

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

**Tuesday, 10th July, 2018**

**Darent Room, Sessions House**

**10.00 am**



## AGENDA

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

**Tuesday, 10 July 2018 at 10.00 am**  
**Darent Room, Sessions House**

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 S Chandler, Mrs P T Cole, Miss E Dawson, 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 Representatives (3): Mr D Brunning, Mr J Constanti and Mr Q Roper

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#### **UNRESTRICTED ITEMS**

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

- 1 Introduction/Webcast announcement
- 2 Membership  
To welcome Miss Dawson to the Committee.
- 3 Apologies and Substitutes  
To receive apologies for absence and notification of any substitutes present.

4 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.

5 Minutes of the meeting held on 8 May 2018 (Pages 5 - 14)

To consider and approve the minutes as a correct record.

6 Minutes of the Corporate Parenting Panel held on 22 March 2018 and update on CPP work (Pages 15 - 22)

To note the minutes and to receive a brief update from the Chairman of the Corporate Parenting Panel.

7 Verbal Update by Cabinet Member and Corporate Director (Pages 23 - 24)

To receive a verbal update from the Cabinet Member for Children, Young People and Education and the Corporate Director of Children, Young People and Education.

8 School Expansions and Alterations (18/00015, 18/00020, 18/00028, 18/00035, 18/00036, 18/00039) (Pages 25 - 76)

To note a parcel of school alterations which will shortly be subject to key decisions, and a decision that has already been taken. The Committee is asked to endorse or make recommendations to the Cabinet Member for Children, Young People and Education on the proposed decisions. The proposed decisions are as follows:

- **18/00015** – Proposal to make prescribed alterations to Laleham Gap (Foundation Special) School
- **18/00028** – Proposal to make alterations to St Nicholas (Community) Special School
- **18/00035** – Proposal to permanently expand Northfleet School for Girls, Gravesend
- **18/00036** – Proposal to permanently expand Temple Hill Primary Academy
- **18/00039** – Allocation of capital funding to enable Norton Knatchbull Grammar School to expand

The decision below has been taken:

- **18/00020** – Proposed permanent expansion and relocation of St Peter's Church of England Primary School

9 Kent and Medway Teaching Partnership (Pages 77 - 88)

To receive a report which outlines the context and recent developments for the creation of Teaching Partnerships between Local Authorities and Universities and the progress taken to develop this with Kent County Council and the 2

universities in Kent and with colleagues in Medway Council.

- 10 Review of the Kent Commissioning Plan for Education 2018-22 (Pages 89 - 108)  
To receive a report which informs Members of the progress made in implementing the Kent Commissioning Plan for Education 2018-22.
- 11 An update on the Emotional Wellbeing and Mental Health Pathway for Children and Young People in Kent (Pages 109 - 120)  
To receive a report which provides Members with an update on the Emotional Wellbeing and Mental Health Pathway for Children and Young People in Kent.
- 12 Young People's Supported Accommodation and Floating Support Service (Pages 121 - 126)  
To receive a report which updates Members on the progress of the procurement of the Young Person's Supported Accommodation and Floating Support Service.
- 13 Annual Equality and Diversity Report for Children, Young People and Education 2017-18 (Pages 127 - 148)  
To receive a report which provides a position statement for services within the Children, Young People and Education (CYPE) Directorate regarding equality and diversity work, providing an update on progress in delivering Kent County Council's Equality Objectives for 2017-18.
- 14 Ofsted Update (Pages 149 - 162)  
The Committee is asked to note an information item setting out data on Ofsted results.
- 15 Children, Young People and Education Directorate Performance Scorecard (Pages 163 - 180)  
To receive a report from the Cabinet Member for Children, Young People and Education and the Corporate Director of Children, Young People and Education which sets out the directorate's performance scorecard, which now includes Education, Early Help and Specialist Children's Services.
- 16 Work Programme 2018/19 (Pages 179 - 184)  
To receive the report from General Counsel that gives details of the proposed Work Programme for the Children's, Young People and Education Cabinet Committee.

### **EXEMPT ITEMS**

*(At the time of preparing the agenda there were no exempt items)*

Benjamin Watts, General Counsel, 03000 416814

*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**

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

MINUTES of a meeting of the Children's, Young People and Education Cabinet Committee held in Darent Room, Sessions House on Tuesday, 8th May, 2018.

PRESENT: Mr G Cooke (Chairman), Mrs A D Allen, MBE (Vice-Chairman), Mrs R Binks, Mr R H Bird (Substitute for Mrs T Dean, MBE), 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, Mrs S Prendergast and Dr L Sullivan

OTHER MEMBERS: Roger Gough

OFFICERS: Scott Bagshaw (Head of Fair Access), Celia Buxton (Principal Adviser for Secondary, PRUs and Special Schools), Stuart Collins (Interim Director, Early Help), Helen Cook (Commissioning Manager), Matt Dunkley CBE (Corporate Director for Children Young People and Education), Sarah Hammond (Interim Director of Specialist Children's Services), Jared Nehra (Area Education Officer - West Kent), Linda Pickles (Principal Adviser for Primary School Improvement), Mark Scrivener (Corporate Risk Manager) and Emma West (Democratic Services Officer)

**UNRESTRICTED ITEMS**

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

Apologies were received from Mr D Brunning, Mrs T Dean, Ida Linfield and Mr Q Roper.

Mr R Bird attended as a substitute for Mrs T Dean.

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

1. Dr Sullivan made a declaration of interest as her husband worked as an Early Help Worker for Kent County Council.
2. Mrs Game made a declaration of interest as her relatives were receiving services from CAMHS.
3. Mr Love made a declaration of interest as his wife worked for CXK.

**3. Minutes of the meeting held on 8 March 2018**  
*(Item 4)*

1. Resolved that the minutes of the meetings of the Children's, Young People and Education Cabinet Committee held on 8 March 2018 are correctly recorded and that they be signed by the Chairman.

**4. Minutes of the Corporate Parenting Panel held on 29 January 2018 and update on CPP work**  
*(Item 5)*

1. Resolved that the minutes of the Corporate Parenting Panel held on 29 January 2018 be noted.

**5. Verbal Update by Cabinet Member and Corporate Director**  
*(Item 6)*

1. Roger Gough (Cabinet Member for Children, Young People and Education) gave a verbal update on the following issue:

**Primary Offer Day** – Primary Offer Day took place on 16<sup>th</sup> April, overall, just under 90% of children that were going into year R were given their families' first preference of school. 97.7% of children going into year R secured one of their preferences. As a result, the allocations were at the lowest percentage that Kent had on record (2.2%). Kent were seeing the benefits of school expansions and were focusing on ensuring that as many children as possible secured one of their preferences.

2. Matt Dunkley (Corporate Director of Children, Young People and Education) gave a verbal update on the following issue:

**Reforms for children with SEN and disabilities** - In Kent, the levels of demand and spend for SEN were rising rapidly and schools in Kent were struggling to manage the intensity of the demand. Matt Dunkley said that the rising levels of demand and spend for SEN were an issue within the DSG within the school's budgets and affected further education colleges and special schools as well as mainstream schools. Kent were working hard with head teachers and schools to ensure that HNF budgets were sustainably managed and ensuring that processes were in place to prevent further overspend. The new assessment process for EHCP's was being reviewed internally to ensure that head teachers and parents were satisfied with the plan. The Government had introduced a Select Committee for SEND funding which would cover the assessment and support of children and young people with SEND, the transition from statements to EHCPs, the level and distribution of funding for SEND, the roles and co-operation between Education Health and Social Care sectors, and the provision for 19-25 year olds.

3. RESOLVED that the verbal updates be noted.

**6. Ofsted Outcomes Update**  
*(Item 7)*

*(Linda Pickles (Principal Adviser for Primary School Improvement) and Celia Buxton (Principal Adviser for Secondary, PRUs and Special Schools) were in attendance for this item)*

1. Mr Gough (Cabinet Member for Children, Young People and Education) and Linda Pickles introduced the report which set out a summary of the inspection outcomes for Kent schools.

- a) In response to a question, Linda Pickles said that the report was solely based on the ofsted outcomes of Kent schools. Celia Buxton said the PRU's were receiving significant support from the local authority.
- b) In response to a question, Linda Pickles said that she regularly met with the Mr Gough (Cabinet Member for Children, Young People and Education) to ensure that suitable interventions were in place in schools. Mr Gough said that if a school was of concern, it would be scrutinised as its own matter.
- c) In response to a question, Celia Buxton said that the Ofsted structure and performance measures within mainstream schools was the same as those in PRU's, although Ofsted did have specialist inspectors that looked closely at the journey of young people. She said that Kent's expectation of young people within PRU's should be as high as it was in any other schools.
- d) Mr Gough said that he would ensure that all Kent Ofsted reports were available to Members.
- e) In response to a question, Matt Dunkley said that the number of children who were being educated from home was increasing, and Kent provided a comprehensive service for checking and registering home education arrangements.

2. RESOLVED that the report be noted.

**7. 18/00016 - Post 16 Transport Policy 2018-19**  
(Item 8)

*(Scott Bagshaw (Head of Fair Access) was in attendance for this item)*

- 1. Scott Bagshaw introduced the report which set out the Post 16 Transport Policy for 2018-19.
  - a) In response to a question, Scott Bagshaw said that the Leader of Kent County Council, Mr Carter had sent a letter to the Transport Minister regarding subsidised rail travel. However, to his knowledge there had not been a favourable response. The Chairman suggested that more should be done to pursue this, and an update be received by the Committee in 6 months' time.
  - b) In response to a question relating to the post 16 transport policy consultation, Scott Bagshaw said that although the amount of feedback received was lower than expected, Kent County Council wrote to all travel card holders. He said that the consultation strategies used were reviewed frequently to ensure that Kent received as much feedback as possible from users. It relied heavily on schools and colleges for distribution and asked that they use their various contact methods through texts to engage their learners etc.
  - c) In response to a question, Scott Bagshaw said that he was not aware of restricted access to some routes at certain times but agreed to investigate this and invited Members to draw any areas of concern to his attention outside of the meeting.

- d) In response a question, Scott Bagshaw said that parents would be able to pay for annual passes in two instalments for 2018/19 academic year. Schools and Colleges had been invited to assist their low-income learners entitled to bursary funding by paying for their passes directly then seeking to recover contributions through staggered payments. He confirmed that officers were exploring the possibility of staggered payments direct to KCC, but this could not be delivered before the 2019/20 academic year.
- e) In response to a question, Scott Bagshaw explained that administering staggered payments directly would create a burden on KCC requiring the monitoring of thousands of payments every month. The existing resources were not in place to do this and as an uncapped scheme offering unlimited usage once the card was activated, it would require this level of audit were it to be pursued. He commented that a payment plan could potentially be put in place for the scheme, but it was unlikely that the plan would be in place before 2019 and would require operational resource to administer this.
- f) In response to a question, Scott Bagshaw said that colleagues in public transport were engaging in a 'Wheels to Work' scheme which enabled people living in more rural communities to be able to have discounted access to mopeds if the bus connections meant that they were unable to access schools and colleges.
- g) In response to a question, Scott Bagshaw said that anyone could apply for the pass on behalf of learners and pay for it including schools and colleges provided they had a suitable payment card. These institutions had been encouraged to develop a mechanism during their open day induction programmes to help learners eligible for bursary funding to apply for passes with the support of the schools or colleges.
- h) In response to a question, Scott Bagshaw said that approximately 7,000 learners were accessing the 19+ travel card.

2. RESOLVED that the proposed Post 16 Transport Policy for 2018/19, be endorsed.

**8. 18/00019 - Establishment of the new Specialist Resource Provision at The Judd School**  
(Item 9)

*(Jared Nehra (Area Education Officer – West Kent) was in attendance for this item)*

- 1. Jared Nehra introduced the report which set out the proposal to establish a Specialist Resource Provision at The Judd School.
  - a) In response to questions and comments, Jared Nehra said that currently there was no specialist resource provision in grammar schools for girls in the West Kent area. He said that there was ambition to establish a similar provision at a girls' selective school, this would be reviewed as part of the Commissioning Plan update.



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

- (i) establish a new Specialist Resource Provision for up to 20 students with an Education, Health and Care Plan (EHCP) for autistic spectrum disorders (ASD) at The Judd School, Brook Street, Tonbridge TN9 2PN;
- (ii) authorise the Director of Infrastructure in consultation with General Counsel to enter into any necessary contracts/agreements on behalf of the County Council; and
- (iii) 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,

be endorsed.

**9. Other Local Authority Looked After Children (OLA-LAC)**  
*(Item 10)*

1. Sarah Hammond (Interim Director of Specialist Children's Services) introduced the report which set out a position statement for services within Specialist Children's Services regarding Looked After Children placed in Kent by Other Local Authorities and the impact upon schools and Kent's Children in Care and Youth Justice Services.
2. Matt Dunkley reported on Kent's position nationally with regards to LAC, he said that LAC had been a matter of concern in Kent for many years but highlighted the importance of setting realistic targets.
  - a) In response to a question, Sarah Hammond said that Kent had a statutory duty to publish a local offer letter for each area of Kent. She added that the placing Local Authority equally had a duty to request the local offer letter and consult with Kent for the needs of their young people.
  - b) In response to a question, Sarah Hammond said that the Local Authorities were aware of their own ongoing costs and said that it was the hosting authority's responsibility to meet the costs of educating and transporting a child.
  - c) In response to a question, Sarah Hammond said that the difficulties present throughout the county in relation to LAC were well documented. She said that Kent were always clear about the risks that were associated with OLA LAC and if children were placed somewhere without alerting Kent, Kent would follow up to make the other Local Authorities aware of the challenges.
  - d) In response to a question, Matt Dunkley explained the current position in Thanet with relation to LAC and said that it was important to recognise that many of the LAC were victims of their circumstances.
  - e) The Chairman said that a progress report on OLA LAC would be added to the work programme.

- f) In response to a question, Matt Dunkley discussed the percentages of children living within each of the London boroughs and the effects that the population differences in each area had had on the statistics. Sarah Hammond said that she would try to find out the exact number of LAC in each area as opposed to percentages.
- g) In response to a question, Sarah Hammond said that the figures within the report did not include care leavers, the duties to care leavers in relation to personal advisors and ongoing support remained with the placing authority. However, the housing duties did fall on the local borough and district councils.
- h) In response to a question, Sarah Hammond said that Kent were in discussion with providers about the different views on the district-based data presented within the report. She expressed the importance of continuing to have conversations with providers and the placing authorities.
- i) In response to a question, Matt Dunkley said that residential homes were subject to the regulatory Ofsted inspection. If they were becoming inadequate, Ofsted would automatically warn the post Local Authority and the Local Authority who had children placed there of the fact they were becoming inadequate and what the implications were.
- j) In response to a question, Sarah Hammond said that Croydon were the other Local Authority with a larger number of UASC which added to the overall numbers of LAC.
- k) In response to a question, Matt Dunkley said that some schools in Kent had refused direction for placement and were asking for the Secretary of State to personally direct.
- l) In response to a question, Sarah Hammond said that she would liaise with Scott Bagshaw (Head of Fair Access) to retrieve the number of OLA LAC who were home educated, this information would be circulated to Members of the Committee.

RESOLVED that the report be noted.

**10. Early Help and Preventative Services Commissioned Services Performance**  
(Item 11)

*(Stuart Collins (Interim Director of Early Help and Preventative Services) was in attendance for this item)*

1. Mr Gough (Cabinet Member for Children, Young People and Education) and Stuart Collins introduced the report which set out the performance of the Early Help and Preventative Services Commissioned Services.
  - a) In response to a question relating to the KPI's for Dartford, Helen Cook said the figures and targets for Dartford were being monitored closely. She added that it was difficult to reach out to needy young people unless the numbers were present.

- b) In response to a question, the Chairman said that a further, more detailed report would be added to the work programme.
- c) In response to a question, Helen Cook discussed the Sk8side and West Kent YMCA figures within the report and said that the figures differed due to the reports being prepared at different times.
- d) In response to a question, Helen Cook said that for those providers who had been on an improvement plan due to red indicators, the improvement plans had progressed well.
- e) In response to a question, Stuart Collins said that staff within the current underperforming organisations would have TUPE rights, He said that an in-house offer had not been considered as the services were set up as commissioned services and an in-house offer would affect the balance of Commissioned Services across the county.
- f) In response to a question, Helen Cook referred to the average number of caseloads per worker and said that some caseloads lasted longer than others.
- g) In response to a question, Helen Cook said that she would incorporate information relating to the youth centre's targets, achievements and outcomes in a further report, the Chairman and Members of the Committee supported this.

2. RESOLVED that the report be noted.

**11. The Role of the Youth Advisory Group (YAG) and other district governance structures in place for 0-19 (and up to 25) services**  
(Item 12)

*(Stuart Collins (Interim Director of Early Help and Preventative Services) was in attendance for this item)*

- 1. Mr Gough (Cabinet Member for Children, Young People and Education) and Stuart Collins introduced the report which provided an update on the role of the Youth Advisory Group and other district governance structures in place for 0-19 (and up to 25) services.
- 2. The Chairman suggested that a further report be received by the Committee in September 2018 which would highlight the views and voice of the child.
- 3. RESOLVED that the report be noted.

**12. Kent's Local Offer to Care Leavers**  
(Item 13)

- 1. Sarah Hammond introduced the report which provided an overview as to why Kent County Council are required to produce a Local Offer for Care Leavers and the steps being taken to ensure that the Local Offer was developed in close collaboration with care leavers, partner organisations and key providers.

- a) In response to a question, Sarah Hammond said that care leavers were able to contact Kent's Children's Services at any time for further support up until they reached their 25<sup>th</sup> birthday.
  - b) In response to a question, Sarah Hammond said that Kent were hoping to expand the range of accommodation that was available to care leavers under housing related support, which previously was not available for care leavers.
  - c) Ann Allen, Chairman of the Corporate Parenting Panel commented on the helpful input that the young people had given at the last meeting of the Panel. She added that the Corporate Parenting Panel continue to work with the young people to ensure that they are supported.
2. The Chairman suggested that a further report be received by the Committee in January 2019, Members of the Committee supported this.
  3. RESOLVED that the report be noted.

**13. Risk Management: Children, Young People and Education Services**  
(Item 14)

*(Mark Scrivener (Corporate Risk Manager and Interim Corporate Assurance Manager) was in attendance for this item)*

1. Mark Scrivener introduced the report which set out the strategic risks relating to the Children, Young People and Education directorate.
  - a) In response to a question, Mark Scrivener said that the NEET indicator had been removed as although it was still a risk, it was not as significant as it once was and could be managed through day-to-day business. Matt Dunkley said that when NEET was first identified as a risk it was 7%, and it had reduced to 2.3%, Kent's performance was in the top quarter nationally. Mr Gough (Cabinet Member for Children, Young People and Education) said that whilst NEET would always be a risk, the figures had improved significantly, and a lot of progress had been made.
2. RESOLVED that the report be noted.

**14. Children, Young People and Education Directorate Performance Scorecard**  
(Item 15)

*(Stuart Collins (Interim Director of Early Help and Preventative Services) was in attendance for this item)*

1. The Chairman introduced the report which set out the Children, Young People and Education performance management framework 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.
  - a) In response to a question, Matt Dunkley said that the take-up for two-year olds had decreased and was below the target of 80%. He said many parents

did not wish to make use of the free childcare scheme. Mr Gough (Cabinet Member for Children, Young People and Education) added to Matt Dunkley's comments and talked about the localised pressures relating to the free childcare scheme.

- b) In response to a question, Stuart Collins mentioned the high volume of Domestic Abuse notifications and said that the Domestic Abuse notifications were sent straight to Children's Social Services or to Early Help dependant on the severity of the case, and each notification was dealt with separately.
- c) In response to a question, Matt Dunkley talked about the percentage of Education, Health and Care Plans (EHCPs) and the application process of an EHCP. He said that whilst the majority of EHCP requests came directly from parents, schools could also make a request/referral for an EHCP. He discussed the current EHCP pattern and said that the majority of EHCP's were maintained on review, and not ceased. Mr Gough said that despite the EHCP not being a requirement, the demand for EHCP's was ever-increasing.
- d) In response to a question, Sarah Hammond said that 55 Newly Qualified Social Workers (NQSWs) had been appointed recently and Kent had secured with Medway Council a significant funding stream under a teaching partnership for 2 years to be able to employ additional Senior Social Work Consultants to work alongside the NQSW's. She said that this would lead to an overall reduction in workloads. She confirmed that there were approximately 1,600 care leavers, and approximately 900 previous Unaccompanied Asylum-Seeking Children care leavers.

RESOLVED that the report be noted.

**15. Work Programme 2018/19**  
*(Item 16)*

- 1. RESOLVED that the Work Programme be noted, subject to the inclusion of the items discussed in the meeting, and that the Children's, Young People and Education Cabinet Committee meeting dates be amended to reflect the revised meeting dates.

**16. Overview of Young Carers Service - Early Help and Preventative Commissioned Service**  
*(Item 17)*

*(Stuart Collins (Interim Director of Early Help and Preventative Services) and Helen Cook (Commissioning Manager – (Children's) Early Help and Preventative Services) were in attendance for this item)*

- 1. A brief film relating to the work of young carers and the social action organisation, 'Imago' was shown to the Committee.
  - a) In response to a question, Helen Cook said that Imago supported children and young carers if somebody close to them was seriously ill or had passed away.

- b) In response to a question, Helen Cook said that Imago's aim was to contribute to the education of young people. Imago were focusing on workforce development and had were ensuring that all schools within Kent were aware of the service and raising awareness to support young carers.
  - c) In response to a question relating to safeguarding, Helen Cook said that Imago would treat any safeguarding issue very seriously and ensure that the issue was dealt with at a county level.
  - d) Ann Allen, the Chairman of Corporate Parenting Panel, referred to the work of the Corporate Parenting Panel and pointed out that most young people have smart phones, and therefore creating an app that connected them to other young carers would allow them to feel a sense of normality.
2. On behalf of the Committee, the Chairman asked officers to register thanks to Imago for the support that had been provided to young carers and to the young carers themselves.
  3. RESOLVED that the report 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 on Thursday, 22 March 2018.

PRESENT: Mrs A D Allen, MBE (Chairman), Mrs T Dean, MBE (Vice-Chairman), Mr M A C Balfour (Substitute for Mrs S Gent), Mrs T Carpenter, Mr G Cooke, Ms S Dunstan, Mr D Farrell, Ms L Fisher, Mr R Graves, Ms S Hamilton, Mrs S Hammond, Mr A Heather, Mr G Lymer, Ms C Moody, Mr M J Northey, Ms N Sayer and Ms C Smith

IN ATTENDANCE: Mr M Dunkley CBE (Corporate Director for Children Young People and Education), Ms J Carpenter (School Bursar and Project Officer, Virtual School Kent) and Miss T A Grayell (Democratic Services Officer)

### UNRESTRICTED ITEMS

#### **61. Membership**

*(Item 1)*

It was noted that Bethan Haskins had re-joined the Panel in place of Alison Brett.

#### **62. Apologies and Substitutes**

Apologies for absence had been received from Tony Doran, Lesley Game, Sue Gent, Stephen Gray and the Cabinet Member for Children, Young People and Education, Roger Gough.

Matthew Balfour was present as a substitute for Sue Gent.

#### **63. Minutes of the meeting of the Panel held on 29 January 2018**

*(Item 3)*

1. It was RESOLVED that the minutes of the meeting held on 29 January 2018 are correctly recorded and they be signed by the Chairman.

2. The Chairman added that she had sought again to have the Panel's minutes included on the agenda for meetings of the full County Council, to raise the profile of the Panel's work.

#### **64. Chairman's Announcements**

*(Item 4)*

The Chairman announced that she had recently provided a written foreword for the draft **Children Looked After (CLA) and Care Leavers Strategy 2018-22**, and suggested that the final strategy be considered by the Panel at a future meeting. The **Adoption Conference** would take place on 23 March and several members of the Panel would be attending.

**65. Verbal Update from Our Children and Young People's Council (OCYPC)**  
(Item 5)

1. Ms Dunstan and Mr Graves gave a verbal update on the work of the OCYPC, the Super Council and the Young Adults Council. *The text of the update will be attached to the final version of these minutes.*

2. The update included the list of forthcoming participation and engagement events, to which Panel members were invited, and it was agreed that *the text of the update be circulated after the meeting so all members had the details of the dates and venues.* A flyer and invitation to the Virtual School Kent Talent Showcase on 1 June had also been tabled, and *a copy of this would be sent to all Panel members.*

3. Ms Dunstan, Mr Graves, Ms Carpenter and Ms Smith responded to comments and questions from Panel members, including the following:-

- a) plans were in hand to film the talent showcase on 1 June so that any Panel member unable to attend could view it later. However, it was hoped that as many as possible would attend to support the young people taking part;
- b) the County Council's communications team had been involved in the production of a film addressing the stigma of being in care, and it was hoped that this could be shown to the Panel at a later date, and possibly to the full County Council. Participants in the film would be aged over 16 so would be able to give consent for the completed film to be shown in public and placed on YouTube. Mr Dunkley added that a filmed interview with Lemn Sissay, celebrating the good things about being in care, *could also be shared with Panel members;*
- c) support groups for boys would be starting shortly, following the success of the pilot project of girls' groups;
- d) a scheme in which the County Council could offer or arrange apprenticeships for Kent's care leavers was once again suggested, as this would be a very tangible way for the Council to support its young people into work; and
- e) having struggled in the past, the Thanet area was now served by a good Children In Care Council (CICC) and this was welcomed.

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

*The information referred to italics above was circulated to all Panel members after the meeting.*

**66. Corporate Parenting Challenge Card Update - "KCC acting as a guarantor for Care Leavers"**  
(Item 6)

1. Mr Dunkley introduced the report and, with Ms Hammond and Ms Smith, responded to comments and questions from the Panel, including the following:-



- a) the establishment of a guarantor scheme was welcomed as it placed the County Council as a corporate parent in the same position as a natural parent in supporting a young person into independent accommodation;
- b) more detail of the pilot scheme was requested and it was agreed that an overview of it be included on the agenda for the Panel's 1 June meeting;
- c) the guarantor scheme would be offered to young people who were sufficiently mature and ready to take on the responsibility of independent accommodation but would benefit from having a financial safety net. The presence of the guarantor scheme would not mean that anyone considered unready to take this step would be helped into it if it were not the right thing for them. Focussing on the suitability of young people would help the County Council to manage and minimise the risk element of the scheme;
- d) a pilot guarantor scheme had been run successfully by Devon County Council for one year, starting with a small cohort of young people, renting mainly private sector and university accommodation, and then opening up to include all care leavers. The overview report of the Kent pilot scheme would include an example of application and other paperwork and assessment criteria used in Devon, and a report of the findings from their pilot scheme;
- e) the development of the guarantor scheme had highlighted the issue of local authorities using their own housing stock to accommodate care leavers. Some local authorities exempted care leavers from paying council tax. Both of these issues could be investigated with housing partners in district councils;
- f) it was pointed out that care leavers continuing in full time education were exempted from paying council tax, while those in apprenticeships were not. This disparity should be addressed;
- g) asked about the potential costs of the scheme, if young people were to default on payments and require the County Council to cover their costs, and how anyone defaulting would continue to be supported, Mr Dunkley explained that, if a young person were not taking up a private rental and needing a guarantor, the County Council would need to pay to accommodate them in some other type of housing, at greater cost. Ms Hammond added that the guarantor scheme could benefit both the local authority and the young person. She offered to supply some estimated figures on the potential for defaulters and the likely costs;
- h) foster carers on the Panel confirmed that they had received training in helping young people to prepare for adulthood and access independent accommodation. This included a booklet on transition, of which all foster carers should be aware, as a resource. The advent of the guarantor scheme offered a way of supporting young people which was simply not possible for a foster carer to take on individually; and

- i) Mr Dunkley was thanked for revisiting the challenge and persevering with the concept of a local authority guarantor.
2. It was RESOLVED that:-
    - a) the challenge card progress to date, and the implications for the County Council acting as a guarantor, be noted; and
    - b) the County Council acting as a guarantor for care leavers, with a proposal to undertake a pilot scheme to inform a wider policy change, be supported in principal.

