

**CHILDREN'S, YOUNG PEOPLE AND EDUCATION  
CABINET COMMITTEE**

**Thursday, 8th March, 2018**

**10.00 am**

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





## AGENDA

### CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE

**Thursday, 8 March 2018 at 10.00 am**  
**Darent Room, Sessions House, County Hall,**  
**Maidstone**

Ask for: **Emma West**  
Telephone: **03000 412421**

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

#### **Membership (18)**

Conservative (12): Mr G Cooke (Chairman), Mrs A D Allen, MBE (Vice-Chairman),  
Mrs R Binks, Mrs S Chandler, Mrs P T Cole, Mrs L Game,  
Mrs S Gent, Mr R C Love, Mr S C Manion, Mr D Murphy,  
Mr M J Northey and Mrs S Prendergast

Liberal Democrat (2): Mrs T Dean, MBE and Ida Linfield

Labour (1) Dr L Sullivan

Church Mr D Brunning, Mr J Constanti and Mr Q Roper  
Representatives (3)

#### **Webcasting Notice**

Please note: this meeting may be filmed for the live or subsequent broadcast via the Council's internet site or by any member of the public or press present. The Chairman will confirm if all or part of the meeting is to be filmed by the Council.

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

#### **UNRESTRICTED ITEMS**

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

- 1 Introduction/Webcast announcement
- 2 Apologies and Substitutes  
To receive apologies for absence and notification of any substitutes present.
- 3 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.

- 4 Minutes of the meeting held on 18 January 2018 (Pages 5 - 16)  
To consider and approve the minutes as a correct record.
- 5 Minutes of the Corporate Parenting Panel held on 09 November 2017 (Pages 17 - 22)  
To note the minutes.
- 6 Verbal Update by Cabinet Member and Corporate Director (Page 23)  
To receive a verbal update from the Cabinet Member for Children, Young People and Education and the Corporate Director for Children, Young People and Education.
- 7 18/00004 - Proposed Revision of Rates Payable and Charges Levied for Children's Services in 2018-19 (Pages 25 - 40)  
To receive a report which sets out the proposed revision to the rates payable and charges levied for children's services within Kent for the 2018-19 financial year.
- 8 18/00013 - To Procure A New Contract For The Delivery Of Independent Adoption And Special Guardianship Order Support Services (Pages 41 - 62)  
To receive a report which proposes to procure a new contract for the delivery of Independent Adoption and Special Guardianship Order Support Services.
- 9 Award Report: Mobilisation Of A Framework For The Provision Of Externally Commissioned (Independent) Foster Care Placements (Pages 63 - 72)  
To receive a report which summarises the activity taken to commission and mobilise a framework for the provision of External Fostering Placements for Kent.
- 10 18/00006 - Proposal to expand Trinity School taking the Published Admission Number from 120 to 180 (Pages 73 - 84)  
To receive a report which sets out the proposal to permanently expand Trinity School from 4FE to 6FE.
- 11 18/00012 - Proposal to permanently expand Dartford Grammar School for Girls, Dartford from a PAN of 160 to 180 (Pages 85 - 96)  
To receive a report which sets out the proposal to permanently expand Dartford Grammar School for Girls from a PAN of 160 to 180.
- 12 CYPE Directorate Business Plan 2018-19 (Pages 97 - 152)  
To receive a report which outlines the draft Children, Young People and Education Directorate Business Plan 2017-18.

- 13 Annual monitoring review of the Vulnerable Learners Strategy (Pages 153 - 242)  
To receive a report which sets out the Vulnerable Learners Strategy 2017-2020 achievements so far, and identifies the priorities and actions to help disadvantaged vulnerable learners overcome their barriers to learning.
- 14 Verbal Update on Key Performance Indicators for the Education People  
To receive a verbal update on the Key Performance Indicators for the Education People.
- 15 SACRE Annual Report (Pages 243 - 260)  
To receive an annual report which sets out an update on SACRE's progress and achievements in 2016/17.
- 16 Performance Scorecard (Pages 261 - 275)  
To receive a report from the Cabinet Member for Children, Young People and Education, and the Corporate Director for Children, Young People and Education that summarises the Children, Young People and Education Directorate Performance Scorecard.
- 17 Work Programme 2018/19 (Pages 277 - 287)  
To receive the report from the General Counsel that gives details of the proposed Work Programme for the Children's, Young People and Education Cabinet Committee for 2018/19.

### **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)*

Benjamin Watts  
General Counsel  
03000 416814

**Wednesday, 28 February 2018**

*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

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### CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE

MINUTES of a meeting of the Children's, Young People and Education Cabinet Committee held at Darent Room, Sessions House, County Hall, Maidstone on Thursday, 18th January, 2018.

PRESENT: Mr G Cooke (Chairman), Mrs R Binks, Mr D Brunning, Mrs S Chandler, Mrs P T Cole, Mr P C Cooper (Substitute for Mrs S Prendergast), Mrs T Dean, MBE, Ida Linfield, Mr R C Love, Mr S C Manion, Mr D Murphy, Mr M J Northey, Mr Q Roper, Mrs P A V Stockell (Substitute for Mrs A D Allen, MBE) and Dr L Sullivan

OTHER MEMBERS: Roger Gough

OFFICERS: Matt Dunkley (Corporate Director for Children Young People and Education), Keith Abbott (Director of Education Planning and Access), David Adams (Area Education Officer - South Kent), Scott Bagshaw (Head of Fair Access), Stuart Collins (Interim Director, Early Help), Sarah Hammond (Interim Director of Specialist Children's Services), Simon Pleave (Finance Business Partner for Children, Young People and Education), Marisa White (Area Education Officer - East Kent), Graham Willett (Interim Chief Executive, KCC Education Services Company - The Education People) and Emma West (Democratic Services Officer)

#### UNRESTRICTED ITEMS

**66. Apologies and Substitutes**  
*(Item 2)*

Apologies were received from Mrs A Allen, Mrs L Game and Mrs S Prendergast.

Mr P Cooper and Mrs P Stockell attended as substitutes for Mrs A Allen and Mrs S Prendergast respectively.

**67. Declarations of Interest by Members in items on the Agenda**  
*(Item 3)*

1. Mr Murphy made a declaration of interest as he was a Chair of Governors at Deal Parochial School.
2. Dr Sullivan made a declaration of interest as her husband worked as an Early Help Worker for Kent County Council.

**68. Minutes of the meeting held on 22 November 2017 and 5 December 2017**  
*(Item 4)*

1. Resolved that the minutes of the meetings of the Children's, Young People and Education Cabinet Committee held on 22 November 2017 and 5 December 2017 are correctly recorded and that they be signed by the Chairman.

**69. Verbal Update by Cabinet Member and Corporate Director**  
*(Item 5)*

1. Roger Gough (Cabinet Member for Children, Young People and Education) highlighted several areas in which there were significant financial pressures across children's services. He said that the Local Government Association had expected a £2billion funding gap within children's services nationally and therefore the pressures were not unique to Kent. He said that pressures continued to grow for children's social care and that this was an area in which Kent County Council had been willing to invest in and support, therefore expenditure had increased. He discussed current pressures on school places and said that the number of children who were moving from primary school to secondary school was ever-increasing. He said that the pressures around delivering school places were due to the National Free School Programme not delivering in several key areas of the County and the need to find funding to support school budgets for the National Funding Formula. He discussed growth in mainstream High Needs Funding and the changes that had been put in place for mainstream High Needs Funding which was agreed by the Funding Forum at the end of last year. He said that these changes would be effective from Spring 2018, but the underlying pressures and demands would remain. He said that the total funding gap in this financial year for Unaccompanied Asylum-Seeking Children was £4.6million. He said that the most significant element regarding the funding gap was the gap between what Kent must continue to spend to support care leavers and Kent's income from the Government. Mr Gough said that he and the Leader of Kent County Council, Mr Carter, had met with the Minister of State for Immigration in November 2017 to discuss a funding review and said that Kent's views were presented to the Government at this time. He said that whilst pressures remained, Kent were making a significant amount of effort to bring together Children's Social Services, Early Help and the changes that had been made to High Needs Funding. The structural measures had been put in place to respond to those pressures.
2. Matt Dunkley (Corporate Director of Children, Young People and Education) said that Kent were in the middle of many extreme changes in demand and need and said that Kent were experiencing several challenges relating to demographic movement, inward migration and managing education responses. Children's Services had aimed to group together current services that support schools in a new form with new freedoms which would allow a degree of co-production with schools. This in turn would secure those services and the relationship that Kent had with schools. He said that he was impressed by the teams he had visited working throughout the Council and said that colleagues had responded to challenges well. He added that the staff working within Kent County Council worked in such a way that allowed targets and challenges to be met.

- a) In response to a question, Mr Gough said that although the National Transfer Scheme had progressed well initially, there were signs that had indicated that progress was slowing due to structural issues. He said that some authorities had been reluctant to accept additional Unaccompanied Asylum-Seeking Children (UASC) due to the gap in funding. He said that Kent had experienced a very significant change relating to the turnover of children becoming care leavers. He said that 0.07% of children in Kent were UASC; this figure did not include care leavers. Sarah Hammond (Interim Director of Specialist Children's Services) said that any new arrival would remain in Kent and other children would be transferred.
- b) In response to a question, Matt Dunkley said that the number of children going into care was not increasing. He said that there had been a significant increase in the number designated as children in need and in need of a child protection plan. He said that there were combinations of issues that lead to surges in demand, the better services got at recognising demand, the more it increased. A significant driver for Kent had been a changed approach by the police with regards to dealing with domestic abuse incidents, they had radically changed how they respond to the needs of children who were in a place where there was domestic violence but were not necessarily subject to violence themselves. He said that another significant driver had been the changing nature of poverty. He said that five years ago, 82% of children were from workless households, but this had decreased to 50%. This in turn meant that the remaining percentage of children were from working households. He said that families from intergenerational benefit-led backgrounds faced different challenges with regards to the changing nature of the labour economy. Mr Gough said that there was a disproportionate number of social service referrals within children's services where children and families had moved to Kent from London Boroughs, there was also a wider structural change, managed movements were also influencing pressures.
- c) In response to a question, Mr Gough said that primary schools gained the least from the outcome of the School Funding Formula and said that several schools had concerns with regards to the School Funding Formula. Matt Dunkley said that Kent did not have any direct financial exposure to Carillion apart from a very small investment into the pension fund. Although some of the firms that Kent had contracts with had sub-contractor relationships with Carillion and therefore this was being scrutinised to ensure that these relationships were not having an impact on services in Kent.
- d) In response to a question, Matt Dunkley said that he had recently met with the Executive of the Kent Association of Headteachers (KAH) to discuss High Needs Funding and School Funding Formula and the changes that had been introduced. He said that schools felt disrupted by the delay in receiving some of their High Needs Funding due to an overspend issue that Kent were

managing. He said that there were a range of underlying issues around demand for High Needs Funding which the Schools Funding Forum had not been able to resolve yet and would require a more profound look. He said that it was important to ensure that the High Needs Funding overspend did not have an impact on the Dedicated Schools Grant (DSG) or other services. Matt Dunkley had met with head teachers and agreed to introduce a dialogue at the next meeting to present ideas in relation to how the High Needs Funding expenditure could be managed, and he would work with head teachers to minimise the impact that this had on schools. Mr Gough said that it was important to look at mainstream High Needs Funding and the changes that Kent had introduced in September 2017, the changes which were agreed with the School Funding Forum in the latter part of 2017, and the wider issues with High Needs Funding and overall general levels of demand. He said that there was much more work to be done in this area.

- e) In response to a question, Mr Gough suggested a Members Briefing to look at the statistical information within the report in further detail, this was welcomed by the Committee.
- f) A Member requested further statistical information on the impact of families from London coming to Thanet who were not under the responsibility of the other Local Authorities but required Kent's services, in addition to the school places. Mr Gough and the Chairman agreed that this information should be provided to either the Local Board or the Area Board.

3. RESOLVED that the verbal updates be noted.

## **70. The Education People - Implementation Update** *(Item 6)*

- 1. Graham Willett (Interim Chief Executive, KCC Education Services Company - The Education People) provided an update on the progress that had been made towards setting up a new Local Authority Trading Company (LATCo) for education services.
  - a) In response to a question, Graham Willett said that the business plan for the Education Services Company was being produced. He said that the document would need to be signed off by the Governance Board and that the process was in-hand. He had hoped that the document would be signed off by the end of February 2018.
  - b) The Chairman said that a Members Briefing would be arranged in February 2018 to discuss the finalised the business plan and to discuss the exempt information relating to the budget monitoring in relation to the item.

- c) In response to a question, Graham Willett said that Key Performance Indicators (KPI) were an ongoing piece of work with regards to the formalisation of the contract. Keith Abbott (Director of Education Planning and Access) said that he had been working towards the finalisation of the KPI's to finalise the specification.
  - d) In response to a question, Graham Willett said that there were 4 stakeholder non-executive directors which would represent Kent's special schools and head teachers of primary and secondary schools. He said that there were two KCC non-executive directors which were part of the board.
  - e) In response to a question, Keith Abbott confirmed that the draft KPI's would be brought to the next meeting of the CYPE Cabinet Committee.
  - f) In response to a question, Graham Willett said that ICT and HR would be bought into the Education Services Company, it was a contractual requirement to buy ICT and HR services from KCC for a minimum of one year with a six-month notice period. He said that the company itself was not yet engaged with trade unions.
2. The Committee RESOLVED to note the report. Dr Sullivan stated that she was not happy to note the report and asked that this be minuted.

**71. 17/00117 - Proposed Co-ordinated Schemes For Primary And Secondary Schools In Kent And Determinations of Admission Arrangements For Primary And Secondary Community And Voluntary Controlled Schools 2019/20**  
*(Item 7)*

1. Scott Bagshaw (Head of Admissions and Transport), introduced the report which updated Members of the Committee on the outcome of the consultation on the proposed scheme for transfer to Primary and Secondary schools in September 2019, including the proposed process for non-coordinated In-Year Admissions.
- a) In response a question, Scott Bagshaw said that the pupil premium allocation was allocated in a different way for each school. Each school had set their own arrangements to meet their needs as a school and also the needs of their pupils. There was no set place limit for pupil premiums. He said staff could visit schools to find out how pupil premium funding had been allocated and suggested that the Committee received an update on pupil premium at a future meeting.
  - b) In response to a question, Scott Bagshaw said that the school census information was available each year and would highlight the measure of how many children were attending school regularly.

- c) The Chairman asked that any readily-available information be circulated to all Members of the Committee.
  - d) In response to a question, Scott Bagshaw said that although there was a requirement for schools to maintain a waiting list until the end of term for pupil premium places, schools were encouraged to do this past this time.
  - e) In response to a question, Scott Bagshaw said that a clear, good quality map was available for all schools, so parents had a better-quality copy of this.
  - f) In response to a question, Scott Bagshaw said that the school had a legal requirement to maintain their own oversubscription criteria online on their own website. Admission arrangements were checked regularly to ensure that schools were adhering to legal obligations.
2. RESOLVED that the decision proposed to be taken by the Cabinet Member for Children, Young People and Education, to accept and determine
- a) The Coordinated Primary Admissions Scheme 2019/20 incorporating the In Year admissions process.
  - b) The Co-ordinated Secondary Admissions Scheme 2019/20 incorporating the In Year admissions process.
  - c) The oversubscription criteria relating to Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2019/20.
  - d) The oversubscription criteria relating to Community and Voluntary Controlled Secondary Schools in Kent 2019/20.
  - e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2019/20.
  - f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2019/20.
  - g) The relevant statutory consultation areas for Kent Infant, Junior and Primary Schools 2019/20 as detailed in Appendix C (3) and the relevant statutory consultation areas for Kent Secondary Schools 2019/20.

be endorsed.

**72. 17/00132 - Proposed changes to Meadowfield (Foundation Special) School, Sittingbourne for 1 September 2019**  
(Item 8)

- 1. Marisa White (Area Education Officer – East Kent) introduced the report which set out the education consultation on the proposed changes to Meadowfield (Foundation Special) School.

2. In response to a question, Marisa White said that the local Member remained objective to the proposed changes, but reflected that he understood the situation locally and was supportive of the proposal, although he remained objective as he would be declaring his interest in the Planning Applications Committee.
3. RESOLVED that the decision proposed to be taken by the Cabinet Member for Children, Young People and Education, to

Issue a public notice to

- permanently increase the designated number of the school from 209 to 348 for 1 September 2019
- alter the lower age range at Meadowfield School to formally include nursery provision for 1 September 2019.

And, subject to no new objections to the public notice

- a) Allocate £3.95 million from the Children, Young People and Education 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,

*The proposal for growth is subject to planning permission being secured for the additional accommodation. If for any reason planning consent is not achieved, KCC proposes to regularise the designated number to reflect the current number on roll. Therefore, under these circumstances, the proposed designated number would be 280.*

be endorsed.

**73. 18/00001 - Alteration of the decision to expand Deal Parochial CE Primary School by 1FE**  
(Item 9)

1. David Adams (Area Education Officer – South Kent) introduced report which set out the request to defer the expansion of Deal Parochial CE Primary School until September 2020 and the reasons for the request. He said that he had obtained views from the two local Members. One of the local Members said that whilst he had concerns about the deferral, he agreed providing that Kent had the agreement of schools to meet the demand. He also raised an issue regarding secondary education and whether there were sufficient places in Deal

for secondary pupils. Another local Member said he supported the expansion plans but equally agreed with the view of the head teacher that the decision to expand the school should be deferred. He had asked that potential transport and traffic implications continue to be assessed and that the Council use this opportunity to look to address issues further.

- a) In response to a question regarding the need for a bulge class, David Adams said that there were 307 first preference applications for 335 school places available in Deal. He said whilst he felt positive that this would be manageable without a bulge class, there was a risk that if a parent was refused admission to the school, an independent appeals panel, or the Schools Adjudicator, may determine whether the child should be admitted as the expansion proposal had gone through public consultation. Therefore, Kent County Council needed to be able to support Deal Parochial CE Primary School admit a bulge class if forced to do so, even if there was not a pressure on school places.
- b) In response to a question, David Adams said it was important to undertake assessments regularly to see whether the anticipated ongoing pressures were continuing to come through.
- c) In response to a question, David Adams confirmed that the proposed capital scheme for Deal Parochial CE Primary School involved a hall expansion, and the creation of a separate teaching block. The £250k referred to in the report related to an expansion of the school hall. This would create an additional space allowing the relocation of the library, which in turn would be used as the additional classroom. This solution represented better value for money than bringing on a temporary classroom, as the hall extension would be needed as part of the formal scheme.

2. RESOLVED that the decision proposed to be taken by the Cabinet Member for Children, Young People and Education, to

- i. Amend the implementation date for the expansion of Deal Parochial CE Primary School by 1FE, and the associated increase in the published admissions number to 60, until September 2020, and conditional upon the obtaining of planning permission for the school expansion; and
- ii. Agree £250,000 of the existing capital allocation be released to deliver small scale works at Deal Parochial CEPS to facilitate a bulge class if required,

be endorsed.

**74. Future Arrangements for Riverside Commissioned Children's Centre**  
*(Item 10)*



1. Roger Gough (Cabinet Member for Children, Young People and Education) introduced the report which set out the future arrangements for Riverside Commissioned Children's Centres and provided an overview of the outcomes that had been agreed in a previous meeting of the Committee. He discussed the importance of taking all views on board and said that discussions were an important part of the process. He said that he had had extensive and constructive discussions with local residents and Canterbury City Council.
2. Stuart Collins (Interim Director of Early Help and Preventative Services) said he had taken many of the views from Members of the Committee into consideration and had met with Canterbury City Council on several occasions to negotiate the use of Riverside services and how residents would access the services moving forward. He said that the proposal would not affect the nursery provision, but being part of the wider Early Help offer would extend the offer across the whole of Canterbury because Riverside would be used in addition to the other centres that were in place across Canterbury. Canterbury City Council were on board with the proposal and Stuart Collins said that he felt very confident that families using Riverside would see no difference to the services and would be subject to a wider offer across the whole of the county.
  - a) In response to comments and questions, Stuart Collins said that TUPE would apply for staff that were working across the children's centre and that those TUPE negotiations had started. He said that there were no current plans to extend the lease.
3. The Chairman thanked officers for working with Canterbury City Council and said suggested reviewing future sustainability when appropriate and extending lease arrangements in a couple of years' time.
4. RESOLVED the decision proposed to be taken by the Cabinet Member for Children, Young People and Education to bring Riverside Children's Centres into KCC directly delivered provision fully within the Early Help model and re-provision the existing Early Help offer with services continuing to be delivered at the Riverside Centre through a 3-year lease agreement with Canterbury City Council, be endorsed.

## **75. Budget Monitoring** *(Item 11)*

1. Simon Pleace (Finance Business Partner for Children, Young People and Education) introduced the report which provided Members of the Committee with the latest revenue and capital budget monitoring position for the 2017-18 financial year.
  - a) In response to a question, Simon Pleace said that the latest position assumed the £4million overspend would not be recovered and this was therefore reported as a pressure for the county. The Leader and Cabinet Members were having discussions with Ministers to seek additional funding

to cover the overspend, but at the moment there were no guarantees. He said that the pressure was dealt with corporately and did not have any direct effect on education. In response to a separate question regarding schools in deficit, he said that he would be able to provide additional information to Committee Members outside of the meeting with regards to the number of maintained schools that were in deficit.

- b) In response to a question, Simon Pleace said that Kent monitored school returns and received statutory returns throughout the year. He said that there had been focus specifically on schools that had an unexpected fall in their pupil numbers which would be a contributing factor to them receiving less funding, as well as schools that spend a disproportionate amount of their funding on staffing. He said that the National Funding Formula for the next year may offer some respite for some schools, but not for all schools. He said that there had been ongoing discussions with schools individually regarding the risks of going into deficit and the actions that they could take.

2. RESOLVED that the report be noted.

**76. Draft 2018-19 Budget and 2018-20 Medium Term Financial Plan**  
(Item 12)

1. Simon Pleace introduced the report which set out the draft 2018-19 Budget and 2018-20 Medium Term Financial Plan and updated the Committee on the progress of proposals.

- a) In response to a question, Matt Dunkley said that it was important to understand Kent's needs demographically and the changing nature of needs. He said that all capital challenges were focused around Kent's basic need, demand and the issues for schools. He said that Kent had been assessing ways in which the £2million saving could be made without losing vital services and bringing teams together to work in an efficient and integrated way. Mr Gough said that Kent had already started to bring services together to deliver savings.

- b) In response to a question, Mr Gough said that there were a specific set of proposals that were taken to the Funding Forum at the end of last year which focused primarily on the creation of a Need Specific Top Up Funding regime and assessing how schools manage their demand driven, individual need-focused process to one which seeks more to take account of categories of need and the bands of funding that would be associated with that. He said that High Needs was a budget that had been under a significant amount of pressure for some years.

2. RESOLVED that the report be noted.

**77. Performance Scorecard**  
(Item 13)

1. Matt Dunkley introduced the report which set out the directorate's performance management framework and the targets and milestones for each year up to 2020 to monitor performance on all key measures.
  - a) In response to comments and questions, Matt Dunkley said that there were significant issues with several looked after children who were placed by other local authorities who were not given a suitable place within schools but remain in placements in Kent. He said that Kent were seeking additional support from Ofsted regarding these children. He said that despite the large number of children in this category, it was important for Kent to find a way to support schools where planning is in place as smoothly as possible and meet those children's needs.
  - b) In response to comments and questions, Sarah Hammond said that the looked after children were children in addition to those coming into Kent from London boroughs, so there were a significant number of eastern European families coming into the county and their children could not speak English.
  - c) In response to a question relating to Social Worker caseloads, Sarah Hammond said that a number of gaps had been identified where there were additional resource needs across the whole of the county, and those areas had been staffed. This in turn put pressure on the staffing budget. She said that whilst it continued to be a challenge, Kent's social workers were working as efficiently as possible.
  - d) In response to a question, Matt Dunkley said he would ensure that a briefing note was distributed to all Members of the Committee which would provide persistent absence figures, indicators and an explanation as to why this was a high percentage.
  - e) In response to a question relating to fostering payments, Sarah Hammond said that relatives and friends of carers would automatically receive the same maintenance element as foster carers. They were given the opportunity to undertake a training programme and obtain a professional fee, but many of them did not want the professional fee element. She said that payment received would be exempt from any calculation of other welfare benefits, Kent would assist families but would not fund over and above what was paid to foster carers.
  - f) In response to a question, Mr Gough said that Kent had supported specialist support provision for mainstream schools and that demand pressures had risen to a greater extent than anticipated.
2. Matt Dunkley said that it was important to reflect on the Special Educational Needs and Disability strategy (SEND) and what had happened in Kent. He said that the measures taken by Kent were supposed to dampen demand but had

not worked. Therefore, looking at the relationship between development and demand was crucial.

3. Sarah Hammond said that the Head Start strategy was a school-based programme and was introduced on a gradual phased roll out. She said that although not all schools or areas had head start provision at present, it would be rolled-out throughout 2019.

4. RESOLVED that the report be noted.

**78. Work Programme 2018/19**  
*(Item 14)*

1. RESOLVED that the Work Programme for 2018 be noted.

**KENT COUNTY COUNCIL**

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**CORPORATE PARENTING PANEL**

MINUTES of a meeting of the Corporate Parenting Panel held in Darent Room, Sessions House, County Hall, Maidstone on Thursday, 9 November 2017.

PRESENT: Mrs A D Allen, MBE (Chairman), Mrs T Dean, MBE (Vice-Chairman), Mr G Cooke, Mr T Doran, Ms S Dunstan, Ms M Emptage (Substitute for Ms S Dunn), Mr D Farrell, Mrs S Gent, Mr S Griffiths, Ms S Hamilton, Mrs S Hammond, Mr A Heather, Ms N Khosla, Mrs C Moody, Ms C Mutton, Mr M J Northey and Mrs S Prendergast

ALSO PRESENT: Mr R W Gough and Ms N Sayer

IN ATTENDANCE: Miss K Mills (Commissioning Manager), Mrs M Robinson (Management Information Unit Service Manager), Ms C Smith (Interim Assistant Director for Corporate Parenting) and Miss T A Grayell (Democratic Services Officer)

**UNRESTRICTED ITEMS**

**37. Membership**

*(Item 1)*

It was noted that Sarah Hammond, Interim Director of Specialist Children's Services, had joined the Panel in place of Philip Segurola.

**38. Apologies and substitutes**

*(Item 2)*

Apologies for absence had been received from Alison Brett, Hazel Carpenter, Teresa Carpenter, Louise Fisher, Lesley Game, Reece Graves and Stephen Gray.

Marian Emptage was present as a substitute for Sue Dunn.

**39. Minutes of the meeting of the Panel held on 18 September 2017**

*(Item 3)*

It was RESOLVED that the minutes of the meeting held on 18 September 2017 are correctly recorded and they be signed by the Chairman. There were no matters arising.

**40. Chairman's Announcements**

*(Item 4)*

The Chairman expressed her appreciation of the contribution made to the Panel by the Virtual School Kent Apprentices (VSK) and said that the Panel's work would simply not be possible without them.

#### **41. Verbal Update from Our Children and Young People's Council (OCYPC)**

*(Item 5)*

1. Ms Mutton and Ms Dunstan gave a verbal update on the work of the OCYPC, the Super Council and the Young Adults Council. *The text of the update would be attached to these minutes.* They then responded to comments and questions from the Panel, including the following:-

- a) participation events offering arts and crafts activities in the half-term holiday had been much appreciated by the young people who had attended them;
- b) the Virtual Triathlon to Calais and back again had so far raised £753 towards the £1,000 target. The distance covered was 142 miles in just under six hours, with which participants were very pleased; and
- c) the Christmas dinner being arranged in the Canterbury area for care leavers who would be alone on Christmas Day was part of a national scheme and was being trialled in Kent for the first time this year. It was hoped that a larger event could be arranged for Christmas 2018. *Details of the crowdfunding page which would be set up to support the event would be circulated to the Panel via the Democratic Services Officer.*

2. It was RESOLVED that the verbal update be noted, with thanks.

#### **42. Corporate Parenting Challenge Cards**

*(Item 6)*

1. Mr Doran introduced the report and said what a great initiative the challenge card process had proved to be and that it was an excellent example of a good process developed by young people to publicise and address issues raised by other young people in care. He added that the Young Lives Foundation was shortly to become involved in the development of the challenge card process, to help address the issues raised.

2. He emphasised that the County Council had a policy of black sacks not being used at all when young people moved between placements, and aimed to see that all foster carers provided proper and appropriate luggage to be used on these occasions. This principal was included in the Foster Carers' Handbook and in Foster Carer Skills training, at which the importance of it would always be stressed. He said the complaint which gave rise to the challenge card may have related to one or two isolated incidents. However, there would need to be a way of dealing with complaints in cases where the policy was not being properly applied. He responded to comments and questions from the Panel, including the following:-

- a) black sacks could have been used to pack belongings for a variety of reasons, for instance if there were too much to fit into conventional luggage or boxes and black sacks had been used to pack the surplus. Although black sacks might prove convenient for this purpose, their use was not appropriate as they gave the impression of homelessness and that a young person's possessions were not being valued or respected. He said he

would seek to ensure that common sense was applied when helping any young person to pack up to move;

- b) asked who was expected to provide luggage, and if it might prove prohibitively expensive for foster carers hosting temporary placements to keep buying or lending luggage, when young people moved in and out frequently, Mr Doran clarified that a child or young person should own their own luggage and should not have to borrow it each time they moved. Foster carers should ensure that children and young people in their care were provide with adequate and suitable luggage;
- c) a foster carer pointed out that luggage could be bought inexpensively. Most young people either arrived with their own luggage or had it bought for them by their foster carers. The use of black sacks was something not heard about for years and was hopefully very rare. However, it was an important point which needed to be addressed; and
- d) other speakers expressed surprise that black sacks were still used as foster carers would receive notice that a young person was to move and would have time to organise in advance for their packing to be done properly. It was important that all belongings were packed in suitable containers to avoid damage in transit.

3. Ms Hammond added that the reported use of black sacks may have been associated with care leavers moving into independent or semi-independent accommodation and that foster carers may not be to blame. However, the principal of taking care and showing respect for someone's belongings still applied.

4. It was RESOLVED that the progress made to date on challenge card issues and the information given in response to comments and questions be noted, with thanks.

#### **43. Verbal Update by Cabinet Member for Children, Young People and Education**

*(Item 7)*

1. Mr R W Gough gave a verbal update on the following issues:-

**2017 Examination results** – examination results for summer 2017 had now been verified. **KS2** results had been the best ever, with a substantial overall increase since last year. Kent's performance was above both the national and south east averages, and the national attainment gap at KS2 between children in care and their peers had narrowed. These results were a great credit to the children in care and the support given to them by Virtual School Kent.

More detail on **KS4** results would be available in March as these were more difficult to verify but it was known that one UASC had achieved five passes at A\* and one student with SEND had achieved four GCSE passes. KS4 results were also more difficult to compare with peers, due to the changes made to GCSE examinations nationally and the impact of these upon children in care in particular. To help them manage placement moves and the resultant disruption to their education, children in care had relied upon their final result being based partly on their course work rather than solely on examination results, but the course work element had now been

removed. More change was due to come next year, which would add to the difficulty of comparing the overall picture to that of previous years.

In terms of achievements at **16+**, twenty young people had taken up university places in autumn 2017 and one VSK apprentice had passed NVQ Level 4 in Maths. There had been much progress since 2014/15 in addressing the number of young people not in education, employment or training (NEETs). The percentage of young people aged 16+ who were not in education, employment or training had fallen from 53% in 2014/15 to just over 38% in 2015/16 and 17% in 2016/17 and was expected to fall below 14% by the end of the 2017/18 academic year.

**UASC update** – as at 7 November, there were 344 UASC and 813 care leavers in Kent, but a substantial change was expected in January when many UASC would turn 18 and attain care leaver status. So far in 2017, there had been 180 new arrivals (compared to 388 in 2016 and 948 in 2015) and the rate was staying low and steady. So far in 2017, 253 UASC had been placed with other local authorities via the national transfer scheme (NTS), although some local authorities were finding it difficult now to accommodate the numbers of UASC being sent to them. Mr Gough explained that he chaired the South East Strategic Partnership on Migration, which was monitoring and assessing the effectiveness of the NTS. Mr Gough and Paul Carter had recently met the Immigration Minister to discuss the funding issues faced by the County Council as the frontline authority hosting UASC new arrivals.

**Celebration events – VSK/16+**; these were important in acknowledging and celebrating young people's achievements beyond their academic career, eg commitment and contributions to the Children In Care Council. This year's awards event had taken place on 16 October at Canterbury cricket ground and had been an excellent, well-attended event. The **Foster Carers awards** event had taken place on 4 October in Folkestone and had given an opportunity to acknowledge and celebrate the work of Kent's foster carers in caring for, supporting and championing children and young people in care.

2. Mr Gough responded to comments and questions about examination results, including the following:-

- a) the excellent KS2 examination results were welcomed but disappointment expressed about the KS4 results and the difficulties arising from the national change in assessment at KS4. However, as all pupils in the south east had experienced the same changes, it should still be possible to compare the attainment of children in care to that of their peers. The attainment gap between the two was still large and needed to be reduced. Mr Gough explained that it was not yet possible to make a comparison nationally of KS4 results, due to the changes to the assessment process made in the last year;
- b) Mr Doran added that KS4 achievements had been easier to support when VSK started, and Kent's results used to be above the national average. He agreed with Mr Gough that children in care relied on being able to use course work modules towards their final examination mark and would now feel the loss of this benefit. He added, however, that the performance of children in care had dipped when changes had been made previously, but had recovered once they settled into a new regime, and there was every reason to believe that performance would recover again. In response to a question about the extent to which the performance of children in care



could be compared to that of their peers, Mr Doran explained that it was difficult yet to see a clear picture and start to make a comparison; and

- c) Mr Gough emphasised how much of an achievement the KS2 results were as this area had previously been weak in Kent. Young people achieving good results at this stage were doing so against sharply-rising competition.
3. It was RESOLVED that the verbal updates be noted, with thanks, and that a review of academic attainment be made after March 2018, when more information would be available.

#### **44. Safer care for children living away from home**

*(Item 8)*

1. Ms Smith introduced the report and highlighted the key developments, including the spread of safeguarding training to all staff, foster carers and independent panel members, as well as to groups of young people, with appropriate support from Virtual School Kent and designated nurses for Looked After Children. Foster care households would be required to have a safe care plan for the family as well as an individual plan for each foster child. In addition, Prevent training had been reviewed since the recent Parson's Green terrorist event and had been shared with foster carers and staff, as well as independent fostering agency staff and providers of semi-independent accommodation. Ms Smith responded to comments and questions from the Panel, including the following:-

- a) a foster carer on the Panel confirmed that she received both safeguarding and Prevent training and that her annual review meetings checked that this training had been given. She said she had found the training helpful. Ms Khosla added that foster carers had helped to develop both the safeguarding and Prevent training and thanked those present for their valuable participation. Canterbury College had also been instrumental in spreading the training, added to wellbeing and health issues, to groups of young women;
  - b) asked if similar training would be made available to young men, Ms Khosla explained that, while most training for young people was made readily available to both genders equally, take-up of certain kinds of training tended to be lower among young women, so their groups had been set up to address this. However, some of the issues covered by these groups had been requested by young men and would be extended to them; and
  - c) Ofsted had recognised Kent's good work on training, and foster carers' contribution to the good outcome of the most recent Ofsted inspection should be recognised and celebrated.
2. It was RESOLVED that the information set out in the report, and given in response to comments and questions, be noted.

#### **45. Accommodation and housing options for 16/17 year old homeless young people, children in care and care leavers**

*(Item 9)*

1. Miss Mills introduced the report and responded to comments and questions from the Panel, including the following:-

- a) the accommodation options available for young people leaving care were welcomed as giving them an excellent opportunity to learn life skills such as budgeting and cooking; and
- b) asked about the potential de-commissioning of the Millbank reception centre for UASC, Mr Gough explained that a decision on the future use of this centre had yet to be taken but confirmed that there were no plans currently to close it. The County Council was currently looking into government funding for the establishment of a regional service centre. *The Panel would have regular updates on accommodation options for care leavers and further information on the use of this centre could be included then.*

2. It was RESOLVED that:-

- a) the plans to commission a new supported accommodation service, with a focus on a greater number of statutory service users;
- b) the new protocol for 16- and 17- year-old homeless young people and the update on Homelessness Reduction Act 2017; and
- c) the current procurement of a new shared accommodation service,  
be noted.

**46. Performance scorecard for Children in Care**  
(Item 10)

1. Mrs Robinson introduced the report and summarised key areas of performance, including placement stability, the number of care leavers in education, employment or training, and work with NHS partners to improve the completion of health assessments for children in care within the required timescale. Ms Sayer added that a similar challenge was being experienced within the NHS around the referrals process, which was being addressed with Ms Khosla. This joint work and the priority placed on this issue by KCC and NHS partners was welcomed.

2. It was RESOLVED that the performance data in the children in care scorecard be noted, with thanks.

From: Roger Gough, Cabinet Member for Children, Young People and Education  
Matt Dunkley, Corporate Director for Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee – 8 March 2018

Subject: **Verbal Update by the Cabinet Member and Corporate Director**

Classification: **Unrestricted**

Electoral Divisions: **All**

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

- National Offer Day
- School Transport
- Kent and Ofsted annual conversation summary

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From: Roger Gough, Cabinet Member for Children, Young People and Education  
 Matt Dunkley, Corporate Director of Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee - 8 March 2018

Subject: **PROPOSED REVISION OF RATES PAYABLE AND CHARGES LEVIED FOR CHILDREN'S SERVICES IN 2018-19**

Classification: Unrestricted

Future Pathway of Paper: Cabinet Member decision

Electoral Division: All

**Summary:**

This paper sets out the proposed revision to the rates payable and charges levied for children's services within Kent for the 2018-19 financial year.

**Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE** a recommendation to the Cabinet Member on the proposed decision to:

- (i) **APPROVE** the proposed changes to the rates payable and charges levied for Children's Services in 2018-19 as detailed in section 2 of this report.
- (ii) **NOTE** both the changes to the following rates that are dictated by external agencies: Inter-agency charges and Essential Living Allowance and; any charges to other Local Authorities for use of in-house respite residential beds are to be calculated on a full cost recovery basis.
- (iii) **DELEGATE** authority to the Corporate Director of Children, Young People and Education, or other nominated officer, to undertake the necessary actions to implement the decision.

**1. Introduction**

- 1.1 This report is produced annually and seeks approval for the Council's proposed rates and charges levied for the forthcoming financial year.
- 1.2 The report distinguishes between these rates and charges over which Members can exercise their discretion and those which are agreed nationally.

- 1.3 In relation to those rates and charges where Members can exercise their discretion, we have traditionally increased these annually in line with the annual CPI increase. In recent times, as CPI has been so low, a hybrid blended model has been adopted which included CPI and the average percentage increase for KCC pay performance. The CPI increase between September 2016 and September 2017 is +3% and we believe this represents a fair and responsible percentage increase and have therefore reverted to using solely CPI as the inflation indicator.
- 1.3 The effective date for these proposed rate changes is 1 April 2018 and they will apply until 31 March 2019 or until a decision is taken to revise these rates further, whichever is sooner.
- 1.4 In relation to the proposed increases to the rates we pay, additional funding has been included within the Directorate's 2018-19 budget proposals, under the heading "Inflation - Children's Social Care" at just under £1.5m. This calculation includes the a +3% uplift for all in-house fostering and associated payments.

## 2. Rates payable and charges levied for Children's Services

- 2.1 The remainder of this report set out the methodology for each proposed rate increase. Attached at appendix 1 is a list of all rates and charges proposed for 2018-19 compared to the approved 2017-18 rates and charges.

### 2.2 Adoption Service Charges

#### Inter-Agency Charges – Voluntary Adoption Agencies and Local Authorities

The inter-agency fee for adoption was first introduced in 1992 to reflect the expenditure incurred in family finding, preparation and placement of children. These charges are agreed by the following; Local Government Agency (LGA), Consortium of Voluntary Agencies (CVAA), Association of Directors of Children Services (ADCS) and Society of Local Authority Chief Executive (SOLACE) and therefore are not within our discretion to alter. The rates for 2018-19 remain unchanged from those published in 2014-15.

<b>Local Authority</b>	
One Child	£27,000
2 Siblings	£43,000
3+ Siblings	£60,000
<b>Voluntary Adoption Agencies</b>	
One Child	£27,000
2 Siblings	£43,000
3 Siblings	£60,000
4 Siblings	£68,000
5 Siblings	£80,000

## Review of the Interagency Fee

Last year, ADCS, CVAA and LGA issued a joint statement on the future of the interagency fee. This statement recognised the changing landscape of adoption, with the move towards regional adoption agencies and the need to offer some clarity on the interagency fee going forward. ADCS, CVAA and LGA also committed to reviewing the level at which the interagency fee is set. We await the review findings.

### 2.3 Foster Care Payments

#### a) Maintenance

The Council has traditionally maintained a direct link to the Department for Education (DfE) published fostering rates. The DfE published have now published their 2018-19 Fostering Rates (<https://www.gov.uk/foster-carers/help-with-the-cost-of-fostering>)

The figures in the table below have been calculated by taking the DfE published rates, divide by 52 and multiple by 56. This provides an additional four weeks of funding to Kent foster carers to cover holidays, birthdays, religious observations and Christmas.

	2017-18 Minimum weekly rates  (to be updated)
All placements under 2 years old	£150.77
All placements 2 to 4 years old	£155.08
All placements 5 to 10 years old	£172.31
All placements 11 to 15 years old	£196.00
All placements over 16 years old	£230.46

Please note that these rates also apply to Permanency Arrangement Orders payments within Children's Services e.g. Adoption and Special Guardianship Orders.

#### b) Reward Element

An increase of +3.0% based on the CPI rate is proposed for 2018-19.

- Non-related placements for 0 to 8 years old      £113.60 per week
- Non-related placement for 9 to 18 years old      £215.77 per week

#### c) Disability Enhancement

An enhancement will be paid to all foster carers of disabled children whose case is open to the Disabled Children's Service or Sensory Loss Team. An assessment is undertaken by the child's social worker to determine the level of needs, presented to the funding panel. The enhancement rate is to be reviewed on a yearly basis. There are currently two rates:

Standard – Carers will receive an enhancement payment of 30% uplift of the higher reward element.

This equates to a rate of £64.73 per week.

Enhanced – Carers will receive an enhancement payment of 40% uplift of the higher reward element.

This equates to a rate of £86.31 per week.

## 2.4 Foster Care Skills Based Payments

Payment for Skills was introduced in 2007 and is based on foster carers meeting a required level of competence through qualifications and a competency framework. This is currently under review, to allow greater flexibility for progression through the skills levels, rewarding years of service and wider contributions to Kent Fostering, alongside existing training and qualifications. The review is being undertaken with the Foster Carer ambassadors and Kent Foster Carer Association (KFCA).

It is recommended that these rates receive an uplift in line with the CPI rate +3.0%. The proposed new rates for 2018-19 are:

Level 2	£21.04 per week
Level 3	£52.58 per week

Any recommended changes following the review would be presented to members for agreement before implementation.

## 2.5 Specialist Foster Care Payments

### a) Single Placement Supplement

This is calculated as twice the age-related reward element

Age 0 to 8 years old	£227.20
Age 9 to 18 years old	£431.54

### b) Therapeutic Fostering Supplement

This scheme ended on 31 March 2018.

## 2.6 Essential Living Allowance

This is the weekly payment to Care Leavers including Unaccompanied Asylum Seeking Children (UASC). The rate payable is in line with the Job Seeking Allowance for a single adult aged under 25 of £57.90 from 1 April 2018. Please note that this rate has been frozen at the 2017-18 amount.



## 2.7 Other Local Authority Charges

### a) Social work support and assessment

This relates to KCC social workers undertaking work on behalf of other local authorities. The proposed rate for 2018-19 is £72.38 per hour.

### b) Administration fee associated with social work support and assessment

This relates to the administration fee to cover the time associated with recharging other local authorities, and it is credited to the social work team claiming the recharge. The proposed flat rate for 2018-19 is £20.00 per invoice.

### c) Residential Respite Service

This relates to a charge we make to other local authorities who place children in our in-house respite residential beds. The value of the charge will be agreed by the operational service on an individual home basis, and will be calculated based on full cost recovery.

## 3. Recommendation(s):

The Children, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE** a recommendation to the Cabinet Member on the proposed decision to:

- (i) **APPROVE** the proposed changes to the rates payable and charges levied for Children's Services in 2018-19 as detailed in section 2 of this report.
- (ii) **NOTE** both the changes to the following rates that are dictated by external agencies: Inter-agency charges and Essential Living Allowance and; any charges to other Local Authorities for use of in-house respite residential beds are to be calculated on a full cost recovery basis.
- (iii) **DELEGATE** authority to the Corporate Director of Children, Young People and Education, or other nominated officer, to undertake the necessary actions to implement the decision.

## 8. Background Documents (plus links to document)

None

## 9. Contact details

Report Author

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- Corporate Director for Children, Young People and Education
- 03000 416991
- [matt.dunkley@kent.gov.uk](mailto:matt.dunkley@kent.gov.uk)
  
- Sarah Hammond
- Interim Director for Specialist Children's Services
- 03000 411488
- [matt.dunkley@kent.gov.uk](mailto:matt.dunkley@kent.gov.uk)

# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

**DECISION TO BE TAKEN BY:**

**Roger Gough,  
Cabinet Member for Children, Young People and  
Education**

**DECISION NO:**

**18/00004**

Unrestricted

Key decision: YES

To revise the rates payable and charges levied for Children's Services from 1 April 2018.

**Subject: Proposed Revision of Rates Payable and Charges Levied by Kent County Council for Children's Social Care Services in 2018-19**

**Decision:**

As Cabinet Member for Children, Young People and Education, I propose to:

**a) APPROVE:**

i) The weekly Foster Care Maintenance allowance is increased to:

All placements under 2 years old	£150.77
All placements 2 to 4 years old	£155.08
All placements 5 to 10 years old	£172.31
All placements 11 to 15 years old	£196.00
All placements over 16 years old	230.46

ii) The weekly Foster Care Reward element is increased to:

Non-related placements 0 to 8 years old	£113.60
Non-related placements 9 to 18 years old	£215.77

iii) The weekly Foster Care Disability Enhancement is increased to:

Standard	£64.73
Enhanced	£86.31

iv) The weekly Foster Care Skills Based Payment is increased to:

Level 2	£21.04
Level 3	£52.58

v) The weekly Foster Care Single Placement Supplement is increased to:

Age 0 to 8 years old	£227.20
Age 9 to 18 years old	£431.54

vi) The Local Authority charges to OLAs for Children's Services are increased to:

Social work support and assessment (per hour)	£72.38
Administration fee associated with social work support and assessment (per invoice)	£20.00

**b) NOTE:**

vii) The rates which are dictated by external agencies i.e. Inter-agency charges and Essential Living Allowance.

viii) The charges for other Local Authority for use of in-house respite residential beds is to be calculated on a full cost recovery basis.

c) **DELEGATE:**

ix) Authority to the Corporate Director of Children, Young People and Education, or other nominated officers, to undertake the necessary actions to implement the decision.

**Reason(s) for decision:**

The proposed rates payable and charges levied for Children's Services are reviewed annually, with any revisions normally introduced from the start of the new financial year.

Some of the increases are directly linked to the published Department for Education fostering rates, which are reviewed by the Department annually.

**Equality Implications**

We have not assessed any adverse impact within these proposals to increase funding rates for children's services. With regards to the Therapeutic Re-parenting Programme (TRP), which is ceasing on 31 March 2018, we have not assessed any adverse impact. TRP was a specialist fostering 2 year programme specifically for children with an attachment disorder aged 4-11 years old. It provided a single placement for approximately 15 children per year, whose foster carers received intensive support using the network meeting model of intervention. It was a high cost provision that had mixed results and was only successful for a small number of children. In 2016 there was a plan to end this model and introduce the Sense of Belonging Project, which now aims to support 150 children/foster carers per year (using the same level of funding provision).

**Financial Implications**

The increase in payments and income have been reflected in the Council's draft budget plans which are being presented to County Council on 20 February 2018.

**Legal Implications**

The report distinguishes between those rates and charges over which Members can exercise their discretion, and those set by Government/external agencies.

**Cabinet Committee recommendations and other consultation:**

The proposed decision will be discussed at the Children's, Young People and Education Cabinet Committee on 8 March 2018 and the outcome from that committee meeting will be included in the paperwork which the Cabinet Member will be asked to sign.

**Any alternatives considered and rejected:**

None

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

None

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signed

.....

date

**Children's Social Care – Comparison between approved 2017-18 and proposed 2018-19 rates and charges**

Description of Payment/Charge	Basis	2017-18	2018-19	Movement in Rate	
		Rate	Proposed Rate	£	%
		£	£	£	%
<b>Adoption Service Charges</b>					
<i>Local Authority</i>					
One child	per child	£27,000	£27,000	£0	0%
2 Siblings	per child	£43,000	£43,000	£0	0%
3+ Siblings	per child	£60,000	£60,000	£0	0%
<i>Voluntary Adoption Agencies</i>					
One child	per child	£27,000	£27,000	£0	0%
2 Siblings	per child	£43,000	£43,000	£0	0%
3 Siblings	per child	£60,000	£60,000	£0	0%
4 Siblings	per child	£68,000	£68,000	£0	0%
5 Siblings	per child	£80,000	£80,000	£0	0%
<b>Foster Care – Maintenance</b>					
All placements under 2 years old	Weekly	£148.62	£150.77	£2.15	1.4%
All placements 2 to 4 years old	Weekly	£152.92	£155.08	£2.16	1.4%
All placements 5 to 10 years old	Weekly	£170.15	£172.31	£2.16	1.3%
All placements 11 to 15 years old	Weekly	£192.77	£196.00	£3.23	1.7%
All placements over 16 years old	Weekly	£227.23	£230.46	£3.23	1.4%
<b>Foster Care - Reward</b>					
Non-related placements for 0 to 8 years old	Weekly	£110.29	£113.60	£3.31	3.0%
Non-related placement for 9 to 18 years old	Weekly	£209.49	£215.77	£6.28	3.0%

<b>Foster Care - Disability Enhancement</b>					
Standard	Weekly	£62.85	£64.73	£1.88	3.0%
Enhanced	Weekly	£83.80	£86.31	£2.51	3.0%
<b>Foster Care Skills Based Payments</b>					
Level 2	Weekly	£20.43	£21.04	£0.61	3.0%
Level 3	Weekly	£51.05	£52.58	£1.53	3.0%
<b>Specialist Foster Care Payments</b>					
<i>Single Placement Supplement</i>					
Age 0 to 8 years old	Weekly	£220.58	£227.20	£6.62	3.0%
Age 9 to 18 years old	Weekly	£418.98	£431.54	£12.56	3.0%
<b>Essential Living Allowance</b>					
Job Seekers Allowance rate for single adult aged under 25	Weekly	£57.90	£57.90	£0	0%
<b>Other Local Authority Charges</b>					
Fostering services – Social work support and assessment	Hourly	£70.27	£72.38	£2.11	3.0%
Administration fee associated with social work support and assessment	Invoice	£10.46	£20.00	£9.54	91.2%

**Kent County Council  
Equality Analysis/ Impact Assessment (EqIA)**

**Directorate/ Service: Children, Young People and Education**

**Name of decision, policy, procedure, project or service:** Annual increase to rates and charges for children's services

**Responsible Owner/ Senior Officer:** Sarah Hammond, Interim Director of Specialist Children's Services

**Version:** 2

**Author:** Simon Pleace, Finance Business Partner for Children, Young People and Education

**Pathway of Equality Analysis:** CYPE DMT, CYPE Cabinet Committee, Cabinet Member

**Summary and recommendations of equality analysis/impact assessment.**

**Context**

The policy of what we pay (and what charges we apply) for children's services has already been agreed and is separate to this decision. This decision relates solely to the annual uplift which is part of the Council's draft budget proposals for 2018-19.

**Aims and Objectives**

The aim of the policy is to apply an inflationary increase to the rates we pay and the charges we receive for children's services

**Summary of equality impact**

We have not assessed any adverse impact within these proposals to increase funding rates for children's services. With regards to the Therapeutic Re-parenting Programme (TRP), which is ceasing on 31 March 2018, we have not assessed any adverse impact. TRP was a specialist fostering 2 year programme specifically for children with an attachment disorder aged 4-11 years old. It provided a single placement for approximately 15 children per year, whose foster carers received intensive support using the network meeting model of intervention. It was a high cost provision that had mixed results and was only successful for a small number of children. In 2016 there was a plan to end this model and introduce the Sense of Belonging Project, which now aims to support 150 children/foster carers per year (using the same level of funding provision).

**Adverse Equality Impact Rating Low**

**Attestation**

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning annual increase to rates and charges for children's services. I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

Updated 28/02/2018

**Head of Service**

Signed:

Name:

Job Title:

Date:

**DMT Member**

Signed:

Name: Sarah Hammond

Job Title: Interim Director of Specialist Children's Services

Date:

DRAFT



**Part 1 Screening**

**Could this policy, procedure, project or service, or any proposed changes to it, affect any Protected Group (listed below) less favourably (negatively) than others in Kent?**

**Could this policy, procedure, project or service promote equal opportunities for this group?**

DRAFT

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
<b>Age</b>	No	No	No	
<b>Disability</b>	No	No	No	Kent chooses to pay a disability enhancement rate. This is expected to have a positive impact on Children and young people with disabilities
<b>Gender</b>	No	No	No	
<b>Gender identity/ Transgender</b>	No	No	No	
<b>Race</b>	No	No	No	Kent chooses to pay essential living allowance to all eligible care leavers, including UASC. It does not differentiate between "citizen" young people and those who are unaccompanied asylum-seeking children and young people. As such this is a positive race/ nationality impact.

<b>Religion and Belief</b>	No	No	No	
<b>Sexual Orientation</b>	No	No	No	
<b>Pregnancy and Maternity</b>	No	No	No	
<b>Marriage and Civil Partnerships</b>	No	No	No	
<b>Carer's Responsibilities</b>	No	No	No	<p>Kent chooses to pay a range of additional supplement, in addition to the maintenance and reward payments, to recognise carers who have a higher level of development and, skills to respond to disability and complexity of need.</p> <p>Please note that the Council promotes the professionalism of the fostering service by the Payment for Skills.</p>

**Internal Action Required**      **NO**

Please forward a final signed electronic copy and Word version to the Equality Team by emailing [diversityinfo@kent.gov.uk](mailto:diversityinfo@kent.gov.uk)

If the activity will be subject to a Cabinet decision, the EqIA must be submitted to committee services along with the relevant Cabinet report. Your EqIA should also be published.

The original signed hard copy and electronic copy should be kept with your team for audit purposes.

DRAFT

From: Roger Gough, Cabinet Member for Children, Young People and Education  
 Matt Dunkley, Corporate Director of Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee – 8<sup>th</sup> March 2018

Decision No: 18/00013

Subject: **To Procure A New Contract For The Delivery Of Independent Adoption And Special Guardianship Order Support Services**

Classification: Unrestricted

Key Decision: Expenditure of over £1m

Past Pathway of Paper: Children, Young People and Education Directorate Management Team – 17<sup>th</sup> January 2018

Future Pathway of Paper: Cabinet Member decision

Electoral Division: All

**Summary:** The current KCC commissioning arrangements for Independent Adoption and Special Guardianship Order (SGO) Support Services are due to expire in September 2018.

A diagnostic analysis of the current commissioning arrangements, along with market and stakeholder engagement has taken place to inform the future commissioning plan. The results of this work have been used to inform the implementation of new commissioning and procurement arrangements for these statutory services. This report outlines the key findings from the work.

**Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE** or **MAKE RECOMMENDATIONS** to the Cabinet Member for Children, Young People and Education on the proposal to:-

**a) Agree** to procure a new contract for Independent Adoption and Special Guardianship Order Support Services; and

**b) Delegate** authority to the Corporate Director of Children, Young People and Education, or other nominated officer, to undertake the necessary actions to implement the decision.

## **1. Introduction**

- 1.1 This paper provides an overview on the planned future commissioning and procurement arrangements for Independent Adoption and Special Guardianship Order Support Services.
- 1.2 The proposed decision links to KCC's strategic outcome: Children and young people in Kent get the best start in life.
- 1.3 The current contract is due to expire on 30<sup>th</sup> September 2018 and agreement is sought to procure a new contract, ensuring that the learning from the diagnostic of the current service informs the future commissioned model.

## **2. Background**

- 2.1 KCC's Independent Adoption and SGO Support Services have been outsourced for more than 10 years, and have previously been subject to 3 competitive tenders. The current provider is Barnardo's.
- 2.2 There are four individual elements to the overall contract and the following gives a brief description.

### **An independent support service to birth parents**

To provide a support and counselling service to birth parents prior to an adoption taking place, where a child is (or children are) looked after by the Council, and for whom adoption has been identified as the permanency plan.

### **A service that provides access to birth records and intermediary services for adult adoptees**

To assist adopted persons either adopted through the Council or who are resident in Kent, and who are aged 18 and over, to obtain information in relation to their adoption and to facilitate contact between such persons and their adult birth relatives.

### **Access to information and intermediary services for birth relatives and those with a prescribed relationship**

To provide advice and support to birth relatives and those with a prescribed relationship aged 18 years and over, who require intermediary and counselling services and access to non-identifying information regarding their adoption.

In 2014 a change in legislation extended the provision of intermediary services to facilitate contact between persons with a prescribed relationship. This is defined as individuals who still have a relationship with the adoptee by blood, marriage or civil partnership.

### **Contact services (direct contact and letterbox contact)**

To provide a direct and indirect contact service for children under the age of 18 who have been adopted or who are subject to a Special Guardianship Order and who have agreed contact with their birth relatives.

- 2.3 These are statutory services which all local authorities are required to make available for those meeting the relevant criteria.

### **3. Commissioning Approach**

- 3.1 With the current contract due to expire in September 2018, KCC Children's Commissioning team were tasked with carrying out a full analysis of the current commissioning arrangement and to use the findings to inform the future commissioning plan.
- 3.2 The review covered Efficiency (utilisation), Effectiveness (quality and performance management) and Resources (spend).
- 3.3 Regular contract monitoring, and receipt of performance management data has enabled Children's Commissioning to base future needs and requirements on up to date evidence.
- 3.4 The key findings from the analysis were as follows:
  - Change in legislation for those with a prescribed relationship had limited impact on referrals
  - Overall referral levels show some decline, but active caseloads are higher than anticipated
  - Waiting lists show significant improvement due to active contract management
  - The current performance and reporting arrangements are too onerous and there is an opportunity for simplifying the approach for collecting key performance data in the new contract
  - Cost/pricing model not linked to performance and productivity
  - Service is well regarded by service users

### **4. Stakeholder & Market Engagement**

- 4.1 Feedback has been sought from a range of stakeholders on the current service to assist in determining future key issues that need to be addressed within the new contract.
- 4.2 Service users report that they feel well supported by the service with aspects of service delivery highly valued such as letter writing workshops and support groups.
- 4.3 These services can only be delivered by either a Local Authority or an Ofsted Registered Adoption Support Agency (ASA). Many ASA's are voluntary sector agencies, small in size, and focused on their immediate locality which has led to a limited response to previous tenders of this contract.
- 4.4 There has been some expansion in the market, but it has not been rapid or substantial. To stimulate further interest a notification was published on the Kent Business Portal inviting interested parties to attend a market event on 31<sup>st</sup> January 2018. The purpose of the event was to provide an opportunity for suppliers to find out about our independent adoption support services and for the Council to outline its future commissioning intentions and for suppliers to discuss ideas, views and suggestions directly with commissioners. A total of 7 supplier organisations expressed an interest in attending the event, and 4 suppliers attended.

## **5. Procurement**

5.1 The results from the Diagnostic Report together with the consultation carried out with the market and the in-house adoption service, has enabled us to identify what improvements need to be made in the new contract and how efficiencies can be sought as part of the procurement and contracting process.

