded from a Kent maintained Primary school or a Primary academy during the last 12 months.
EH45	Number of permanent exclusions from Secondary schools - all pupils	The total number of pupils that have been permanently excluded from a Kent maintained Secondary school or a Secondary academy during the last 12 months.
EYPS57	Percentage of Children Missing Education cases, closed within 30 days (either accessing education/moved out of Kent/moved out of country)	The number of closed cases within the 30 days of their referral to Kent County Council's CME Team, upon as a percentage of the total number of cases opened within the period.
SISE49	Number of apprenticeships 16-18 year olds	The number of young people aged 16-18 starting an apprenticeship. Source: Skills Funding Agency and Department for Business, Innovation & Skills
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	The percentage of young people who have left compulsory education, up until the end of National Curriculum Year 13, who have not achieved a positive education, employment or training destination. This replaces the indicator SISE58 Percentage of 16-18 year olds not in education, employment or training (NEET)
EH02	Rate of notifications received per 10,000 0-18 population	The total number of notifications received during the current reporting month per 10,000 of the Mid Year 2013 0-18 population Estimates. The data includes all notifications received by EHPS excluding the notification types that were "SCS" or "CDT".
EH16	Percentage of cases closed by Early Help Units with a positive outcome	The percentage of all cases closed by Units with outcomes achieved for the current reported month. The data includes all cases that were sent to Units at Early Help Record stage. It is calculated from the completion date of the closure form. Closure outcomes used are those which contain "Outcomes achieved".
SCS05	Percentage of cases closed by SCS stepped down	The proportion of all cases closed by SCS within the period where the referral end reason was recorded as being step-down. This data comes from SCS Management Information.
EH09	Percentage of open cases that had a plan in place within 4 weeks of notification	Definition to be confirmed.
EYPS7	Rate of re-offending by CYP	The data is looking at a 12mth cohort that is tracked for 12mths to identify any further alleged offending. Tracked for a further 6mths to confirm the outcome of the alleged offending behaviour. This report uses data from the Police National Computer (PNC) published by Ministry of Justice (MoJ) and is only available at County level.

Education & Young People's Services Directorate Scorecard

Indicator Definitions

Code	Indicator	Definition
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	Percentage of pupils assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM achievement gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework
SISE4	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics	The percentage of pupils at the end of Key Stage 2 who achieve a level 4 or above in all of Reading, Writing & maths. Includes Kent maintained schools and academies.
SISE4a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing and mathematics	The percentage of pupils at the end of Key Stage 2 working at the Expected Standard in all of Reading, Writing & maths. Includes Kent maintained schools and academies.
SISE16	Percentage of pupils at KS2 achieving L4+ in Reading, writing and mathematics - FSM achievement gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage achieving level 4 or above in all of Reading, Writing & maths at KS2. Includes Kent maintained schools and academies.
SISE16a	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing and mathematics - FSM achievement gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage working at the Expected Standard in all of Reading, Writing & maths at KS2. Includes Kent maintained schools and academies.
SISE12	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics	The percentage of pupils at the end of Key Stage 4 who achieve at least 5 or more GCSEs or equivalents including a GCSE in both English & maths. Includes Kent maintained schools and academies.
SISE12a	Average score at KS4 in Attainment 8	The average Attainment 8 score for pupils at end of Key Stage 4. Attainment 8 is a point score based on attainment across eight subjects which must include English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification.
SISE19	Percentage of pupils at KS4 achieving 5+ A*-C including GCSE English & mathematics - FSM achievement gap	The difference between the achievement of non-FSM pupils and FSM pupils in terms of percentage achieving 5+ A*-C including English & maths at KS4. Includes Kent maintained schools and academies.
SISE19a	Average score at KS4 in Attainment 8 - FSM gap	The difference between the Attainment 8 score of non-FSM eligible pupils and FSM eligible pupils at the end of KS4 (see above definition for SISE12a). Includes Kent maintained schools and academies.
SISE43	Percentage of young people with Level 2 attainment by age 19	The percentage of young people achieving the level 2 threshold by age 19. The calculation is based on the number of young people that were studying in the local authority at age 15, that have passed the level 2 threshold by the end of the academic year in which they turn 19.
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM achievement gap	This indicator reports the gap in attainment of level 2 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not.
SISE45	Percentage of young people with Level 3 attainment by age 19	The percentage of young people achieving the level 3 threshold by age 19. The calculation is based on the number of young people that were studying in the local authority at age 15, that have passed the level 3 threshold by the end of the academic year in which they turn 19.
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM achievement gap	The gap in attainment of level 3 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not.
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	Percentage of pupils with a statement of Special Educational Needs or an Education, Health and care Plan (EHCP) as a proportion of all pupils on roll in all schools as at January school census. Includes maintained schools and academies, Pupil Referral Units, Free schools and Independent schools (DfE published data).
EYPS2	Percentage of parents getting first preference of primary school	The percentage of parents who got their first preference of Primary school (out of their three ordered preferences) for their child.
EYPS3	Percentage of parents getting first preference of secondary school	The percentage of parents who got their first preference of Secondary school (out of their three ordered preferences) for their child.

Indicator Definitions

Code	Indicator	Definition
EYPS4	Percentage of surplus school places in Kent Primary schools	The percentage of spare school places: current Primary school rolls calculated as a proportion of Primary schools' capacities.
EYPS5	Percentage of surplus school places in Kent Secondary schools	The percentage of spare school places: current Secondary school rolls calculated as a proportion of Secondary schools' capacities (Year 7 to 11 only)
EH46	Percentage of pupils who are persistently absent - Primary school age based on 15% threshold	The percentage of pupils that have been persistently absent from a Kent maintained Primary school or a Primary academy for 15% or more of their expected sessions over the reported time period.
EH46a	Percentage of pupils who are persistently absent - Primary school age based on 10% threshold	The percentage of pupils that have been persistently absent from a Kent maintained Primary school or a Primary academy for 10% or more of their expected sessions over the reported time period.
EH47	Percentage of pupils who are persistently absent - Secondary school age based on 15% threshold	The percentage of pupils that have been persistently absent from a Kent maintained Secondary school or a Secondary academy for 15% or more of their expected sessions over the reported time period.
EH47a	Percentage of pupils who are persistently absent - Secondary school age based on 10% threshold	The percentage of pupils that have been persistently absent from a Kent maintained Secondary school or a Secondary academy for 10% or more of their expected sessions over the reported time period.

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