## **67. Verbal Update by the Deputy Cabinet Member**

*(Item 7)*

1. As Deputy Cabinet Member, the Chairman gave a verbal update on the following issues:-

***Statutory guidance regarding children in care and care leavers*** – recent new statutory guidance from government regarding section 4 of the Children and Social Work Act 2014 included an expanded role for the Virtual School Kent head teacher in support of children in care and previously in care and an extension of the personal advisor role for young people in care up to the age of 25. County and district councils would need to work closely together to better support care leavers, particularly in housing.

***National review of fostering services*** – the Government had commissioned Martin Narey to undertake a national review of fostering services. Several key reports on the service had been published recently, to which the Government was expected to respond shortly. Issues raised in these reports included a challenge to the role and effectiveness of the Independent Reviewing Officer (IRO) service and the potential to establish a national database to link children seeking to be fostered to a full range of fostering options.

***Unaccompanied asylum seeking children (UASC)*** – There were currently 244 UASC and 872 UASC care leavers in Kent, a total of 1,116. Only 23 new UASC had arrived in Kent since January 2018.

2. Ms Hammond added that, as it had dropped dramatically in recent months, the number of UASC in Kent was approaching the number (231) which would be Kent's 'share' of the UASC in the whole of the UK, a figure which had been identified when the National Transfer Scheme was established.

3. Panel members made the following comments:-

- a) the challenge to the role of IROs caused concern. What was needed was more IROs, but it was feared that a review might lead to a reduction in numbers or a diminution of their role. Ms Carpenter advised that a meeting on 21 March with the Children's Minister had included appreciative contributions from young people about the value of their IROs as a long-term support. Ms Fisher added that the IRO service was also a vital support for young people in custody; and

- b) Ms Smith said that work was continuing on the form of an extended Virtual School Kent head teacher role in respect of young people up to the age of 25. The Chairman added that it would be most helpful for the Panel to have a set of bullet points setting out the different aspects of the new statutory guidance.

4. It was RESOLVED that the verbal updates be noted, with thanks. *Reports on the new statutory guidance and the national review of the fostering service would be added to the work programme.*

## **68. Performance scorecard for Children in Care**

*(Item 8)*

*Mrs M Robinson, Management Information Service Manager, was in attendance for this and the following item.*

1. Mrs Robinson introduced the report and highlighted the inclusion, with the usual scorecard, of details of target setting for the 2018/19 year. Targets were a combination of national and local key performance indicators (KPIs), and the County Council had more control over the latter. There were three areas of change:

- one KPI had been removed: the number of adoption cases in which it had taken longer than four months to reach a decision. Few took longer than this time, and those which did took only a little time longer than the target;
- two new KPIs had been introduced: i) the percentage of Education and Health Care Plans issued within 20 weeks for children in care, and ii) the overall number of interviews undertaken with young people returning from being missing, not just those completed within 72 hours of return;
- The target for one KPI had changed: the number of initial health assessments for children coming into care. The County Council target of 90% would be reduced to match the NHS target of 85%.
- Some minor changes to the red, amber and green (RAG) bandings had been applied for 2018/19.

2. Mrs Robinson and Ms Hammond then responded to comments and questions from the Panel, including the following:-

- a) Panel members were reassured that, although an unusually large number of social workers had taken maternity leave at the same time, this did not mean that young people were without a social worker; they had simply had to move to a new social worker. The children in care service continued to show a good level of stability; and
- b) a restructure of the Disabled Children's Service had coincided with the above. Any such change always carried a risk that it would cause some disruption to service.

3. Mr Dunkley advised that the Corporate Parenting Panel needed to see more detail of performance than was reported to the Children's, Young People and

Education Cabinet Committee, and was being asked to give a view on the quantity and helpfulness of the information reported. He assured the Panel that all data relating to the existing KPIs would continue to be collected by officers as a matter of best practice, but reporting it all to the Panel may not be desirable or necessary.

4. It was RESOLVED that the performance data in the children in care scorecard and the target setting document for 2018-19 be noted and welcomed, and that the reporting of the above continue as at present.

## **69. Quarter 3 Health Initial Health Assessment Data Overview** *(Item 9)*

1. Ms Sayer introduced the report, which had been prepared at the request of the Panel, and summarised the data presented. Ms Sayer and Mrs Robinson set out how the information collected by the NHS related to that collated on the County Council's Liberi database and how they would work together to make this reporting as clear and coherent as possible. As a result of joint working, a weekly report of any outstanding requests for health assessments was sent from the Council's management information unit to NHS colleagues. Ms Sayer responded to comments and questions from the Panel, including the following:-

- a) arranging health assessments for young people in secure accommodation was a challenge. Ms Sayer clarified that they would only qualify for a health assessment if they were already in care before entering custody. If they entered care as a result of entering custody, they would be subject to a different process. Ms Sayer and Ms Fisher confirmed that they would work together on the health issues arising for young people in secure accommodation;
  - b) the methods of recording health assessment by the NHS and on the Liberi database did not currently match exactly; Liberi recorded the date on which the request for the initial health assessment was made but did not record if the request was returned by health. Health data recorded each time a request was returned to Specialist Children's Services, if the request was not complete, leading to multiple requests for the same assessment;
  - c) Ms Smith added that a dedicated officer was now employed in Specialist Children's Services to undertake joint working with the NHS to address the issues highlighted above; and
  - d) foster carers were given advice about helping a young person to sign up with a new GP, dentist, sexual health clinic, etc, when they moved to a new placement. Some young people did not want to have a regular health assessment as it marked them out as being different from their peers. However, as such assessments were a statutory requirement, and must be undertaken by a medical practitioner or a specialist Looked After Children's nurse, options for making these less formal were limited.
2. It was RESOLVED that the information set out in the report and given in response to comments and questions be noted.

## **70. Proposal to develop a Regional Adoption Agency**

*(Item 10)*

*Ms S Skinner, Head of Kent Adoption Service, was in attendance for this item.*

1. Ms Smith and Ms Skinner introduced the report and advised that funding had now been secured and the next step was to appoint a project manager. Ms Smith and Ms Skinner responded to comments and questions from the Panel, including the following:-

- a) the establishment of the regional adoption agency was welcomed as it formalised the joint working arrangement which had always existed between neighbouring authorities to accommodate difficult-to-place children. However, the previous arrangement was broader and could involve more partners, whereas the regional adoption agency involved only two other partners. Ms Skinner advised that the existence of the regional adoption agency would not preclude Kent from seeking placements with other authorities or from 'exporting' its own adopters, via a national register, if they were not first matched with children from Kent, Bexley or Medway; they would simply seek to place children with regional adoption agency partners before trying elsewhere. Mr Dunkley added that the establishment of the regional adoption agency was Kent's answer to the Government's push to address the need for adopters;
- b) asked about the possibility of elected Member involvement in the new arrangement, as with the former adoption panels, Ms Skinner explained that Member support and involvement was crucial and elected Members of the three authorities would be part of the work stream;
- c) the workload of the former adoption panels had been enormous, and some Members had withdrawn their involvement in the past due to the onerous workload of reading and preparing sufficiently to be able to consider the decisions which those panels were asked to make, and because some felt they were not qualified to make such decisions. There had also been advice given by Barnado's that this role was not appropriate for elected Members;
- d) concern was expressed about the extent to which Kent would benefit from the regional adoption agency, compared to the two partner authorities, which were much smaller; surely they would benefit more from the economies of scale of being able to attract adopters by partnering a large authority. Ms Skinner advised that Kent would be able to charge other local authorities to use its adopters, and an agreement of the financial arrangements between the three partners would form a major part of the discussions which were to start shortly;
- e) Members would need to be given more detailed information about the arrangements as the project developed, which Ms Skinner advised could take 12 to 18 months, and would need to be able to comment on the proposals in order to achieve meaningful input. They should also be able to monitor the performance of the new body, once established; and

- f) asked about Kent's relationship with its other neighbour authorities, and how the number of adopters and children seeking adoption compared across the region, Ms Skinner advised that East and West Sussex were in the process of forming a regional adoption agency with Surrey and Brighton and Hove, which would cover a population of the same size as that of Kent, Medway and Bexley. Authorities such as Oxfordshire and Berkshire had already gone live with their regional adoption agencies, and Kent could learn from the development work they had undertaken.
2. It was RESOLVED that the information set out in the report and given in response to comments and questions be noted, and an update report on the proposed development of a Regional Adoption Agency with the London Borough of Bexley and Medway Council be submitted to the Panel in six months' time.

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

**Matt Dunkley CBE, Corporate Director of Children, Young People and Education**

**To:** Children's, Young People and Education Cabinet Committee – 10 July 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: -

- Integration of CYPE Directorate
- Feedback from Headteacher Briefing

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

**To:** Children's, Young People and Education Cabinet Committee – 10 July 2018

**Subject:** Governing Body Proposal to make prescribed alterations to Laleham Gap (Foundation Special) School

**Classification:** Unrestricted

**Decision No:** 18/00015

**Past Pathway of Paper:** None

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

**Electoral Division:** Ramsgate – Karen Constantine  
Ramsgate – Paul Messenger

**Summary:**

This report sets out for consideration the results of the consultation held by the Governing Body of Laleham Gap (Foundation Special) School and the subsequent statutory public notice published by the Governing Body to make the following prescribed alterations.

- I. To remove the boarding provision at the school no later than July 2020;
- II. Change the age range from 4-16 to 4-17 years by introducing a one-year post 16 provision;
- III. Change the designated number of the school from 170-178.

**Recommendation(s):**

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

- a) **NOTE** the outcome of the consultation and statutory notice;
- b) **COMMENT, ENDORSE or MAKE RECOMMENDATIONS** to the Cabinet Member for Children, Young People and Education on the decision to agree that the Governing Body of Laleham Gap School should implement their proposal to remove the boarding provision; change the age range from 4-16 to 4-17 years by introducing a one-year post 16 provision and increase the designated number of the school from 170-178.

## **1. Introduction**

1.1 Laleham Gap School is a Special School in Thanet and has a designated number of 170. The School specialises in providing both day and residential education for pupils aged 4-16 years who have Autistic Spectrum Disorder (ASD) with Speech, Language and Communication Needs. The school currently offers boarding on weekdays as a weekly placement.

1.2 Ofsted judged the school to be Good in all areas in July 2017.

1.3 All pupils have a statement of special education need or an Education, Health & Care plan.

1.4 The Governing Body of Laleham Gap School held a public consultation on a proposal to make prescribed alterations to the school. The consultation ran for a four-week period from 19 February to 20 March 2018.

1.4 On 23 May 2018, the Governing Body of Laleham Gap School published a statutory public notice in a local newspaper on their proposal to make prescribed alterations to the school. The public notice period ended on 21 June 2018 and no comments were received.

## **2. Governing Body Proposal**

2.1 Over the last seven years the number of residential pupils has fallen from 27 in 2011 to 14 in 2015 and 5 in 2017. It has become clear that the residential provision in its existing form is unsustainable. The proposed opening of Bearsted Academy (a secondary special school for 168 children with high functioning autism) in September 2019 and the progress of Aspire (a free school for 116 primary aged children with high functioning autism) also planned for opening in September 2019, adds further support for Laleham Gap School closing its residential provision.

2.2 The proposal is to close the provision no later than July 2020. This will see three of the four current residential students to the end of year 11. One student is currently in year 8 and this will provide sufficient time for a planned transition. Discussions have already taken place with the family. If this proposal is agreed, the school will only then take additional residential children based on the July 2020 closure.

2.3 In parallel with the proposal to close the boarding provision, Laleham Gap are proposing to permanently change the age range of the school from 4-16 years to 4-17 years by introducing a one-year post 16 provision, for up to 8 students. This will then utilise one floor of the Phoenix building (residential unit) for a one-year post 16 provision and an independent living support provision which will also be helpful pre-16.

2.4 It is envisaged that these proposals will have a positive impact in Thanet as Laleham Gap School will be able to improve support to students to encourage

independent living skills, reduce the dropout rate from pupils attending college from Laleham Gap and reduce NEETs

### **3. Financial Implications**

#### **3.1. Capital**

There will be limited alterations to the boarding provision in Phoenix building to accommodate independent living. It is envisaged that this can be met within the schools' own resources.

#### **3.2. Revenue**

The LA will agree the commissioned number of post 16 places with the school, based on actual level of need, up to a maximum of 8, on an annual basis. The commissioning cycle which commences each autumn will confirm the number of known students who will require a place for the following September. Approved changes can be made during the academic year if required and funding will follow.

#### **3.3. Human**

Boarding Staffing (Phoenix Building) have been fully consulted on this proposal. It has been made clear to boarding staff that the school wants them to play an active part in the development and use of the Phoenix building for future provision years to come. The School wants the Phoenix building to be the base for a post 16 provision, providing person centred curriculum opportunities to better prepare young people for the difficult transition from Laleham Gap School to their next step in life, whether it be in education, training or employment. The boarding staff are highly trained and experienced in providing person centred activities as part of a full curriculum offer. They have all shown dedication to Laleham Gap School and its pupils for many years. They will all have the opportunity for their service to continue at Laleham Gap School.

### **4. Vision and priorities for Improvement**

4.1 Kent's Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) aims to address, amongst other things, gaps in provision. It has a priority to create at least 275 additional places for ASD and BESN. Therefore, the Commissioning Plan for Education Provision in Kent (2018-22) sets out the intention to commission additional Special School places.

4.2 As the strategic commissioner of school provision, the Local Authority has a duty to ensure that there are sufficient school places for the residents of Kent, including sufficient special educational needs places. The Commissioning Plan outlines the requirement for the need to significantly increase the number of supported internships and study programmes that include personalised support and high-quality work experience placements post 16. The post-16 provision will give the students the additional time they need for a more successful transition into their college place and reduce the dropout rate.

### **5. Views**

5.1 The view of the local Member:

Karen Constantine, the Local Member has been informed of the plans.

## 5.2 The view of the Headteacher and Governing Body:

The school, Headteacher and Governing Body fully supports the planned proposal.

## 5.3 The view of the Area Education Officer

Laleham Gap School is a good and popular school and we support its proposal to remove the current underutilised boarding provision, to create a one-year post 16 facility, which will give these pupils the additional time they may need to more successfully transition into their college placements.

## 6. Public Consultation

### 6.1 Consultation Timetable:

Agreement from Governing Body to hold the consultation	January 2018
Public Consultation period	19 February to 20 March 2018
Public Meeting date	8 March 2018
Outcome decision from Governing Body on consultation	15 May 2018
Public Notice period	23 May to 21 June 2018
CYPEE meeting (record of decision)	10 July 2018
Four-week appeal period	24 July – 21 August 2018
Phased implementation from	September 2018 to July 2020

### 6.2 Outcome of the responses to the Consultation:

The consultation was distributed to parents/carers, staff and governors at Laleham Gap School, the local Members, Thanet Borough Council, The Member of Parliament, the Diocesan Authorities, local libraries and others.

A consultation page for Laleham Gap was set up on Kent.gov.uk and a page on Laleham Gap website. The link to the website was circulated to statutory stakeholders. All interested parties were provided with the opportunity to send in responses via the school, by post and email.

A drop-in consultation event was organised by the School on 8 March 2018 between 4:30pm and 6pm and was attended by the Headteacher, AEO, Head of SEN and colleagues. This provided the opportunity for parent/cares to ask any questions regarding the proposal. A summary of the drop-in session is attached at Appendix 1.

Following the closure of the consultation 49 responses were received. 42 were positive, 3 negative and 4 undecided. A summary of all written responses is attached at Appendix 2.

## 7. Statutory Public Notice

### 7.1 Responses to the statutory public notice:

Laleham Gap School has received no responses to the statutory public notice.

## 8. Recommendations

### Recommendation(s):

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

- a) **NOTE** the outcome of the consultation and statutory notice;
- b) **COMMENT, ENDORSE or MAKE RECOMMENDATIONS** to the Cabinet Member for Children, Young People and Education on the decision to agree that the Governing Body of Laleham Gap School should implement their proposal to remove the boarding provision; change the age range from 4-16 to 4-17 years by introducing a one-year post 16 provision and increase the designated number of the school from 170-178.

## 9. Background Documents

9.1 Vision and Priorities for Improvement 2018-2021

[http://www.kelsi.org.uk/\\_data/assets/pdf\\_file/0008/68498/Children-Young-People-and-Education-Vision-and-Priorities-for-Improvement-2018-2021.pdf](http://www.kelsi.org.uk/_data/assets/pdf_file/0008/68498/Children-Young-People-and-Education-Vision-and-Priorities-for-Improvement-2018-2021.pdf)

9.2 Commissioning Plan for Education Provision in Kent 2018-2022

[www.kent.gov.uk/educationprovision](http://www.kent.gov.uk/educationprovision)

9.3 SEND Strategy

[www.kent.gov.uk/sendstrategy](http://www.kent.gov.uk/sendstrategy)

## 10. Contact Details

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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:  
18/00015

For publication  
**Subject: Governing Body Proposal to make prescribed alterations to Laleham Gap (Foundation Special) School**

Decision:

**As Cabinet Member for Children, Young People and Education, having taken into account the outcome of the of the statutory public notice published by the Governing Body of Laleham Gap School, I agree that the Governing Body should implement their proposal as follows:**

- I. To remove the boarding provision at the school no later than July 2020
- II. Change the age range from 4-16 to 4-17 years by introducing a one-year post 16 provision.
- III. Change the designated number of the school from 170-178

Reason(s) for decision:

In reaching this decision I have taken into account:

- The need for additional ASD places to meet increasing demand, as set out in Kent’s Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND).
- The need to increase the number of supported internships and study programmes that include personalised support and high-quality work experience placements post 16 as set out in the Commissioning Plan for Education Provision in Kent 2018-2022.
- That these proposals will have a positive impact in Thanet as Laleham Gap School will be able to support students to independent living, reduce the dropout rate from pupils attending college from Laleham Gap and reduce the number of NEETs.
- The views of the local County Councillor, Area Education Officer; Headteacher and Governing Body of Laleham Gap School;
- The Equalities Impact Assessment and comments received regarding this; and
- the views of the Children, Young People and Education Cabinet Committee which are set out below

**Financial Implications**

Capital  
There will be limited alterations to the boarding provision in Phoenix building to accommodate independent living. It is envisaged that this can be met within the schools’ own resources.

Revenue

The LA will agree the commissioned number of post 16 places with the school, based on actual level of need, up to a maximum of 8, on an annual basis. The commissioning cycle which commences each autumn will confirm the number of known students who will require a place for the following September. Approved changes can be made during the academic year if required and funding will follow.

Human

Boarding Staffing (Phoenix Building) have been fully consulted on this proposal. It has been made clear to boarding staff that the school wants them to play an active part in the development and use of the Phoenix building for future provision years to come. The School wants the Phoenix building to be the base for a post 16 provision, providing person centred curriculum opportunities to better prepare young people for the difficult transition from Laleham Gap School to their next step in life, whether it be in education, training or employment. The boarding staff are highly trained and experienced in providing person centred activities as part of a full curriculum offer. They have all shown dedication to Laleham Gap School and its pupils for many years. They will all have the opportunity for their service to continue at Laleham Gap School.

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

Any alternatives considered:  
None

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

.....  
**Signed**

.....  
**Date**



**Summary of the Meeting**

Laleham Gap Governing Body is proposing to make prescribed alterations to Laleham Gap (Foundation) Special School, Ozengell Place, Ramsgate, CT12 6FH, CT12 6FH:

- remove the boarding provision at the school no later than July 2020;
- change the age range from 4-16 to 4-17 years by introducing a one-year post 16 provision;
- change the designated number from 170-178

**Consultation drop-in session for parents/carers, governors, and members of staff  
Thursday 8 March 2018**

The drop in Session was facilitated by Les Milton, Headteacher; Marisa White, KCC Area Education Officer, Lorraine Medwin, KCC Area Schools Organisation Officer and Julie Ely, KCC Head of SEN.

The session was attended by parents, governors and staff.

<b>Comments and Questions</b>	<b>Responses</b>
The proposal for a 1-year Post 16 provision – would this be for existing children, children already attending the school?	Headteacher: Yes, the provision is for existing Children attending Laleham Gap.
What would be the criteria for access to the Post 16 Provision, would it only offer 8 places?	Headteacher: Work has to be done on the criteria, but it would be those pupils that required more life skills and independence support to be successful at college
Would children be excluded for transfer to this provision on the basis of geography?	Headteacher: No
Has Kent got residential provision elsewhere in Kent? (Parent of a Year 5 child – currently attending Wyvern) looking for a residential place for his child due to distance she would have to travel.	Head of SEN: Yes. <ul style="list-style-type: none"> <li>• Broomhill Bank – 2 sites, one for high functioning;</li> <li>• Stone Bay – more complex needs,</li> <li>• Valence – more physical disability</li> </ul>
Feel that there is a gap for high functioning children with ASD – fall in between categories. There is definitely a gap in south Kent – Ashford area.	
Concern raised over the distance some children have to travel and that this cuts them off from the after school social interaction opportunities that the school offers and that they would benefit from. Residential helps in these circumstances.	
It isn't just about travel times; some children benefit from the whole residential experience – the care levels and expertise of staff in the unit has a massive positive impact on the children.	
(Staff member) Feels quite conflicted – can see the children that may benefit from residential but, if numbers are very low – cannot provide that same experience and social experience with very low numbers. Loss of 6 had a material impact (then went	

Comments and Questions	Responses
down to 3 residents). The addition of one student had a noticeable positive benefit.	
Are there criteria that have to be met to secure a residential placement?	Head of SEN: Each child's needs are assessed, and decisions are based on their individual needs.
(Parent of a Year 9 student). There is a lot of anxiety amongst parents whose children are approaching Year 11 and will need to move on to Post 16 elsewhere. Her daughter is currently benefitting from a Pre-16 programme being delivered by staff that supports the development of her daughter's social and life skills. She can see children who would benefit from the Post 16 provision being proposed.	Headteacher: (Les Milton). The decline in numbers within the residential is indisputable and the need for the Post 16 is also evidenced and would benefit a larger number of children.
(Parent) Closure of the recently built residential provision isn't a good use of public money that was invested.	Headteacher: That investment would not be lost as the building would be utilised for the Post 16 provision and the staff skills would also be used to support this provision.
Will the Post 16 only happen if and when the residential provision closes?	Headteacher: Yes
What guarantee is there that the residential would not close earlier, if children left earlier and the numbers dropped to one or two for instance?	Headteacher: We cannot give a guarantee under these circumstances, but it would only happen after the parents and the young person /persons were consulted and their views would carry a lot of weight. There would also be the issue of what the offer to that young person/persons would look like.
We would really like both – the residential to continue and the Post 16 provision to be established	
How many families apply for a boarding place for their child and are rejected for various reasons?	Headteacher: A small number – do not have the numbers to hand, but it is small.
(Staff member) A decision has to either be made to fund to a higher minimum level to be able to keep the residential, or if that is not possible, the residential cannot be promoted because of the risk that it may close and disrupt the young people.	Head of SEN: (Julie Ely) Funding is set nationally and the LA does not have the flexibility to decide to increase funding or change the way it is allocated.
(Parent) will the school be limited to the 8 Post 16 places?	Headteacher: The building would suit curriculum delivery for 8 as the school would also use the building to deliver life skills training to Pre-16 students. We will be working with FE colleges and other Post 16 specialist providers, so not all of the Post 16 experience will be on site.
(Parent) I feel that it is important for the residential option to be available for all children, for example where a family's life circumstances change, and they need a residential place to ensure continuity and stability.	

**Summary of Consultation Written Responses.**

**Laleham Gap Governing Body is proposing to make prescribed alterations to Laleham Gap (Foundation) Special School, Ozengell Place, Ramsgate, CT12 6FH, CT12 6FH:**

- **remove the boarding provision at the school no later than July 2020;**
- **change the age range from 4-16 to 4-17 years by introducing a one-year post 16 provision;**
- **change the designated number from 170-178**

Consultation information distributed:

- All Parents/Carers, Governors and Members of Staff at St Nicholas School, Spires Academy and The Canterbury Primary School;
- All schools in the Canterbury District;
- Canterbury & Coastal Clinical Commissioning Group;
- Elected representatives;
- Diocesan Authorities.

Responses received: 49

	Yes	No	Undecided	Total
Parent	41	3	4	48
Staff				
Governor				
Pupil				
Other	1			1
<b>Total</b>	<b>42</b>	<b>3</b>	<b>4</b>	<b>49</b>

**Response comments in favour of the prescribed alterations include;**

‘Although it is sad to lose the Residential/Boarding facilities, if it is not being used to its full potential then it is a wise decision to extend the school age range, post 16 and independent living support.’

‘Post 16 provision sounds like a great idea, however have concerns/reservations towards it being restricted to 8 pupils when there is more than 3 times that number in the year group.’

‘We would like to know if our Daughter would be allocated a place as it will only be offered to a third of students.’

‘Feeling very positive about children having access to post 16 Education at Laleham, fantastic!’

‘Children should be provided education until they are 18 so that they can continue their education for as long as possible’

‘Children at Laleham Gap need the school to provide for them until they are 18 so that they can continue their education, therefor as long as possible.’

'We would like to see the building being used as a fully functioning sixth form offering a range of subjects.'

'A fantastic idea, we hope our children will be able to benefit from having the sixth form.'

'This should be offered to all age appropriate pupils as they will not only give them the chance to retake examinations but perhaps take further qualifications.'

'We feel very positive about children having access to post 16 education at Laleham, fantastic.'

'It would be beneficial to extend the age to 18 instead of 17.'

'As the parent of a Year 7 student I can only see the benefits for the proposal. The need if sustainability is relevant to not impact ordinary pupil's adversely over time.'

'This would benefit our grandchild and other pupils, better still if the provision could be extended to age 18 or beyond.'

'My son is in Year 9 currently and I am considering a specialist post 16 provision for the very reasons outlined in your letter, what would the selected criteria be if more than 8 pupils are staying on? May I take this opportunity to praise residential staff and wish them all the best.'

'We would like to see a fully functioning sixth form at Laleham Gap, a fully functioning sixth form would almost, if not, 100% eliminate the dropout rates.'

'Why can't we have a sixth form? The proposal is not enough; surely, with such a large building it can support more than 8 students?'

### **Response comments opposed to the prescribed alterations include**

'I am against it as the children that live further afield will find it difficult to attend Laleham, (also children that have health difficulties. How can you provide a sixth form for just 8 young people? As there will be extra children that need this support.'

### **Response comments by the undecided include;**

'Why can you not offer a full sixth form?'

'With regards to the post 16 facilities I think it's ideal, overdue and I am just sorry that too late for my son to benefit.'

'The letter reads as though you only plan to offer 8 students the option of independent learning and staying to board. Could this not be expanded? Also, what if students want to stay on to expand on GCSE learning e.g. take another subject?'

'I absolutely agree that the post 16 provision is needed and wholeheartedly support that part of the proposal. A number of other students will benefit from this. Although a good idea, this seems a major change just to secure a post 16 1 – year facility for up to 8 students! That said I return to the current status of maintaining the present boarding provision as fully functional and continuing the high quality residential experience.'