5.2 The procurement options considered were:

1. Do Nothing

These are statutory services which all Local Authorities must make available to those meeting the established legal criteria.

2. Bring the Services In-House

This option would require significant issues to be managed including the TUPE of staff from the existing provider, decisions on location and office accommodation, managing the transition of a significant number of archive adoption files and mobilisation of the service.

3. Re-Tender Service

The Adoption Service already has a track record of working with external providers of this service. Keeping to this type of arrangement will represent the least change and impact to the in-house team. This option also allows time for future planning with Medway Council and the London Borough of Bexley regarding the development of a Regional Adoption Agency and its jointly commissioned services.

5.3 The recommendation endorsed by Children, Young People and Education Directorate Management Team was to re-tender the services for a 5 year contract. This decision has also been endorsed by Strategic Commissioning Board.

5.4 This opportunity will be published as a competitive tender utilising a Light Touch Regime as described within the Public Contracts Regulations 2015. It will be issued through the Kent Business Portal to ensure that the market access the same information, at the same time, and that transparency of process is demonstrated.

5.5 The contract will run for a 3 year term with the ability to issue a 2 year contract extension.

5.6 It is anticipated that the Invitation to Tender will be published during April 2018 with the new contract effective from 1<sup>st</sup> October 2018.

## **6. Financial Implications**

6.1 These services are currently funded from the Specialist Children's Services Adoption budget. The current contract has a 4 year life value of £1,505,100.

6.2 As part of the commissioning and procurement of a new contract an alternative cost/pricing model will be applied that will link performance levels to payments made. Future demand has also been modelled showing reduced referral levels. This combination of reduced referrals and a pricing model more closely linked to



the amount of activity delivered provides an opportunity for efficiencies of up to £15,000 to be made through the procurement process.

## **7. Legal implications**

7.1 The services which are delivered under this contract are subject to specialised additional legislation and guidance which provides a comprehensive framework within which adoption agencies are expected to operate and deliver the services.

7.2 The following is some of the legal framework applicable to accessing adoption information:

- Adoption Agencies Regulations 1983
- Adoption and Children Act 2002
- The Adoption Information and Intermediary Services (Pre-Commencement Adoptions) Regulations 2005
- The Disclosure of Adoption Information (Post commencement Adoptions) Regulations 2005

7.3 As part of any procurement, process checks will be carried out to ensure that the successful Contractor is either a registered Adoption Support Agency or is able to register with Ofsted to become a registered Adoption Support Agency before the contract start date.

7.4 The Treaty of Rome, EU directives and UK legislation require that competition will be part of an overall procurement approach to securing goods and services. It is anticipated that there will be no legal implications as a competitive procurement process will be undertaken.

## **8. Equalities implications**

8.1 An Equality Impact Assessment regarding this service is currently being undertaken and any findings will be incorporated into the new service specification.

## **9. Other corporate implications**

9.1 The services which will be covered by this new contract fully complement the current activity delivered by the Adoption Service. Discussions are continuing regarding the progression towards a Regional Adoption Agency with Medway Council and the London Borough of Bexley. As this development continues, a diagnostic analysis will be carried out across all three Councils looking at their commissioned adoption services with a view to joint commissioning when contracts are due for renewal.

## **10. Governance**

10.1 The results from the diagnostic analysis of the current services along with proposed commissioning strategy has already been considered by Specialist Children's Services Divisional Management Team, Children, Young People & Education Directorate Management Team and Strategic Commissioning Board. They have all endorsed the recommendation to procure a new contract for Independent Adoption and Special Guardianship Support Services. Agreement is

sought from the Children's Young People and Education Cabinet Committee to endorse this decision.

10.2 The Children's Young People and Education Cabinet Committee is also requested to give delegated authority to the Corporate Director for Children, Young People and Education to award the contract following a competitive procurement process. An award report on the outcome of the procurement process will be reported to the Cabinet Committee.

10.3 Due to the approximate value of the new arrangement it does mean that the contract will require Sealing by our Legal department in line with the Council requirements.

## 11. Conclusions

11.1 Strategic Commissioning, on behalf of Specialist Children's Services, has undertaken a robust diagnostic analysis, market and stakeholder engagement to inform the future commissioning requirements for an Independent Adoption and Special Guardianship Support Service. The new contract will offer a range of statutory services for all those living in Kent (excluding Medway), who meet the requirements under the relevant legislation.

## 12. Recommendation(s):

The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE**, or **MAKE RECOMMENDATIONS** to the Cabinet Member for Children, Young People and Education on the proposal (attached as Appendix A) to:

- a) **Agree** to procure a new contract for Independent Adoption & Special Guardianship Order Support Services; and
- b) **DELEGATE** authority to the Corporate Director of Children, Young People and Education, or other nominated officer, to undertake the necessary actions to implement the decision.

## Contact details

Report Author: Karen Sharp Name and job title: Head of Children's Commissioning Portfolio Telephone number: 03000 416668 Email address: Head of Children's Commissioning Portfolio Karen.sharp@kent.gov.uk	Relevant Director: Matt Dunkley Name and job title: Corporate Director, Children, Young People & Education Telephone number: 03000 416991 Email address: Matt.Dunkley@kent.gov.uk
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# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,  
Cabinet Member for Children, Young People and  
Education

DECISION NO:

**18/00013**

**Unrestricted**

**Subject: To Procure A New Contract For The Delivery Of Independent Adoption And Special Guardianship Order Support Services**

Decision:

**As Cabinet Member for Children, Young People and Education Cabinet I agree to:**

- a) procure a new contract for Independent Adoption and Special Guardianship Order Support Services; and**
- b) Delegate authority to the Corporate Director of Children, Young People and Education, or other nominated officer, to undertake the necessary actions to implement the decision.**

Reason(s) for decision:

In taking this decision I have taken into consideration:

KCC's Independent Adoption and SGO Support Services have been outsourced for more than 10 years, and have previously been subject to 3 competitive tenders. The current provider is Barnardo's.

There are four individual elements to the overall contract and the following gives a brief description.

**An independent support service to birth parents**

To provide a support and counselling service to birth parents prior to an adoption taking place, where a child is (or children are) looked after by the Council, and for whom adoption has been identified as the permanency plan.

**A service that provides access to birth records and intermediary services for adult adoptees**

To assist adopted persons either adopted through the Council or who are resident in Kent, and who are aged 18 and over, to obtain information in relation to their adoption and to facilitate contact between such persons and their adult birth relatives.

**Access to information and intermediary services for birth relatives and those with a prescribed relationship**

To provide advice and support to birth relatives and those with a prescribed relationship aged 18 years and over, who require intermediary and counselling services and access to non-identifying information regarding their adoption.

In 2014 a change in legislation extended the provision of intermediary services to facilitate contact between persons with a prescribed relationship. This is defined as individuals who still have a relationship with the adoptee by blood, marriage or civil partnership.

Contact services (direct contact and letterbox contact)

To provide a direct and indirect contact service for children under the age of 18 who have been adopted or who are subject to a Special Guardianship Order and who have agreed contact with their birth relatives.

These are statutory services which all local authorities are required to make available for those meeting the relevant criteria.

Strategic Commissioning, on behalf of Specialist Children's Services, has undertaken a robust diagnostic analysis, market and stakeholder engagement to inform the future commissioning requirements for an Independent Adoption and Special Guardianship Support Service. The new contract will offer a range of statutory services for all those living in Kent (excluding Medway), who meet the requirements under the relevant legislation.

#### Financial Implications

These services are currently funded from the Specialist Children's Services Adoption budget. The current contract has a 4-year life value of £1,505,100.

As part of the commissioning and procurement of a new contract an alternative cost/pricing model will be applied that will link performance levels to payments made. Future demand has also been modelled showing reduced referral levels. This combination of reduced referrals and a pricing model more closely linked to the amount of activity delivered provides an opportunity for efficiencies of up to £15,000 to be made through the procurement process.

The full report will be presented to Children, Young People and Education Cabinet Committee on the 8<sup>th</sup> March and their recommendations will be set out below.

#### Cabinet Committee recommendations and other consultation:

Any alternatives considered: All the alternatives will be presented to Children, Young People and Education Cabinet Committee on 8<sup>th</sup> March 2018.

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer: None.

.....  
**Signed**

.....  
**Date**

**Kent County Council  
Equality Analysis/ Impact Assessment (EqIA)**

**Directorate/ Service: SCS – Adoption Service**

**Name of decision, policy, procedure, project or service: Independent Adoption & Special Guardianship Order (SGO) Support Services**

**Responsible Owner/ Senior Officer: Karen Sharp**

**Version: 0.1**

**Author: Madeline Bishop/Michelle Hall**

**Pathway of Equality Analysis:**

<b>Governance Pathway</b>	<b>Date</b>
Specialist Children's Services DivMT	12 <sup>th</sup> December 2017
Children, Young People & Education DMT	17 <sup>th</sup> January 2018
Strategic Commissioning Board	23 <sup>rd</sup> February 2018
Children, Young People & Education Cabinet Committee	8 <sup>th</sup> March 2018

**Summary and recommendations of equality analysis/impact assessment.**

- **Context**

Kent County Council has outsourced the service known as Connecting Adoptive Families Independent Service (CAFIS) for in excess of 10 years. The services encompass a range of independent adoption and Special Guardianship Order (SGO) Support Services. Delivering these services is a statutory requirement and they are underpinned by a comprehensive specialised legislative framework. The current contract held by Barnardo's ends on 30<sup>th</sup> September 2018, having been running for a term of 4 years.

- **Aims and Objectives**

Having fulfilled all internal governance requirements, the Council is seeking to commission and re-tender a county-wide contract for Independent Adoption and Special Guardianship Order Support Services from the 1<sup>st</sup> October 2018.

- **Summary of equality impact**

The Independent Adoption and SGO Support Services are statutory services which all Local Authorities need to deliver.

Updated 28/02/2018

Eligibility for each of the four individual services is identified within a comprehensive legislative framework:

Service A: An Independent Support Service for birth parents. Available to any birth parent with a child who had adoption as the Plan.

Service B & C: Access to birth records, information and intermediary services. Available to all adult adoptees, birth families and those with a prescribed relationship

Service D: Contact Services. Available for all adopted children under 18 years.

The service provider already makes positive changes to the delivery of the service to take into account those with disabilities, health issues or language difficulties. This will continue to be a requirement in any new contract and will be specified accordingly.

For the Marriage/Civil Partnership protected group there is a positive impact following changes in legislation regarding access to adoption records.

The future service model will remain unchanged in terms of eligibility in order to meet the legislative requirements and no negative distinctions will be made for those with protected characteristics.

**Adverse Equality Impact Rating: Low**

**Attestation**

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning Independent Adoption Support Services. I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

**Head of Service**

Signed: \_\_\_\_\_ Name: \_\_\_\_\_

Job Title: \_\_\_\_\_ Date: \_\_\_\_\_

**DMT Member**

Signed: \_\_\_\_\_ Name: \_\_\_\_\_

Job Title: \_\_\_\_\_ Date: \_\_\_\_\_

## **Part 1 Screening**

**Could this policy, procedure, project or service, or any proposed changes to it, affect any Protected Group (listed below) less favourably (negatively) than others in Kent?**

**Could this policy, procedure, project or service promote equal opportunities for this group**

### **Overview of service model**

The services covered by this contract are available across the whole of the geographical area covered by the Council.

The contract is divided into 4 distinct services which are collectively known as independent adoption and special guardianship support services.

#### **Service A: An independent support service to birth parents.**

A support and counselling service to birth parents prior to an adoption taking place, where a child is (or children are) looked after by the Council and for whom adoption has been identified as the permanence plan.

Birth parents have access to a support worker independent of the child's social worker from the time adoption is identified as the plan for the child. This may include counselling on the procedures for placement for adoption and adoption itself.

#### **Service B: Access to birth records and intermediary services for adult adoptees.**

To assist adopted persons either adopted through the Council or who are resident in Kent, and who are aged 18 and over, to obtain information in relation to their adoption and to facilitate contact between such persons and their adult birth families.

Adopted adults can use either one of the services ie access to birth records only or intermediary services only; having completed their own research into their pre-adoption background, or they may wish to use both services. Advice is given, as appropriate, on tracing birth relatives.

Updated 28/02/2018

**Service C: Access to Information and an Intermediary Service for Adult Birth Relatives and those with a prescribed relationship.**

To provide advice and support to birth relatives and those with a prescribed relationship (aged 18 and over), who require intermediary and counselling services and access to non-identifying information regarding the adoption.

Priority must be given to those birth relatives where the adoption took place before 12<sup>th</sup> November 1975.

Following a change in the legislation in 2014/15 regarding Service C below, those with a prescribed relationship which includes those within a Civil Partnership are able to access intermediary services. This is a positive change promoting equal opportunities for this group.

**Service D: Contact Services (Direct Contact is for children and families, Indirect Contact is for children and young people up to their 18<sup>th</sup> birthday).**

To provide a contact service for children under the age of 18 years who have been adopted, or who are the subject of a Special Guardianship Order and who have contact with their birth relatives.

The UK Adoption and Children Act 2002 specifies that support for contact should be available and the current contract allows for direct face to face contact to be enabled and supported.

A diagnostic analysis of the current commissioning arrangements, along with market and stakeholder engagement has taken place to inform the future commissioning plan for these services. The results of this work have been used to inform the implementation of new commissioning and procurement arrangements for these statutory services.

In order to comply with procurement legislation and Council rules a new contract covering these statutory services is required as the existing contract is due to end September 2018.



Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
<b>Age</b>	None identified	None identified	These services are subject to their own specialised legislative framework. It is specified within this legislation who can access the services and this will remain applicable in any new tender and resulting contract.	Service users and stakeholders have been consulted about the existing service and future commissioning considerations. No comments were made in relation to this protected characteristic during the consultation. Any supplier will be expected to ensure, and it will be monitored through contract management processes, that all service users are treated as individuals and that their needs are met through adopting a person centred approach.
<b>Disability</b>	None identified	None identified	These services are subject to their own specialised legislative framework. It is	Any supplier will be expected, and it will be monitored through contract management

			specified within this legislation who can access the services and this will remain applicable in any new tender and resulting contract. All those who are eligible to access the service are able to irrespective of disability.	<p>processes, that all service users are treated as individuals and that their needs are met through adopting a person centred approach.</p> <p>If required, additional appointments over what is specified within the contract is made available to take into consideration those who have a disability or health issue.</p>
<b>Gender</b>	None identified	None identified	Gender is not a restriction on accessing the service; all those who are eligible to access the service as laid down within the relevant legislation are able to.	The relationship and gender of an individual and their relationship to an adoptee is monitored as part of contract management. This information has informed service planning and has enabled further work to be carried out to encourage fathers to access services, looking at different ways of accessing services.
<b>Gender identity/ Transgender</b>	None identified	None identified	No impact has been identified at this stage.	Stakeholder engagement did not identify any

			Gender identity does not restrict access to the services, eligibility is identified within the relevant legislation.	negative or positive issues in this regard.
<b>Race</b>	None identified	None identified	<p>No impact has been identified at this stage. Race does not restrict access to the services, eligibility is identified within the relevant legislation.</p> <p>Alternative information formats and access to interpreting services are made available if required and information in this regard is requested with referral and monitored as part of contract management.</p>	The continuation regarding the provision of delivery information in alternative formats to support those whose first language is not English will continue to be specified within the new contract.
<b>Religion and Belief</b>	None identified	None identified	no impact has been identified at this stage. Religion and belief does not restrict access to the services,	The service provider and the model of service delivery allows for any specific religious requirements and

			eligibility is identified within the relevant legislation	individual may have. This will continue to be a requirement within any new contract.
<b>Sexual Orientation</b>	None identified	None identified	no impact has been identified at this stage. Sexual orientation does not restrict access to the services, eligibility is identified within the relevant legislation	Stakeholder feedback has not identified any negative impact on this protected group.
<b>Pregnancy and Maternity</b>	None identified	None identified	no impact has been identified at this stage. Pregnancy and Maternity does not restrict access to the services, eligibility is identified within the relevant legislation.	Stakeholder feedback has not identified any negative impact on this protected group.
<b>Marriage and Civil Partnerships</b>	None identified	None identified	Due to a change in legislation in 2014/15 those with a prescribed relation to an adoptee, including those in a Civil Partnership can now access an intermediary service.	This is a positive impact in terms of this protected characteristic. The service provider will be required to maintain records of those accessing the services with this characteristic and this will be monitored

			The existing service has expanded its eligibility criteria to meet the new legislative requirements and those from this protected group are accessing the service and this has been evidenced through performance management data.	through contract and performance management processes.
<b>Carer's Responsibilities</b>	None identified	None identified	If service users require their carers to accompany them this is permitted with no restriction. If the service user is a carer this does not restrict access to the services provided they meet the eligibility criteria specified within the legislation.	The service provider and the model of service delivery allows for any specific requirements the individual service user may have. This will continue to be a requirement within any new contract.

## **Part 2**

### **Equality Analysis /Impact Assessment**

#### **Protected groups**

No protected groups are negatively affected by the re-procurement of Independent Adoption and Special Guardianship Order Support Services. The legislation which specifies who can access these services ensures that all service users, irrespective of protected groups is able to access the service as long as they meet the eligibility criteria..

#### **Information and Data used to carry out your assessment**

The services delivered as part of this contract are subject to specialised additional legislation and guidance which provides a comprehensive framework within which adoption support agencies are expected to operate and deliver their services. The legislation and guidance also sets out standards required to be delivered by any service provider along with prescriptive eligibility criteria for each element of the services. The following gives some of the main applicable legislation:-

- The Children Act 1989
- The Adoption and Children Act 2002
- The Adoption Agencies Regulations 2005
- The Adoption Information & Intermediary Service (Pre-commencement Adoptions) Regulations 2005
- The Disclosure of Adoption Information (Post-commencement Adoptions) Regulations 2005
- Adoption Agencies Regulations 1983`

The approach to the diagnostic review included looking at the utilisation of the contract. This meant analysing the data received as part of performance management and this included analysis of where referrals came from and their relationship to the adoptee eg whether birth relative, have a prescribed relationship etc. Children's commissioning also worked with Strategic Business Development & Intelligence to look at existing expectations for the services and proposed future demand levels. None of this information identified any negative impacts on protected groups.

#### **Who have you involved consulted and engaged?**

As part of the diagnostic analysis and commissioning strategy for re-commissioning independent adoption support services, views were sought from a range of stakeholders regarding the existing service otherwise known as CAFIS and what considerations there may be to inform any future commissioning arrangement.

Updated 28/02/2018

A number of stakeholders were consulted including:-

- Service Users
- Service Provider
- CIC Service Managers
- Adoption Service

A short briefing was written for all those involved in the consultation exercise which outlined why this was happening, what was the purpose of the exercise and what aims were sought. This was made available before the consultation was carried out in order to allow time for those involved to consider their individual role and experience with CAFIS.

Information was collected from:

- Service Evaluation questionnaires
- Facilitated workshops
- Individual feedback

The feedback received was analysed to see if there were any consistent issues or themes which all the different stakeholders had identified.

## **Analysis**

Service users and stakeholders have been consulted about the existing service and future commissioning considerations. No comments were made in relation to protected characteristics during the consultation. Overall service users report that they feel supported and appreciate the independence of the delivery from the Council.

These statutory services are available to all those who meet the eligibility criteria which is enshrined within its own legislative framework.

### **Adverse Impact,**

The analysis indicates that there is no adverse impact on protected groups. Any new commissioned service will continue to deliver to the service users as per the outgoing contract and as per the legislative framework.

### **Positive Impact:**

Due to a change in legislation in 2014/15 in regards to these independent adoption support services, those with a prescribed relationship to an adoptee, including those in a Civil Partnership can now access an intermediary service. This has resulted in a positive impact for this protected group.

## **JUDGEMENT**

Updated 28/02/2018

Within the terms of the new contract, any new service provider will be required to report on any issues and risks and this includes access to the services for those from protected groups. This will form part of the contract monitoring process. Therefore the judgement is:

- **No major change** - no potential for discrimination and all opportunities to promote equality have been taken

**Internal Action Required**

There is no potential for adverse impact on particular groups but in order to ensure that this positive impact is maintained actions are identified below in the plan which will inform the future contract and its performance management.



## Equality Impact Analysis/Assessment Action Plan

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications
Marriage & Civil Partnerships	Ensure that data continues to be collated to evidence equality of access for this protected group.	Include within the KPIs of new contract. Continue to monitor those accessing service with a prescribed relationship through contract management processes	All those with a prescribed relationship have equality of access to the services.	Madeline Bishop	Service specification and contract management schedule to be completed by end April 2018. To be implemented and monitored from 1 <sup>st</sup> October 2018 when new contract is let.	No cost implications as will be a requirement within new tender.
Disability	Ensure that current arrangements to support those with disabilities is specified within new contract.	Additional appointments are monitored for those with serious disability/health issues	Those with health or disability issues are fully supported to access independent adoption support services	Madeline Bishop	Service specification and contract management schedule to be completed by end April 2018. To be implemented and monitored from 1 <sup>st</sup>	No cost implications as will be a requirement within new tender.

					October 2018 when new contract is let.	
All protected groups	Ensure all risks and issues regarding the delivery or service or negative impact on how service users access the service are identified.	Risks and issues to be a standing item at all contract review meetings and this is to identified specified within Contract Management Schedule	Risks identified along with agreed mitigations.	Madeline Bishop	Monitored quarterly as part of contract monitoring.	No cost implications

Actions will be monitored through regular contract management and reviews of project risk register.

Please forward a final signed electronic copy and Word version to the Equality Team by emailing [diversityinfo@kent.gov.uk](mailto:diversityinfo@kent.gov.uk)

If the activity will be subject to a Cabinet decision, the EqIA must be submitted to committee services along with the relevant Cabinet report. Your EqIA should also be published .

The original signed hard copy and electronic copy should be kept with your team for audit purposes.

From: Roger Gough, Cabinet Member for Children, Young People and Education  
 Matt Dunkley, Corporate Director of Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee – 8<sup>th</sup> March 2018

Decision No: 17/00023

Subject: Award Report: Mobilisation Of A Framework For The Provision Of Externally Commissioned (Independent) Foster Care Placements

Classification: Unrestricted

Key Decision: Expenditure of over £1m

Past Pathway of Paper: Cabinet Member Decision - 17/00023 - Future Commissioning Arrangement for Fostering Placements

Future Pathway of Paper: Members to Note the report

Electoral Division: All

**Summary:** This report summarises the activity taken to commission and mobilise a framework for the provision of External Fostering Placements for Kent working in a multiple supplier collaboration with Medway Council.

The contracts commenced on the 1st February 2018 for a term of four years, for the services delivered within Kent and Medway for new placements. Legacy placements will continue under their previous existing terms.

A cabinet member decision was recorded on the 23 March 2017 (decision number 17/00023), and the Cabinet Member for Specialist Children's Services took the following decisions:

- a) **APPROVE** the approach to commissioning external fostering placements for children and young people aged 0-18 years; and
- b) **DELEGATE** authority to the Corporate Director of Social Care, Health and Wellbeing, or other nominated officer, to undertake the necessary actions to award the contract and implement the decision.

**Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to **NOTE** the new arrangements for the provision of external fostering placements.

## **1. Introduction**

- 1.1 Local Authorities, as part of their Sufficiency Duty must take steps to secure, as far as reasonably practicable, sufficient accommodation within its area to meet the needs of children they are looking after. The proposed award directly relates to this duty to provide a sufficiency of foster care placements through complimenting and adding capacity to KCC's internal fostering service, ensuring that we meet demand and the needs of the children and young people.
- 1.2 KCC has a comprehensive in-house fostering service which is seeking to develop its capacity to meet complex needs. A comprehensive recruitment strategy is in place to ensure the continued success of the in-house foster team, who compared to our statistical neighbours meet a greater percentage of all KCC foster care placements as identified above.
- 1.3 There are priority groups identified through the analysis of the existing arrangement that the external market will support. KCC's policy is that delivery of fostering placements will be prioritised through the in-house service, but there is also a requirement to work with the independent market in order to be able to offer the most appropriate placements. In Kent, in-house fostering represents 80% of the council's placements, with external providers used for the remaining 20%.
- 1.4 Kent County Council, working in collaboration with Medway Council have awarded, and mobilised a multiple supplier framework for the provision of externally provided foster care placements. This framework began on 1<sup>st</sup> February 2018.

## **2. Background**

- 2.1 KCC and Medway Council have successfully operated a jointly-procured Framework agreement since 2013 with 33 Independent Fostering Providers. This Framework arrangement ceased in early 2018 and both councils agreed to join resources to procure a new arrangement with the independent market.
- 2.2 Work to develop new arrangements has been extensive following the delivery of a clear evidence base (diagnostic). The commissioning plan and procurement plan that followed were built around the provision that commissioning activity would focus on:
  - a) Leveraging the benefit of working with a reduced number of IFPs and securing economies of scale to meet needs and requirements. Reducing levels of competition and duplication between in-house fostering and the external market
  - b) Working in Partnership with Medway Council to purchase these services across Kent, especially with the drive from central government who are encouraging this type of regional partnership working.
  - c) Flexible arrangements supported by a cost model which will provide greater transparency of the breakdown of the cost for fostering placements and enable a clear understanding of the costs in respect of individual placements.
  - d) Purchasing placements for the following groups going forward:
    - Age banks (5-10, 11-15, 16-18)

- Placement types (Core, Sibling, Parent & Child & Disabled Children)
- Categories of need (Standard & Enhanced)

### 3. Consultation and Stakeholder Engagement

3.1 The Commissioning Team have worked with the Participation Officer and the Children in Care Council's to gauge their views of what a good foster carer is and the top ten qualities of foster carers and providers they identified have been incorporated into the service specification. A quality question was incorporated into the tender evaluation.

3.2 Figure 1: Voice of the Child work with Children in Foster Care



3.3 In developing the Specification we consulted widely with:

- The In-house Fostering Service
- The Access to Resources Function
- Children in Care Social Work Teams
- Disabled Children's Social Work Teams

Medway Council also consulted widely with their relevant stakeholders.

We held a market engagement event with Providers on two occasions to understand their views around development of the service specification going forward.

### 4. Developing Service Outcomes

4.1 We have developed within the service specification a range of service outcomes based on the New Economics Foundation model which was developed as part of the South East Together project funded by the DfE Innovation Programme.

4.2 The 2-Lot Framework Agreement utilised the recently updated service specification and terms and conditions relating to KCC Standard Terms and Conditions; the National Fostering Contract Terms and Conditions, and the South East Together (SET) Project Outcomes Framework.

## **5. Procurement Approach**

- 5.1 A competitive bidding process was undertaken to establish a framework of providers, that allows the legitimate awards of call-off contracts under EU Regs. (PCR2015), affording Medway and Kent flexible options for commissioning placements, contained within the 4-year framework. The lots and approach taken was as follows
- a) A framework contract for Call-off placements (Lot 1) – This provides the flexibility to be able to “call-off “without competition being required.
  - b) Flexible block-contracts (Lot 2) – This provides for the opportunity to enter into partnerships with providers where the councils are willing to commit to a level of spend over an agreed time period, at a certain level with individual providers. This provides them with certainty to underpin their businesses, and maintain sustainability in return for reciprocal discounts. The contracts will be managed through supplier relationship management principles using supplier development and product development with providers, in order to manage demand through placement planning and reducing the number of providers used for economies of scale and better value for money.
- 5.2 The councils have reserved the right in the framework agreement to run mini-competitions as and when required to eliminate further competitive procurement processes outside of the framework.
- 5.2 The new contractual arrangements have clear requirements regarding the measurement and aggregated reporting of outcomes achieved for all placements.

## **6. Financial Implications**

- 6.1 The new ‘lot 2’ arrangement described above, will support the further development of improved relationships with providers, which will enable KCC to manage demand through effective placement planning and will ensure we secure best value, by avoiding the spot purchasing of placements and their associated costs.
- 6.2 The approximate total value of the new service for the whole contract term (a maximum of 48 months), is £7,520,000 per annum, and therefore estimated at £30,080,000 for the full 4-year term for Kent County Council.
- 6.3 This is a collaborative arrangement with Medway Council and this brings the approximate total value for the full 4-year term to an estimated total spend of £50,000,000.
- 6.4 Medway Council’s expenditure in the market is lower than KCC’s at approximately £4.5m pa. This new arrangement enables Medway to influence the market and provide a higher demand for the providers.

## 7. Legal implications

- 7.1 There are no legal implications as a competitive procurement process has been undertaken, and we have awarded legitimate call-off contracts under EU Regs (PCR2015)
- 7.2 KCC is obliged to fulfil its statutory responsibilities regarding fostering as set out in The Children Act 1989, the Sufficiency Duty and other regulations and guidance such as the National Minimum Standards for Fostering Services.

## 8. Equalities implications

- 8.1 An Equality Impact Assessment has been carried out which indicated a low impact. A copy is available on request.

## 9. Other corporate implications

- 9.1 The services which will be covered by this new contract fully complement the current activity delivered by the in-house fostering service.

## 10. Governance

- 10.1 Regular updates on the implementation and effectiveness of these new commissioning arrangements will be made to the Corporate Director for Children Young People and Education.
- 10.2 Robust governance arrangements are in place to ensure the effective delivery of fostering services for Children in Care, including robust contract and performance management arrangements that take into account the need to ensure that children are effectively safeguarded, and that Kent County Council ensures that we achieve best value.

## 11. Conclusions

- 11.1 Kent County Council are pleased to be working in collaboration with Medway Council to deliver a sufficiency of foster care placements that are of good quality and are secured in a timely manner to meet the needs of our children and young people in care.

### Recommendation(s):

The Children's, Young People and Education Cabinet Committee is asked to **ENDORSE** the award and mobilisation of the new commissioning arrangements for the delivery of foster care placements for our children in care.

**Background Documents**  
**Decision: 17/00023**

## Contact details

<p>Report Author: Karen Sharp Name and job title: Head of Children's Commissioning Portfolio Telephone number: 03000 416668 Email address: <a href="mailto:Karen.sharp@kent.gov.uk">Karen.sharp@kent.gov.uk</a></p>	<p>Relevant Director: Specialist Children's Services Name and job title: Sarah Hammond, Director of Specialist Children's Services Telephone number: 03000 411488 Email address: <a href="mailto:Sarah.hammond@kent.gov.uk">Sarah.hammond@kent.gov.uk</a></p>
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# KENT COUNTY COUNCIL – RECORD OF DECISION

**DECISION TAKEN BY:**  
Cabinet Member for  
Specialist Children's Services

**DECISION NO:**  
17/00023

**For publication**

**Key decision**

Expenditure is over £1m

**Subject:** Future Commissioning Arrangements for External Fostering Placements

**Decision:** As Cabinet Member for Specialist Children's Services, I:

- a) **APPROVE** the approach to commissioning external fostering placements for children and young people aged 0–18 years; and
- b) **DELEGATE** authority to the Corporate Director of Social Care, Health and Wellbeing, or other nominated officer, to undertake the necessary actions to award the contract and implement the decision.

**Reason(s) for decision:**

The current commissioning arrangements, in partnership with Medway Council, for external fostering placements are due to expire in September 2017. This has provided an opportunity to carry out a detailed diagnostic of the current commissioning arrangements, along with market engagement. The results of this work has been used to inform the planned implementation of new commissioning and procurement arrangements for external fostering placements for children and young people aged 0–18 years

**Financial Implications**

The Director for Specialist Children's Services budget line for external fostering for the year 2017/18 is:

Specialist Children's Services £6,576,000

Disabled Children's Services £944,000

Following the transformation of our in-house service and the implementation of a Recruitment Strategy for in-house foster carers, it is anticipated that spend with the external market will reduce throughout the lifetime of the new arrangement.

**Equality Implications**

An Equality Impact Assessment has been completed which indicated a low impact.

**Legal Implications**

It is anticipated that there will be no legal implications as a competitive procurement process will be undertaken.

KCC is obliged to fulfil its statutory responsibilities regarding fostering as set out in The Children Act 1989, the Sufficiency Duty and other regulations and guidance such as the National Minimum Standards for Fostering Services.

**Cabinet Committee recommendations and other consultation:**

The proposed decision was discussed at the Children's Social Care and Health Cabinet Committee on 23 March 2017. Ms K Sharp, Head of Children's Commissioning, and Ms M Hall, Commissioning

Manager, were in attendance for this item.

1. Ms Sharp introduced the report and explained that the County Council needed to commission a small number of external foster placements to supplement its in-house fostering service. Ms Hall added that the renewal deadline for the current commissioning arrangements of September 2017 had brought an opportunity to review the effectiveness of the current arrangements and assess how these could be simplified in the future. With Mr Ireland and Mr Segurola, they responded to comments and questions from Members, as follows:-
  - a) 83% of the market had reported that very little of their custom came from the County Council; most came from children placed by other local authorities, and competing with this, and the rates paid by other local authorities, many of them from London, would be a challenge;
  - b) the type of placement sought was changing, and increasing demand for wraparound care would decrease the use of external fostering placements. The County Council needed to be able to offer choice and range of placements, and this range was as important as the quantity of placements available;
  - c) it was envisaged that the amount of custom given to external providers would diminish over the life of the new commissioning arrangement, but working with a small section of the external market would give better value for money. External providers could be recruited to work exclusively with the County Council and guaranteed a volume of trade;
  - d) in response to a question about the amount of spot-purchasing over the last financial year, *Ms Hall undertook to provide this information outside the meeting;*
  - e) in response to a question about the extent of competitive tendering which was possible within the market, Mr Ireland explained that the market was limited to a finite number of accredited/approved foster carers and the County Council had to compete with independent fostering agencies (IFAs) to engage them. The extent to which foster carer could be matched was limited by the number of foster carers available at the time, and would need to take account of the needs of the child and the foster family; and
  - f) in response to a question about the possibility of reducing costs by not using an agency but employing external foster carers directly, Mr Segurola added that, to be able to accommodate all the children in care it was asked to place, the County Council had necessarily to work with external providers. It was vital that it could be confident that external providers were of good quality.
2. RESOLVED that the decision proposed to be taken by the Cabinet Member for Specialist Children's Services, to:
  - a) approve the approach to the future commissioning of external fostering placements for children and young people aged 0–18 years; and
  - b) delegate authority to the Corporate Director of Social Care, Health and Wellbeing, or other nominated officer, to undertake the necessary actions to award the contract and implement the decision,

be endorsed.

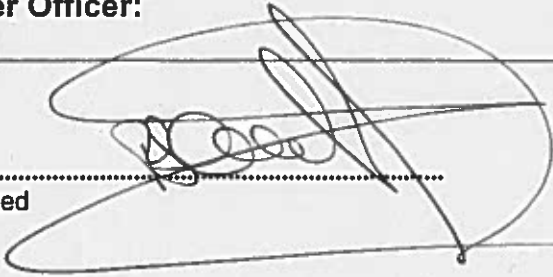
Kent County Council and Medway Council have hosted engagement events with the market in order to outline future demand, requirements and provide updates on service developments.

**Any alternatives considered:**

As part of the business case analysis other options were considered, but for the reasons outlined in the accompanying recommendation report, they were not considered to be the most beneficial to the Council.

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

None

A large, stylized handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

.....  
signed

.....  
date

25 - 4. 17



From: Roger Gough, Cabinet Member for Children, Young People and Education  
 Matt Dunkley, Corporate Director for Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee – 8<sup>th</sup> March 2018

Subject: **Proposal to permanently expand Trinity School, Sevenoaks from 4FE to 6FE**

Classification: Unrestricted

Decision Number: 18/00006

Future Pathway: Cabinet Member Decision of Paper

Electoral Division: Sevenoaks Town (Margaret Crabtree)

**Summary:**

This report informs the Cabinet Committee of the proposal to permanently expand Trinity School from 4FE to 6FE and requests members to recommend that the Cabinet Member for Children, Young People and Education agrees to release sufficient funding to put the necessary infrastructure in place.

**Recommendation:**

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

- a. Allocate £8m from the Children, Young People and Education 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

This decision is subject to planning permission being granted.

**1. Introduction**

- 1.1 The Sevenoaks district section of the Kent Commissioning Plan for Education Provision 2018-22 identified pressure for Year 7 places in the central Sevenoaks area. The Commissioning Plan identified a need to provide 60 additional places in the area from September 2018.
- 1.2 The Knole Academy and Trinity school were both considered as a possible proposal for expansion according to several criteria, including: location, school sustainability, cost, proximity to demand and site size. Following closer analysis, on this occasion, Trinity School was considered to be the better option for expansion at this time.

## **2. Financial Implications**

- 2.1. It has been agreed by the Governing Body to permanently enlarge Trinity School increasing the PAN from 120 to 180 (4FE to 6FE) for the September 2019 intake.
- 2.2. To accommodate a need for the September 2018 intake, the school has agreed to offer an additional 60 Year 7 places as bulge years, pending the permanent enlargement decision.
- 2.3. The financial considerations are:
  - a. Capital – Kent County Council’s contribution will be £8m. KCC acknowledge that the final amount may be higher or lower as the costs of the project are an estimate. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
  - b. Revenue – For a period of three academic years, the school will receive protection for an additional 60 Year 7 students. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will allocated towards the classroom setup costs.
  - c. Human – Trinity 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, 2018-22’ has identified a pressure on Year 7 places in the Sevenoaks district. Expansions to nine primary schools in the southern half of Sevenoaks district over the last eight years is now feeding into the secondary cohorts, creating demand in excess of capacity.

## **4. Consultation**

- 4.1. Trinity School being a Free School 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 Member**

Margaret Crabtree has 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 indicate that due to immediate pressure and future demand, an additional 60 Year 7 places are required.

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 the most appropriate, sustainable and cost effective solution to the secondary demand in Sevenoaks district is to enlarge Trinity 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 of Infrastructure will sign contracts on behalf of the County Council.

## **8. Conclusions**

8.1. Forecasts for Sevenoaks district indicate an increasing demand for secondary school places, due to the expansion of nearby primary schools over the last eight years.

8.2. This enlargement will add an additional 60 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' (2018 – 2022).

## **9. Recommendations**

9.1. The Children, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Children, Young People and Education on the decision to:

- a. Allocate £8m from the Children, Young People and Education 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

## **10. Background Documents**

### 10.1. Visions and Priorities for Improvement Policy Framework

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

### 10.2. Kent Commissioning Plan for Education Provision 2018 – 2022

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

### 10.3. Equalities Impact Assessment

## **11. Contact details**

### Report Author:

Ian Watts

Area Education Officer –North Kent

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### Relevant Director:

Keith Abbott

Director of Education Planning and Access

03000 417008

[keith.abbott@kent.gov.uk](mailto:keith.abbott@kent.gov.uk)



## KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Children, Young People and Education

DECISION NO:

**18/00006**

For publication

**Subject: Proposal to permanently expand Trinity School, Sevenoaks from 4FE to 6FE**

Decision:

**As Cabinet Member for Children, Young People and Education I agree to:**

- a. Allocate £8m from the Children, Young People and Education 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

This decision is subject to planning permission being granted.

Reason(s) for decision:

- 1.1 The Sevenoaks district section of the Kent Commissioning Plan for Education Provision 2018-22 identified pressure for Year 7 places in the central Sevenoaks area. The Commissioning Plan identified a need to provide 60 additional places in the area from September 2018.
- 1.2 The Knole Academy and Trinity school were both considered as a possible proposal for expansion according to several criteria, including: location, school sustainability, cost, proximity to demand and site size. Following closer analysis, on this occasion, Trinity School was considered to be the better option for expansion at this time.

### **2. Financial Implications**

- 2.1. It has been agreed by the Governing Body to permanently enlarge Trinity School increasing the PAN from 120 to 180 (4FE to 6FE) for the September 2019 intake.
- 2.2. To accommodate a need for the September 2018 intake, the school has agreed to offer an additional 60 Year 7 places as bulge years, pending the permanent enlargement decision.
- 2.3. The financial considerations are:
  - a. Capital – Kent County Council's contribution will be £8m. KCC acknowledge that the final amount may be higher or lower as the costs of the project are an estimate. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
  - b. Revenue – For a period of three academic years, the school will receive protection for an additional 60 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 – Trinity School will appoint additional teachers, as the school size increases and the need arises.

**3. Supporting Information**

- 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, 2018-22’ has identified a pressure on Year 7 places in the Sevenoaks district. Expansions to nine primary schools in the southern half of Sevenoaks district over the last eight years is now feeding into the secondary cohorts, creating demand in excess of capacity.

Cabinet Committee recommendations and other consultation:  
**Children’s, Young People and Education Cabinet Committee - 8 March 2018:**  
(To be completed after the meeting)

Any alternatives considered:  
Forecasts for Sevenoaks district indicate an increasing demand for secondary school places, due to the expansion of nearby primary schools over the last eight years. This enlargement will add an additional 60 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’ (2018 – 2022).

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer: None

.....  
**Signed**

.....  
**Date**

**KENT COUNTY COUNCIL**  
**EQUALITY IMPACT ASSESSMENT**

**Directorate:**

- *Children, Young People and Education*

**Name of policy, procedure, project or service**

- *Proposed PAN increase for Trinity School*

**What is being assessed?**

- *School Project*

**Responsible Owner/ Senior Officer**

- *Ian Watts, Area Education Officer – North Kent*

**Date of Initial Screening**

*05 December 2017*

<b>Version</b>	<b>Author</b>	<b>Date</b>	<b>Comment</b>
1	Ian Watts	05 12 17	

## Screening Grid

Characteristic	Could this policy, procedure, project or service affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact HIGH/MEDIUM LOW/NONE UNKNOWN		Provide details: a) Is internal action required? If yes what? b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative		
<b>Age</b>	No, other than it being as secondary school, offering places to 11 – 18 year old students	High	None	N/A	Yes. Positive for the local community and therefore local children as the proposed expansion will allow families to access more secondary school places at this very popular school.
<b>Disability</b>	No, the new accommodation will be fully compliant with the Equality Act 2010	High	None	N/A	Yes. There will be more places available to meet the needs of children in the local area, including those with SEN and/or disability.
<b>Gender</b>	No, this school is co-ed.	Med	None	N/A	
<b>Gender identity</b>	N/A	N/A	N/A	N/A	N/A
<b>Race</b>	No, In accordance with their admission criteria, the school offers places to any student regardless of race or ethnicity.	High	None	N/A	N/A
<b>Religion or belief</b>	No, the admission criteria welcomes children of any faith or no faith.	High	None	N/A	Yes. The school curriculum will cover all religions.
<b>Sexual orientation</b>	N/A	N/A	N/A	N/A	N/A
<b>Pregnancy and maternity</b>	N/A	N/A	N/A	N/A	N/A
<b>Marriage and Civil Partnerships</b>	N/A	N/A	N/A	N/A	N/A

## Part 1: INITIAL SCREENING

**Proportionality** - Based on the answers in the above screening grid what weighting would you ascribe to this function – **LOW**

Low	Medium	High
Low relevance or insufficient information / evidence to make a judgement.	Medium relevance or insufficient information / evidence to make a Judgement.	High relevance to equality, / likely to have adverse impact on protected groups

### Context

Trinity School is a popular school and the proposal to expand the PAN from 120 to 180 is, therefore, in line with the expectation of expanding popular, successful schools and providing local schools for secondary aged children.

The proposal will provide an additional 60 Year 7 places for September 2018, increasing incrementally each year until the school will offer 180 places for every year. This will help with providing places to meet the forecasted increase in demand due to the larger primary cohorts emerging from Sevenoaks primary schools.

### Aims and Objectives

- The project is for the provision of secondary school places in an area identified as needing additional places.
- The background document is Kent's Commissioning Plan for Education Provision 2018-22
- The project will provide additional school places. This will be achieved through building additional teaching accommodation and the commissioning of 60 more secondary school places in each year group.

### Beneficiaries

- Local children and their families
- The Local Authority

### Consultation and data

#### Information about the School & local area

- The data used in the project is published data on pupil numbers, school performance data and characteristics of the local pupil population.
- Trinity School is a non-selective, co-ed secondary school
- The school is judged 'Good' by Ofsted

	Sevenoaks	Kent
	%	%
English additional language	<i>3.8%</i>	<i>8.8%</i>
Free school meals	<i>9.8%</i>	<i>10.6%</i>
SEN - with SEN support	<i>9.2%</i>	<i>7.7%</i>
SEN - with SEN Statement	<i>1.0%</i>	<i>1.3%</i>



## The Community

For more detail on the community visit –

<http://www.kent.gov.uk/about-the-council/information-and-data/Facts-and-figures-about-Kent/area-profiles>

## Proposed Consultation

- Local knowledge and discussions with the education community.
- A six week public consultation on the increase of the school's PAN will take place in January 2018. If following the consultation, the Governing Body agrees to continue with the proposal, the expansion will be confirmed by the end of February 2018.
- A public meeting will be held at the school on XX January 2018.

## Potential Impact

### Adverse Impact:

No adverse impacts have been identified at this stage; however the consultation will enable the Local Authority to test out these assumptions.

### Positive Impact:

Some positive impacts identified are:

- An increase in total number of places available to meet the needs of children with disabilities and/or SEN
- More families able to access good school places
- School places available to children with and without faith based backgrounds.

## JUDGEMENT

**Option 1 – Screening Sufficient**                      ~~YES/NO~~

### Justification:

**Option 2 – Internal Action Required**                      **YES/NO**

- *Following this initial screening our judgement is that the statutory Public Consultation that will be undertaken will highlight any unknown issues and if necessary, will initiate a further EIA*

**Option 3 – Full Impact Assessment**                      **YES/NO**

## Equality and Diversity Team Comments

### Sign Off

I have noted the content of the equality impact assessment and agree the actions to mitigate the adverse impact(s) that have been identified.

### Senior Officer

Signed:

Name:

Job Title:

Date:



**DMT Member**

Signed:

Name:

Job Title:

Date:

### Equality Impact Assessment Action Plan

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications



From: Roger Gough, Cabinet Member for Children, Young People and Education  
 Matt Dunkley, Corporate Director for Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee – 8 March 2018

Subject: **Proposal to permanently expand Dartford Grammar School for Girls, Dartford from a PAN of 160 to 180**

Classification: Unrestricted

Future Pathway: Cabinet Member decision of Paper

Electoral Division: Dartford West (Jan Ozog)

**Summary:**

This report informs the Cabinet Committee of the proposal to permanently expand Dartford Grammar School for Girls from a PAN of 160 to 180 and requests members to recommend that the Cabinet Member for Children, Young People and Education agrees to release sufficient funding to put the necessary infrastructure in place.

**Recommendation:**

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

- a. Allocate £600,000 from the Children, Young People and Education 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

This decision is subject to planning permission being granted.

**1. Introduction**

- 1.1 The Dartford district section of the Kent Commissioning Plan for Education Provision 20187-22 identified pressure for Year 7 places in the Dartford area. The

Commissioning Plan identified a need to provide up to 60 additional places in Dartford from September 2019.

- 1.2. The increased demand is predicated on the programme of primary expansion that has been undertaken in previous years. 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. Amongst these there is an identified need for Girls Grammar places in the Dartford area. Dartford Grammar School is the only option for further expansion.

## **2. Financial Implications**

- 2.1. It has been agreed by the Governing Body to permanently enlarge Dartford Grammar School for Girls, increasing the PAN from 160 to 180 for the September 2018 intake.
  - a. Capital – Kent County Council’s contribution will be £600,000. KCC acknowledge that the final amount may be higher or lower as the costs of the project are an estimate. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
  - b. Revenue – For a period of three academic years, the school will receive protection for an additional 20 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 – Dartford Grammar School for Girls 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, 2018-22’ identified a pressure on primary school places in the Dartford district. Changes to demographics and increased migration is leading to increased pressure on primary school places in the planning area.

## **4. Consultation**

- 4.1. Dartford Grammar School for Girls 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 Member**  
Cllrs Jan Ozog has 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 commissioning plan data for Dartford indicate immediate pressure and future demand, based largely on changing demographics in Dartford district.

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 Dartford district is to enlarge Dartford Grammar School for Girls.

## 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. It is envisaged that if the proposal goes ahead, that the Director of Infrastructure will sign contracts on behalf of the County Council.

## 8. **Conclusions**

8.1. Forecasts for Dartford 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 20 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' (2018 – 2022).

## 9. **Recommendations**

9.1. The Children, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Children, Young People and Education on the decision to:

- a. Allocate £600,000 from the Children, Young People and Education 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.

## **10. Background Documents**

### 10.1. Visions and Priorities for Improvement and Policy Framework

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

### 10.2. Kent Commissioning Plan for Education Provision 2018 – 2022

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

### 10.3. Equalities Impact Assessment

## **11. Contact details**

### Report Author:

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Area Education Officer –North Kent

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### Relevant Director:

Keith Abbott

Director of Education Planning and Access

03000 417008

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Children, Young People and Education

DECISION NO:

**18/00012**

For publication

**Subject: Proposal to permanently expand Dartford Grammar School for Girls, Dartford from a PAN of 160 to 180**

Decision:

**As Cabinet Member for Children, Young People and Education, I agree to:**

- a. Allocate £600,000 from the Children, Young People and Education 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

This decision is subject to planning permission being granted.

Reason(s) for decision:

- 1.1 The Dartford district section of the Kent Commissioning Plan for Education Provision 20187-22 identified pressure for Year 7 places in the Dartford area. The Commissioning Plan identified a need to provide up to 60 additional places in Dartford from September 2019.
- 1.2. The increased demand is predicated on the programme of primary expansion that has been undertaken in previous years. 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. Amongst these there is an identified need for Girls Grammar places in the Dartford area. Dartford Grammar School is the only option for further expansion.
2. **Financial Implications**
  - 2.1 It has been agreed by the Governing Body to permanently enlarge Dartford Grammar School for Girls, increasing the PAN from 160 to 180 for the September 2018 intake.
    - a. Capital – Kent County Council's contribution will be £600,000. KCC acknowledge that the final amount may be higher or lower as the costs of the project are an estimate. If the cost of the project is greater than 10% the Cabinet Member will be required to take a further decision to allocate the additional funding.
    - b. Revenue – For a period of three academic years, the school will receive protection for an additional 20 Year 7 students. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will allocated towards the classroom setup costs.

c. Human – Dartford Grammar School for Girls will appoint additional teachers, as the school size increases and the need arises.

**3. Supporting Information**

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, 2018-22’ identified a pressure on primary school places in the Dartford district. Changes to demographics and increased migration is leading to increased pressure on primary school places in the planning area.

Cabinet Committee recommendations and other consultation:

**Children’s, Young People and Education Cabinet Committee - 8 March 2018**

(To be completed after the meeting)

Any alternatives considered:

Forecasts for Dartford district indicate an increasing demand for secondary school places, due to small & medium scale housing development and inward migration. The Kent Commissioning Plan for Education Provision explored all options and the expansion of this provision was deemed the suitable option. This enlargement will add an additional 20 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’ (2018 – 2022).

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer: None

.....

**Signed**

.....

**Date**

**KENT COUNTY COUNCIL**  
**EQUALITY IMPACT ASSESSMENT**

**Directorate:**

- *Children, Young People and Education*

**Name of policy, procedure, project or service**

- *Proposed PAN increase for Dartford Grammar School for Girls*

**What is being assessed?**

- *School Project*

**Responsible Owner/ Senior Officer**

- *Ian Watts, Area Education Officer – North Kent*

**Date of Initial Screening**

*05 December 2017*

<b>Version</b>	<b>Author</b>	<b>Date</b>	<b>Comment</b>
1	Ian Watts	05 12 17	



## Screening Grid

Characteristic	Could this policy, procedure, project or service affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact HIGH/MEDIUM LOW/NONE UNKNOWN		Provide details: a) Is internal action required? If yes what? b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative		
<b>Age</b>	No, other than it being as secondary school, offering places to 11 – 18 years old students	High	None	N/A	Yes. Positive for the local community and therefore local children as the proposed expansion will allow families to access more secondary school places at this very popular school.
<b>Disability</b>	No, the new accommodation will be fully compliant with the Equality Act 2010	High	None	N/A	Yes. There will be more places available to meet the needs of children in the local area, including those with SEN and/or disability.
<b>Gender</b>	No, KCC maintain a policy of equalising selective/non-selective provision, where practicable, across Dartford borough.	Med	None	N/A	Expansion of this school equalises the number of girls and boys grammar places in Dartford borough
<b>Gender identity</b>	N/A	N/A	N/A	N/A	N/A
<b>Race</b>	No, In accordance with their admission criteria, the school offers places to a any student who is eligible according to the selection test, regardless of race or ethnicity.	High	None	N/A	N/A
<b>Religion or belief</b>	No, the admission criteria welcomes children of any faith or no faith.	High	None	N/A	Yes. The school curriculum will cover all religions.
<b>Sexual orientation</b>	N/A	N/A	N/A	N/A	N/A
<b>Pregnancy and maternity</b>	N/A	N/A	N/A	N/A	N/A
<b>Marriage and Civil Partnerships</b>	N/A	N/A	N/A	N/A	N/A



## Part 1: INITIAL SCREENING

**Proportionality** - Based on the answers in the above screening grid what weighting would you ascribe to this function – **LOW**

Low	Medium	High
Low relevance or insufficient information / evidence to make a judgement.	Medium relevance or insufficient information / evidence to make a Judgement.	High relevance to equality, / likely to have adverse impact on protected groups

### Context

Dartford Grammar School for Girls is a popular school and the proposal to expand the PAN from 160 to 180 is, therefore, in line with the expectation of expanding popular, successful schools and providing local schools for secondary aged children.

The proposal will provide an an additional 20 Year 7 places for September 2018, increasing incrementally each year until the school will offer 180 places for every year. This will help with providing places to meet the forecasted increase in demand due to the larger primary cohorts emerging from Dartford primary schools.

### Aims and Objectives

- The project is for the provision of secondary school places in an area identified as needing additional places.
- The background document is Kent's Commissioning Plan for Education Provision 2018-22
- The project will provide additional school places. This will be achieved through building additional teaching accommodation and the commissioning of 20 more secondary school places.

### Beneficiaries

- Local children and their families
- The Local Authority

### Consultation and data

#### Information about the School & local area

- The data used in the project is published data on pupil numbers, school performance data and characteristics of the local pupil population.
- Dartford Grammar School for Girls is a selective secondary school
- The school is judged 'Outstanding' by Ofsted with 'Outstanding' leadership
- 6 of the 58 LSOAs in Dartford are within the top 20% most deprived areas in England

	Dartford		Kent	
	Number	%	Number	%
English additional language	3,302	16.7%	24,024	10.5%
Free school meals	1,710	8.6%	25,145	11.0%
SEN - with SEN support	1,593	8.1%	21,013	9.2%
SEN - with SEN Statement	340	1.7%	6,714	2.9%
<b>Number of pupils on roll</b>	<b>19,785</b>	<b>100%</b>	<b>228,581</b>	<b>100%</b>

## The Community

For more detail on the community visit –

<http://www.kent.gov.uk/about-the-council/information-and-data/Facts-and-figures-about-Kent/area-profiles>

## Proposed Consultation

- Local knowledge and discussions with the education community.
- A six week public consultation on the expansion will take place during December 2017 and January 2018. If following the consultation, the Governing Body agrees to continue with the proposal, the expansion will be confirmed by the end of February 2018.
- A public meeting will be held at the school on 11<sup>th</sup> January 2018.

## Potential Impact

### Adverse Impact:

No adverse impacts have been identified at this stage; however the consultation will enable the Local Authority to test out these assumptions.

### Positive Impact:

Some positive impacts identified are:

- An increase in total number of places available to meet the needs of children with disabilities and/or SEN
- More families able to access good school places
- School places available to children with and without faith based backgrounds.

## JUDGEMENT

**Option 1 – Screening Sufficient**                      ~~YES/NO~~

### Justification:

**Option 2 – Internal Action Required**                      **YES/NO**

- *Following this initial screening our judgement is that the statutory Public Consultation that will be undertaken will highlight any unknown issues and if necessary, will initiate a further EIA*

**Option 3 – Full Impact Assessment**                      **YES/NO**

## Equality and Diversity Team Comments

### Sign Off

I have noted the content of the equality impact assessment and agree the actions to mitigate the adverse impact(s) that have been identified.

### Senior Officer

Signed: \_\_\_\_\_ Name: \_\_\_\_\_

Job Title: \_\_\_\_\_ Date: \_\_\_\_\_

### DMT Member

Signed: \_\_\_\_\_ Name: \_\_\_\_\_

Job Title:

Date:

### Equality Impact Assessment Action Plan

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications

**From:** Roger Gough, Cabinet Member for Children, Young People and Education

Matt Dunkley, Corporate Director for Children, Young People and Education

**To:** Children, Young People and Education Cabinet Committee – 8 March 2018

**Subject:** Children, Young People and Education Directorate Business Plan 2018-19

**Classification:** Unrestricted

**Future Pathway of Paper:** The Children, Young People and Education (CYPE) Directorate Business Plan 2018-19 will be formally agreed by the Cabinet Member for Children, Young People and Education and the Corporate Director for Children, Young People and Education, following consideration by the Cabinet Committee at this meeting.

**Summary:** This report outlines the draft Children, Young People and Education Directorate Business Plan 2017-18. The Plan (attached as an Appendix to this report) provides a summary of the services that make up the CYPE Directorate, the key priorities and performance measures and the resources available to deliver the desired outcomes for 2018-19.

**Recommendations:**

The Children, Young People and Education Cabinet Committee is invited to:

- (i) **Consider and comment** on the draft Children, Young People and Education Directorate Business Plan 2018-19.
- (ii) **Note** that the final Directorate Business Plan will be published online in April 2018.

**1. Introduction**

1.1 The Strategy, Policy, Relationships and Corporate Assurance Division is responsible for coordinating the Authority's business planning process on behalf of Cabinet Members, Corporate Directors and DMTs. The business planning framework for 2018-19 was discussed and approved by Cabinet Members and Corporate Management Team in December 2017.

1.2 Cabinet Members subsequently considered priorities for the Directorate Business Plans for 2018-19 in January 2018. CYPE's agreed priorities are reflected in the Directorate Business Plan that this Cabinet Committee is invited to consider via this report.

The priorities for 2018-19 are:

Improving student achievement by:

- Ensuring **more good and outstanding schools**
- **Closing the achievement gap** for key groups
- Developing **“The Education People”** with schools as partners
- Creating **more apprenticeships** for young people
- Ensuring a sufficient supply of **high quality school places**, including brokering sponsors and developing models for LA supported local MATs
- **Implementing changes to school funding** effectively and in the interests of all Kent children

Improving outcomes for vulnerable children and families by:

- Addressing **recommendations of the Ofsted Inspection** of Children’s Services
- Improving **timely access to** and quality of **CAMHS**
- **Managing demand** to ensure the right children and families get the right service at the right time
- **Integrating services** across the directorate to take a whole systems approach to childhood, focussed on prevention and working with families to reduce risks of harm to children
- Developing integrated family facing services which are able to hold risk with families safely but with **less statutory intervention**
- Making Kent the **best Corporate Parent** we can be for the children and young people in Kent
- **Addressing** the issue of **child poverty**, understanding its drivers and determining what we can do to mitigate its impact
- **Seizing opportunities to add value** to Kent’s Agenda through local and national priorities e.g.
  - Improved **social mobility**
  - Child and Adolescent **Mental Health** Green Paper / changes to health commissioning
  - Joining up the **Early Years** landscape
  - Refocussing our support for **SEND** 0-25

Foremost amongst our strategic priorities for 2018-19 are to:

- Successfully **integrate Children’s Social Care and Education** and Young People’s Services to 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 Adolescent Mental Health Services (CAMHS)
- Work with KAH and The Education People to **ensure that the Company is a success** and delivers services that schools need and want
- Work with the ESFA / RSC to **deliver sufficient good school places** across the County

- **Meet the needs of SEN children through High Needs Funding** in order to provide the appropriate provision, avoiding unnecessary recourse to EHCPs

1.3 The CYPE Directorate Business Plan 2018-19, when approved by Cabinet Members, will be published online at Kent.gov.uk and sets out:

- How the Children, Young People and Education 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 2018-19.
- Signposting to detailed existing strategies and delivery plans.
- The Directorate operating environment.
- 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.
- What services the Directorate commissions and details of new service activity.

1.4 CYPE 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 the Cabinet Member for CYPE, prior to publication online in April 2018.

## **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 children's services.

2.2 All of the strategic priorities identified within the Directorate's Business Plan will be achieved within the agreed Directorate budget for 2018-19, including the challenging savings.

## **3. KCC's Strategic Outcomes and Commissioning Framework**

3.1 The CYPE Directorate Business Plan plays an important part in reflecting how the Directorate will support the achievement of the County Council's 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 they are supported and safeguarded; that vulnerable children and families get the additional help they need to secure their wellbeing and keep them safe from harm; 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 CYPE Directorate Business Plan 2018-19 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 documents - CYPE Vision and Priorities for Improvement 2018 -2021, considered by the CYPE Cabinet Committee at its meeting on 22 November 2017 and the Ofsted Annual Conversation Self-Evaluation 2018.

#### 4. Business Planning Process 2018-19

- 4.1 The Directorate Business Plan for 2018-19 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.
- 4.2 The current Business Plan structure has been positively received as the plans are shorter, more focused on political priorities, (including the challenges identified in the Strategic Statement Annual Report 2017) and evidence a greater awareness of the risks and opportunities in the wider operating environment.
- 4.3 Commissioning and structural arrangements in CYPE have been reviewed following the decision to set up an Education Services Company, which will be operational from April 2018. The development of 'The Education People' Company is a strategic commitment on the part of KCC to work in partnership with schools and continue with a strong presence in securing better outcomes for children and young people.

The Corporate Director for CYPE is the commissioner for the core statutory services to be delivered by the ESC.

#### Scope of Services Involved

<b>In the Education Services Company (ESC)</b>	<b>Remaining with Kent County Council (KCC)</b>
School Improvement	Early Help and Preventative Services
Governor Services	Special Educational Needs
Outdoor Education	Fair Access (Admissions and Transport)
Schools Financial Services	Area Education Officers
Early Years and Childcare	Provision Planning and Operations
Education Psychology	Academies Conversion
Education Safeguarding Service	Community Learning and Skills



KCC will commission 'The Education People' to deliver specified outcomes, within an agreed financial envelope, and performance will be monitored through the Director of Education Planning and Access and an Education Services Commissioning and Stakeholder Partnership Board. This Board will provide KCC oversight and provide schools (and other settings) with a greater influence over the delivery of education services in Kent.

## 5. CYPE Directorate Business Plan

- 5.1 The draft CYPE Directorate Business Plan 2018-19 is set out in the Appendix to this report. It details the key functions and responsibilities of CYPE 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 A focus this year will be the whole integration of the new CYPE Directorate. Specialist Children's Services and Education 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. A priority will be to integrate services across the Directorate to take a whole systems approach to childhood, focused on prevention and working with families to reduce risks of harm to children. The intention of the amalgamation of Children's Services into one Directorate is to improve access and outcomes and provide a more unified service to children, young people and families across Kent, ensuring that the right children are receiving the right service at the right time.

## 6. Conclusion

- 6.1 This CYPE Directorate Business Plan 2018-19 aims to communicate our vision and direction, with strong messages about what the CYPE Directorate aims to achieve and the ways the Directorate will transform itself in the next year.

## 7. Recommendations

The Children, Young People and Education Cabinet Committee is invited to:

- (i) **Consider and comment** on the draft Children, Young People and Education Directorate Business Plan 2018-19.
- (ii) **Note** that the final Directorate Business Plan will be published online in April

## **8. Background Documents**

- The CYPE Vision and Priorities for Improvement 2018-2021.
- The Ofsted Annual Conversation Self-Evaluation 2018
- More detailed delivery plans have been set out in the Ofsted Children's Services Inspection Practice Development Plan, 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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Relevant Corporate Director:

Matt Dunkley, Corporate Director for Children, Young People and Education

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A large, stylized blue horse logo is centered on a blue background. The horse is depicted in profile, facing left, with its front legs raised in a rearing or galloping posture. The lines are clean and modern, with a slight gradient from light to dark blue.

# Children, Young People and Education Directorate

2018-19 Directorate Business Plan

*[kent.gov.uk](http://kent.gov.uk)*



## Foreword from our Corporate Director



Matt Dunkley, Corporate Director, Children, Young People and Education

I am pleased to introduce the Children, Young People and Education Directorate Business Plan for 2018-19.

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 driving ambition is to deliver the best outcomes we can for all children, young people and their families. We aim for Kent to be the most forward-looking area in England for care, education and learning, supported by specialist and early help services so that we are the best place for children and young people to grow up safely, learn, develop and achieve.

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 children's social care and education systems. The necessary savings required of local government are challenging but they also provide the opportunity to develop better ways of doing our business more efficiently and at lower cost.

A focus this year will be the whole integration of the new CYPE Directorate. Specialist Children's Services and Education 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. A priority will be to integrate services across the directorate to take a whole systems approach to childhood, focussed on prevention and working with families to reduce risks of harm to children. This integration process 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 needs to be in place to build on this good work, to provide a more unified service to children, young people and families across Kent.

A further key priority for the forthcoming year will be the launch of the Education Services Company – The Education People. The purpose of 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.

Integrated working requires highly effective partnerships and good relationships with other agencies and stakeholders. 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 and closing the gap in outcomes for disadvantaged children; 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 principles 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.



Matt Dunkley

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# 1. Purpose of the Directorate Business Plan

The Children, Young People and Education (CYPE) vision is for Kent to be the best place for children and young people to grow up, be supported and safeguarded so they can learn, develop and achieve their maximum potential.

We want the best for all children in Kent. Our driving ambition is to deliver the best outcomes we can for all children, young people and their families. We constantly aim for Kent to be the most forward looking area in England for care, education and learning, supported by specialist and early help services so that we are the best place for children and young people to grow up safely, learn, develop and achieve.

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 support, and benefit from schools, children's social care, early help and other providers working in partnership with each other to achieve a child focused council that ensures the right children and families get the right service at the right time.

This Business Plan details the key responsibilities of the new Children, Young People and Education 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 professional colleagues including Social Workers, Headteachers, Governors and other key agencies and stakeholders to achieve the improvements detailed in this Business Plan.

## The CYPE Directorate Business Plan 2017-18 sets out:

- The key strategic priorities and targets for 2018-19.
- How the 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.
- 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.
- What services the Directorate commissions and details of new service activity.

## 2. Children, Young People and Education Strategic Priorities

This Business Plan sets out a range of priorities and targets for improvement, built up over time in partnership with key partners, to achieve what we believe is a shared vision for children, young people and families in Kent.

**Our key priorities**, developed with the Lead Cabinet Member for CYPE and endorsed by CYPE Cabinet Committee in March 2018 include:

Improving student achievement by:

- Ensuring more good and outstanding schools
- Closing the achievement gap for key groups
- Developing “The Education People” with schools as partners
- Creating more apprenticeships for young people
- Ensuring a sufficient supply of high quality school places, including brokering sponsors and developing models for LA supported local MATs
- **Implementing changes to school funding** effectively and in the interests of all Kent children

Improving outcomes for vulnerable children and families by:

- Addressing recommendations of the Ofsted Inspection of Children’s Services
- Improving **timely access to** and quality of **CAMHS**
- **Managing demand** to ensure the right children and families get the right service at the right time
- **Integrating services** across the directorate to take a whole systems approach to childhood, focussed on prevention and working with families to reduce risks of harm to children
- Developing integrated family facing services which are able to hold risk with families safely but with **less statutory intervention**
- Making Kent the **best Corporate Parent** we can be for the children and young people in Kent
- **Addressing** the issue of **child poverty**, understanding its drivers and determining what we can do to mitigate its impact
- **Seizing opportunities to add value** to Kent’s Agenda through local and national priorities e.g.
  - Improved social mobility
  - Child and Adolescent **Mental Health** Green Paper / changes to health commissioning
  - Joining up the **Early Years** landscape
  - Refocussing our support for **SEND** 0-25



Foremost amongst our strategic priorities for 2018-19 are to:

- Successfully **integrate Children's Social Care and Education** and Young People's Services to 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 Adolescent Mental Health Services (CAMHS)
- Work with KAH and The Education People to **ensure that the Company is a success** and delivers services that schools need and want
- Work with the ESFA / RSC to **deliver sufficient good school places** across the County
- **Meet the needs of SEN children through High Needs Funding** in order to provide the appropriate provision, avoiding unnecessary recourse to EHCPs

### The Key Challenges for the Directorate in 2018-19

Our purpose is clear – to give children and young people the best start in life. As part of this we need to ensure that we build a children's system that works for everyone. How we care for, educate and support the children and young people of today is an indication of how successful our country will be in the future.

We have worked hard to minimise the impact of reduced resources and increased demand on the most vulnerable in our communities. We know that we need to keep vulnerable families out of crisis, as well as children and young people out of KCC care, unless of course, care is the best place for them. We have responded creatively by forming new partnerships, reshaping services and adopting new ways of working to ensure children and families are supported where and when they need help.

In April 2017, the County Council integrated all of its children's services into a single 'Children, Young People and Education (CYPE) Directorate'. This has provided a welcome opportunity to integrate Specialist Children's Services (social care) and all other services in Education and Young People's Services. This is a very positive development, and together with the new 'Front Door', for all notifications to Early Help and referrals to Social Care, it will create a more effective, coherent whole system approach in supporting children and young people. This integration process will develop further over the coming two years.

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.

KCC's strategy is to move away from high cost, reactive spend towards well targeted, earlier intervention. To improve services, we are promoting early help, multi-agency working and clear and strong future leadership, provided by the new CYPE Corporate Director. This combination of strategic approaches will bring about more positive outcomes for children, young people and their families.

Preventative work to manage demand is the best way we have to turn around the lives of the most disadvantaged children, by closing the gap in terms of attainment, health and access to services.

**Foremost amongst our Key Challenges** over the next year will be to work in a more integrated way as a new CYPE Directorate under our new single Corporate Director for Children's Services in order to:

- Manage the growing demand for statutory services, whilst achieving significant budget savings
- Address the Ofsted Inspection of Children's Services recommendations around the Front Door, Special Guardianship Orders, Care Leavers and Adolescent Risk
- Refresh the Threshold Criteria for accessing specialist and early help services
- Operate an effective new single Front Door referral process so that all children requiring an assessment receive one and all children in need of protection are safeguarded
- Focus on our Corporate Parenting role so that Kent is the best place to grow up as a LAC
- Learn from the Area Pilot Projects to identify what works in terms of service changes and then roll out County-wide to deliver improved outcomes for vulnerable children and young people
- Recruit sufficient Social Workers to reduce vacancy rates and improve caseload numbers
- Recruit more Foster Carers in priority areas
- Embed recent Care Leavers' practice improvements including the new Pathway Plan and good practice guidance, so that Care Leavers are ambitious about their future prospects
- Increase the number of children achieving permanence with their extended family, including expanding the foster to adopt and mentoring schemes
- Manage the relationship with the ESFA in respect of provision of additional school capacity
- Launch 'The Education People' Company to deliver and grow services to schools, whilst protecting the Council's investment and mitigating risks
- Manage the relationship with the Kent Association of Headteachers to ensure co-production models of key strategies
- Manage SEND and High Needs Funding (HNF) demands and pressures
- Address the growing correlation between Kent's weakest schools (which are predominately academies) and the disproportionate number of disadvantage children in them
- Improve placement stability for Children in Care
- Continue to improve outcomes for children and young people by raising standards of attainment and accelerating efforts to close the attainment gaps, improve attendance and reduce exclusion, increase participation to age 18 and have more good and outstanding early years settings and schools
- Continue to develop opportunities and pathways for all 14-19 year olds to succeed in accessing higher levels of learning or employment with training to age 24, including increasing the number of Apprenticeships in Kent

## CYPE Key Targets

The Directorate's detailed targets for the forthcoming year and beyond are contained within Vision and Priorities for Improvement 2018-2021, the CYPE Performance Scorecard and our Quarterly Performance Indicators which are provided later in this Business Plan. A snapshot of our activity to achieve our targets for the next year are to:

- **Continue** to integrate children's services. Together with the integrated 'Front Door' for all Early Help notifications and Social Care referrals, a more coherent whole system approach will support children and young people, working in partnership with schools. The integrated 'Front Door', has created a single access system of assessing referrals to ensure a safe and efficient transfer of cases into Specialist Children's Services (SCS) and Early Help. This will help ensure more appropriate support for young people, reduce demand and effectively manage resources.
- **Reduce** the demand on Specialist Children's Services by diverting a higher proportion of cases to Early Help, enhancing their preventative impact upon social care, while ensuring they work with the right families.
- **Work** towards a whole system approach that integrates support, increases prevention and reduces the number of referrals into Specialist Children's Services, to ensure children and families are supported at the right time and place when they need to access support, ensuring the most effective decision making at the 'Front Door'.
- **Implement** the Ofsted Practice Development Plan. The 'good' Ofsted judgement of our Children's Services is welcome. However, as with any inspection process, there are a number of recommendations and areas for improvement, particularly in respect of our services for Help and Protection. A Development Plan has been produced, shared with Members and Ofsted and work is continuing to respond to the ten inspection recommendations.
- **Attract** adequate numbers of experienced staff and team managers. The national shortage of experienced children's social workers continues to have an impact on KCC's recruitment success; it has meant we are yet to reach our target of 85% of our case-holding posts being filled by permanent staff.
- **Deliver** high quality services within limited finances, using the opportunity of integrated children's services to streamline provision so that services are more accessible, effective and efficient and generate savings.
- **Raise** attainment further at all key stages, and narrow achievement gaps, particularly for vulnerable learners. Increase the percentage of children and young people attending 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.
- **Continue to increase** the number of good and outstanding schools and settings, so that the maximum number of children and young people get a good education and achieve well.
- **Ensure** all children continue to get the best start in the Early Years by ensuring improved Early Years Foundation Stage (EYFS) outcomes, increasing the take-up of free early education for 2, 3 and 4 year olds including 30 Hours of Free Childcare for eligible children with effect from September 2017, and ensuring there are sufficient high quality early education and childcare places.
- **Deliver** improved emotional health and wellbeing services and reduce waiting times for Child and Adolescent Mental Health Services, using a new single point of access, clear

pathways and better transition from universal support in schools through to highly specialist care.

- **Focus** on improving the support for vulnerable pupils, so that achievement gaps close for pupils on free school meals, children in care, young offenders and pupils with special educational needs and disabilities.
- **Support** the KCC Select Committee on the Pupil Premium which is currently looking at the impact of Pupil Premium Funding for schools and early years, how it is spent and whether it is closing the attainment gap for vulnerable learners. This focus on identifying and ensuring better use of the Pupil Premium by schools is welcome and the Select Committee's recommendations will inform future actions to narrow the attainment gap.
- **Develop and improve** the opportunities and progression pathways for all 14-19 year olds to participate and succeed, through innovative curriculum planning at Key Stages 4 and 5, including the transition year, so that they can access higher levels of learning or employment with training, including apprenticeships and technical options to age 24.
- **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 pre and post 16.
- **Increase** the number of young people on employability and pre-apprenticeship pathways; promote improving standards in post 16 provision through the development and extension of successful Key Stage 4 strategies and curriculum opportunities; improve GCSE results in English and mathematics in the new assessment environment of standard and good passes; and significantly increase the number of young people gaining grade 4+ English and mathematics qualifications by age 19, by offering various routes to achieve this.
- **Promote** apprenticeship opportunities for young people and adults within schools.
- **Ensure** all our Children's Centres offer good provision for children and families, work in an integrated way with the health visiting service and effectively target, reach and support the most needy families to ensure a greater number of vulnerable children and families achieve good outcomes, including all those with children under five that are supported by social workers.
- **Improve** the wellbeing of at-risk 10-16 year olds by developing an Emotional Resilience model with schools through the HeadStart Programme, using £10m of Big Lottery Funding.
- **Through** Community Learning and Skills (CLS) commissioned services, support young people and adults to improve their skill levels and reach their full potential by meeting the skills needs of the local economy and improving the training infrastructure for young people and adult learners.
- **Reduce** demand and costs by implementing changes in SEN transport, including rolling out Independent Travel Training for pupils, offering Personal Transport Budgets to families and the commissioning of new SEN transport arrangements for individual Special schools.
- **Ensure** that children and young people are safeguarded and diverted from individuals, institutions and ideologies that promote violent extremism, terrorism and child sexual exploitation, by working with schools and other settings to educate children and young people about potential dangers that undermine British values.
- **Continue** to improve the outcomes for every Kent child and young person with SEND; and deliver the priorities and targets in our SEND Strategy, including further progress in delivering the Children and Families Act reforms.

- **Ensure** we continue to transfer the Kent children and young people subject to SEN Statements to good quality Education Health and Care Plans by the Government four-year transitional deadline of March 2018, through co-production and engagement with them and their families.
- **Deliver** a new model of allocating High Needs funding so that resources continue to be well targeted to the pupils in mainstream schools and colleges with the most complex special educational needs and that the model of funding is sustainable within budget constraints.
- **Launch** the new Education Services Company in April 2018 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. Ensure the company delivers effectively its statutory work to improve education in Kent and increases its market share and growth to improve the service offer to schools and settings in Kent and beyond.
- **Support** the Kent Association of Headteachers in delivering and brokering school to school support, and achieving the priorities in the Kent Leadership Strategy so that we all remain focused on school improvement and on developing the leadership capacity in Kent schools that is required to have the best education and children's services in the country.

## Supporting Plans and Strategies

Vision and Priorities for Improvement 2018-21 is our key strategic document. It sets out the vision, key strategic priorities and targets for the work of the Children, Young People and Education Directorate. The document details the ambition, key priorities for improvement, the progress made in 2016-17 and our targets for 2018-19 and beyond. Within the document, each performance target has key milestones for each year, against which progress and success are measured. Later in this Business Plan, we detail the headline performance indicators that CYPE Directorate will be measured against for 2018-19.

CYPE's priorities and activities are set out in more detail in the following key strategy documents:

- Vision and Priorities for Improvement
- Ofsted Annual Conversation Self-Evaluation 2018
- Ofsted Children's Services Inspection Practice Development Plan
- The School Improvement Strategy
- The Early Years and Childcare Strategy
- The SEND Strategy
- The Commissioning Plan for Education Provision
- 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 Education Services Company Commissioning Plan
- CYPE Performance Scorecard

Significant service activity and new strategies and policies planned for 2018-19 are detailed in Appendix 2.

### 3. Directorate Operating Environment

Nationally, a Ministerial reshuffle at the beginning of the year delivered a new Secretary of State for Education and a number of new Ministers. These leadership changes came in the middle of some significant developments affecting children and young people including:

- A social mobility action plan for education to ensure more educational equity
- Development of a new What Works Centre for Children's Social care
- Technical education reforms including apprenticeships
- New teacher recruitment proposals
- Implementing new school funding changes
- Development of a new career pathway and targeted recruitment process for Social Workers including Social Worker accreditation
- Brokering new models of help for local authorities experiencing difficulties delivering children's social care
- Improvements to child and adolescent mental health provision
- Addressing the need to secure enough free school sites and school leaders to accommodate the growing school population
- Publishing a response to the Grammar schools consultation, 'Schools that Work for Everyone'

As detailed earlier, within Kent we also have a number of key challenges to ensure Kent is the most forward looking area in England for care and education and learning. They include:

- Effectively managing growing demand for statutory services whilst achieving significant budget savings
- Ensuring a good childhood in Kent for all children, by making sure this ambition is everyone's business and that all stakeholders involved with children play a role in achieving a child focused council
- Refocusing and prioritising our Corporate Parenting role so that our support for LAC is the best in the country
- Integrating services across the CYPE Directorate to take a whole systems approach to childhood, focused on prevention and working with families to reduce risk of harm to children safely but with less statutory intervention
- Working with families to understand the drivers of and mitigate the impact of child poverty, so that children growing up achieve their potential and secure and sustain good quality employment with opportunities to progress
- Managing the relationship with the ESFA in respect of provision of additional school capacity
- Managing the relationship with Kent Association of Headteachers to ensure co-production models of key strategies
- Managing SEND and High Needs Funding demands and pressures
- Accelerating efforts to close the attainment gap

- Improving placement stability for Children in Care
- Ensuring 'The Education People' company is a success for Kent schools and KCC

A number of these key issues are considered below in more detail:

## Changes to the Specialist Children's Care Landscape

Every child deserves a happy, safe childhood in which they can thrive. To do so, some children and families need additional help and support to secure their wellbeing and keep them safe from harm.

This is an exciting time to be part of Kent's children's services as our recent Ofsted Inspection rated the services we deliver to children and families as 'good'. We use the 'Signs of Safety' approach as our practice model. This supports children and their families to have a consistent and seamless journey through our services. The model provides a clear method to risk assess cases and enables children and their families to be involved in their assessment and safety planning.

We want to reduce demand for statutory children's social care and to help 'step down' social care cases from Children in Need, Children with Protection Plans and Children in Care, where it is safe to do so. This means that more children at risk of harm and neglect can be helped to return to a more stable and secure upbringing, that supports their wellbeing and development.

The amalgamation of Early Help, Education and Children's Social work into the same Corporate Directorate has provided the platform for improving outcomes for vulnerable children across the County. Our focus will be on greater integration which will see us working differently with families to intervene less overall. January 2018 saw the launch of four innovation pilots, bringing together skills, expertise and interventions from both Early Help and Children's Social Work with a focus on better, more timely outcomes. The projects cover the following areas:

- Adolescents at Risk;
- Placement stability;
- Family Support to the most vulnerable children;
- Building school and community resilience.

Over the next year we will be looking to implement learning from the projects and will work to embed a new culture of cohesive and complementary multi-disciplinary working.

In March 2017 Ofsted undertook a Single Inspection Framework review of Kent's Children's Services and an overall judgement of Good was given. Services for Children in Need of Protection were judged to Require Improvement. The Inspection concluded with 10 recommendations which informed the development and implementation of a 12 month Practice Development Plan for the Service. Service development and improvements achieved following implementation of the Plan have now been embedded in "business as usual" activities.

This phase of our development in children's services provides us with an opportunity to be an outstanding service, with the highest quality social work and early help services.

The changes underway, detailed below, are intended 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.

## Work underway in Children's Social Care

### Key Developments

- Creation of a single Front Door to process referrals;
- Increasing numbers of children on Child Protection Plans;
- Developments to meet the needs of Kent's Looked After Children;
- Improvements in adoption figures;
- Strengths and challenges facing care leavers;
- Planning to strengthen multi-agency safeguarding arrangements;

## Front Door

Prior to Ofsted's visit in March 2017, Kent's Front Door consisted of staff from Specialist Children's Services, Early Help, Police, Probation and Health who worked alongside one another but separately. We have since changed the way the Front Door is structured to streamline and simplify processes. A project to develop and integrate the work of the Unit was undertaken, and staff are now moving to a new model of working in multi-disciplinary teams. New supervision arrangements have been put in place and we have developed a single referral form which will be used by all staff going forwards. In addition to this, we have increased investment in management and recruited a new Assistant Director to lead the work on the Front Door.

We are in the process of developing our Integrated Front Door with a single point of access which will be responsible for responding to all Requests for Support at an intensive level and above. Over the next 12 months we will be working to create a truly multi-skilled workforce, bringing together Specialist Children's Services and Early Help staff with an agreed methodology and clear processes to address how we manage fluctuations in demand; the best ways of working with our multi-agency partners including Police and schools; and how we get levels of intervention right at the earliest opportunity to prevent escalation. We are in the process of agreeing a new process for work allocation and the exploration of extended working hours. We have decided to merge the Inter-agency Referral Form, Domestic Abuse Notification and Early Help Notification into a single form. Furthermore, we will undertake further development of Signs of Safety to strengthen decision making at the Front Door.

The changes will result in better decisions being made for families. We also expect that the new way of working will result in a reduction in the number of cases passed to Specialist



Children's Services that lead to 'no further action' after assessment.

## Children subject to a Child Protection Plan

At the end of November 2017, 1,501 children in Kent were subject to Child Protection Plans. The rate of children subject to a CP plan per 10,000 has increased over the last year by 35%. This increase is due to a combination of the increase in activity from the Front Door; the impact of the Neglect Strategy; and activity to raise awareness around the importance of identifying and conducting strategy discussions for children in need of protection.

A year ago, Kent had significantly lower rates of CP than other local authorities. At 45.1 children subject to a CP plan per 10,000, Kent is now much closer to the average rates seen in its statistical neighbours (42.4) and England (43.3). We believe that this is a positive improvement and that more children will now be getting the protection they require.

The issues around the increase in caseloads are being investigated. This is being done by considering each of the factors that influence caseloads and investigating each of these through a combination of robust data analysis and practice audits. These factors are:

- The incoming demand (initial contacts);
- The proportion of initial contacts sent through for assessment;
- Assessment duration;
- The proportion of assessments converting to ongoing cases (cin/cp); and
- The duration of ongoing cases.

We will be reshaping the Adolescent Risk Panels, and this will be a focus of work during early 2018.

## Looked After Children

The number of citizen children Kent Looked After per 10,000 has remained constant over the last 12 months. However, we anticipate an increase in numbers over the coming 6 - 9 months because of the overall rise in children subject to a CP plan. A proportionate increase would raise overall numbers closer to our statistical neighbours and the average for England.

There has been a significant reduction in the number of UASC LAC with numbers falling below 300 for the first time since 2014. The National Transfer Scheme, whilst fragile, has assisted in reducing the overall numbers of new arrivals remaining in Kent and we continue to meet the needs of this group of vulnerable young people to a good standard.

The fostering service has developed its social work practice with a focus on enhancing the care provided to children who are looked after away from home. We have also developed and implemented with the Faithful Foundation, a Kent Fostering Risk assessment for carers with associated classroom based and e-learning focusing on safeguarding and safe care planning.

The proportion of Looked After Children with 3 or more placement moves in the last 12 months has improved from 14.2% to 11.5%, which is similar to statistical neighbour performance from March 2016.

Our Early Help Services are supporting Looked After Children, carers/parents and schools to

ensure that these children are not excluded and are not missing from education. The latest exclusion dataset (December 2017) indicates that schools have maintained a good record of no permanent exclusions of children in Kent's care. Similarly, over the past 12 months the number of Looked After Children with a fixed-term exclusion has reduced from 437 (4.5%) to 397 (3.7%).

We are refreshing our fostering recruitment campaign with the Kent branding "open your heart", which is designed to attract new carers to work for Kent. We continue to explore any new marketing opportunities available. We will also focus our recruitment in priority areas. We will also continue with our focus on care planning and preparation for placement, as well as the timeliness of placement planning meetings.

Kent is in the process of developing a renewed Sufficiency Strategy that has been designed to better provide for the increased numbers of Looked After Children.

Over the next year we will ensure that our practice focuses on the early identification of family/friend's placements to reduce the need for Care Proceedings and increase proportion of children subject to a Special Guardianship Order.

In line with the emphasis on corporate parenting duties (as required by the Children and Social Work Act 2017 and aligned draft statutory guidance), we will be enhancing the profile of our corporate parents – both in terms of responsibilities which lie with parts of the Council other than Children's Services, as well as working across tiers of local government to provide the right support to our most vulnerable children and young people.

### Improvements in Adoption Figures

The proportion of children who leave care and are adopted has increased from 12.9% in March 2017 to 16.0% in November 2017 (excluding Unaccompanied Asylum-Seeking Children - UASC).

We have seen a steady year-on-year improvement across the range of indicators in our Adoption Scorecard. This is a result of greater challenge in planning processes and improvements in our family finding activity. A beneficial legacy from our work with Coram has been the development of a more diverse spectrum of post adoption support services. Central to this is the therapeutic activity which continues under the oversight of Coram/Tavistock, funded in part through maximisation of Government grant opportunities.

Kent has achieved the adoption of 82 children up to year end 2017, in comparison to 62 in the previous year.

Kent will continue to progress a partnership arrangement with the London Borough of Bexley and Medway Council to develop a Regional Adoption Agency. Member consent has been confirmed to enter formal negotiations and we are in dialogue with the DfE to facilitate development of the new body. A dedicated senior practitioner role has been created within the Adoption Service to focus on permanency planning and to ensure a proactive approach on the part of the service regarding the early identification and forward planning of placement needs.

We are also looking to develop a pathway for Special Guardianship Order carers over the coming year and the Adoption Service will be hosting a conference in March 2018 on 'Trauma informed therapeutic interventions', as we recognise the importance of this field in relation to effective practice.

## Strengths and challenges facing Care Leavers

Over the next 12 months we will be reviewing our current service offer in relation to changes required by the Children and Social Work Act 2017. At the forefront of our planning are the potential implications that the new requirements will have for our care leaver population and the additional demands this increase in provision up until the age of 25 may have on our services. We will be working to review our Care Leaver Offer to ensure all our care leavers are aware of their entitlements and able to access the appropriate help and support. We will be assessing the sufficiency of the accommodation available to our care leavers. We will also be exploring the possibility of offering Kent's care leavers with apprenticeships commissioned by the Council, with a view to providing them with stimulating avenues into the workplace. As part of all this, we will be holding a series of Open Days to support the accessible and transparent development of services for young people and working with Transit to create a leaflet for young people so that they are aware of their housing rights.

Since the Ofsted Inspection, there has been a sustained focus on improving the quality of information we hold about our care leavers. The proportion of all care leavers that Kent is in touch with has increased from 68% to 89% over the last year. This has been achieved in the context that our care leaver cohort is made up of previous UASCs who have been missing since their initial entry into care or have been deported but are still counted in the 'in touch' returns. With these individuals removed Kent is now in touch with over 90% of all its care leavers.

Measures for Education, Training and Employment have improved, and Kent is now performing better than the average for both England and its statistical neighbours. The proportion of care leavers in suitable accommodation has remained constant for those we were in touch with. Now that Kent is in touch with more of its care leavers, the Department for Education measure has improved such that Kent is 2% ahead of its statistical neighbours and 3% behind the England average. Viewed in the context that a significant number of Kent's UASC young people are either permanently missing or have been deported, and that these cases are included in our figures, this is a particularly notable achievement.

NEET outcomes for care leavers has continued to be a strong positive feature, with engagement with Virtual School for Kent, a dedicated apprenticeship advisor now based in the 18+ Care Leavers Service coupled with a strong partnership with skills and employability services. The Youth Advisory Council (YAC) which is well established as a vehicle advocating the views of care leavers.

The 18+ Care Leavers Service now has nine dedicated teams including an accommodation team that provides accommodation options for young people, working closely with housing providers. The new Pathway Plan which was co-produced with a group of young people leaving care has been implemented and is now in use. This helps engagement and review of young people's care needs.

Since the Ofsted Inspection we have rewritten the joint housing protocol which has been launched.

## Planning to strengthen multi-agency Safeguarding Arrangements

In response to the Ofsted challenge regarding the effectiveness, the line management of the Kent Safeguarding Children Board (KSCB) Business Unit has been transferred to Strategic and Corporate Services Directorate. The new configuration will remain in place whilst we

review the current multi-agency safeguarding arrangements. We are currently in the process of this review, in preparation for the move to the new Safeguarding Partnership model, and are in discussions with colleagues in Health and the Police to ensure we have a smooth and successful transition to the new way of working. Kent is also looking at options to become an early adopter site.

The KSCB will be continuing to implement actions set out in its 2017-2020 Business Plan which includes actions arising following the Ofsted Inspection. Simultaneously, we will be reviewing our safeguarding arrangements over the coming year. The Board recognises the need to improve closer strategic partnerships with both the Medway LSCB and the Kent and Medway Safeguarding Adult Board.

## Education Services Company

Kent County Council's (KCC) Cabinet decided in March 2017 that it wants to continue to deliver good education services to schools through an Alternative Service Delivery Vehicle (ASDV), in order for schools to continue to focus on improving educational outcomes.

### Scope of Services Involved

In the Education Services Company (ESC)	Remaining with Kent County Council (KCC)
School Improvement	Early Help and Preventative Services
Governor Services	Special Educational Needs
Outdoor Education	Fair Access (Admissions and Transport)
Schools Financial Services	Area Education Officers
Early Years and Childcare	Provision Planning and Operations
Education Psychology	Academies Conversion
Education Safeguarding Service	Community Learning and Skills
Skills and Employability Service	

The development of the Education Services Company (ESC), is a strategic commitment on the part of KCC to work in partnership with schools and continue with a strong presence in securing better outcomes for children and young people.

A Local Authority Trading Company (LATCo), Limited by Guarantee is being created, to be known as 'The Education People' and will be operational from April 2018. It will be a wholly owned subsidiary of the Council, employing 500 full time equivalent staff to directly deliver services to Kent schools and beyond. It is envisaged that the ESC will increase the long term sustainability of education services in Kent, allow schools to have a greater say in how services operate and enable opportunities for growth and future investment in traded education services.

The Corporate Director for CYPE is the commissioner for the core statutory services to be delivered by the ESC.

KCC will commission the ESC to deliver specified outcomes, within an agreed financial envelope, and performance will be monitored through the Director of Education Planning and Access and an Education Services Commissioning and Stakeholder Partnership Board. This Board will provide KCC oversight and provide schools (and other settings) with a greater influence over the delivery of education services in Kent.

## 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.

40% of all KCC schools (34% Primary and 77% Secondary) have converted to Academy status.

### Academy Trusts

There are 46 Single Trusts in Kent as well as 13 'Empty' MATs (Single Trusts with Multi Academy status). There are also 43 Multi Academy Trusts operating in Kent including 15 Regional/National Academy Trusts (The largest is AET with 63 schools).

	Academy breakdown	
	Single Trust	Part of a MAT
Primary	21	134
Secondary	25	50
Special	0	1
Total	46	185

Volume of schools in Academy Trusts in Kent	
Singles	25.5%
Small MATs 2 to 4	29.0%
MATs 5 to 9	22.1%
MATs 10+	23.4%

## Delivering new school places

The Commissioning Plan for Education Provision in Kent (KCP) 2018-2022 is a five year rolling plan which is updated annually. It sets out how Kent discharges its statutory responsibility, as the Strategic Commissioner of Education Provision, to provide sufficient Early Years, SEND, Primary and Secondary places and to ensure that there are appropriate learning pathways for pupils at Post 16. It is also our responsibility to ensure that we have enough places in the right locations, to meet the demands of increased pupil numbers and parental preferences. It reflects the fact that the Local Authority's role has changed to being the commissioner, as well as continuing to be a provider, of education provision.

The number of Primary age pupils is expected to continue rising significantly from 123,027 in 2016-17, to 128,905 in 2021-22, which is just under 6,000 extra pupils over the next five years. In the same period the number of Secondary age pupils (Years 7-11) in Kent schools is expected to rise significantly from 79,110 in 2016-17 to 91,520 in 2021-22, a rise of 12,000 pupils.

Actions planned in the KCP will address the increasing rolls by expanding existing schools, and creating new Primary, Secondary and Special schools.

We intend to commission a total of 70FE\* Primary places and 60 temporary Year R places across the planned period with the majority of the places (62.2FE) delivered from 2020 onwards. As almost all of the permanent places are linked to housing development, any delays in the developments will shift back the delivery these schools.

We intend to commission a total of 84FE\* Secondary places and 880 temporary Year 7 places across the planned period. The delivery of these places are a little more evenly spread across the plan period as the places needed are predominately linked to the increase in Secondary rolls.

The Local Authority as Strategic Commissioner of Education Provision has a key role in securing funding to provide sufficient education provision in the County, particularly in schools, in order to meet its statutory responsibilities. The cost of providing additional school places is met from Government Basic Need Grant, supported borrowing by KCC and developer contribution monies. It is clear from the Medium Term Financial Plan that KCC is no longer in a position to undertake any further prudential borrowing to support new provision (as it has done in the past - notably with the Special Schools programme) as to do so would place the Council in breach of one of its key fiscal indicators that net debt should not exceed 15% of its net revenue expenditure.

Delivery of the additional schools places will rely more than ever on an appropriate level of funding from Government and securing the maximum possible contribution from developers where appropriate.

Another funding option is the Free Schools programme. Prior to the 2017 General Election the Government proposed to create 500 new free schools. Recent indications are that the free school programme may be slowing down.

The impact of the delays in the delivery of Wave 11 and 12 free schools by the ESFA as well as the postponement of Wave 13 means that we now face the need to put additional temporary measures in place and run competition processes for some new schools although a lack of suitable sponsor is likely to remain a significant issue.

The requirements set out in this plan cannot be delivered within the available budget and at present we estimate that we face a shortfall of £149m in respect of all the places required by September 2020 and that figure grows significantly the further ahead we look. The level of funding for maintenance and modernisation of the existing estate is already at a low level, so KCC has little scope to divert existing other schools capital funding to support the development of new provision. The prospect of having to meet this £149m pressure through additional borrowing confronts the Country Council with an insoluble dilemma between delivering its statutory duty on school places and maintaining its financial soundness.

Members and officers continue to lobby Ministers and officials within the Department for Education, The Education, Skills and Funding Agency and the Regional Schools Commissioner over this critical issue.

## Funding Changes

The Department for Education (DfE) consulted on the introduction of a National Funding Formula (NFF) for schools in the early part of 2017 and had an unprecedented 26,000 responses. The Government has listened carefully to the feedback and decided to implement a NFF from 2018-19. This announcement in September 2017 was preceded by an announcement in July of a further £1.3 billion of funding for schools nationally for the period 2018-19 to 2019-20.

For 2018-19 the Government is introducing a *soft* NFF. This means that Local Authorities will continue to set a local funding formula to distribute their schools block funding, in consultation with their local schools and their Schools' Funding Forum.

The Government's long term aim is to have all school budgets set on the basis of a single formula set nationally by Government, with no Local Government involvement, known as a *hard* NFF.

The **Dedicated Schools Grant (DSG)** funding from 2018-19 will be allocated through four blocks with each block calculated using their own separate NFF. The four blocks and their calculation methodology are:

- **Schools Block (SB)**– Individual allocation for each school based on NFF, aggregated up to make a total allocation for the LA.
- **High Needs Block (HNB)** – proxy indicators and partial historic spend.
- **Central Schools Services Block (CSSB)** – National rate per pupil X no of pupils in the LA as at previous October census.
- **Early Years Block (EYB)** - NFF for early years X January count.

### Implications of the introduction of a NFF on Kent's Schools Block

Table 1 figures subject to rounding	DSG Schools Block	Movement in funding from			
		previous year		current year	
	£'m	£'m	%	£'m	%
2017-18	£839.4m				
2018-19	£867.0m	+£27.6m	+3.3%	+£27.6m	+3.3%
2019-20	£889.3m	+£22.3m	+2.6%	+£49.9m	+5.9%
Once NFF is fully implemented	£901.5m	+£12.2m	+1.4%	+£62.1m	+7.4%

Once the NFF is fully implemented, Kent's Schools Block DSG per pupil increases from £4,145 per pupil to £4,452, which represents an increase of +7.4%. In 2017-18, Kent was ranked 140 out of 150, or put another way, the 10<sup>th</sup> worst funded LA. We will be ranked 114 when the NFF is fully implemented. In 2017-18 Kent's per pupil DSG is 8.8% below the national average and when the NFF is fully implemented it will be 5.5% below the national average, an increase of 3.3%.

Under the operation of a soft NFF, LAs will continue to have discretion on how they allocate/target the funding at a local level through their local funding formula.

We also have the ability in 2018-19 to transfer up to 0.5% of the Schools Block total funding, which in Kent equates to approximately £4.3m, from the Schools Block into the High Needs Block. This transfer was agreed by the Schools Funding Forum. Our High Needs funding within Kent is under severe pressure currently and we are set to only receive a minimal increase of 0.5%. This position is not unique to Kent and we are aware of many other local authorities who are experiencing similar pressure on their High Needs budgets.

## **High Needs Funding**

High Needs funding is the system which supports provision for children and young people with special educational needs and disabilities (SEND) from their early years to age 25. It is provided to local authorities through the High Needs block of the Dedicated Schools Grant (DSG), and must be spent providing the most appropriate SEN provision in mainstream schools.

Guidance from the Education, Skills and Funding Agency (ESFA) states that schools and academies should have sufficient funding in their delegated budget to enable them to support pupils' SEND where required, up to a mandatory cost threshold of £6,000 per pupil. Only when this threshold is crossed, can a school apply to the local authority for High Needs top up funding from the DSG. This national policy change was introduced in 2014.

Kent's current investment of £30.7m targeted funding to support SEN pupils in mainstream schools (including outreach and the specialist teaching and learning service) means that schools are able to access resources for individual pupils without the need for a lengthy and costly statutory assessment. By June 2017, the number of pupils in mainstream schools and academies supported through High Needs funding had risen to over 2,500 (from 900 in 2014-15 under the previous system) at a cost of over £23m per annum. The forecasts indicated that schools' applications may exceed 3,000 pupils.

This level of demand is financially unsustainable. DSG reserves are fully depleted. A more affordable system, in line with the level of funding Kent receives from Central Government is essential. A detailed review of the existing arrangements has been undertaken and a new approach will be introduced from April 2018.

The review found that schools, regardless of size, with the most effective SEN practice clearly have a whole school response, are clear about the overall effectiveness of the SEN interventions; and highlight the class teacher's responsibility for in-depth provision mapping and support for pupils in the classroom, with oversight from the SEN Co-ordinator and senior leaders.

The review identified that more inclusive schools with whole school approaches to SEN make less demand on HNF.

We will introduce changes that will ensure better targeting of High Needs funding to pupils with the most complex needs, particularly those who would otherwise warrant statutory assessment for an EHCP. The changes will provide clearer criteria so all schools better understand which pupils HNF is targeting. Guidance to schools will give greater emphasis to the 'assess, plan, do and review' cycle and be more explicit about the evidence from them about how their normally available resource has been used. Schools will be expected to have fully utilised the District LIFT offer as part of the provision and have committed to relevant whole school training e.g. autism awareness.



## Changing the way we do things

Our Vision and Priorities for Improvement document and our Ofsted Annual Conversation Self-Evaluation details the ways we have been changing services provided by KCC to ensure more effective use of our resources and better local delivery.

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 collaboration and shared effort reflected in the work of the Kent Association of Headteachers, the launch of the Education Services Company, the work of the KSCB and its forthcoming replacement body and our partnerships 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.

The landscape in which the LA operates 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 CYPE 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 CYPE Directorate's services commissions and provides support for the delivery of these outcomes and priorities.
- Division and Service level commissioning and business plans, setting out how individual CYPE services, whether provided in-house or externally, will contribute to the delivery of these outcomes.

Within this Business Plan the Directorate's services that are commissioned are provided along with future plans in terms of major reviews and service delivery.

## Strategic Commissioning in CYPE

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.

KCC has established a Strategic Commissioning Division as part of the Strategic and Corporate Services Directorate to strengthen this capability and lead and shape commissioning activity. The County Council approved this in January 2017.

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 CYPE 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 CYPE 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.

The range of significant commissioning activity by the Directorate for 2018-19 is detailed in Appendix 1.

### Disabled Children and Young People Team

A Disabled Children and Young People Team will form part of the CYPE Directorate during 2018. The Team commissions and provides a range of services for children and young people with disabilities. The Team supports children to live independently by promoting their wellbeing and supporting their independence. The lifespan pathway will ensure continuity of support as soon as children and young people enter the services, through transition to adulthood and throughout their lives.

## 5. Directorate Vision

Our vision is for Kent to be the best place for children and young people to grow up, be supported and safeguarded, learn, develop and achieve their potential.

We constantly aim for Kent to be the most forward looking area in England for care, education and learning, supported by specialist and early help services so that we are the best place for children and young people to grow up safely, learn, develop and achieve, 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.

Every child deserves a happy, safe childhood in which they can thrive. To do so, some children and families need additional help and support to secure their wellbeing and keep them safe from harm.

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

Our strategic priorities are set out in the Directorate's Strategic Plan: 'Vision and Priorities for Improvement 2018-21'.

We aim to target specialist children's and early help services for the most vulnerable children, young people and families who need to be kept safe or 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 aim to place them at the heart of everything we do, working in an integrated way and avoiding, where possible, single service actions which may lack coordination or result in wasteful duplication.

Overall in Kent children and young people should have the best chances to flourish and be supported by effective support services, resilient families and good schools.

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 2016-2017

### Progress made against CYPE 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 2016-17 we:

- **Embedded the 'Free for Two' scheme** in Kent as part of the Government's policy for Free Early Education places for disadvantaged two year olds. Whilst there are district variations, take up across the county has continued to steadily increase, with the maximum take up being 74%.
- **Embedded the Annual Conversation for all Early Years and Childcare providers** on the Ofsted Early Years Register, which has significantly contributed to over 97% of providers currently judged by Ofsted to be good or outstanding.
- **Improved the quality of education in Kent schools** year on year, 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 September 2017) for Kent shows that 91% of schools are rated good or outstanding. This includes 22.1% of schools judged to be outstanding and 69.2% judged to be good. In Kent, there are now 378 good and 121 outstanding schools, 46 schools requiring improvement (including 32 Primary schools and 10 Secondary schools) and 1 school in a category, out of a total of 546 schools that have a current inspection result. There are now 14 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 2018-19.
- **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 achievement was above the national average for all subjects, apart from Grammar, Punctuation and Spelling (GPS) which was just below average. Outcomes at Key Stage 4 indicate Kent GCSE outcomes in 2017 were in line with the national average for attainment measures, but fell below in progress. Compared with 2016 GCSE results, there has been a clear improvement in attainment with 63% of pupils attaining good GCSE passes in English and mathematics.
- **Improved the outcomes for children in care** at Key Stages 2 and 4, which is very welcome.
- **Narrowed the gaps in the attainment of pupils in Primary schools** who are in receipt of free school meals by 1.3 percentage points in 2017. The attainment gap, although wide, has reduced to 22.3%. The attainment of pupils in receipt of free school meals improved by 5 percentage points to 42.3% achieving the expected standard at the end of Key Stage 2.
- **Developed the Pupil Premium Strategy** across the county, providing support and guidance for both Primary and Secondary phases. The publication of the Kent Pupil Premium Toolkit and the Pupil Premium Conference has further raised awareness of the need to continue to close achievement gaps for vulnerable learners. 132 Primary schools and 12 Secondary schools are using the County Toolkit to improve provision for disadvantaged pupils and 118 Primary schools and 22 Secondary schools attended the

spring conference.

- **Further developed the work of the Kent Association of Headteachers (KAH)** and its 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, funded by a grant from the Kent Schools Funding Forum. During 2016-17, 340 Kent schools benefitted from successful bids for funding to the KAH Area Boards for projects for school improvement.
- **Launched a new Leadership Strategy for Kent schools** 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.
- **Continued to develop Early Help and Preventative Services and a more integrated approach with Specialist Children's Services.** Early Help now provides support to over 7000 children and intensive work in units is achieving a good outcome in 80% of cases. 23% of cases closed to social care are successfully stepped down to Early Help.
- **Secured a Good Ofsted Inspection judgement of Children's Services** in March 2017. We are now moving forward to achieve fuller integration of Children's Services into a single Children, Young People and Education Directorate. This is intended to achieve a more seamless approach to supporting all children, young people and families who need additional support, safeguarding and protection.
- **Integrated the 'Front Door'** for all Early Help notifications and Social Care referrals, so that there is a more coherent whole system approach working in partnership with schools and other key services. The integrated 'Front Door' will be operational from autumn 2017, creating a single access point and one referral form and a single system of assessing referrals. This will also ensure a safe and efficient transfer of cases from Specialist Children's Services (SCS) to Early Help and more appropriate support for children and young people given their levels of need.
- **Addressed the Ofsted Inspection recommendations** and areas for improvement, particularly in respect of our services for Help and Protection. **A Practice Development Plan** has been produced, and work is underway to address the ten recommendations. The inspection represents significant progress since the last inspection and puts children's services in Kent among the top 30% of local authorities in the country.
- **Continued to make progress in tackling Child Sexual Exploitation (CSE)** in 2016. We have recruited two qualified social care practitioners to work in the multi-agency CSE Team that was set up in 2015 to follow up intelligence, identify people and places linked with CSE and to secure prosecutions. We have also set up and run more training workshops on the use of the CSE Toolkit and return interviews with young people who have gone missing to enable professionals to quickly and efficiently identify and act upon risk factors relating to exploitation.
- **Embedded Signs of Safety** across the whole service, producing tangible benefits for families who appreciate the clarity of its approach. 'Signs of Safety' is our practice model, it supports children and their families to have a consistent and seamless journey through our services. The model provides a clear method to risk assess cases and enables children and their families to be involved in their assessment and safety planning.
- **Developed further the Corporate Parenting agenda**, with well-attended Member briefings to ensure that our political leaders are aware of their duties towards Kent's Children in Care and care leavers, and developed Challenge Cards, which give Children

in Care the opportunity to have their voices heard and to hold their corporate parents to account.

- **Improved recruitment and retention of Qualified Social Work staff.** The majority of our case-holding posts (81.3%) are now filled by qualified, permanent staff. The average caseload levels in our Children in Care and fostering teams have been reduced and this has allowed social workers more time for direct work with families. Staff turnover has reduced and we have also encouraged significant numbers of Newly Qualified Social Workers (NQSWs) to join our organisation.
- **Promoted high aspirations for our care leavers**, which were recognised by Ofsted, particularly the 'good' support and outcomes they achieve and our clear focus on ensuring children achieve permanence at the earliest opportunity. We ensure children who are long-term fostered are carefully matched with the right foster carers to meet their needs and our foster care placement stability service provides short breaks and respite for fostering families. A newly commissioned service will provide emergency clinical psychology support at times of crisis for those with mental health difficulties. For those children for whom adoption is most suitable, we have provided timely adoption placements and orders to achieve permanent adoptions.
- **Continued to implement the recommendations of the Select Committee Inquiry into Grammar Schools and Social Mobility** 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. As at October 2017, more than half (18) of our grammar schools have now introduced an admissions criteria which offers an element of priority for pupils in receipt of the Pupil Premium and therefore from low income families. The remaining 14 grammar schools have been encouraged to follow suit.
- **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 more than 300 families are participating in the scheme. Compound savings since the inception of PTB are now in the region of £1m.
- **Increased further the number of places in our Special schools** to 3,832 representing the creation of just under 800 additional places since 2012. Plans are in place to further increase this number with expansions at Oakley School (West Kent) and Meadowfields School (East Kent).
- **Increased specialist SEND places.** 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 in local schools 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.
- **Succeeded in commissioning and delivering 1620 Primary and 1870 Secondary school places** for September 2017. This included opening one new Primary school (Langley Park – West Kent), and St George's CE School becoming an all age provision from its previous status of Secondary. Our forecasts provided an exceptionally high degree of accuracy at County level, with Primary roll forecasts accurate to within one class of pupils, and Secondary to within 0.6% of actual rolls.
- **Reduced the rolling number of NEETs** for January 2017 to 2.9% with a target of 2.5%



for 2018.

- **Supported 14-19 providers to improve Level 1 offers for 16-18 year old students** by increasing the range of pathways, generating 500 new opportunities for learners. Providers continued to improve their offer for September 2017 and made a significant contribution to NEET reduction.
- **Improved outcomes in GCSE Level 2 maths and English to age 19.** This has been achieved through data pack analysis, curriculum events and working with individual providers including colleges and training providers.
- **Helped, via Kent Supported Employment,** 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. There were also a variety of other offers including work placements and voluntary work to enable students 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 to move into Supported Internships and 23 into Assisted Apprenticeships. Kent Supported Employment has also been working closely with the NHS to help them employ more staff with learning difficulties as part of their five year pledge.
- **Held discussions with FE colleges** and staff with a responsibility for SEND vulnerable learners to identify how KCC and the Colleges can work together to improve progression pathways for these young people. This includes developing new systems to support these young people through transition. A proposal will be put to the College Principals and a strategic plan will be developed in autumn 2017.
- **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.
- **Continued increasing the number of apprenticeships,** and apprenticeships within schools, improved technical qualification outcomes at post 16 and an increase in the vocational pathways for young people. However, we are still not doing well enough to meet the needs of all young people to ensure their full participation and success, particularly those who do not achieve level 2 English and mathematics qualifications at GCSE. The service offers online maths and English courses to support schools and providers with this challenge.
- **Worked with schools to develop two clear pathways** for young people at age 16 to follow either academic or technical qualifications. The changes heralded by the DfE's Post 16 Skills Plan will have a major impact on the planning and delivery of post 16 provision in schools and colleges. In the autumn of 2017, the Government published its plan for Tech level qualifications. We are working with schools to prepare for this development, together with new statutory guidance on careers education, through our events programme and in school support.
- **Continued to develop the KCC Apprenticeship Scheme** 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 placed 711 apprentices in the council. 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. The annual targets for apprenticeships have been exceeded year on year.
- **Developed a dedicated service to support schools to establish their own apprenticeship programmes** aiming to help schools, as employers, to maximise funding

opportunities through the levy to train their staff, and especially to promote apprenticeships as a realistic option of choice for young people at ages 16,17 and 18. As part of the Government's apprenticeship strategy and the new public sector target of 2.3%, schools in Kent need to ensure 293 apprenticeship starts.

- **Developed an Education Services Company**, to be known as 'The Education People' which will be launched in April 2018 in partnership with schools. It will be a wholly owned subsidiary of the Council, employing 500 full time equivalent staff to directly deliver services to Kent schools and beyond. It is envisaged that the ESC will increase the long term sustainability of education services in Kent, allow schools to have a greater say in how services operate and enable opportunities for growth and future investment in traded education services.
- **Increased the investment in SEN in Kent**, with a higher proportion of the DSG spent on supporting pupils with additional and complex learning needs, than in many similar local authority areas. The challenge is to achieve better outcomes for this investment, reflected in good practice in all schools, better quality education and support for SEND learners, and providing a wider range of options for parents. The investment has also included significant capital spend on expanding SEND provision, by expanding and improving Special Schools and ensuring that any new school hosts an SEN Resourced Provision.
- **Supported more pupils with SEN through High Needs funding** 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 High Needs funding applications have increased significantly beyond our forecasts and this presents a financial challenge. At the same time 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. Accordingly, we will deliver a new model of allocating High Needs funding so that resources continue to be well targeted to the pupils in mainstream schools and colleges with the most complex special educational needs and that the model of funding is sustainable within budget constraints.
- **Reviewed our child health service provision with NHS services**, so that we get a more integrated approach with health visitors, school nurses, CAMHS and substance misuse and sexual health workers who all have role in providing early help. Within Early Help, a CAMHS worker will be based within every Early Help Unit, ensuring a more coordinated response to positive emotional health and wellbeing in children and young people. CAMHS workers will also be based in the Health Needs PRUs. This is a critical area of need as their cohort tends to be young people with significant mental health issues that prevent them attending mainstream education.
- **Commissioned a new CAMHS provider** (North East London Foundation Trust) to transform service delivery for tiers two and three, working in partnership with the Kent Community Hospital Foundation Trust and the School Health Service, to support pupils mental health and emotional resilience.

# 7. Directorate Structure and Range of Activity

There are three Divisions within the CYPE Directorate



## Specialist Children's Services

This Division covers a number of key functions for the Directorate including:

- Front Door Referral Service
- District Social Worker Teams
- Adolescent Support Teams
- Children in Care Service
- Fostering Service
- Adoption Service
- The Care Leavers 18+ Service
- Safeguarding and Quality Assurance Unit
- Local Authority Designated Officer Service
- Virtual School Kent
- Family Group Conferencing
- The Management Information Team

## 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
- Fair Access Service (School Admissions / Transport / Children Missing Education / Elective Home Education)
- Commissioner of Services from The Education People

## 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

## 8. Directorate Resources

### Financial Resources

The total net budget for the Children, Young People and Education Directorate for 2018-19 is: £175,938,600.

Division	Staffing	Non staffing	Gross expenditure	Income	Grants	Net cost
	£000s	£000s	£000s	£000s	£000s	£000s
Strategic Management & Directorate Budgets	-1,180.5	7,278.1	6,097.6	-684.0	-2,959.6	2,454.0
Education Services & Planning Resources	18,212.5	215,980.3	234,192.8	-31,407.6	-164,532.7	38,252.5
Early Help & Preventative Services	26,405.2	14,209.4	40,614.6	-8,227.1	-16,233.4	16,154.1
Schools Delegated Budgets	483,280.2	154,048.5	637,328.7	-50,757.3	-586,571.4	0.0
Specialist Children's Services	56,755.7	91,364.0	148,119.7	-7,907.3	-21,134.4	119,078.0
<b>Total</b>	<b>583,473.1</b>	<b>482,880.3</b>	<b>1,066,353.4</b>	<b>-98,983.3</b>	<b>-791,431.5</b>	<b>175,938.6</b>

Further details on financial resources are available in the Medium Term Financial Plan and KCC's Budget Book.

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 2018-19, 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.

### Directorate Staff Establishment

The total number of FTE staff employed by Children, Young People and Education Directorate from 1 April 2018 is: 2,350.9 FTE.

The Directorate comprises three Divisions and a small strategic unit supporting the Corporate Director. The Staff divisional breakdown is:

Specialist Children's Services	1,124.9 FTE
Planning and Access	359.9 FTE
Early Help and Preventative Services	852.5 FTE
Corporate Director's Office	13.6 FTE

The FTE numbers reflect actual numbers in post as at January 2018 and exclude agency staff and vacancies, as these are not recorded on the HR system.

## 9. Organisational Development Priorities

KCC's organisational development (OD) strategic priorities are set out in the Organisation Development Medium-Term Plan 2017-2020. 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 2017-20 are:

- Apprenticeships
- Leadership and management Development
- Staff engagement for resilience
- Digitally enabled workforce
- Partnership working and integration
- Managing Change and new operating models
- Workforce planning, succession planning and talent management
- Workforce development

### Directorate OD Priorities 2017-18

The Children, Young People and Education (CYPE) 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.

OD 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.

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. Integration and Partnerships

Partnerships remain a key focus for the Directorate, particularly with the opportunities that the decision to integrate services has brought to CYPE Directorate. Embedding integration into the OD priorities will help us to explore how integration of services can

better support partnership working and how this can directly impact children, young people and families.

A key commercial partnership that will require attention in 2018-19 is with The Education People. Working closely with schools will continue to be a priority and, for some parts of CYPE, new ways of working with schools to build their own resilience are being piloted.

Developing the partnership with health will continue to be essential to the delivery of services, particularly through the interface between Health Visitors and Children's Centres, the 'Front Door' and the Emotional Health and Wellbeing Single Point of Access.

Further areas of work such as the development at the 'Front Door' will require the Directorate to support partners to transition to redefined referral practices to access Specialist Children's Services and Early Help and Presentative Services.

## **2. Workforce Development**

The Directorate has various opportunities to focus on the professional development of the workforce, including establishing a Social Work Academy, continuation of the Step Up To Social Work programme, and the improved understanding and integration of the workforce at key transition points. The integration work taking place in the Directorate will encourage a focus within workforce development programmes to understand each other's roles, professions and skills.

The continuing professional development of Individual Tutors is essential to broaden the capabilities of this group of staff and links to building capacity within this area of the business particularly for children who are electively home educated due to health needs.

The Directorate is committed to providing workforce development activities that contribute to key themes within work with children, young people and families, e.g. neglect and professional curiosity.

## **3. Capacity Building and Resilience**

The Directorate will aim to ensure that the CYPE workforce feels supported to safely conduct their work, particularly in respect of maintaining appropriate caseloads and throughput, managing risks and building on robust management oversight practice.

We will build on the sharing of good practice, maintaining a robust quality assurance framework and developing what works well with commissioned services to achieve greater consistency to assist with capacity management.

Investment in mobile working and other activities to share systems is expected to have a positive impact on improving how frontline staff can work in a way that is more suitable for working with families.

We recognise the importance for leaders, managers and staff to feel supported and able to develop within a learning organisation, including understanding the context and framework of the organisation as a whole.

The CYPE OD Group will develop an Action Plan to take these priorities forward. The activity to put these priorities into practice will be within Division/Service Business Plans.

## 10. Key Directorate Risks

Achievement of the challenging priorities and targets set out in this Plan will require a mature approach to risk. Children, Young People and Education 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.