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

**Matt Dunkley CBE, Corporate Director of Children, Young People and Education**

**To:** Children's, Young People and Education Cabinet Committee – 10 July 2018

**Subject:** Decision taken outside of Committee

**Classification:** Unrestricted

### **FOR INFORMATION ONLY**

**Summary:** The attached decision was taken between meetings as it could not reasonably be deferred to the next programmed meeting of the Children's, Young People and Education Cabinet Committee for the reason(s) set out below

- 1.1 In accordance with the new governance arrangements, all significant or Key Decisions must be listed in the Forward Plan of Key Decisions and should be submitted to the relevant Cabinet Committee for endorsement or recommendation prior to the decision being taken by the Cabinet Member or Cabinet.
- 1.2 For the reason(s) set out below it has not been possible for this decision to be discussed by the Cabinet Committee prior to it being taken by the Cabinet Member or Cabinet. Therefore, in accordance with process set out in Appendix 4 Part 7 paragraph of the Constitution, the following decision was taken and published to all Members of this Cabinet Committee and the Scrutiny Committee.
- 1.3 Decision Number: 18/00020 – Proposed permanent expansion and relocation of St Peter's Church of England Primary School, Windmill Street, Tunbridge Wells, Kent TN2 4UU to a new site in Hawkenbury. Its capacity will expand from 140 places to 210 places, increasing the published admission number (PAN) from 20 to 30 Reception Year places from September 2019. The Children's, Young People and Education Cabinet Committee considered and endorsed the Kent Commissioning Plan at its meeting on 22 November 2017 and it was agreed by Cabinet on 18 January 2018. The Commissioning Plan identified the need for additional places in the Tunbridge Wells area. To ensure the works can begin on time the Cabinet Member was required to take this decision outside of the Committee cycle.

**2. Recommendation:** That decision number 18/00020 - Proposed expansion of St. Peter's CEPS, Windmill Lane, Tunbridge Wells TN2 4UU and relocation to a new site in Hawkenbury; was taken in accordance with the process in Appendix 4 Part 7, be noted.

### **3. Background documents:**

Decision Number: 18//00020 - Proposed expansion of St. Peter's CEPS, Windmill Lane, Tunbridge Wells TN2 4UU and relocation to a new site in Hawkenbury

<https://democracy.kent.gov.uk/ieDecisionDetails.aspx?ID=2168>

Commissioning Plan for Education Provision in Kent 2018-2022

[https://www.kent.gov.uk/\\_data/assets/pdf\\_file/0003/66990/Kent-Commissioning-Plan-for-Education-Provision-2018-22.pdf](https://www.kent.gov.uk/_data/assets/pdf_file/0003/66990/Kent-Commissioning-Plan-for-Education-Provision-2018-22.pdf)

### **4. Contact details:**

#### **Report Author**

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#### **Relevant Director**

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## KENT COUNTY COUNCIL – RECORD OF DECISION

### DECISION TO BE TAKEN BY:

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

### DECISION NO:

18/00020

### For Publication

**Subject:** Proposed expansion of St. Peter's CEPS, Windmill Lane, Tunbridge Wells TN2 4UU and relocation to a new site in Hawkenbury

### Decision:

**As Cabinet Member for Children, Young People and Education Cabinet I agree to: support the permanent expansion and relocation of St Peter's Church of England Primary School, Windmill Street, Tunbridge Wells, Kent TN2 4UU to a new site in Hawkenbury. Its capacity will expand from 140 places to 210 places, increasing the published admission number (PAN) from 20 to 30 Reception Year places from September 2019. Therefore, I agree to:**

- (i) Allocate £6.9 million from the Basic Need Capital Programme Budget, which over a period of time will be offset by approximately £1.5 million from developer contributions and an estimated £450,000 in capital receipts from the sale of the existing school site.
- (i) Authorise the Director of Infrastructure in consultation with General Counsel to enter into any necessary contracts/agreements on behalf of the County Council
- (ii) 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

The Cabinet Member's decision on the project will be conditional upon planning permission being granted.

This decision is conditional upon planning permission being granted. The costs of the project are estimates and these may increase as the project is developed. If the cost of the project is greater than 10%, the Cabinet Member will be required to take a further decision to allocate the additional funding.

### Reason(s) for decision:

In reaching this decision I have taken into account:

- the views expressed by those who responded to the public education consultation
- the views expressed by the Area Education Officer for West Kent, the local Member, the Headteacher and Governing Body.
- the Equalities Impact Assessment regarding this; and
- the views of the Children's, Young People and Education Cabinet Committee which are set out below

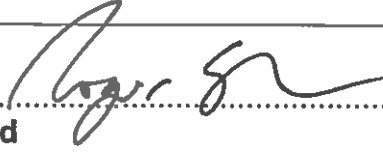
### Cabinet Committee recommendations and other consultation:

Due to the timings of the Cabinet Committee and the fact that any further delay to the decision is highly likely to result in a critical delay to the scheme beyond the September 2019 deadline, it is necessary to take the decision prior to it being considered by Committee. All Members have been given the opportunity to see the reports and comment on the proposed decision prior to the Cabinet Member taking it, and no comments have been received. A full report will be taken to CYPE Cabinet Committee on 10 July 2018 outlining the actions taken.

### Any alternatives considered:

The Commissioning Plan for Education Provision 2018-22 explored all options and the expansion of this school was deemed the suitable option.

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

.....  
  
Signed

.....  
24 May 2018  
Date



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

**To:** Children's, Young People and Education Cabinet Committee – 10 July 2018

**Subject:** Proposed changes to St Nicholas (Community) Special School

**Classification:** Unrestricted

**Decision No:** 18/00028

**Past Pathway of Paper:** None

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

**Electoral Division:** Canterbury City South - Ida Linfield  
Herne Village & Sturry – Alan Marsh  
Canterbury City North – Graham Gibbens  
Canterbury South – Michael Northey

**Summary:**

This report sets out the results of the education consultation on the proposed changes to St Nicholas (Community) Special School to be implemented from September 2019.

- i. Increase the designated number from 200 to 285
- ii. Create Secondary satellite provision at Spires Academy
- iii. Create Primary satellite provision at Canterbury Primary School

**Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE** or **MAKE RECOMMENDATIONS** the Cabinet Member for Children, Young People and Education on the decision to proceed with the proposal and issue a public notice to:

- i. Increase the designated number from 200 to 285
- ii. Create Secondary satellite provision at Spires Academy
- iii. Create Primary satellite provision at Canterbury Primary School

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

- i. Implement the proposed changes

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

The Children's, Young People and Education Cabinet Committee is asked to **NOTE** the details of the public consultation being held by St Anselm's Catholic School (Academy) on a proposal to establish a Specialist Resource Provision (SRP) for Secondary aged pupils with ASD.

## 1. Introduction

- 1.1 St Nicholas (Community Special) School is a day provision, providing for boys and girls aged 4 to 19 with Profound, Severe and Complex Needs (PSCN). The school has a designated number of 200. In addition to the main school building at Holme Oak Close, the school also operates a primary satellite provision at Chartham Primary School. St Nicholas School also has links with several secondary schools, as well as with Canterbury College for post 16 students. St Nicholas School was judged "Good" by Ofsted in March 2014.
- 1.2 Over time, to meet our responsibilities to ensure that there are sufficient places available for children and young people with particular needs, a number of our special schools have been asked to exceed their designated number. This has been the case at St Nicholas School where the designated number has been exceeded to the extent that it now needs to be permanently increased to regularise the situation. Currently there are 253 children on roll at the school. There is one class group for each year group in the primary department with the addition of two satellite Key Stage 2 classes based at Chartham Primary School. In the secondary department there are two classes for each year group; one is school based and the other is a satellite/inclusion class at a linked Secondary school.
- 1.3 A public consultation on the proposals to increase the designated number and create satellite provisions at The Canterbury Primary School and Spires Academy was held between 14 May and 15 June 2018.
- 1.4 The proposed changes at St Nicholas School are part of a wider strategy to address sufficiency of ASD specialist places across the Canterbury district. In parallel with the proposed establishment of satellites for St Nicholas School, at the request of the Local Authority, St Anselm's Catholic School has undertaken a public consultation on a proposal to establish a Specialist Resource Provision (SRP) for up to 15 Secondary aged pupils with ASD. This is to meet identified need reflected in the Local Authority's SEND strategy and the Kent Commissioning Plan. Details of the consultation can be found at;

<https://consultations.kent.gov.uk/consult.ti/StAnselmsCatholicSchool/consultationHome>

(The consultation document is available in Appendix 3).

Proposed Timetable:

Four-week consultation period (completed)	24 May to 26 June 2018
Governing Body and Trustees Decision to proceed	End of June 2018
Business Case submitted to the ESFA for Secretary of State approval	July 2018
Implementation if approved	From September 2019

- 1.5 Primary SRPs for children with ASD are already established at Joy Lane Primary School and The Canterbury Primary School with a secondary boy's grammar provision also established at Simon Langton Grammar School for Boys. The SRP at

St Anselm's Catholic School will enhance the range of provision for ASD in Canterbury.

## **2. Proposal to make changes to St Nicholas School**

- 2.1 It is proposed to permanently increase the designated number for the school from 200 to 285. Creating Satellite provisions at The Canterbury Primary School and Spires Academy will help facilitate this increase. It is anticipated that the satellite provisions will support pupils with complex learning difficulties including Autistic Spectrum Disorder (ASD) rather than the full range of PSCN (profound, severe and complex special educational need). Spires Academy is one of the schools currently providing opportunities for integration for St Nicholas' pupils.
- 2.2 Both, The Canterbury Primary School and Spires Academy would host a specialist satellite provision for up to 16 children (two classes of 8). They would have their own accommodation within the schools, which would be staffed by St Nicholas School. Pupils attending the satellites would continue to have access to the support they need and would be on the roll of St Nicholas School. Their Education, Health and Care Plans (EHCP) would name St Nicholas School as their school.
- 2.3 The satellite classes would also provide a base for Specialist Staff who will support the children when they are included in mainstream teaching groups with children of the same age. This proposal provides pupils with opportunities for integration to experience good models of learning and socialising.

## **3. Financial Implications**

### Capital

- 3.1 The increase in the designated number does not require any alterations to St Nicholas School. Modular accommodation for the satellite provision at Spires Academy has been included in the school's expansion programme. SEN funding has been provided to cover the refurbishment cost for the satellite provision at The Canterbury Primary School.

### Revenue

- 3.2 The school will receive increased funding through the Delegated Budget. Special schools are funded using the DfE Place Plus funding methodology for High Needs Pupils. Revenue funding will also be allocated to enable the school to resource the new satellite classrooms at The Canterbury Primary School and Spires Academy. At present, this is funded at a rate of £6,000 per classroom.

### Human

- 3.3 The school will appoint members of staff as appropriate for the satellite provisions.

## **4. Vision and Priorities for Improvement**

- 4.1 Kent's Strategy for Children and Young People with Special Education Needs and Disabilities (SEND) aims to address, amongst other things, gaps in provision. It has a priority to create at least 275 additional places for ASD and BESN.

4.2 These proposals reflect KCC's aspirations to provide sufficient school places across the County, as set out in Kent's Commissioning Plan for Education Provision in Kent 2018-22.

## **5. Consultation Outcomes**

5.1 An education consultation was completed prior to the Cabinet Committee. The consultation document was distributed to parents/carers, school staff and governors, County Councillors, Member of Parliament, the Diocesan Authorities, Canterbury & Coastal Clinical Commissioning Group, local libraries, Canterbury City Council and others. The consultation documents were posted on the KCC website and the link to the website widely circulated. The consultation documents were posted on the schools' websites. An opportunity was also provided to send in written responses via a response form and email. A summary of written responses is available in Appendix 1.

5.2 A public drop-in event was held on 6 June 2018, 4.30 – 7.00pm at St Nicholas School. It had been advertised on the KCC and school website and in the consultation document. A summary of the questions and comments is available in Appendix 2.

## **6. Views**

### 6.1 The view of the Local Members:

- Canterbury City South - Ida Linfield
- Herne Village & Sturry – Alan Marsh
- Canterbury City North – Graham Gibbens
- Canterbury South – Michael Northey

The Local Members have been informed of the proposed changes.

### 6.2 The view of the Headteacher and Governing Body:

The Headteacher and Governing Body of St Nicholas School fully support the proposals. These exciting proposals will bring significant benefits. Working closely in partnership with The Canterbury Primary School and Spires Academy will enable staff skills and expertise to be developed by sharing good practice, joint training and observation and will build on the strong relationships and practice already established. The pupils attending the satellites will benefit from the opportunity to experience inclusive learning with children of their own age in a mainstream setting.

### 6.3 The view of the KCC Acting Head of SEN Assessment and Placement:

The Acting Head of SEN Assessment and Placement has worked closely with the schools in bringing forward these proposals and fully supports the plans.

### 6.4 The view of the KCC Area Education Officer:

The Area Education Officer fully supports the proposals to increase the designated number of the school and to create satellite provision at The Canterbury Primary School and Spires Academy. The permanent increase will enable the local authority to continue to meet its responsibility to provide sufficient places for pupils for whom an appropriate placement is at a Special school or a Special school satellite.

## **7. Conclusions**

- 7.1 The increasing demand to provide special school places in Canterbury district, especially for pupils with complex learning difficulties including ASD has led to St Nicholas School taking additional children. Increasing the school's designated number and adding satellite provision for the school is in line with our vision to ensure that children and young people in Kent get the best start in life as set out in KCC's Strategic Statement 2015-20 'Increasing Opportunities, Improving Outcomes' and the 'Commissioning Plan for Education – Kent 2018-2022'.

## 8. Recommendations:

### 8.1 Recommendations:

The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE** or **MAKE RECOMMENDATIONS** the Cabinet Member for Children, Young People and Education on the decision to proceed with the proposal and issue a public notice to:

- i. Increase the designated number from 200 to 285
- ii. Create Secondary satellite provision at Spires Academy
- iii. Create Primary satellite provision at Canterbury Primary School

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

- i. Implement the proposed changes

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

The Children's, Young People and Education Cabinet Committee is asked to **NOTE** the details of the public consultation being held by St Anselm's Catholic School (Academy) on a proposal to establish a Specialist Resource Provision (SRP) for Secondary aged pupils with ASD

## 9. Background Documents

- 10.1 Vision and Priorities for Improvement:  
[http://www.kelsi.org.uk/\\_data/assets/pdf\\_file/0008/68498/Children-Young-People-and-Education-Vision-and-Priorities-for-Improvement-2018-2021.pdf](http://www.kelsi.org.uk/_data/assets/pdf_file/0008/68498/Children-Young-People-and-Education-Vision-and-Priorities-for-Improvement-2018-2021.pdf)
- 10.2 Commissioning Plan for Education Provision in Kent 2018-22:  
[www.kent.gov.uk/educationprovision](http://www.kent.gov.uk/educationprovision)
- 10.3 SEND Strategy:  
[www.kent.gov.uk/sendstrategy](http://www.kent.gov.uk/sendstrategy)
- 10.4 Consultation Document and Equalities Impact Assessment:  
[https://consultations.kent.gov.uk/consult.ti/st\\_nicholas/consultationHome](https://consultations.kent.gov.uk/consult.ti/st_nicholas/consultationHome)

## 10. Contact details

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Relevant Director:

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- [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:

**18/00028**

For publication

**Subject: Proposed changes to St Nicholas (Community) Special School**

**Decision:**

**Reason(s) for decision:**

The Commissioning Plan for Education Provision in Kent 2018-21 sets out the need to provide the opportunity for an increased number of Secondary aged children in Canterbury to be supported in a local school through the establishment of satellite provision of St Nicholas School. It also identifies the need for 900 additional specialist places across the Plan period through a mixture of new Special schools, expansions of existing schools via satellites and new SRPs.

In reaching this decision I have taken into account:

- the need for additional specialist places to meet increasing demand, as set out in Kent's Strategy for Children and Young People with Special Education Needs and Disabilities (SEND) and the Commissioning Plan for Education Provision in Kent 2018-21.
- the views expressed by those who responded to the public education consultation
- the Equalities Impact Assessment regarding this; and
- the views of the Children's, Young People and Education Cabinet Committee which are set out below.

**Financial Implications**

a) Capital

The increase in the designated number does not require any alterations to St Nicholas School. Modular accommodation for the satellite provision at Spires Academy is included in the school's expansion programme. SEN funding has been provided to cover the refurbishment cost for the satellite provision at The Canterbury Primary School.

b) Revenue

The school will receive increased funding through the Delegated Budget. Special schools are funded using the DfE Place Plus funding methodology for High Needs Pupils. Revenue funding will also be allocated to enable the school to resource the new satellite classrooms at The Canterbury Primary School and Spires Academy. At present, this is funded at a rate of £6,000 per classroom.

c) Human

The school will appoint members of staff as appropriate for the satellite provisions.

Cabinet Committee recommendations and other consultation:

To be added following the meeting on 10 July 2018

Any alternatives considered:

These were fully explored in the Commissioning Plan for Education Provision in Kent 2018-22

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

.....  
Signed

.....  
Date

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### Summary of Written Responses

**Kent County Council (KCC) is proposing to make prescribed alterations to St Nicholas (Community Special) School, Holme Oak Close, Nunnery Fields, Canterbury, CT1 3JJ to:**

- permanently increase the designated number of the school from 200 to 285 for September 2019;
- create Secondary satellite provision at Spires Academy for September 2019;
- create Primary satellite provision at The Canterbury Primary School for September 2019.

Consultation information distributed:

- All Parents/Carers, Governors and Members of Staff at St Nicholas School, Spires Academy and The Canterbury Primary School;
- All schools in the Canterbury District;
- Canterbury & Coastal Clinical Commissioning Group;
- Elected representatives;
- Diocesan Authorities.

#### **St Nicholas School – Proposed increase of designated number**

	Support	Undecided/ Not stated	Against	Total
Parents/Carers	1	0	2	3
Pupils	0	0	0	0
Members of Staff	2	0	0	2
Other Interested Parties	0	0	0	0
<b>Total</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>5</b>

#### **St Nicholas School – proposed satellite at The Canterbury Primary School**

	Support	Undecided/ Not stated	Against	Total
Parents/Carers	2	0	1	3
Pupils	0	0	0	0
Members of Staff	2	0	0	2
Other Interested Parties	0	0	0	0
<b>Total</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>5</b>

#### **St Nicholas School – proposed satellite at Spires Academy**

	Support	Undecided/ Not stated	Against	Total
Parents/Carers	1	1	1	3
Pupils	0	0	0	0
Members of Staff	2	0	0	2
Other Interested Parties	0	0	0	0
<b>Total</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>5</b>

## **St Nicholas School – comments from the response forms**

### Parents/Carers

- Concern raised about the class sizes increasing/safeguarding
- Concern about the amount of travelling if in satellite class
- Concern about space at the school to increase the designated number
- Concern that Spires Academy is the only Secondary choice
- Will the children still have one day a week at St Nicholas?
- How many TAs will there be for a satellite?

## **The Canterbury Primary School – proposed satellite**

No responses to the consultation were received from parents/carers or the school community on the proposal to create primary satellite provision in the school for St Nicholas School pupils. The lack of responses could be because The Canterbury Primary School already runs a successful Specialist Resource Provision for children with ASD and has a close relationship with St Nicholas School.

## **Spires Academy – proposed satellite**

	Support	Undecided/ Not stated	Against	Total
Parents/Carers	2	0	0	2
Pupils	0	0	0	0
Members of Staff	0	0	0	0
Other Interested Parties	0	0	0	0
<b>Total</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

## **Spires Academy – comments from the response forms**

### Parents/Carers

- KCC do a good job and St Nicholas School is a wonderful facility.
- I strongly agree with the plan to create a 16 place satellite of St Nicholas School at Spires Academy.

Kent County Council (KCC) is proposing to make prescribed alterations to St Nicholas (Community Special) School, Holme Oak Close, Nunnery Fields, Canterbury, CT1 3JJ to:

- permanently increase the designated number of the school from 200 to 285 for September 2019;
- create Secondary satellite provision at Spires Academy for September 2019;
- create Primary satellite provision at The Canterbury Primary School for September 2019.

**Consultation drop-in session for parents/carers, governors, and members of staff held at St Nicholas School on Wednesday 6 June 2018**

Summary of the Meeting

The drop in Session was facilitated by Daniel Lewis, Headteacher; Nigel Wooton, Chair of Governors; Lorraine Medwin, KCC Area Schools Organisation Officer and Jane Wiles, KCC Area Schools Organisation Officer.

The sessions was attended by parents, governors and staff.

<b>Comments and Questions</b>	<b>Responses</b>
Parent: How many children will there be in in the satellite classes?	Headteacher: Each satellite will have two classrooms and there will be up to 8 pupils in each class.
Parent: What will the criteria be for a place in a satellite and what opportunities will there be for integration?	Headteacher: The satellite provision will be suitable for the academically more able. It will provide opportunities for St Nicholas' pupils to see good models of learning and socialising, in their own classroom and the mainstream school classrooms. The children will always be supervised by St Nicholas staff. At playtimes the children will have the choice of staying in the classroom or going to the playground.
Parent: Will the children attending The Canterbury Primary School satellite have the opportunity to take the 11+?	Headteacher: No, our pupils have learning difficulties and it would not be appropriate.
Parent/Governor: What will the transport options be and who will co-ordinate this?	Headteacher: The transport arrangements will be co-ordinated by a senior member of staff. When we know which children will be attending the satellites, transport arrangements will be agreed.
Parent/Governor: How will the move to a satellite be organised?	Headteacher: This is all about getting the best learning opportunities for our pupils to make good progress. The school will get the children ready for transfer to a satellite if that is agreed with parents. When it comes to secondary transfer, we will look at what would be the most suitable option for the children. Spires Academy will be able to take the children from the primary satellites.

Comments and Questions	Responses
Parent: Will specialist interventions that are available at St Nicholas School be available for the children in the satellites?	Headteacher: Yes, if that is what is required for the pupil's learning profile.
Parent/Governor: How has the travelling time been for those children already attending one of St Nicholas' satellite classes?	Headteacher: This has worked OK. The children attending the Chartham Primary School satellite go straight there and then come by mini bus to St Nicholas for events, etc. Those attending a secondary inclusion class come first to St Nicholas. Any therapy provision for individual pupils will need to be worked out.
Chair of Governors: Mr Wooton spoke about the success of the Chatham Primary School satellite provision and the secondary inclusion classes that are already in operation. The governing body has been monitoring and visiting the satellite and inclusion classes and this has enabled governors to strengthen their relationship with all the governing bodies.	

Dear parents/carers, staff and other interested parties,

**Proposed changes to St Anselm's Catholic School  
To create a Specialist Resource Base Provision within St Anselm's Catholic School (SRP)**

We are very pleased to inform you of plans for changes at St Anselm's Catholic School. The school has been identified by Kent County Council (KCC) as doing particularly well at supporting pupils with Autistic Spectrum Disorder (ASD). KCC has asked the school to consider creating a new Specialist Resource Base Provision (SRP) within the school for up to 15 children. The places will be commissioned by KCC and reviewed each year. It is expected that the SRP would open initially with children currently on roll at the school who meet the criteria for a place in the SRP. The number would then increase incrementally each year. The school and KCC wish to undertake a period of consultation on this proposal between 24 May & 26 June 2018 and we would like to hear your views on the proposal. It is proposed that the 15 place SRP for ASD will run alongside the current SRP for Physical Disability already established at St Anselm's.

This will be an excellent opportunity for the school to use their knowledge and expertise to the full by accommodating local children in a caring, nurturing environment, both within the SRP and the school as a whole. Funding will be made available by KCC to enable the school to provide this additional support.

We hope the following questions and answers will explain, in more detail, what creating an SRP will mean.

What is St Anselm's Catholic School being asked to do?

The school is being asked by KCC to consider creating a SRP for up to 15 pupils for children with Autistic Spectrum Disorder (ASD). We are confident that our staff have the relevant expertise and skills to meet the needs of these children. Additional training for staff will also be organised by the school and funded by KCC.

What is Autistic Spectrum Disorder?

The children attending the SRP will have an Education, Health and Care Plan (EHCP) and a diagnosis of ASD. Autism is a developmental condition that affects how a person relates to and communicates with other people, as well as how they make sense of the world around them.

How will you work out which children will attend the SRP?

A specialist assessment of their needs will identify that they are suitable for a mainstream school. The Headteacher and Governors will be invited to take part in the discussions about which pupils are most appropriate and should be admitted. St Anselm's Catholic School will be named on the child's Education, Health and Care Plan (EHCP).

Will this mean fewer places for local children?

No. Children in the SRP will be admitted over the current Published Admission Number (PAN) and therefore no places will be lost.

How much funding will the school receive?

Each place commissioned by KCC will bring a minimum of £10,000 per year which will enable the school to provide the additional support necessary to help these children make good social and academic progress. Over time there may be a need to increase staffing levels at the school but it is likely that this would be no more than one additional teacher and perhaps a Teaching Assistant.

What will the SRP look like?

The SRP will have its own rooms within the school where children can receive some individual and small group teaching and help. The school is highly inclusive, so children will not spend all of their time in the SRP but will be integrated into mainstream classes during each school day as appropriate and as much as possible.

Does that mean we will need new classrooms?

No. We are planning to use existing spaces within the school.

When will the SRP open?

It is intended that the SRP will be in place for September 2019, initially catering for children currently already on the school roll and children who transition to the school in September 2019.

Tell me more about SRPs

A small number of children with Education, Health and Care Plans (EHCP), (previously Statements of Special Educational Needs) require higher levels of support than can be provided in their local mainstream schools, but their needs are not so complex that special school placements are appropriate. For children like this KCC maintain a range of Specialist Resource Base Provisions (SRP) which are based in mainstream schools but reserved for pupils with an EHCP.

What happens next?

Following the consultation, all comments and views received will be considered before the Academy Trust and Governing Body make a final decision. If they decide to proceed a business case will be submitted to the Education & Skills Funding Agency (ESFA) seeking approval from the Secretary of State.

We would like your views on this proposal to create a SRP within St Anselm's Catholic School

You can have your say by:

- Emailing us at [office@st-anselms.org.uk](mailto:office@st-anselms.org.uk).
- Completing the attached response form and returning it to the school. (You can hand the completed form into the school or return it to the email address above.)

The closing date for sending in a response is 26 June 2018.

Yours faithfully



Dr M Johnstone  
Chair of Governors



Mr M Walters  
Headteacher

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

**Matt Dunkley CBE, Corporate Director of Children, Young People and Education**

**To:** Children's, Young People and Education Cabinet Committee – 10 July 2018

**Subject:** Proposal to permanently expand Northfleet School for Girls, Gravesend from a PAN of 175 to 210

**Classification:** Unrestricted

**Decision No:** 18/00035

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

**Electoral Division:** Northfleet and Gravesend West (Tan Dhesi & Lauren Sullivan)

**Summary:**

This report informs the Children, Young People and Education Cabinet Committee of the proposal to permanently expand Northfleet School for Girls from a PAN of 175 to 210 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 £4m 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 be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

## **1. Introduction**

- 1.2. The Gravesham district section of the Kent Commissioning Plan for Education Provision 2017-21 identified pressure for Year 7 places in the Gravesham area. The Commissioning Plan identified a need to provide up to 100 additional places in the planning area from September 2017.
- 1.3. For 2017, the school was able to accommodate an increase in year 7 numbers within the existing buildings. Remedial building work was undertaken at the school to extend their dining area.
- 1.4. For 2018, the school will continue to be able to accommodate the additional numbers, but for 2019, permanent building works will be required.
- 1.5. 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. Five all-ability schools have been identified for expansion and feasibility studies have been commissioned. All five schools are now the subject of a proposal to expand, or the subject of a dialogue with a view to expansion. Northfleet School for Girls is one of those schools.

## **2. Financial Implications**

- 2.1. It has been agreed by the Governing Body to permanently enlarge Northfleet School for Girls, increasing the PAN from 175 to 210 for the September 2018 intake.
  - a. Capital – Kent County Council's contribution will be £4m. 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 35 Year 7 students. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will be allocated towards the classroom setup costs.
  - c. Human – Northfleet 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, 2017-21' identified a pressure on secondary school places in the Gravesham district. Changes to demographics and increased migration over the last six years has required significant expansions in the primary provision. These expansions are now feeding into the secondary cohort. This demand was further demonstrated in the 2018-22 Kent Commissioning Plan.

#### **4. Consultation**

- 4.1. Northfleet School for Girls School being a Foundation 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 Members**

Tan Dhesi & Lauren Sullivan have been informed of the proposal.

##### **5.2. Headteacher**

The Headteacher fully supports the proposal.

##### **5.3. Chair of Governors**

The Chair of Governors is fully supportive of the proposal.

##### **5.4. Area Education Officer:**

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

- 5.5. The Director of Education 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 Gravesham district is to enlarge Northfleet School for Girls as one of several schools that are being proposed for expansion in Gravesham.

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

## **9. Recommendations**

- 9.1. The 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 £4m 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. Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020:  
<http://www.kent.gov.uk/about-thecouncil/strategies-and-policies/corporate-policies/increasing-opportunitiesimproving-outcomes>
- 10.2. Kent Commissioning Plan for Education Provision:  
[www.kent.gov.uk/educationprovision](http://www.kent.gov.uk/educationprovision)

## **11. Contact details**

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Keith Abbott

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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:

**18/00035**

For publication

**Subject: Proposal to permanently expand Northfleet School for Girls, Gravesend from a PAN of 175 to 210**

Decision:

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

- a. Allocate £4m 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 be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

**Financial Implications**

It has been agreed by the Governing Body to permanently enlarge Northfleet School for Girls, increasing the PAN from 175 to 210 for the September 2018 intake.

Capital – Kent County Council’s contribution will be £4m. 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.

Revenue – For a period of three academic years, the school will receive protection for an additional 35 Year 7 students. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 will allocated towards the classroom setup costs.

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

**Supporting Information**

The Gravesham district section of the Kent Commissioning Plan for Education Provision 2017- 21 identified pressure for Year 7 places in the Gravesham area. The Commissioning Plan identified a need to provide up to 100 additional places in the planning area from September 2017.

For 2017, the school was able to accommodate an increase in year 7 numbers within the existing buildings. Remedial building work was undertaken at the school to extend their dining area.

For 2018, the school will continue to be able to accommodate the additional numbers, but for 2019, permanent building works will be required.

Cabinet Committee recommendations and other consultation:  
Children's, Young People and Education Cabinet Committee 10 July 2018 – Recommendations will be added after the meeting.

Any alternatives considered:  
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. Five all-ability schools have been identified for expansion and feasibility studies have been commissioned. All five schools are now the subject of a proposal to expand, or the subject of a dialogue with a view to expansion. Northfleet School for Girls is one of those schools.

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

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**Signed**

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**Date**

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

**Matt Dunkley CBE, Corporate Director of Children, Young People and Education**

**To:** Children's, Young People and Education Cabinet Committee – 10 July 2018

**Subject:** Proposal to permanently expand Temple Hill Primary Academy from 3FE to 4FE

**Classification:** Unrestricted

**Decision number:** 18/00036

**Past pathway of paper:** Cabinet Committee, 17 March 2016

**Future pathway of paper:** Cabinet Member Decision

**Electoral Division:** Dartford North East (Cllr Dave Butler)

**Summary:**

This report sets out the reasons behind the request to increase the funding allocated from the Children, Young People and Education Capital Budget for the expansion of Temple Hill Primary Academy and informs the Cabinet Member for Children, Young People and Education of the revised costs for the project.

**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 proposed decision to increase the funding allocated from the Children, Education and Young People's Services capital budget to expand Temple Hill Primary Academy from £2,400,000 to £3,075,000.

**1. Introduction**

1.1. On 17 March 2016, the Education and Young People's Services Cabinet Committee recommended to the Cabinet Member that a public notice be issued regarding the expansion of Temple Hill Primary Academy from 3FE to 4FE with effect from September 2016.

1.2. The Education and Young People's Services Cabinet Committee also recommended that appropriate funding was allocated to the project. At the time

the estimated total cost of the expansion of Temple Hill Primary Academy was in the region of £2.4m based on initial designs.

- 1.3. The Record of Decision was signed on 23 March 2016.
- 1.4. The cost of the build has since increased by £675,000 due to extensive archaeological finds and further diggings on the site, and the delays there caused.

## **2. Financial Implications**

- 2.1. It had been agreed by the Governing Body to permanently enlarge Temple Hill Primary School, increasing the PAN to 120 (4FE) for the September 2016 intake and eventually a total capacity of 840 places.

### **a. Capital**

Kent County Council's original contribution was agreed to be £2.4m. KCC acknowledged at that time that the final amount may be higher or lower as the costs of the project is an estimate. If the cost of the project is greater than 10% the Cabinet Member will be asked to make a further decision to allocate the additional funding.

The reason for the increased in cost is that, as is customary on most sites, there was a requirement to conduct an archaeological survey. The reports from the survey stated that the site was of archaeological significance and that further diggings and study was required.

Further digging produced many significant finds and the work, cataloguing and future storage of these finds has increased the expected project expenditure to £3,075,000. The work continues, but as digging is concluded, it is unlikely that the total project cost will increase further.

### **b. Revenue**

For a period of three academic years, the school is receiving protection for an additional 30 Reception Year pupils. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 per additional classroom is being allocated towards the classroom setup costs.

### **c. Human**

Temple Hill Primary School are appointing additional teachers, as the school size increases and as the need arises.

## **3. Kent Policy Framework**

- 3.1. This proposal 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, 2018-20' identified a pressure on Year 7 places in Dartford district.

#### **4. Consultation**

4.1. A consultation was conducted by KCC on behalf of the then Temple Hill Primary School, prior to consideration of the original cabinet report in 2016. The governing body had voted unanimously in favour of expansion.

#### **5. Views**

5.1. Views were sought on the original Cabinet paper from the Local Member, Headteacher, Chair of Governor. No additional views have been sought as a consequence of this report.

#### **6. Proposal Equalities Impact**

6.1. An Equality Impact Assessment was completed as part of the original proposal. 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. The increase in the total project cost are entirely attributable to the findings of the archaeological study on the site. These costs were unforeseen and unforeseeable.

#### **9. Recommendations**

9.1. 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 proposed decision to increase the funding allocated from the Children, Education and Young People's Services capital budget to expand Temple Hill Primary Academy from £2,400,000 to £3,075,000.

## **10. Background Documents**

10.1. Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020: <http://www.kent.gov.uk/about-thecouncil/strategies-and-policies/corporate-policies/increasing-opportunitiesimproving-outcomes>

10.2. Kent Commissioning Plan for Education Provision:  
[www.kent.gov.uk/educationprovision](http://www.kent.gov.uk/educationprovision)

10.3. Education Cabinet Committee report – 17 March 2016:  
<https://democracy.kent.gov.uk/ieListDocuments.aspx?CId=832&MId=6120&Ver=4>

## **11. Contact details**

Report Author:

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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:

18/00036

For publication

**Subject: Proposal to permanently expand Northfleet School for Girls, Gravesend from a PAN of 175 to 210**

**Decision:**

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

**(i) Increase the funding allocated from the Children, Young People and Education capital budget to expand Temple Hill Primary Academy from £2,400,000 to £3,075,000.**

**2. Financial Implications**

2.1 It had been agreed by the Governing Body to permanently enlarge Temple Hill Primary School, increasing the PAN to 120 (4FE) for the September 2016 intake and eventually a total capacity of 840 places.

**a. Capital**

Kent County Council's original contribution was agreed to be £2.4m. KCC acknowledged at that time that the final amount may be higher or lower as the costs of the project is an estimate. If the cost of the project is greater than 10% the Cabinet Member will be asked to make a further decision to allocate the additional funding.

The reason for the increased in cost is that, as is customary on most sites, there was a requirement to conduct an archaeological survey. The reports from the survey stated that the site was of archaeological significance and that further diggings and study was required.

Further digging produced many significant finds and the work, cataloguing and future storage of these finds has increased the expected project expenditure to £3,075,000. The work continues, but as digging is concluded, it is unlikely that the total project cost will increase further.

**b. Revenue**

For a period of three academic years, the school is receiving protection for an additional 30 Reception Year pupils. For each additional classroom, resulting from the expansion of the school, the sum of £6,000 per additional classroom is being allocated towards the classroom setup costs.

**c. Human**

Temple Hill Primary School are appointing additional teachers, as the school size increases and as the need arises.

**3. Supporting Information**

3.1 On 17 March 2016, the Education and Young People's Services Cabinet Committee recommended to the Cabinet Member that a public notice be issued regarding the expansion of Temple Hill Primary Academy from 3FE to 4FE with effect from September 2016.

3.2 The Education and Young People's Services Cabinet Committee also recommended that appropriate funding was allocated to the project. At the time the estimated total cost of the expansion of Temple Hill Primary Academy was in the region of £2.4m based on initial designs.

3.3 The Record of Decision was signed on 23 March 2016.

3.4 The cost of the build has since increased by £675,000 due to extensive archaeological finds and further diggings on the site, and the delays they caused.

Cabinet Committee recommendations and other consultation:  
Children's, Young People and Education Cabinet Committee 10 July 2018 - Recommendations will be added after the meeting.

Any alternatives considered:  
The increase in the total project cost are entirely attributable to the findings of the archaeological study on the site. These costs were unforeseen and unforeseeable. The 'Kent Commissioning Plan for Education Provision, 2018-20' identified a pressure on Year 7 places in Dartford district, which without this expansion would increase the pressure.

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

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**Signed**

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**Date**

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

**To:** Children's, Young People and Education Cabinet Committee – 10 July 2018

**Subject:** Allocation of capital funding to enable Norton Knatchbull Grammar School to expand from 5FE to 7FE (149 to 210 places per year)

**Classification:** Unrestricted

**Decision No:** 18/00039

**Past Pathway of Paper:** None

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

**Electoral Division:** Ashford Central - Paul Bartlett

**Summary:**

This report sets out the request to allocate £2,000,000 from the Children, Young People and Education Capital Budget to enable Norton Knatchbull Grammar School to permanently expand from 5FE to 7FE (149 to 210 places per year).

**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 proposed decision to:

- a) Agree to release £100,000 from the CYPE capital budget to enable Norton Knatchbull Grammar School to complete design work and secure planning approval for replacement/expanded buildings.
- b) Subject to the Academy being successful in its Condition Improvement Funding (CIF) bid, agree to release £1,900,000 of the CYPE capital budget to Norton Knatchbull Grammar School to enable the permanent expansion from 5FE to 7FE (149 to 210 places per year).

**1. Background**

- 1.1 Since the 2014-15 academic year capacity has increased in Ashford District non-selective schools by 4FE. This was due to the opening of the Wye Free School (3FE) and an increase in the Published Admissions Number at Homewood School by 1FE. Further non-selective capacity will be added via the proposed Chilmington Green Secondary School which is expected to come on line in 2022/23.

- 1.2 There are 2 selective schools in Ashford District: The Norton Knatchbull Grammar School for Boys and Highworth Grammar School for Girls. While we have seen a significant permanent increase in non-selective provision since September 2014, this has not been matched with permanent increases to the capacity of the selective sector. Therefore, the Published Admissions Number (PAN) at The Norton Knatchbull School and Highworth Grammar remain at 149 and 184 respectively.
- 1.3 In 2015-16, 2016-17 and 2017-18 the Governors of Norton Knatchbull School (Academy) offered 180 places on National Offer Day. For 2018-19 they made 210 places available. This has been achieved within existing accommodation and without any capital funding from KCC. However, the School cannot continue to admit additional pupils without further accommodation. In addition, some of the older accommodation needs replacement. As an Academy school, the responsibility for improving existing accommodation sits with the Education and Skills Funding Agency (ESFA). The School will apply to the ESFA for Condition Improvement Funding (CIF) to rebuild the Creative Arts and Technology facilities. The bid has to be submitted by December 2018. If successful, this in turn will release some existing accommodation enabling the school to permanently increase provision by 1FE. The School has proposed that if its bid is successful, and KCC were to contribute £2,000,000, the School would be able to add sufficient extra accommodation to enable it to expand by a further 1FE, to 7FE. This represents good value for money. Developer contributions totalling £2,224,759.18 have been sought to support the expansion of the School with £442,000 being secured in signed agreements at this point.
- 1.4 The School's CIF bid is more likely to succeed if it clearly demonstrates the project is deliverable. Having planning consent is a fundamental step towards this. Assisting the School through the provision of £100,000 of funding to progress its design work to enable a planning application to be submitted is a necessary step towards progressing this scheme.
- 1.5 It will be necessary for KCC to make a commitment to provide £1,900,000 if the CIF bid is to include accommodation to enable expansion to 7FE. Clearly funding will only be provided if the bid succeeds. Again, it is understood the bid is more likely to succeed if it is joined together with other funding streams and has wider impact than simply refurbishing buildings.

## 2. Need for School Places

- 2.1 Forecasts in the Commissioning Plan for Education Provision in Kent 2018-22 (KCP) are based on current travel to school flows and migration into the District. Figure 1 demonstrates that if current travel to school patterns and migration remains there will be a deficit of 42 Year 7 places across all secondary schools from September 2019.

**Figure 1: Year 7 and Years 7-11 Surplus/Deficit Capacity if no Further Action is Taken (KCP 2018-22)**

District	2016-17 capacity	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity

District	2016-17 capacity	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Year 7	1,512	56	-42	-69	-9	-32	-88	1,481
Years 7-11	7,431	771	546	267	123	-130	-275	7,405

2.2 Figure 2 does not differentiate the need for selective and non-selective provision. Kent's secondary school assessment process seeks to identify 25% of the County cohort for admission to grammar schools. At a District level, the proportions of the cohort being assessed for a grammar school place under the County procedure varies. In Ashford across the last three years an average of 25.9% of the resident cohort are eligible via the County process. The principles set out in the KCP (6.4) indicate 'Principles for additional secondary places need to demonstrate a balance between selective and non-selective places.' Figure 2 outlines the forecast number of places required to achieve 25.9% selective places based on the resident population of Ashford District and, the surplus/deficit places based on the places offered in 2018-19 and agreed PAN moving forward. This demonstrates a deficit of around 3FE of Year 7 selective provision from 2019-20 and throughout the rest of the Plan period.

**Figure 2: Forecast Surplus/Deficit Year 7 Selective Places Based on Forecast Ashford Year 7 Residents**

Ashford District	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Forecast Ashford Year 7 Roll	1501	1610	1638	1587	1609	1671
25.9% of forecast roll	389	417	424	411	417	433
Places offered for Sept 2018 and Agreed PAN in future years	420	333	333	333	333	333
<b>Surplus/deficit places at current PAN</b>	<b>31</b>	<b>-84</b>	<b>-91</b>	<b>-78</b>	<b>-84</b>	<b>-100</b>

2.5 On average over the last three years the percentage of Ashford resident boys and girls assessed eligible for grammar school places has been fairly even. The 25.9% average comprises of 12.8% boys and 13.1% girls. Figure 3 outlines the number of places required for boys selective provision if this average proportion continues and the shortfall of places based on the current PAN at The Norton Knatchbull School.

**Figure 3: Forecast Year 7 Selective School Places required in Ashford for Boys**

	2018-19 (a)	2019-20 (f)	2020-21 (f)	2021-22 (f)	2022-23 (f)	2023-24 (f)
Yr. 6 male assessed selective via PESE	192	206	210	203	206	214
Places offered for Sept 2018 and Agreed PAN in future years	210	149	149	149	149	149

<b>Surplus/deficit of boys places at current offer and PAN in future years</b>	<b>33</b>	<b>-57</b>	<b>-61</b>	<b>-54</b>	<b>-57</b>	<b>-65</b>
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### **3. Provision at The Norton Knatchbull School**

3.1 As mentioned previously, the School intends to submit a Condition Improvement Funding (CIF) bid to the ESFA in the autumn of 2018 for a new Creative Arts and Technology block. If successful, this will improve facilities for present and future pupils and will enable the School to consolidate its PAN at 180. To achieve a further 1FE extra capacity in addition to accommodation provided from a successful CIF bid the school will require:

- 1FE of additional classrooms
- An extension to the dining hall
- Improved social spaces
- A new playground or expansion of existing playground spaces
- An expansion of the existing car park to replace spaces lost during the building expansion and to provide for additional staff.

3.2 The School's leaders and governors have funded a feasibility study which shows that a further storey of classrooms could be added to the proposed Creative Arts block. The proposed scheme needs to be developed to enable a planning application to be submitted. Development to this stage would strengthen the CIF bid, as it will demonstrate the project is deliverable within the spending timeframes for these grants. This development work would need to be funded by KCC. A feasibility study has been completed, funded by the School. We are proposing that KCC provides £100,000 from the existing Children's, Young People and Education capital budget to enable Norton Knatchbull Grammar School to further develop its scheme. KCC will also need to confirm that it will make £1,900,000 available, should the CIF bid be successful, if it wishes the School to expand to 7FE.

3.3 To protect this increased capacity, KCC would enter into a legal agreement with the Governors of Norton Knatchbull School prior to any funds being released.

3.4 The Governors at Norton Knatchbull School have confirmed that they have the capacity in the present buildings to offer up to 210 places in the 2019-20 academic year, after that they will need the additional facilities. Therefore, the new classrooms would need to be in place by September 2020. It is expected that it will take 18 months to deliver the expansion which includes completing plans, securing planning permission and building out the new facilities.

### **4. The Views of the Local Member- Paul Bartlett, Ashford Central**

4.1 I am very supportive of this project in my division. It is crucial for KCC to deliver its objectives of supporting selective education whereby 25% of each cohort can be accepted by admission to selective schools. Without this scheme it may be difficult for the Norton Knatchbull to increase its Published Admission Numbers to the desired level which would mean that some pupils and parents would miss out.

I do not consider there to be a material risk that developer contributions will not be received as there are 5 sizeable residential schemes within a mile or



so. These are Waterbrook (450 houses), and extension to Finberry (400 houses), Great Burton Farm (700 houses), Bridgefield extension (375 houses) and Newton Road former rail works (number TBC); none of these have determined planning applications but each are reasonably expected to be determined in the near future. This will reduce the financing risk for KCC to an acceptable level.

I do accept that there is a risk that the Education and Skills Funding Council may not agree to CIF funding and there is a planning risk over the site itself but colleagues' support for this project at CYPE Cabinet Committee and then Portfolio Holder support will reduce these two risks.

## **5. Financial Implications**

- 5.1 a. Capital –The additional facilities needed to permanently increase Norton Knatchbull School from 5FE to 7FE (149 to 210 places in each year) as outlined in 3.1 will be funded from the Children, Young People and Education Capital Budget. Prior to the School submitting its CIF bid, KCC will release £100,000 to enable the School to complete its design work. KCC will make a commitment that, if the CIF bid is successful, it will provide a further £1,900,000 to facilitate the expansion to 7FE. If the bid is unsuccessful KCC will need to reassess how it might provide further places in the School. A maximum of £2,000,000 will need to be committed from the Children, Young People and Education Capital budget.

Developer contributions have been and will continue to be sought to fund the the different phases of the expansion. Developer contribution requests totalling £2,250,000 have been made towards this project of which £442,000 has been secured in agreements.

- b. Revenue – When expansion takes place the School will receive increased funding through the Delegated Budget. The rising rolls will be protected in line with KCC Growth Funding Policy. Revenue funding will also be allocated to enable the School to resource each new classroom as they come on line. At present that is at a value of £6,000 per classroom. Deferral of the school expansion will correspondingly pushback the revenue expenditure.
- c. Human – The School will appoint additional staff as required, as the School size increases and the need arises.

## **6. Equalities Impact Assessment**

- 6.1 An Equality Impact Assessment has been completed and is available with this report. There are deemed to be no risks to pupils with protected characteristics at present. If any concerns or objections to this proposal are made the EqIA will be reviewed and any negative impacts addressed.

## **7. Recommendation(s)**

### **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 proposed decision to:

- a) Agree to release £100,000 from the CYPE capital budget to enable Norton Knatchbull Grammar School to complete design work and secure planning approval for replacement/expanded buildings.
- b) Subject to the Academy being successful in its Condition Improvement Funding (CIF) bid, agree to release £1,900,000 of the CYPE capital budget to Norton Knatchbull Grammar School to enable the permanent expansion from 5FE to 7FE (149 to 210 places per year).

## **7. Background Documents**

7.1 Commissioning Plan for Education Provision in Kent 2018-22

## **8. Contact details**

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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:

**18/00039**

For publication

**Subject: Allocation of capital funding to enable Norton Knatchbull Grammar School to expand from 5FE to 7FE (149 to 210 places per year)**

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

1. Agree to release £100,000 from the CYPE capital budget to enable Norton Knatchbull Grammar School to complete design work and secure planning approval for replacement/expanded buildings.
2. Subject to the Academy being successful in its Condition Improvement Funding (CIF) bid, agree to release £1,900,000 of the CYPE capital budget to Norton Knatchbull Grammar School to enable the permanent expansion from 5FE to 7FE (149 to 210 places per year).

Reason(s) for decision:

1.1 Since the 2014-15 academic year capacity has increased in Ashford District non-selective schools by 4FE. This was due to the opening of the Wye Free School (3FE) and an increase in the Published Admissions Number at Homewood School by 1FE. Further non-selective capacity will be added via the proposed Chilmington Green Secondary School which is expected to come on line in 2022/23.

1.2 There are 2 selective schools in Ashford District: The Norton Knatchbull Grammar School for Boys and Highworth Grammar School for Girls. While we have seen a significant permanent increase in non-selective provision since September 2014, this has not been matched with permanent increases to the capacity of the selective sector. Therefore, the Published Admissions Number (PAN) at The Norton Knatchbull School and Highworth Grammar remain at 149 and 184 respectively. This decision will increase the permanent capacity in the area.

In reaching this decision I have taken into account:

- The views of the Children, Young People and Education Cabinet Committee which are set out below.
- The Equalities Impact Assessment and comments received regarding this proposal.

Financial Implications:

Capital –The additional facilities needed to permanently increase Norton Knatchbull School from 5FE to 7FE (149 to 210 places in each year) as outlined in 3.1 will be funded from the Children, Young People and Education Capital Budget. Prior to the School submitting its CIF bid, KCC will release £100,000 to enable the School to complete its design work. KCC will make a commitment that, if the CIF bid is successful, it will provide a further £1,900,000 to facilitate the expansion to 7FE. If the bid is unsuccessful KCC will need to reassess how it might provide further places in the School. A maximum

of £2,000,000 will need to be committed from the Children, Young People and Education Capital budget.

Developer contributions have been and will continue to be sought to fund the the different phases of the expansion. Developer contribution requests totalling £2,250,000 have been made towards this project of which £442,000 has been secured in agreements.

Revenue – When expansion takes place the School will receive increased funding through the Delegated Budget. The rising rolls will be protected in line with KCC Growth Funding Policy. Revenue funding will also be allocated to enable the School to resource each new classroom as they come on line. At present that is at a value of £6,000 per classroom. Deferral of the school expansion will correspondingly pushback the revenue expenditure.

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

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

Any alternatives considered:  
Should the CIF bid be unsuccessful alternative solutions will need to be identified in order to increase selective provision for boys in Ashford. If this was the case than we may only be able to achieve 6FE of provision rather than the 7FE outlined in this paper. Consequently, there may not be sufficient selective places for the forecast number of boys deemed selective.

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

.....

.....

**Signed**

**Date**

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

**To:** Children's, Young People and Education Cabinet Committee – 10 July 2018

**Subject:** Kent and Medway Teaching Partnership

**Classification:** Unrestricted

**Summary:**

This paper outlines the context and recent developments for the creation of Teaching Partnerships between Local Authorities and Universities and the progress taken to develop this with KCC and the 2 universities in Kent and with colleagues in Medway Council. It provides an update on the current position following the successful bid and granting of funds to develop this approach.

**Recommendations:**

Members of the Committee are asked to **NOTE** and **COMMENT** on the progress of the development of the Kent and Medway Teaching Partnership.

**1. Introduction/ National Context**

- 1.1 In the summer of 2014, the Government asked for bids for funding proposals for Teaching Partnerships from Higher Education Institutes (HEIs) and Local Authorities (LAs) to develop new approaches to delivering high quality training for social work students and qualified practitioners.
- 1.2 Following this process, the Government set up a pilot scheme for early adopters of Teaching Partnerships to test and refine new and innovative approaches to social work education. The intention of the scheme was to change the funding distribution for social work training and for Teaching Partnerships to become the key delivery mechanism to address the recommendations made by the Narey and Croisdale-Appleby reviews of social work education and the objectives set out by the Social Work Reform Unit.
- 1.3 The Government accepted expressions of interest from existing Teaching Partnerships and these included those that:
  - Accepted the highest calibre entrants onto courses through rigorous adherence to UCAS points and robust additional testing for all students for values,

attributes, intellectual and academic ability;

- Embedded the Chief Social Workers' Knowledge and Skills statements and provided a strong focus on specialisms driven by these statements.
- Provided placements in statutory settings with, as a minimum, every student being guaranteed at least one statutory placement relevant to their specialism. It also prioritised partnerships that offered two statutory placements;
- Have frontline practitioners and their managers currently employed in statutory settings providing "classroom" teaching.

1.4 Teaching Partnership arrangements are part of the Government's broader strategy to strengthen the quality of social work practice and learning and Continuous Professional Development among trainee and practising social workers.

1.5 The early adopters received funding from DoH and DofE to support the work of the developing partnerships to enhance and embed new ways of working. Kent and Medway Teaching Partnership was not successful in the second round of bids in May 2016 but following a further bid in the third round of funding in February 2018 were successful.

## **2. Key Issues**

### **2.1 What does a Teaching Partnership look like?**

2.2 The Teaching Partnership consists of a Strategic Board which oversees the range of learning and development for social workers for both Adult and Children's Service and includes Local Authority senior leaders, Higher Education heads of faculty and the private, voluntary and independent (PVI) sector as appropriate. A Memorandum of Understanding or Co-operation signed by Kent and Medway organisational leaders, sets out the commitment and resourcing required to achieve the aims of the partnership.

2.4 The partnership includes both Kent and Medway Adults and Children's Directorates, as the entry for undergraduate and graduate programmes continue to be generic.

2.5 The Teaching Partnership has responsibility for workforce planning in line with the Knowledge and Skills statements set by the Chief Social Workers for Children's and Adults. There is an expectation that the Universities work closely with Local Authorities by spending time in the employment environment to refresh and update their working knowledge and practice in social work. In return social work practitioners provide teaching to students within the universities on the skills needed for the role.

2.9 The Partnership is responsible for the strategic planning of social work placements linked to the workforce development strategy and placement availability which can

Local Authority can realistically provide. The principle of the two Universities working together challenges their current business model as they traditionally compete with each other for students. The TP moves away from a demand led approach by universities to a Local Authority business needs led approach and a focus on future social work recruitment and workforce development.

- 2.10 The delivery of high quality placements is now the responsibility of the partnership and the Government requires at least 50% of all Practice Educators (PEs) to be trained as Level 2 of the PE Professional Standards. In Kent we continue to train approximately 40 Practice Educators per year to meet this demand.
- 2.12 The curriculum is expected to go beyond qualifying social workers and to extend to provide a CPD programme, which embeds the Knowledge and Skills statements across all learning for all social work practitioners.