There are a number of strategic or cross-cutting risks that potentially affect several functions across the Children, Young People and Education directorate. Corporate Directors lead or co-ordinate mitigating actions in conjunction with other Directors across the organisation to manage a number of corporate risks, with all risks reviewed by the Directorate Management Team on a quarterly basis.

<b>Corporate level risks</b>
Delivery of new school places is constrained by capital budget pressures and dependency upon the Education and Skills Funding Agency.
Failing to maximise the opportunities offered by the integration of Early Help and Preventative Services and Specialist Children's Service.
Safeguarding - protecting vulnerable children The Council must fulfil its statutory obligations to effectively safeguard vulnerable children. This could be compromised by the adequacy of its controls, operational practices or increased demand.
Potential implications associated with significant migration into Kent.

<b>Directorate level risks for the coming year are likely to relate to:</b>
SEN Transport budget savings, when the expectation is that numbers of learners seeking support with transport will increase.
Delivery of new school places is constrained by capital budget pressures and dependency upon the Education and Skills Funding Agency.
Parents being unable to access their 30 hours of free childcare because of lack of provision
Management of the CYPE Directorate in year budget
More schools move into a potentially deficit budget position.
Children who are home educated may not be safeguarded
The ability of CLS to generate sufficient income due to changes in the national funding scheme
Long term success of the Education Services Company.
Interface between KCC and Education Services Company
Children not in full time education may not be receiving a suitable education
Meeting the demand for specialist provision and placement of pupils with an Education, Health and Care Plan
Insufficient take-up of free places for 2 year olds
Difficulty in recruiting and retaining experienced social workers
Protect children at risk of going missing and exploitation
Safeguarding - Protecting vulnerable children
Failure to meet resource implications as a result of the Ofsted challenge, which has led to increased workload in districts, could have had an adverse impact on children and young people
Capacity to support and accommodate the number of former Unaccompanied Asylum



Seeking Children under Leaving Care regulations
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Implications of increasing placement costs for Children in Care
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Further details on these risks and their mitigations can be found in the Corporate and Directorate Risk Registers.

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# 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 CYPE Vision and Priorities for Improvement 2018-21 strategic plan, along with the Directorate Performance Scorecard 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 Key Performance Indicators (KPIs) relate to the CYPE Directorate, where results are assessed against Targets set out in Vision and Priorities for Improvement 2018-21.

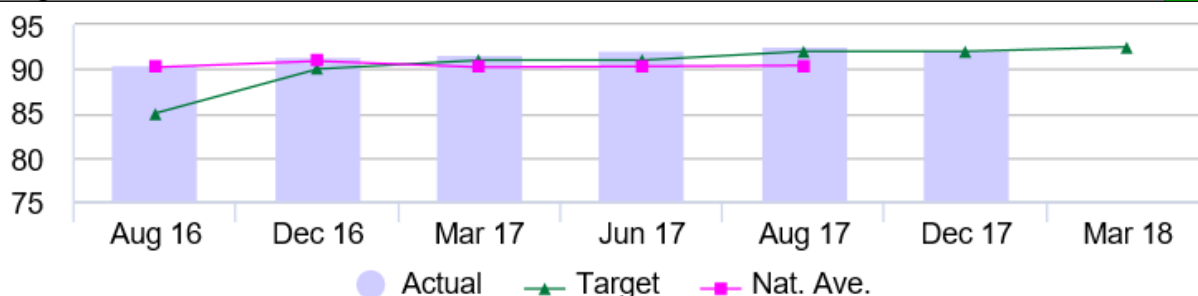
Detailed below are the Key Performance Indicators (KPIs) drawn from the Council's Quarterly Performance Report that relate to the CYPE Directorate.

### Key Performance Indicators for the Children, Young People and Education Directorate

#### Key Performance Indicators concerning Education as at February 2018

Percentage of Primary schools with Good or Outstanding Ofsted inspection judgements

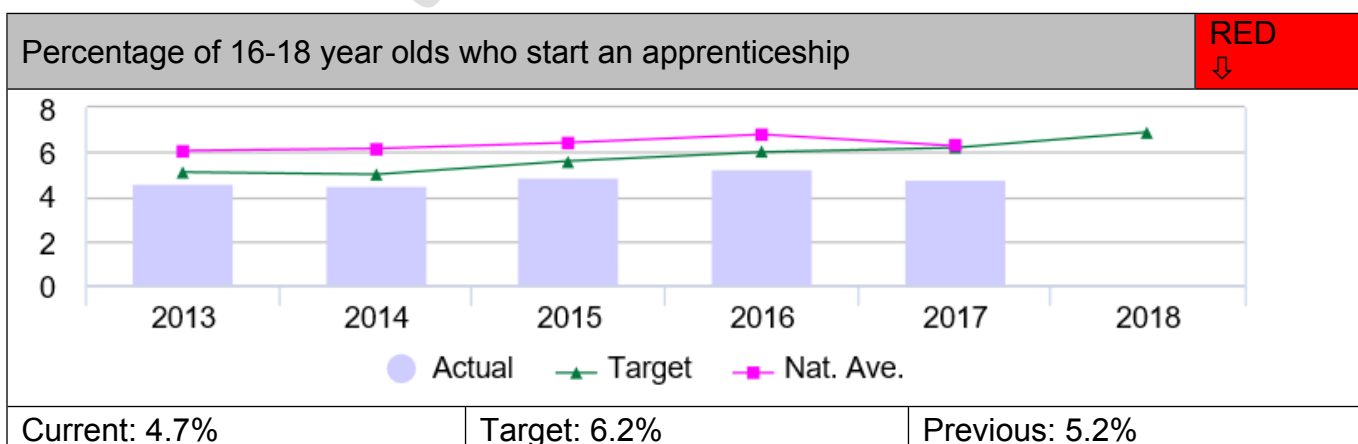
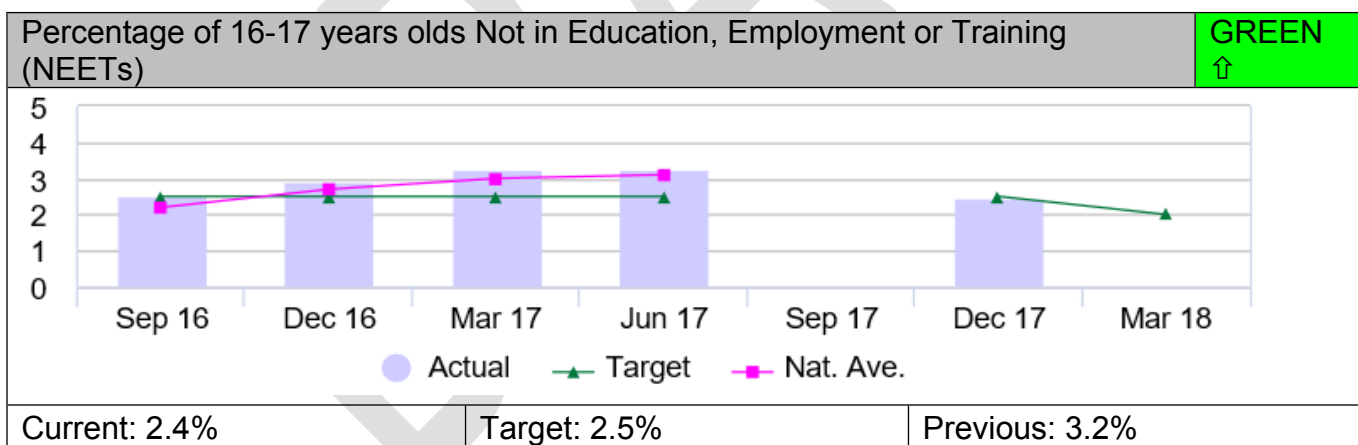
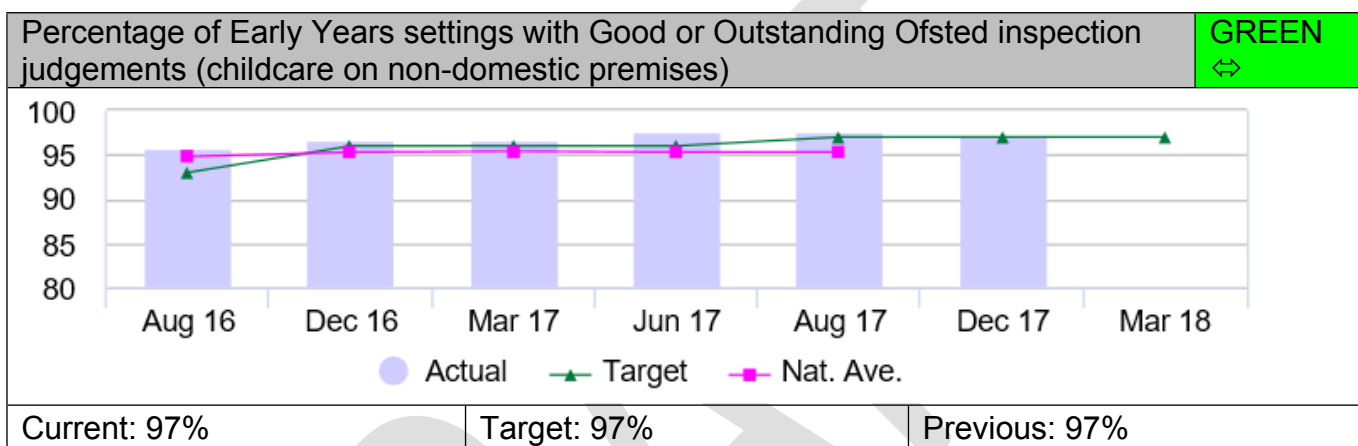
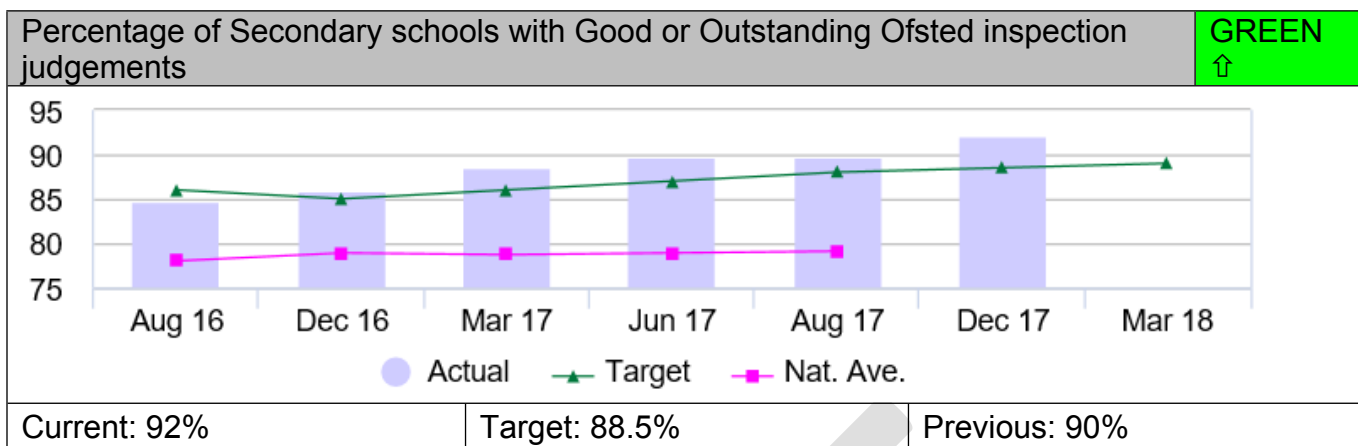
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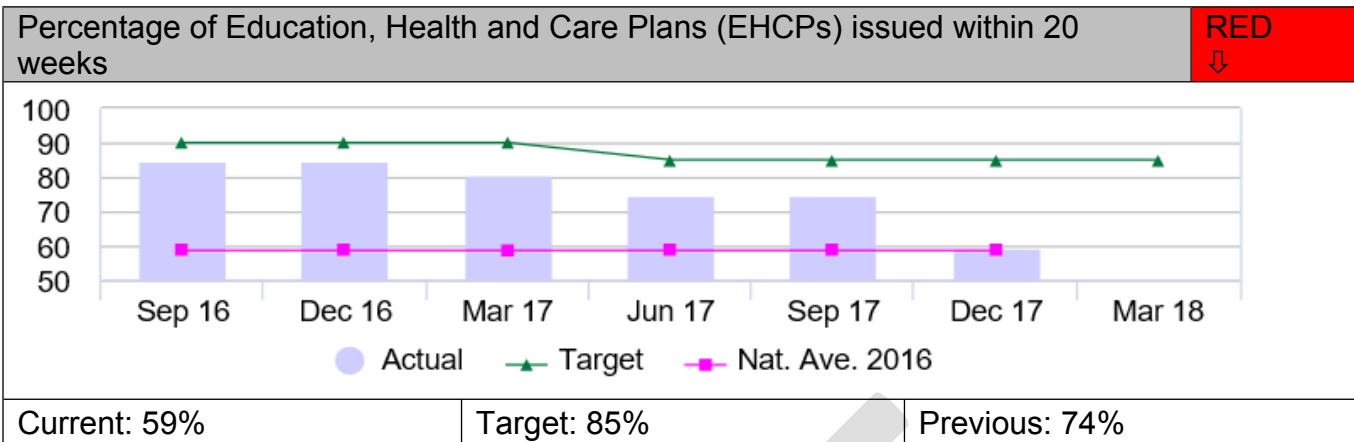


Current: 92%

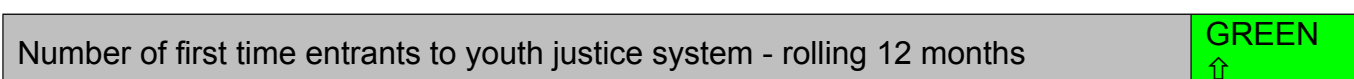
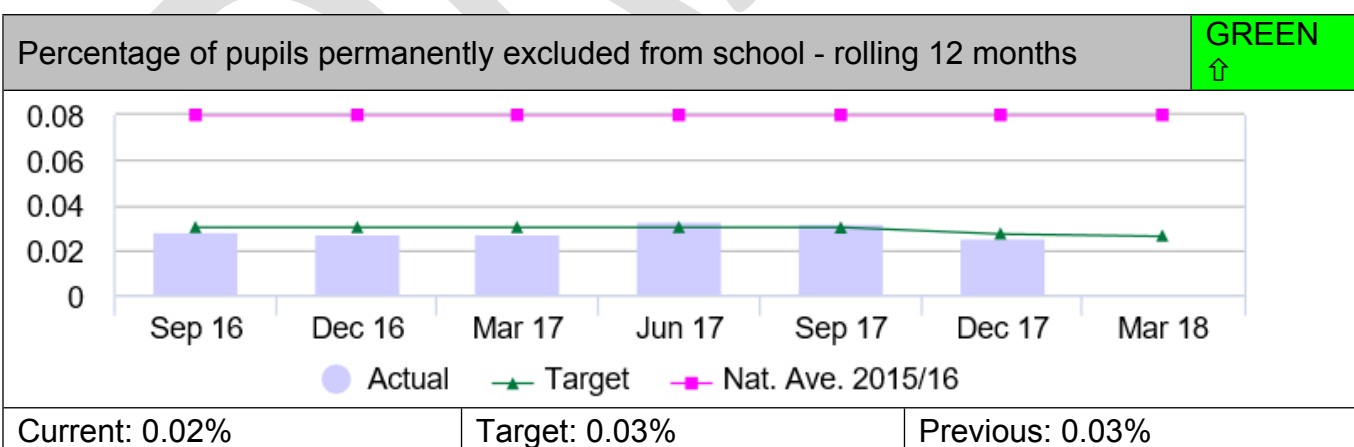
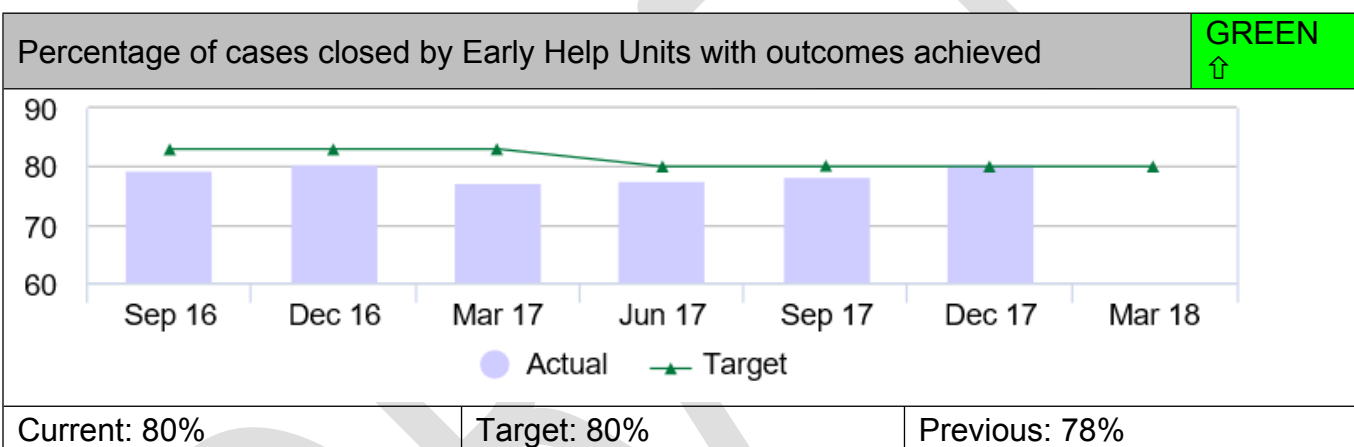
Target: 92%

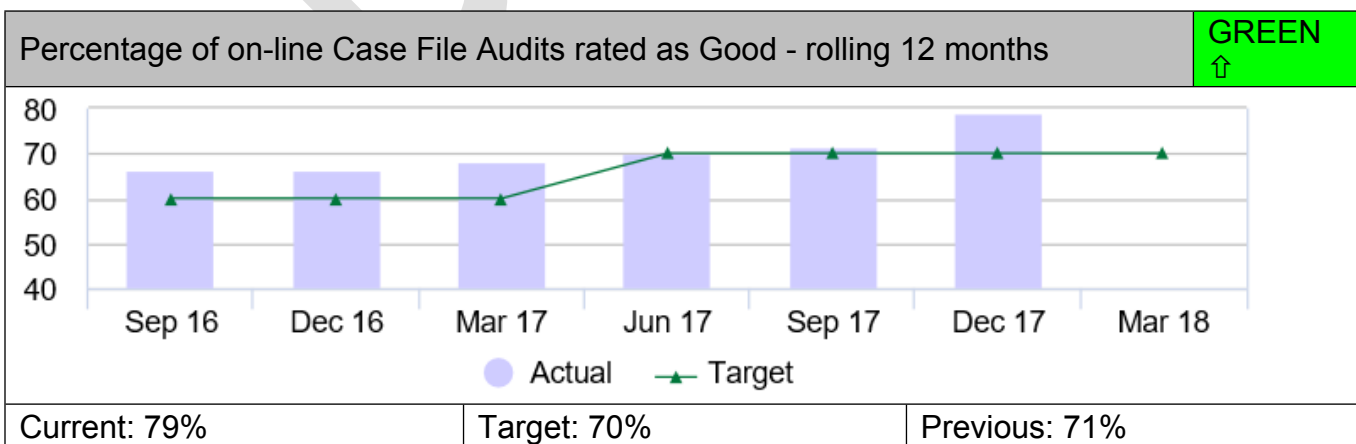
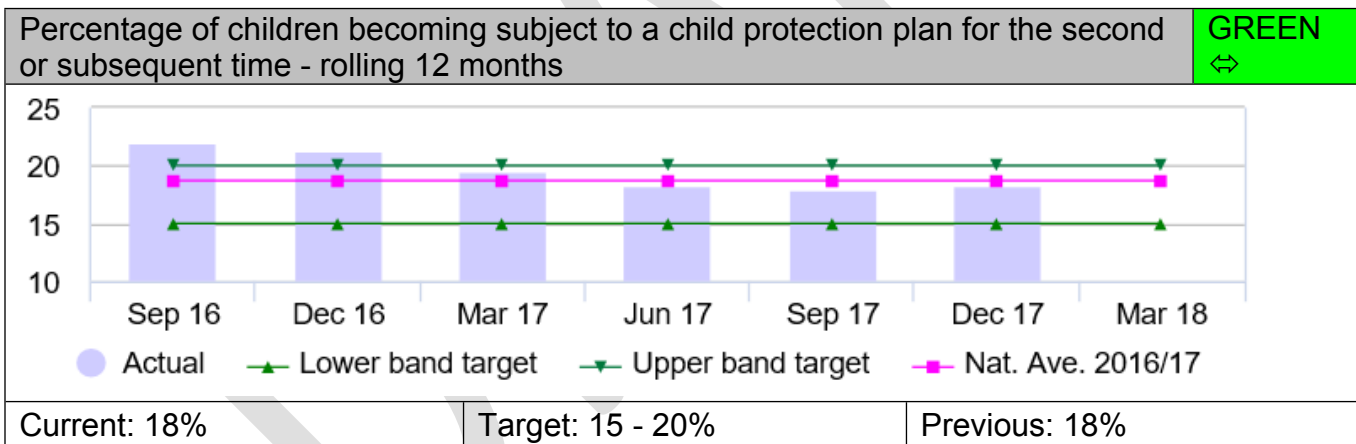
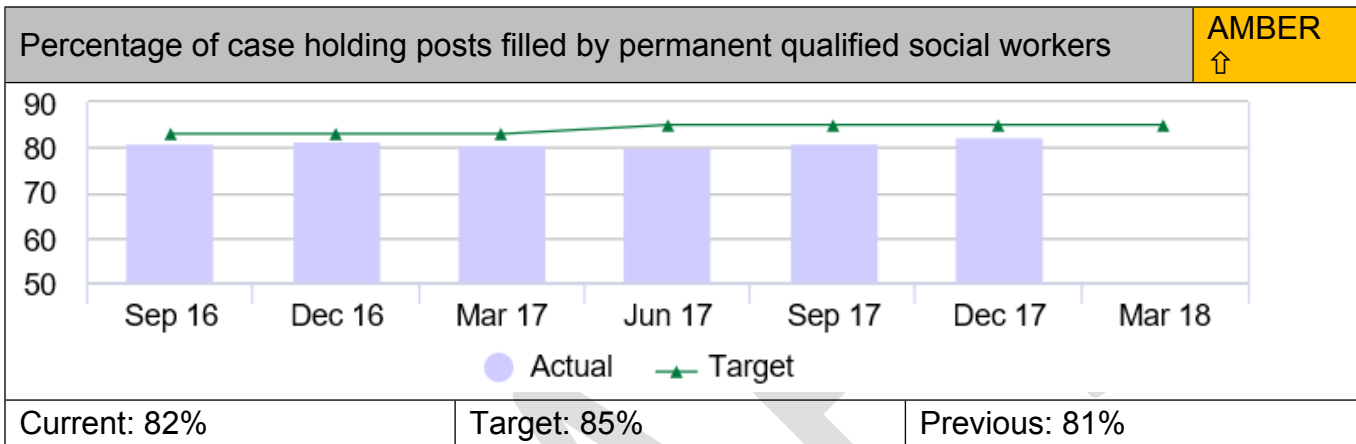
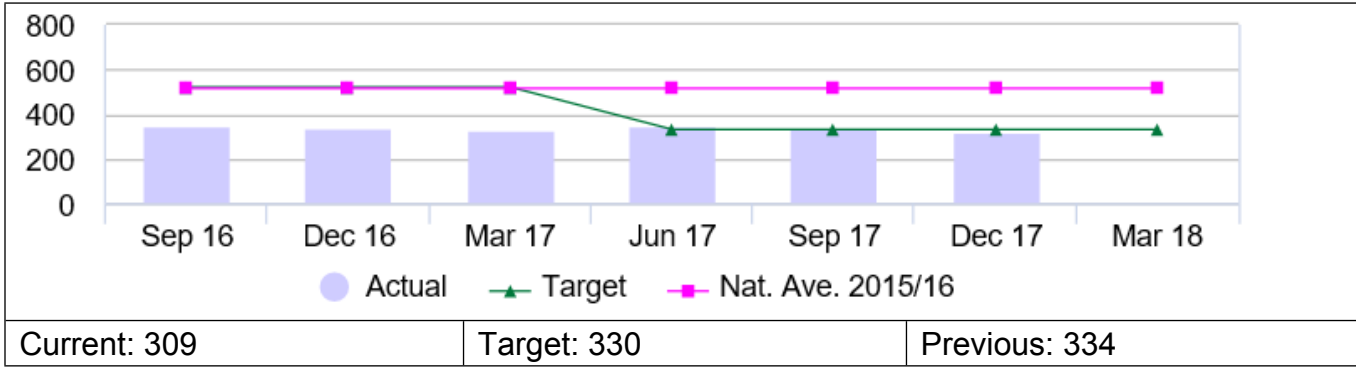
Previous: 92%





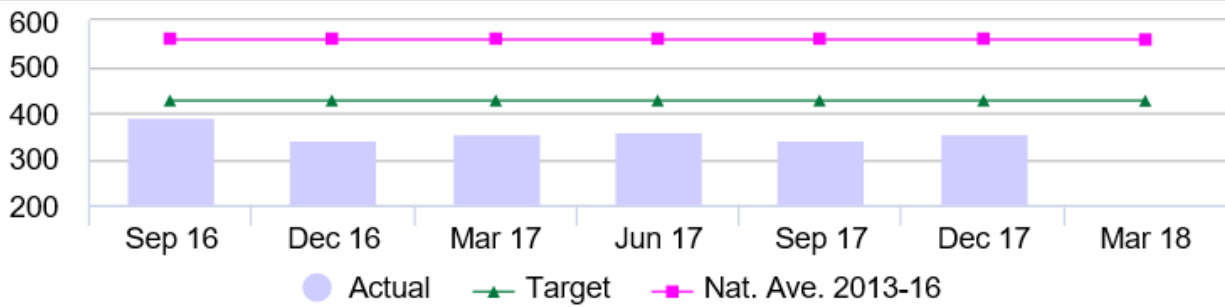
### Key Performance Indicators concerning Early Help and Specialist Children's Services as at February 2018





Average number of days between becoming a child in care and moving in with an adoptive family - rolling 12 months

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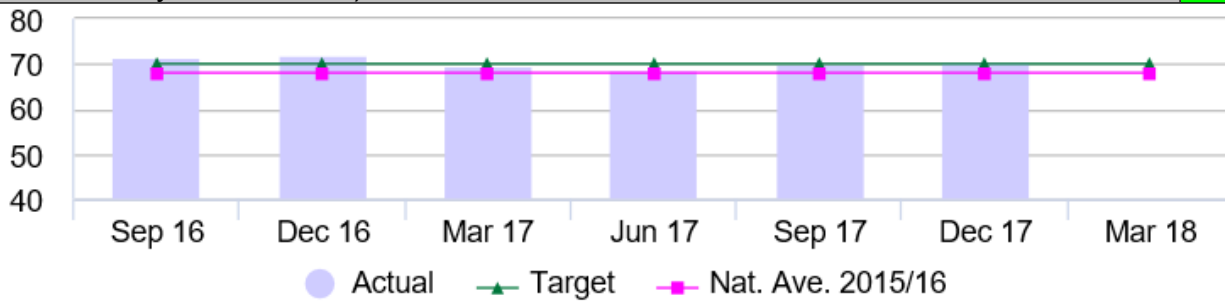
Current: 351

Target: 426

Previous: 335

Children in Care in same placement for the last 2 last years (for those in care for 2 and half years or more)

GREEN  
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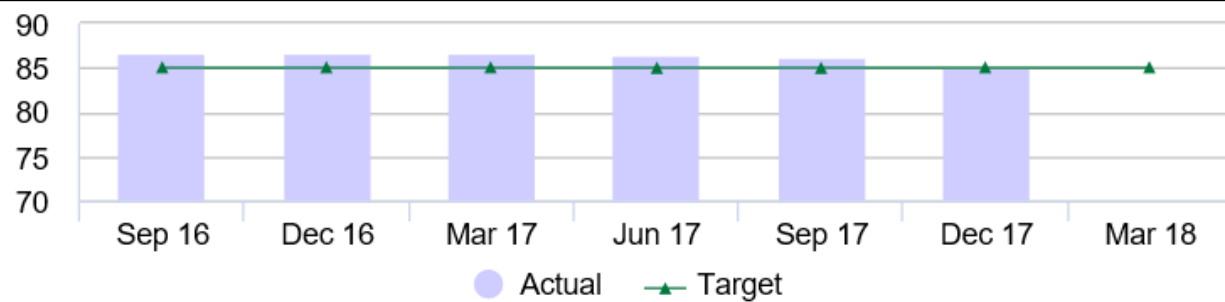
Current: 70%

Target: 70%

Previous: 70%

Percentage of indigenous children in foster care placed in house or with family and friends (excludes care leaving service)

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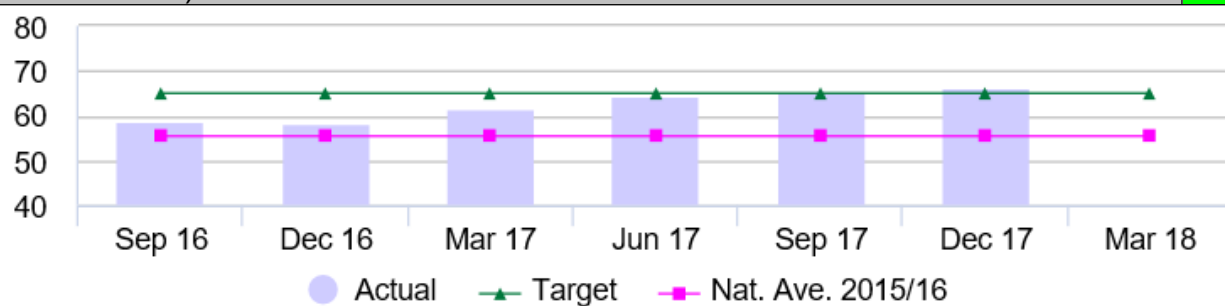
Current: 85%

Target: 85%

Previous: 86%

Percentage of care leavers in education, employment or training (of those KCC is in touch with)

GREEN  
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Current: 66%

Target: 65%

Previous: 65%

## APPENDIX 1 - Children, Young People and Education Significant Commissioning Activity

Name	Summary of activity	Responsible Lead service	Expected value (£)	Date for Key Decision (if required)	Public consultation required
Name of commissioning activity	Brief one line summary of activity	Service responsible for commissioning	Total lifetime contract value (if annual please state)	State Yes or No if Key decision is required. If yes, state quarter and year when decision expected	State Yes or No
Reduce the use of high cost placements and implement a 0-25 accommodation strategy	Design, procure and implement the new Housing Related Support model. Review all other accommodation offers (See below)	Strategic Commissioning Portfolio 1 & PH	£3.8m pa	Yes – dates to be confirmed	No
Supported Accommodation in a Family Environment	Effective contract and performance management	Strategic Commissioning Portfolio 1 & PH	£2m pa	Yes – 2019 dates to be confirmed	No
Mobilise the new fostering framework	Effective contract and performance management, including the impact of the new pricing mechanism	Strategic Commissioning Portfolio 1 & PH	£8m pa	No	No
Mobilise and manage the Sense of Belonging contract	Effective contract and performance management including the impact of the new model	Strategic Commissioning Portfolio 1 & PH	£95k pa	No	No
Effective delivery of Access to Resource Team (ART)	Ensure that placements are effectively priced and additional costs are effectively managed in conjunction with SCS	Strategic Commissioning Portfolio 1 & PH	£31m pa (excludes Disabled children)	No	No

Name	Summary of activity	Responsible Lead service	Expected value (£)	Date for Key Decision (if required)	Public consultation required
e-model the ART function to explore option of single placements team.	Develop and implement the new model including purchasing of short breaks for disabled children	Strategic Commissioning Portfolio 1 & PH	£9.3m pa (Disabled Children)	No	No
Adoption Support Services	Design, procure and implement the new arrangement.	Strategic Commissioning Portfolio 1 & PH	£376,275 pa	Yes – March 2018	No
Implementation of a Regional Adoption Agency (RAA)	Work with relevant stakeholders to support the design of the RAA model, including the commissioning of services to support the proposed model.	Strategic Commissioning Portfolio 1 & PH	Awaiting confirmation from DfE	Yes – dates to be confirmed	No
Representation, Rights and Advocacy Service	Effective contract and performance management	Strategic Commissioning Portfolio 1 & PH	£250,300 pa	No	No
Manage the delivery of services to support disabled children and young people and develop market capacity.	Implement the grant and internal service delivery arrangements for day care short break services.  Procure and implement contract arrangements to deliver Direct Payments Support Service for 0-25	Strategic Commissioning Portfolio 1 & PH	£1.6m pa  £1.5m pa	No	Likely
Sensory Pathway Implementation	Review and develop services to deliver Kent Sensory Pathway	Strategic Commissioning Portfolio 1 & PH	£165k	Yes linked to Adult Social Care Key decision in 2019	Yes



Name	Summary of activity	Responsible Lead service	Expected value (£)	Date for Key Decision (if required)	Public consultation required
Implement the Emotional wellbeing and Mental Health pathway	Contract manage the school nursing service, Section 76 agreement with CCGs to deliver the NELFT contract. Early Help Mental Health workers, development of the SPA and extension of the service model to age 25.	Strategic Commissioning Portfolio 1 & PH	£4.8m pa (School nursing) £2.4m pa CAMHS	Yes - March 2020	Likely
Domestic abuse, substance misuse and emotional health & wellbeing commissioned services	Review and re-commissioning of the Positive Relationships Service, including the implementation of new service model for young people's substance misuse services	Strategic Commissioning Portfolio 1 & PH	£1.4m pa	No	No
Health Visiting Transformation	Contract manage the health visiting service, infant feeding model, and ensure implementation of the transformation programme.	Strategic Commissioning Portfolio 1 & PH	£22.3m pa	No	No
Re-align all early help commissioned services to integrate efficiently into the model for children's services	Analysis of the cost effectiveness of each service, including supplier negotiations, development of commissioning and procurement plan	Strategic Commissioning Portfolio 1 & PH	£6.4m pa	Likely	No

## APPENDIX 2 - Significant Service Activity

The most significant service activity for the directorate over the next three years is summarised in the table below. 'Significant activity' includes a consideration of financial value, risk, complexity and political profile.

Name	Summary of activity	Lead service	Date for Key Decision (if required)	Public consultation required
<b>Part I) Significant service changes (e.g. service delivery change requiring a Key Decision)</b>				
KSCB Review and future structure	A review of the current multi-agency safeguarding arrangements will be undertaken in preparation for a move to a new safeguarding partnership model. When the review is complete the responsibility for the partnership will return to CYPE.	Strategic Policy, Relationships and Corporate Assurance	TBC	No
Integration of the new CYPE Directorate	The decision to integrate all Children's Services within one Directorate provides the opportunity to adopt a whole systems approach to childhood, focused on prevention and working with families to reduce risks of harm to children. The integration process will involve reviewing data systems and records, reviewing threshold criteria, and securing efficiency savings whilst providing a more unified service to children, young people and families across Kent.	CYPE DMT	No	No
Launch of The Education Services Company	KCC will commission 'The Education People' to deliver specified outcomes within an agreed financial envelope. Monitoring, measuring, reporting and reviewing the progress of the new commercial partnership will be undertaken by the Lead Commissioner and his team, supported by the Education Services Commissioning and Stakeholder Partnership Board. This Board will provide KCC oversight and provide schools with a greater influence over the delivery of education services in Kent.	CYPE Planning and Access Commissioning Team	No	No

Name	Summary of activity	Lead service	Date for Key Decision (if required)	Public consultation required
High Needs Funding – implementation of changes	The level of High Needs Funding (HNF) demand is financially unsustainable. A more affordable system, in line with the level of funding Kent receives from Central Government is essential. A detailed review of existing arrangements was undertaken and a new approach will be introduced from April 2018 to ensure better targeting of High Needs Funding to pupils with the most complex needs. These changes will need monitoring and oversight to ensure schools take a more inclusive approach to SEN, resulting in less demand on HNF.	SEND	No	No

**Part II) New strategies and policies (to be developed and agreed in the year ahead, in scope of the new Strategy and Policy Control Framework)**

Child Poverty Strategy	Address the issue of child poverty, by understanding its drivers and determining what we can do as a Council to mitigate its impact.	Corporate Director	Yes	Yes
Gangs, Culture and Risk to Vulnerable Children in Care	Develop a Gangs Strategy that identifies the current and potential risk for Kent's vulnerable young people to become involved in the movement of drugs across County Lines and find ways in which to reduce the risk.	KSCB	No	No
Vision type document for new Directorate	The bringing together of all Council services related to supporting children and young people provides the opportunity to draft a new Vision for the Directorate which addresses the holistic needs of all children, young people and families in Kent.	DMT & Extended DMT	No	No
Threshold Policy	Revision of guidance to clarify the circumstances in which to refer a child to a specific agency to address an individual need, to request early help support or refer to Specialist Children's Services.	KSCB/ DMT	No	No

# Children, Young People and Education Directorate

2018-19 Directorate Business Plan

**From:** Roger Gough, Cabinet Member for Children, Young People and Education  
Matt Dunkley, Corporate Director for Children, Young People and Education

**To:** Children's, Young People and Education Cabinet Committee – 8 March 2018

**Subject:** **Annual Monitoring Review of Kent's Vulnerable Learners Strategy 2017-2020**

**Classification:** Unrestricted

**Past Pathway of Paper:** 0-25 Change Portfolio Board and the Education Services Stakeholder and Commissioning Board.

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

**Electoral Division:** All Divisions

**Summary:** This report sets out what the refreshed Vulnerable Learners Strategy 2017-2020 has achieved since its publication in April 2016. It identifies the priorities and actions to help disadvantaged vulnerable learners overcome their barriers to learning. Examples of good practice in the use of the Pupil Premium and details about the most effective strategies that are having some impact in narrowing achievement gaps and promoting greater social mobility are also highlighted.

**Recommendation:** The Children's, Young People and Education Cabinet Committee is asked to note and comment upon what works for vulnerable learners in terms of narrowing the attainment gap and consider the progress made in achieving the priorities detailed in the refreshed Vulnerable Learners Strategy 2017-2020 to date, (**attached as an Appendix to this report**).

## 1. Introduction

1.1 CYPE's Vision and Priorities for Improvement 2018-2021, considered by this Committee at its meeting on 22 November 2017, sets out our vision for children, young people and their families in Kent, incorporating a reference to vulnerable learners:

*'We want to ensure that vulnerable children and 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. They should have the same opportunities as all other children and families to flourish, to stay safe and well and succeed in the education system.'*

1.2 Kent's refreshed Strategy for Vulnerable Learners 2017-2020 brings together all the actions we are taking across the Children, Young People and Education Directorate, in partnership with schools, to improve outcomes for vulnerable learners. These are the children and young people who are vulnerable

to poorer outcomes because of the barriers presented by disadvantage, poverty, family breakdown, learning difficulties and the social and emotional difficulties they have faced in their childhood and adolescence. Our education and children's services have a responsibility to ensure they achieve more success and experience the positive outcomes we want for all children and young people, irrespective of background.

## **2. Kent's refreshed Vulnerable Learners Strategy 2017-2020**

2.1 Kent's Strategy for Vulnerable Learners (attached), has been updated and revised since its publication in April 2016, detailing actions and activities which seek to redress the educational inequalities experienced by vulnerable learners. The document sets out 19 priorities which when acted upon will help to raise the attainment of the vulnerable groups in Kent. Progress to date is evaluated, informed by the latest knowledge of what is working to support the most disadvantaged children overcome their barriers to learning and narrow the achievement gaps to promote greater social mobility.

2.2 Child poverty is on the increase and many working families do not earn enough to take them above the current poverty thresholds. Schools, early years settings and KCC services are experiencing increased demands related to children's learning, social and emotional needs, including services that are there to respond to children's neglect, mental health and behaviour, which all impact on their ability to make progress at school. This Strategy is designed to ensure we work in the most effective joined up ways, and use our resources effectively, to support these children and young people to achieve more success.

2.3 Across the country and in Kent, schools have improved, and standards have risen and the professions have started to recognise the benefits of being open to a far wider pool of talent than previously. In Kent the actual attainment outcomes for pupils supported by the Pupil Premium have improved for the last three years, although the achievement gaps remain very wide. This is very encouraging. However, the overall picture is far from positive.

2.4 The Social Mobility Index published by the Social Mobility Commission in November 2017 showed that the chances of a child from a disadvantaged background succeeding in life depends on where he or she lives. It also ranks local authority areas in terms of their social mobility.

2.5 Kent is ranked among the 20% best performing authorities for the Early Years but poorly in terms of school rankings for free school meal pupil achievement, where we are in the lower half of performance for local authority areas. In Primary schools in Kent 12.1% of pupils are eligible for free school meals. However good and outstanding schools have only 10.8% of pupils with free school meals while the figure for schools that require improvement is 20.3% of their pupils. In Kent Secondary schools 10.3% of pupils are eligible for free school meals overall, while schools that require improvement have 18.3% of their pupils with free school meals. The percentage of pupils with free school meals in selective schools is 3%.

2.6 Our top priority, therefore, is to continue to ensure that every child and young person in Kent goes to a good school and makes good progress. The biggest challenges for the education system and for children's services in Kent are

to improve social mobility by radically improving outcomes for disadvantaged vulnerable learners and thereby improving their life chances.

### **3. Narrowing the Attainment Gap**

3.1 Across Kent, there are significant gaps between the attainment of the majority of children and young people and those from particular groups that are vulnerable to underachievement and these gaps remain persistently wide. These poorer outcomes are unacceptable.

3.2 To begin to tackle the challenge of the attainment gap, we need to understand the scale and nature of the gap, as well as the factors most likely to help close it. The Strategy highlights and summarises what we believe to be the key issues and how our analysis of them informs the work of the Directorate and teachers and senior leaders in schools.

3.3 Educational outcomes across Kent typically improve year on year at every key stage, so in order to narrow the achievement gaps for vulnerable children and young people, their outcomes must improve at an accelerated pace. The Strategy sets out activities and actions to address these gaps in outcomes. The size of this challenge is clear:

- In 2017 25.7% of children did not achieve a Good Level of Development at the end of the Early Years Foundation Stage. However, the Free School Meals (FSM) gap narrowed from 20% in 2016 to 10.1% which is good news.
- At Key Stage 1, the gaps in achievement for free school meals pupils range from 19% to 21% in reading writing and mathematics. Standards of attainment improved compared to 2016, but the gaps remain wider than the national gaps.
- At Key Stage 2, attainment outcomes for free school meal pupils improved in 2017 across all measures compared to 2016 but gaps remain wide. The proportion of FSM pupils who achieved the 'expected standard' in Reading, Writing and Mathematics combined was 42.3%, which is a 6% improvement compared to 2016. There remains, however, an attainment gap of 26%, which is similar to the 2016 gap.
- At Key Stage 4, 33% of learners who were in receipt of free school meals obtained good GCSE grades in English and mathematics, and the attainment gap with other pupils remains wide at 34%, and wider than the national gap.
- Learners in receipt of free school meals are three times as likely to be permanently excluded as those who are not.
- 34% of the NEET cohort in January 2017 were vulnerable learners
- 16% of FSM learners in school gained entry to the top third Higher Education Institutions (HEIs) compared to 28% of non-FSM.

3.4 The stark contrast in learner outcomes for children in receipt of Free School Meals (FSM), Children in Care and for pupils with Special Educational Needs, requires an urgent prioritisation of the support for vulnerable learners in Kent in order to ensure better outcomes are achieved.

### **4. Financial Implications**

4.1 Significant resources are allocated to support vulnerable learners across the County. In 2017, £222 million was allocated directly to schools and colleges and a further £39.8 million used to deliver early interventions and specialist support

services. This is a significant resource and underpinning the refreshed Vulnerable Learners Strategy is the ambition of achieving greater impact by challenging the way resources are used in schools, collaborations and partnerships, to achieve more.

4.2 A key national policy has been the introduction of the Pupil Premium, (worth over £58 million in Kent overall to schools and other settings) with the expectation that this funding will be used effectively to raise attainment for pupils who are eligible for free school meals and thereby close achievement gaps between these pupils and their peers. The Social Mobility Commission recommends that Pupil Premium funds should be invested in evidenced based practice, and this focus is a significant part of the Vulnerable Learners Strategy.

## **5. Kent Policy Framework**

5.1 A new Control Framework for strategies and policies was launched in September 2017. It sets out some simple principles for the management of our strategies and high-level policies. One of the principles of the Control Framework is that we will have a Strategy and Policy Register that lists all of our strategies and high-level policies. The refreshed Vulnerable Learners Strategy 2017 -2020 will form part of this Register.

## **6. Equalities Implications**

6.1 In accordance with the Public Sector Equality Duty under the Equality Act 2010, to protect individuals from discrimination against people on the basis of their protected characteristics, an Equality Impact Assessment Screening of the of the Vulnerable Learners Strategy 2017-2020 has been undertaken.

## **7. Conclusions**

7.1 The Social Mobility Commission recommends that every local authority should have an integrated strategy for improving disadvantaged children's outcomes. Kent's Vulnerable Learners Strategy sets out our integrated approach.

7.2 The DfE's Plan for Improving Social Mobility through Education was published in December 2017 and its ambitions helpfully reflect the priorities in our Vulnerable Learners Strategy, which focuses on increasing the take up of free childcare for eligible two year olds and increasing the engagement of vulnerable families with Children's Centres and with other services in Early Help; closing achievement gaps in schools; and delivering our NEET Strategy to ensure as many young people as possible engage positively in education, training and employment to age 18 and beyond.

7.3 There has been progress in all these areas of our work but there is more to do. By revising and updating this Strategy we are continuing to focus on this challenge and to find out more about, and disseminate, what works in making a difference. The refreshed Vulnerable Learners Strategy is our attempt to move this agenda forward in Kent in a more significant and joined up way.

## **8. Recommendation**



**Recommendation:** The Children's, Young People and Education Cabinet Committee is asked to note and comment upon what works for vulnerable learners in terms of narrowing the attainment gap and progress made in achieving the priorities detailed in the refreshed Vulnerable Learners Strategy 2017-2020.

## **9. Background Documents**

Kent's Vulnerable Learners Strategy 2016-2019

<http://knet/directorate/EYPS-document-library/Documents/CYPE%20Kents%20Strategy%20for%20Vulnerable%20Learners.pdf>

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**Kent's Vulnerable Learners Strategy 2017-2020**

# Kent's Strategy for Vulnerable Learners





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# Vulnerable Learners Strategy 2017-2020

## Preface

This Vulnerable Learners Strategy brings together all the actions we are taking across Children and Young People's Services, in partnership with schools, to improve outcomes for vulnerable learners. These are the children and young people who are vulnerable to poorer outcomes because of the barriers presented by disadvantage, poverty, learning difficulties and the social and emotional difficulties they have faced in their childhood and adolescence. Our education and children's services have a responsibility to ensure they achieve more success and experience the positive outcomes we want for all children and young people, irrespective of background.

This document is our updated and revised strategy, and it sets out what we have achieved to date and the priorities going forward. It also sets out examples of good practice in schools and the most effective strategies that are having some impact in narrowing achievement gaps and promoting greater social mobility.

*"If Britain is to avoid being a country where all too often, birth still predetermines fate, we have to do far more to create more of a level playing field of opportunity." (Alan Milburn, Chair - Social Mobility Commission, October 2017)*

Our starting points, both nationally and in Kent, are a challenge. Some argue that social mobility is less in the UK now than it was some years ago. This means that the circumstances of a child's birth and the family's social and economic conditions determine more than ever a child's success in the education system and in the labour market. The fact that this relationship between poverty, home background and life chances is more pronounced in the UK than in most other European countries makes it even more unacceptable.

The school system and our other services cannot solve this lack of social mobility on their own, but they can contribute a great deal to improving life chances for vulnerable children and young people. We aim to make more of a difference for those at greatest risk of poor outcomes. Schools matter and make a difference, and having access to a good school and good teaching matters even more. What matters most is that good schools are inclusive places which achieve good outcomes for all their pupils.

Education is the greatest opportunity young people have to achieve lifelong benefits. At present these benefits are greater for some and too limited for others, often through no fault of their own. For example, some of our most vulnerable children are excluded from school more often than others, and can suffer lifelong consequences through lost learning and poor self-esteem. There are 85,975 people in prison today, and 54,164 were excluded when they were at school. Pupils supported by the Pupil Premium have significantly less chance of achieving good exam results at school and far fewer go to university and get good jobs compared to other young people. Life chances are more determined by family circumstances and educational and other opportunities than they are by the abilities and talents of the individual child. These abilities can be wasted and lost if they are not nurtured and developed.

A recent IPPR Report – 'Making The Difference', reveals the extent of personal and societal cost to this social mobility failure. Delivering education's contribution to improve social mobility therefore demands the active engagement of all education stakeholders and all our services. By social mobility we do not mean only that bright poorer children should be helped to do well, but that all children and young people who experience disadvantage should be helped to achieve much better outcomes than many of them currently achieve. Your life chances should not be so determined by the circumstances of your birth.

For two decades, successive governments have made the pursuit of higher levels of social mobility one of the key ambitions of public policy. Indeed in July 2016, the current Prime Minister said outside of Downing Street that she wanted to make Britain a country that works for everyone, adding “when it comes to opportunity, we won’t entrench the advantages of the fortunate few. We will do everything we can to help anybody, whatever their background to go as far as your talents will take you.”

There are welcome signs of progress in respect of improving employment rates, raised numbers of working class young people entering higher education and fewer children in workless households that at any time in the last two decades. However, child poverty is on the increase and many working families do not earn enough to take them above the current poverty thresholds. Schools, early years settings and KCC services are experiencing increased demands related to children’s learning, social and emotional needs, including services that are there to respond to children’s neglect, mental health and behaviour, which all impact on their ability to make progress at school. This strategy is designed to ensure we work in the most effective joined up ways, and use our resources effectively, to support these children and young people to achieve more success.

Across the country and in Kent, schools have improved and standards have risen and the professions have started to recognise the benefits of being open to a far wider pool of talent than previously. In Kent the actual attainment outcomes for pupils supported by the Pupil Premium have improved for the last three years, although the achievement gaps remain very wide. This is very encouraging. However, the overall picture is far from positive. The Social Mobility Index published by the Social Mobility Commission in November 2017 shows that the chances of a child from a disadvantaged background succeeding in life depends on where he or she lives. It also ranks local authority areas in terms of their social mobility. Kent is ranked among the 20% best performing authorities for the Early Years but poorly in terms of school rankings for free school meal pupil achievement, where we are in the lower half of performance for local authority areas. In Primary schools in Kent 12.1% of pupils are eligible for free school meals. However good and outstanding schools have only 10.8% of pupils with free school meals while the figure for schools that require improvement is 20.3% of their pupils. In Kent Secondary schools 10.3% of pupils are eligible for free school meals overall, while schools that require improvement have 18.3% of their pupils with free school meals. The percentage of pupils with free school meals in selective schools is 3%. Our top priority, therefore, is to continue to ensure that every child and young person in Kent goes to a good school and makes good progress. The biggest challenges for the education system and for children’s services in Kent are to improve social mobility by radically improving outcomes for these children and thereby improving their life chances.

The Social Mobility Commission recommends that every local authority should have an integrated strategy for improving disadvantaged children’s outcomes. This Vulnerable Learners Strategy sets out our integrated approach. A key national policy has been the introduction of the Pupil Premium, with the expectation that this funding will be used effectively to raise attainment for pupils who are eligible for free school meals and thereby close achievement gaps between these pupils and their peers. The Social Mobility Commission recommends that Pupil Premium funds should be invested in evidenced based practice, and this focus is a significant part of the Vulnerable Learners Strategy.

### **Unlocking Talent, Fulfilling Potential – A plan for improving social mobility through education (December 2017)**

The Government published its Plan for Social Mobility on Thursday, 14 December 2017. The document is structured around a set of guiding ambitions. These are intended to focus and drive activity and to provide a framework to transform equality of opportunity in the country. The ambitions and challenges set out in the Plan reflect the priorities in this Vulnerable Learners Strategy for Kent.



## Overarching Ambition

The overarching ambition is that no community is left behind. The DfE intends to direct effort and resources towards the places and people where it is most needed, using Opportunity Areas to tackle the most entrenched disadvantaged, so that these areas may fulfil their potential.

*'This plan is about putting social mobility at the heart of education policy. We must raise standards for all. And to do so we are determined to leave no community behind and we will target our efforts and resources at the people and places that need it most.'* (Rt. Hon. Justine Greening)

The document indicates that Ashford, Gravesham and Thanet may expect to receive Opportunity Area Status as the programme is rolled out.

## Life Stage Ambitions in the Plan

- **Ambition 1 – Close the ‘word gap’ in the early years.** Good early years education is the cornerstone of social mobility. Too many children still fall behind early, and it is hard to close the gaps that emerge. There is a need to tackle these development gaps at the earliest opportunity, particularly focused on the key early language and literacy skills, so that all children can begin school ready to thrive.
- **Ambition 2 – Close the attainment gap in school while continuing to raise standards for all.** The attainment gap between disadvantaged children and their more affluent peers is now closing. However, these pupils still remain behind their peers at each key stage at school. And there remain unacceptable differences in outcomes in different areas of the country. We need to build on the many more good school places and focus on raising standards in the areas of the country where it is now most needed.
- **Ambition 3 – High quality post-16 education choices for all young people.** Our technical education system has yet to fully benefit from a wider determination to drive up standards. This disproportionately affects young people in more challenging areas and from disadvantaged backgrounds. There is a need for a skills revolution, heralded by expanding access to the best universities for young people from less advantaged backgrounds.
- **Ambition 4 – Everyone achieving their full potential in rewarding careers.** Young people from lower income backgrounds are less likely to have access to the networks of advice, information and experiences of work to enable them to turn aspiration into reality.

The latest Government plan therefore reflects priorities in our strategy, which focuses on increasing the take up of free childcare for eligible two-year olds and increasing the engagement of vulnerable families with Children’s Centres and with other services in Early Help; closing achievement gaps in schools; and delivering our NEET Strategy to ensure as many young people as possible engage positively in education, training and employment to age 18 and beyond. There has been progress in all these areas of our work but there is more to do. By revising and updating this Strategy we are continuing to focus on this challenge and to find out more about, and disseminate, what works in making a difference. The Vulnerable Learners Strategy is our attempt to move this agenda forward in Kent in a more significant and joined up way.

## Corporate Director Children, Young People and Education

## Vision and Priorities

*“Kent should 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 background.*

*We have the same expectations for every child and young person to make good progress in their learning, to achieve well and to have the best opportunities for an independent economic and social life as they become young adults.*

*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.*

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

*We want to ensure that vulnerable children and 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. They should have the same opportunities as all other children and families to flourish, to stay safe and well and succeed in the education system.”*

*(Source: Education and Young People’s Service Vision and Priorities for Improvement 2017-20)*

## Introduction

This Strategy aims to prioritise and coordinate all the effective approaches and activities across our services, schools and early years settings that are focused on ensuring every child and young person in Kent achieves their full potential and none is left behind. It focuses on championing better life chances and is intended to close educational achievement gaps for the most vulnerable and disadvantaged groups. Most children and young people in Kent do reach their full potential by age 18, but a sizeable minority face multiple disadvantages which have a significant limiting effect on their development and educational achievement, as well on their future life chances.

The principles which underpin this strategy are to bring together and strengthen activities currently in place to support vulnerable children and young people and to challenge existing systems and structures to do more. Across Kent, there are significant gaps between the attainment of the majority of children and young people and those from particular groups that are vulnerable to underachievement and these gaps remain persistently wide. These poorer outcomes are unacceptable.

We continue to express urgency in the need to change and improve support systems and approaches to accelerate the achievement and progress of these vulnerable groups. Children have just one chance at education and early development, and opportunities in adolescence can be so easily lost if young people are not supported and guided to positive destinations. Educational outcomes across Kent typically improve year on year at every key stage and so in order to narrow the achievement gaps for vulnerable children and young people their outcomes must improve at an

accelerated pace. This strategy sets out activities and actions to address these gaps in outcomes. The size of this challenge is clear from the evidence given below:

- In 2017 25.7% of children did not achieve a Good Level of Development at the end of the Early Years Foundation Stage. However, the FSM gap narrowed from 20% in 2016 to 10.1% which is good news.
- At Key Stage 1, the gaps in achievement for free school meals pupils range from 19% to 21% in reading writing and mathematics. Standards of attainment improved compared to 2016, but the gaps remain wider than the national gaps.
- At Key Stage 2, attainment outcomes for free school meal pupils improved in 2017 across all measures compared to 2016 but gaps remain wide. The proportion of FSM pupils who achieved the 'expected standard' in Reading, Writing and Mathematics combined was 42.3%, which is a 6% improvement compared to 2016. There remains, however, an attainment gap of 25.4%, which is similar to the 2016 gap.
- At Key Stage 4, 33% of learners who were in receipt of free school meals obtained good GCSE grades in English and mathematics, and the attainment gap with other pupils remains wide at 34%, and wider than the national gap.
- In Kent 9% of learners in receipt of free school meals go to Grammar school compared to 34% not receiving free school meals.
- Learners in receipt of free school meals are three times as likely to be permanently excluded as those who are not.
- 34% of the NEET cohort in January 2017 were vulnerable learners
- 16% of FSM learners in school gained entry to the top third Higher Education Institutions (HEIs) compared to 28% of non-FSM.

This stark contrast in learner outcomes, and other poor outcomes for young offenders, children in care and for pupils with special educational needs, requires an urgent prioritisation of the support for vulnerable learners in Kent in order to ensure better outcomes are achieved. There has been significant investment in recent years to address this issue through a range of interventions including £58m Early Years and School Pupil Premium funding into schools and Early Years settings in 2017-18 to address the needs of children whose families are in receipt of free school meals. The total number of pupils that benefit from the Pupil Premium in Kent in 2017-18 is 47,784. This includes 19,432 secondary pupils, 26,937 primary pupils, 1,367 special school pupils and 48 pupils attending pupil referral units (PRUs). Although there has been some small improvement in the attainment of this group of children, particularly in the Early Years and in Primary schools, we have yet to see the full impact of this resource.

Integral to the success of the Kent Vulnerable Learners Strategy will be a relentless ambition for all senior leaders to ensure good progress and high expectations for vulnerable learners to achieve better outcomes. Effective educational leaders set high aspirations for all learners and create a high quality inclusive learning environment, targeting resources and interventions to ensure maximum impact for all including the most vulnerable, so that gaps narrow and outcomes and destinations are more positive.

The educational landscape is changing rapidly and at the same time resources are reducing. At such times of change, often the most vulnerable children, young people and families are at the highest risk of poorer educational and life outcomes. This Strategy aims, therefore, to support the development of robust partnerships, identify good practice and ensure the effective use of all available resources.

In February 2017, a Pupil Premium Conference was hosted by KCC, attended by nearly 200 schools who participated in workshops to share good practice and receive presentations from a range of speakers including the Education Endowment Foundation.

In September 2017, Kent County Council (KCC) agreed to establish a Select Committee to review the impact of the Pupil Premium on narrowing the attainment gap for Kent's vulnerable learners. The findings and best practice that emerges, both locally and nationally, will inform and add weight

and focus to this Strategy moving forward. The Select Committee report is due to be published in March 2018.

The Government's new term for narrowing the achievement gap is Diminishing the Difference. We have produced two toolkits, for Primary and Secondary Schools, that bring together some of the most effective evidence-based approaches to Diminishing the Difference. These were shared at the conference and are available to purchase. A summary of good practice was shared with delegates and can be found at the end of this Strategy.

In order to make more progress we aim to support more schools to undertake Pupil Premium Reviews, recommended by the DFE for schools that need to make more effective use of the funding.

The Pupil Premium funding in Kent now exceeds £58 million in 2017-18, and we want to help to ensure that the most effective use is made of this additional resource. There is much good practice in Kent schools and we aim to do more to disseminate it. Schools are expected to have a Pupil Premium Strategy and to publish this on the school website. This is now a requirement and Ofsted inspectors check to see that this is available. All schools have a part to play in narrowing the persistent achievement gaps for vulnerable learners.