### **3. Progress in Developing the Teaching Partnership in Kent**

- 3.1 Currently KCC works with 3 HEI's.
- Canterbury Christ Church University
  - University of Kent at Medway
  - Open University
- 3.2 This has been a shift for both Universities to be working collaboratively together as prior to this they have been in competition for students and placements. All three Universities see a benefit in creating a single Teaching Partnership with both Kent LA and Medway LA.
- 3.3 There is also greater strength in a single partnership which demonstrates a regional approach to workforce planning and development. This Regional approach enabled the Partnership to be successful in the recent bid.

### **4. Update, following the bid to the DoH/DfE**

- 4.1 KCC and Medway Council, in partnership with University of Kent and Canterbury Christchurch University, submitted a second bid for the 3rd round of Teaching Partnership funding to the DfE and DoH in February 2018. We were notified in March 2018 that this had been successful and were awarded £ 2,054,065 over the next two financial years commencing 1st April 2018. Medway Council are the lead Local Authority for the Partnership.
- 4.2 The aim of this funding supports the plan from the Social Work Reform Programme to raise standards and quality in the delivery of social work to the public.

#### 4.5 **Funding/Posts**

4.6 The funding will provide capacity to recruit some additional temporary posts to develop the support structure for students and NQSWs. The posts will be in addition to any existing posts in place. The posts will also work with the Universities to ensure contemporary social work practice is well embedded into the curriculum at the Universities.

4.6 Discussions are in place with the Head of OD within KCC to ensure the additional posts complement other posts that support student and NQSW development.

4.8 KCC will have funding to appoint:

1 x FTE Programme Manager

1 x FTE Associate Practitioner

7 x FTE Advanced Practitioners

The posts will be available across Adult and Children's Services. The aim of these posts will be to bring statutory social work into the delivery of the curriculum. Job descriptions are currently in draft and will be further developed by the Programme Manager.

4.9 The Programme Manager will be appointed at KR12 level. This post will work across all 4 organisations and be responsible for the overall management of the funding, ensuring the workstreams are being progressed, reporting to the Strategic Board and driving forward the work of the Operational Group. Recruitment to this post is currently underway

4.10 There will also be posts within the university which will be focused on ensuring the Knowledge and Skills Statements are fully embedded into the programmes, developing the quality assurance processes for placements and providing capacity for lecturers to deliver workshops to experienced staff. They will also have funding to increase the involvement of service users in development and design of the Social Work degree programmes and recruitment of students.

4.11 As the Teaching Partnership has been formally in place since September 2016, some of the work set out in the implementation plan has already commenced. This includes developing a consistent entry grade to both universities in line with Teaching Partnership stretch targets, a consistent approach to admissions, moving to an assessment centre approach in recruiting students and delivering joint workshops for Practice Educators to raise the standards and quality of Practice Education. However, the additional funding will provide greater speed to ensure improvements continue and are fully embedded in time for the ending of the funding.



4.12 The Programme Manager will need to work with the Strategic Board to develop a sustainability plan once the funding ends.

**5. Recommendations:**

**Recommendation:** Members of the Committee are asked to **CONSIDER** and **COMMENT** on the development of the Kent and Medway Teaching Partnership.

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

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

**To:** Children's Young People and Education Cabinet Committee – 10 July 2018

**Subject:** Social Work Degree Apprenticeship

### **FOR INFORMATION**

- 1.1 The Social Work Degree Apprenticeship standard has been developed by a trailblazer group of social work employers and Higher Education Institutes (HEIs) hosted by Skills for Care. The standard was submitted to the Institute of Apprenticeships for approval last year and, following some amendments, the standard was approved.
- 1.2 There are 2 further stages to be completed before the standard is ready for use; the End Point Assessment (EPA) needs to be approved and a funding band allocated.
- 1.3 A draft of the EPA was submitted at the beginning of the year, but it needs some revision and, although the trailblazer group requested the highest funding band of £27,000, the Institute allocated a lower band of £21,000. This is now subject to appeal and will delay the introduction of the Social Work apprenticeship as these issues need to be resolved before the standard can achieve final approval by the Institute and Government sign off.
- 1.4 The original timeframe for the introduction of the apprenticeship was Spring 2019 but this is now likely to slip due to the delay in final approval. Once the standard is approved and signed off, the HEIs will need time to develop the programme in collaboration with employers.
- 1.5 The apprentice will achieve a degree in social work whilst gaining 'on-the-job' experience to develop the knowledge, skills and behaviour required to be a competent social worker. A minimum of 20% of the apprentices' paid working hours must be spent on off-the-job training.
- 1.6 It will provide an opportunity for a wider group of people to enter the social work profession as there is no formal entry criteria or educational qualifications required, but apprentices without Level 2 English and maths will need to achieve this level prior to taking their end point assessment. The training will typically take 36 months.
- 1.7 Levy paying organisations will be able to use their apprenticeship levy to fund the social worker apprenticeship training and end-point assessment cost, but it will not cover the apprentice's salary which will have to be met by the

organisation. The apprentice will be assessed at the end of their training, and the end point tests will form the final point of their degree.

1.8 The Social Work and social care directorates in KCC will need to plan for the implementation of the apprenticeship as there are several key questions that will need to be considered:

- The number of apprenticeships that can be supported as the cost of a social work apprenticeship is expected to be at the highest apprenticeship funding band of £27,000.
- Apprentices will be employed in posts designated 'Social Work Apprenticeships' and it is for individual employers to decide how the posts will be created and graded. The following options could be considered.
  - Convert non-registered social care posts to apprenticeships but this might mean the potential loss of the non-registered role.
  - Create new social work apprenticeship posts. If this was the preferred option, these posts could be ring-fenced for KCC social care staff or externally advertised
  - Designate some vacant social work posts as social work apprenticeships, but it will take 36 months to complete the apprenticeship and the End Point Assessment.
- How social work apprentices will be selected.

1.9 The trail blazer group have produced FAQs for employers.

**Report Author:**

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# Social worker degree apprenticeships

## Frequently asked questions for employers



### 1. Can we use the apprenticeship levy for this?

Yes.

### 2. What does the levy cover?

The levy can only be spent on apprenticeship training and end-point assessment.

### 3. How is it paid and to whom?

The levy is automatically collected by government through payroll returns on a monthly basis. It then appears in an online account available to that employer. They can use it to pay their learning provider and end-point assessor. In the case of an integrated degree apprenticeship, this can be the same organisation.

### 4. Is any other funding available for this scheme?

Not as far as we know.

### 5. Who can be a social work apprentice?

In principle, anyone. Apprenticeships are open to all. However, employers may need to consider competing requests from staff wishing to undertake this apprenticeship. They will need to consider whether the candidate is capable of meeting the academic, English and maths requirements.

### 6. What are the qualification entry requirements?

Apprenticeships are open to all so there are no formal entry criteria. Employers and learning providers must decide whether they think a candidate is suitable and capable of completing their apprenticeship.

### 7. What is it going to cost me as an employer?

The government will assign a maximum funding band to the apprenticeship for the cost of training and end-point assessment. The trailblazer group has estimated that this will be the highest band, i.e. £27,000. The actual price will be subject to negotiation between the employer and their chosen learning provider. In addition you will need to pay the apprentice's salary and on-costs.

### 8. Is it only open to local authorities (statutory bodies)?

No. If an organisation can provide the experience and support to train an apprentice to be a fully qualified social worker, they can offer an apprenticeship.

### 9. Can existing employees become social worker apprentices?

Yes.

### 10. Can I advertise externally for social work apprentices?

Yes.

**11. Do social worker apprentices have to have a new employment contract?**

This is entirely up to the employer. What they do have to sign is an apprenticeship agreement with the learning provider and apprentice setting out the role of each and the programme structure. Employers also have to sign a commitment statement.

**12. What is the employer's responsibility?**

To employ the apprentice for a minimum of 12 months on at least 30 hours a week and allow them to undertake off-the-job learning for at least 20% of their paid working hours.

**13. What happens when they qualify as a social worker?**

They have successfully completed their apprenticeship and it is then up to them and their employer as to what they do next.

**14. What are the implications on employment rights for the apprentice?**

Apprentices are employees and so have the same rights.

**15. What will their final qualification be?**

A degree in social work.

**16. Is this a 'generic' social worker degree?**

Social worker is a regulated profession and all social workers must be trained to work with adults and children and families. The degree must conform to this requirement.

**17. Is this at undergraduate or post-graduate level?**

It is at undergraduate level. The job of social worker is achievable with a level 6 degree, i.e. a BA.

**18. Where do apprentices undertake their placements?**

This is for the employer and the learning provider to agree between them.

**19. Can non-levy-paying employers access funding for the social worker apprenticeship?**

Yes. The levy applies to all employers with an annual payroll bill of over £3m. Non-levy payers would pay 10% of the agreed cost of training and end-point assessment, the government pays the rest (so long as it is no more than the government-assigned cap).

**20. If 20% off-the-job training (academic) is not sufficient, who will fund the additional cost?**

The government sets a maximum funding band. Levy paying employers can use their levy to pay up to this maximum. Non-levy payers draw down 90% of the cost from government up to this maximum. The actual price of training and assessment is down to the employer and learning provider to negotiate.

**21. Will the academic delivery be distance-learning or at a higher education institution site?**

This arrangement is for the employer and learning provider to negotiate. There must be at least 20% of the apprentice's paid working hours spent in off-the-job learning. This means learning while not distracted by day-to-day work. [Government has published guidance on what this means in practice.](#)

**22. What is the balance between work and study?**

This arrangement is for the employer and learning provider to negotiate. There must be at least 20% of the apprentice's paid working hours spent in off-the-job learning. This means learning while not distracted by day-to-day work. [Government has published guidance on what this means in practice.](#)

**23. How do I recruit an apprentice?**

Recruitment methods are entirely up to the employer. Government provides an online route for employers to advertise their apprenticeships and for potential apprentices to register their interest.

**24. What happens if the apprentice fails the end-point assessment?**

Policy on retakes is being discussed by the trailblazer group of employers and learning providers as part of the end-point assessment strategy. This will be published by early 2018.

**25. How much do I need to pay the apprentice?**

There is a minimum wage for apprentices, depending on their age but employers are welcome to pay whatever they choose. Wage rates are available on the [Government website.](#)

**26. How long will it take to complete?**

It is estimated that the programme will take typically 36 months. Depending on individual circumstances, it could take less or more time. Learning providers can develop programmes of between 30-42 months.

**27. As an employer, can I set the essential criteria?**

Yes, employers will need to set essential criteria to determine who they will sponsor.

**28. Do I need to take on an apprentice?**

No.

**29. What happens to the levy funding if I don't take on an apprentice?**

Any levy payment not spent after 24 months will be reclaimed by the government.

**30. What are the contractual arrangements for an apprentice (i.e. does it need to be an apprenticeship contract or a continuation of existing contract with the extension of a learning arrangement)?**

This is entirely up to the employer. What they do have to sign is an apprenticeship agreement with the learning provider and apprentice setting out the role of each and the programme structure. Employers also have to sign a commitment statement. The contract must last at least as long as the apprenticeship programme to allow completion.

**31. What are apprentice's employment rights?**

Apprentices are employees and so have the same employment rights.

**32. Who is responsible for the apprentice (i.e. practice educator/supervisor)?**

This is for the employer to determine.

**33. How do I procure a higher education institution to deliver the academic/assessment element of the apprenticeship?**

Employers can only use learning providers who are on both the government's [Register of Apprenticeship Training Providers](#) and the [Register of End-Point Assessment Organisations.](#)

**34. Which higher education institutions (HEIs) deliver the social worker degree apprenticeship?**

Once the assessment strategy has been drafted by the trailblazer group of employers and learning providers and signed off and published by government, HEIs will be able to apply to be on the [Register of End-Point Assessment Organisations](#). They will also need to be on the [Register of End-Point Assessment Organisations](#).

**35. Can we work with other employers to procure a learning provider?**

Yes.

**36. Can we engage with other employers to ensure a viable cohort?**

Yes.

**37. What am I allowed to call my apprentice?**

Because of the protected nature of the title of social worker, we suggest social work apprentice.

**38. Can apprentices accredit prior or experiential learning and if so, what?**

This will entirely depend on a learning provider's policy on accrediting prior learning. Even if they do, as a bare minimum, an apprentice must be on the programme for at least a year.

**39. What assistance is available to voluntary agencies?**

There is no distinction made between employers, irrespective of their sector.

**40. Why is it a generic degree?**

Social worker is a regulated profession and all social workers must be trained to work with adults and children and families. The degree must conform to this requirement.



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

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

**To:** Children's, Young People and Education Cabinet Committee – 10 July 2018

**Subject:** Review of the Kent Commissioning Plan for Education 2018-22

**Classification:** Unrestricted

**Summary:**

This report informs Members of the progress made in implementing the Kent Commissioning Plan for Education 2018-22 since its adoption by Cabinet in January 2018.

**Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to **NOTE** the progress achieved and the issues identified for further development and **CONSIDER** the report prior to the next version of the Commissioning Plan in autumn 2018.

**1. Introduction**

- 1.1 In January 2018 Kent County Council published the latest Commissioning Plan for Education Provision in Kent 2018-22. This set out how the County Council, as Strategic Commissioner of Education Provision, will provide sufficient good quality provision across all types and phases of education, in the right locations, to meet the demands of increased pupil numbers and parental preferences. The Plan is updated annually.
- 1.2 This report reviews the progress made since the Plan's production. It covers:
- Progress in implementing the expansion of school places;
  - Review of forecasting accuracy;
  - Progress against our targets;
  - Progress in implementing the review of school places for SEND pupils;
  - Progress and achievements in relation to Early Years provision; and
  - Progress and achievements in relation to Post-16 commissioning.
- 1.3 In summary, this Review demonstrates that:
- For September 2018, KCC has commissioned 9.5FE of the 10 FE new Secondary provision identified in the KCP 2018-22. In addition, 318 of the anticipated 400 temporary Year 7 places have been commissioned, giving a

total of 603 extra Year 7 places. In comparison only 0.1FE of Primary provision was commissioned by KCC and no temporary places have been added in any Primary year group<sup>1</sup>. This is 1FE and 30 temporary Year R places lower than set out in the Plan.

- The commitment to rebuild or refurbish our Special schools is almost complete with the last project (the rebuild of Portal House -Dover) in its final phase of construction.
- Our forecasting methodology is accurate to within the +/- 1% target. We over forecast Year R pupils by 0.6% and total Primary rolls by 0.3%. Year 7 pupils were 0.9% under forecast and all Secondary school pupils 0.7% over forecast.
- Surplus capacity in the Primary school sector is at 10.4% in Reception Year and 5.1% across all Primary school year groups. The surplus capacity of Year R places varies across the Districts with 6.7% in Dartford to 13.5% in Sevenoaks. Across Years R-6 surplus capacity varies from 0.6% in Dartford to 8.8% in Sevenoaks. The high Year R surplus capacity was expected and reflects the significant drop in the birth rate seen in 2013. Since that point births have risen, and surplus capacity will reduce.
- Surplus capacity across the Secondary school sector is at 8.0% in Year 7 and at 9.4% across all years. The surplus capacity will reduce as the larger Primary school cohorts move into the Secondary sector. Indeed, 9.5FE of provision has been added in Year 7 for September 2018 to ensure sufficient places. The surplus capacity of Year 7 places varies across travel to learn areas with the range being 3.1% in Folkestone & Hythe to 13.5% in the Ashford travel to learn area. Across Years 7-11 surplus capacity varies from 4.5% across the travel to learn area of Canterbury to 15.7% in Dover.
- 89.5% of parents secured their 1<sup>st</sup> preference Primary school place for September 2018. This is above the target of 87%. The picture was slightly different for Secondary provision with 79.6% securing their 1<sup>st</sup> preference against the target of 83%. However, just over 450 more pupils secured their preferred Secondary school than in the previous year.

## **2. Progress in Expanding the Number of School Places**

- 2.1 Changes to the number of school places available happen for a variety of reasons- KCC commissions both temporary and permanent places, schools which are their own admissions authority may offer places above their published admissions number, and temporary places available in one year may not be available in subsequent years. Details below cover KCC commissioned places against commissioning intentions, gross additional places added and net changes.
- 2.2 Gross Change - For admission in September 2018 there are eight Primary schools offering significant numbers of extra places, adding 225 Year R places between them. 27 Secondary schools have made a further 996 Year 7 places available for this September. In some cases, these additional places will be temporary – and also have been offered for September 2017 entry. Not all of these will have been ‘commissioned’ by KCC.
- 2.2 Across all Kent schools, the net change to the number of places being offered for September 2018 entry (compared with September 2017 entry) is an increase of 34 Year R places (17 schools increasing and 13 schools reducing) and an increase of

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<sup>1</sup>This does not include any places commissioned in previous iterations of the KCP for delivery in 2018-19.

99 Year 7 places (16 schools increasing and 19 schools reducing). This is because some schools which have offered a temporary increase in their intake for one or more previous years, are unable to continue to do so and have reverted to their (lower) determined admission numbers.

- 2.3 Figure 2.1 summarises new places identified in the 2018- 22 Commissioning Plan as needing to be commissioned by September 2018 and compares this to the places delivered by May 2018.

**Figure 2.1: Comparison of need identified by September 2018 with places delivered by May 2018**

	Primary		Secondary	
	Permanent Year R	Temporary Year R	Permanent Year 7	Temporary Year 7
Need identified in Plan	1.1FE	30	10FE	400
Places delivered	0.1FE	0	9.5FE	318
<b>Difference</b>	<b>-1FE</b>	<b>-30</b>	<b>-0.5FE</b>	<b>-82</b>

- 2.2 Figures 2.2 and 2.3 set out the variations between what we planned to commission and what we have commissioned for September 2018.

**Figure 2.2: Variations between the commissioning intentions for Primary school provision and September 2018 delivery**

District	Planning Area	To be Commissioned by 2018-19	Variation	Reason	Impact
Gravesham	Northfleet	1FE (of 2FE) in Springhead Park	Deferred by Department for Education (DfE) to 2020 at the earliest.	The DfE project management team was falling behind of the timelines to open for 2018.	Small negative impact- Although the current demand has been accommodated in neighbouring Primary schools, some parents would have had to travel further to access school places. There are 8.8% surplus places for September 2018, but these are all located in one of the 6 schools in the planning area, leaving little choice for parents who apply late or move in.
Maidstone	Maidstone North/ Central and South/ Maidstone West/ Maidstone East	30 temporary Year R places	No additional places commissioned.	Detailed analysis of applications submitted indicated there would be sufficient Year R places for September 2018.	Small negative impact- There were 37 surplus Year R places in Maidstone town as at National Offer Day. This equates to 3% surplus capacity. The places are in 3 of the 23 schools, leaving limited choice for parents who apply late or move in.

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**Figure 2.3: Variations between the commissioning intentions for Secondary school provision and September 2018 delivery**

District	To be Commissioned By 2017-18	Variation	Reason	Impact
Dartford	No commissioning need identified.	48 Year 7 places commissioned for 2018-19: <ul style="list-style-type: none"> <li>16 Year 7 places commissioned at</li> </ul>	The actual numbers as indicated by first preferences, were larger than forecast by around 80 pupils.	It is welcome that more families were able to access Secondary provision in Dartford District as a result of the extra places commissioned. However, on National Offer day only 4 places remained across the 10

District	To be Commissioned By 2017-18	Variation	Reason	Impact
		Leigh Academy <ul style="list-style-type: none"> <li>• 12 Year 7 places commissioned at Longfield Academy</li> <li>• 20 Year 7 places at Leigh UTC</li> </ul>		schools. If any additional demand materialises we will work with schools to offer additional places, but clearly there is limited parental choice.
Gravesham	4FE in Gravesend/ Northfleet urban	3.5FE achieved: <ul style="list-style-type: none"> <li>• 1FE at Mayfield Grammar School</li> <li>• 1FE at Thamesview School</li> <li>• 1FE at St George's CE School</li> <li>• 0.5FE at St John's Catholic School</li> </ul>	3.5FE has proved sufficient to meet the demand in Gravesend.	Negative impact – Although there were sufficient places to meet the demand in Gravesham only 9 Year 7 places remain, those being in Northfleet School for Girls. If any additional demand materialises there remain opportunities for local increases to PAN, but this may limit parental choice.
Maidstone	60 Year 7 places	30 Year 7 places were commissioned at Maplesden Noakes	Several schools who are their own admissions authority, admitted over PAN, leading to a greater surplus of places than forecast.	No impact as total places offered were greater than the place that were due to be commissioned.
Thanet	Up to 120 Year 7 places	80 Year 7 places commissioned for 2018/19: <ul style="list-style-type: none"> <li>• 60 places at Ursuline College</li> <li>• 10 places at Chatham and Clarendon Grammar School</li> <li>• 10 Places at Dane</li> </ul>	80 places met the need in Thanet for Year 7 Secondary places.	Negative impact- Although there were sufficient Secondary places in Thanet for Sept 2018 there were zero surplus places left on National Offer day. If any additional demand materialises we will need to work with schools to offer further places. Parental choice is clearly restricted.

District	To be Commissioned By 2017-18	Variation	Reason	Impact
		Court Grammar School		
Tunbridge Wells	190 Year 7 places	160 Year 7 places were commissioned for 2018-19: <ul style="list-style-type: none"> <li>• Skinners 10 places</li> <li>• TWGSB 60 places</li> <li>• St. Gregory's 60 places</li> <li>• Bennett Memorial 30 places</li> </ul>	Bennett Memorial ultimately determined to offer 30 additional places rather than the 60 planned/requested.	Negative impact as were zero surplus places available in Tunbridge Wells and Tonbridge Town at National Offer Day. If any additional demand materialises we will need to work with schools to offer further places. Parental choice has been limited.

### 3. Increase in the Number of Academy Schools

- 3.1 There has been a small increase in the number of academy schools operating in Kent. Figure 3.1 lists the maintained schools that have converted to become an academy, academies which have transferred to a new sponsor, and new free schools between 01 September 2017 and 30 April 2018.

**Figure 3.1: Academies created between September 2017 and April 2018**

Area	School	Date	Promoter	Status
Tonbridge & Malling	West Malling CEP School	01 September 2017	The Tenax Schools Trust	Transfer
Dartford	Cherry Orchard Primary Academy	01 September 2017	Leigh Academies Trust	New Academy
Tonbridge & Malling	Bishop Chavasse School	01 September 2017	The Tenax Schools Trust	Free School
Dartford	West Hill Primary Academy	01 September 2017	The Galaxy Trust	Converted
Dartford	Sutton-at-Hone CEP School	01 October 2017	Aletheia Anglican Academies Trust	Converted
Gravesham	Riverview Junior School	01 October 2017	The Pathway Academy Trust	Converted
Maidstone	St Mark's Church of England Primary School, Eccles	01 November 2017	The Pilgrim Multi Academy Trust	Converted
Maidstone	Valley Invicta Primary School at East Borough	01 November 2017	Valley Invicta Academies Trust	Converted
Folkestone & Hythe	Folkestone Academy (The)	01 December 2017	Turner Schools	Transfer
Canterbury	Spires Academy	01 January 2018	Education for the 21 <sup>st</sup> Century	Transfer
Dover	Vale View Community School	01 January 2018	Whinless Down Academy Trust	Converted

### 4. Review of Forecasting Accuracy

- 4.1 The Plan sets out forecast roll numbers by planning areas at Primary school level and by District at Secondary school level. In figures 4.1 to 4.4, the forecast 2017-18 rolls in each District are compared to the actual rolls as at October 2017. Our target is to be accurate to within plus or minus 1% at County level. However, we use this benchmark for each District and for each phase.
- 4.2 Figure 4.1 sets out the accuracy of the Year R forecasts. It shows that for Kent overall, forecasts are accurate to within 0.6%. This equates to 112 fewer Year R pupils than forecast across the County. This continues to show the accuracy in our forecasting models. However, there are variations across the Districts with 3 Districts being

accurate within +/-1%, 4 Districts within +/-1 to 2% and 5 Districts under or over forecast by more than +/- 2%.

There were four districts where we over forecast Year R rolls by over 1% and 30 places: Canterbury, Thanet, Swale and Folkestone & Hythe. The over forecasting was mainly due to the increase in the size of the pre-school cohorts from one year to the next which was not as large as forecast. In Dartford, we under forecast the pupils by more than 1% and 30 pupils. This was due to an increase in the number of pupils resident in the District transferring into Year R alongside an increase in housing completions.

**Figure 4.1: Comparison of Year R forecast v October 2017 roll**

Area and District	Forecast Year R roll (2017/18)	Actual Year R roll Oct 2017	Difference (forecast less actual)	Over / under forecast (%)
<b>East Kent</b>	<b>4916</b>	<b>4791</b>	<b>125</b>	<b>2.6</b>
Canterbury	1440	1409	31	2.2
Swale	1857	1822	35	1.9
Thanet	1619	1560	59	3.8
<b>North Kent</b>	<b>4122</b>	<b>4171</b>	<b>-49</b>	<b>-1.2</b>
Dartford	1459	1495	-36	-2.4
Gravesham	1329	1326	3	0.2
Sevenoaks	1334	1350	-16	-1.2
<b>South Kent</b>	<b>3958</b>	<b>3925</b>	<b>33</b>	<b>0.8</b>
Ashford	1571	1544	27	1.8
Dover	1202	1229	-27	-2.2
Folkestone & Hythe	1184	1152	32	2.8
<b>West Kent</b>	<b>4721</b>	<b>4718</b>	<b>3</b>	<b>0.1</b>
Maidstone	1850	1865	-15	-0.8
Tonbridge and Malling	1681	1654	27	1.6
Tunbridge Wells	1190	1199	-9	-0.8
<b>Kent Totals</b>	<b>17717</b>	<b>17605</b>	<b>112</b>	<b>0.6</b>

4.3 Figure 4.2 sets out the accuracy of the forecasts for Primary age pupils. Across Kent, we over forecast the number of Primary aged pupils on roll by 0.3% which was 418 pupils. This shows a high level of accuracy. Having 11 of the Districts being within the +/-1% target is an improvement on the previous year. The forecast roll for Thanet was outside of the 1% accuracy targets. This was mainly due to the size of cohorts from one year to the next not being as large as forecast.

**Figure 4.2: Comparison of Primary (Year R-6) forecast v October 2017 roll**

Area and District	Forecast Primary roll (2017-18)	Actual Primary roll Oct 2017	Difference (forecast less actual)	Over / under forecast (%)
<b>East Kent</b>	<b>34834</b>	<b>34523</b>	<b>311</b>	<b>0.9</b>
Canterbury	10433	10359	74	0.7
Swale	12993	12928	65	0.5



Area and District	Forecast Primary roll (2017-18)	Actual Primary roll Oct 2017	Difference (forecast less actual)	Over / under forecast (%)
Thanet	11407	11236	171	1.5
<b>North Kent</b>	<b>29319</b>	<b>29301</b>	<b>18</b>	<b>0.1</b>
Dartford	10132	10207	-75	-0.7
Gravesham	9556	9522	34	0.4
Sevenoaks	9631	9572	59	0.6
<b>South Kent</b>	<b>28075</b>	<b>28027</b>	<b>48</b>	<b>0.2</b>
Ashford	11024	11050	-26	-0.2
Dover	8560	8551	9	0.1
Folkestone & Hythe	8490	8426	64	0.8
<b>West Kent</b>	<b>32989</b>	<b>32947</b>	<b>42</b>	<b>0.1</b>
Maidstone	12970	12963	7	0.1
Tonbridge and Malling	11236	11249	-13	-0.1
Tunbridge Wells Total	8783	8735	48	0.5
<b>Kent</b>	<b>125216</b>	<b>124798</b>	<b>418</b>	<b>0.3</b>

4.4 Figure 4.3 sets out the accuracy of the Year 7 pupil forecasts. Across Kent we under forecast the number of Year 7 pupils by 0.9% which was 147 pupils. There are variations across the Districts - 6 being within the +/-1% target, 2 being between +/-1 to 2% and 4 Districts over +/- 2%. This is similar to the previous year. There are three districts where we under forecast the number of pupils by more than 1% and 30 pupils: Dartford, Tonbridge and Malling and Tunbridge Wells. The under forecasting of Year 7 pupils in Dartford and Tunbridge Wells could be explained by an increase in the number of pupils transferring into mainstream secondary education. Initial analysis has not identified why we under forecast Year 7 rolls in Tonbridge and Malling by 100 places. Further analysis will be undertaken.

**Figure 4.3: Comparison of Year 7 forecast v October 2017 roll**

Area and District	Forecast Year 7 roll (2017/18)	Actual Year 7 roll Oct 2017	Difference (forecast less actual)	Over / under forecast (%)
Canterbury	1544	1502	42	2.7
Swale	1692	1696	-4	-0.3
Thanet	1496	1487	9	0.6
<b>East Kent</b>	<b>4731</b>	<b>4685</b>	<b>46</b>	<b>1.0</b>
Dartford	1644	1688	-44	-2.7
Gravesham	1397	1395	2	0.1
Sevenoaks	491	491	0	0.1
<b>North Kent</b>	<b>3532</b>	<b>3574</b>	<b>-42</b>	<b>-1.2</b>
Ashford	1319	1332	-13	-1.0
Dover	1169	1191	-22	-1.8
Folkestone & Hythe	1096	1103	-7	-0.7
<b>South Kent</b>	<b>3584</b>	<b>3626</b>	<b>-42</b>	<b>-1.2</b>
Maidstone	2004	1976	28	1.4
Tonbridge and Malling	1606	1706	-100	-6.2
Tunbridge Wells Total	1477	1514	-37	-2.5
<b>West Kent</b>	<b>5087</b>	<b>5196</b>	<b>-109</b>	<b>-2.1</b>

Area and District	Forecast Year 7 roll (2017/18)	Actual Year 7 roll Oct 2017	Difference (forecast less actual)	Over / under forecast (%)
<b>Kent</b>	<b>16934</b>	<b>17081</b>	<b>-147</b>	<b>-0.9</b>

- 4.5 Figure 4.4 below sets out the accuracy of the Year 7-11 pupil forecasts. Across Kent these were 0.7% higher than actual rolls. This shows a good level of accuracy. There are variations across the Districts with 9 being within the +/-1% target and 3 between +/-1 to 2%. This is an improvement on the previous year. The three districts outside the 1% forecasting accuracy were: Thanet, Dartford and Folkestone & Hythe. Over forecasts in Thanet and Folkestone & Hythe were due to the size of cohorts from one year to the next not being as large as forecast. Initial analysis has not identified why we under forecast Year 7-11 rolls in Dartford by 108 places. Further analysis will be undertaken.

**Figure 4.4: Comparison of Year 7-11 forecast v October 2017 roll**

Area and District	Forecast Secondary roll (2017/18)	Actual Secondary roll Oct 2017	Difference (forecast less actual)	Over / under forecast (%)
Canterbury	7562	7493	69	0.9
Swale	7903	7862	41	0.5
Thanet	7012	6883	129	1.8
<b>East Kent</b>	<b>22477</b>	<b>22238</b>	<b>239</b>	<b>1.1</b>
Dartford	7723	7615	108	1.4
Gravesham	6463	6411	52	0.8
Sevenoaks	2321	2309	12	0.5
<b>North Kent</b>	<b>16508</b>	<b>16335</b>	<b>173</b>	<b>1.0</b>
Ashford	6715	6740	-25	-0.4
Dover	5751	5723	28	0.5
Folkestone & Hythe	5116	5058	58	1.1
<b>South Kent</b>	<b>17581</b>	<b>17521</b>	<b>60</b>	<b>0.3</b>
Maidstone	9550	9475	75	0.8
Tonbridge and Malling	7796	7828	-32	-0.4
Tunbridge Wells Total	7355	7331	24	0.3
<b>West Kent</b>	<b>24701</b>	<b>24634</b>	<b>67</b>	<b>0.3</b>
<b>Kent</b>	<b>81266</b>	<b>80728</b>	<b>538</b>	<b>0.7</b>

## 5. Progress in Achieving Our Targets

- 5.1 The targets which relate to providing sufficient school places are set out in 'Vision and Priorities for Improvement' and are reproduced in Figure 5.1 below.
- 5.2 Maintaining sufficient surplus capacity in schools across an area is essential both to meet increased demand and to enable parental preferences to be met.
- 5.3 Figure 5.1 shows that surplus capacity in Reception classes across Kent is at 10.4% and for all Primary aged pupils it is 5.1%. Surplus capacity in Year 7 across Kent is at 8.0%. Across Years 7-11 it is at 9.4%. We expect to see increased numbers of Primary

aged pupils transfer to Secondary schools over the next few years, reducing the surplus capacity in the secondary sector.

**Figure 5.1: Surplus Capacity in Mainstream Schools as of October 2017**

<b>October 2017</b>		
<b>District</b>	<b>% Year R</b>	<b>% Yrs. R-6</b>
Ashford	8.6	4.0
Canterbury	11.9	6.1
Dartford	6.7	0.6
Dover	10.7	7.9
Gravesham	10.2	2.3
Maidstone	9.9	4.3
Sevenoaks	13.5	8.8
Folkestone & Hythe	11.0	5.5
Swale	11.7	4.7
Thanet	13.3	6.4
Tonbridge and Malling	8.2	4.6
Tunbridge Wells	9.5	6.8
<b>Kent</b>	<b>10.4</b>	<b>5.1</b>
<b>Area</b>	<b>% Year 7</b>	<b>% Years 7-11</b>
Dartford, Gravesham & N. Sevenoaks.	6.9	7.8
S. Sevenoaks, Tonbridge & Tunbridge Wells.	7.1	9.3
Maidstone & Malling.	12.0	13.4
Ashford	13.5	11.5
Canterbury	7.0	4.5
Dover	13.4	15.7
Folkestone & Hythe	3.1	5.6
Swale	3.9	8.4
Thanet	7.1	9.3
<b>Kent</b>	<b>8.0%</b>	<b>9.4%</b>

- 5.4 We set targets for the percentage of families securing their first preference school for entry in September 2018. For Primary schools the target was 87% and on Offer Day 89.2% of parents secured their first preference. For Secondary schools the target was 83% and 79.6% of parents secured their first preference, although just over 450 more pupils secured their preferred Secondary school.
- 5.5 The target for first and second preferences for both Primary and Secondary schools was 95%, with 95.9% securing their first or second preference in a Primary school and 90.8% of parents securing their first or second preference at a Secondary school.

## **6. Progress in Commissioning Provision for SEND Pupils**

- 6.1 The final phase of the redevelopment of Portal House School is underway with the rebuild of the School's sports hall. This is the final capital project to be completed as part of the commitment to rebuild or refurbish our Special schools.
- 6.2 The KCP identified KCC's intention to commission 864 places in Special Schools and 79 places in Specialist Resourced Provisions (SRPs). This has changed slightly to 849 special school places and 94 SRP places as a planned satellite of a special school in Thanet will be an SRP instead. Figures 6.1 and 6.2 identify the progress in

implementing the commissioning of SEND places for September 2018. In total, 363 of the 849 places to be commissioned have been agreed and we are well to the way to achieving 59 of the 79 places in SRPs. Officers will continue to work with and encourage potential Free school sponsors for a new Behaviour and Learning Special School on the Isle of Sheppey or Special Schools for pupils with Profound, Severe and Complex Needs in the Dover District and within the North Kent Area. We are aware that one of our present Special schools is keen to expand and open a satellite on the Isle of Sheppey, but this would be at a capital cost to KCC whereas, a Free School through the Wave process would be funded by the DfE.

**Figure: 6.1 Specialist Provision Planned in Special Schools**

<b>Phase/ Provision/ District</b>	<b>Need</b>	<b>Progress</b>
Primary ASD Ashford	12 Primary PSCN places Wyvern (satellite)	Wyvern Special School intend to open a satellite for 12 pupils with ASD at Great Chart Primary School for September 2019. The public consultation is in the summer term 2018.
Primary ASD Swale	A 168 place provision for pupils with Autism Spectrum Disorder or Speech, Language and Communication Needs.	DfE has agreed the opening of the School. The Trust's consultation has ended, and the school is expected to open in September 2019 a year later than initially planned.
Secondary ASD Maidstone	A 144 place provision for pupils aged 11-19 years old (120 KS3-KS4, 24 KS5) Autism Spectrum Disorder or Speech, Language and Communication Needs.	The Bearsted Academy free school has been approved by the DfE, but delivery has been delayed.
KS 2-4 B&L Sheppey	A 120 place provision for pupils 7-16 years with a designation of Behaviour and Learning on the Isle of Sheppey (Swale District). We would envisage that the school would be prepared to work collaboratively with other schools on the Isle of Sheppey and provide support to schools across the Swale District.	No wave application at present. This remains a significant priority due to the high numbers of pupils transported (70+) from the Isle of Sheppey to Bower Grove Special school in Maidstone and the cost of alternative placements for Primary aged pupils who meet the Bower Grove criteria (£358K pa).
KS3-4 PSCN Dover	Up to 168 (120 KS3-KS4, 48 KS5) place provision for pupils aged 11-19 years with a designation of Profound Severe and Complex Needs in Dover District	No wave application at present. This remains a priority as existing specialist provision in Dover has exceeded places available and the nearest Special school provision is in Shepway.
KS3-5 PSCN North Kent	Up to 210 KS3-KS5 place provision for pupils aged 11-19 years with a designation of	No wave application at present. This remains a priority as existing two specialist

Phase/ Provision/ District	Need	Progress
	Profound Severe and Complex Needs in the North of the County.	PSCN provisions in the North of the County are operating at their maximum capacity.

**Figure 6.2: Additional Specialist Provision Planned in SRPs in Mainstream Schools**

District	Proposed Number of New Commissioned Places	Progress
Dover	15 Secondary ASD places	An expression of interest was placed however, the opening of the SRP is subject to suitable accommodation being in place which is in the hands of the ESFA.
Folkestone & Hythe	24 Secondary ASD places	The Marsh Academy intends to open this provision from September offering 8 places initially and growing to 24. The public consultation has received overwhelming support. A business case has been submitted to the DfE.
Canterbury	20 Secondary ASD places	An expression of interest has been received from a Secondary school in Canterbury for a 2019 opening.
Thanet	15 Secondary B&L places	The places will be a SRP within the New Thanet Free School. The Sponsor of the school has been approved by the DfE.
Tonbridge & Malling	20 ASD Secondary SRP places	The intention is that the Judd School will host the SRP. KCC and the Governing Body of the Judd School have completed the public consultation. Subject to the completion of the statutory consultation and the agreement of the Cabinet Member, the SRP is on track to open in September 2019.

6.2 We continue to monitor the changes to the need types across the County and within each District. Strategic discussions are in progress to decide how best to move forward with commissioning of SEND provision over the next few years.

## **7. Progress in implementing Changes to Provision for Early Years**

7.1 The Early Years and Childcare element of the Commissioning Plan 2018 - 22 noted the duty on all local authorities to improve outcomes for young children, to cut inequalities between them and secure sufficient childcare to allow parents to work; and specifically, to ensure sufficient and flexible provision of:

- 15 hours of Early Education for eligible two-year olds and all three and four-year olds
- 30 Hours of Free Childcare for the three and four-year olds of eligible parents

7.2 Figures 7.1 and 7.2 identify Districts that were reported as having a deficit of 0-4-year-old places or 30-hour places in the KCP 2018-22 and actions taken to address these deficits. A deficit of places is noted when there would be insufficient places should there be 100% take up from families. Generally, across each District there are sufficient Early Years places for families based on current take up rates. However, analysis at a District level may mask a surplus or deficit of places at a planning area level.

**Figure 7.1: Update on provision where 0-4 year-old childcare places were in deficit**

<b>District</b>	<b>Actions taken/planned to address any deficit</b>
Dover	There continues to be a deficit of places across the District should there be 100% take up. However, based on current take up rates there are sufficient places for families requiring early years provision. Officers continue to monitor the situation and are working with providers to identify if there are any planning areas across the District, such as Dover Town, that are particularly under stress.
Gravesham	The pressure for places in Northfleet new development will be reduced as a Nursery is increasing their PAN. A new provider is planning to open September in Singlewell which will increase provision. Officers are working with potential providers in the Meopham and Vigo planning area. There will continue to be sufficient provision available across the District based on present take up rates.
Sevenoaks	We are not aware of any new providers looking to set up in the Sevenoaks area and there continues to be a deficit of places across the District should there be 100% take up. However, based on current take up rates there are sufficient places for families requiring early years provision. Officers continue to monitor the situation and are working with providers to identify if there are any planning areas across the District that are particularly under stress.
Swale	There are sufficient places based on present take up rates across the District, but some planning areas are under stress. Eastchurch and Warden Bay (Isle of Sheppey) continues to have a deficit of places and no new provision is coming forward. Officers will continue to monitor the situation.
Tonbridge & Malling	Officers are currently working with a potential new provider who is looking to open in the Shipbourne area. There are sufficient places based on present take up rates across the District.
Tunbridge Wells	A new full day care nursery opened in September 17 in the Paddock Wood area. There are sufficient places based on present take up rates across the District.

**Figure 7.2: Update on provision where 30-hour old childcare places were in deficit**

<b>District</b>	<b>Actions taken/planned to address any deficit</b>
Gravesend	There are sufficient places based on present take up rates across

	the District for 30 hours places. Officers are working with a new provider who is planning to open in September in Singlewell.
Sevenoaks	There was only a small deficit of 30 hours places in the District and there are sufficient places based on present take up rates. Officers will continue to monitor the pressure for places.

## 8. Post-16 Commissioning

8.1 The Post-16 commissioning element of the Commissioning Plan 2018-22 included four priorities. Actions undertaken to address the priorities are outlined below.

### 8.2 Continue to increase the variety of pathways, including academic, vocational and technical, apprenticeships, employment with training or work-based learning across all Districts

- The Careers Enterprise Company co-funds Enterprise Coordinators. These are trained professionals who work with networks of 20 schools and colleges, the aim being to build careers plans and make connections to local and national employers. Currently 40 schools in Kent are attached to two networks.
- There has been an increase in the numbers of pupils undertaking The International Baccalaureate® (IB) Career-related Programme (CP). This is a unique programme addressing the needs of students engaged in career-related education. The programme leads to further/higher education, apprenticeships or employment. From September 2019, 25 schools will be delivering IBCC compared to only 7 schools five years ago.
- The Kent Choices 4 u (KC4U) Live brings together Careers Information, Advice and Guidance for students of all ages.
- In the last year there has been a reduction in the number of apprenticeship starts since the introduction of the Apprenticeship Levy, but this reduction is lower in Kent. Recently published first quarter data for 17/18 apprenticeship starts shows a 17% decrease across Kent compared to national figures of 26.5% for all ages ranges with 16- 18 years down 14% compared to last year's figures. The Kent Association of Training Organisations (KATO), Kent Further Education Colleges (KFE) and Medway Council, has continued to build effective partnerships to increase the number of apprenticeships for 16-18-year olds.

### 8.3 Raising attainment

Figure 8.1 shows that the Average Points Score (APS) for A level and Academic qualifications fell just below National in summer 2017. Applied General and Tech level qualifications are significantly higher than National. APS for A Level and Academic qualifications were in line with 2016, whereas the APS had increased for Applied General and Tech Level qualifications.

**Figure 8.1: Average point score and grade summer 2017**

Qualification	Schools	Schools and Colleges	National
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A Level average points score <sup>2</sup>	30.9 (C)	30.7(C)	32.1 (C+)
Academic average points score <sup>3</sup>	32.1 (C+)	31.9 (C+)	32.4 (C+)
Applied General average points score <sup>4</sup>	39.3 (Dis+)	36.7 (Dis+)	35.6 (Dis)
Tech Level average points score <sup>5</sup>	37.4 (Dis+)	31.2 (Dis+)	32.2 (Dis-)

## 8.2 Reduce achievement gaps

There is a consistent focus on diminishing the gap between different groups of students. The 2017 KS4 results demonstrated that:

- Males in Kent schools achieve less well than females in A levels and Academic qualifications, but the gap did reduce in 2017 by 0.6 points in A Levels and 1.9 points in Academic qualifications.
- In Applied General and Tech level qualifications males achieve at a similar level to females and above National figures.
- Students registered as entitled to Free School Meals (FSM) achieved less well in Kent than National. There was no sign that the gap between FSM and non-FSM pupils was reducing in 2017. The FSM achievement gap is much wider in academic qualifications than technical ones.

Officers have provided continued support for vulnerable learners including those registered as FSM, firstly to make the transition to post 16 delivery, and secondly to stay the course and not drop out at 17. The impact can be seen in the reduction of NEET pupils and increase in participation rates in figures 8.2 and 8.3. Our target is to ensure that 50% of 16 year olds who do not attain a good pass at GCSE in English and Maths will achieve the qualifications by age 19. By working with schools, FE colleges, HE, training providers and employers, developing transition protocols between schools and colleges and providing specialist guidance training for KCC staff working directly with disadvantaged groups, we are on track to achieve this target.

## 8.3 Deliver programmes which advantage rather than disadvantage young people

There is a need to narrow the gaps in attainment seen at the end of KS4 and to develop the employability skills of young people, particularly Vulnerable Learners, so they can achieve positive destinations at 18. Therefore, the Skills and Employability Team has worked with providers to identify any gaps in provision and to develop innovative approaches to Post-16 Programmes. Examples of these are:

- Level 1 offers for 16-18 year olds, has increased generating 500 new opportunities for learners.

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• <sup>2</sup> A' levels are subject based qualifications. They are a subset of the Academic category.

• <sup>3</sup> Academic Qualifications includes A/AS level or applied A/AS level. In addition it includes Pre-University, International Baccalaureate, Advanced Extension Award (AEA), Free Standing Mathematics, Extended Project (Diploma) qualifications and Core Maths at level 3.

• <sup>4</sup> Applied General qualifications are level 3 (advanced) qualifications that provide broad study of a vocational area. From 2016, only high value level 3 vocational qualifications, which meet pre-defined characteristics, will be recognised in the 16-18 performance tables.

• <sup>5</sup> Tech levels are level 3 (advanced) qualifications for students wishing to specialise in a technical occupation or occupational group. They lead to recognised occupations. As with Applied General Qualifications from 2016, only high value level 3 vocational qualifications, which meet pre-defined characteristics, will be recognised in the 16-18 performance tables.



- The Ready to Work offer is used as a September Guarantee for those learners who are at risk of becoming NEET. Ready to Work Kent now has over 180 offers across the 12 Districts which include employability programmes, study programmes, NEET engagement and many more bespoke local offers. We have 81 students who have enrolled on a course.
- We have supported access to Post-16 learning, including apprenticeships through the travelcard scheme. In the past year 7,597 young people used this card to travel to their places of learning. This was a significant increase on the previous year's figure of 4,500.
- 4 applications were made to the ESFA for specialist Post-16 institution status to widen the offer to SEND young people to give them more Post-16 options. All were successful.
- We have 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. Following this, and as part of the FE area review, KCC and the colleges of Kent Further Education will be establishing:
  - A new methodology for distributing high needs funding to colleges
  - A protocol for ensuring good placement practice
  - A local planning forum to improve the provision and pathways available for students from special schools and PRU
  - A supported internship forum
- Via Kent Supported Employment we have helped 316 vulnerable learners with physical disabilities, autism and learning difficulties move into a variety of sustainable employment outcomes over the last year including 58% into paid sustainable employment.
- Strategically worked with partners to avoid duplicate provision, that is already available in areas where we have identified a need.
- Education, Employment and training activities for teen parents based in Children's Centres.
- A close partnership working with Virtual Schools Kent and the Care Leaver team to ensure that there are suitable Unaccompanied Asylum-Seeking Children engagement activities available.

The actions outlined have supported the further reduction in NEETs and Unknowns for the general cohort as seen in figure 8.2 and for the most vulnerable groups as seen in Figure 8.3.

**Figure 8.2: NEET and Not-Known figures for January 2017 and 2018**

January	Cohort size	NEET	Not Known	Participation
<b>2017 (12 &amp;13)</b>	34,145	2.98%	3.18%	90.05%
<b>2018 (12&amp;13)</b>	33,129	2.6%	2.8%	90.92%

**Figure 8.3: Numbers of NEET pupils in January 2017 and 2018 by group**

Numbers 16-18 year olds by Vulnerable Group	Jan 17 NEET	Jan 18 NEET

<b>Children in Care: KCC responsibility</b>	71	49
<b>Caring for own child</b>	70	75
<b>Asylum Seeker</b>	3	0
<b>Carer not own child</b>	70	15
<b>Substance Misuse</b>	9	3
<b>Care Leaver: KCC responsibility</b>	45	16
<b>Supervised by YOT</b>	35	16
<b>Pregnancy</b>	56	36
<b>Parent not caring for own child</b>	0	2

## 9. Capital Funding

As Members will be aware from the original report on the 2018-22 commissioning plan we identified a significant shortfall of £101m in respect the capital funding needed to deliver all the places required by September 2020. This figure increases the further ahead you look and is being compounded by additional costs for temporary solutions that are arising from the late delivery of Waves 11 and 12 Free Schools by the ESFA, (notably in Maidstone where three schools will open between 2-3 years later than planned) There has also been an impact from the delay of almost two years in announcing the next Wave 13 Free School round of applications.

The DfE have finally announced that the Wave process will start again with bids for Wave 13 due in September 2018 and decisions expected by Easter 2019. There are much stricter criteria with this new round and in effect it is targeted at certain areas of the country. In Kent the only areas identified are Gravesham, Ashford and Thanet.

As far as this funding shortfall is concerned we continue to identify ways in which we may be able to reduce the shortfall and are working closely with the ESFA to try and resolve the position. A verbal update will be provided at the meeting.

## 10. Changes to School Planning Areas from September 2019

- 10.1 Education planning areas are used by provision planning teams to ensure that there are suitable and sufficient Primary and Secondary school places available to Kent children. Evidence of demand for school places and available capacity is provided by planning area for both the Kent Commissioning Plan and the annual return to the Department for Education (the School Capacity Collection).

To continue to accurately reflect local school communities in Kent and Secondary travel to school patterns, it was decided to review the existing configuration of planning areas. In reviewing and forming new planning areas it was necessary to examine the following:

- Travel to school flows (to an extent this is also a proxy for parental preference)
- Location of significant new housing developments, especially those on the edges of towns (prompting re-definition of existing urban areas)
- Changes to the school estate, particularly new schools opening and schools closing since planning areas were last reviewed in 2012
- Expectation of future changes in supply and demand

This has led to:

- Using Lower Super Output Areas (LOSAs) rather than wards as the building blocks (to match KCC's Strategic population forecasts).
- A reduction in Primary planning areas from 114 to 94.
- Primary planning areas (building blocks) forming District level forecasts.
- Separate non-selective and grammar planning areas. Primary planning areas forming the building blocks, but Secondary planning areas may cross District boundaries.

A proposal to change the planning areas was submitted to the DfE. This was formally accepted in March of this year and is due to take effect in the next iteration of the KCP and in this year's SCAP return to the DfE.

## 11. Active Travel

11.1 KCC's Active Travel Strategy was released in 2017. The overarching ambition is to:

- Make active travel an attractive and realistic choice for short journeys in Kent

When new schools or expansions of present schools are planned, officers in the Education, Planning and Access team will work with school promoters, present staff and the design teams to identify opportunities to encourage active travel.

The full strategy can be accessed at <http://www.kent.gov.uk/activetravel>

## 12. Moving forward

12.1 Pressure remains to control the cost of providing the additional capacity and to close the forecast funding gap. Members will need to consider whether temporary expansions may be more cost effective than permanent expansions.

12.2 Developer contributions continue to play a significant role in providing the school places needed to support an expanding population linked to new homes. The constraints of the national planning framework in this respect continue to be voiced to National Government.

12.3 The focus in future years will increasingly be on delivering the additional Secondary school places required as pressure moves into this sector.

12.4 Embed the new planning areas into KCC forecasts.

## 13. Recommendations:

The Children's, Young People and Education Cabinet Committee is asked to **NOTE** the progress achieved and the issues identified for further development and **CONSIDER** the report prior to the next version of the Commissioning Plan in autumn 2018.

## 14. Background Documents

14.1 Vision and Priorities for Improvement:  
[Vision and Priorities for Improvement](#)

14.2 Kent Commissioning Plan for Education Provision 2018-2022:  
[Kent Commissioning Plan 2018-22](#)

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

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

**To:** Children's, Young People and Education Cabinet Committee – 10<sup>th</sup> July 2018

**Subject:** An update on the Emotional Wellbeing and Mental Health Pathway for Children and Young People in Kent

**Classification:** Unrestricted

**Past Pathway of Paper:** None

**Future Pathway of Paper:** None

**Electoral Division:** All

**Summary:**

The delivery of services which are aligned to the Emotional Wellbeing and Mental Health (EWMH) pathway across Kent are multi-layered, multi-faceted and multi-agency. The services which are now in place include KCC provision, services funded by The Big Lottery, and services commissioned jointly by KCC, Public Health and Kent's seven Clinical Commissioning Groups (CCGs). Those services which are provided externally were appointed following a lengthy and robust joint procurement and commissioning process.

On the 8<sup>th</sup> May 2017, North East London Foundation Trust (NELFT) were awarded the contract to deliver Children and Young People Mental Health Service (CYPMHS) in Kent.

On 2<sup>nd</sup> February 2017 Kent Community Health Foundation Trust (KCHFT) were awarded the contract to deliver the Primary School Public Health Service and Adolescent Health and Targeted Emotional Health Service in Kent.

The CYPMHS contract commenced on the 1<sup>st</sup> September 2017, while the KCHFT contract commenced on 1<sup>st</sup> April 2017. This report provides an overview and update on the Kent County Council funded elements of the service.

Diagram 1 shows the support levels in the Emotional Wellbeing and Mental Health model and the corresponding funding amounts from their various sources within the joint commission.

**Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to **NOTE** the performance of the provider in line with the contract.