There are many factors which make a difference, including consistently good quality teaching, an appropriate curriculum and the provision of additional support. The Education Endowment Foundation highlights the importance of frequent feedback to pupils and other kinds of formative assessment for learning, which has the highest impact on accelerating progress. Their toolkit also provides helpful guidance to schools on the most effective ways to use teaching assistants, and the most effective intervention programmes to use. Schools are increasingly recognising that a strong focus on increasing pupils' emotional resilience and motivation, as part of their work on promoting emotional wellbeing, can also make a difference to improving outcomes for these learners.

Improving outcomes for vulnerable learners has been a priority for a number of national bodies and government departments, for a number of years. Sutton Trust research and the Social Mobility Commission reveals the current state of low social mobility in the UK and the disproportionate representation of the most affluent, often those educated in independent and selective schools, in top universities and professions. The economic cost of this inequity to the country's economy and social cohesion, and impact on the life choices of young people, is considerable unless change occurs.

This Strategy sets out our approaches to meet the needs of vulnerable learners, improve educational and other outcomes and significantly close achievement gaps. Kent County Council, as champion and advocate for children, young people and families, sets out in this document how we aim to ensure there is a high-quality range of support, and opportunities, to enable vulnerable learners to become confident individuals, effective communicators, successful and responsive citizens, to remain healthy and to achieve the educational and life outcomes which they deserve.

The Strategy also aims to ensure that the full range of Kent County Council's services and partners work together more coherently with Early Years and Childcare providers, schools and other educational settings to maximise the impact of available resources in further raising the attainment and improving the progress of the most vulnerable learners.

## **Priorities for this Strategy**

### **Priority 1: Ensure all Vulnerable Learners go to a Good School**

The first priority in our Strategy is to support all schools to be good or better, to do the core business well, which means ensuring all teaching is good, and teachers improve by working closely with other teachers and learn from the best practice.

### **Priority 2: Develop More Flexible Grouping Arrangements and Curriculum Pathways**

Another priority has been to encourage schools to avoid in-school social segregation and grouping arrangements that hinder better engagement by vulnerable groups, reduce levels of motivation and engender less positive attitudes by learners, especially those that are likely to experience disadvantage.

### **Priority 3: Develop Character Education and Emotional Resilience**

Schools are also paying more attention to character education, that is, focusing on developing children's and young people's attitudes and aptitudes, to improve well-being, resilience, self-motivated learning, perseverance and ambition. We see this as a priority.

### **Priority 4: Enrichment Activities**

We also recognise the importance of greater engagement by vulnerable learners in enrichment activities that help to develop confidence and resilience. These activities, (including sports and outward bound, the performing arts, music lessons, after school clubs and trips) are taken for granted by many children, but more effort is needed to ensure pupils on free school meals participate in them and get the benefits.

### **Priority 5: Pre-Requisites for Learning, School Readiness, Inclusion and Attendance**

An important part of this Strategy has been to ensure the basic pre-requisites for learning are being delivered for vulnerable learners. Ensuring children in the early years are well prepared for school and when at school pupils attend school regularly, are prepared for learning with the right equipment, and do not miss learning time because they are excluded from class or from the school, makes a big difference.

### **Priority 6: A Growth Culture**

All the research shows that promoting a growth culture or mindset in schools which drives the belief that all children can do better than expected, makes a significant difference. Where schools act on the basis that all pupils' innate abilities and aptitudes can be improved with the right support, and that they do not give up on any child, it is more likely to get the engagement and effort by all children to do well.

### **Priority 7: Using Research and Guidance on Narrowing Achievement Gaps**

A specific part of the Strategy has been to support all schools to make the best use of Pupil Premium funding by consistent use of the Sutton Trust's evidence papers, including the most effective and low-cost strategies in their Teaching and Learning Toolkit.

### **Priority 8: Effective Targeting of Resources**

We recognise the importance of schools being able to target their resources efficiently so that vulnerable learners receive additional good teaching as individuals and in small groups, in addition to whole class lessons.

### **Priority 9: KAH Funding and School to School Support**

We have allocated funding from the Schools Funding Forum to the Kent Association of Headteachers, over £10m in the last several years, to promote school collaborations and school to school support. We see this as one of the best ways to support teacher development and spread the influences of the best practice in improving teaching and raising standards, including narrowing achievement gaps.

### **Priority 10: Effective Use of High Needs Funding**

In the past year we have carried out a review to ensure all schools make effective use of high needs funding, for pupils with special educational needs, to support earlier intervention and a more flexible approach to addressing pupils' additional learning needs.

### **Priority 11: Continue to Develop and Improve the Work of PRUs**

Some of the most vulnerable learners in Kent are educated through alternative provision in our Pupil Referral Units. It has been a priority, therefore, to continue to develop the work of the PRUs, including the Education Health Needs Service, and ensure the devolved or delegated funding to local management committees run by Headteachers, or to groups of schools, is used well to improve these pupils' quality of education and their outcomes. The aim has been to ensure fewer vulnerable learners are excluded and those in alternative provision achieve good outcomes and destinations.

### **Priority 12: Early Help and Prevention**

Central to this Strategy is the work of the Early Help and Preventative Service, working closely with schools and other services to identify the right vulnerable children for support. It provides the right level of responsive and timely additional help for vulnerable and disadvantaged children and young people, and their families. This is a major resource which is designed to have an impact on improving outcomes for these vulnerable children and young people, on removing barriers to their learning and engagement and to narrowing achievement gaps.

### **Priority 13: Mental Health and Emotional Wellbeing**

The Strategy also recognises the importance of improving the mental health and emotional wellbeing of vulnerable learners. We have aimed to target resources for mental health and emotional wellbeing, in and out of school by re-commissioning CAMHS to work directly in schools and in Early Help units; by commissioning more mental health and emotional wellbeing support services through Early Help; by rolling out the HeadStart resilience programmes across Kent schools; and by making effective use of the Education Health Needs Service.

### **Priority 14: Parenting Programmes**

As well as providing a range of family support services, this Strategy recognised the need for specific parenting programmes. The aim has been to extend the access to, and range of, parenting support and parenting programmes, through Early Help's family work.

### **Priority 15: Pupil Premium Reviews**

A useful means of improving the use of the Pupil Premium in schools, to improve outcomes and narrow achievement gaps, is to have a formal review of the school's strategy. We have promoted this process and encourage schools to undertake Pupil Premium Reviews, where gaps are not closing and where there may be a need to develop the effectiveness of the strategies supported by

the funding. In order to support these reviews, we support schools that are effectively using the Pupil Premium to share their best practice.

#### **Priority 16: Early Years Pupil Premium**

Similarly, it has been a priority to ensure the Early Years Pupil Premium is used effectively in early years settings. Introduced in 2014-2015, it is worth up to £300 per child. The 2017 data demonstrates a significant narrowing of gaps in achievement between eligible children and others in the Early Years Foundation Stage. This means that more vulnerable children are leaving the Early Years Foundation Stage having achieved a good level of development.

#### **Priority 17: The Vulnerable Learners Data Pack**

To support the delivery and monitoring of the impact of this strategy we have developed a new District vulnerable learner data pack. This includes other indicators of impact alongside the attainment gaps to ensure that the resources available achieve maximum impact. The data pack also includes more information for schools using the Mosaic groups data L, M, N and O to indicate higher than average levels of deprivation to support the identification of vulnerable learners facing multiple disadvantages. The children and young people least likely to succeed are those facing multiple disadvantages, which are often a combination of low income, mental health, drug or alcohol abuse and domestic abuse in the household.

#### **Priority 18: District Coordination**

A key objective of the strategy has been to ensure that our services are joined up and coherent in the ways that we support vulnerable children and young people. We have focused on improving the coordination of services and activities at district level, to ensure support for vulnerable learners is well targeted and has maximum impact. This includes ensuring effective school engagement with, and links between, LIFT, Early Help, In Year Fair Access panels, PRUs and alternative provision, the Health Needs Education Service, the use of High Needs funding and outreach support by Special schools.

#### **Priority 19: Develop E Learning Resources**

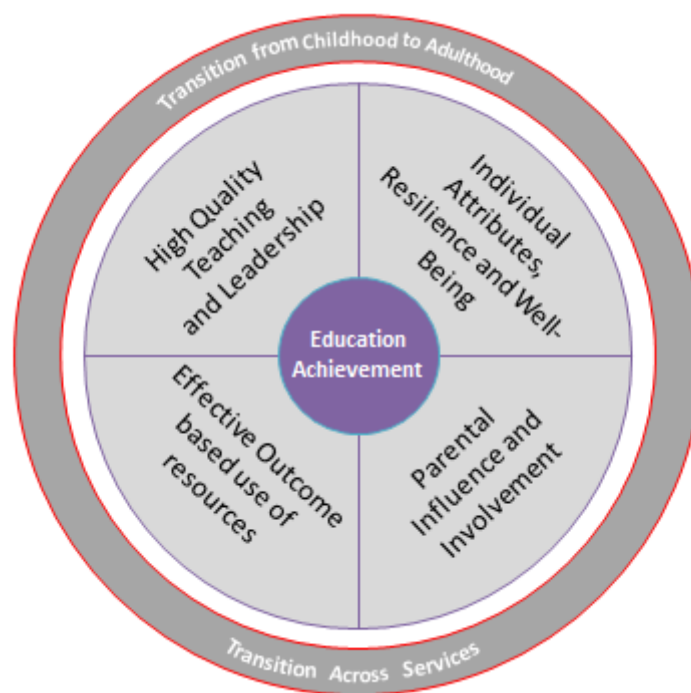
In developing this strategy, we identified a gap in the resources available to support vulnerable learners with distance learning and catch up opportunities. Consequently, we have developed and extended the use of the new Kent E learning platform which provides a range of opportunities and teaching resources to support vulnerable learners and complements learning programmes in schools.

# A Strategy to Close the Educational Gap - Influencing Academic Achievement

Good educational outcomes are vital to ensuring future life opportunities and outcomes. Evidence shows us that vulnerable and disadvantaged pupils have greater individual differences in academic performance than the wider population. Whilst there will be individual differences in cognitive abilities and personal attributes, a child's home background and environment, and the family's level of income, have a more powerful impact on life chances. It is the job of the education system to make more of a difference to counter-acting the disadvantages some children face. This Strategy focuses on four key factors which need to work together to mitigate the effect of such disadvantage and narrow educational achievement gaps.

## Key factors that influence children's development, progress and educational achievement:

- Individual attributes, resilience and emotional wellbeing
- Parental influence, support and involvement
- High quality teaching and school leadership with moral purpose
- Effective use of resources to improve outcomes



## Individual Attributes, Resilience and Emotional Wellbeing

Children and young people in good health, who are motivated, resilient and have positive emotional health and wellbeing tend to achieve well. Our focus, therefore, should be to give more priority to, and target resources for, the development of resilience and emotional wellbeing, in and out of school.

Youth Hubs and outdoor education can complement formal academic settings and provide the opportunities for achievement and confidence building.

Children and young people who have faced adversity or trauma often have difficulties in achieving their potential. Increasing the resilience of all students and promoting a better understanding of



mental health and wellbeing amongst professionals, parents, carers and young people can assist in understanding the barriers to learning.

We aim to support all schools through the HEADSTART programme to deliver programmes that improve wellbeing and resilience, and to identify and support children and young people who are experiencing difficulties. We recognise that services for children and young people that are focused on emotional wellbeing and mental health need to be more accessible and less stigmatising for young people to seek advice and support. The newly commissioned Children and Young People's Mental Health Service, with its single access point, is designed to deliver support more directly in schools, and in re-commissioning other emotional wellbeing services available through Early Help, we aim to improve this additional support. We also expect to see greater benefit through the work of the Health Needs Education Service and the focus on emotional wellbeing and mental health in the School Health Service, formerly School Nursing.

The new mental health service from September 2017, more support for emotional health through the School Health Service which began in April 2017 and the rollout of the Big Lottery funded Headstart programme in Kent are all designed, as part of this strategy, to provide more support for developing children's resilience and emotional wellbeing. The aim of the Headstart programme is to improve the mental wellbeing of at-risk 10 to 16-year-olds in Kent and specifically those who have been impacted by domestic abuse. Over the five years of the programme, which began in September 2016, 134 schools will benefit from the additional resources of Headstart and all schools can benefit from the resources available through the Resilience Hub.

### **Parental Influence and Involvement**

Children's first few years of life, parental attachment and the development of language and social skills are critical for good early development and school readiness. The home environment in the early years, and good quality childcare, can help children develop well for school expectations and engagement in learning. Children's Centres and Early Years Childcare and Education settings can lay the foundations for encouraging a home learning environment that promotes future learning opportunities. The home environment will also support school transitions and life changes and development throughout the child's learning pathway.

The recent 'Time for Change' report in July 2017 published by the Social Mobility Commission, called for, in its recommendations to Government, the restoration of funding for parenting programmes in order to improve children's learning and help to ensure that every child is school ready by the age of five and that the attainment gap between poorer five-year olds and their peers is halved.

Our aim is to do more to promote support for and engagement by parents in the early years and through all the stages of schooling. Schools that strive to have good parental engagement, and reach out positively to those that are hard to engage, achieve better attendance, behaviour and motivation for learning. Children who are supported by their parents do better at school.

The Early Help and Preventative Service's family work focuses on working with and supporting vulnerable parents and families. We recognise that more can always be done within family work to promote parents' involvement in their children's learning and develop more positive behaviour and attitudes towards school. This is a priority for Early Help. The Service is also able to deliver parenting programmes and to advise schools about effective programmes that engage parents in their children's learning.

The provision of Parenting programmes continues to form an integral part of Early Help and Preventative Services (EHPS) support. This includes the creation of a bespoke Kent Parenting Programme called 'Understanding Yourself, Understanding Your Child'.

In the past twelve months Early Help has extended the parenting offer available to families across Kent. Each District has a comprehensive parenting programme offer, which ranges from one to

one advice and strategies to help behaviour to a selection of accredited courses available to all parents. These include the universal Solihull programme, the specialist Cygnet programme and the new evidence based in-house intensive level Kent Parenting Programme

There has been an increase in courses being delivered by colleagues in Community Learning and Skills which means that courses are delivered in a timely way which ensures that families do not have long waiting times before starting their course.

The introduction of the Kent Parenting Programme, and its joint delivery with schools and Specialist Children's Services, aims to help reduce the barrier of parental engagement through its use of Enhancing Families Involvement in their Children's Learning (EFICL) within its content.

Children's Centres also provide a range of parenting programmes and more effective joint working between centres and schools is helping to make these activities more widely available. The delivery of Solihull Parenting courses is also planned for all districts, led by Health Visiting colleagues and supported by Children's Centres.

### **High Quality Teaching and School Leadership**

***“Great schools are great schools for all children”... ‘The Pupil Premium – next steps’  
Sutton Trust, July 2015***

Leaders in schools that have been successful in raising the attainment of disadvantaged pupils know that there is no one single strategy which leads to success. Rather, successful school leaders, including governors, create a vision and culture, consistently communicated to staff, pupils and parents, in which the highest possible achievement of every learner is a priority and an expectation. Leaders in these schools have a resolute determination that every learner regardless of home background or starting point will succeed and they both enable and hold staff to account to achieve this. They know their schools and the needs of individual learners and use data to analyse trends, set targets and then implement the intervention strategies which will have the most impact on accelerating rates of progress.

The Sutton Trust highlights the importance of a designated senior leader and governor who have a clear overview of how funding is being allocated, including Pupil Premium funding, and the difference it is making to the progress of disadvantaged pupils.

In addition, Ofsted noted that these schools:

*“allocated their best teachers to teach intervention groups...used achievement data to check whether their approaches were effective and made adjustments accordingly”*

It also identifies that Teaching Assistants can have an important role in supporting vulnerable learners but they need high quality training in order to understand their role in helping pupils learn more effectively.

A further update from Ofsted in 2014, particularly noted the association between the overall effectiveness of the school and the impact of the Pupil Premium, finding that good and outstanding schools are committed to closing the attainment gap by targeting interventions and using robust tracking systems.

A recent NFER report commissioned by the Department for Education, identifies good practice in raising the attainment of disadvantaged pupils through seven “building blocks for success” by:

1. Promoting an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.

2. Having an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.
3. Focusing on high quality teaching first rather than on bolt-on strategies and activities outside school hours.
4. Focusing on outcomes and progress for individual pupils rather than on providing general strategies.
5. Deploying the best staff to support disadvantaged pupils; developing skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.
6. Making decisions based on data and respond to evidence, using frequent, rather than one-off assessments and decision points.
7. Having clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.

Supporting the attainment of disadvantaged pupils: articulating success and good practice  
[\(NFER Supporting the attainment of Disadvantaged Pupils– November 2015\)](#)

*“Public resources should, over time, move from older generations to younger ones. In education, since the global evidence points to the quality of teaching being the key factor in helping close attainment gaps, the best teachers should have better incentives, including higher pay, to teach in the worst schools. Funding for schools should be made dependent, in part, on improvements in outcomes and the narrowing of attainment gaps”.* Alan Milburn, Chair of the Social Mobility Commission, 9 October 2017 Progress Magazine

These comments were a reflection on the findings of the Social Mobility Commission Report earlier in the year.

**Time for Change: An Assessment of Government Policies on Social Mobility 1997-2017 was published by the Social Mobility Commission in July 2017**

The report examined various public policies pursued over the last 20 years and assessed the impact they have had, for good or ill on social mobility in Britain. The report said that some policies - such as increasing employment and getting more working-class young people into university - have had a positive impact. However, overall the report concluded that ‘too little’ has been done to break the link between socio-economic background and social progress.

The report found that:

- Despite reforms to schools and success in improving results and raising standards, two-thirds of children on free school meals do not get good GCSEs
- There has been significant progress in reducing the attainment gap between poorer pupils and their better-off classmates at Primary school, but the gap increases substantially at Secondary school
- There is currently no prospect of the gap between poorer and wealthier children being eliminated at either GCSE or A level

The Commission recommended that the Government should, in respect of schools:

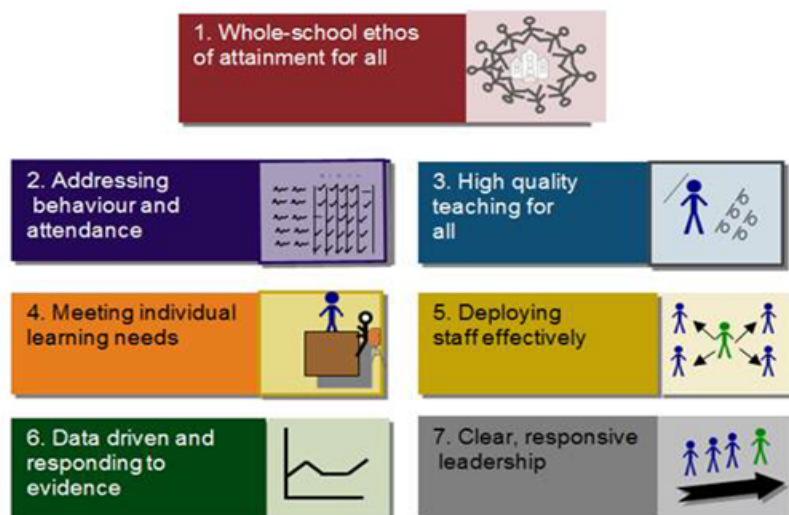
- Introduce a new ambition that, within a decade, the attainment gap between poorer children and their better off classmates should be closed at GCSE level
- Align inspection regimes and redistribute resources behind the new drive to close the attainment gap
- Focus on developing new collaborative approaches to turning around failing schools

- Introduce effective incentives to attract and retain good-quality teachers in the schools that need them most, including a new emphasis on continuing professional development

### What is the most effective way to support disadvantaged pupils' achievement?

Based on interviews with senior leaders from more and less successful Primary, Secondary and Special schools, the NFER research found that schools which are more successful in promoting high attainment for all pupils have a number of things in common. It identified these building blocks for success:

### Building blocks for success



### Outcome based, effective use of resources

Since the introduction of the Pupil Premium in 2011, it has added an additional resource to support the work of an inclusive school and to accelerate impact on achievement for disadvantaged learners. It offers the opportunity for leaders to find effective and innovative solutions to meet the needs of individual learners. To do this, leaders need accurate and timely data analysis and tracking systems which identify needs, monitor progress for individual learners and inform target setting for closing the attainment gap.

Effective schools prioritise consistent high-quality teaching for all and disadvantaged learners benefit particularly in achieving their full potential when attendance, behaviour and emotional support are seen as integral to academic success. Effective teachers are able to draw on a wide range of evidence based approaches to meet the needs of all learners. This will include varied teaching methods and flexible groupings, development of metacognition skills and appropriately tailored interventions. Evidence from the Sutton Trust and Education Endowment Foundation shows that significant improvement in narrowing the gap can be made when schools target funding towards:

- Improving feedback between teachers and learners
- Paired teaching
- Flexible small group teaching
- One to one tuition
- The teaching of independent learning strategies
- Peer mentoring and assessment
- Active encouragement of parental involvement in learning

An Ofsted review of the effectiveness of Pupil Premium spending in 2013 also concluded that successful schools:

***“ring fenced funding for the target group of pupils and did not confuse eligibility for Pupil Premium with low ability...identified which pupils were underachieving, particularly in English and mathematics and drew on research evidence (such as the [Sutton Trust EEF Toolkit](#)) to allocate funding for activities most likely to have an impact on improving achievement”***

A guide developed by the Teaching Schools Council (TSC), '[Effective Pupil Premium Reviews](#)', in May 2016, stated that:

*‘The schools that are most successful at raising the attainment of their disadvantaged pupils differ in many ways but share certain important characteristics – their approaches to using Pupil Premium are strategic, evidence-based, ambitious and built on an ethos of high quality teaching for all.’*

From September 2016, all maintained schools have been required to publish their Pupil Premium Strategy online, detailing how they intend to spend their allocation to address barriers to learning and the rationale behind the school's decisions.

A template has been created by the Teaching Schools Council to support schools in developing and presenting their strategy and can be found at Annex 2C (Primary) and Annex 2D (Secondary) of their guide (see hyperlink above).

How we use our resources to support and improve the attainment of vulnerable pupils is also essential to good educational achievement. This requires evidence of demographic need as well as evidence of “what works”. The local authority can assist in ensuring we provide this information to support and review the use of resources. We will also articulate how the various strategies and support pathways work together so that there is not duplication and confusion of additional provision.

Ofsted introduced its Common Inspection Framework from September 2015. The School Inspection Handbook explains, in paragraph 141, that when judging the effectiveness of leadership and management, inspectors will consider:

How effectively leaders use additional funding, including the Pupil Premium, and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this.

Paragraph 29 of the School Inspection Handbook, says that when preparing for an inspection, the lead inspector will analyse information on the school's website, including its statement on the use of the Pupil Premium.

Paragraph 152 says that during the inspection, inspectors will gather evidence about the use of the Pupil Premium in relation to the following:

- The level of Pupil Premium funding received by the school this academic year and in previous years
- How the school has spent the Pupil Premium and why it has decided to spend it in the way it has
- Any differences made to the learning and progress of disadvantaged pupils as shown by outcomes data and inspection evidence

Inspectors will recommend an external review of the school's use of the Pupil Premium if they identify weakness regarding the provision and outcomes for disadvantaged pupils.

# The Pupil Premium – What Does the Research Tell Us?

Over the last five years the Pupil Premium has supported schools to rethink the way they raise standards for disadvantaged pupils. There have been a number of national reviews on the impact of funding for vulnerable learners. These reports attempt to evidence the impact of this additional resource and explain these findings in relation to learner outcomes.

We know that schools that are most effective in improving outcomes for disadvantaged pupils always use evidence about what makes a real difference to change their practice.

There is more and more evidence that schools can and do achieve greater impact from the Pupil Premium. The Education Endowment Foundation (EEF) Teaching and Learning Toolkit provides an accessible summary of this emerging evidence and their helpful 'Families of Schools' tool enables schools with similar intakes to learn about success from each other.

Effective schools recognise that disadvantaged pupils are not a homogenous group and employ targeted approaches for groups or individuals facing particular barriers. For example, whilst the Pupil Premium has focused many schools' attention on raising the attainment of low performing pupils, more able disadvantaged pupils are at risk of underachievement too. Analysis by the Sutton Trust<sup>1</sup> shows that many disadvantaged pupils who are high performing at Key Stage 2 fall badly behind their peers by Key Stage 4. This underachievement is also reflected in the low proportions of disadvantaged pupils progressing to higher ranked universities after Key Stage 5. Ofsted<sup>2</sup> has highlighted a lack of support for more able disadvantaged pupils, particularly during Key Stage 3, as an area that many schools need to address. Other groups of pupils that schools may not have focused on within their overall strategy include looked after children, children adopted from care or service children. All these groups may have similar challenges, yet research shows that identifying each individual's barriers to learning is the key to success with the Pupil Premium.

**House of Commons Committee of Public Accounts - [Funding for disadvantaged pupils - September 2015](#)**

Since the introduction of the Pupil Premium in 2011, there is some evidence that the attainment gap between disadvantaged pupils and their peers has started to narrow. Headteachers have increased their focus on tackling this stubborn issue and there are many examples of schools using the Pupil Premium on interventions that work.

Approximately two million (29%) children aged between 4 and 16 (of the 7 million children in publicly-funded schools in England) come from disadvantaged backgrounds. Such pupils tend to perform poorly in public examinations relative to other pupils. As poor academic performance is associated with lower wages and higher unemployment in adulthood, this 'attainment gap' for disadvantaged pupils is a key way in which poverty is transmitted from one generation to the next. Between 2011 and the end of 2015, the DfE had distributed £6.0 billion of Pupil Premium funding to schools.

**Since the introduction of the Pupil Premium, the attainment gap has closed overall by 4.7 percentage points in Primary schools and by 1.6 percentage points in Secondary schools.**

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<sup>1</sup> <http://www.suttontrust.com/researcharchive/missing-talent/>

<sup>2</sup> <https://www.gov.uk/government/publications/key-stage-3-the-wasted-years>



Schools have demonstrated the potential of the Pupil Premium, but it is not yet a success in every school. The attainment gap between disadvantaged pupils and their peers has narrowed since 2011 at both Primary and Secondary school level in Kent, but the gap remains large and progress has been uneven across the county.

Too few schools have undertaken Pupil Premium Reviews, recommended by the DFE for schools that are not using the funding well. In order to support these reviews, it is important that schools who are effectively using the Pupil Premium, share their best practice.

Some children from disadvantaged backgrounds are starting school under-prepared and developing more slowly than their peers. Evidence shows that there may be more that can be done to tackle the impact of deprivation on a child's progress in the years before starting school. It will be important to monitor the impact of spending on the Early Years Pupil Premium, introduced in 2014-2015, worth up to £300 per child.

The Education Endowment Foundation reported to the Public Accounts Committee that research shows family engagement and family motivation is highly correlated with attainment at school. The National Audit Office similarly found that 91% of school leaders saw parental engagement as a barrier to closing the attainment gap of some disadvantaged pupils. However, only 57% of these leaders had an intervention in place to address this concern.

Some 64% of school leaders were now aware of and using the Foundation's toolkit to inform decisions about Pupil Premium funding. Many schools are found not to be using the Education Endowment Foundation's evidence toolkit effectively, for example not changing the way they use teaching assistants to help disadvantaged pupils in line with the Foundation's recommendations.

#### **The Pupil Premium: Next Steps, Sutton Trust and Education Endowment Foundation, Report and Summit (July 2015) – [Funding for disadvantaged pupils - September 2015](#)**

At this summit, The Sutton Trust and the Education Endowment Foundation (EEF) discussed the future of the Pupil Premium bringing together policy-makers, academics and the teaching profession to discuss how best to improve attainment for disadvantaged pupils and close the gap between them and their peers. The summit meeting considered a new report [Pupil Premium: Next Steps](#) which includes new polling on the use of the Pupil Premium, its impact and the methods used by schools to decide how to spend the funding, as well as a number of short essays written by some of the summit participants.

**The Education Policy Institute published Closing the Gap? Trends in education attainment and disadvantage in August 2017.** This report examined how well the school system is serving disadvantaged young people. The research measures the gap between disadvantaged pupils (those eligible for Pupil Premium) and their peers and variations between LAs and whether they have closed the gap over time.

The report found that:

*'...the gap is closing, but at a very slow rate. Indeed, despite significant investment and targeted intervention programmes, **the gap between disadvantaged 16-year-old pupils and their peers has only narrowed by three months of learning between 2007 and 2016. In 2016, the gap nationally, at the end of secondary school, was still 19.3 months. In fact, disadvantaged pupils fall behind their more affluent peers by around 2 months each year over the course of secondary school.***

Over the same period (2007 – 2016), the gap by the end of Primary school narrowed by 2.8 months and the gap by age 5 narrowed by 1.2 months. At current trends, we estimate that it would take **around 50 years for the disadvantage gap to close completely** by the time pupils take their GCSEs.'

Figure 2.3 in the report shows the disadvantage gaps in 2016, in months, between the attainment of disadvantaged pupils in each LA and the national average for non-disadvantaged pupils.

### **Attainment gap between disadvantaged pupils and all other pupils in Kent and some of our statistical neighbouring local authorities**

<b>Local Authority</b>	<b>Early Years</b>	<b>Primary Schools</b>	<b>Secondary Schools</b>
Kent	-2.8	-10.5	-23.7
Essex	-3.7	-9.4	-19.8
Buckinghamshire	-4.1	-7.9	-22.6
Lancashire	-4.4	-10.7	-22.9
Hampshire	-4.5	-7.8	-23.0

When looking at all the data for 150 LAs, the data shows that there is a significant variation in the size of the gap between LAs, from no gap, to 7 months in Early Years, 5-13 months at the end of Primary School and 1 month to over 2 years at the end of Secondary school.

### **What Ofsted Looks for**

‘For pupils who are both most able and from a disadvantaged background, the quality of teaching and the determination of a school to stretch and challenge these pupils is essential if they are to realise their potential.’ (Sir Michael Wilshaw’s Annual Report 2015/16)

Ofsted’s latest report on more-able pupils in the non-selective system identified that:

- one of the main reasons for underperformance was low expectations of the poorest pupils
- it is important to ensure that disadvantaged more-able pupils receive high-quality information, advice and guidance to prepare them for the future
- we must be robust in inspecting the performance of disadvantaged, more able and more-able disadvantaged.

Ofsted’s has found that successful schools:

- do not treat pupils eligible for the Pupil Premium as a homogeneous group
- give disadvantaged pupils a high profile within a school
- often appoint a senior leader to raise the profile and champion the learning of disadvantaged pupils.

Common strengths in most effective support for disadvantaged pupils include:

- leaders at all levels, including governors, prioritising the achievement of disadvantaged pupils.
- valuing pupils’ personal development, behaviour and welfare needs and not using them as excuses for low achievement
- strategic planning at points of transition having high impact on outcomes and destinations.
- all pupils accessing a broad and rich curriculum – support is given to ensure that all pupils have full access to broad educational experiences
- prioritising consistently good and outstanding teaching as the first point of intervention for disadvantaged pupils
- expecting high levels of parental engagement and good attendance and pursuing these relentlessly.



## Characteristics of successful approaches

Schools that spent the Pupil Premium funding successfully to improve achievement and narrow the gap:

- never confused eligibility for the Pupil Premium with low ability
- did not rely on interventions to compensate for less than good teaching
- tracked and monitored achievement data to check progress and if any interventions were working – and then made adjustments
- ensured that the allocation and spending of the Pupil Premium was given high priority in terms of staffing.

They...

- ensured that a designated senior school leader linked to a governor had a clear overview of how the funding was allocated and what difference it was making
- ensured that all teachers knew which pupils were eligible so that they could take responsibility for accelerating their progress
- made sure that support staff (particularly teaching assistants) were highly trained and understood their role in helping pupils to achieve
- thoroughly involved governors in the decision-making and evaluation process.

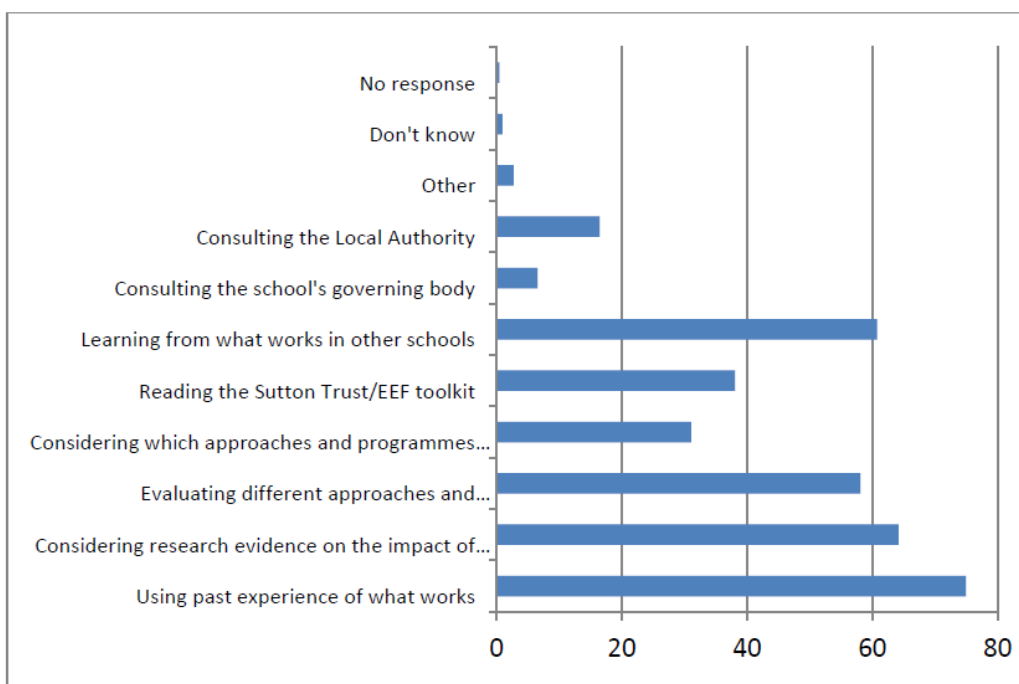
Demonstrating impact

- End of key stage data and other national benchmarks (e.g. Y1 phonics) compare favourably with national data for other pupils in all subjects.
- Diminishing differences over time are shown in RAISE online and inspection dashboard for different abilities, including the most-able disadvantaged
- School's own information and work in pupils' books demonstrate good progress for current disadvantaged pupils
- Case studies outline the additional provision in place and the difference this is making (progress and barriers being overcome)
- Attendance is improving or being maintained at least in line with the national average
- Personal development, well-being and behaviour are good and exclusion figures are below national average.

## How are schools responding to the Pupil Premium?

The number of school leaders who said they consider research evidence before taking spending decisions on the Pupil Premium has increased from 52% in 2012 to 64%. Many learn from what works in other schools (62%) and most are using past experience before deciding what approaches and programmes to adopt. Almost half of Secondary school leaders (48%) and a third (32%) of Primary school leaders also say they make use of the [Sutton Trust/EEF Teaching and Learning Toolkit](#). The table below, taken from the report shows the main approaches schools take.

## How does your school decide which approaches and programmes to adopt to improve pupil learning?



The Sutton Trust report notes that relatively few schools choose what it considers some of the “best low cost proven approaches” like improving feedback between teachers and pupils (4%) and peer-to-peer tutoring (1%).

Both of these national reports clearly show further work is required to demonstrate the significant impact of Pupil Premium funding on reducing attainment gaps. Attainment gaps are an important measure of impact and new approaches will also be used including improved attendance, raised aspirations and improved destinations at ages 16–18.

### Self-Evaluation

Schools need to scrutinise their current Pupil Premium Strategy and consider the impact of the approaches they are taking to close the attainment gaps across the school. In undertaking a self-evaluation, schools need to identify the desired outcomes, barriers to learning, chosen approaches, implementation requirements and success criteria needed to improve outcomes for disadvantaged pupils in the school.

- What is the current position at your school?
- What are the barriers to learning for disadvantaged pupils in your school?
- What are your desired outcomes for pupils?
- How will success be measured?
- Which approaches will produce these outcomes?
- Which approaches are effective and which aren't?

### How are Early Years and Childcare Settings Responding to the Early Years Pupil Premium?

The Early Years Pupil Premium introduced in April 2015 provides extra funding for three and four-year-old children whose parents are in receipt of certain benefits or who have been in care or adopted from care. It complements the government funded Early Education Entitlement by providing pre-schools, nurseries, schools and other providers with up to an additional £300 per year for each eligible child. The government committed £31m to fund the Early Years Pupil Premium in 2017/18 and estimates that 102,000 children will receive it nationally. In 2017/18 Kent

received £424,000 for its Early Years Pupil Premium eligible pupils, to support 1,400 eligible children.

The national advice and support offered through the Education Endowment Foundation has been extended to include ideas for the use of the Early Years Pupil Premium, however the impact of the interventions has yet to be fully evidenced.

Early Years settings in Kent are using the funding in a wide variety of ways including providing extra staffing, speech and language interventions, additional resources and activities as well as organising targeted training for staff. Their ideas are shared across the county on the KELSI website and more locally through Early Years collaborations. The impact of the interventions is monitored through individual child and group tracking processes. Practitioners are encouraged to show how the funding is having a positive effect on individual children's progress and attainment, on narrowing achievement gaps, school readiness and early identification of additional learning needs.

As with school aged children the success of the funding will depend on the degree to which it is spent effectively. This could mean settings working together more to maximise impact and build capacity, and the sustained effort by the Department for Education, OFSTED and others to make a genuine improvement in the progress and attainment of disadvantaged children, with appropriate accountability.

### **Key documents that schools may find useful in making effective use of the Pupil Premium**

- The Pupil Premium: How schools are spending the funding successfully to maximise achievement: <https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully>
- The Pupil Premium: analysis and challenge tools for schools: [www.gov.uk/government/publications/the-pupil-premium-analysis-and-challenge-tools-for-schools](http://www.gov.uk/government/publications/the-pupil-premium-analysis-and-challenge-tools-for-schools)
- Effective Pupil Premium Reviews <https://www.tscouncil.org.uk/wp-content/uploads/2016/12/PPR-guide-Spring-2016-refresh-FINAL-1.pdf>
- Unseen children: access and achievement 20 years on: [www.gov.uk/government/publications/unseen-children-access-and-achievement-20-years-on](http://www.gov.uk/government/publications/unseen-children-access-and-achievement-20-years-on)
- What maintained schools must publish online: [www.gov.uk/guidance/what-maintained-schools-must-publish-online](http://www.gov.uk/guidance/what-maintained-schools-must-publish-online)
- What academies, free schools and colleges should publish online: [www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online](http://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online)
- Toolkit of strategies to improve learning – summary for schools, spending the Pupil Premium – Sutton Trust/Education Endowment Foundation [www.suttontrust.com/about-us/education-endowment-foundation/teaching-learning-toolkit/](http://www.suttontrust.com/about-us/education-endowment-foundation/teaching-learning-toolkit/)

### **Best Practice in Kent**

Detailed in Appendix 3, 'Strategies for Diminishing Differences', is the work the CYPE Directorate have been undertaking with schools in 2016-17 to improve the effectiveness of the impact of Pupil Premium Funding. The Appendix sets out whole school strategies for schools to employ to narrow the gap as well as good practice at Key Stages 1, 2, 3 and 4. The document also details Pupil Premium good practice in PRUs and Special Schools in Kent.

In our most effective schools, there are a number of approaches and strategies that are having significant impact on diminishing differences for disadvantaged pupils. These common themes have been identified in a number of our schools where outcomes are above national. The approaches/strategies include the following:

- Highly effective speech and language support
- Outstanding early years provision in nursery and reception building characteristics of effective learning
- Strong, integrated and regularly accessed outdoor learning provision e.g. forest schools, tiger troop, science gardens, beach schools
- Specialist provision for the arts, music and PE
- A curriculum that builds cultural capital through rich and varied experiences e.g. theatre, museums, politics, religion
- Developing self-esteem, resilience and aspirations e.g. growth mind set, blooms taxonomy, Building Learning Power
- Using diagnostic tools effectively e.g. PASS, Pixel, Language Link, Boxall profiling
- Investing heavily in reading

### **Disseminating Best Practice across Kent**

- Guest speakers from highly effective schools at Kent's conferences and training e.g. nursery conference, Pupil Premium courses and conferences
- Journey to Outstanding Programme – linking good schools with outstanding schools to share all aspects of best practice
- Increasing the of KLEs across Kent schools to offer school to school support
- Future development of the KELSI website to host best practice case studies and strategies from our most successful schools
- Focused agenda items on HT Breakfast Briefings
- Ensuring all Improvement Advisers have identified and shared best practice

Constant articulation and communication of our values and expectations, with reference to Pupil Premium Toolkit, making effective use of performance data, Sutton Trust Toolkit, our Vulnerable Learners Strategy and the use of Case Studies

### **Resources for Vulnerable Learner Support in Kent**

Significant resources are allocated to support vulnerable learners across the county. £222.2 **million** is allocated directly to schools and colleges and a further £39.8 **million** is used to deliver early interventions and specialist support services. This is a significant resource and underpinning this strategy is the ambition of achieving greater impact by challenging the way resources are used in schools, collaborations and partnerships, to achieve more.

There is a need to develop new ways of working with vulnerable learners that are more effective in significantly narrowing gaps and reducing NEETS. We aim to develop other indicators of impact alongside the attainment gap to ensure that the resources available achieve maximum impact. These new indicators will be included in the new district vulnerable learner data sets.

**Funding for vulnerable learners for 2016-17 is given below:**

	<b>Funding Allocations in Schools £'m</b>	<b>Local Authority Support Services £'m</b>
<b><u>High Needs Funding</u></b>		
Special Schools	70.5	
Resourced SEN Provision (Units)	15.1	
Support for high needs pupils in Mainstream schools	23.8	
Support for high needs pupils in FE Colleges	8.7	
Support for high needs pupils in Independent Specialist Provision (post 16)	4.6	
Support for high needs pupils in Independent and Non-Maintained schools	24.4	
Support for high needs pupils in Maintained schools in OLAs	3.1	
<b>Total</b>	<b>150.2</b>	
Pupil Referral Units / Alternative Provision	12.2	2.6
<b><u>Pupil Premium</u></b>		
Free School Meals	52.1	
Looked After Children (supported by VSK)	2.8	
Post LAC (Adoption)	1.7	
Service Children	0.6	
<b>Total</b>	<b>72.0</b>	
STLS and LIFT		5.5
Early Help and Preventative Services		34.3
<b>Total Spent by the LA on Vulnerable Learners</b>		<b>262.0</b>

## Defining Vulnerable Learners

For the purposes of developing this strategy vulnerable learners have been defined as all groups who are at greater risk of poorer educational outcomes either through life circumstances or events that occur in a child's life which can affect their educational outcomes, including:

- Children in Care and Children in Need
- Pupils who receive the Pupil Premium Grant
- Pupils with Special Educational Needs and Disabilities
- Children who qualify for a free place as a two-year-old and for the Early Years Pupil Premium at age three and four
- Young Carers
- Young people Not in Education, Employment or Training (NEET)
- Pupils missing education through prolonged or persistent absence and those excluded from school
- Pupils at risk of sexual exploitation
- Pupils with mental health issues
- Pupils from disproportionately affected ethnic minority groups
- Unaccompanied asylum-seeking children
- Pupils with physical health issues
- Pupils in workless families
- Pupils in low income families
- Teenage parents
- Pupils in troubled families
- Children involved with the criminal justice system

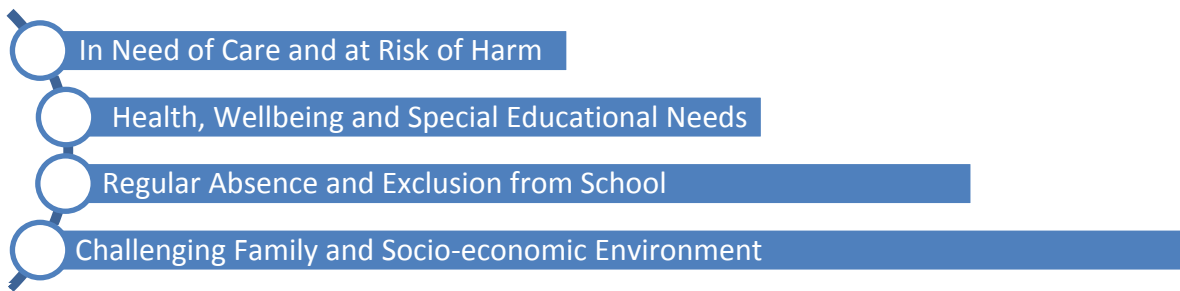
This is not an exhaustive list, but these groups tend to be the most significant in Kent. Vulnerability can take a wide range of different forms, including physical and mental health difficulties, family problems, and risks of abuse or harm. While it is acknowledged that not all children and young people start from the same points, other factors in some children's lives such as poverty and family circumstances can have a significant limiting effect on their achievement and attainment and longer-term life chances.

In July 2017, the Children's Commissioner published 'On measuring the number of vulnerable children in England'. This report looked at identifying the number of vulnerable children who carry with them risk and difficulties which make it much harder for them to succeed in life, to be happy and healthy and have a change at a good future. From children in care to children with special educational needs or the children of parents with limited parenting capacity, to those with alcoholism and drug dependence, abuse, poverty, ill health and unemployment.

The report found that more than half a million children are so vulnerable that the state has to step in; 700,00 are in 'high risk' family situations such as living with drug or alcohol addicted parents or in temporary accommodation; and at least 800,000 with mental health disorders.

The report defined vulnerability as meaning the additional needs or barriers children face may make them less likely to live healthy, happy, safe lives, or less likely to have successful transitions to adulthood. Vulnerability can take a wide range of different forms, including physical and mental health difficulties, family problems, and risks of abuse or harm.

Interrogation of the Kent data enables indicators of multiple-disadvantage for vulnerable learners to be categorised into four broad groups.



These categories can often overlap and potentially impact on one another. For this reason, vulnerable learners need to be able to access support that crosses the traditional boundaries of the agencies that work with them. The most prominent overlapping factor which links the groups of vulnerable learners together and, arguably, is the best indicator of a vulnerable learner is those pupils experiencing challenging family and socio-economic environments.

A statistical indicator of pupils living in a challenging family and socio-economic environment in Kent is pupils living in households with a higher than average level of deprivation and pupils eligible for Free School Meals. Data shows that pupils from this group are more likely to:

- achieve poorer rates of progress and development at the Early Years Foundation Stage
- have Specialist Children’s Services involvement
- be persistently absent or excluded from school
- be supported by the Troubled Families programme
- engage in offending and anti-social behavior
- not achieve the expected standards at age 11
- not achieve 5 or more A\* - C GCSEs (including English and Maths)
- have poorer post 16 and 18 destinations
- become NEET (Not in Education, Employment or Training)

The experience of a single disadvantage can create difficulties for pupils and multiple disadvantages can often interact and exacerbate one another, leading to more harmful and costly outcomes for the pupil, the family, the school and society as a whole. The most vulnerable learners are those that span more than one of the 4 categories. Our Kent data (*2016 integrated data set*) suggests that almost one third experience challenging family and socio-economic environments.

There is a statistical correlation between pupils living in challenging family and socio-economic environments and poor outcomes. We use pupils living in households with a higher than average level of deprivation (*Mosaic groups L, M, N and O*) and pupils eligible for Free School Meals as the indicator for vulnerable learners throughout this strategy and accompanying implementation plans.

### Primary Age Learners

- 33% (40,126) of learners experience a challenging family and socio-economic environment
- 4% (4,833) of learners who have a challenging family and socio-economic environment are also regularly absent or excluded from school
- 3% (3,251) of learners who have a challenging family and socio-economic environment are also in need of care and at risk of harm
- 6.5% (7,852) of learners who have a challenging family and socio-economic environment also have health, wellbeing and special educational needs

*(CYP Integrated Dataset 2016)*

## Secondary Age Learners

- 30% (24,061) of learners have a challenging family and socio-economic environment
- 7.5% (6,070) of learners who have a challenging family and socio-economic environment are also regularly absent or excluded from school
- 2.4% (1,913) of learners who have a challenging family and socio-economic environment are also in need of care and at risk of harm
- 6% (4,830) of learners who have a challenging family and socio-economic environment also have health, wellbeing and special educational needs

(CYP Integrated Dataset 2016)

Research shows that successfully attaining GCSEs is strongly associated with higher levels of life satisfaction among young people. A UK study (*The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes – University of London/Childhood Wellbeing Research Centre*) published by the Department for Education (DfE) found that pupil wellbeing predicted their later academic progression and engagement in school. For example, pupils with better emotional wellbeing at age seven had a value-added Key Stage 2 score 2.46 points higher (equivalent to more than one term's progress) than pupils with poorer emotional wellbeing. Pupils with better attention skills also make more progress across the four key stages. For example, pupils with no attention problems at age 13 had a total value-added GCSE score that was equivalent to more than one extra GCSE at grade A\*.

In Kent there are 10,000 young carers (*Imago – Kent Young Carers*). Many Young Carers come from hidden and marginalised groups, including children caring for family members with mental illness or a substance dependency. Estimates in Kent suggest that the real number of Young Carers could be in excess of 30,000 (*Imago – Kent Young Carers*). The Children's Society report (*Hidden from View – the experiences of young carers in England, 2013*) reported that around one in 20 misses a significant amount of school because of their caring responsibilities. Young Carers have significantly lower educational attainment at GCSE level, the equivalent to nine grades lower overall than their peers e.g. the difference between nine B's and nine C's. Young carers are more likely than the national average to be NEET between the ages of 16 and 19.



# Supporting Vulnerable Learners in Kent

## Education and Young People's Services Vision and Priorities for Improvement 2017-20

There are a number of Kent strategies which set out our approaches to supporting vulnerable and disadvantaged groups. Kent's Vision and Priorities for Improvement 2017-20 states:

*Central to our ambition is the desire to create the conditions in which pupils experience the best learning and teaching, and where pupils' social, moral and intellectual development and confidence can flourish. We want every child in Kent to achieve well above expectations and not to be held back by their social background. We want every young person to benefit from a broad range of pathways to further learning and employment, for their own achievement and for the success of the Kent economy. We want to ensure that vulnerable children and families have their needs met early so that they do not experience the level of challenge and difficulty in their lives that requires statutory interventions. They should have the same opportunities as all other children and families to flourish, to stay safe and well and succeed in the education system.*

*Ensuring the most vulnerable learners experience success is one of our top priorities. Children in care, young offenders, excluded pupils, learners with special educational needs and disabilities and children from families on low incomes all experience significant barriers to their achievement and attain less well than their peers. We want to close the attainment gaps that exist as a barrier to their future success.*

To deliver this ambition it is recognized that further work, new approaches and systems are required across Kent, if there is going to be a significant improvement in narrowing gaps and improving life chances for vulnerable children and young people. This strategy builds on a range of successful strategies, plans and activities already in place, which include:

- Revised Learning, Employment and Skills Strategy 2017 – 20 [Available here](#)
- Adult Learning, Employment and Skills Strategy [Available here](#)
- Early Years and Childcare Strategy 2016 – 2019 [Available here](#)
- Kent's Strategy for School Improvement [Available here](#)
- Strategy for Children and Young People with Special Educational Needs and Disabilities 2017 – 19 [Available here](#)
- Commissioning Plan for Education Provision in Kent 2017 – 2021 [Available here](#)
- Early Help and Preventative Services Strategy and Three Year Plan 2015-18 [Available here](#)
- Pupil Referral Unit and Alternative Provision Prospectus [Available here](#)
- Education and Young People's Services NEET Strategy and Action Plan 2015 – 16 [Available here](#)
- KCC Health Needs Education Service Prospectus [Available Here](#)
- Emotional Health and Wellbeing Strategy 2015 [Available here](#); and Improving Support for Emotional Health and Wellbeing [Available here](#)

# What Works for Vulnerable Learners – Turning the Curve

The Kent Vulnerable Learner Strategy is intended to build on existing policies and good practice that are already in place, but calls for a step change in activities and a review of some of our approaches. Better outcomes will be delivered by developing new strategies in greater depth and approaches that individualise interventions.

Six over-arching priorities continue to be a fundamental part of ensuring we are all focusing on those actions that make a difference:

1. Developing **aspirational cultures** and a growth mindset in schools and in KCC services which set high aspirations for all and allow all children and young people to make good progress and reach their full potential
2. Developing **individual and more personalised learning pathways** supported by approaches that address emotional wellbeing and barriers to learning.
3. Ensuring **parental engagement and involvement** - improving outcomes for vulnerable learners by supporting parents to be more involved in their children's learning and progress, with high aspirations for the future.
4. Promoting effective school leadership and teaching and learning so that we see increased capacity in early years settings, schools and post 16 providers for sustained educational improvement for vulnerable learners, especially in English and Mathematics.
5. Working in **collaboration across all partnerships** to ensure that transitions are supported and that improving outcomes for vulnerable learners is given the highest priority across all KCC services, schools and other education settings. A key aspect of this is to focus on coordinating district activities, service delivery and collaborations to target and align resources to show greater impact.
6. Encouraging the use of **outcome based planning and evidence based use of resources** through widely available data and research, for example by providing district vulnerable learner data sets to identify vulnerable groups that require targeted interventions and which help to monitor progress.

# 1. Changing Cultures - The Relentless Ambition to Succeed

*'Exceptional schools can make up for grave disadvantages faced by young people... Economic disadvantage in itself is not an insurmountable barrier to educational success... Some schools with high proportions of pupils eligible for free school meals do very well for this group, while others in the same geographical location do not.'* (HMCI)

Despite significant research into the range of vulnerable learner strategies adopted by schools and the use of the Pupil Premium, it is clear that there is no one single intervention that has led to success. Furthermore, schools need to develop a number of bespoke measures tailored to each school's circumstance. The DfE research report published in November 2015, [Supporting Attainment of Disadvantaged Pupils: Articulating Success and Good Practice](#), found that schools have used a large number of strategies to raise the attainment of disadvantaged learners since 2011.

**More effective schools appeared to be adapting their strategies with greater attention to detail over a sustained period of time.**

The most effective and ambitious schools are those that are open to outside influences, welcome challenge, are reflective and self-evaluative, are keen to share their good practices with others, work collaboratively to support, and benefit from, the work of other schools and agencies and are actively seeking to learn from best practice elsewhere. New Kent case studies of whole school approaches to supporting vulnerable learners have been developed and are available on the [KELSI](#) website.

Schools have a critical community leadership role and can have a significant impact on the community's development and sometimes regeneration of a local area in securing outcomes for this and future generations of children, young people and their families. Changing learners' mindsets about their own ability and the value of education itself is crucial to improving outcomes for vulnerable learners. This includes setting a new cultural standard, giving opportunities for new ways of behaving and building new relationships between the school and the community, especially with local employers.

We aim to see more focused activity across all key stages in Kent Coastal communities, in particular, where there are the widest gaps in achievement and the greatest number of vulnerable groups not reaching their full potential. This will include more concerted effort to address low self-esteem and aspirations and poor employment prospects. A particular focus will need to be on improving the academic performance of boys from low socio economic groups and developing new careers and guidance systems in schools linked to local employment and training opportunities, with the active engagement of employers.

## 2. Individual Learning Pathways and Support

In order to ensure that all learners succeed, learning programmes and activities need to be personalised and supported by an individualised approach to addressing barriers to learning and emotional support. This support needs to be constant throughout each school year not just at key transition points or leading up to end of key stage assessments.

Through this strategy (and the revised 14-24 strategy which seeks to reduce NEETs), we aim to increase 14 to 19 personalised pathways which lead to sustained employment or higher levels of learning. Many vulnerable learners face multiple barriers to progressing successfully to high quality learning or training pathways post 16, especially if they have not achieved good levels of progress and attainment in English and Maths. These barriers will only decrease if more personalised

support, mentoring and better progression in technical and vocational pathways are developed for 14-19 year olds.

Too many vulnerable learners in Kent continue to leave school and colleges without qualifications and experiences that will give them employment options and opportunities. Many schools with large numbers of learners in receipt of Free School Meals are in areas with limited employment opportunities particularly in the coastal communities. Many areas in Kent have lower incomes without access to higher-paid jobs. This isolates and disadvantages these groups further from the expectations and experiences that financial security brings. Schools can reduce the impact of this by subsidising a range of experiences that demonstrate that better jobs and economic situations are available further afield, and are linked to attainment and progression to suitable post 16 learning and qualifications.

The Kent **E learning platform** provides a range of opportunities and teaching resources to support vulnerable learners which complements learning programmes in schools. There is specific virtual live and recorded lessons for vulnerable learner groups, English and Maths, catch up programmes, revision, and extra support opportunities plus new resources, Careers advice and guidance.

The **Emotional Health and Wellbeing Strategy** ensures increased access to mental health support in schools and in community settings. There is a new emphasis on early identification through whole school approaches to understanding emotional wellbeing and mental health.

KCC, Public Health and the seven Kent Clinical Commissioning Groups, have been working together for some time to improve the quality and scope of universal, targeted and specialist Emotional Health and Mental Wellbeing provision across the County. There is a new whole system approach with support that extends beyond the traditional reach of commissioned Emotional Health and Wellbeing Services.

In order to ensure clarity and equality of provision across the County one new provider, North East London Foundation Trust, will deliver tier two and three services County wide from September 2017. Part of the offer will be Mental Health Workers in the Early Help Units and in Kent Education Health Needs Service. There will also be a single point of access for referrals to the new service. Public Health will be working in partnership with Kent Community Hospital Foundation Trust to deliver the county wide universal and targeted emotional health and wellbeing service.

Additionally, new mental health provision integrated with Early Help Units works with children and families and those young people with eating disorders, anxiety and depression, self-harming behaviour, OCD, ADS, and conduct disorder, who have traditionally not engaged with services and need an assertive outreach approach of intervention. Early Help also works with young people with problematic sexualised behaviour, post-traumatic stress disorder and liaises with adult services where an adolescent's parent has a mental health issue and there is a need for better social support for the family.

The service works closely with the Core CAMHS provision and where required ensures effective and timely pathways across all provision to manage levels of need. Any existing therapeutic or supportive relationship between professionals and families will always be considered alongside levels of emotional needs and safeguarding when determining which service will undertake work and hold the accountability for the child or young person.

The Kent **Health Needs Education Service** provides individual learning pathways and support for those learners who are unable to access mainstream education due to a mental or physical health need. The Service focuses on supporting the home and schools with engagement strategies and the reintegration of the learners back into these schools in a timely fashion. Support provided includes access to local hubs, off site tuition and E Learning platforms.

### 3. Parental Engagement and Involvement

Early Help and Preventative Services has developed new parenting programmes promoting strategies for early reading, reading for life and parental involvement in homework. The opportunities for increasing the involvement of parents and carers in Children's Centres and Youth Hubs are significant and all workers have a responsibility to ensure wide involvement that is linked to promoting parents' understanding of the importance of their involvement in their children's educational achievement and its importance for future wellbeing in adulthood.

Within Early Help and Preventative Services parenting programmes and family work have a rigorous focus on school attendance and educational attainment. Support often remains very much on the individual child or young person as opposed to their whole family and environment. Through work with the whole family, parents, carers and wider families will be involved in decision making and will be encouraged to be actively involved in children and young people's education.

Where parents are not supporting positive behaviour and learning, whether it be through more formal attendance or youth justice work, we consider the use of Parenting Orders. We will make better use of these strategies to ensure parental responsibility and ensure that workers are able to effectively challenge and support families. Workforce development plans aim to ensure all Early Help and Preventative Service staff are trained and confident to work with parents with a whole family approach.

There will be an increased focus on developing new strategies to improve outcomes in English and Maths across all Key Stages. New opportunities led by Community Learning and Skills (CLS) working alongside schools, Early Years settings and Children's Centres have been developed to support family engagement in literacy and numeracy programmes. They provide more opportunities for 16-18 year olds to achieve qualifications in English and maths.