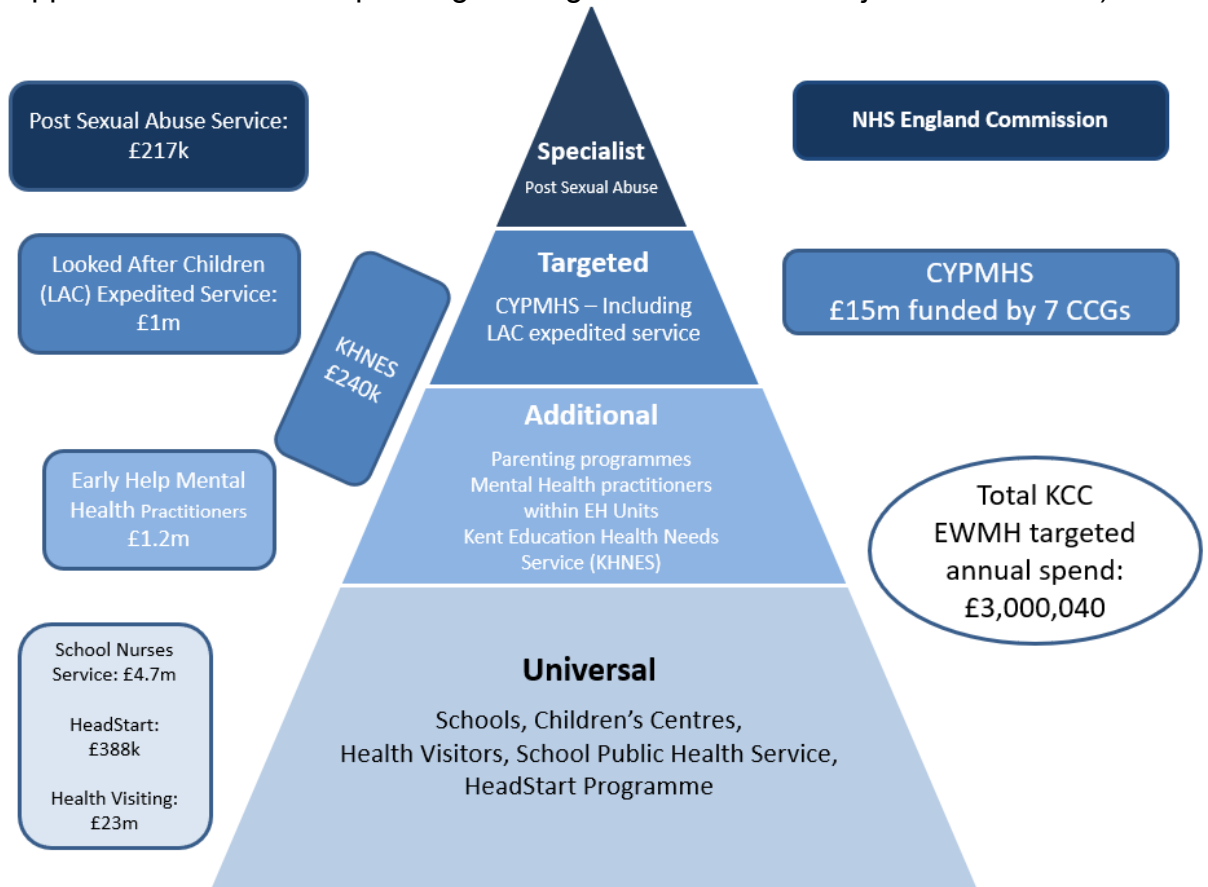
## 1. Introduction

- 1.1. Kent County Council (KCC) and the Kent Clinical Commissioning Groups ([CCG], the Contracting Parties) have been working together since early 2014 to improve the quality and scope of the universal and targeted provision to deliver a new whole system of Emotional Wellbeing and Mental Health support for children and young people (CYP) in Kent, that extends beyond the traditional reach of commissioned services.
- 1.2. As partners in Kent, the Contracting Parties want to support CYP and their families as they make their journey through life, and work together in helping them respond to and overcome specific challenges that they may face. Enjoying positive emotional wellbeing and mental health opens the door to improved physical and cognitive development, better relationships with family members and peers and a smoother transition to adult independence.
- 1.3. The new service model and commissioning approach is intended to redress the current gaps and blockages in the pathway that children, young people and their families tell us they experience when accessing mental health services in Kent.
- 1.4. The new model has been developed alongside the principles and approaches articulated in Future in Mind (2015), a document from the Department of Health and NHS England that sets out a clear vision for 'promoting, protecting and improving children and young people's mental health and wellbeing'. The model in Kent outlines a whole system approach to emotional wellbeing and mental health in which there is a Single Point of Access (SPA), clear seamless pathways to support, ranging from universal, to targeted to highly specialist care, with better transition between services.
- 1.5. This model represents a significant shift in the way that support, and services have previously been provided to CYP across the system.
- 1.6. On the 8<sup>th</sup> May 2017, North East London Foundation Trust (NELFT) were awarded this contract. There is a clear expectation that this contract will contribute to and shape a system of earlier intervention wherever possible. These outcomes are directly related to children and young people's mental health. As Strategic Partner, NELFT will work closely with the School Public Health Service, as well as with HeadStart, to embed the transformation for CYP Mental Health through the use of an integrated governance framework.
- 1.7. Over the lifetime of the contract, there is a requirement for the Providers to embed transformation of children's emotional wellbeing and mental health services. The service specification requires an approach which will embed flexibility around delivery of mental health services for children.
- 1.8. As the Provider, NELFT act as the Strategic Partner for the programme and will operate the SPA and have a responsibility for the Targeted and Specialist Mental Health Service Contract for CYP.
- 1.9. A key contribution to the Emotional Wellbeing and Mental Health offer to young people is being made by HeadStart Kent. This is a £10m programme funded by

The Big Lottery over five years, to improve the emotional wellbeing and resilience of at risk 10 to 16-year-olds. HeadStart Kent is one of only 6 local partnerships nationally.

- 1.10. HeadStart Kent has a prevention and early intervention approach to identify young people who may have challenges to their emotional wellbeing and provide them with the skills and support to develop their resilience and improve their wellbeing. The programme has been designed and is being delivered through coproduction with groups of young people across Kent.

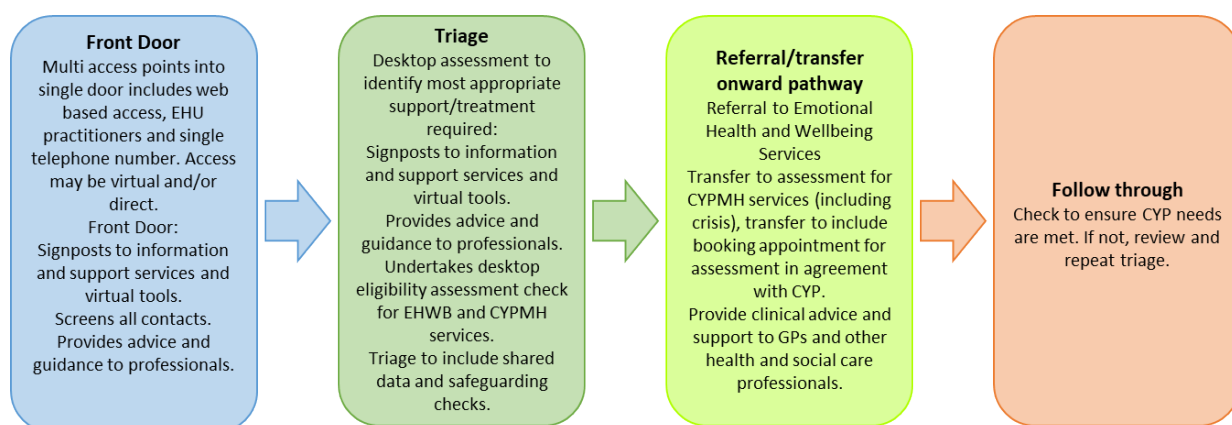
Diagram 1: Emotional Wellbeing and Mental Health Model in Kent (showing support levels and corresponding funding and sources in the joint commission)



## 2. Single Point of Access

- 2.1. NELFT provide the lead for the integrated Single Point of Access (SPA) for both CYPMHS (i.e. those in the contract) and for Kent Community Health Foundation Trust (KCHFT) Public School Health Services (which includes emotional health and wellbeing services).
- 2.2. The core purpose of the Kent SPA is to enable CYP to access emotional wellbeing and mental health services in a timely and appropriate manner.
- 2.3. The SPA provides support, advice, and guidance to individual children and young people, their parents or carers, and health and social care professionals, including those who wish to refer to a service and those seeking guidance or

information. This may lead to a referral to onward care pathway/s and/or assessment of eligibility for CYPMHS and/or EHWP services.



2.4. Where a referral is triaged and identified as not meeting EHWP or CYPMHS service eligibility criteria, the SPA will signpost the family to alternative available support and/or services, within the locality where the family resides.

2.5. SPA achievements in the first six months:

- SPA has been fully operational from 1<sup>st</sup> September 2017.
- Established a welcoming culture, where communication verbally or in writing aims to be supportive and encouraging.
- Risk Management and safeguarding training has been provided for all clinical staff.
- Implemented a clinical risk management process. All referrals are screened the working day they are received and prioritised for triage based on clinical risk.
- Established internal processes to have seamless exchange of referrals between KCHFT School Nursing and NELFT CYPMHS Health Team.
- Received positive feedback from professional visitors and commissioners who have been to visit the SPA.
- The SPA is developing a library of local resources available across Kent, as well as electronic therapeutic resources such as the Big White Wall and Mindfresh.

2.6. Linked to this is one of the key elements of the HeadStart Programme: the Kent-wide HeadStart Resilience Hub ([www.HeadStartKent.org.uk](http://www.HeadStartKent.org.uk)). The Resilience Hub is a useful website for promoting the emotional wellbeing and resilience of young people and includes dedicated sections for our young people, parents and people working in schools and communities. There are films, information, articles, tools and links to other helpful sites and Mental Health and other issues that impact on it.

2.7. Analytics are showing that each month there are approximately 1,500 hits on the Resilience Hub front page with total views per month being 6,000 across all pages.

2.8. The Resilience Hub is managed in partnership with Kent Public Health and has information on links to the SPA, the CYPMHS and the School Public Health



Service, as key partners in the programme.

### 3. Overview of Public Health Outcomes

3.1. The School Public Health Service, in collaboration with the Targeted and Specialist Mental Health Service, is making a significant contribution to achieving the Council’s strategic vision of ensuring that children and young people in Kent get the best start in life and deliver against the following outcomes:

- Kent communities are resilient and provide strong and safe environments to successfully raise children/young people.
- Keeping vulnerable families out of crisis and more children/young people out of KCC care.
- The attainment gap between disadvantaged young people and their peers continues to close.
- All children, irrespective of background, are ready for school at age 5.
- Children/young people have better physical and mental health.
- All young children are engaged, thrive and achieve their potential (through academic and vocational education).
- Kent young people are confident and ambitious with choices and access to work, education and training opportunities.

3.2. Additionally, these services are also making important contributions to delivering against the strategic outcomes within the CYP mental health services. These are:

<b>Experience</b>	<b>Early Help</b>	<b>Access</b>	<b>Whole Family Approaches</b>	<b>Recovery &amp; Transition</b>
Improving the experience of CYP their families and carers.	CYP have improved emotional resilience and where necessary receive early support and treatment to prevent problems getting worse.	CYP who need additional help receive timely, accessible and effective support and treatment.	CYP receive support and treatment that recognises and strengthens their wider family relationships.	CYP receive support and treatment that promotes recovery and are prepared for and experience positive transitions between services (incl. to adult services) at the end of interventions

3.3. Providers are jointly responsible for achieving against these outcomes and will contribute towards the whole system transformation for CYP mental health.

3.4. The Public Health Outcomes Framework sits alongside the strategic outcomes. Services are measured against those outcomes that directly relate to CYP’s mental health. These are:

- Hospital admissions caused by unintentional and deliberate injuries in children and young people
  - Emotional wellbeing of looked after children
  - Suicide rate
- 3.5. Other Public Health outcomes that will be measured include:
- Hospital admissions for mental health conditions in 0-17 years
  - Hospital admissions as a result of self-harm in 10-24 years
- 3.6. Outcomes will be reported against during the lifetime of the contracts and should be identified following assessment at the start of any treatment and reviewed at every contact session, using tools that are appropriate to the age, cognitive ability and needs of the child or young person.

#### **4. A Five Pathway Model**

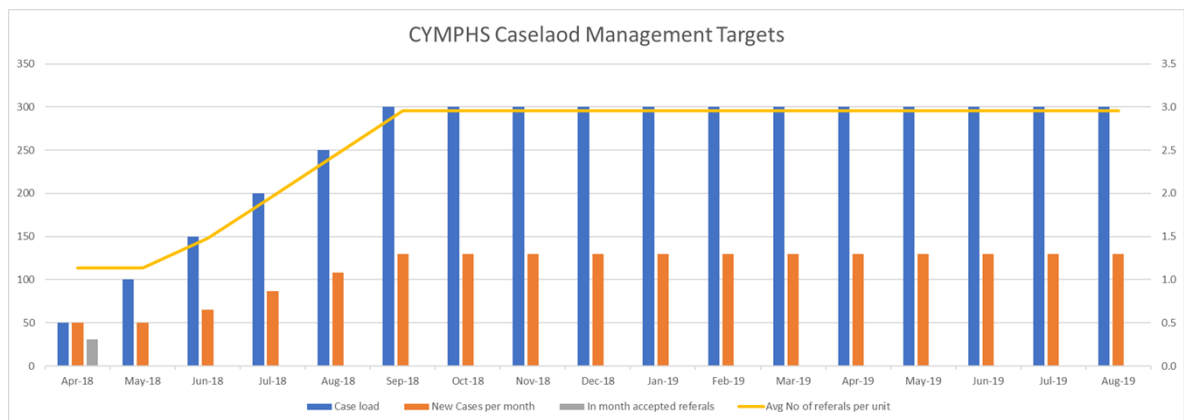
- 4.1. Following a consultation with their workforce, NELFT introduced a new model, based on a 5 pathways approach, rather than the historical 'tier' model.
- 4.2. The Five pathways embedded within their model are 1) emotional health and resilience, 2) complex, 3) behaviour, 4) mood and anxiety and 5) neuro-developmental.
- 4.3. Specific KCC monies have been used to support Early Help (EH) Unit work, to support the Kent Health Needs Education Service (KHNES) and services for Children in Care. KCC monies are provided in addition to the Targeted Service contributions of the contract as part of the NHS funded element of the contract.
- 4.4. From March 2017 to September 2017, the model of delivery for the EH Units and KHNES Mental Health Workers was implemented in partnership with the incumbent provider (Sussex Partnership Foundation Trust) via a contract variation.
- 4.5. The benefits of having practitioners attached to the Units and the Hubs was built into the contract specification to offer specialist mental health consultation and joint assessments on complex cases; direct mental health case work attached to unit work, by Mental Health Practitioners linked to the Units and Hubs; mental health briefings and training to be delivered to EHPS and KHNES staff; and improved communication with specialist mental health services. Due to recruitment problems, only 16 out of the 44 EH Units and 1 out of the 6 KHNES Hubs were covered by SPFT.
- 4.6. One of the key outcomes being sought is for evidence-based mental health interventions to be delivered swiftly in community-based settings to young people known to Early Help services, an increased confidence of Unit staff in dealing with mental health issues in young people; and the development of productive professional relationships between CYPMHS and EH staff.
- 4.7. NELFT took over the operational delivery of CYPMHS in September 2017. However, having immediately entered into a consultation with staff they were unable to progress their recruitment and the level of service, described in

paragraph 4.5, for EH Units and KHNES Hubs. A resolution to the service delivery gaps experienced by both EH and KHNES between September 2017 and the present is currently still under negotiation.

4.8. It is hoped that the Early Help Pathway will be fully implemented by August 2018 and will include the following elements:

- Aligned NELFT staff attending Early Help Unit meetings, providing consultations to Early Help staff and co-working appropriate open cases
- NELFT staff will pick up case work directly from the Units rather than delaying the allocation process by processing referrals via the SPA.

4.9. Due to the significant staff shortfall the number of KCC Early Help cases currently being worked with is very low however once the Early Help Pathway is fully implemented the following levels of activity are expected for the EH Units:



4.10. Activity following Key Performance Indicators (KPIs) will be used to monitor this:

- a) No. of open cases
- b) No. of new Referrals
- c) No. of discharges / closures
- d) No. of cases transferred to another pathway that Month
- e) No. of 1st Assessments
- f) Average case duration of cases closed (weeks)
- g) RTA - Referral to Assessment time (weeks)
- h) No. of face to face appointments attended
- i) No. of MH Consultations
- j) No. of MH Interventions
- k) No. of MH Professional Liaisons

## 5. Kent Health Needs Education Service

1.1. The Local Authority remains accountable for the progress and achievement of young people who have health needs which impact on their statutory education. For those too unwell to attend school, the Kent Health Needs Education Service (KHNES) provides an education support and outreach service. This service caters for young people with mental health needs or with physical medical conditions.

- 1.2. The countywide service provides:
  - continuity of education for the young person, whether this is by being supported in the home, school or by providing off site provision, one to one tuition or virtual learning experiences.
  - support and training for schools in how to support young people with medical and mental health issues.
  - fair and equitable access to all schools
  - a streamlined referral process to reduce the waiting time where young people are missing education
- 1.3. This service operates from 1 residential unit and from 6 'day hubs'. Advice and guidance is provided to schools working with young people with mental health and physical health needs.
- 1.4. Young people are supported with their education in one of the specialist hubs either on a full-time or part-time basis. These are short term placements, typically no more than 8-12 weeks and are provided as part of a supported reintegration programme. Access to an E-learning platform and tuition in the service settings are also possible.
- 1.5. As described in Section 4, the new model was designed to ensure that each hub receives specialist staff, including a Mental Health Practitioner to ensure expert advice is given to schools and there is connectivity between the work of the service and the health care professionals. A resolution to the gaps in service delivery following the implementation of the new contract is currently still under negotiation.
- 1.6. The KHNES curriculum aims to inspire the young people to re-engage in learning and to:
  - accelerate young people's academic progress and attainment in line with their peers to minimise any detrimental effects of missing education due to a health need
  - provide education which complements that of the home school and support smooth transition
  - support the young person with transition or progression planning
  - develop young people' personal skills in readiness to participate fully in their communities
  - raise self-esteem and build self-image
- 1.7. The curriculum provision is individualised. It offers therapeutic support, including mindfulness and respite, as well as teaching core curriculum subjects.
- 1.8. There are currently 192 young people accessing the service, predominantly of Secondary school age. Referrals increase significantly in Years 10 and 11. There are currently more girls in the service (Females 59.1%, Males 40.9%). Baseline data on entry is typically higher than the national average. 73.8% of young people accessing the service are identified as having an additional SEND.

- 1.9. Quality assurance and monitoring of KPIs are in place to measure improvements in the KHNES outcomes achieved for young people who have been placed there. These include year on year improvements in:
- student literacy and English attainment and achievement
  - student numeracy and mathematics attainment and achievement
  - the percentage of students attaining 5 GCSE grades 9-4 in English and maths.
  - attendance
  - number of young people successfully re-integrated into mainstream education

## **6. LAC Offer and Post Sexual Abuse Service**

- 6.1. The Looked After Children (LAC)/Vulnerable Children element of the CYPMHS contract focuses on those children with the greatest need for an expedited service. Vulnerable children include those who are subject to statutory Child Protection, Child in Need and Youth Justice Services.
- 6.2. The expedited services take the form of all assessments taking place within two weeks of referral to the provider. At the assessment, a decision will be made regarding need, which will then inform a decision regarding treatment pathway.
- 6.3. KPIs are in place to demonstrate how this is being carried out by the service and additional information around activity is also provided by the supplier.
- 6.4. This activity log specifically looks at:
- a) Number of CYP in receipt of service by diagnosis and care pathway
  - b) Number of CYP in receipt of service by diagnosis and care pathway for LAC
  - c) Number of CYP in receipt of service by diagnosis and care pathway for LAC Other Local Authority
  - d) Number of Kent vulnerable children enhanced service priority assessment undertaken
  - e) Number of Other Local Authority LAC enhanced service priority assessment undertaken
- 6.5. Harmful Sexual Behaviours now forms part of the Complex Pathway and is not a stand-alone service. To recognize this in activity reports, the Provider will be reporting on how referrals to the Complex Pathway were rejected in the month.
- 6.6. On an exceptions basis, the Provider will then report on any rejections (the expectation is the numbers will be very low so this is possible to complete on a monthly basis) and any issues will be picked up. This information will be available in the July 2018 iteration of the scorecard (using data from June 2018).

## **7. Contract Monitoring Arrangements**

- 1.1. One of the core reasons for the fully collaborative process was the strong desire from KCC and CCG's to ensure a joint approach to commissioning and a continued commitment to early intervention and preventative services, recognising that dealing with mental health issues at the earliest possible time will reduce the level of more expensive specialist services.
- 1.2. A Section 76 Agreement is in place between the lead commissioning CCG (West Kent CCG) and KCC, for the financial contribution element for the contract. This document forms the legal basis for contact management.
- 1.3. Contract management meetings are currently held monthly until the new programme of services has been implemented. This is led by West Kent CCG, but KCC are given the opportunity to interrogate data performance ahead of the meeting to ensure that value for money and quality standards are being met.
- 1.4. A strategic Board has been set up between Public Health, the seven CCGs and KCC to monitor the progress of the transformation including performance management. However, delays in the availability of performance and engagement level data on the part of the providers has made it difficult to demonstrate the full performance picture yet.

## **8. Challenges**

- 1.1. NELFT took over the operational delivery of CYPMHS in September 2017. Due to restructure and associated consultations, NELFT have not been in a position to recruit to the vacant posts to fully support either the KHNES or the Early Help Units. The emotional wellbeing and resilience pathway is therefore not yet fully implemented and as a result, referrals are currently running at about 10% of the expected level within Early Help. As a result, targets amounting to a staggered approach to referrals has been implemented with the aim of getting the Early Help Pathway to capacity by September 2018.
- 1.2. NELFT have implemented a structure that requires 7 members of their staff to cover all 44 Units. This includes attending weekly Unit meetings, maintaining a regular presence to form positive professional relationships, delivering regular training to Early Help Workers, providing consultation and advice to Early Help Workers on open cases and delivering evidence-based interventions to children and young people open to the Units.
- 1.3. Given the demands of the intensive element of the service there is a risk that the 7 members of staff will not be able to meet the requirements of the contract. Due to the current low service provision from the provider, Early Help Units are continuing to hold cases where there is a need for Emotional Health and Wellbeing support.
- 1.4. KCC are working to ensure the provider increases the level of provision, in line with the specification. During the last contract monitoring meeting (June 2018), a procedure was put in place to enable data sets to be analysed ahead of the contract review meetings. KCC are using this process to monitor service

delivery by analysing and challenging the data provided by NELFT, collecting activity data from Early Help Module and triangulating this with feedback from Early Help Managers in terms of the level and quality of service. This process enables Officers to directly flag concerns with the provider ahead of the contract monitoring meeting, at which point NELFT can attend the meeting with answers, actions and mitigation for the issues being raised by Early Help and/or Commissioners.

- 1.5. The Section 76 arrangements in place between WK CCG as the lead commissioner and KCC are being used as the lever to address performance through the monthly contract meetings.
- 1.6. NELFT are currently unable to produce all of the data sets required by KCC to monitor the activity undertaken by their staff, particularly those around LAC/Vulnerable Children, Early Help and KHNES. This is largely a training issue which should be resolved by June and will be demonstrated in the July data pack.
- 1.7. There is currently some difficulty in being able to differentiate between KCC and CCG spend, pathways and client groups (particularly around Kent LAC and Out of Area LAC).

## **9. Conclusion**

- 9.1. It is positive that KCC, Public Health and each of the 7 CCGs have worked together to develop and design a robust, end to end, emotional wellbeing and mental health pathway.
- 9.2. It is positive that the commissioned elements of the contract are working closely with the Big Lottery funded HeadStart programme which will help embed the work with schools and develop sustainability.
- 9.3. The work to support LAC and Youth Offending Service is progressing well
- 9.4. It is positive that dedicated KCC resources have been found to support specific elements of targeted work with vulnerable groups such as Early Help and KHNES.
- 9.5. It is positive that the partnership is working together to resolve key issues
- 9.6. However, there is still some way to go before the activity reaches the intended and expected levels in relation to the work in Early Help Units and the KHNES.
- 9.7. There is also still some way to go before NELFT as the provider is able to give the necessary levels of assurance on reaching and sustaining the required levels of performance across each of the targeted KCC provision elements.

### **Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to **NOTE** the performance of the provider in line with the contract.

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

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

**To:** Children's, Young People and Education Cabinet Committee – 10 July 2018

**Subject:** Young People's Supported Accommodation and Floating Support Service

**Classification:** Unrestricted

**Past Pathway of Paper:** Children's, Young People and Education Cabinet Committee – 1 November 2017

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

**Electoral Division:** All

### Summary

Historically KCC has purchased accommodation-based services and floating support services for vulnerable young people through the Housing Related Support (HRS) programme. HRS services have been focused on enabling young people avoid or recover from homelessness and to acquire the skills needed to live independently.

The Children's, Young People and Education Cabinet Committee previously endorsed plans to commission the Young Person's Supported Accommodation and Floating Support Service. The newly configured service will be prioritised for Children in Care and Care Leavers, in line with the Council's Corporate Parenting statutory responsibilities, and homeless 16 and 17-year olds.

The procurement of the new service started in June 2018 and is due to conclude in mid-September 2018. The annual budget for the service is approximately £2,880,000 although the exact contract value will be determined through the procurement process. The new service is due to start operating on 1 October 2018 with a 4 year a framework agreement.

### Recommendations

Members of the Committee are asked to **NOTE** and **COMMENT** on the progress of the procurement of the Young Person's Supported Accommodation and Floating Support Service.

## 1. Introduction

- 1.1. Historically, KCC has purchased accommodation-based services and floating support services for a range of vulnerable young people through the Housing Related Support (HRS) programme. HRS services have been focused on enabling vulnerable young people avoid or recover from homelessness and to acquire skills that they need to live independently.
- 1.2. Separately, KCC has purchased accommodation-based support for young people for who it has statutory responsibility (Children in Care and Care Leavers). This has largely been spot purchased through semi-independent provision in line with needs identified through care plans.
- 1.3. The key aims of the newly configured HRS service is to:
  - Ensure the accommodation and support offer is prioritised for Children in Care and Care Leavers
  - Work with District Councils to support homeless 16 and 17-year olds, to prevent young people coming into care and being placed in unsuitable accommodation
  - Reduce spend by working with the market to deliver a new model, thus reducing the need for high cost, spot purchased services
- 1.4. This paper aims to provide a progress update on the commissioning of the new service.

## 2. Background

- 2.1. Section 22G of the Children's Act 1989 sets out the duty of local authorities to secure sufficient accommodation for looked after children. The KCC Sufficiency Strategy 2015-2018 sets out the Kent response to this and shows what provision is currently in Kent; the need and demand for services; and how we are working to ensure the need is met going forward.
- 2.2. As part of the work to refresh the strategy, a review was undertaken of accommodation and support pathway for Care Leavers, Children in Care and homeless 16 and 17-year olds.
- 2.3. The review identified that there is an opportunity to improve the current accommodation offer for young people the authority has statutory responsibility for, by prioritising their access to services funded through the HRS budget and ensuring that the appropriate levels of support are available.
- 2.4. The new HRS service will be delivered over four areas, each expected to deliver services in line with the service specification.
 

<b>East Kent</b>	– Canterbury, Swale and Thanet
<b>South Kent</b>	– Ashford, Dover and Shepway
<b>West Kent</b>	– Maidstone, Tonbridge and Malling and Tunbridge Wells
<b>North Kent</b>	– Dartford, Gravesham and Sevenoaks
- 2.5. The service has two elements (supported accommodation and floating support) reflecting the different support needs of young people. Whilst the offer is set out as distinct Service Packages, it is anticipated that young people will be able to move across packages as appropriate to meet their changing needs, risks and vulnerabilities.