This builds on CLS's Family Learning approach which successfully engages families through a range of practical, enjoyable courses from informal workshops on a variety of interest-based topics to more focused and extended courses in which parents develop their own English and maths skills. As they engage in these activities they learn more about how these topics are delivered in schools and Early Years settings and how they can better help their children with these skills.

All courses are targeted for families where adults have few formal qualifications and have not had a positive experience of learning themselves. There is a particular focus on communities with poor socio-economic circumstances across the County including "pocket deprivation" - those surrounded by areas of higher affluence - and those affected by additional disadvantage.

Courses are designed to be welcoming and inclusive, focusing on the positive skills that parents bring with them, rather than focusing on skill deficits. Whatever their personal circumstances, the main reason parents give for taking part is to support their children and courses build on that enthusiasm. Many courses involve parents and children working together and this active participation can greatly improve how adults and children see the value of education.

As parents grow more confident in their ability to learn, content can be included which focuses on parents' own maths and English skills. Skilled tutors continuously adjust learning plans to follow learners' interests, maximising immediate and longer term outcomes.

Close working partnerships with schools, Children's Centres and Early Years settings are crucial to shape an appropriate offer and encourage the most vulnerable families to take part and sustain commitment.

CLS Family Programmes engage with families so that there is improvement in parental confidence, relationships with schools and settings and in their ability to help their children with homework. Children's attitudes and behaviour also improve and there is feedback that children's school work

improves. Parents themselves report greater confidence in their own learning skills and in broader outcomes such as working positively with professional agencies. These responses reflect national findings and it will be a key element to develop and monitor the specific impact of Family Programmes for vulnerable adult and child learners.

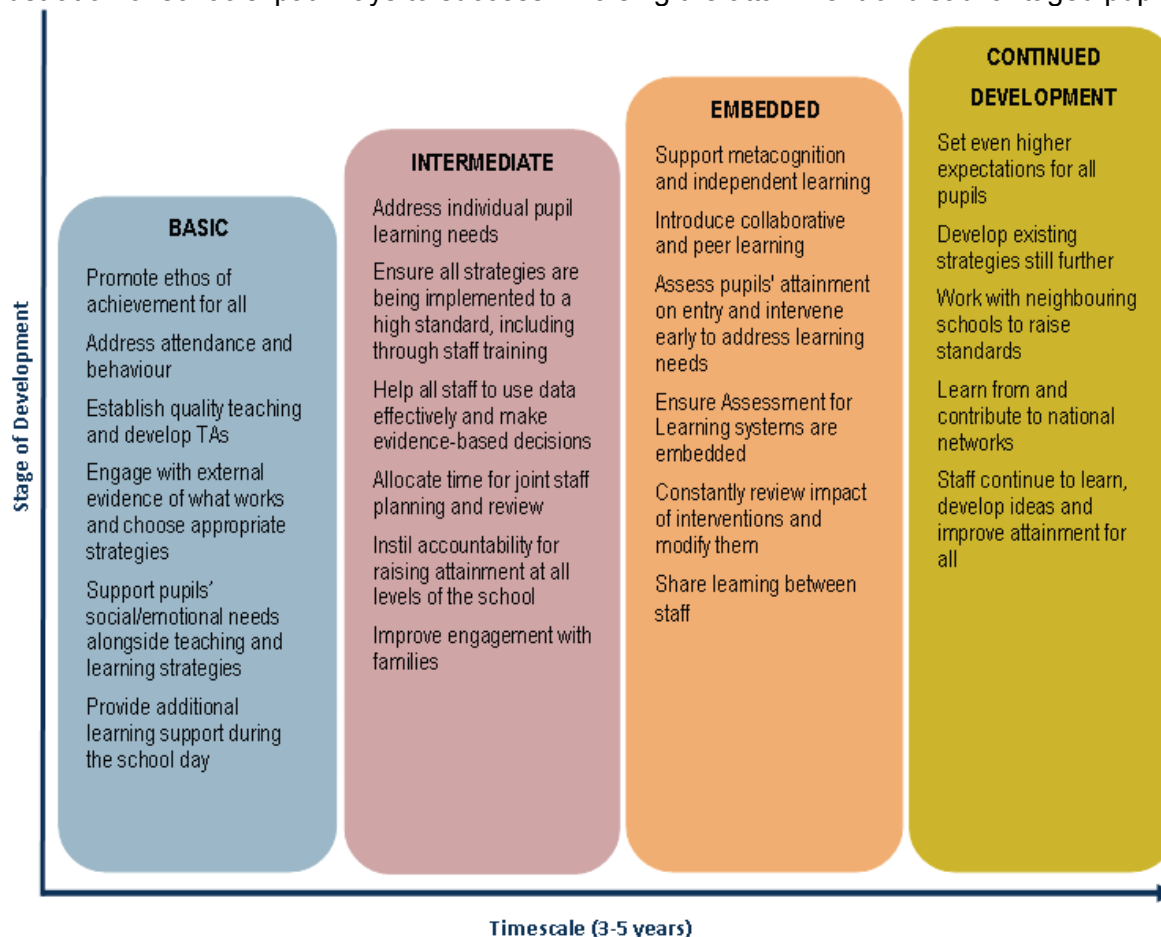
## 4. Leadership, Teaching and Learning

Highly effective Early Years and School leaders set high aspirations, devolve responsibility for raising achievement to all staff, and ensure the quality of teaching is seen as a priority and teachers see every learner as an individual. One of the key lessons from research about closing achievement gaps is to build on high quality teaching for all learners, rather than focus on other one off activities and events outside school hours. Evidence from the Sutton Trust, the Education Endowment Foundation and DfE report show that significant improvement can be made in narrowing the gap by:

- Improving feedback between teachers and learners
- Paired teaching
- Small group teaching
- One to one tuition
- Independent learning strategies
- Peer mentoring
- Parental involvement

The model below taken from the DfE report shows how these teaching strategies are used in conjunction with other whole school activities. The stages of development used in this model are useful in supporting schools to evaluate their own priorities and school improvement plans.

An illustration of schools' pathways to success in raising the attainment of disadvantaged pupils



This model suggests that there are certain basics (especially addressing attendance and behaviour and ensuring a supportive school ethos) that need to be in place, before moving on to more specific improvement strategies. Schools at an intermediate stage have taken several of the actions associated with more successful practice, but these have yet to become embedded in their systems and practice. This takes place at the third stage, where schools are able to focus more strongly on early intervention. Metacognition and independent learning, collaboration and peer learning are placed at this stage, as the findings of this study suggest that these are associated with schools at a later stage in the improvement journey. At the final stage, schools are in a position to continually seek opportunities for improvement, contribute to local and national networks and share their learning with other schools.<sup>3</sup>

## 5. Promoting Collaborations

*'.....one of the most powerful ways of achieving improvement is through collaboration, with the best schools, settings and leaders supporting those that are more challenged. But it's not just the school or centre receiving support that improves – providing support gives even the most accomplished teachers and leaders an opportunity to gain new ideas and improve their own practice.'* (DfE, 2012)

There have been a range of successful collaborations between Kent schools and there is a need to focus elements of this work on achieving better outcomes for disadvantaged groups. 522 schools are working as part of a collaboration or partnership. There is a growing understanding from

<sup>3</sup> [Supporting the attainment of disadvantaged pupils: articulating success and good practice](#)



research that the best guidance for raising standards for disadvantaged learners is to facilitate schools learning from others' good practice. This will continue to be the impetus for developing collaboration between schools in Kent and will underpin the success of this Strategy.

Additionally, over 450 of Kent's 700 Early Years and Childcare providers in the private, voluntary and independent sectors are now working as part of over 50 formal collaborations. The key purpose of these collaborations is to drive a faster rate of improvement and narrow gaps in achievement.

We aim to develop more effective district collaborations, optimising the use of experiences and resources between schools and KCC services to narrow achievement gaps for vulnerable learners. There will be more focused and coordinated work in the districts through Early Help units, LIFTs, In Year Fair Access Panels and 14-19 Participation and Progression Meetings to ensure that particular vulnerable groups have appropriate support to enable them to succeed in learning.

The Early Help and Preventative Service Units and Children's Centres in the districts will continue to work with schools to minimise the barriers that vulnerable learners face. Early Help teams will work with schools to support early interventions and provide more specialist family support.

The devolved PRU model will be developed further to support learners at risk of exclusion and will have a specific focus on developing approaches to reducing Primary school exclusions. The Health Needs Education Service will also provide additional support to schools for learners with mental health needs, alongside the Headstart programme and CAMHs. We will coordinate this work across the districts to maximise the impact and outcomes for learners.

## 6. Evidence Based Planning and Use of Resources – Data and Research

*"It is sometimes said that 'schools cannot do it alone', but this is not quite true: exceptional schools can make up for grave disadvantages faced by young people... Economic disadvantage in itself is not an insurmountable barrier to educational success... Some schools with high proportions of pupils eligible for free school meals do very well for this group, while others in the same geographical location do not." (HMCI)*

A new vulnerable learners district data set has been developed and will include other indicators of impact alongside the attainment gap data. This data set will be shared via the Kelsi website with schools on a quarterly basis beginning September 2017. The data will help schools to monitor pupil progress more comprehensively and to monitor the progress of specific strategies, so that schools respond quickly if the strategies for supporting vulnerable groups are not having sufficient impact. This data will also be used to review and evaluate the impact of resources that are used to support vulnerable learners in schools, KCC services and other partners.



## Progress Against Priorities

The first priority in our Strategy is to support schools, and collaborations between schools, to do the core business well, which means ensuring all teaching is good, and teachers improve by working closely with other teachers and learn from the best practice. The test of good teaching is the achievement of expected, and better than expected, rates of progress for all pupils and too much variation in the progress rates for different groups of pupils would suggest the need to re-think teaching approaches. The quality of education in Kent has improved so that 92% of schools are good or outstanding and 93% of pupils attend a good or better school. The challenge is to ensure that disadvantaged pupils get the maximum access to and benefits from good teaching.

In the last school year over 500 schools took part in collaborative projects, and an increasing number of others were involved in collaborations within multi-academy trusts. 329 schools benefited from Kent Association of Headteachers (KAH) grants to support specific projects, and many more from the subsidising of leadership development initiatives related to the [Leadership Strategy](#). 42 schools considered vulnerable, almost all of which had been judged by OfSTED as 'requiring improvement', received targeted grants as a result of bids made on their behalf by Senior Improvement Advisers.

Collaborative projects focused on three priorities:

- improving OfSTED outcomes
- raising pupil achievement
- narrowing the gaps between the outcomes of disadvantaged and other pupils

Trends evident in the successful bids included a sharper approach to raising achievement in Mathematics in primary schools, and an increased focus on improving pupils' mental health and wellbeing.

Overall standards have improved and outcomes at all key stages are now above the national average. Outcomes for pupils on free school meals also show an improving trend in the last three years although have narrowed only slightly.

### **Priority 2: Develop More Flexible Grouping Arrangements and Curriculum Pathways**

Another priority has been to encourage schools to avoid in-school social segregation and grouping arrangements that hinder better engagement by vulnerable groups, reduce levels of motivation and engender less positive attitudes by learners, especially those that are likely to experience disadvantage. Social segregation, characterised for example by rigid ability and attainment grouping with little fluidity for learners, a hierarchy of subjects or curriculum opportunities and differences in access to the best teaching, limits opportunity and has a detrimental impact on engagement and resilience.

The evidence suggests that schools making a difference to narrowing gaps have more flexible grouping arrangements, promote the use of small group teaching and the use of nurture groups, as well as encouraging accelerated and enrichment learning approaches for more able learners. At the same time, we have supported more diverse curriculum pathways at Key Stage 4 and developed one year transition programmes in Year 12, for 16 plus learners without below level 2 qualifications including a level 2 GCSE or functional skills qualification in English or Maths. Six schools now have one year transition programmes in place and more schools are in the process of developing this kind of transition programme.

### **Priority 3: Develop Character Education and Emotional Resilience**

Schools are also paying more attention to character education, that is, focusing on developing children's and young people's attitudes and aptitudes, to improve well-being, resilience, self-motivated learning, perseverance and ambition. This work is aided by rolling out the HeadStart resilience programmes across Kent schools, which is making good progress.

### **Priority 4: Enrichment Activities**

We also recognise the importance of greater engagement by vulnerable learners in enrichment activities that help to develop confidence and resilience. These activities, (including sports and outward bound, the performing arts, music lessons, after school clubs and trips) are taken for granted by many children, but more effort is needed to ensure pupils on free school meals participate in them and get the benefits. Sometimes this will cost money for individual children and should be supported by the Pupil Premium. We encourage schools to use Pupil Premium funding to support some pupils to have these opportunities, when they would not otherwise do so. These opportunities help to develop social and cultural capital, confidence, self-control and self-belief, which research tells us are as important as cognitive ability for success in education and in the labour market.

- Senior Improvement Advisers act as 'Pupil Champion' for vulnerable learners and provide challenge to schools to ensure schools use data effectively to identify under-performing groups and focus effective strategies to support improved achievement for vulnerable groups, including effective use of the Pupil Premium to support enrichment activities
- 132 schools used the Kent Pupil Premium toolkit during 2016/17 and 118 schools attended the Pupil Premium Conference in spring 2017.
- We have provided guidance for leaders using KLE's, school to school support and brokering support and guidance from National Leaders of Education from outside of Kent who can evidence outstanding impact with disadvantaged cohorts.
- SIAs advise schools on proven teaching strategies and other evidence based approaches to narrowing achievement gaps e.g. the Sutton Trust Toolkit, Ten Steps to Success (John Durnford).
- The Children's University model has been developed to raise aspirations linked to careers options. This is currently being evaluated and a larger programme will be rolled out in 2018.

Schools and local communities are giving a high priority to children's and young people's personal development including promoting their talents and interests to improve emotional well-being, resilience, self-motivated learning, perseverance and ambition.

This work is also supported by the Early Help Service, Specialist Children's Services, the roll out of HeadStart Kent and utilising the Early Help Mental Health Workers while also making the best use of the new Primary School Public Health Service and Children and Young People's Mental Health Service.

### **Headstart**

The [Headstart](#) programme has been running since September 2016. The aim of Headstart is to improve the mental well-being of at-risk 10 to 16 year-olds in Kent and specifically those who have been impacted by domestic abuse. Headstart is working in partnership to implement a locally developed prevention strategy, with the child or young person and their needs at its core.

Over the 5-year lifetime of the programme, the aim is that 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; in order to help them to navigate their way to support when needed in ways which work for them.

HeadStart Kent School Grouping areas are resourced for a period of 18 months to 2 years within certain geographical groupings around schools. Over the 5 years, 9 groupings including 134 schools will benefit from the additional resources of HeadStart.

## **Participation in Sport**

In order to support schools in ensuring that pupils get as many opportunities as possible to engage in healthy activities, KCC hosts annually, the 'Kent School Games'. This year, 7,120 children and young people participated in the School Games Finals. This event was complemented by the Physical Disability Summer Sports Festival, which was held in July 2017. It provided the opportunity for any mainstream or Special school physically disabled pupil in Kent to participate in a range of sports.

## **Priority 5: Pre-Requisites for Learning, School Readiness, Inclusion and Attendance**

An important part of this Strategy has been to ensure the basic pre-requisites for learning are being delivered for vulnerable learners. Ensuring children in the early years are well prepared for school and when at school pupils attend school regularly, are prepared for learning with the right equipment, and do not miss learning time because they are excluded from class or from the school makes a big difference.

When absence and exclusion feature strongly for some individuals, schools are asked to avoid exclusion for vulnerable learners and to provide additional support to catch up when learning is missed. Schools that focus on reducing exclusion and improving attendance for vulnerable learners as part of their Pupil Premium strategy are less likely to see gaps widen or children fall further behind.

The SEND Strategy for Kent has also identified improving attendance and reducing exclusion as one of the priorities for learners with special educational needs, as their progress is adversely affected by above average absence from school and loss of learning time through fixed term exclusion.

Key to improving pupils' outcomes is school readiness. Investment in early education before children start school and investment in support for families through Children's Centres, helps to prepare children with additional needs, for school. Children who attend high-quality early years provision develop good social and communication skills. Early years practitioners are best placed to identify those children at an early age who need extra support, to give them the best start when they begin compulsory schooling, so that the gap in development is bridged.

One of the five Strategic Aims in the Early Years and Childcare Strategy 2016 – 2019 is to mitigate the effects of poverty, inequality and disadvantage through the provision of more higher quality early education and childcare, more effective support for parents and effective and permanent narrowing of the early development achievement gaps for all disadvantaged children.

We have refreshed the 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. At the same time we have 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. This won the Nursery World Award 2016 for Staff Resources and wider dissemination of the EFICL principles and the Pathways to Excellence Toolkit remains a priority. The following activity is taking place:

- EFICL training for foster carers across the county

- The EFICL Training and toolkit continues to be offered as part of the wider Threads of Success offer for schools, settings and childminders and has been promoted nationally through Nursery World and Childcare Expo
- Development of a Key Stage 1 tool is intended to support teachers in evaluating their practice in helping families to be more involved in their children's learning
- The EFICL SmarterPlay App has been awarded 5 stars by the Educational App Store following a recent upgrade
- EFICL has won the Early Years Excellence Award 2017 (5 star rating)
- Canterbury Christchurch University is in the process of formally endorsing the EFICL Learning Links 10 week parenting course, and research has been undertaken as part of the evaluation. A research paper is being drafted as part of the endorsement strategy
- Approximately 800 people have accessed EFICL training across the county.

The 'Free for Two' scheme in Kent for parents of two year olds accessing their free childcare entitlement increased the take up to 74% in 2017. Work will continue to reach out and support the take up by eligible children and families to ensure that take up continues to improve.

The introduction from September 2017 of the Government's commitment for 30 Hours of Free Childcare for working parents of eligible three and four year olds has started well in Kent. This will also help to ensure more children gain from the benefits of good quality pre-school learning, including the children of working families who are eligible for the Pupil Premium.

74% of children in the Early Years Foundation Stage in 2017 achieved a good level of development, which is well above the national average. The free school meal achievement gap reduced to 10%, which is also one of the lowest gaps in the country. This means that many vulnerable children are getting a good start in the early years, on which to build future progress in learning, and well prepared for school.

The KCC Early Years Team provides an intensive, focused programme of support to all Early Years providers to narrow gaps in achievement, ensuring that providers are aware of and implementing the Kent Vulnerable Learners Strategy and the Ofsted document Unknown Children Destined for Disadvantage.

## **Exclusions for the 2016-17 School Year**

Exclusion from school is a serious matter which impacts on the progress and attainment of pupils, often the most vulnerable learners, and all the efforts we make to reduce loss of learning time through exclusion contribute significantly to raising standards for these pupils.

The latest DfE exclusion data release indicates that Kent schools' overall performance in the past two years has improved to the level that is significantly better than the national average, which is very positive. This means fewer vulnerable learners are losing precious time for learning through exclusion.

However, the pattern of exclusions is very variable across Districts and schools, and depends very much on the local arrangements for inclusive schooling, behaviour support, managed moves, In Year Fair Access and the work of the Pupil Referral Units.

## **Permanent Exclusions**

In the last academic year 2016-17 there were 68 permanent exclusions, which is a small increase of 2 on the previous academic year. The rate of permanent exclusion remains significantly better than the national average.

There were 19 permanent exclusions, in 19 Primary schools, which is an increase of 3 compared to the previous academic year. This includes 8 permanent exclusions of children in Key Stage 1, which is very disappointing. Most of the Primary permanent exclusions took place in East and North Kent, primarily in Dartford and Swale. Overall we should be encouraged that most Primary schools do not permanently exclude their pupils, who are most likely to be vulnerable learners.

In Secondary schools there were 49 permanent exclusions, which is a reduction of 1 compared to the previous year. Most of the excluded pupils were in Years 9 and 10 and of the 29 Secondary schools that permanently excluded, 20 schools excluded only one pupil. The greatest number of permanent exclusions took place in 9 Secondary schools and most of the exclusions (30) were concentrated in Dartford, Gravesham and Maidstone. Once again in Secondary schools few vulnerable learners are permanently excluded.

However, of those permanently excluded, 28 pupils were on free school meals, (reduced from 41 in 2016) 20 pupils were open cases for Early help and Social Care and three pupils had an Education Health and Care Plan. Our aim is to ensure that pupil supported by the Pupil Premium, no looked after child and no pupils with EHC plans are permanently excluded.

### **Fixed Term Exclusions**

There was a slight reduction in fixed term exclusions in the last academic year compared to 2015/16, down 21 from 9,996 to 9,975 exclusions. The rate of fixed-term exclusion among Kent schools was much better than the national average.

The overall decrease was directly related to a positive reduction in Secondary School fixed-term exclusions. At the same time, there was an increase in Primary School fixed-term exclusions, up 324 from 1,725 to 2,049 exclusions in 2016/17.

It is a concern that among the pupils with one or more fixed term exclusions, 54% were pupils on free school meals which is the same percentage as the previous school year. It is disappointing that we are not seeing this percentage reduce.

The re-organised PRU arrangements continue to make a clear contribution to the reduction in permanent exclusions over time. This has been achieved through a review of the local offer, an improved curriculum and a commitment on the part of schools to find positive alternatives to exclusion and clearer pathways to post 16 training and learning.

The Inclusion and Attendance Advisers have adopted more preventative approaches to focus their interventions on the factors that make a difference to children's behaviours, which in turn affects the rates of permanent and fixed term exclusions.

These factors include the effectiveness of school practice and in-school support, including the use of the Pupil Premium; the cooperation of schools in the local 'In Year Fair Access' arrangements; the alternative curriculum provision and support for schools provided by the Pupil Referral Units; the availability of support to Primary schools for challenging behaviour; the Local Inclusion Forums; early identification of special educational needs and the use of High Needs funding and the LIFT process; and the use of support through Early Help notifications. We will continue to use this range of provision and resources to continue to provide the best support for pupils with challenging behaviour and other needs, and to continue to reduce the use of exclusion for all pupils, and especially for vulnerable learners.

### **Children with SEN**

Against the background of overall improvement in helping schools to find good alternatives to exclusion, the exclusion of children with SEN has reduced in Kent. This measure is now better than

the national averages:

- Nationally 54.9% of pupils who have been permanently excluded have an EHCP or SEN Support status; in Kent the figure is significantly lower at 29.8%;
- In terms of fixed-term exclusion, nationally 44.8% of excluded children have SEN concerns, while Kent's figure is much lower at 36.3%;
- For the pupils who have been excluded, the average number of days lost has been reduced to 4.2 better than the national average of 4.8.

### **Children in Care (CiC)**

In the past 12 months, there has been no permanent exclusion of a child in care. Inclusion and Attendance Advisers (IAAs) are working in partnership with schools to successfully find good alternatives to permanent exclusions, so that in the past year we have successfully worked to reverse 49 possible CiC permanent exclusions.

Fixed-term exclusion of CiC has also been reduced with CiC representing 4.3% (419 episodes) of overall fixed term exclusions, a reduction from the previous year's 5.3% (529 episodes). This reduction was made in the context of the reduction in Fixed-term exclusions of all student populations.

### **Attendance**

Attendance is a key priority and improving pupils' attendance rates can have a significant impact on outcomes, particularly for vulnerable groups where early indications of other more serious underlying problems can be reflected in erratic or poor attendance.

For example, nearly 50% of young people who become home educated have a history of persistent absence from school. Poor attendance is also a significant risk factor for children and young people who are excluded and those who become NEET.

The latest data on attendance indicates a persistent absence figure for Primary schools of 9.5%, which compares to a figure of 9.3% for the previous academic year. The available figure for secondary schools is 13.7%, up from the previous year's figure of 13.2%. This is disappointing, especially as more vulnerable learners are more likely to be absent from school compared to other pupils.

National data for 2016-17 shows that Kent has higher rates of absence than the national averages, for both phases, with national figures of 8.7% for primary and 12.8% for secondary. During the same period, the attendance rate for Kent Primary schools has stayed the same at 95.9% while the rate in Kent Secondary schools has declined slightly from 94.8% to 94.6%.

During the past 18 months we have developed a new delivery model refocusing on preventative, advisory and outcomes-focused support for schools and families to improve attendance. At the same time we reconfigured our services to form a single county wide school attendance enforcement team, in order to make the legal process more agile, consistent and effective when taking court action and issuing penalty notices. The new approach was based on shifting the intensive interventions in relation to attendance and exclusions, which Education Welfare Officers and Exclusion Officers traditionally carried out, to be delivered in the Early Help Units.

In order to make schools' access to the service easier and the legal process for taking court action in relation to attendance more outcome-focused, the service has piloted and implemented the Digital Front Door and the new Code of Conduct for issuing education related penalty notices.



A revised model school attendance policy was also published and shared with schools in April 2017.

We are very clear that an attendance rate below 96% is not good enough. Schools take the initial actions to help or intervene when a pupil's attendance rate falls below 96% without a justifiable reason. In some extreme circumstances where a pupil's unauthorised absence persists and attendance has dropped to below 90%, the matter is escalated for legal action to be taken, which may include an Education Supervision Order, a Penalty Notice or prosecution taken against the parents. In the last academic year, KCC prosecuted 223 parents for failing to ensure their children's regular school attendance.

***A good Impact on improving attendance has been made in schools where:***

- There are regular parent interviews where attendance targets are set.
- Heads of Year or other staff make home visits
- Taxis are arranged where transport may be a problem
- Reward trips are provided
- Texts and phone calls are made to the home for attendance at parents' evenings
- There is first day calling home for a pupil's absence
- Parental workshops are provided on how parents can support their child.

**Gypsy Roma Traveller (GRT)/Minority Ethnic (ME) Pupils' School Attendance**

Two years ago, Kent GRT children's attendance rate was worse than the national average. The more effective interventions and support provided by the School Liaison Officers and the Education Engagement Officers over the past two years has reversed the trend and resulted in the improvement in attendance of the cohorts who are now performing better than the national average.

The latest DfE attendance release shows that Kent Gypsy/Roma children's attendance rate is 88%, compared with the national average of 82.5%; and Travellers of Irish Heritage children's attendance rate is 82.5% while the national average is 82.1%.

**Priority 6: A Growth Culture**

All the research shows that promoting a growth culture or mindset in schools which drives the belief that all children can do better than expected, makes a significant difference. Where schools act on the basis that all pupils' innate abilities and aptitudes can be improved with the right support, and that they do not give up on any child, it is more likely to get the engagement and effort by all children to do well. A whole range of effective good practice follows from this belief which makes a significant difference to the outcomes achieved for vulnerable learners.

This approach has informed the School Improvement Strategy in Kent. In working with schools we aim to share the best practice through school to school support and promote growth cultures in schools which impact on pupil progress. Over the last 5 years, we have made a number of improvements to the quality of education in Kent schools, 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 shows that 92% of schools are rated good or outstanding. This has helped to ensure more vulnerable learners are receiving a good education.

A Select Committee Inquiry into Grammar Schools and Social Mobility was undertaken in 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 about disadvantaged pupils viewing grammar school as a potential option and how they might secure a grammar school place:

The recommendations are being acted on, for example to ensure that as the champion of pupils, parents and families, KCC will work with all Primary school Headteachers to identify those most academically able pupils and discuss with parents the opportunity to put their child forward for the Kent Test. Another recommendation was to ensure selective schools should engage fully with parents and families to address misconceptions and promote the offer grammar schools can make to all students irrespective of background. All 16 recommendations were agreed by the County Council and progress in implementing them is being monitored.

### **Priority 7: Using Research and Guidance on Narrowing Achievement Gaps**

A specific part of the School Improvement Strategy has been to support all schools to make the best use of Pupil Premium funding by consistent use of the Sutton Trust's evidence papers, including the most effective and low cost strategies in their Teaching and Learning Toolkit.

These are used more widely and consistently than previously by schools to narrow achievement gaps, but there is still more to do to disseminate these more effective approaches.

These proven strategies include the regular use of helpful feedback to pupils, peer mentoring and peer assessment, the use of meta-cognition which encourages pupils to reflect on and develop their learning techniques and habits, and the development of mastery learning (which involves regular practice) and the use of coaching for children and staff. A recent report by The Sutton Trust concluded that while more than 60% of schools had accessed and knew about the Toolkit materials less than 10% of schools were using the strategies effectively.

In the past year we have done more to disseminate the toolkit materials in regular briefings for school staff and governors. We have promoted the evidence on the best use Teaching assistants regarding support for SEND pupils.

We have also developed KCC guidance documents for schools: The Diminishing the Difference Toolkit which was launched at the annual Closing the Gap Conference. Further guidance: Effective Strategies for Improving Progress and Attainment for Disadvantaged Pupils has been purchased by a number of schools.

We have also promoted the use of Pupil Premium reviews using intervention funding and serviced by KLEs, SIAs and external consultants. These reviews have been commissioned and targeted at LA schools with underperforming disadvantaged groups.

Training has also included a focus on the Governing Body Responsibility in SEN; NQT conference workshops covering the promotion of the toolkits and documents; and professional development for class teachers on how best to meet needs of vulnerable learners, including those with SEN and pupils supported by the Pupil Premium.

Emerging work with the Kent and Medway Strategic School Improvement Fund has been used to identify districts and schools where there is a need to improve outcomes for disadvantaged pupils.



## **Priority 8: Effective Targeting of Resources**

We recognise the importance of schools being able to target their resources efficiently so that vulnerable learners receive additional good teaching as individuals and in small groups, in addition to whole class lessons. For example, we encourage schools to give some children more help and time in school to do homework, because they cannot, or will not get the help to, do it at home. At a time when it is estimated that 50% of children are having extra tutoring outside school, it is not unreasonable to expect that disadvantaged children would need additional teaching and coaching. They are also likely to need the support of nurture groups to build relationships and attachment to learning.

We have focused on these issues in Pupil Premium reviews and in the reviews carried out with schools into how our £23m investment in High Needs funding is best used to support pupils with SEND. These are critical issues for schools, as the use of resources is critical to achieving maximum impact.

We have also encouraged all schools to make good use of the devolved resources for special educational needs, including the Specialist Teaching and Learning Service, in District LIFTs (Local Inclusion Forum Teams) and support for the coordination of this work by lead Special Schools and the executive groups of Headteachers. These are designed to provide support to schools to achieve better outcomes and narrow gaps for SEN pupils.

We have developed new ways of targeting funding and supporting pupils at an earlier stage without the need for statutory assessment through the development of the Local Inclusion Forum Team (LIFT) and High Needs funding.

We have 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.

We have 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, especially those with ASD and speech and language needs.

We have allocated £2m outreach funding to Special Schools in each District to provide advice and training for mainstream schools in supporting vulnerable learners with SEND. This is allocated through the LIFT process and is based on levels of need. It provides more bespoke training and advice to mainstream schools on more specialist aspects of SEN, including autism, emotional and behavioural difficulties, and speech and language needs.

We have put in place a core training offer in each district, developed in response to the local need identified at LIFT, to support the Universal level of Mainstream Core Standards and Best Practice Guidance in Early Years, provided within national frameworks such as Language for Learning. In addition to this, outreach services provide parent focused programmes such as Early Bird, Early Bird Plus and Cygnet to help parents with the early development of their children.

## **Priority 9: KAH Funding and School to School Support**

We have allocated funding from the Schools Funding Forum to the Kent Association of Headteachers, over £10m in the last several years, to promote school collaborations and school to

school support. We see this as one of the best ways to support teacher development and spread the influences of the best practice in improving teaching and raising standards, including narrowing achievement gaps.

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 couple of years year 522 Kent schools were involved in collaborative projects for school improvement. Of the collaborating schools, 329 benefitted 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. Overall there has been a positive outcome, reflected in more good and outstanding schools, improved standards of attainment at each key stage and better outcomes for pupils supported by the Pupil Premium.

In partnership with KAH we have developed a new Leadership Strategy for Kent schools, which was launched in October 2016 with a 3 year implementation plan. The strategy was co-produced in partnership by the Local Authority, the Kent Association of Headteachers, the Dioceses, Kent and Medway Teaching Schools Network and the Kent Association of Governors. The strategy is aimed at ensuring Kent schools continue to have the quality of leadership that benefits all pupils' education, and especially impact on improving outcomes for vulnerable learners.

### **Priority 10: Effective Use of High Needs Funding**

In the past year we have carried out a review to ensure all schools make effective use of high needs funding, for pupils with special educational needs, to support earlier intervention and a more flexible approach to addressing pupils' additional learning needs.

The funding has increased from £8 million in 2014-15 to £23 million in 2016-17, to top up the funding for pupils in mainstream schools with more severe and complex special educational needs. 60% of the funding is currently allocated to pupils who do not have statutory Education, Health and Care Plans. These pupils are a significant group of vulnerable learners.

Since March 2016 the number of pupils in mainstream school supported by high needs funding has increased from 1,475 to 2,500 in March 2017. Investment in SEN across Kent is significant and represents a greater proportion of the DSG than similar LA areas.

We have undertaken an in-depth look at how mainstream schools use their SEN resources and how these are augmented by high needs funding. The evidence shows that where these resources are used well, pupils make good progress and at review evidence indicates that the attainment gap has closed and the level of support needed can be reduced. However, practice across schools is variable and it will continue to be a priority for this strategy to roll out a new model of high needs funding in April 2018 and to continue to promote the most effective practices in supporting pupils in mainstream schools with special educational needs.

In the 2017 school results pupils with special educational needs improved their overall attainment but gaps between their achievement and that of other pupils remain very wide, and wider than the national gaps for SEN learners.

### **Priority 11: Continue to Develop and Improve the Work of PRUs**

Some of the most vulnerable learners in Kent are educated through alternative provision in our Pupil Referral Units. It has been a priority, therefore, to continue to develop the work of the PRUs, including the Education Health Needs Service, and ensure the devolved or delegated funding to local management committees run by Headteachers or to groups of schools is used well to improve these pupils' quality of education and their outcomes. The aim has been to ensure fewer

vulnerable learners are excluded and those in alternative provision achieve good outcomes and destinations.

Overall, in 2017, the quality of provision in our PRUs has declined with one provision being judged inadequate by Ofsted and two others declining from good to requires improvement. This is disappointing, and reflects the need to continually review this provision and ensure the necessary continued improvement is achieved. At the same time outcomes at age 16 continue to improve for pupils in the PRUs and over 90% achieved a positive post 16 destination in 2017.

The schools in the districts of Canterbury and Ashford receive full devolvement of alternative provision funding to enable them to develop more creative alternatives to PRU provision. Headteachers in the districts of Swale, Maidstone and Malling, Dartford and Gravesham and Shepway, have reviewed their provisions over the past year and are using the funding more effectively in their schools to reduce the need to exclude young people.

The total number of young people being removed from mainstream school to attend a PRU in Kent has reduced from 0.33% in Nov 2015 to 0.18% in Sept 2017, compared to a National Average of 0.27%.

Whilst the Kent Health Needs Education Service has increased its support, the numbers attending behaviour provisions continues to decline and has reduced from 0.28% to 0.1% of the pupil population, for this same time period.

£11,486,277 of funding is available for the running of PRUs and development of alternative provision. Of this approximately £3.9 million is now going directly into schools through local arrangements to support schools develop more inclusive practice and more creative alternative curriculum offers for vulnerable learners who present challenging behaviour.

Of the young people who are educated in a behaviour PRU, 28.9% have been successfully reintegrated back into mainstream education in 2016-17 compared to 17.5% in 2015-2016. 93% secured an appropriate post 16 destination.

The Kent Health Needs Education Service supports young people with mental and physical health problems back into education. Last year the number of young people in the service reintegrated successfully back into education increased to 49%, (22.5% for the previous year) with placement time reducing to an average of 14 weeks.

Work has continued in the development of appropriate curriculum provision. There is a county wide statement of curriculum expectations for PRUs highlighting the importance of a 14-19 offer with pilot programmes being developed in Maidstone and Thanet.

The number of pupils attending a PRU or Alternative Curriculum Provision has reduced by 14% since January 2016, with further expected reductions as some districts transition to their new delivery models this September.

Nationally, the average number of young people accessing education through a PRU, including dual subsidiary is 0.29%\*. For 2015-2016, the average for Kent was 0.34%. Currently, the average for Kent is 0.27% (\*Source: DFE National Tables SFR20/2016)

All the provisions have been reviewed with significant changes being made in Swale, Maidstone and Malling, Dartford and Gravesham, and Shepway.

In Swale for example, in January 2016, 117 pupils were accessing the PRU and this number reduced to 45 in September 2017 which is 0.19% of the student population. The proportion of students receiving a Fixed Term Exclusion has reduced from 26% to 0.4% and there has been a reduction in the number of students receiving part time provision. The local schools work

collaboratively with the provision and deliver vocational qualifications across their sites for young people placed in the PRU.

In Maidstone and Malling there has been a reduction in pupil numbers to 45 for September 2017. Schools are collaboratively developing further inclusive curriculum offers in conjunction with Mid Kent College.

In Dartford and Gravesham an academy order has been issued for the inadequate North West Kent PRU, which was judged to have serious weaknesses by Ofsted. Inspectors recognised that there had been a review of the leadership and management and a new Headteacher appointed, but that this had not had enough time to impact on the quality of the provision.

KCC is investing in the improvement in the quality of facilities, with significant funding allocated to improve the resource. The restructure of the PRU has allowed funding to be distributed to schools to enable their development of more inclusive practices and reduce the number of pupils in the PRU.

In Shepway the provision has been redesigned to include support and reintegration for Key Stage 3 pupils. The proportion of the pupil population in the Shepway district receiving both fixed and permanent exclusions was high. In particular, the largest school in the district was one of the highest excluding Secondary schools in the county. The proportion of the student population in the Shepway district receiving a Fixed Term Exclusion is currently 0.6%.

The schools have recently committed to no future permanent exclusions and to a more creative, split model which better meets their needs, including one Academy, which is geographically separate, running their own provision. There have been no permanent exclusions in the 2017-18 school year to date, and we have seen a 50% reduction in fixed term exclusions compared to the same period last year. There has also been a reduction in numbers from 117 in the previous academic year to 34 in 2017-18, which is welcome. It means more vulnerable learners are being supported effectively in their own schools. In November 2016, 74% of PRU leavers in Shepway were in positive post 16 destinations, and following intensive support work 89% were in positive destinations by January 2017. Actions have been taken to ensure this continues to improve.

## **Priority 12: Early Help and Prevention**

Central to this Strategy is the work of the Early Help and Preventative Service, working closely with schools and other services to identify the right vulnerable children for support. It provides the right level of responsive and timely additional help for vulnerable and disadvantaged children and young people, and their families. This is a major resource which is designed to have an impact on improving outcomes for these vulnerable children and young people, on removing barriers to their learning and engagement and to narrowing achievement gaps.

The Early Help model is designed to ensure that families receive the right support at the right time, and this support is provided across our universal, additional and intensive support services. Partnership working with schools has improved in the last year, and schools, who are a key provider of early help services, are vital to ensuring successful outcomes for children and young people. Consistently, around 80% of Early Help cases close with positive outcomes achieved, demonstrating the positive impact that Early Help is having on the lives of children, young people and their families. The re-referral rate for cases coming back into Early Help Units is low, at around 12%, which is encouraging evidence that Early Help builds resilience in families to empower them to resolve their own concerns in future.

The service also focuses on improving school attendance. This takes place within intensive and additional support, as well as with involvement from the Inclusion and Attendance team. Attendance in Kent has improved in the last year. Attendance is a key criterion for success within the Troubled Families programme, and this is embedded in the Early Help Units. These children

and young people are frequently able to demonstrate sustained improved attendance over 90% across three terms, giving a firm foundation for future school attendance and better progress in learning.

A significant volume of referrals to Early Help are for young people with behavioural issues and emotional difficulties. Early Help workers undertake direct work with young people to develop strategies for improved communication and emotional resilience. In some cases young people may be supported by a mentor to further build skills and confidence, which in turn leads to improved engagement with both learning and other positive activities.

### **Priority 13: Mental Health and Emotional Wellbeing**

The Strategy also recognises the importance of improving the mental health and emotional wellbeing of vulnerable learners. We have aimed to target resources for mental health and emotional wellbeing, in and out of school by re-commissioning CAMHS to work directly in schools and in Early Help units; by commissioning more mental health and emotional wellbeing support services through Early Help; by rolling out the HeadStart resilience programmes across Kent schools; and by making effective use of the Education Health Needs Service.

KCC has been working on a number of developments in the last year to improve support services for children and young people's emotional health and wellbeing. These developments include a new CAMHS arrangement from September 2017, more support for emotional health through the School Health Service which began in April 2017 and the roll out of the Big Lottery Funded HeadStart programme in Kent.

KCC, Public Health and the Seven Kent Clinical Commissioning Groups, have been working together for some time to improve the quality and scope of universal, targeted and specialist Emotional Health and Mental Wellbeing provision across the County.

The new CAMHS model and joint commissioning approach aims to redress the current gaps and blockages in the pathways that children, young people and their families experience when accessing mental health services in Kent. With the new mental health provider there is now a single point of access and clear seamless pathways to support, ranging from universal support in schools into targeted support in Early Help, through to Highly Specialist care, with better transition between the services.

In order to ensure clarity and equality of provision across the County the new provider, North East London Foundation Trust, is now delivering tier two and three services County wide. Public Health is working in partnership with Kent Community Hospital Foundation Trust to deliver the County wide universal and targeted emotional health and wellbeing service. This Emotional Health and Wellbeing programme has been delivered since April 2017 and provides support for pupils' mental health and emotional resilience in schools. It is delivered through the School Health Team.

The HeadStart Programme which secured £10m of funding from the Big Lottery, has been running since September 2016. HeadStart complements the work of CAMHS. HeadStart is delivering an Emotional Resilience model for joint work with 134 schools, in order to improve the mental health and emotional wellbeing of at-risk 10-16 year olds in Kent.

This work represents significant improvement in the provision for, and access to, mental health services and support for vulnerable and at risk children and young people. Good progress has been made by all partners working together to address the gaps that were present previously, and it is very welcome that there a more coherent and seamless range of services to support children and young people from the lowest to the highest level of need.

## **Priority 14: Parenting Programmes**

As well as providing a range of family support services, this Strategy recognised the need for specific parenting programmes. The aim has been to extend the access to, and range of, parenting support and parenting programmes, through Early Help's family work. The objectives have been to support parent's involvement in their children's learning; to expand the parenting programmes provided by Children's Centres to schools; to commission more parenting programmes for schools to purchase; and to extend Family Learning programmes to more schools. School leaders see parental engagement as a barrier to closing the attainment gap of some disadvantaged pupils but the Sutton Trust identified that only 57% of these leaders had an intervention in place to address this concern.

Over the past twelve months we have further developed a district wide parenting offer that provides a range of Parenting Skills programmes, including the new Kent Parenting Programme, 'Understanding Yourself, Understanding Your Child'.

This is now being delivered in every district in Kent. Initial feedback is encouraging with 117 of the 186 initial participants completing the course. This is a retention rate of 62.9%. Evaluation has been formalised through use of an internationally recognised tool (TOPSE), which measures parental self-efficacy and the distance travelled in a range of areas such as discipline, boundary setting, learning and knowledge.

The programme has received an enhanced Quality Mark through Laser Learning Awards and is subject to regular internal and external Quality Assurance.

*The provision of Parenting programmes continues to form an integral part of Early Help support. This includes the creation of a bespoke Kent Parenting Programme called 'Understanding Yourself, Understanding Your Child' (UYUYC).*

In the past twelve months Early Help has extended the parenting offer available to families across Kent. Each District has a comprehensive parenting offer. This ranges from one to one advice and strategies to help behaviour management to a selection of accredited courses available to all families. These include the universal Solihull programme, the specialist Cygnet programme and the new evidence based in-house intensive level UYUYC.

A comprehensive parenting offer, including the new UYUYC programme, is now being delivered across Kent. 21 Kent Parenting Programme courses have been delivered and the feedback has been broadly positive. Additional training has been secured for course facilitators, which will be available for school staff to undertake, thus enabling the course to be delivered in more schools in the coming year.

## **Priority 15: Pupil Premium Reviews**

A useful means of improving the use of the Pupil Premium in schools, to improve outcomes and narrow achievement gaps, is to have a formal review of the school's strategy. We have promoted this process and encourage schools to undertake Pupil Premium Reviews, where gaps are not closing and where there may be a need to develop the effectiveness of the strategies supported by the funding. In order to support these reviews, we support schools that are effectively using the Pupil Premium to share their best practice.

At the same time, KCC has developed a Pupil Premium Toolkit which can be purchased via EduKent. The Toolkit looks at whole school approaches to improving the attainment of disadvantaged pupils and provides exemplars as to the best use of the resources. This resource is supported by training opportunities for school staff across the County.

Pupil Premium best practice was highlighted at a conference in February 2017 attended by 220 staff from across schools in Kent. Best practice case studies are available along with [Strategies for Diminishing The Difference](#) on the Kelsi website. Staff took the opportunity at the conference to share approaches for the effective use of the Pupil Premium, informed by collaborative activity by their schools. KCC also highlighted the availability of Pupil Premium reviews.

Schools need to consider how a Pupil Premium review best fits with their on-going cycle of improvement to identify when they would most benefit from the fresh perspective of an experienced system leader. A review will be a priority for any school where disadvantaged pupils are failing to progress to their expected attainment. Ofsted Inspectors will recommend an external review of the school's use of the Pupil Premium if they identify weakness regarding the provision and outcomes for disadvantaged pupils.

Senior Improvement Advisers monitor schools' statutory obligation to use Pupil Premium funding effectively, and challenge school leadership on the evidence of the impact of the use of the funding on the progress of pupils.

### **Priority 16: Early Years Pupil Premium**

Similarly, it has been a priority to ensure the Early Years Pupil Premium is used effectively in early years settings. Introduced in 2014-2015, it is worth up to £300 per child. The 2017 data demonstrates a significant narrowing of gaps in achievement between eligible children and others in the Early Years Foundation Stage. This means that more vulnerable children are leaving the Early Years Foundation Stage having achieved a good level of development.

The Early Years Pupil Premium provides extra funding for 3 and 4 year old children whose parents are in receipt of certain benefits or who have been in care or adopted from care (approximately 13% of children). The purpose of the funding is to ensure that children make accelerated progress to close the gap between their attainment and that of their less disadvantaged peers.

Increased uptake and monitoring of the impact of the funding remains key to improving outcomes for disadvantaged children. Take up, measured as a percentage of the estimated 13% of three and four year old children eligible for the funding has increased to 47% in 2017, but clearly there is more to do to ensure more children benefit from this additional support.

The Early Years and Childcare Equality and Inclusion Advisers offer advice and support to settings to increase the take up and use of this additional funding. Early years settings that do not claim the funding receive regular telephone calls to offer additional support for increasing the take up. An Intervention Tracker has been developed to support settings to identify which of the Pupil Premium interventions are having the most impact.

### **Priority 17: The Vulnerable Learners Data Pack**

To support the delivery and monitoring of the impact of this strategy we have developed a new District vulnerable learner data pack. This includes other indicators of impact alongside the attainment gaps to ensure that the resources available achieve maximum impact. The data pack also includes more information for schools using the Mosaic groups data L, M, N and O to indicate higher than average levels of deprivation to support the identification of vulnerable learners facing multiple disadvantages. The children and young people least likely to succeed are those facing multiple disadvantages, which are often a combination of low income, mental health, drug or alcohol abuse and domestic abuse in the household.

Considerable work has taken place in the last year to develop a richer picture of the data around vulnerable learners.

The integrated dataset has been refreshed again, with additional indicators included, to provide a detailed understanding of the links between vulnerability and outcomes, as well as factoring in the effect of multiple disadvantage. This has also been used to produce a tool that shows, at school level or district level, the distribution of vulnerable learners facing multiple disadvantage to the Mosaic groups, particularly groups L, M, N and O.

A vulnerable learners scorecard has been developed, pulling together relevant indicators from across children’s services to give a clear view of all issues in terms of activity, attainment and outcomes. This is complemented by district data packs that provide more detail at a district level to inform local review and action planning.

These developments provide a deeper understanding of the issues facing a number of vulnerable learners and the more comprehensive data informs practice and the responses our services, and schools and early years settings make, in addressing the needs of children and young people.

**Priority 18: District Coordination**

A key objective of the strategy has been to ensure that our services are joined up and coherent in the ways that we support vulnerable children and young people. We have focused on improving the coordination of services and activities at district level, to ensure support for vulnerable learners is well targeted and has maximum impact. This includes ensuring effective school engagement with, and links between, LIFT, Early Help, In Year Fair Access panels, PRUs and alternative provision, the Health Needs Education Service, the use of High Needs funding and outreach support by Special schools. This District coordination is managed by the Area Education Officers, working with Senior Improvement Advisers, the Heads of Service in Early Help and the Assistant Directors in Specialist Children’s Services and other officers.

Over the past eighteen months, twelve reviews of directorate wide district based working have taken place (one per district) to explore how joined up services are and how effective work is at improving outcomes for children, young people and families.

Each review was conducted through a series of meetings with managers and leaders looking at the purpose of, and interface between, CYPE with schools and other services. The reviews provided an opportunity to listen to the views of school leaders and to explore what is working well and identify areas for improvement.

The aims of the District Reviews are to:

- Investigate and explore whether services are joined up within the district and working effectively, with a particular focus on meeting the needs of vulnerable learners
- Monitor how well the CYPE services interface with schools and settings
- Identify what is working well across the district, what the challenges are, and focus the improvement priorities for the district

Summary of Findings

Strengths Identified	Improvement Opportunities Identified Across All 12 reviews:
<ul style="list-style-type: none"> <li>• CYPE services have become more joined up with each other and with external partners</li> <li>• Consistency of access to services for families, young people and children has improved</li> <li>• Timeliness of CYPE response has improved (eg. Early Help waiting times, response to CME and EHE referrals)</li> </ul>	<ul style="list-style-type: none"> <li>• Transition at all phases, particularly for vulnerable learners</li> <li>• Narrowing attainment gaps at all key stages</li> <li>• Developing post 16 pathways and provision</li> <li>• Encouraging further collaboration between schools, and between early years providers and across all phases</li> <li>• Promoting understanding and application of</li> </ul>



Strengths Identified	Improvement Opportunities Identified Across All 12 reviews:
<ul style="list-style-type: none"> <li>• The Early Help offer is better understood by CYPE colleagues, schools and external partners</li> <li>• Early Help practice and processes have become embedded</li> <li>• “One front door” concept for access to support</li> <li>• Strengthening interface between Early Help and Specialist Children’s Services and the Step-down/Step-up processes</li> <li>• District Management Meetings and Area Strategy Forums support integrated working across teams and ensure a strategic approach</li> <li>• Use of nominated link workers attached to schools and designated “champions” improve understanding and engagement with partners</li> <li>• A “Team Around the School” approach for priority schools has been working well</li> <li>• Effective collaborative working by settings and schools</li> <li>• LIFT process and STLS support is valued by schools</li> </ul>	<p>Thresholds by schools and partners</p> <ul style="list-style-type: none"> <li>• Improving consistency of assessment of need and referrals made by schools (eg. with respect to SEN identification, EHN, ECHP requests)</li> <li>• District responses to rapidly changing demographics</li> <li>• Engagement with hard to reach families and those just under social care thresholds</li> <li>• Enhancing school and partner involvement with Early Help cases, case closures and the onward journey of the child and family</li> <li>• Effective use of data to identify and forecast needs and then track and monitor outcomes, attainment and destinations</li> <li>• Communication of CYPE services’ offer to schools and partners</li> <li>• Continuity of CYPE staff linking with schools and partners</li> <li>• Access to resources (High Needs Funding, LIFT) and assessment of consequential impact</li> <li>• Broaden scope of reviews to include Youth Justice and the newly commissioned emotional health and wellbeing pathway</li> </ul>

Outreach in every district is now well co-ordinated and activity data evidences timely access in order to help mainstream schools increase their SEND capacity. Each District has developed a local plan overseen by the LIFT Executive to support its schools and there are good examples of joined up working around transition.

We have reviewed resources for pre-school children with the most complex SEND, establishing a County Lead role to improve the District co-ordination of specialist SEN and Early Years Services supporting providers. We have established new funding arrangements, SEN Inclusion Fund (SENIF) to comply with national policy for delivering additional funding for children with special education needs in the early years.

**Priority 19: Develop E Learning Resources**

In developing this strategy we identified a gap in the resources available to support vulnerable learners with distance learning and catch up opportunities. Consequently, we have developed and extended the use of the new Kent E learning platform which provides a range of opportunities and teaching resources to support vulnerable learners and complements learning programmes in schools. There are specific virtual live and recorded lessons for vulnerable learner groups, including English and Maths, catch up programmes, revision materials, and extra support opportunities plus new resources, and careers advice and guidance. New English and Maths functional skills E Learning opportunities are available and the 2017 results for students using these resources have been encouraging.

## How will we know that the strategy is successful?

The measures that will indicate continued success with this strategy include the following:

- Reductions in the percentage of pupils supported by the Pupil Premium and those with special educational needs who are persistently absent, are excluded from school and who do not achieve the expected standards at each key stage
- Increased take up of the free childcare entitlement for eligible two year olds
- Increased engagement by vulnerable families in Children's Centres' support
- The percentage of children in need and those with a child protection plan who are registered with a Children's Centre and are benefitting from family support
- Increased readiness for school by Pupil Premium pupils at the end of the Early Years Foundation Stage
- Year on year improvements in the standards attained at each key stage by pupils supported by the Pupil Premium and those with special educational needs, and narrowing of the achievement gaps
- Continued reductions in the percentage of young people who are NEET
- Improvements in engagement with education for young people in the criminal justice system and evidence that they are achieving better qualifications to enter the job market
- Reduced numbers of children in care who offend and are in the criminal justice system
- Reduced numbers of children and young people who need the statutory protection of a child protection plan or who are designated children in need
- Increased numbers of pupils supported by the Pupil Premium and those with special educational needs who take up apprenticeships and supported apprenticeships
- Reduced numbers of children and young people who need higher level support and specialist treatment for mental health and emotional difficulties
- Reductions in the number of pupils supported by the Pupil Premium and those with special educational needs who do not attend a good or outstanding school
- Increased numbers of pupils supported by the Pupil Premium, who are able, who access education in selective schools

More specifically we aim to achieve the following improvements in outcomes, by working in close partnership with schools and Early Years settings, by 2020:

- The FSM achievement gap in the EYFS will reduce to 8%
- The FSM achievement gaps at Key Stages 2 and 4 will continue to reduce from the 2017 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 8% by 2020 and in Key Stage 4 the FSM gap will reduce to 23%

- The achievement gaps for Children in Care at Key Stage 2 and Key Stage 4 will reduce to 25% and 35% respectively
- The achievement gaps for SEN at Key Stage 2 and GCSE will reduce to 35%, and actual levels of attainment and rates of progress will improve each year.
- We will reduce the number of KCC schools in an Ofsted category of concern year by year, so that by 2020 no schools will be in this category, and no vulnerable child will be in a failing school.
- There will be an increase in the number of good schools, with at least 95% of all schools judged as good or outstanding by 2020, so that fewer vulnerable learners will be attending schools requiring improvement.
- At least 95% of Education, Health and Care plan (EHC) assessments will be completed within 20 weeks (from 26 weeks) and pupils with plans will be making good progress and achieve above average outcomes when compared with national benchmarks.
- There will be no more than 1% of young people aged 16-18 who are NEET.
- The number of NEETs coming from vulnerable groups will reduce to no more than 70 by 2020.
- The Level 3 achievement gap for young people from disadvantaged groups will be above the national average and the gap between this group and other students will have reduced to 14% by 2020.
- By 2020, the number of assisted employment opportunities for vulnerable learners with learning difficulties and disabilities will increase to 175.
- Re-offending by young people will reduce to 25% by summer 2020 and ensure at least 76% engage in full time education. At least 85% of young offenders aged 16 and 17 engage in learning or employment with training.
- The attendance of children and young people will improve by supporting the reduction of persistent absence to 7.0% in Primary and 9.5% in Secondary schools.
- By 2020, no children and young people in care will be excluded from school, fewer than 4% will be persistently absent and their attainment will improve year on year from the 2017 baseline and be above the national average. The achievement gaps at Key Stages 2 and 4 will be less than the national gaps.
- There will be fewer than 25 pupils permanently excluded from schools by 2020.
- By 2020, all young people attending a PRU will have achieved good qualifications at age 16 including English and mathematics, and will have a positive learning or training destination at ages 16 and 17.
- By 2020, all Children Missing Education will be identified, tracked and monitored, and at least 90% of all new children referred who are found will be offered suitable education provision within 30 days.
- There will be at least a 30% reduction in the numbers of children in need and those with a child protection plan, and at least 90% of children and families supported through the Early Help units will achieve a positive outcome.

- The Troubled Families Programme will ensure that high numbers of families are ‘turned around’, up to 7,190 by 2019 out of the target cohort of 8,960 families.

## Conclusion

Progress is evident in a good number of the priorities in this Strategy for Vulnerable Learners but there is clearly more to do. The attainment gaps for pupils supported by the Pupil Premium and those with special educational needs are still wider than the national gaps, although there has been steady improvement in their actual attainment outcomes. We have deliberately set ourselves challenging targets to achieve improved outcomes, to focus attention more on the issues and to express our sense of urgency that that these improvements are needed.

It should be clear from this Strategy that the needs of vulnerable children and young people are a priority in Kent, and we take seriously our challenge to do better for them. It is not acceptable that children’s life chances are determined so much by their birth circumstances and that as they grow and move through the education system that they can often fewer opportunities to succeed. They are more likely to be excluded, to attend school less often, to have behavioural and emotional difficulties and to miss out on the enrichment activities that allow other children to thrive. They are also more likely to offend and to need the support of Early Help and Social Work. It is our mission to reverse and reduce these trends.

The Strategy is built on the premise that we can achieve greater impact by ensuring that all our activities and services work in a joined up way; that our responses and ways of working are coherent; that we work in a targeted way that is well informed by intelligent data analysis; and that we do not duplicate effort and respond in timely ways so that opportunities to do the right things for children and young people are not missed. They deserve nothing less.

## Appendix 1 - The Kent Profile

In developing this Strategy a number of key data sets on vulnerable learner outcomes have been interrogated across all Key Stages. This data clearly demonstrates the need to develop approaches to supporting vulnerable learners if outcomes are to significantly improve.

### Deprivation and Free School Meals

Kent is ranked 100<sup>th</sup> out of 152 county and unitary authorities in the English Indices of Deprivation, placing Kent within England's least 35% deprived local authorities. However, there are areas in Kent that are within the 20% most deprived wards in England, often coastal towns. (*Kent.Gov.UK – Area Profiles*).

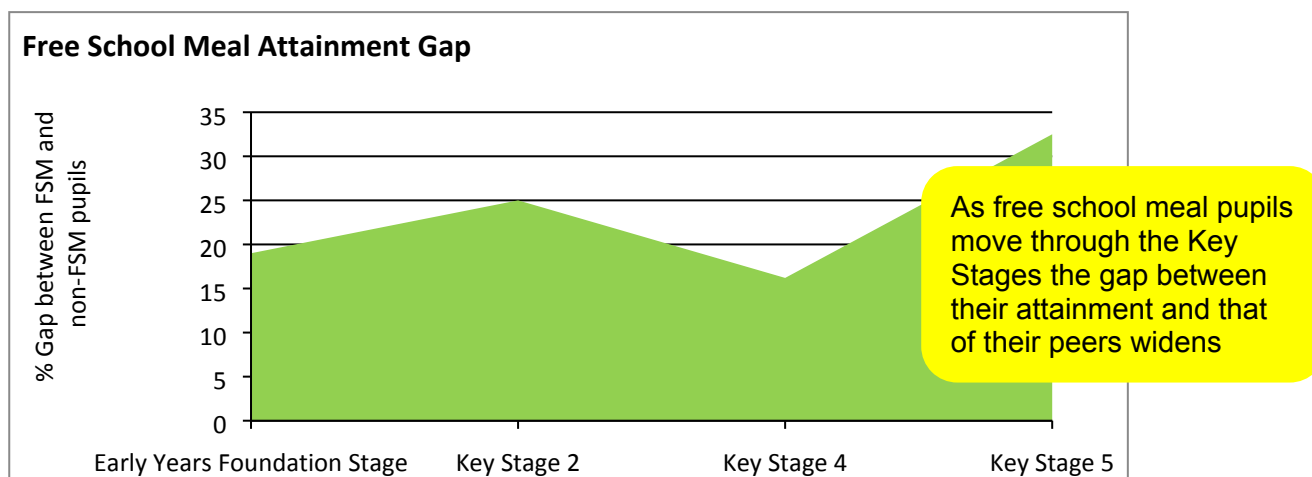
In Kent there are approximately 230,000 school age learners attending 552 schools, 22 Special schools and 7 Pupil Referral Units. 11.9% of learners in Kent schools are eligible for Free School Meals (FSM); the National average is 15.1% as shown in the table below. (*Kent Facts and Figures -January 2017*)

	Primary	Secondary	Special	Overall
National	15.2%	14.1%	37.4%	15.1%
Kent	12.2%	10.6%	32.7%	11.9%

In 2016-17

- 56% of Kent schools had a learner population of which less than 10% are eligible for FSM
- 24% of Kent schools had a learner population of which less than 5% are eligible for FSM
- 8% of Kent schools had over a quarter of their learners who are eligible for FSM
- 57% of PRUs had over a third of their learners who are eligible for FSM  
(*School Profiles – CYP Integrated Dataset – 2016*)
- 22% of Primary aged learners eligible for FSM were supported by the Troubled Families programme, compared to 4% who were not eligible for FSM
- 10% of Secondary aged learners eligible for FSM were supported by Specialist Children's Services as a Child in Need, compared to 1.7% of pupils not eligible for FSM  
(*CYP Integrated Dataset – 2016*)

The attainment gap, at different Key Stages for learners eligible for FSM, is highlighted in the chart below. Narrowing this gap continues to be a significant challenge for Kent. Progress has been made but it is uneven across the County.



Indicators used in the above chart;

- Early years Foundation Stage – Good Level of Development
- Key Stage 2 - age related expectations in Reading, Writing, Mathematics\*
- Key Stage 4 – average score in Attainment 8\*
- Key Stage 5 – level 3 attainment by age 19\*

Note – indicators denoted by \* have changed basis of measurement for 2016 (CYP Scorecard 2016)

In Kent a child or young person who is eligible for FSM is likely to achieve less well than similar pupils nationally. Gaps are wider in Kent than the national average achievement gaps for the end of Primary and Secondary school at ages 11 and 16, and the situation does not improve by age 19. While standards of attainment continue to improve overall each year, with EYFS, Key Stages 1, 2 and 4 all above the National average, the outcomes for learners who are eligible for FSM have shown slower improvement in the last two to three years.

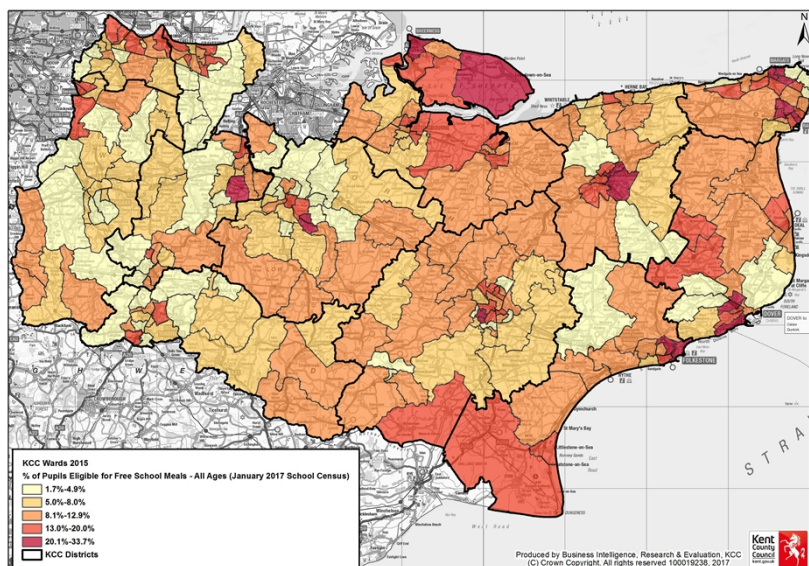
At the same time learners eligible for FSM are disproportionately represented in groups that require significant additional support. They are more likely, than other learners, to:

- be excluded from school
- be taught in lower sets and streams
- spend more time with Teaching Assistants
- have poor attendance
- have special educational needs
- participate less in enrichment activities
- have less access to music lessons and school trips where cost is an issue
- attend schools that have greater challenges
- be involved in youth offending
- become NEET
- have more difficulty finding good employment
- have less chance of going to university.

While these trends exist, they are not pre-determined and it is vitally important that there is not a lower expectation for children from poorer backgrounds. Learners eligible for FSM are not a homogenous group. They are individuals and it is vital that their individual needs are met and for their potential to be realised.

It is also salutary to recognise that learners from advantaged backgrounds achieve results above expectation in relation to their cognitive abilities and learners from poorer backgrounds achieve below expectation in relation to their potential. Schools have to challenge these embedded expectations and schools that make the effort to have more individualised and personalised approaches are more likely to break the cycle of disadvantage.

The map below highlights communities across the County with a high prevalence of learners eligible for FSM. These communities have a higher prevalence of vulnerable learners.

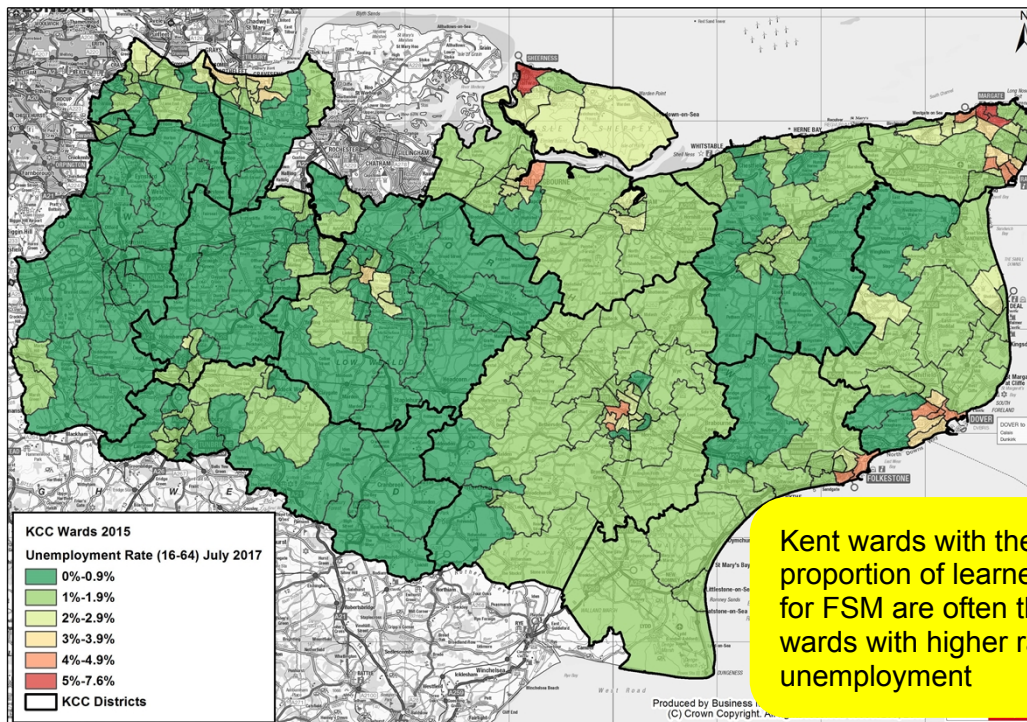


Ward data shows in more detail the correlation between communities with a higher propensity for vulnerable learners and other indices of deprivation.

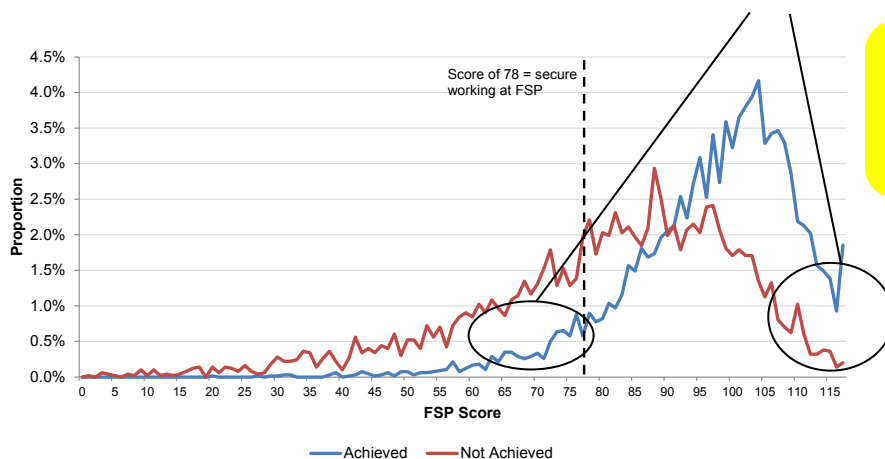
The map below shows the levels of unemployment across wards and the similarities to the FSM data, potentially showing a link between numbers of vulnerable learners, those entitled to FSM and aspirations for further education and work.



## Free School Meals and Unemployment



Further investigation of the FSM population in Kent schools shows an increasingly complex picture. The data identifies a correlation between progress and achievement at the Early Years Foundation Stage and GCSE suggesting that tomorrow's vulnerable learners at GCSE level are today's vulnerable learners at the Early Years Foundation Stage. The below chart shows the proportion of pupils by Foundation Stage score for both those that achieved five or more A\*-C GCSEs and those that did not. It clearly shows that learners who did not achieve five or more A\*-C GCSEs scored on average lower in the Early Years Foundation Stage than those achieving five or more A\*-C GCSEs.



## Early Years

The 2017 CYP scorecard data shows that at the end of the Early Years Foundation Stage there was a gap of 10% between learners eligible for FSM and their peers. This compares to a gap of 18% reported Nationally. These outcomes should provide a strong enough springboard for future success for vulnerable learners. The 2017 data demonstrates gaps in achievement between the two groups in communication, language and literacy. This means that many vulnerable children are leaving the Early Years Foundation Stage below age-related expectations in key areas that underpin future achievement.



## NEETs

In July 2017, 469 of the 1,048 NEET cohort were vulnerable learners. The largest number were Children in Care, SEND and Teenage Parents. Only 142 of the 1,643 Not Known Cohort were vulnerable learners. (*NEET Scorecard July 2017*)

Reducing the NEET group is a significant challenge. These learners face multiple barriers to progressing onto positive outcomes at ages 17 and 18, including poor English and Maths skills and qualifications, poor attendance, low aspirations and insufficient support at key transition points. New employability pathways need to be developed to support vulnerable learners into sustained employment and apprenticeships. The key strategies to reduce these numbers are set out in the NEET Strategy.

## Exclusions

*'There is... a wealth of evidence linking exclusion from school with academic under-achievement, offending behaviour, limited ambition, homelessness and mental ill health. For example, a Department for Education Youth Cohort Study showed that only 20% of pupils with a fixed-term or permanent exclusion from school in Years 10 and 11 achieved 5 or more GCSEs at A\*-C (or equivalent), compared to 58% of children not excluded.'* (*The House of Commons Education Select Committee*)

Kent aspires to be a zero permanent excluding authority. Secondary school exclusions are reducing but there is a slight increase in exclusions from Primary schools.

The CYP 2017 integrated dataset indicates that;

- 31% of Primary age learners permanently excluded are eligible for FSM
- There is some correlation between deprivation and exclusions at Primary level. Group M is a Mosaic Group characterised by moderate to low income and is over represented in relation to exclusion. Although learners living in areas displaying Group M characteristics represent just 18% of the total school population, 46% of the permanently excluded learners are from these areas.
- The correlation between exclusion and vulnerable learners is strong in Kent, with 50% of all multiple exclusions attributed to economically deprived families (Mosaic Groups L, M, N, O)
- 41% of learners permanently excluded are from families within economically deprived communities (Mosaic Groups L, M, N, O)
- 91% of learners permanently excluded were persistently absent from school
- 63% of learners with multiple exclusions, living within economically deprived communities (Mosaic Groups L, M, N, O), were persistent absentees from school

## Schools

Currently (December 2017), 94% of children and young people attend Early Years Settings and schools that were judged by Ofsted to be either Good or Outstanding. This means that approximately 25,000 children and young people are attending settings and schools that are not yet good. (*MIU Ofsted Dashboard*). This is a steadily improving picture, the percentage of schools and Early Years settings judged by Ofsted as good or outstanding has continued to increase since 2012 (59% in 2012, 70% in 2013, 75% in 2014, 84% in January 2016 and currently 92%). (*MIU Ofsted Dashboard*).

## Appendix 2 - Services Supporting Vulnerable Learners

### Early Help and Preventative Services

Early Help and Preventative Services (EHPS) work in partnership with a wide range of statutory, voluntary and third sector organisations to deliver a systemic whole family approach for children, young people and their families. The principles of the service are that:

- We involve children, young people and families
- We strive 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
- We ensure that all service delivery and commissioned provision is outcome-focused and informed by evidence-based practice, performance data and evaluation.

Research shows that early childhood learning and experience has a fundamental impact on the way a child learns throughout the rest of life. Learning outcomes at age four are frequently correlated with GCSE outcomes at age sixteen. As Early Help works with children and young people between the ages of 0-19 (and in specific circumstances to the age of 25), the impact of interventions can often be seen and evidenced across all stages of childhood development.

Following an Early Help notification and assessment vulnerable learners are supported through a key worker engaging with the family, school and other settings. Each family has an assessment and agree an action plan which includes goals for the child or young person. Typically, the focus is on ensuring the family will be equipped with the skills and confidence to support the child in getting the best outcomes from their school or educational setting.

For older children who are vulnerable learners and who are at risk of becoming NEET the worker will work intensively with them to examine the options and ensure they get back on the pathway to learning and work.

### Ofsted Inspection

Kent County Council's services for children in need of help and protection, children looked after and care leavers were inspected between 6 and 30 March 2017. The inspection report was published on 13 June 2017, confirming that Ofsted found the Services' overall effectiveness to be 'Good'.

Inspectors found that Early Help and Preventative Services (EHPS) is making a tangible difference to children's lives, stating that children have access to and benefit from a wide range of early help services and performance in outcomes achieved continues to be above 80%.

The report states that: *Across Early Help and Specialist Children's Services (SCS) we have seen many examples of good quality work and effective achievement of good outcomes for children. Inspectors also found examples of early help preventing escalation to SCS. Recent analysis has helped to reduce re-referrals into both EHPS and SCS.*

It was recognised that staff have meaningful relationships with children and know them well. Early Help assessments are mostly good and the plans put in place for families are well targeted and set clear expectations for parents and professionals. The EHPS and SCS Quality Assurance Frameworks continue to show improvement in the quality of our casework.

District Step Down Panels are appropriate and families experience a smooth transition between SCS and EHPS. Children's centres and Youth Hubs ensure that support is available as soon as it

is identified and support at an intensive level is delivered successfully through Early Help Units and Social Work across Kent.

It was also noted by Ofsted that services are commissioned with a good knowledge of local communities and their needs. The use of Signs of Safety is improving the achievement of positive outcomes and children are increasingly safe and well supported. 90% of all Early Help Unit staff are now trained in the Signs of Safety approach.

## **Children's Centres**

Prior to the birth of a child the midwifery service works in partnership with Children's Centres to ensure the identification, targeting and tracking of vulnerable families. Following the birth, Health Visitors continue to work with vulnerable families to promote opportunities to ensure the best start in life. Children's Centres work in partnership with targeted families and those who access the universal offer to enhance the 'core purpose' - of all Children's Centres – "to improve the outcomes for young children and their families and reduce inequalities between families in greatest need and their peers."

Central to this philosophy and way of working is the role that Children's Centres play in collaborating with schools and partners in the private, voluntary and independent sector to ensure that every child reaches their developmental milestones and is school ready. A key tenet of this is the promotion and delivery of the free early educational entitlement for vulnerable 2-year olds. Another core role for a Children's Centre is the engagement of parents, offering advice, guidance and training, so that they are both prepared and ready for the task of parenting and have aspirations for themselves and their children.

Throughout Early Years learning, Primary and Secondary school and beyond into sixth form, college and employment Early Help works in partnership to ensure that every child and young person is able to maximise their potential.

## **Youth Work**

Early Help has an important role to play in motivating, engaging and integrating children and young people who might otherwise be at risk of social and educational exclusion and isolation. Ensuring and providing opportunities for positive activities through a universal or targeted youth offer, alongside the provision of targeted youth work in schools and the opportunities to undertake Duke of Edinburgh activities.

Early Help also works to ensure that the vulnerable groups amongst the population transitioning from Year 11, benefit from targeted support as part of our strategy to reduce the NEET population. The strategy includes the early identification of Year 10 students with particular indicators who are at risk of becoming NEET. Similarly, a multi-agency partnership approach with DWP and Job Centre Plus helps to identify an older cohort of young people and facilitate their engagement back into education or employment with training.

## **Young Carers**

More than one in twenty Young Carers miss a substantial number of school days as a result of their caring responsibilities. The KCC response to the changes in legislation for Young Carers has resulted in a joint protocol which is a model of good partnership working between children's and adult services, Public Health and each of Kent's seven Clinical Commissioning Groups (CCGs) as well as the numerous providers delivering services on behalf of each of them. The cross cutting nature of the initiative helps to deliver a coordinated approach to reducing the number of days lost to education and to reducing the achievement gap for one of the County's most hidden and yet vulnerable groups.

## **Inclusion and Attendance Service**

The Inclusion and Attendance Service aims to intervene early and provide timely support to schools, children and families to address the issues of behaviour, attendance and exclusion. The Area Attendance and Inclusion Lead Officers work in partnership with schools to prevent exclusion where appropriate and to re-integrate excluded pupils with effective support. Working closely with practitioners, the service including the Health Needs PRUs, works to empower schools to manage inclusion, absenteeism and exclusion more effectively.

The Inclusion and Attendance service supports vulnerable learners by:

- Providing dedicated officers engaging with schools in an advisory capacity, undertaking group and project work with schools to improve attendance and to avoid exclusions
- Liaising with Early Help Units and schools to ensure there is effective attendance and inclusion support and advice is available and timely interventions can be made for families receiving more intensive support
- Managing enforcement work for Education Supervision Orders, Penalty Notices and Prosecution, and a more effective approach to enforce school attendance
- Providing an outreach service that supports the attendance, educational achievement and welfare of children from Gypsy, Roma, Traveller and Minority Ethnic backgrounds
- Providing support to schools, for learners with challenging behaviour, mental health needs or physical medical conditions.
- Providing advisory services to PRUs to broker the appropriate support for pupils from a range of agencies to enable successful re-integration and positive post 16 destinations

In Year Fair Access cases and Managed Moves are discussed and decided at local Inclusion Forums, which provide a collaborative process that local schools set up and use to mitigate and minimise the risk of children being excluded from school. In most areas schools operate the Inclusion Forums as part of the In Year Fair Access Panel, although the former is a voluntary process while the latter is a legal requirement. The Inclusion and Attendance Service monitors the performance of school collaboration in Managed Moves and helps schools to identify and share effective practices. Supporting collaborative arrangements for Managed Moves, the service advises, facilitates and brokers support and intervention to help schools find alternatives to exclusion.

## **Early Years and Childcare**

The Early Years and Childcare Service has a key focus on providing a programme of advice, support and training to promote and enable equality and inclusion and to narrow gaps in achievement. Key to the work of the service is continued and relentless close working, strategically and operationally with:

- The Specialist Teaching and Learning Service and Early Help to support practitioners to engage with the referral processes available to secure additional support, including the Early Years Local Inclusion Forum Teams and Early Help Notifications.
- Speech and Language colleagues deliver joint training to deliver consistent strategies to support children at risk of developmental delay
- The Virtual School Kent and Inclusion Support Service Kent ensure consistent advice and support for Children in Care and groups with protected characteristics

- Health colleagues help to deliver the Joint Reviews of two year olds in the Thanet pathfinder project, to ensure earlier identification of need and earlier appropriate interventions for vulnerable children and their families.

Additionally, the Early Years and Childcare Service works with Children's Centres to:

- Provide advice, support and guidance to ensure that the early learning ethos and any early learning activities are in line with EYFS principles and best practice
- Target activity to improve the take up of free places by eligible two year olds
- Ensure support for families to enhance their involvement in their children's learning

### **Enhancing Family Involvement in Children's Learning (EFICL)**

EFICL is a programme to enhance family involvement in their children's learning. In consultation with multi-agency partners, EFICL has been developed to include a range of strategies in a 'toolkit' for Early Years and Childcare providers and parents to support increased parental and whole family involvement in children's learning.

### **Free Early Education for Two Year Olds (FF2)**

Currently, approximately 40% of two year olds are eligible for a free early education place with effect from their second birthday. For a child to be eligible, parents must be in receipt of one of the following benefits:

- Income Support
- Income-based Jobseekers' Allowance (JSA)
- Income-related Employment and Support Allowance (ESA)
- Support through Part 6 of the Immigration and Asylum Act
- Child Tax Credit and / or Working Tax Credit and have an annual income under £16,190
- The guaranteed element of State Pension Credit
- The Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)
- Universal Credit

Children are also entitled to a place if they:

- are a Child in Care
- have a current Statement of Special Educational Needs or an Education Health and Care Plan
- are in receipt of Disability Living Allowance or
- have left care under a special guardianship order, child arrangements order or adoption order.

Approximately 6,000 two year olds in Kent are currently eligible for a free early education place, with a supply of over 10,000 places available in the maintained, private, voluntary and independent sectors and with childminders. Take up of these places is not as high as we would expect, although it continues to rise year on year, with an average rate of 74% in 2016-17.

### **Support for Pre-School Children with Special Educational Needs**

Special Educational Needs Inclusion Fund (SENIF)

SENIF is a new statutory requirement (effective from September 2017) made available by KCC to settings supporting pre-school children with SEN to achieve better outcomes. SENIF is available under the following circumstances:

- When a child is attending a Kent setting and the SENIF criteria are met
- When the child is in receipt of the three and four year old Free Entitlement and for a maximum of 30 hours each week
- When the child does not have an Education, Health and Care Plan

SENIF is not statutory for funded two year olds although KCC is making this available for up to 15 hours each week. Integral to the introduction of SENIF in Kent is the appointment of SENIF Practitioners to work with and alongside providers to ensure effective use of the SENIF resource in supporting improved outcomes for pre-school children with SEN

### **Early Years Specialist Teaching and Learning Service (STLS) and Local Inclusion Forum Team (LIFT) Review**

The Early Years LIFT was established county-wide in Kent in April 2015. The purpose of the Early Years LIFT meetings is to discuss concerns around inclusion and to ensure that settings are meeting the needs of all children. Settings are invited to attend the LIFT meetings whether or not they have children's needs to discuss as this enables setting to setting support and sharing of good practice between practitioners. All referrals for advice and Specialist Teacher involvement for pre-school settings come through the Early Years LIFT. Each setting has been allocated to a LIFT group which in most districts, meet termly. A recent review has showed that what is working well includes:

- 91% of settings feel that Early Years LIFT Meetings have been effective in providing advice and support for settings' provision for children with SEND
- 85% of settings feel that the Early Years LIFT meetings are effective in promoting collaborative working and joint solution focused discussions

Once Early Years LIFT has been accessed and recommendations have been tried and the impact of interventions recorded, further support can be offered through a SENIF request but there must be evidence of the "plan do review" process to support this. There is also an expectation that settings have a clear understanding of how SENIF is used to support children and this is part of the LIFT discussion.

### **Early Years and Childcare Practitioner Workforce Development**

Bursaries and support are available for practitioners to apply for qualifications and higher education training in order to develop the workforce and quality of teaching in Early Years settings. In particular, the available resource is focused in areas of high deprivation, where the quality of provision can be less good than elsewhere and also on developing the workforce in relation to the early identification of and response to need, particularly for children with a special educational need or disability.

### **Supporting the use of the Early Years Pupil Premium**

Research has shown that there is a 19 month gap in school readiness at age 5 between the most and least advantaged children. The introduction of the Early Years Pupil Premium for three and four year olds in April 2015 supports Early Years providers to bridge this gap with additional funding, approximately £300 a year for each eligible child. The criteria for eligibility are aligned to those for free early education for two year olds, hence the intention is that this additional resource follows the child from the a two year old place right through to the school-age Pupil Premium. Early Years providers have a key opportunity to maximise this additional funding to improve children's outcomes and to boost disadvantaged children's achievement. The Early Years and Childcare Service offers advice, support and training to practitioners to use this resource to maximum effect.

## Kent Early Years Progress Tracker

The Kent Progress Tracker tool, and associated training, is used by over 500 Kent providers to track and monitor children's progress. It helps providers to capture, summarise, analyse and reflect on all the information that they have about children in their setting and to plan for a stimulating learning environment that will ensure all children reach their full potential. The Children's Centre Progress Tracker is now used by Kent Children Centres to monitor the impact of specific interventions and group activity in order to identify which support is improving outcomes for children. In addition an Intervention Tracker is about to be launched to support settings to monitor the impact of specific interventions such as the I CAN programmes and additional funding including Early Years Pupil Premium (EYPP), Disability Access Fund (DAF) and the Special Educational Need Inclusion Fund (SENIFF).

## Skills and Employability Service

The priority for the Skills and Employability Service is to ensure all young people are engaged in learning or training and have the opportunities to achieve positive destinations until aged 18 (up to 25 for SEND, Care Leavers and Children in Care). In partnership with post 16 providers there is an annual review of 14-19 pathways, apprenticeships and employment opportunities through the district data packs. There is also a focus on raising standards of attainment, closing achievement gaps, increasing participation to age 18 and improving the quality of the 14 – 19 learning pathways.

The services uses performance data to analyse the educational gaps across the County in order to support Schools, FE Colleges and Training Providers in improving outcomes for vulnerable learners, to identify and address gaps in post 16 provision, alongside targeting resources to maximise impact on attainment.

There are a number of focused activities that support young people to participate in high quality learning pathways, these are:

- September Guarantee – working in partnership with providers in each district to ensure there is a post 16 offer of a learning destination that meets the progression needs of all young people. The data from the process is used to track our most vulnerable young people to ensure that they make successful transitions. It enables support to be put in place as soon as they are identified as being at risk of disengaging or not having a guarantee.
- Tracking participation and destinations and coordinating the integration of activity to reduce NEETs and provide targeted support for vulnerable groups who are over represented in the NEET group. The NEET Strategy sets out the roles and responsibilities for service leads in supporting the transition of vulnerable young people. It includes all of the support for Vulnerable Young People at risk of becoming disengaged and NEET.
- Developing transition year and inclusive curriculum models. This work includes ensuring that individuals who are not ready to access a learning pathway at age 16 can access up to a year of tailored and flexible support based on their prior attainment and aspirations. This includes maths and English, a technical qualification, advice and guidance and tailored work experience.
- Careers Education, Information, Advice and Guidance – continued development of the Kent careers framework, Careers Enterprise Company and briefings for schools to raise aspirations for vulnerable young people. The Kent Choices Local provides a wide range of information on careers options and local employment opportunities to reduce youth unemployment especially targeted to vulnerable young people.

- Employability Pathways for Vulnerable Learners which include supported internships and assisted apprenticeship programmes. Support for employers to recruit and sustain employment with vulnerable young people 16 to 24. There is access to apprenticeship ambassadors and careers advice for individual vulnerable learners at risk of becoming NEET. A bespoke apprenticeship advice scheme is available to support schools and their vulnerable young people in making the next step into employment.
- Employment programmes for vulnerable 18 to 24 year olds - providing one to one professional support for KCC Adult Social Care referred clients working closely with employers to find suitable and appropriate sustained employment opportunities. Develop a range of post 18 pathways including traineeships, assisted apprenticeships and full time employment.

### **Kent Children's University**

Kent Children's University™ (KCU) aims to promote exciting learning opportunities and experiences outside normal school hours for children aged 7 to 14, and 5 and 6 year olds with their families. Its ambition is to raise aspirations, boost achievement and foster a love of learning, so that young people can make the most of their abilities and interests. Children earn credits for the time they spend in validated learning activities – one credit equals one hour of learning. Once certain thresholds are met the children and their families are invited to a graduation ceremony held at one of the three Kent Universities. Evaluation reports from the University of Cambridge have found that the scheme can benefit all participating young people but the greatest impact is seen by vulnerable learners, especially those from economically disadvantaged backgrounds.

### **Special Educational Needs**

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, almost 3%, 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 support. Within this group there are approximately 600 pupils who face a dual disadvantage because they are in the care of the local authority as looked after children. The SEND Strategy recognises that pupils with SEN and disabilities are over-represented in families facing financial hardship and in the FSM group.

Over the last year we have fully embedded a statutory assessment process that recognises the importance of co-production and engagement of children and young people with special educational needs and their families. We have improved the way in which we gather their views, wishes and feelings, and those of their parents so that they are given more importance. We have targeted support to enable them to participate in decisions which help to achieve good outcomes for their children. By July 2017, over 4,000 Kent children and young people were benefiting from new co-produced plans and arrangements to support them.

We have seen steady improvements in progress and outcomes for children and young people with special educational needs and significantly more children and young people with SEN in Kent are receiving a better quality education because of the improvement in the number of good or better schools. Children and young people with SEN in Kent are achieving better progress than pupils with similar needs nationally at nearly all key stages. 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.

We have developed new ways of targeting funding and supporting pupils at an earlier stage without the need for statutory assessment through the development of the Local Inclusion Forum Teams (LIFT) and High Needs funding.

We continue to monitor the increasing incidence of ASD and ensure all schools have access to training and support to develop the expertise needed to support and teach these pupils so that they make good progress.



We have invested significant capital spend on expanding SEND provision, improving Special Schools' buildings and learning environments and ensuring that new schools in Kent can host SEN Resourced Provisions.

We have structured our SEN Services to provide area and district lead officers to provide accessible locally based services for children and young people, their families and schools that support them. Working alongside District Co-ordinators from the Lead Special school, we are better able to identify which children need referral for observation and assessment in specialist nursery provision, statutory assessment and specialist placement.

SEN Area teams work closely with Early Help Services, Youth Justice and Virtual Schools Leads, contributing to district networks led by the Area Education Officer, in order to ensure effective communication, timely placement and review.

During the last year we have seen a significant increase in referrals for statutory assessment, which is costly and time consuming. Although this reflects the national picture, our approach to High Needs funding in Kent means that there are significantly more resources available to schools where pupils can be supported just as well through High Needs funding without the need for a statutory plan. We need to do more to give parents confidence in this approach.

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 the Health Service to ensure health inequalities and access to key services, such as speech and language, are addressed.

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 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.

A key strategy to deliver more effective earlier interventions for SEND learners has been the devolved model for the Specialist Teaching and Learning Service (STLS), working with the 12 lead Special Schools. The partnership model is helping mainstream schools in each District to increase capacity to support learners with SEN to achieve better progress. Through the weekly Local Inclusion Forum Team (LIFT) process we are drawing together resources to support mainstream schools so that there is effective district based co-ordination of outreach activity. We plan to improve the level of engagement by schools in each district and ensure there is timely access to high quality specialist advice. There are also close links between LIFT and the Early Help and Preventative Service, with Early help workers attending all LIFT meetings to ensure the wider social needs of vulnerable children are addressed.

We continue to encourage all schools to make good use of LIFT and STLS. The range of advice and training for schools and direct support for SEND learners has improved and levels of satisfaction with the local arrangements are high. We know that across the county, 75% of schools are participating in LIFT and 6% of pupils with SEN are referred to the STLS.

## **School Provision Planning Team**

Commissioning and securing a place in a good local school for every child is the core aim of the Education Commissioning Plan 2017-21. This plan sets out how we carry out our responsibilities for ensuring there are sufficient places of high quality, in the right places, for all learners, while at the same time fulfilling our responsibilities to raise education standards and be the champion of children and their families in securing good quality education. This plan ensures that vulnerable children have easy access to a good local school by addressing gaps in SEND provision and by commissioning maintained local provision in both Special and mainstream schools. This is delivered by the expansion of Special school places and completing a building programme for

Special schools. The expansion of the number of places in Specialist Resourced Bases in mainstream school is being achieved through commissioning a Specialist Resourced Provision (SRP) in every new Primary school being built.

## Fair Access

The Fair Access Service plays a key role in supporting vulnerable learners. Senior Admission Placement Officers (SAPO) ensure that no child requiring a mainstream school place is without identified provision. In the case of Children In Care (CIC) schools are approached directly and pre-admission meetings are facilitated, ensuring that schools who admit a child in care feel supported, have all the information they require to put the necessary support in place, to give the best possible chance of a successful transition for the learner. The SAPO works collaboratively with other professionals from Social Services and Virtual Schools, (both Kent and other local authorities) so that appropriate educational provision is identified and secured. Where necessary schools are challenged when admission is refused and the Fair Access team presents the case of any learners who are deemed to be hard to place for consideration at the In Year Fair Access Panels.

Some vulnerable learners need access to an interim Education Programme. This service is managed by the Education Co-ordinator who designs and provides bespoke education packages for Primary Excluded Pupils, Primary SEN/EHC plan pupils awaiting identified provision and Secondary age Pupils with SEN/ EHC plan also awaiting placement at another provision.

Where other local authorities place often vulnerable CIC into Kent without suitable provision being identified, they can commission this service as an interim measure whilst they identify suitable educational arrangements for the child in care. Some of the most vulnerable learners are taught away from the home by qualified teachers and supported by High Level Teaching Assistants who specialise in behaviour therapy. This approach has been highly effective in enabling children to make the transition from an Education Programme back into school as the vulnerable learners have been supported both educationally and therapeutically to manage their behaviours.

To complement this work, when pupils accessing an Education Programme have an onward provision identified, transition support is available from Early Help and schools can access advice services from the Specialist Teaching and Learning Service. Cases are presented by the Inclusion and Attendance Advisor and the learner continues to receive the support of the HLTA during the re-integration into school for up to six weeks. This practice has prevented the same learner returning to the programme and it is hoped that these vulnerable learners will be more engaged and will be supported successfully in Primary schools.

**Elective Home Education (EHE) officers** identify those vulnerable children who appear not to be in receipt of education and for whom it may be in their best interest to return to school. These learners are being identified earlier. There is an important distinction between those families who have made a conscious decision to educate their child at home, and those who have felt pressured into home schooling because their child was not coping in a school setting. The EHE officers are working collaboratively with parents and In-year Admissions, SAPO and the Children Missing Education team to ensure that any child without a school place or not in receipt of education is identified and supported back into school.

**Children Missing Education (CME) Officers** record each young person who is without a school place and work collaboratively with SAPOs, In Year Fair Access, EHE and Early Help to ensure that education provision is identified at the earliest opportunity. Risk assessment procedures are in place to address those vulnerable children who cannot be tracked after extensive investigations. Processes have been put in place to ensure that these missing children are risk assessed and where the risk assessment highlights cause for concern, the information is shared with the Police and the child is recorded as a missing person.

## School Improvement

In order to support vulnerable learners the School Improvement Team

- has clear roles and responsibilities for SIAs to act as 'Pupil Champion' for vulnerable learners
- challenges schools through SIAs to ensure schools use data effectively to identify under-performing groups and focus effective strategies to support improved achievement for vulnerable groups, including effective use of the Pupil Premium
- advises schools on proven teaching strategies and other evidence based approaches to narrowing achievement gaps
- brokers support for training and consultancy to improve vulnerable group performance including the provision of traded Pupil Premium reviews
- works closely with the Safeguarding Team to address safeguarding and e safety issues, commissioning support in a timely and appropriate fashion for vulnerable students
- ensures AEN briefings are delivered in each Area to support SENCOs in updating their knowledge and skills

Senior Improvement Advisers also work with schools and with the Kent Association of Headteachers to ensure support is available through school to school collaboration, often focused on supporting improvement for vulnerable learners and narrowing achievement gaps.

## Educational Psychology

The Kent Educational Psychology Service (KEPS) works to improve outcomes for children and young people who are vulnerable because they have special educational needs or other barriers to their learning and development. Educational Psychologists (registered with the HCPC) have a specialist role, specified in the Special Educational Needs and Disability Code of Practice (0-25 years). The work of the service promotes a culture of inclusion and collaboration with other education professionals, parents and carers, drawing on evidence based practice to inform intervention and practice. In particular the views of children and young people are given significant weight.

The service's core offer includes SEN statutory assessment work, support to schools and settings in dealing with critical incidents and consultation with schools through the Local Inclusion Forum Teams (LIFTS). The advice of an Educational Psychologist must be sought when consideration is being made as to whether to issue an Educational Health and Care Plan (EHCP). During the last year there has been a significant increase in the demand for psychological advice as part of the statutory assessment process. The service also recognises the importance of early intervention and preventative approaches. Support can be purchased on a traded basis to deliver a range of interventions through a service level agreement or on a bespoke basis.

## Community Learning and Skills Service

The Community Learning and Skills Service is a provider of education and training for all learners over the age of sixteen. CLS supports vulnerable learners across the county by targeting provision for 16 to 18 year olds and by providing programmes of study which lead to employment, delivering traineeships and apprenticeships especially for young people who are currently not in education, employment or training.

A number of the programmes provided by CLS are targeted to areas of deprivation across Kent, including those areas where skills gaps have been identified. These include the apprenticeship programme for over 19 year olds, and bespoke courses relevant to local needs and opportunities in the most disadvantaged communities.

A number of opportunities are provided for adults with learning difficulties and disabilities to gain and improve Independent Living Skills. The Response programme is focused on supporting unemployed and low waged adults progress into paid employment, further learning and volunteering. Family Learning has a range of opportunities for parents and carers with few formal qualifications and a poor experience of learning to enjoy discovering new skills with their children, enhancing their ability to support their children's learning and helping to build a positive approach to education for the whole family. CLS plays an important role by providing second-chance learning opportunities for people who have not succeeded in the education system to reach their potential and to improve their personal development and wellbeing.

## Appendix 3 - Strategies for Diminishing Differences

### Best Practice in Kent

In our most effective schools, there are a number of approaches/strategies that are having significant impact on diminishing differences for disadvantaged pupils. These common themes have been identified in a number of our schools where outcomes are above national. The approaches/strategies include the following:

- Highly effective speech and language support
- Outstanding early years provision in nursery and reception building characteristics of effective learning
- Strong, integrated and regularly accessed outdoor learning provision e.g. forest schools, tiger troop, science gardens, beach schools
- Specialist provision for the arts, music and PE
- A curriculum that builds cultural capital through rich and varied experiences e.g. theatre, museums, politics, religion
- Developing self esteem, resilience and aspirations e.g. growth mind set, blooms taxonomy, Building Learning Power
- Using diagnostic tools effectively e.g. PASS, Pixel, Language Link, Boxall profiling
- Investing heavily in reading

### Disseminating Best Practice across Kent

- Guest speakers from highly effective schools at Kent's conferences and training e.g. nursery conference, Pupil Premium courses and conferences
- Journey to Outstanding Programme – linking good schools with outstanding schools to share all aspects of best practice
- Increasing the use of KLEs across Kent schools to offer school to school support
- Future development of the KELSI website to host best practice case studies and strategies from our most successful schools
- Ensuring all Improvement Advisers have identified and shared best practice
- Constant articulation and communication of our values and expectations, with reference to Pupil Premium Toolkit, making effective use of performance data, Sutton Trust Toolkit, our Vulnerable Learners Strategy and the use of Case Studies

## Whole School Good Practice

	Strategies	Cost Implications	Evaluation Strategies
Self Esteem	<ul style="list-style-type: none"> <li>• Ensure students have access to new uniforms and correct equipment</li> <li>• Ensure that system for getting lunch in school does not identify FSM students (credit card systems etc.)</li> <li>• Ensure there is a non-visible system for paying for trips</li> <li>• Ensure that PP students are not under-represented in rewards systems or over represented in behaviour points</li> <li>• Invest in extra activities for students – particularly residential and resilience building activities</li> <li>• After school tuition in English and maths</li> </ul>	<ul style="list-style-type: none"> <li>• Low</li> <li>• Low</li> <li>• Variable</li> <li>• Low</li> <li>• Medium</li> <li>• Medium</li> </ul>	<ul style="list-style-type: none"> <li>• Uniform being worn</li> <li>• Attendance records show students eating (breakfast)/lunch</li> <li>• Students attend trips</li> <li>• Check logs for both Improved behaviour pattern</li> <li>• Pupil feedback sheets show improved engagement with school</li> <li>• Attendance and achievement</li> </ul>
Achievement	<ul style="list-style-type: none"> <li>• Appoint a Pupil Premium Champion with direct accountability for the outcomes for students</li> <li>• Ensure a governor has direct responsibility for liaising with the PP champion</li> <li>• Have a high quality data tracking system, monitored regularly</li> <li>• Set challenging targets (e.g. 5 levels of progress from KS2 to KS4)</li> <li>• Ensure there is a strategy for able, gifted and talented students to access funding</li> <li>• Ensure that non-AEN students have access to funding</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> <li>• None</li> <li>• Low</li> <li>• None</li> <li>• Proportional PP funding</li> <li>• Proportional PP funding</li> </ul>	<ul style="list-style-type: none"> <li>• Gap narrows in an improving trend</li> <li>• Minutes show governor monitoring, support and challenge</li> <li>• Data tracking in place</li> <li>• Targets set and met</li> <li>• G and T achievement of PP students improves</li> <li>• Achievement improves</li> </ul>
Aspirations	<ul style="list-style-type: none"> <li>• High quality information, advice and guidance at each transition phase (e.g. encourage to apply for grammar school/academic courses/university etc. as appropriate)</li> <li>• Have a parental engagement strategy where parents are also aware of 'next steps'</li> <li>• Have high expectations of attendance – ensuring that students are not over represented in persistent absence figures</li> <li>• Check the proportions of students at risk of exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Low</li> <li>• Low</li> <li>• School attendance officer plus EWO/FLO time</li> <li>• Low</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing proportions of PP students aspiring to higher education</li> <li>• Parents attend meetings at school</li> <li>• PP students' attendance at least in line with main cohort</li> <li>• PP students not over represented in fixed or permanent exclusions</li> </ul>

## Good Practice at Key Stage 1

	Strategies	Cost Implications	Evaluation Strategies
Self Esteem	<ul style="list-style-type: none"> <li>Financial support for school trips/visiting speakers</li> <li>Universal offer of free school meals from September 2014 will mean no differentiation at lunchtimes, but other ways of identifying vulnerable students will be needed.</li> <li>A 'significant adult' or mentor to be attached to each PP child</li> <li>Support with school uniform and equipment</li> <li>Access to support with medical/hygiene issues e.g. clean school uniform</li> </ul>	<ul style="list-style-type: none"> <li>Variable</li> <li>Nil</li> <li>Low</li> <li>Low</li> <li>low</li> </ul>	<ul style="list-style-type: none"> <li>Attendance registers</li> <li>Monitoring needed that students are eating a balanced lunch</li> <li>Mentor training needed</li> <li>Uniform being worn</li> <li>Bullying log - no issues of bullying etc. due to poor hygiene</li> </ul>
CSZ @ Parent Achievement	<ul style="list-style-type: none"> <li>1:1 reading support for PP children e.g. Reading Recovery or Better Reading Partnership</li> <li>Free Breakfast Club</li> <li>FLO to support parental engagement/attendance</li> <li>Support for small group work</li> <li>1:1 conferencing for pupil feedback</li> <li>Teacher and TA support to reinforce learning</li> <li>Staff CPD on "Quality First" teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Medium</li> <li>Low</li> <li>Medium</li> <li>Low</li> <li>Medium</li> <li>High</li> <li>Low</li> </ul>	<ul style="list-style-type: none"> <li>Tracking of achievement in reading</li> <li>Attendance records</li> <li>Attendance records, parent voice</li> <li>School tracking</li> <li>Book scrutinies</li> <li>Tracking data</li> <li>Teaching and Learning profile improves, outcomes improve</li> </ul>
Aspirations	<ul style="list-style-type: none"> <li>Home visits and regular engagement with parents to ensure a positive foundation for future partnerships</li> <li>Prompt action taken to promote good attendance of PP children with link to significant adult to ensure behaviour expectations are enforced.</li> <li>Outside speakers to broaden pupil aspirations</li> <li>PP children to be targeted to engage in range of extra- curricular activities to broaden horizons.</li> </ul>	<ul style="list-style-type: none"> <li>Low</li> <li>Low</li> <li>Low</li> <li>low</li> </ul>	<ul style="list-style-type: none"> <li>Parent surveys and attendance at meetings</li> <li>Attendance and behaviour records</li> <li>Feedback from mentor</li> <li>Pupil feedback</li> <li>Extra- curricular attendance registers</li> </ul>

## Good Practice at Key Stage 2

	Strategies	Cost Implications	Evaluation Strategies
Self Esteem	<ul style="list-style-type: none"> <li>Financial support swimming/school trips/residential events</li> <li>Mentor – significant adult identified for PP children</li> <li>Access to support with hygiene issues eg. clean school uniform</li> <li>Nurture groups to support children with low self-esteem and at risk of exclusion</li> </ul>	<ul style="list-style-type: none"> <li>Variable but may be high</li> <li>Low</li> <li>Low</li> <li>Medium</li> </ul>	<ul style="list-style-type: none"> <li>Pupil feedback</li> <li>Pupil/mentor feedback</li> <li>Staff feedback</li> <li>School records</li> </ul>
Academic Achievement	<ul style="list-style-type: none"> <li>1-1 reading support for PP children/Better Reading Partnership</li> <li>Free breakfast club to support attendance and achievement</li> <li>FLO to support parental engagement/attendance</li> <li>Homework club</li> <li>Support for small group works</li> <li>1-1 conferencing/pupil feedback</li> <li>Mentor support for PP children</li> <li>Free music lessons</li> <li>Targeted TA support to reinforce learning</li> <li>Easter school to support KS2 revision</li> </ul>	<ul style="list-style-type: none"> <li>Medium</li> <li>Low</li> <li>Low</li> <li>Low</li> <li>Medium</li> <li>Medium</li> <li>Low</li> <li>Medium</li> <li>Medium</li> <li>Medium</li> </ul>	<ul style="list-style-type: none"> <li>Tracking of achievement in reading</li> <li>Attendance linked to school tracking</li> <li>FLO records</li> <li>Club attendance records</li> <li>Pupil tracking data</li> <li>Pupil feedback and data tracking</li> <li>Mentor and pupil feedback</li> <li>Tutor and pupil feedback</li> <li>Pupil tracking data</li> <li>KS2 SATs results</li> </ul>
Aspirations	<ul style="list-style-type: none"> <li>PP students and their parents to be encouraged to apply for Grammar Schools</li> <li>Prompt action taken to promote good attendance of PP children with link to significant adult to ensure behaviour expectations are enforced.</li> <li>Outside speakers engaged to raise career aspirations</li> <li>PP children to be targeted to engage in range of extra-curricular activities to broaden horizons.</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> <li>Nil</li> <li>Nil</li> <li>Nil</li> </ul>	<ul style="list-style-type: none"> <li>PESE applications</li> <li>Attendance and behaviour records</li> <li>Pupil feedback</li> <li>Extra-curricular attendance records and pupil feedback</li> </ul>



### Good Practice at Key Stage 3

	Strategies	Cost Implications	Evaluation Strategies
Self Esteem	<ul style="list-style-type: none"> <li>• Membership of clubs paid for (Music lessons and instruments , Sports equipment, Art materials, Cookery ingredients)</li> <li>• Uniforms and shoes, sports kit</li> <li>• Access to high quality mentoring/coaching</li> <li>• Residential trips paid for</li> <li>• High expectations to be set for attendance and appropriate early interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Low</li> <li>• Low</li> <li>• Low</li> <li>• Can be high (e.g. ski trips)</li> <li>• EWO</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance registers of clubs/activities kept</li> <li>• High standard of uniform worn</li> <li>• Students' feedback</li> <li>• Students' feedback</li> <li>• Attendance figures improve</li> </ul>
Academic Achievement	<ul style="list-style-type: none"> <li>• Reading interventions (e.g. Accelerated reader, Reader Recovery) Reading buddies</li> <li>• Small group recovery work in English and maths</li> <li>• Breakfast and homework clubs</li> <li>• Access to ICT (including a lap top and broadband if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>• High</li> <li>• High</li> <li>• Medium</li> <li>• Medium</li> </ul>	<ul style="list-style-type: none"> <li>• Reading ages recorded (and 6 months after programme ends)</li> <li>• Progress data in English and maths</li> <li>• Attendance registers</li> <li>• Monitor use of homework and revision programmes</li> </ul>
Aspirations	<ul style="list-style-type: none"> <li>• High quality guidance for options choices, involving parents</li> <li>• School 'heroes' – destinations of ex-pupils flagged and invited to speak in school if possible</li> <li>• GCSE courses in English and maths offered to parents and carers</li> </ul>	<ul style="list-style-type: none"> <li>• Low</li> <li>• Low</li> <li>• Low</li> </ul>	<ul style="list-style-type: none"> <li>• Academic and vocational options balanced</li> <li>• Student voice</li> <li>• Take up of offer and success in public exams</li> </ul>

## Good Practice at Key Stage 4

	Strategies	Cost Implications	Evaluation Strategies
Self Esteem	<ul style="list-style-type: none"> <li>Academic mentor appointed for each student with specific responsibility for outcomes</li> <li>Life coach appointed to coach specific groups of pupils e.g. low aspiration girls</li> <li>Free music/Art/Sports extra-curricular activities</li> <li>Motivational speakers</li> <li>Continue to support free uniform, sportswear and equipment and specialist equipment for GCSE studies (e.g. cameras, ICT, artist materials etc)</li> </ul>	<ul style="list-style-type: none"> <li>Low</li> <li>Medium</li> <li>High</li> <li>Medium</li> <li>Medium</li> </ul>	<ul style="list-style-type: none"> <li>Student voice/outcomes data</li> <li>Destination wishes change</li> <li>Attendance at extra curricular activities</li> <li>Full participation in GCSE courses</li> </ul>
GCSE Achievement	<ul style="list-style-type: none"> <li>5 A*-C including English and maths to be seen as the minimum aspiration – students to be targeted for A*/A/B grades to allow access to level 3 courses</li> <li>High quality, early interventions identified and tracked</li> <li>LSAs to do bulk of 'classwork' marking of literacy in all subjects and maths by extending marking to three colours (teacher for summative and formative assessments, peer and TA marking) therefore clearly identified. Students to respond to marking</li> <li>Careful tracking of 3 tiers of offer universal/targeted/personalised</li> </ul>	<ul style="list-style-type: none"> <li>Low</li> <li>High</li> <li>TA marking</li> <li>Low</li> </ul>	<ul style="list-style-type: none"> <li>Target setting and tracking for 'good' progress rather than 'expected'</li> <li>Higher targets achieved</li> <li>Students literacy skills improved. Response to class work marking improves. Formative and discussion marking improves</li> <li>Clear definition of PP spending</li> </ul>
Aspirations	<ul style="list-style-type: none"> <li>Gap year students to be paid to coach and mentor students in school – including visits to their university</li> <li>Local employers to visit school to talk to students about their recruitment needs</li> <li>Residential visits to universities</li> <li>High quality apprenticeships sourced and taster days arranged</li> </ul>	<ul style="list-style-type: none"> <li>High</li> <li>Low</li> <li>Medium</li> <li>Low</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring improves outcomes and aspirations</li> <li>Pupil voice and outcomes</li> <li>Increase in proportion applying to university</li> <li>Uptake of modern apprenticeships improves. Reduction in NEETs</li> </ul>

## Good Practice at Key Stage 5

	Strategies	Cost Implications	Evaluation Strategies
Self Esteem	<ul style="list-style-type: none"> <li>Resilience training to help to maintain high aspirations at a time of personal crisis</li> <li>E-mentoring with current undergraduates (subject and interest match)</li> <li>E-mentoring with local employees (subject and interest match)</li> <li>Good facilities for supported self-study</li> <li>Personalised study programmes</li> </ul>	<ul style="list-style-type: none"> <li>Low</li> <li>Low</li> <li>Low</li> <li>Low</li> <li>Low</li> </ul>	<ul style="list-style-type: none"> <li>Retention from year 12 to 13 improved</li> <li>Student voice</li> <li>Student voice</li> <li>Attendance registers</li> <li>Retention rates and outcomes</li> </ul>
Achievement	<ul style="list-style-type: none"> <li>Teach subject specific literacy and numeracy.</li> <li>Subject specific residential stays to widen and enthuse love of subject</li> <li>Support to achieve level 2 GCSE maths and English</li> <li>Curriculum offer allows students to take 'facilitating' subjects: maths and further maths; physics; biology; chemistry; history; geography; modern and classical languages; and English literature.</li> <li>2-1-2 pick &amp; mix personalised curriculum offer- combination of school, employment &amp; training according to student aspirations for progression.</li> <li>KCC Supported Internship and Assisted Apprenticeship scheme to support vulnerable level 2 learners into employment and training</li> </ul>	<ul style="list-style-type: none"> <li>Low</li> <li>Medium</li> <li>Medium</li> <li>Low</li> <li>Medium</li> <li>Low</li> </ul>	<ul style="list-style-type: none"> <li>All students achieve level 2</li> <li>Retention rates and outcomes</li> <li>GCSEs achieved</li> <li>Curriculum match improves retention rates</li> <li>Attendance at each of the three elements</li> <li>Apprenticeships taken up</li> </ul>
Aspirations	<ul style="list-style-type: none"> <li>Systematically sharing data with post 16 education and training providers to support young people who are 'at risk' of non-participation as well as those who drop out of education.</li> <li>Encourage to apply for university – trips/interview support where necessary.</li> <li>Engage with Apprenticeship Ambassadors to support young people into high quality employment pathways.</li> </ul>	<ul style="list-style-type: none"> <li>Low</li> <li>Medium</li> </ul>	<ul style="list-style-type: none"> <li>Retention rates</li> <li>Improved rates of PP students attending university</li> </ul>

## Good Practice in Pupil Referral Units

	Strategies	Cost Implications	Evaluation Strategies
Self Esteem	<ul style="list-style-type: none"> <li>All pupils given free hot meal at lunch from designed menu - good nutrition leads to better retention and energy levels</li> <li>Pupils identified as needing new clothes given opportunity to go with senior staff member to shop - enables P.E lessons and pupil to feel comfortable at school</li> <li>'Calming the Warrior' - specific training course designed to build self esteem and relaxation with martial arts.</li> </ul>	<ul style="list-style-type: none"> <li>Medium - one staff member to prepare meals for pupils and ingredients</li> <li>Low</li> <li>Medium - two staff members to accompany group and trainer</li> </ul>	<ul style="list-style-type: none"> <li>Attendance and achievement monitored</li> <li>Attendance and increase in subjects taken</li> <li>Certificate for course completed, impact on wider learning tracked</li> </ul>
Achievement	<ul style="list-style-type: none"> <li>High staff levels maintained - sessions take place predominantly at 1-1</li> <li>VLE environment being set up so pupils can access work in and out of school</li> <li>High level of staff CPD in all areas of SEN, safeguarding and best practise.</li> <li>Gym memberships and equipment bought to aid sports qualifications and provide timeout opportunities.</li> <li>Subscription to on-line functional skills system (e.g. bksb).</li> </ul>	<ul style="list-style-type: none"> <li>High</li> <li>High</li> <li>High</li> <li>Medium</li> <li>Medium</li> </ul>	<ul style="list-style-type: none"> <li>Exams taken and passed</li> <li>Use of VLE outside of school hours and number of exams passed</li> <li>Rigorous staff monitoring - range of observations and support structures</li> <li>Increase in sports qualifications taken and decrease in daily incidents</li> <li>Improving functional skills levels every two terms</li> </ul>
Aspirations	<ul style="list-style-type: none"> <li>After school classes for parents set up - pupils can see parents taking interest in education</li> <li>Allotment rented for pupils to tend and work on as part of 'next step' work and vocational qualifications</li> </ul>	<ul style="list-style-type: none"> <li>Low</li> <li>Low</li> </ul>	<ul style="list-style-type: none"> <li>Parent/carer contacts to be monitored alongside pupil engagement and attendance</li> <li>Increase in vocational qualifications taken and achieved</li> </ul>

## Good Practice in Special Schools

	Strategies	Cost Implications	Evaluation Strategies
Self Esteem	<ul style="list-style-type: none"> <li>Transition coordinators to work on students on resilience to change and the concept of 'moving on' – available to parents, carers and students</li> <li>Engagement in creativity, risk taking and experimentation</li> <li>Student Champions who facilitate changes by accompanying to interviews, being available to troubleshoot and champion the student with providers other than the host school</li> </ul>	<ul style="list-style-type: none"> <li>Medium</li> <li>Low</li> <li>Medium</li> </ul>	<ul style="list-style-type: none"> <li>Student voice reports students feel supported</li> <li>Student outcomes in creative pursuits</li> <li>Students go on to next stage in education/employment. No 'NEET' figures recorded</li> </ul>
Achievement	<ul style="list-style-type: none"> <li>Improve parental engagement with their child's school, and their learning and progress by holding focussed conversations</li> <li>Use a "2-1-2" pick and mix model enabling the school to commission a personalised progression pathway for students aged 14-24. This could include literacy/numeracy/life skills with the host school, additional qualifications at college, mainstream school or with a training provider and high quality work experience. This should focus on student aspiration and progress</li> </ul>	<ul style="list-style-type: none"> <li>Low</li> <li>High</li> </ul>	<ul style="list-style-type: none"> <li>Parental engagement improves</li> <li>Retention rates improve</li> </ul>
Aspirations	<ul style="list-style-type: none"> <li>Ensure that adults working with SEND always have high aspirations for those children and that the children themselves have high aspirations for their own futures</li> <li>High quality and consistent work experience opportunities referenced to student aspirations</li> <li>High quality CEAG focussing on a realistic evaluation of what I can do, not what I can't</li> <li>Focussed conversations with parents/carers building in long-term aims and aspirations from year 9</li> </ul>	<ul style="list-style-type: none"> <li>Low</li> <li>Low</li> <li>Low</li> <li>Low</li> </ul>	<ul style="list-style-type: none"> <li>Outcomes improve</li> <li>Work experience attended</li> <li>All students progress to next steps</li> <li>Appropriate KS4 and KS5 courses sourced</li> </ul>



To: All SACRE Members, Council Members,  
Kent County Council Corporate Director, Children, Young People and Education,  
Head Teacher / Chair of Governors all schools in Kent NASACRE

**KENT STANDING ADVISORY COUNCIL  
FOR RELIGIOUS EDUCATION**

**ANNUAL REPORT  
2016-2017**

## **The Statutory Duties of a SACRE**

All LAs are required to establish and support a SACRE.

A SACRE's main function, as set out in the 1996 Education Act is:

“To advise the Local Education Authority upon such matters connected with religious worship in County schools and the Religious Education to be given in accordance with the Agreed Syllabus as the Authority may refer to the SACRE or as the SACRE may see fit”. (s.391 (1) (a))

Such matters include: -

“Methods of teaching, the choice of materials and the provision of training for teachers”.

A SACRE also:

- Requires the LA to support a five-yearly review of its current Agreed Syllabus (s.391(3))
- Must consider applications made by a head teacher that the requirement for Collective Worship in County schools to be wholly or mainly of a broadly Christian character shall not apply to the Collective Worship provided for some or all of the pupils in a particular school - “determinations”. (s.394(1))

It is a legal requirement that the SACRE publish an Annual Report to inform relevant parties, including schools, of the advice that SACRE has given to the Local Authority and of the actions taken to support RE and Collective Worship in schools using the Agreed Syllabus, that have resulted from this advice.

The broad role of the SACRE is to support the effective provision of Religious Education and Collective Worship in schools through:

- Giving advice on methods of teaching using the Agreed Syllabus Religious Education;
- Advising the LA on the provision of training for teachers;
- Monitoring inspection reports on Religious Education, Collective Worship and Spiritual, Moral, Social and Cultural Development (SMSC);
- Considering complaints about the provision and delivery of Religious Education and Collective Worship referred to by the LA;
- Asking the LA to review its Agreed Syllabus.



## **Opening remarks from the Chair of SACRE**

### **Welcome to the 2016 - 17 Annual Report of the Kent SACRE.**

The SACRE has met three times during the academic year. We have continued our commitment to hold at least one meeting each year in a venue away from County Hall. This year's June meeting was hosted by 'The Quaker Meeting Rooms' in Canterbury. This reflected SACRE's ongoing desire to engage with the broad range of faith and denominational groups that are component parts of Kent SACRE.

SACRE has continued to make efforts to engage with all schools across Kent, to ensure their compliance with requirements to provide high quality Religious Education and opportunities for Collective Worship. SACRE has worked with the Kent Association of Head teachers to seek membership of representatives from Primary and Secondary school head teachers. Through the communications with national appointing bodies, SACRE has tried to quickly fill vacancies that arise in the Groups. We believe it is important that we have a membership drawn from the Faith Groups and the range of schools found locally as they help to ensure that SACRE is reflective of the diversity found in Kent.

SACRE continues to benefit from its partnership with the different faith groups, the Anglican Diocesan Education boards of Canterbury and Rochester and with Canterbury Christ Church University. We are also thankful for the support that is provided by our former AST colleagues. Not only are they each a member or co-opted to SACRE, but they do provide a valuable link between Secondary Schools / Academies and ourselves.

SACRE has also been undertaking the review of the Kent Agreed Syllabus as this is a task which is undertaken every 5 Years. This has resulted in extra work and I am grateful for the support of the KCC cabinet member for Education Mr. Roger Gough.

Kent SACRE has also been active in contributing to national initiatives such as the Commission on Religious Education.

This year Kent SACRE has also become part of a wider grouping of SACRES in the South East and we look forward to working with this group to share best practice.

As Chairman, I would like to give a very special mention and express thanks to the officers from Democratic Services who have supported our meetings. I would like to thank all those who serve on Kent SACRE, teachers, Diocesan and faith group representatives, and fellow County Councillors. The professional support of our consultant /adviser and the democratic support are also gratefully acknowledged. This team has worked very hard this year to provide support so that we are able achieve our aims despite challenges in a time of ongoing austerity.

We are grateful for the ongoing support and interest of the Local Authority and for the active involvement of senior officers and Members in our activities. I would like to pay a special thanks to the Vice Chairman Mrs. Nicky Younosi who has provided invaluable support through the year and Penny Smith-Orr for her work as the consultant advisor to Kent SACRE.

I believe that Kent SACRE is very well placed to face the challenges ahead as we continue to ensure that Religious Education and Collective Worship retain their rightful place at the heart of our schools.

Councillor Steve Manion, Chairman, Kent SACRE

### **Management of Kent SACRE**

The Council engages an RE Consultant to attend meetings and give advice to schools. A clerk to SACRE is also provided and administrative support between meetings. The Council also provide an annual budget to support the running costs of Committee meetings and for the SACRE to perform its statutory functions and space on KELSI web pages for RE and Collective Worship resources.

Three SACRE meetings were held in this academic year, two in the Council offices in Maidstone and one at The Friends Meeting House in Canterbury, these were all quorate. Three SACRE briefing meetings were held with the chairs of each of the constituent groups where the agenda was set.

Details of SACRE Membership and attendance at meetings can be found in Appendix 3 and agendas and minutes of meetings can be found on the KCC website - [www.Kent.gov.uk/SACRE](http://www.Kent.gov.uk/SACRE).

The report is sent to the Head teachers/Chair of Governors of all schools in the county, The National Association of SACREs (NASACRE), The Department of Education and the Local Authority. The report is also available on the SACRE pages of the Kent website.

Kent SACRE is a member of NASACRE (National Association of SACREs) and representatives attend national meetings. A representative also attends the regional meetings for SACRE.

Kent SACRE does not have an opportunity to contribute to other agendas within the Council.

This report covers the work of the Kent SACRE during the academic year from September 2016 to August

### **Advice to the Local Authority (LA)**

The SACRE advises the LA to bring this report to the attention of schools and governing bodies and, in particular, to highlight the following points:

The existing statutory requirements of the Kent Agreed Syllabus (2012) are still valid until September 2018 although schools are encouraged to start implementing the new Agreed syllabus during the Summer term 2018. Schools should use this syllabus as the basis of their R.E. curriculum planning. The statutory requirements and the non-statutory guidance of this syllabus are available for download from the KELSI website. <http://www.kelsi.org.uk/Curriculum/curriculum-resources/standing-advisory-council-for-religious-education>

In all maintained schools other than Voluntary Aided schools or schools of a religious character, but including Voluntary Controlled Schools, Religious Education has to be taught according to the Kent Agreed Syllabus. The Diocese of Canterbury continues to recommend that all Church of England schools also follow the Kent Agreed Syllabus and the Diocese of Rochester recommends that its Voluntary Controlled schools use the Kent Agreed Syllabus;

Academies are reminded of their statutory requirement to teach Religious Education in accordance with their Funding Agreement. Academies in Kent are recommended to use the Kent Agreed Syllabus to ensure that they fulfil their statutory requirements;

In accordance with the expectations of the Kent Agreed Syllabus, schools are reminded of the requirement to assess pupils' progress in Religious Education and to report separately in the Summer reports.

Secondary schools are reminded that Religious Education is a statutory subject and that all KS4 students should follow an accredited course as required in the Agreed Syllabus.

All schools are reminded of their responsibilities to provide opportunities for daily Collective Worship. The place of collective worship in schools is upheld by statute and has been so since 1944. The basic requirement is that all registered pupils shall take part in an act of collective worship every day. There are only two exceptions to this: parents have the right to withdraw their child from collective worship and pupils in school sixth forms are permitted to decide for themselves whether to attend or not. The Education Reform Act (ERA) 1988 stipulates collective worship must be 'wholly or mainly of a broadly Christian character'; it is deemed to be fulfilling this description if it 'reflects the broad traditions of Christian belief, without being distinctive of any Christian denomination'.

Schools need to be aware that only a limited CPD programme for RE is currently being initiated by the LA; instead schools are expected to identify and access their own training needs through local and national organisations; Senior Leaders and Governing Bodies are urged to ensure that RE Subject Leaders/RE Co-Ordinator's are adequately supported in terms of professional development, opportunities to monitor and evaluate the subject, opportunities to train and support colleagues and in having an adequate budget in order to help raise standards in Religious Education;

Schools are encouraged to apply for the RE Quality Mark (REQM). Three levels – Bronze, Silver and Gold can be achieved, and schools will be able to demonstrate their good practice in RE and have hard work recognised and rewarded ([www.reqm.org](http://www.reqm.org)); This is also a useful tool to use as a bench mark for excellent RE.

Kent SACRE continues to work with KCC to ensure that essential and appropriate supporting materials and resources are made available on the Kent Education Learning and Skills Information (KELSI) web pages. Currently the Agreed Syllabus and Non-Statutory Guidance can be accessed here:  
<http://www.kelsi.org.uk/Curriculum/curriculum-resources/standing-advisory-council-for-religious-education>

## Religious Education

**Kent Agreed Syllabus;** It was decided at the 5-yearly review of the Kent Agreed syllabus 2012 that a new syllabus was required. This has been purchased from RE Today Services and much of the work during this year has been centered on this work. A working group was convened in March and met three times to ensure that the purchased syllabus had a relevance to Kent schools. An introduction was written by this group and the Diocesan Advisers wrote a curriculum plan for the church schools to use which fits in with their use of the Understanding Christianity materials which they had implemented the year before. The SACRE rep for Islam also rewrote some parts of the Islam sections. It was decided to provide material on the basic teaching of the six major faiths in the syllabus. The launch of the Syllabus was set for Autumn and Spring in the 2017-18 academic year and full implementation of the new syllabus will take place from September 2018.

With the increased number of Academies, it is difficult to ascertain the level of specialist RE teachers in Kent schools and monitoring of the quality of religious education. With the number of schools in Kent it is hard to fulfill the monitoring role of SACRE and this has been discussed during meetings during the year. There is no provision for RE Coordinator network meetings although an RE Teacher's Hub has held meetings in collaboration with Canterbury Christ Church University and Teacher Associations.

A Primary conference was held in July with 27 schools taking part in a day of activities. The day was organised by the Diocesan Advisers of Canterbury and Rochester and was held at Highworth School in Ashford and was very successful, several members of SACRE attended and the faith representatives volunteered to give workshops on aspects of their own faiths.

There were no formal complaints about Religious Education referred to Kent SACRE during this year.

### Exam results for Kent schools

With the increased number of Academies it is difficult to ascertain the level of specialist RE teachers in Kent schools and monitoring of the quality of religious education. There is still a system of grammar school education in Kent. Seventy-three schools entered pupils into the full course GCSE. Thirteen schools achieved 100% A\*-C grades with four schools achieving 98% or above at A\*-C. Only four of the total number of schools entered the whole cohort into the religious education exam.

The short course RE GCSE is much less popular with schools now that it doesn't contribute to their statistics. In Kent 1372 pupils were entered for the short course and nationally 10269 pupils were entered.

SACRE would like to acknowledge the successes of Kent students and recognise the continued dedication of RE teachers across the county whose skill and hard work have supported students in their achievements at all levels.

SACRE continues to be concerned about the decline in the number of students being entered for GCSE Religious Studies courses, and also about the increasing number of schools that are entering no students at all for GCSE Religious Studies

## Full Course GCSE summary for Kent Schools and Academies

	<b>2017</b>
<b>%A*-C</b>	67%
<b>%A*-G</b>	97%
<b>Girls A*-C</b>	76%
<b>Boys A*-C</b>	58%
<b>Number entered</b>	6495
<b>National Number entered</b>	248210

## Summary of the AS and A level results for Kent schools and Academies

<b>AS Level</b>	<b>2017</b>	<b>A Level</b>	<b>2017</b>
<b>National % A*-B</b>	<b>47%</b>		<b>55%</b>
<b>Kent A*-B</b>	<b>32%</b>		<b>44%</b>
<b>Kent A*-E</b>	<b>83%</b>		<b>88%</b>
<b>No. of Schools</b>	<b>32</b>		<b>43</b>
<b>Number entered</b>	<b>230</b>		<b>581</b>
<b>National number</b>	<b>13910</b>		<b>21289</b>

The number of entries for the AS level were much reduced nationally which was reflected in Kent schools.

### Collective Worship

The SACRE's Determinations procedure is available on request. There have been no applications for a determination this year. There have also been no complaints concerning Collective Worship referred to SACRE during this academic year.

### AN OVERVIEW OF THE SACRE'S WORK:

The full SACRE has met three times over the academic year, an Agreed Syllabus Conference was reconvened and met twice during the year. Group pre-meetings are held from 9:00 a.m. The full meeting beginning at 9:30 a.m. Meetings end at 12:30p.m.

## **November 29<sup>th</sup>, 2016**

The RE Adviser for Kent, Mr. Alan Foster, told the meeting that he was retiring and introduced the new RE Consultant, Penny Smith-Orr, who would be engaged by KCC to continue this work. There was also a new clerk to SACRE at the meeting.

The budget for SACRE as discussed including the use of money offered to schools towards the cost of applying for the RE Quality Mark. A Primary school event had been planned to take place in October but had been postponed until July 2017. There was a discussion on the best ways to contact all the schools to encourage them to come to the event. A Secondary school event due in November had been cancelled and a discussion took place on how to engage the Secondary schools. It was suggested that a type of 'Roadshow' could be looked into and this would possibly take place in 2017-18.

The Annual Report was presented and discussed, it was agreed although the exam results for Kent schools were not available yet and would be added at a later date.

The Agreed Syllabus review was continued, Mr. Foster was concerned that the budget was still not showing the costs related to a new syllabus. He had held discussions with RE Today Services and presented two options that he had negotiated. The first was to assist Kent in writing their own syllabus, although this option was likely to be expensive. The second option was to purchase a model syllabus the cost of which would be supported by schools being able to buy in to modules, after some questioning about the RE Today syllabus it was agreed that there would be a presentation at the next meeting.

Finally, the SACRE had a presentation from Rudolf Elliott Lockhart Chief Executive Officer of the RE Council who talked about the RE Council's Commission on RE. Kent SACRE subsequently sent in an initial response to the commission.

## **March 7<sup>th</sup>, 2017**

SACRE met and discussed the budget for the syllabus, the Local Authority had promised £10,000 for the costs. Arrangements for the Primary conference in July were outlined and it was reported that 22 schools had booked. It was agreed that the Secondary conference would take place after the launch of the new syllabus.

The meeting was followed by the reconvened Agreed Syllabus Conference and the committee had a presentation by two members of RE Today Services. The constituent groups held discussions and a vote was taken on whether to buy the RE Today syllabus. This was passed unanimously on the proviso that the promised budget was secured.

## **June 14<sup>th</sup>, 2017**

This meeting was held at The Friends meeting House in Canterbury. There was an update on the Teachers Hub which is supported by Canterbury Diocese and also has a face book page.

The matter of the SACRE presence on the Kelsi website was raised and it was decided to request that the Kent SACRE pages should be made more prominent.

Rabbi Cohen, the Jewish representative, had attended the NASACRE AGM and sent a short report about the proceedings.

The RE Consultant gave members an update on the progress towards a new syllabus with a presentation on costs and the work of the teachers working party who had met three times. The working party had written the introduction to the syllabus which would make it reflect the Kent area and Mrs. Younosi was in the process of writing a revised

part of the Islam section. The syllabus would be going to print early in the Autumn term and the launches were planned to be held in the form of 5 training days in November, January and February.

Mrs. Younosi, the representative for Islam on SACRE, said a prayer for the victims of the terrorist events in London and Manchester and gave a short talk on Islam to members.

### **KENT SACRE Membership and Attendance at meetings 2015 – 2016**

#### **GROUP 1: CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS REFLECTING THE PRINCIPAL RELIGIOUS TRADITIONS OF THE AREA (13)**

<b>MEMBERSHIP</b>	<b>29/11/16</b>	<b>7/3/17</b>	<b>14/6/17</b>
<b>Free Church (4)</b>			
Miss J Webb – (Baptist)	<b>y</b>	<b>y</b>	<b>y</b>
Mrs E Talbot - (Methodist)	<b>y</b>	<b>n</b>	<b>n</b>
Mrs E May – (United Reformed Church)	<b>n</b>	<b>y</b>	<b>n</b>
Mrs J Wigg -(Salvation Army)	<b>n</b>	<b>y</b>	<b>y</b>
<b>Roman Catholic (3)</b>			
Mrs A Donnelly	<b>n</b>	<b>n</b>	<b>n</b>
Mrs F Hawkes	<b>y</b>	<b>y</b>	<b>n</b>
Miss S Malone	<b>y</b>	<b>n</b>	<b>n</b>
<b>Buddhism (1)</b>			
Mrs C Elapatha	<b>y</b>	<b>y</b>	<b>n</b>
<b>The Greek Orthodox Church (1)</b>			
Mr M Papadopoulos	<b>n</b>	<b>y</b>	<b>y</b>
<b>Hinduism (1)</b>			
Mr R Chakkedath	<b>n</b>	<b>n</b>	<b>n</b>
<b>Islam (1)</b>			
Mrs N Younosi ( <i>Group Convenor/SACRE Vice- Chair</i> )	<b>y</b>	<b>y</b>	<b>y</b>
<b>Judaism (1)</b>			
Rabbi C Cohen	<b>y</b>	<b>y</b>	<b>n</b>
<b>Sikhism (1)</b>			
Mrs Deepinder Kaur Gill	<b>n</b>	<b>n</b>	<b>n</b>
<b>Co-opted Members</b>			
Mrs J Grant (Baha'i)	<b>y</b>	<b>y</b>	<b>y</b>

#### **GROUP 2: CHURCH OF ENGLAND (6)**

<b>Rochester Diocesan Board of Education (3)</b>			
Mrs V Corbyn ( <i>Group Convenor</i> )	<b>y</b>	<b>y</b>	<b>n</b>
Miss N Brownfield	<b>y</b>	<b>y</b>	<b>n</b>
Miss C Bostock	<b>y</b>	<b>y</b>	<b>y</b>
<b>Canterbury Diocesan Board of Education (3)</b>			
Mrs B Naden	<b>n</b>	<b>y</b>	<b>y</b>
Mrs N Paterson	<b>n</b>	<b>n</b>	<b>y</b>
Miss R Walters	<b>y</b>	<b>y</b>	<b>n</b>



**GROUP 3: TEACHER ASSOCIATIONS (6)**

<b>National Union of Teachers</b> Mr W Chambers	n	n	n
<b>National Association of Schoolmasters/Union of Women Teachers</b> Ms K Burke ( <i>Group Convenor</i> )	y	n	y
<b>Association of Teachers and Lecturers</b> Vacancy 1.4.2014			
<b>Kent Association of Head Teachers Primary</b> Mrs N Caisley	n	n	n
<b>Kent Association of Secondary Head Teachers</b> Mrs R Joyce	n	y	n
Mr A Fowler	n	y	n
<b>National Association of Head Teachers Kent Branch</b> Vacancy			
<b>Co-opted Members</b> Miss E Pope Miss T Kelvie	Y n	Y n	n n

**GROUP 4: LOCAL AUTHORITY (4)**

<b>Nominees of Conservative Group (2)</b>			
Mr S Manion ( <i>SACRE Chairman and Group Convenor</i> )	n	n	y
Mr M J Northey	y	y	y
<b>Nominee of the Labour Group (1)</b>			
Mr T Maddison	y	y	n
<b>Nominee of UKIP Group (1)</b>			
Mr A Crowther	y	n	n

## Appendix 1

### A diagnostic check-list on the quality of education for governors and Head teachers

<b>The quality of education provided in the school</b>	<b>Yes</b>	<b>No</b>	<b>Unsure</b>
1. Is your curriculum rich, relevant broad and balanced - is there no unexplained narrowness?			
2. Is there a teaching of and a support for fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs?			
3. Do pupils have opportunities to engage in extra-curricular activities and volunteering within their local community?			
4. Are pupils being given opportunities to learn how to resolve conflicts effectively?			
5. Is there a balanced approach to the pupil's RE that is broadly Christian but takes account of the teaching and practices of the other principal religions in Britain?			
<b>Quality of leadership and management in the school</b>			
6. Can all members of your school community articulate what it understands as SMSC and can relate this to the school's overall purpose and ethos?			
7. Is your school auditing where it is planning for and delivering SMSC? Avoid a scattergun approach. RE, CW, PSHE and Citizenship are areas that are of key importance.			

8. Is the responsibility for the leadership of SMSC, RE and CW is clear, shared and held to account? Are those responsible, given appropriate support through continuing professional development, and governor scrutiny and challenge?			
9. Is the responsibility for the leadership of SMSC, RE and CW is clear, shared and held to account. Are those responsible given appropriate support through continuing professional development, and governor scrutiny and challenge?			
10. Are there clear lines of intelligent accountability and self-evaluation frameworks for SMSC, RE and CW? Does your school have a lead governor with responsibility for SMSC who liaises with school leadership, teachers and pupils to develop a system for monitoring and evaluating SMSC with realistic targets and an appropriate framework for analysing the effectiveness of any provision?			
11. Is SMSC built into the core life and work of your school as a tool for human flourishing? Do you include SMSC in reporting systems to parents and students? Do you recognise and plan for SMSC as a tool for raising attainment and as a supporting strategy for closing attainment gaps?			

12. Does your school include a rounded programme of assemblies that help to promote pupils' SMSC, providing clear guidance on what is right or wrong?			
13. Do governors and the school promote tolerance of and respect for people of all faiths (and those of no faith), cultures and lifestyles – do they support through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain?			
<b>The behaviour and safety of pupils at the school</b>			
14. Are there safeguarding arrangements that include keeping pupils free from the dangers of radicalisation and extremism? Do these include checking and monitoring (e.g. of external speakers at school assemblies)?			
15. Does the school have effective systems for ensuring a school culture where pupils conduct themselves with respect courtesy and good manners and do they understand how such behaviour contributes to school life, relationships, adult life and work?			
16. Does the school have effective systems for monitoring and tackling all forms of bullying and harassment? (This includes cyber bullying, prejudice based bullying related to SEN, sex, race, religion and belief, disability, sexual orientation or gender reassignment.)			

Actions:

*Yes = What is your evidence? Are there any further questions to ask about the provision?*

No = Then this needs to be an action for development. Unsure = Investigate further.

*“Schools should focus on a limited number of activities or approaches for the implementation of SMSC. Done well, these are likely to be more effective and more open to a critical evaluation than many spread too thinly to make any real difference.”*

(RSA Schools with Soul p25 2014) [http://www.thersa.org/action-research-centre/learning,-\\_cognition-andcreativity/education/reports-and-events/reports/schools-with-soul#download-report](http://www.thersa.org/action-research-centre/learning,-_cognition-andcreativity/education/reports-and-events/reports/schools-with-soul#download-report)

## Appendix 2

**SACRE Development Plan 2015 -17 A new plan will be prepared in Spring 2018**

**PRIORITY OBJECTIVE: Advise the LA on RE given in accordance with the Agreed Syllabus**

<b>What?</b>	<b>and How?</b>	<b>Reporting</b>	<b>Resources</b>	<b>Legal Requirements</b>
Monitor implementation of Agreed Syllabus, and provision of RE	Short Annual questionnaire to Chairs of Governors	Written summary to SACRE annually	Consultant – 2 days Admin. support	Monitor the provision and quality of RE
Monitor provision and compliance for Collective Worship	Short Annual questionnaire to Chairs of Governors	Written annual summary to SACRE	Consultant – included above Admin. support	Reporting to LA on CW in schools
Analysis of exam results	Compilation of local and national data	Written Draft report to SACRE Annual Report to NASACRE Annual Report to LA Education Cabinet Committee	Consultant – 2 days SACRE Chairman	Publish an Annual Report which is sent to NASACRE
Review of Agreed Syllabus for implementation after Sept 2017	Plan for establishing Agreed Syllabus Conference Prepare successful business plan to achieve funding for Review Set out Timeframe for Review process	ASC and timeframe agreed by SACRE Principles for new KAS agreed by SACRE	SACRE members ASC members Consultant Budget for meetings and resources	To review locally Agreed Syllabus

**OBJECTIVE: Management of SACRE**

<b>What?</b>	<b>and How?</b>	<b>Reporting</b>	<b>Resources</b>	<b>Legal Requirements</b>
Hold 3 meetings of SACRE p.a. plus 3 meetings of Chair's pre-briefing meeting	Booked in County Hall and Oakwood House Calendars	Agendas and Minutes Financial Budget Annual Report	Consultant – 6 days Admin. support Chair Membership	Hold meetings in public. Make Agendas and Minutes available to the public
Advise LA on RE and CW matters relating its functions	Annual Report Verbal/written reports/briefings	Annual Report Verbal/written reports/briefings	Consultant – 4 days Admin. support SACRE Chairman	Produce and publish Annual Report to advise LA Meetings with LA Members & Officers as appropriate

**SACRE PRIORITIES**

<b>What</b>	<b>and How</b>	<b>Reporting</b>	<b>Resources</b>
SACRE Key Stage 4 Conference	Working group Half-day conference Nov 2016 Link to KYCC?	Evaluation and Feedback to SACRE	Working group Admin. support Financial support (?)
SACRE Primary Conference	Working group Half-day event May 2016	Evaluation and Feedback to SACRE	Working group Admin. support Financial support (?)
Raise profile and status of Kent SACRE	Youth SACRE events Communications with LA and schools Attendance at local and national events SACRE members visits to schools Relationship with LA	Evaluation and feedback to SACRE  SACRE Annual report	SACRE members SACRE Chairman Consultant Admin. support
Deliver high quality CPD	LA to be advised to commission CPD Collaboration with Dioceses Collaboration with CCCU and Regional (NATRE) Hub	Financial support from budget as appropriate Evaluation and feedback to SACRE	SACRE members SACRE Budget
Development of SMSC Guidance for schools	Working Group reviewed 'Shaping the Spirit' to reflect recent DfE and Ofsted guidance	Reviewed guidance by SACRE published on KELS1 web page	Consultant Working Group

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From: Roger Gough, Cabinet Member for Children, Young People and Education  
 Matt Dunkley, Corporate Director for Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee –  
 8 March 2018

Subject: **Children, Young People and Education Directorate Performance Scorecard**

**Summary:** The Children, Young People and Education 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 Children's, Young People and Education Cabinet Committee is asked to review and comment on the Children, Young People and Education performance scorecard, which now includes Education, Early Help, and Specialist Children's Services.

## 1. Introduction

- 1.1 The 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. Children, Young People and Education 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 produce 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). For Specialist Children's Services (SCS) the Monthly Scorecard covers the key performance measures for the service, and service specific Performance Scorecards are also produced for the following service areas: Children in Care; Adoption; Fostering; Care Leavers; Missing Children; and Quality Assurance Reporting.

- 2.3 The indicators on 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.
- 3.2 The data sources page (page 4 of the scorecard report) details the date each indicator relates to, as the reporting period differs between measures. Indicator definitions are given on pages 5 - 7.

#### **Green indicators**

- 3.3 The number of first time entrants to the Youth Justice system at 312, is ahead of the target of 330.
- 3.4 At 22.0% the percentage of re-referrals to Children's Social Care within 12 months of a previous referral is below the 25.0% Target, and is comparable to the latest published information for the England average (21.9%) and is below the average for Kent's Statistical Neighbours (24.3%).
- 3.5 The completion rate for Returner Interviews, undertaken when a child/young person returns after going missing, has decreased slightly from 91.7% to 90.4%, but continues to remain above the 85% target.
- 3.6 The percentage of children becoming subject to a child protection plan for the second or subsequent time is 18.2% and within the expected Target range. Kent's performance is in line with the England average of 18.7% and below the average of Statistical Neighbours which is 21.4%.
- 3.7 The percentage of children/young people remaining in the same placement for the last 2 years (for those that have been in care for more than 2.5 years) has remained stable at 70.1, achieving the target of 70.0%. Kent's performance compares favourably against the England average of 68.0%, and 65.8% average for Kent's Statistical Neighbours.
- 3.8 The average number of days between a child coming into care and moving in with an adoptive family is currently 351 days which is considerably below the nationally set target of 426 days. Kent's performance compares well against the England average of 458 days, and against the latest information available via the South-East Benchmarking Group which for Quarter 2 of 2017/18 reported an average of 431 days.
- 3.9 The percentage of Care Leavers who are in education, employment or training (for those that the authority is in touch with) has continued to show gradual improvement and for December 2017 was 65.7%, which is just above the 65.0% target.
- 3.10 The percentage of on-line case file audits of children's social care records has remained at 78.8%, which is above the 70.0% Target. A revised version of the on-line audit tool was put in place for 2017/18, moving the focus of the audit away from that of compliance to one in which the focus is on the quality of practice and the quality of intervention for the child/young person. The new audit process

remains under review to ensure that it provides a robust system, with consistency of grading and opportunities for challenge.

### **Amber indicators**

- 3.11 The percentage of schools that are good or outstanding at 91.4% is below 2017/18 target of 93%. In December 2017, 502 of the 549 schools in Kent with a current inspection were good or outstanding. This means in Kent 92.0% of pupils were attending good or outstanding schools compared to 87.7% at the same time last year, an increase of 12,776 children receiving a better education. Kent has 22% of schools judged to be outstanding compared to the national figure of 21%. We remain determined, working in partnership with schools to continue the positive trajectory seen in Kent. One of the priorities moving forward is to increase the number of schools graded as outstanding and moving those who require improvement to become good as quickly as possible. We remain on track for our long-term target that 95% of schools will be good or outstanding by summer 2018.
- 3.12 The percentage of Early Years settings which were Good or Outstanding at 97.2% is broadly in line with the target of 97.5%. Sustaining this standard whilst also increasing the amount of outstanding provision remains a key priority for the Early Years and Childcare Service.
- 3.13 The number of permanent exclusions from Secondary schools has fallen to 38. This is three higher than the target of 35 but is lower than the national figures (reported as a rate of the school population).
- 3.14 The percentage of Children in Care (excluding Unaccompanied Asylum-Seeking Children) who are placed in KCC Foster Care, or in placements with relatives or friends, is 84.8% which is just below the Target of 85.0%. Information regarding available in-house foster placements is being reviewed to ensure that capacity is fully utilised.
- 3.15 The percentage of case-holding posts filled by permanent qualified social workers decreased slightly, from 82.9% in November 2017, to 82.1% in December 2017 and is below the Target of 85.0%. The recruitment and retention of qualified social workers continues to remain a priority for Specialist Children's Services.
- 3.16 The average caseload of Social Workers in the Children in Care Teams remained at 15.6, which is slightly above the Target of 15 children/young people.
- 3.17 Key Stage 2 data for the percentage achieving the expected standard in reading, writing and mathematics for Kent is 65% which is one percentage point below the target, but this compares favourably to the national figure of 61%.

### **Red indicators**

- 3.18 The take-up for two years olds in December 2017 has increased in from 67.4% in November to 72.8% but is below the target of 80%. Priorities within the Early Year Service include working in partnership with Children's Centres to continue to increase the take up of Free Early Education places by eligible two-year-olds, the ongoing delivery of 30 Hours of Free Childcare and increasing the number of Early Years settings working within a collaboration.
- 3.19 The percentage of Education, Health and Care Plans (EHCPs) issued within the statutory 20 weeks was 59.2% (835 out of 1,410) against a target of 90%. Although this performance is in line with the national figure for 2016 (which is

58.6%), it is the lowest level of since the implementation of the Children and Families Act in September 2014. It reflects the significant volume increase in demand for SEN assessments seen in 2016 and greater demand seen in 2017; over 1,400 statutory assessments compared with 880 in 2014. This is in addition to managing 8,000 existing pupils transitioning to new Education Health and Care Plans. Results for this quarter also include the impact of whole service implementation of Synergy, a new pupil database system supporting statutory assessment processes.

- 3.20 The number of permanent exclusions of Primary aged pupils is 17 which is five higher than the target. However, this is lower than the national figure (reported as a rate of the school population). The way in which schools access support from the PRU, Inclusion & Attendance service has been streamlined. This process ensures one single route into the service, through a new Digital Front Door, and appropriate and timely allocation of work. Since this was rolled out feedback from schools has been very positive.
- 3.21 The percentage of Early Help cases closed by Early Help Units with outcomes achieved has increased from 77.5% to 82.7% but remains below the target of 87%. We are now receiving higher volumes of Domestic Abuse Notifications from the Police prior to consent being gained, and a significant proportion of these families do not wish to engage with any services, so the cases are closed due to disengagement. However, for Early Help unit cases initiated via an Early Help Notification 86% of cases are closed with outcomes achieved, which is above the 80% service standard.
- 3.22 At 23.4 the average caseload for Social Workers in the Children's Social Work Teams is considerably above the target of 18.0 children/young people. The rise in caseloads is a direct result of the increasing demands being experienced by Children's Social Care in 2017. Several measures have been put in place to reduce the caseloads of Social Workers, including increases in the establishment levels of those Districts experiencing the greatest pressures.
- 3.23 The 2016-17 results for pupils at the end of the Early Years Foundation Stage (EYFS) shows that in Kent 74.3% of children achieved a good level of development compared to 74.8% in 2015-16. However national data shows Kent is 3.6 percentage points above the England average figure of 70.7%. 310 schools (out of 442) are above the national figure. Where there has been a reduction in GLD assessments, schools have been invited to explain the judgements. They have often cited children's low starting points especially in verbal language skills, physical disabilities and mobility. There have been a number of children who have arrived from overseas with no pre-school or school experiences, and therefore no assessments have accompanied them.
- 3.24 Key Stage 2 FSM gap (based on the percentage achieving the expected standard in reading, writing and mathematics) at 26 percentage points is wider than the target of 18 percentage points. Improving outcomes and reducing the performance gaps are at the forefront of School Improvement's work.
- 3.25 In 2017, pupils sat reformed GCSEs in English language, English literature and mathematics for the first time, graded on a 9-1 scale. The average Attainment 8 score per pupil (which measures the average achievement of pupils in up to 8 qualifications) has decreased in comparison to 2016 from 50.4 to 46.3. This change is as expected from when the 2017 point score scale was applied to the 2016 data and is in line with the National figure for state funded schools. The

average Progress 8 score for Kent was -0.11 compared to the National state funded schools at -0.03. A Progress 8 score (which measures the progress a pupil makes from the end of key stage 2 to the end of key stage 4) of 1.0 means pupils make on average a grade more progress than the national average; a score of -0.5 means they make on average half a grade less progress than average based on other pupils with the same prior attainment.

#### **4. Recommendations**

- 4.1 The Children's, Young People and Education Cabinet Committee is asked to review and comment on the Children, Young People and Education performance scorecard.

### **Background Documents**


CYPE Directorate Scorecard – December 2017

### **Contact details**

#### **Lead Officers**

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#### **Lead Directors**

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Children, Young People and Education Performance Management

# Children, Young People and Education Directorate Scorecard

December 2017

Produced by: Management Information, KCC

Publication Date: 14th February 2018



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## Guidance Notes

**Note:** Both current and previous data for CYP16 Percentage of Children Missing Education cases, closed within 30 days is based on reporting as at July 2017 and covers the reporting period September 2016 to July 2017. This is due to the ongoing implementation of Synergy reporting. More up to date reporting will be included in the CYPE scorecard once Synergy reporting is available for this indicator.

### 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 RATINGS

<b>RED</b>	Floor Standard* has not been achieved
<b>AMBER</b>	Floor Standard* achieved but Target has not been met
<b>GREEN</b>	Target has been achieved

\* Floor Standards are set in Directorate Business Plans and if not achieved must result in management action

### DIRECTION OF TRAVEL (DOT)

↑	Performance has improved
↓	Performance has worsened
↔	Performance has remained the same

### INCOMPLETE DATA

	Data not available
	Data to be supplied

Data in italics indicates previous reporting year

### MANAGEMENT INFORMATION CONTACT DETAILS

Wendy Murray	03000 419417
Maureen Robinson	03000 417164
Matt Ashman	03000 417012
Chris Nunn	03000 417145
Sam Heath	03000 415676
Ed Lacey	03000 417113

[management.information@kent.gov.uk](mailto:management.information@kent.gov.uk)

### DATA PERIOD

<b>R12M</b>	Monthly Rolling 12 months
<b>MS</b>	Monthly Snapshot
<b>YTD</b>	Year To Date
<b>Q</b>	Quarterly
<b>A</b>	Annual

### CHILDREN, YOUNG PEOPLE AND EDUCATION SCORECARDS

CYPE	Children, Young People and Education Directorate Scorecard
SISE	School Improvement and Skills & Employability Scorecard
EY	Early Years Scorecard
EH	Early Help Monthly Scorecard
SEND	Special Educational Needs & Disabilities Scorecard
SCS	SCS Performance Management Report

### KEY TO ABBREVIATIONS

CIC	Children in Care
CSWT	Children's Social Work Teams
CYP	Children and Young People
DWP	Department for Work and Pensions
EY	Early Years
EYFE	Early Years Free Entitlement
EYFS	Early Years Foundation Stage
FF2	Free For Two
FSM	Free School Meals
NEET	Not in Education, Employment or Training
SCS	Specialist Children's Services
SEN	Special Educational Needs

Directorate Scorecard - Kent

Monthly and Quarterly Indicators		Polarity	Data Period	QPR	Latest Result	Target 2017-18	RAG 2017-18	Previously Reported Result	DOT	Kent Outturn 2016-17	Target 2016-17	RAG 2016-17
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	MS		3	0	RED	3	↔	1	0	AMBER
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	MS		91.4	93	AMBER	92.0	↓	91.8	92	AMBER
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	MS	✓	97.2	97.5	AMBER	97.7	↓	97.2	97	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	MS		72.8	80	RED	67.4	↑	66.6	78	RED
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	59.2	90	RED	61.1	↓	74.7	90	RED
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		763	260	RED	720	↓		325	
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		17	12	RED	19	↑	19	15	RED
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		38	35	AMBER	39	↑	49	40	RED
CYPE6	Percentage of Children Missing Education cases, closed within 30 days	H	R12M		70.7	80	RED	70.7	↔	74.3	75	AMBER
SISE49	Number of apprenticeships 16-18 year olds (2016-17 Quarter 4 data compared to 2016-17 Target)	H	Q	✓	2,670	3,600	RED	2,400	↑	2,670	3,600	RED
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	MS	✓	2.4	2.0	AMBER	2.2	↓	3.0	2.5	AMBER
SISE59	Percentage of unemployment among 18-24 year olds	L	MS		2.7	2.0	RED	2.8	↑	2.9	2.0	RED
EH12	Rate of notifications received per 10,000 0-17 population (rolling 12 months)		MS		362.1			363.0		391.0		
EH14	Percentage of cases closed by Early Help Units with outcomes achieved	H	MS	✓	82.7	87	RED	77.5	↑	79.6	86	GREEN
EH52	Percentage of Assessments completed in the given month, on open cases within 6 weeks of allocation	H	MS		64.5	60	GREEN	61.6	↑			
CYPE8	Rate of proven re-offending by CYP	L	Q		29.9			34.2	↑			
CYPE9	Number of first time entrants to Youth Justice system	L	R12M	✓	312	330	GREEN	310	↓			
SCS1	Re-referrals within 12 months	L	R12M		22.0	25.0	GREEN	21.9	↓	23.4	25.0	GREEN
SCS8	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		90.4	85.0	GREEN	91.7	↓	91.7	85.0	GREEN
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	18.2	17.5	GREEN	17.8	↓	19.3	17.5	GREEN
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS	✓	70.1	70.0	GREEN	71.0	↓	69.0	70.0	AMBER
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	84.8	85.0	AMBER	84.9	↓	86.5	85.0	GREEN
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	351.3	426.0	GREEN	352.8	↑	351.4	426.0	GREEN
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	65.7	65.0	GREEN	65.6	↑	62.6	65.0	AMBER
SCS37	Percentage of on-line Case File Audits rated as Good or above	H	R12M	✓	78.8	70.0	GREEN	78.8	↔	67.3	60.0	GREEN
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	82.1	85.0	AMBER	82.9	↓	80.1	83.0	AMBER
SCS42	Average caseloads in the CIC Teams	L	MS		15.6	15.0	AMBER	15.6	↑	15.5	15.0	AMBER
SCS43	Average caseloads in the CSWT Teams	L	MS		23.4	18.0	RED	23.7	↑	22.0	18.0	RED

Directorate Scorecard - Kent

Annual Indicators		Polarity	Data Period	QPR	2016-17 Kent Outturn	Target 2016-17	RAG 2016-17	2015-16 Kent Outturn	DOT	Target 2017-18
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		74.3	81	RED	74.8	↓	85
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	L	A		21	17	RED	19	↓	14
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		65	66	AMBER	59	↑	68
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		26	18	RED	25	↓	16
SISE12	Average score at KS4 in Attainment 8	H	A		46.3	52	RED	50.4	↓	53
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.4	14	RED	16.2	↓	12
SISE43	Percentage of young people with Level 2 attainment by age 19 (2015-16 data and targets)	H	A		85.4	86.0	AMBER	87.1	↓	92
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible gap (2015-16 data and targets)	L	A		21.2	15.0	RED	16.8	↓	13
SISE45	Percentage of young people with Level 3 attainment by age 19 (2015-16 data and targets)	H	A		54.1	57.4	RED	56.1	↓	70
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM Eligible gap (2015-16 data and targets)	L	A		32.5	24.6	RED	30.1	↓	16
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils (2016 data)	L	A		3.0	2.7	AMBER	2.6	↓	2.6
CYP2	Percentage of parents getting first preference of primary school	H	A		89.0	87	GREEN	87.2	↑	87
CYP3	Percentage of parents getting first preference of secondary school	H	A		80.5	83	AMBER	81.4	↓	83
CYP4	Percentage of surplus school places in Kent Primary schools	T	A		4.6	5		5.0		5
CYP5	Percentage of surplus school places in Kent Secondary schools	T	A		9.3	8		10.1		7
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.7	8.5	RED	8.7	↔	8.0
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.7	12.5	RED	14.2	↓	11.5

## Data Sources for Current Report

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 December 2017	Jan 2018
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	Ofsted published inspection reports (MI Database)	Inspections data as at December 2017	Jan 2018
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 December 2017	Jan 2018
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 19th December 2017	Jan 2018
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Impulse database - monthly reported data	Snapshot as at December 2017	Feb 2017
CYPE1	Number of pupils being placed in independent or out-of-county special schools	Education Finance reporting	Snapshot as at December 2017	Feb 2017
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	Impulse database - monthly reported data	Rolling 12 months up to December 2017	Jan 2018
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	Impulse database - monthly reported data	Rolling 12 months up to December 2017	Jan 2018
CYPE6	Percentage of Children Missing Education cases, closed within 30 days	Fair Access Team Impulse reporting	Oct 2016 to Sept 2017	July 2017
SISE49	Number of apprenticeships 16-18 year olds	Skills Funding Agency/Dept for Business, Innovation & Skills	2016-17 Quarter 4 data	Oct 2017
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 December 2017	Jan 2018
SISE59	Percentage of unemployment among 18-24 year olds	KCC Business Intelligence Statistical Bulletin - Monthly Data	Snapshot data at end of December 2017	Jan 2018
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)	Early Help module	Rolling 12 months up to December 2017	Jan 2018
EH16	Percentage of cases closed by Early Help Units with a positive outcome	Early Help module	Snapshot as at December 2017	Jan 2018
SCS05	Percentage of cases closed by SCS stepped down	Early Help module / Liberi	YTD December 2017	Jan 2018
EH52	Percentage of Assessments completed in the given month, on open cases within 6 weeks of allocation	Early Help module	Snapshot as at December 2017	Jan 2018
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for Jan 2016 to March 2016 cohort	Jan 2018
CYPE9	Number of first time entrants to the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to December 2017	Jan 2018
SCS1	Re-referrals within 12 months	Liberi	Rolling 12 months up to December 2017	Jan 2018
SCS8	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to December 2017	Jan 2018
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to December 2017	Jan 2018
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	Liberi	Snapshot as at December 2017	Jan 2018
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at December 2017	Jan 2018
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	Liberi	Rolling 12 months up to December 2017	Jan 2018
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to December 2017	Jan 2018
SCS37	Percentage of on-line Case File Audits rated as Good or above	Firmstep	Rolling 12 months up to December 2017	Jan 2018
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at December 2017	Jan 2018
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at December 2017	Jan 2018
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at December 2017	Jan 2018
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2016-17 DfE published	Oct 2017
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	End of year assessments based on EYFSP framework	2016-17 DfE published	Nov 2017
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	Test/TA results for end of academic year	2016-17 DfE published	Dec 2017
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	Test/TA results for end of academic year	2016-17 DfE published	Dec 2017
SISE12	Average score at KS4 in Attainment 8	Test results for end of academic year	2016-17 DfE published	Jan 2018
SISE19	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	2016-17 DfE published	Jan 2018
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 2016	April 2017
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible gap	DfE SFR Level 2 and 3 Attainment by age 19	Attainment by age 19 in 2016	April 2017
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 2016	April 2017
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM Eligible gap	DfE SFR Level 2 and 3 Attainment by age 19	Attainment by age 19 in 2016	April 2017
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 2017	July 2017
CYPE2	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2017-18	June 2017
CYPE3	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2017-18	June 2017
CYPE4	Percentage of surplus school places in Kent Primary schools	Commissioning Plan for Education Provision in Kent	2016-17 surplus capacity data	July 2017
CYPE5	Percentage of surplus school places in Kent Secondary schools	Commissioning Plan for Education Provision in Kent	2016-17 surplus capacity data	July 2017
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Annual data for academic year 2015-16	2016-17 MI Calculations	Jan 2017
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Annual data for academic year 2015-16	2016-17 MI Calculations	Jan 2017

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.
CYPE1	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.
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	The total number of pupils in Year R to Year 6 that have been permanently excluded from a Kent maintained Primary school, Special school or Pupil Referral Unit (PRU) or Primary academy or Special academy during the last 12 months.
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	The total number of pupils in Year 7 to Year 14 that have been permanently excluded from a Kent maintained Secondary school, Special school or Pupil Referral Unit (PRU) or Secondary academy or Special academy during the last 12 months.
CYPE273	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, 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.
EH52	Percentage of Assessments completed in the given month, on open cases within 6 weeks of allocation	The proportion of open cases with an assessment completed in the last month, where the assessment was completed within 30 working days of allocation, for the current month only.
CYPE8	Rate of proven re-offending by CYP	An offender enters the cohort if they are released from custody, received a non-custodial conviction at court or received a reprimand or warning (caution) in a three month period. A proven reoffence is defined as any offence committed in a one year follow-up period that leads to a court conviction, caution, reprimand or warning in the one year follow-up or within a further six month waiting period to allow the offence to be proven in court. <b>It is important to note that this is not comparable to previous proven reoffending publications which reported on a 12 month cohort.</b>
CYPE9	Number of first time entrants to the Youth Justice system	First time entrants are defined as young people (aged 10 – 17 years) who receive their first substantive outcome (relating to a Youth Caution with or without an intervention, or a Conditional Caution or a Court disposal for those who go directly to Court without a Youth Caution or Conditional Caution).

Indicator Definitions

Code	Indicator	Definition
SCS1	Re-referrals within 12 months	The percentage of referrals to SCS in the last 12 months where the previous referral date (if any) is within 12 months of the new referral date.
SCS8	Percentage of Returner Interviews completed for those with SCS Involvement	The percentage of returner interviews completed in the last 12 months where the case was open to SCS at the point the child went missing and the child was aged under 18 at the point of going missing.
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	The percentage of children who become subject to a Child Protection Plan during the last 12 months who have been subject to a previous plan.
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	The percentage of Children in Care aged under 16 at the snapshot date who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years, or are placed for adoption and their adoptive placement together with their previous placement together last for at least 2 years.
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	The percentage of Kent Children in Care at the snapshot date who are in Foster Care and are placed with KCC Foster Carers or with Relatives and Friends. UASC are excluded
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	The average number of days between becoming a Looked After Child and moving in with Adoptive Family (for children who have been Adopted in the last 12 months)
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	The percentage of relevant and former relevant care leavers who we were in contact with in a 4 month window around their birthday who were aged 17, 18, 19, 20 or 21 and were in education, employment or training.
SCS37	Percentage of on-line Case File Audits rated as Good or above	The percentage of all online case audits completed in the last 12 months where the overall outcome is either good or above
SCS40	Percentage of case holding posts filled by permanent qualified social workers	The percentage of case holding posts (FTE) at the snapshot date which are held by qualified social workers employed by Kent County Council.
SCS41	Average caseloads in the CIC Teams	The average caseload of social workers within district based CIC Teams at the snapshot date.
SCS43	Average caseloads in the CSWT Teams	The average caseload of social workers within the district based Children's Social Work Teams (CSWTs) at the snapshot date.
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 Eligible 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 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 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	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	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.

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Indicator Definitions

Code	Indicator	Definition
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 Eligible 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 Eligible 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).
CYPE2	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.
CYPE3	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.
CYP4	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.
CYP5	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 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 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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**From:** Ben Watts, General Counsel

**To:** Children's, Young People and Education Cabinet Committee – 8 March 2018

**Subject:** Work Programme 2018/19

**Classification:** Unrestricted

**Past Pathway of Paper:** None

**Future Pathway of Paper:** Standard item

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

**Recommendation:** The Children's, Young People and Education Cabinet Committee is asked to consider and agree its work programme for 2018/19.

- 1.1 The proposed Work Programme has been compiled from items on the Forthcoming Executive Decisions List, from actions arising from previous meetings and from topics identified at agenda setting meetings, held six weeks before each Cabinet Committee meeting, in accordance with the Constitution, and attended by the Chairman, Vice-Chairman and the Group Spokesmen. Whilst the Chairman, in consultation with the Cabinet Member, is responsible for the final selection of items for the agenda, this report gives all Members of the Cabinet Committee the opportunity to suggest amendments and additional agenda items where appropriate.
2. **Work Programme 2018**
  - 2.1 An agenda setting meeting was held at which items for this meeting were agreed and future agenda items planned. The Cabinet Committee is requested to consider and note the items within the proposed Work Programme, set out in the appendix to this report, and to suggest any additional topics that they wish to be considered for inclusion to the agenda of future meetings.
  - 2.2 The schedule of commissioning activity which falls within the remit of this Cabinet Committee will be included in the Work Programme and considered at future agenda setting meetings. This will support more effective forward agenda planning and allow Members to have oversight of significant service delivery decisions in advance.
  - 2.3 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.

### 3. Conclusion

- 3.1 It is vital for the Cabinet Committee process that the 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 of future items to be considered. This does not preclude Members making requests to the Chairman or the Democratic Services Officer between meetings, for consideration.

4. **Recommendation:** The Children's, Young People and Education Cabinet Committee is asked to consider and agree its work programme for 2018/19.

### 5. Background Documents

None.

### 6. Contact details

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**CYPE WORK PROGRAMME – 2018/2019**

<b>Thursday 8 March 2018</b>		
<b>Item:</b>	<b>Requested by/when:</b>	<b>Deffered?</b>
<ul style="list-style-type: none"> <li>• 18/00004 - Proposed Revision of Rates Payable and Charges Levied by Kent County Council for Children's Social Care Services in 2018-19</li> </ul>		
<ul style="list-style-type: none"> <li>• 18/00013 - Independent Adoption &amp; Special Guardianship Order Support Services - New Contract</li> </ul>		
<ul style="list-style-type: none"> <li>• Award of External Fostering Contract services</li> </ul>		
<ul style="list-style-type: none"> <li>• 18/00006 - A Proposal to expand Trinity School taking the Published Admission Number from 120 to 180</li> </ul>		
<ul style="list-style-type: none"> <li>• 18/00012 - A Proposal to expand Dartford Girls Grammar School taking the Published Admission Number from 160 to 180</li> </ul>		
<ul style="list-style-type: none"> <li>• CYPE Directorate Business Plan 2018-19</li> </ul>		
<ul style="list-style-type: none"> <li>• Annual monitoring review of the Vulnerable Learners Strategy</li> </ul>		
<ul style="list-style-type: none"> <li>• Key Performance Indicators for the Education People</li> </ul>		
<ul style="list-style-type: none"> <li>• SACRE Annual Report</li> </ul>		
<ul style="list-style-type: none"> <li>• Performance Scorecard</li> </ul>	Standard item	
<ul style="list-style-type: none"> <li>• Work Programme 2018/19</li> </ul>	Standard item	
<b>Tuesday 8 May 2018</b>		
<b>Item:</b>	<b>Requested by/when:</b>	<b>Deffered?</b>
<ul style="list-style-type: none"> <li>• EHPS Commissioned Services Scorecard (to include an update on the Early Help and Preventative Services' Commissioned Services, role of YAGs and update on Commissioned Youth Work)</li> </ul>		
<ul style="list-style-type: none"> <li>• Risk Management: Children, Young People and Education Services</li> </ul>		
<ul style="list-style-type: none"> <li>• Post 16 Transport policy</li> </ul>		
<ul style="list-style-type: none"> <li>• Children placed in Kent by other local authorities and impact upon schools and Kent CIC</li> </ul>	Requested by a member of CPP but referred to CYPE	Deferred from Nov 2017 and Jan 2018 meetings

• Young carers update		
• Supported Accommodation – Housing Arrangements for Care Leavers		Deferred from March 2018
• Performance Scorecard	Standard item	
• Budget Monitoring	Standard item	
• Work Programme 2018/19	Standard item	

### Tuesday 10 July 2018

Item:	Requested by/when:	Deffered?
• Review of the Kent Commissioning Plan for Education 2018-22		
• An update on the performance of the Children and Young People Mental Health Service (March 2018)	Agreed at meeting of CYPE on 22 Jun 2017	
• Skills and Employability Update (inc Higher Apprenticeships – New Teaching Partnership and Universities)	Agreed at SMT mtg	Deferred from Nov 2017 and Jan 2018 meetings
• Update on Children in secure units		
• Performance Scorecard	Standard item	
• Budget Monitoring	Standard item	
• Work Programme 2018/19	Standard item	

### Tuesday 4 September 2018

Item:	Requested by/when:	Deffered?
• Complaints And Representations 2017-18		
• Update on Commissioned Children's Centres and Future Arrangements		
• Annual Equality and Diversity Report for Children, Young People and Education 2017-18		
• Performance Scorecard	Standard item	
• Budget Monitoring	Standard item	
• Work Programme 2018/19	Standard item	

### Tuesday 13 November 2018

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<b>Item:</b>	<b>Requested by/when:</b>	<b>Deffered?</b>
<ul style="list-style-type: none"> <li>• The Commissioning Plan for Education Provision in Kent 2019-23</li> </ul>		
<ul style="list-style-type: none"> <li>• Early Years and School Performance in 2018</li> </ul>		
<ul style="list-style-type: none"> <li>• Children, Young People and Education Strategic Vision and Priorities for Improvement 2019-2022</li> </ul>		
<ul style="list-style-type: none"> <li>• Performance Scorecard</li> </ul>	Standard item	
<ul style="list-style-type: none"> <li>• Budget Monitoring</li> </ul>	Standard item	
<ul style="list-style-type: none"> <li>• Work Programme 2018/19</li> </ul>	Standard item	
<b>Friday 11 January 2019</b>		
<b>Item:</b>	<b>Requested by/when:</b>	<b>Deffered?</b>
<ul style="list-style-type: none"> <li>• Co-ordinated Primary and Secondary Scheme of Admissions</li> </ul>		
<ul style="list-style-type: none"> <li>• Draft 2019-20 Budget and 2019-21 Medium Term Financial Plan</li> </ul>		
<ul style="list-style-type: none"> <li>• Performance Scorecard</li> </ul>	Standard item	
<ul style="list-style-type: none"> <li>• Budget Monitoring</li> </ul>	Standard item	
<ul style="list-style-type: none"> <li>• Work Programme 2018/19</li> </ul>	Standard item	
<b>Thursday 28 March 2019</b>		
<b>Item:</b>	<b>Requested by/when:</b>	<b>Deffered?</b>
<ul style="list-style-type: none"> <li>• CYPE Directorate Business Plan 2019-2020</li> </ul>		
<ul style="list-style-type: none"> <li>• Performance Scorecard</li> </ul>	Standard item	
<ul style="list-style-type: none"> <li>• Budget Monitoring</li> </ul>	Standard item	
<ul style="list-style-type: none"> <li>• Work Programme 2018/19</li> </ul>	Standard item	
<b>Other Items/Misc</b>		
<b>Item:</b>	<b>Requested by/when:</b>	<b>Deffered?</b>
<ul style="list-style-type: none"> <li>• Gang culture and the risk to vulnerable children in care, in terms of child sexual exploitation and drugs in Kent schools</li> </ul>	Suggested by CPP	
<ul style="list-style-type: none"> <li>• Kent Safeguarding Children Board's Improvement Plan</li> </ul>	CYPE CC on 22 Jun 2017	

**Updated: 26 February 2018**

## LIST OF COMMON ACRONYMS

<b>Initials</b>	<b>Full Name</b>
AD	Assistant Director
ADASS	Association of Directors of Adult Social Services
APA	Annual Performance Assessment
ARP	Access to Resources Panel
ART	Access to Resources Team
ASYE	Assessed and Supported Year in Employment
BME	Black and Minority Ethnic
C & F	Children & Families
CAFCASS	Children and Families Court Advisory Support Service
CAFIS	Children & Families Information System
CAFSAG	Children & Families Systems Advisory Group
CAMHS	Children & Adults Mental Health Service
CC	Children's Centre
CCG	Clinical Commissioning Group
CDT	Central Duty Team
CFA	Children and Families Assessment
CFAB	Protecting Children and uniting Families Across Borders
CHIN / CIN	Children In Need
CICA	Criminal Injuries Compensation Association
CIC	Children in Care
CLA	Children Looked After (a term infrequently used for CIC)
CMT	Corporate Management Team
CP	Child Protection
CP	Channel Panel
CPC	Child Protection Conference
CPP	Children Protection Plan
CPP	Corporate Parenting Panel
CPS	Crown Prosecution Service
CQC	Care Quality Commission
CRU	Central Referral Unit

CS	Children's Services
CSCI	Commission for Social Care Inspection
CSE	Child Sexual Exploitation
CSET	Child Sexual Exploitation Team
CYJB	County Youth Justice Board
CYPP	Children & Young Persons Plan
CYPSM	Children and Young People Service Manager
DAN	Domestic Abuse Notification
DBS	Disclosure and Barring Service check
DCS	Disabled Children's Service
DfE	Department for Education
DH	Department of Health
DIAT	Duty and Initial Assessment Team
DivMT	Divisional Management Team
DM	District Manager
DMT	Directorate Management Team
DV	Domestic Violence
EIC	Early Intervention Coordinator
EIDM	Early Intervention Delivery Manager
EIPS	Early Intervention Prevention Strategy
EIT	Early Intervention Team
EIW	Early Intervention Worker
EWO	Education Welfare Officer
EYI	Enhanced Youth Inspector
FGC	Family Group Conferencing
FLO	Family Liaison Officer
FOI	Freedom of Information
FPS	Foster Payment Scheme
FWA	Forces Welfare Association
GP	General Practitioner
GSCC	General Social Care Council
HMI	Her Majesty's Inspector



HV	Health Visitor
HWB	Health & Wellbeing Board
ICPC	Initial Child Protection Conference
IFA	Independent Fostering Agencies
IFSM	Integrated Family Support Manager
IRO	Independent Reviewing Officer
JRAP	Joint Resources Allocation Panel
KCAS	Kent Contact and Assessment Service
KCC	Kent County Council
KCF	Kent Children's Fund
KSCB	Kent Safeguarding Children Board
KISKA	Kent Independent Support for Kinship and Adoption
KPI	Key Performance Indicator
KPS	Kent Probation Service
LA	Local Authority
LAA	Local Area Agreement
LAC	Looked After Children (often referred to as CIC)
LADO	Local Authority Designated Officer
LCPCC	Local Child Protection Co-ordinating Committees
LEA	Local Education Authority
LILAC	Leading Improvement for Looked After Children
LSCB	Local Safeguarding Children Board
MCET	Missing, Child Exploitation Team
MIU	Management Information Unit
NCH	National Children's Homes
NCSC	National Care Standards Commission
NFA	No Further Action
NFER	National Foundation for Educational Research
NI	National Indicator
NIS	National Indicator Set
NSPCC	National Society for the Prevention of Cruelty to Children
NQSW	Newly Qualified Social Worker

NRPF	No Recourse to Public Funds
OFSTED	Office for Standards in Education, Children's Services and Skills
OOH	Out Of Hours
OCYPC	Our Children and Young People Council
PAF	Performance Assessment Framework
PCAS	Parenting Capacity Assessment Service
PEP	Personal Education Plan (ePEP is an electronic variant)
PDO	Practice Development Officer
PDP (1)	Personal Development Plan (performance management for members of staff)
PDP (2)	Practice Development Programme (PIP2)
PDR	Personal Development Review (alternative language for PDP1)
PIP	Practice Improvement Programme (see above, now Practice Development Programme)
PLASC	Pupil Level Annual School Census
PLO	Public Law Outline
PM	Performance Management
PRU	Pupil Referral Unit
PSA	Parent Support Advisor
PSW	Principal Social Worker
QA	Quality Assurance
QAF	Quality Assurance Framework
QSA	Quality Service Award
QSW	Qualified Social Worker
RCPC	Review Child Protection Conference
SCR	Serious Case Review
SCS	Specialist Children's Services
SECASC	South East Councils for Adult Social Care
SEN	Special Educational Needs
SGO	Special Guardianship Order
SM	Service Manager
SPA	Single Point of Access
SSAFA	Soldiers, Sailors Army Forces Association

Strat	Strategy discussion
SW	Social Worker
SWA	Social Worker Assistant
TAC	Team around the child
TAF	Team around the Family
TRP	Technology Refresh Programme
TL	Team Leader
UASC	Unaccompanied Asylum Seeking Children
VSK	Virtual School Kent
YOS	Youth Offending Service
YOT	Youth Offending Teams

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