- 2.6. There are three distinct levels of support within the supported accommodation service; low, medium and high. These levels are based upon the complexity of need a young person has and subsequently the hours of support they will require to make progress towards independence.
- 2.7. The new service will be aligned to and support the services delivered by Early Help and Specialist Children's Services. Flexibility will be designed into the model to allow services to adapt to meet future needs.
- 2.8. The focus of the new service will be:
- Support for vulnerable young people to acquire independent living skills, including a focus on budgeting, education and employment skills to improve self-reliance and resilience.
  - Support for young people to integrate into local communities to encourage young people to enjoy positive recreational activities.
  - A reduction in offending behaviour and substance misuse.
  - Support to enable young people to better understand the relationship between their emotions and behaviours.
  - Promotion of clear and effective pathways for young people to access appropriate support groups as needed.
  - Promotion of stable lifestyles, and physical and mental wellbeing

### **3. Progress**

- 3.1. During 2017/18 two programmes of work began which will improve the success of the mobilisation of the new service. First, a transition model has been in place to test the appropriateness of this type of provision for children in care and care leavers. Second, a Total Placement Service has been established to bring a consistency of approach to purchasing of placements across different teams and different need groups.
- 3.2. In addition, adult commissioners have been working with their suppliers to develop an All-Age Vulnerable Homeless Strategy which will set out the commissioning programme for homelessness. Commissioners of children's services and adult commissioners have worked closely over the past months to develop a service model with strong transition arrangements.
- 3.3. There is an interdependency between the arrangements for Children and Young People and those for Adults and as a result the commissioning and procurement processes have been aligned. The procurement of a joint framework agreement between the Council and multiple providers across the County will allow for flexibility, innovation and competition within the new services.
- 3.4. The Framework Agreement Contract will be competitively tendered via the Competitive Procedure with Negotiation, with an advert within the OJEU. Due to time constraints, and that the Council will retain the option to negotiate if required, the open (one stage) procedure will be followed.
- 3.5. The Council has undertaken a range of preliminary market engagement and has a further procurement event on 29<sup>th</sup> June 2018. This will provide confirmation of the service requirements and outline for bidders the timescale for the procurement process. The service specification and tender documents will be published before the

event ensuring that prospective bidders have a detailed understanding of the service requirements and prepare questions for the event.

- 3.6. Invitations to tender for the service were issued on 22<sup>nd</sup> June 2018 via the Kent Business Portal. The timetable below sets out timetable for the rest of the procurement process:

<b>Procurement Timetable</b>	
Market engagement event	29 <sup>th</sup> June 2018
Deadline for submission of clarification questions by bidders	1 <sup>st</sup> August 2018
Deadline for tender submission	10 <sup>th</sup> August 2018
Evaluation of tenders	w/c 13 <sup>th</sup> August 2018
Clarification and negotiation meetings with bidders (if required)	20 <sup>th</sup> – 31 <sup>st</sup> August 2018
Contract Award and standstill	4 <sup>th</sup> – 14 <sup>th</sup> September 2018
Pre-contract mobilisation	17 <sup>th</sup> – 31 <sup>st</sup> September 2018
New service start date	1 <sup>st</sup> October 2018

- 3.7. The voice of the Young Person has been considered throughout the commissioning process and a young person’s panel will help to evaluate the tenders.

#### **4. Financial Implications**

- 4.1. Semi-independent services are currently funded from Specialist Children’s Service budgets, whilst Housing Related Support Services are funded from the former Supporting People budget for both adults and children.
- 4.2. The maximum available budget is £11.5m over the four-year framework agreement, although the exact values will be determined through the competitive tendering process. The on-going commissioning and contract management process will ensure that KCC maximises the return on this investment.
- 4.3. The overall contract price for each of the four areas will be evaluated through the tender process and will take account of the value and quality of each proposal as well as the cost. This will enable the Council to secure best value through the commissioning process. As the contract value is expected to exceed £1m, the contract award will require a key decision by the Cabinet Member for Children, Young People and Education.

## 5. Legal Implications

- 5.1. The Council has a statutory duty to provide suitable and safe accommodation that has the right level of support for Children in Care, in accordance with the Children's Act 1989.
- 5.2. The Council must provide Care Leavers (including former UASC) with support to assist in promoting their welfare, especially in relation to maintaining suitable accommodation and helping them access education, training and employment.
- 5.3. The Treaty of Rome, EU directive and UK legislation require that competition will be part of the overall procurement approach to securing work goods and services. However, a number of special circumstances exist where this may not be applicable or possible, e.g. the purchasing of adult and children's services required by law under the National Assistance Act 1948 and the Children Act 1989.

## 6. Conclusion

- 6.1. Following the Children's, Young People and Education Cabinet Committee's endorsement of the overall commissioning approach, Children's Services Commissioning has initiated the re-tendering of the Young Person's HRS service, in partnership with Adult Services Commissioning.
- 6.2. The procurement process is now underway and is expected to conclude early in September 2018. The new service is due to start on 1<sup>st</sup> October 2018, with an annual overall contract value of approximately £11.5m over four years (£2.88m per annum).
- 6.3. The recommendation of the successful bidders will be presented to the CYPE Cabinet Committee prior to the Cabinet Member for Children, Young People and Education taking the decision to award the contract.

## 7. Recommendations

**Recommendation:** Members of the Committee are asked to **NOTE** and **COMMENT** on the progress of the procurement of the Young Person's Housing Related Support Service.

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

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

**To:** Children's, Young People and Education Cabinet Committee – 10 July 2018

**Subject:** Annual Equality and Diversity Report for Children, Young People and Education 2017-18

**Classification:** Unrestricted

**Electoral Division:** All

**Summary:** This report provides a position statement for services within the Children, Young People and Education (CYPE) Directorate regarding equality and diversity work, providing an update on progress in delivering Kent County Council's (KCC's) Equality Objectives for 2017-18. The Council is required to publish this information on an annual basis in order to comply with its statutory Equality Act duties.

**Recommendations:**

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

- i) note the current performance of CYPE in relation to equality objectives set out in KCC's Equality and Human Rights Policy and Objectives 2016-2020;
- ii) consider the progress CYPE has made in reducing inequalities in 2017-18; and
- iii) agree to receive this report annually in order to comply with the Public Sector Equality Duty (PSED).

## 1. Introduction

1.1 The Equality Act 2010 provides the framework for public bodies in England to promote equality and eliminate discrimination. KCC must also adhere to the Public Sector Equality Duty (PSED) as detailed in Section 149 of the Equality Act 2010. This duty requires the Council to promote equality, undertake equality analysis to inform all policy decisions and to publish equality information. The three aims of the equality duty are:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life other activities where their participation is disproportionately low.

1.2 As part of its statutory duties under the Equality Act 2010, KCC must

publish an Equality Annual Report to demonstrate compliance with the general PSED. Proactive publication of equality information ensures compliance with the legal requirements.

1.3 Compliance with the Council's equality duties should also result in:

- Better informed decision-making and policy development;
- A clearer understanding of the needs of service users, resulting in better quality services;
- More effective targeting of resources to address greatest need;
- Greater confidence in, and satisfaction with, the Council;
- A more effective workforce and a reduction in instances of discrimination.

## **2. Financial Implications**

2.1 There are no financial implications resulting from the Annual Equality and Diversity Report. However, gathering equality information and using it to inform decision-making enables KCC to achieve greater value for money in services delivered, through more effective targeting of resources to address need.

## **3. KCC's Strategic Statement and Policy Framework**

3.1 Advancing equality and reducing socio-economic inequalities in Kent contributes towards the achievement of 'Increasing Opportunities, Improving Outcomes' – KCC's Strategic Statement 2015-2020, the Medium Term Financial Plan 2017-20 and CYPE's Vision and Priorities for Improvement 2018-21. KCC's Equality Objectives were developed from the Council's three key strategic outcomes. The objectives correspond with existing Council priority outcomes to ensure: 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; and older and vulnerable residents are safe and supported with choices to live independently.

3.2 KCC agreed its new Equality and Human Rights Policy and Objectives 2016-2020 in December 2016. The Equality objectives that CYPE are required to deliver upon are:

- Narrowing the achievement gaps with regard to disability race or sex.
- Increase learning and employment opportunities for those aged 16-25 with regard to Disability Race and Sex.
- Ensure more young people are able to access progression pathways post 16 including an offer or an apprenticeship with regard to Disability Race or Sex.
- Increasing access to early years services for 2 year old offer of free provision regardless of disability race or sex.
- Driving down permanent exclusions to zero for primary age children with regard to Sex and Race.
- Where appropriate fewer young people become young offenders with regard to Race Disability and Sex.



- Safeguarding children, young people and vulnerable adults from harm with regard to Sex Disability Race and Age.
- Improved life chances and outcomes of children, young people and vulnerable adults through service developments and transformation.
- The quality and range of services are improved through increasing engagement with service users and carers.

3.3 The Children, Young People and Education ‘Vision and Priorities for Improvement 2018-21’ document and the Ofsted Annual Conversation Self-Evaluation 2018 are the key strategic documents for CYPE services in Kent. The development of these documents and their priorities follow annual discussions with Headteachers, governors and other public sector partners. These documents set out shared ambitions and includes a range of ambitious priority improvements up to 2021. The strategic priorities for CYPE's Services are based on a rigorous analysis of current performance and challenging expectations for future improvements.

#### 4. Context

4.1 Kent has 582 schools of which 455 are Primary schools, 98 are Secondary schools, 22 are Special and 7 are Pupil Referral Units. Of the 582 schools, 231 are Academies and Free schools (as at April 2018). In addition, Kent has 85 Children’s Centres.

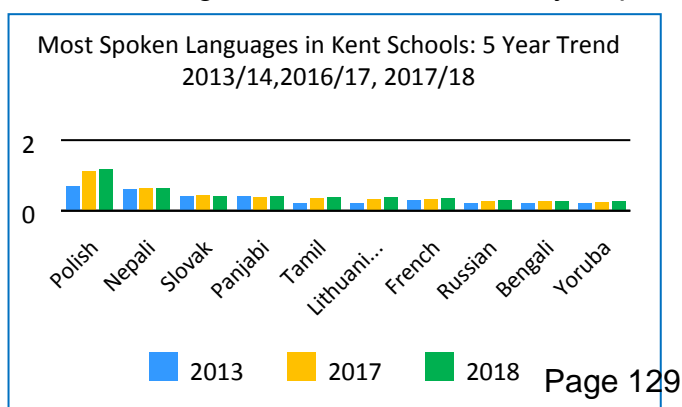
4.2 The total number of pupils in Kent schools (as at January 2018) was 231,614, with 126,799 attending Primary, 100,554 attending Secondary, 4,130 attending Special and 494 attending Pupil Referral Units. Many PRU pupils are already counted on the roll of their school.

4.3 In terms of SEND, 3% of pupils (8,475) in Kent schools have an Education Health and Care Plan (EHCP). This compares to 2.8% nationally (as at January 2018).

4.4 The percentage of pupils eligible for Free School Meals (FSM) in Kent overall is 11.7%, compared to 14% nationally (as at January 2018).

4.5 The percentage of pupils whose First Language is not English in Kent is 10.7%. The national comparison figure was not available (as at January 2018). There has been a steady increase in the number of Minority Ethnic (ME) and English as an Additional Language (EAL) pupils in Kent schools, with the largest minority groups consistently rising over the last five years.

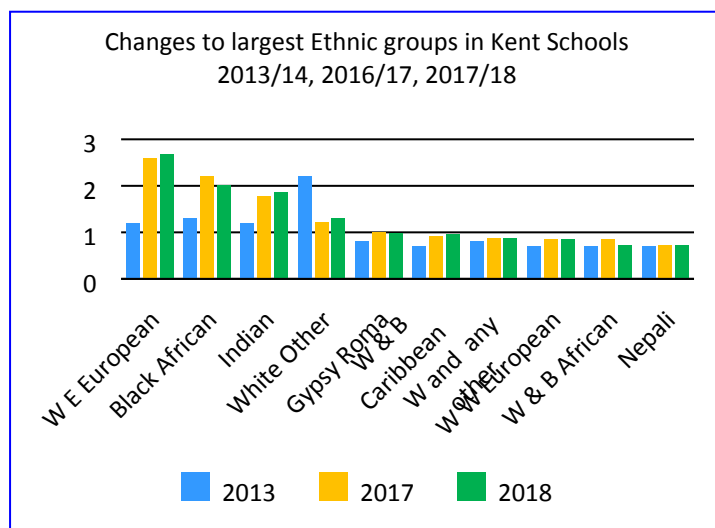
4.6 As can be seen from the table below, the most spoken language in Kent other than English is Polish, followed by Nepali, Slovak and Punjabi.



4.7 The Ethnic composition of pupils in Kent is as follows:

White British	Other White (incl. GRT)	Asian / Asian British	Black / Black British	Mixed / Dual Back-ground	Chinese	Other Ethnic Group	Refused to Disclose
79.11	6.78	4	2.72	5.28	0.32	0.87	0.92

4.8 As can be seen from the table below, the largest Ethnic group in Kent schools is White Eastern European, followed by Black African and Indian.



4.9 **Appendix 1** of this report provides information on contextual data trends between 2016 and 2018 by Area and District for all Kent schools, including Total Roll, % of FSM, % of EHCP's, % of EAL and % of Minority Ethnic.

4.10 Specialist Children's Services (SCS) works with children and families from all backgrounds, providing assessment to identify children's needs, providing appropriate and culturally sensitive support where those needs are identified and protection of those children who are at risk of significant harm as stipulated by the Children Act (1989).

4.11 The total number of children and young people accessing SCS as of 31 March 2018 was 10,088. In the following tables, the figures are broken down into the following categories: Unaccompanied Asylum-Seeking Child (UASC), Looked After Child (LAC), Child Protection/Child in Care (CP/CiN) and Care Leavers.

4.12 Children and young people supported categorised by gender (31 March 2018<sup>1</sup>)

Gender as at 31.03.2018	UASC*	LAC (exc UASC)	CP/CIN (exc UASC and Care Leavers)**	Care Leavers (exc UASC)
<b>Male</b>	1039	796	3601	334
<b>Female</b>	84	626	3127	305
<b>Indeterminate</b>	-	-	3	-
<b>Total</b>	<b>1123</b>	<b>1422</b>	<b>6731</b>	<b>639</b>

The figure for CP/CIN excluding UASC and Care Leavers excludes unborn children which is why it totals less than 10,088.

4.13 Children and young people supported categorised by Sexuality or Gender Orientation as of 31 of March 2018. The data is percentages to ensure anonymity.

Sexual Orientation as at 31.03.2017	UASC* (%)	LAC (exc UASC) (%)	CP/CIN (exc UASC and Care Leavers)** (%)	Care Leavers (exc UASC) (%)
Bisexual	-	-	-	0.6
Gay/Lesbian	0.18	-	-	0.6
Heterosexual	15.1	0.8	0.04	34.8
Not Recorded	68.4	98.1	99.7	58.6
Rather Not Say	0.1	-	0.01	0.4
Transsexual	-	-	-	0.5
Unknown	16.2	1.1	0.25	4.5
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

4.14 Children and young people supported categorised by Ethnicity as of 31 March 2018

Ethnicity as at 31.03.2017	UASC*	LAC (exc UASC)	CP/CIN (exc UASC and Care Leavers)**	Care Leavers (exc UASC)
White British	-	1215	5388	561
White Other	22	83	391	24
Mixed	5	84	318	33
Asian	80	9	119	3
Black and Minority Ethnic Group	501	21	132	14
Any other ethnic group	515	10	42	4
Refused	-	-	3	-
Information not yet obtained	-	-	263	-
Not Recorded	-	-	75	-
<b>Total</b>	<b>1123</b>	<b>1422</b>	<b>6731</b>	<b>639</b>

\*UASC figures taken from caseload report and will therefore include LAC and Care Leavers

\*\*This includes all cases from caseload report excluding those LAC and Care Leavers. This means if they were both CP and LAC they have not been included

The figure for CP/CIN excluding UASC and Care Leavers exclude unborn children.

## 5. CYPE Performance against Equalities Objectives for 2017-18

5.1 This report now details the actions in the last year that the CYPE Directorate has undertaken in order to narrow the inequality gaps and promote equality of opportunity to address the diverse needs of all Kent's children and young people.

### 5.2 Narrowing the achievement gaps with regard to disability race or sex

5.2.1 Whilst 92% of our schools overall are good or outstanding compared to 89% nationally, reflecting a transformation in the performance of our schools since 2013, there is still much work to do to narrow the attainment gap for key vulnerable groups.

### 5.3 Early Years

5.3.1 In 2017 74.2% of children in Kent achieved a Good Level of Development (GLD) at the end of the Early Years Foundation Stage (EYFS) which is a slight decline from the 2016 figure of 74.8%. This outcome is above the national figure of 70.7% and places Kent third amongst its statistical neighbours. Achievement gaps in 2017 were as follows:

- *Gender* - girls continued to out-perform boys with 80.6% of girls compared to 68.1% of boys achieving a GLD. This represents an improved position from a gender gap of 14.2% in 2016 to 12.5% in 2017;
- *FSM Eligible* gap - this increased from 19% in 2016 to 21% which means that 56% of children on FSM achieved a GLD compared to 58% in 2016.
- The *SEN* gap widened to from 52.8% in 2016 to 59.0% in 2017, which means fewer children with SEN (20%) achieved a GLD in 2017, compared to 27.2% in 2016.
- The gap for *Children in Care* (CiC) relates to very few children (20 Kent and 7 Other Local Authority), but the Kent CiC gap widened from 33.3% in 2016 to 49.4% in 2017. Once again this means that very few of the Kent children in care (25%) in this age group achieved a GLD by the age of five, compared to 41.7% in 2016

5.4 11 out of the 12 Kent districts were placed in the best 32 LA performers nationally, using Early Years Social Mobility indicators, according to the Social Mobility Commission's 'State of the Nation 2017' Report.

5.5 Overall, whilst Kent position is strong in comparison to the national, there is clearly still much work to be done to ensure that more children universally achieve more highly, whilst further narrowing gaps in achievement for children who may be vulnerable to not achieving to their full potential.

### 5.6 Primary

- The proportion of good and better schools has continued to improve in 2017/18 – 93.2% of primary schools now have a judgement of good or better, compared with 91.2 in April 2017.
- At Key Stage 1, outcomes improved across all indicators and was above the national average across all subjects. The attainment of FSM pupils was in line with national FSM attainment in reading and above in writing and mathematics.
- At Key Stage 2 (KS2), outcomes were above the national average for the second successive year, at 65% for reading, writing and mathematics combined. This placed Kent first amongst our 11 statistical neighbours in 2017.
- Attainment for FSM pupils at KS2 improved in 2017 across all measures but gaps remain wider than national due to improved outcomes for non FSM pupils. Kent is second amongst our statistical neighbours in terms of the performance of our disadvantaged pupils.
- The attainment gap for SEN pupils remains wide across all measures, although attainment for SEN pupils achieving the expected standard increased by 4 percentage points to 19.4% - the attainment gap is 53.0%, which is similar to the gap in 2016.

- Outcomes for Children in Care (CiC) improved in 2017 across all indicators – the proportion of CiC who achieved the expected standard was 37.3% compared with 21.3% in 2016. The attainment gap was 27.4 percentage points narrowed significantly compared with the gap of 37 percentage points in 2016.
- Actions have been taken to strengthen more collaborative working with SEN provision and planning colleagues – Provision Evaluation Officers Notes of Visits are now shared with School Improvement to ensure more cohesive responses to schools.
- There is now a continued focus by School Improvement Advisers on provision and achievement of vulnerable groups during school visits.
- The recommendations of the Select Committee on the Pupil Premium, due to be published in the summer, will help to inform continued improvements in narrowing the attainment gaps.

## 5.7 Secondary, Special and Pupil Referral Units

- The proportion of good and better secondary schools has continued to improve in 2017/18 – 91.4% of secondary schools now have a judgement of good or better, compared with 87.5% in April 2017.
- The proportion of special schools which have a judgement of good or better is 91%.
- The proportion of PRUs with a judgement of good or better has dropped to 43%.
- The proportion of Specialist Resourced Provisions with a judgement of good or better is 92.7% of those inspected.
- At Key Stage 4 (KS4) Kent has maintained standards in line with the national average but in the Progress 8 measure, in Kent state funded schools, the gap between pupils eligible for FSM and their peers is 0.77 is wider than the national gap figure of 0.52. For disadvantaged pupils, the Progress 8 measure gap between these pupils and their peers is 0.8 which is wider than the national gap figure of 0.50. This places Kent eighth in terms of our 11 LA statistical neighbours for Progress 8 and sixth for Attainment 8.
- At KS4, the FSM attainment gap in Kent has reduced from 25.1% to 22.6%, which is 7.1 percentage points wider than the national gap of 15.5%. The attainment gap for disadvantaged pupils in Kent is 23.6% which is 7.0 percentage points wider than the national gap of 16.6%. In terms of our statistical neighbours, Kent is ranked 10<sup>th</sup> out of 11 LAs for Progress 8 and last for Attainment 8. This is a cause for concern.
- On the Progress 8 measure, in Kent state funded schools the gap between pupils eligible for FSM and their peers is 0.77 which is wider than the national gap figure of 0.52.
- For Disadvantaged pupils, the Progress 8 measure gap between these pupils and their peers is 0.8 which is wider than the national gap figure of 0.5.
- In the headline Basics measure, pupils in Kent schools achieving a standard pass, grades 9-4 in English and mathematics, the attainment gap between pupils eligible for FSM and their peers is 36.4%. This is 9 percentage points wider than the 2017 national gap of 27.4%.
- For Disadvantaged pupils the attainment gap between the cohort and their peers is 33.8%. This is 6.8 percentage points wider than the 2017 national gap of 27.0%.

- The proportion of pupils eligible for FSM in Kent secondary schools who achieved the English Bacculaureate (English and maths grade 9-4) was 6.3%, compared to 10.4% nationally. The proportion of Disadvantaged pupils achieving the same measure was 8.6%, compared to 11.6% nationally.

5.8 Although overall Minority Ethnic pupils and EAL learners generally do better than their non-minority ethnic and non-EAL peers in KS2 and KS4, the lowest achieving groups remain consistent across all key stages. Gypsy, Roma and Traveller pupils continue to have the lowest achievement. White Eastern European (WEE) pupils, Kent's largest minority ethnic group, continue to be behind non-EAL learners, alongside Black Caribbean children and young people. Language data indicates that the lowest achieving WEE pupils are Slovakian, Czech, Bulgarian and Romanian: it is likely that some of these will be undeclared Roma.

EYFSP Lowest achieving Ethnic Groups 2016/17 >10	%GLD	KS2 Lowest achieving Ethnic Groups 2016/17 >10	% Expected Standard RWM	KS4 Lowest achieving Ethnic Groups 2016/17 >10	% Attainment 8 Score	% Prog 8 Score	% E & M standard pass
Gypsy / Roma	38.0	Gypsy / Roma	23	Gypsy / Roma	106	20.0	-0.81
Portuguese	52.6	Irish Traveller	23.1	Afghan	24	21.1	0.22
Irish Traveller	55.6	Afghan	41.7	Albanian	12	36.9	0.01
Kurdish	58.3	Albanian	50.0	W E European	282	41.0	0.30
Afghan	59.0	Arab Other	50.0	Portuguese	16	42.7	0.10
Turkish Cypriot	60.0	W E European	51.9	Turkish	25	43.4	0.61
Filipino	60.0	W & B Caribbean	52.8	Black Caribbean	34	44.2	-0.10
W E European	64.0	Black Caribbean	54.2	Other Ethnic Group	24	44.2	0.24
Bangladeshi	67.1	Portuguese	57.1	Black and Any Other	50	44.6	0.21

## 5.9 Gypsy, Roma Traveller (GRT) pupils

5.9.1 Gypsy, Roma pupils are Kent's 5th largest minority ethnic group. In 2016/17 Gypsy/Roma pupils continued to out-perform their national peers at all key stages. Travellers of Irish heritage also exceeded the outcomes of their national counterparts in the Early Years Foundation Stage Profile and Key stage two SATs. In KS4 the numbers of Travellers of Irish heritage who were eligible to sit exams and be assessed against standards were below the number required for statistical significance.

	Ethnic Groups	2013/2014		2015/2016		2016/2017	
		Kent	England	Kent	England	Kent	England
EYFSP: % achieving a Good Level of Development	Gypsy Roma	32	31	40	26	38	31
	Traveller of Irish heritage	38	19	36	36	56	39
	All pupils	69	60	75	69	74	71
KS2: % achieving: 2014/15 L4+ RWM 2016 required standard	Gypsy Roma	35	29	19	13	23	16
	Traveller of Irish heritage	33	38	8	19	23	20
	All pupils	79	78	59	53	65	62
KS4: % achieving	Gypsy Roma	8.5	9	10	10	14.6	11

	Ethnic Groups	2013/2014		2015/2016		2016/2017	
		Kent	England	Kent	England	Kent	England
A*-C/9-4 in 5 or more subject including English and Maths	Traveller of Irish heritage	0	14	67	21	0	22
	All Pupils	58	53	59	63	62	64

5.9.2 Kent is recognised nationally as having good practice which accelerates the progress and raises the attainment of GRT pupils. In 2017/18 Inclusion Support Service Kent (ISSK) worked proactively at a national level with the DfE, and the Department for Communities and Local Government (now the Ministry of Housing, Communities and Local Government), to improve outcomes for GRT pupils. ISSK facilitated a visit from the Women and Equalities Committee to enable them to meet pupils, parents and governors at one of Kent's Primary Schools, recognised for having exemplary practice working with GRT pupils.

## 5.10 English as an Additional Language (EAL) Learners

5.10.1 In 2016/17 EAL learners achieved significantly above their national peers at all key stages.

ACHIEVEMENT - % REACHING THE REQUIRED STANDARD												
	2014/2015				2015/16				2016/17			
	Kent		National		Kent		National		Kent		National	
EAL	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
EYFS	63	75	60	68	67	76	63	71	70	75	65	73
KS2	78	81	79	81	58	60	52	54	65	65	61	62
KS4	60	57	56	57	68	63	63	63	67	62	64	64

## 5.11 Increase learning and employment opportunities for those aged 16-25 with regard to Disability Race and Sex

5.11.1 Youth unemployment in Kent (at 1.7%) is currently below the national unemployment level (2.0%) but is higher than that of our South East neighbours (averaging 1.3%). Unemployment in five (of twelve) Districts in Kent is above the National average, significantly so in Thanet (3.6%) Thanet has the highest level of unemployment amongst young adults (18-24) of any District in the South East Region (at 6%). The figures for the five Districts (Gravesham, Swale, Dover, Shepway and Thanet) have remained stubbornly above the National level for several years.

### Targeted Support for Vulnerable Learners

5.11.2 During 2016 - 2017, the Skills and Employability Service has undertaken a range of targeted projects to ensure positive outcomes for vulnerable young people, including those with learning difficulties. These include Supported Internships, Assisted Apprenticeships, Supported Employment and collaborative programmes between Schools and Colleges in Dartford, Gravesend and Shepway. The Troubled Families employment programme has supported 18 young people to take up an apprenticeship and 46 young people into paid employment.

5.11.3 Kent Supported Employment has helped 316 vulnerable learners with physical disabilities, autism and learning difficulties to 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. 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.

5.11.4 The Service has held discussions with FE colleges and staff with 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 learners through transition. A proposal will be put to the College Principals and a strategic plan will be developed in late 2017.

5.11.5 The Service has also made applications to the ESFA for specialist post 16 institution status to widen the offer to SEND young people to give them more post 16 options. These requests have been successful and will be funded from September 2017. These are small training providers who can meet the needs of these young people and engage them in employability programmes leading to employment.

#### The Local Employment Offer

5.11.6 Each district in Kent now has a District Employability Offer outside of mainstream education providers, which provides clear progression routes into employment or apprenticeships. There are approximately 80 offers across the districts involving 25 different providers. This is meeting the needs of over 500 young people in a variety of programmes, which include traineeships, apprenticeships and employability full time programmes lasting for a year, together with 12 week engagement programmes including work experience and intensive mentoring and resilience courses.

#### **5.12 Ensure more young people are able to access progression pathways post 16 including an offer of an apprenticeship with regard to Disability Race or Sex**

5.12.1 One of our key challenges for the future is to 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. This includes the transition year, so that they can access higher levels of learning or employment with training, including apprenticeships and technical options to age 24.

#### Attainment Post 16

5.12.2 Post 16 outcomes for 2017 show that the A Level Average Point Score per entry achieved by students in Kent schools is 31.00, compared to 30.91 last year.

5.12.3 Academic results include A Level, AS Level, International Baccalaureate, IBCP and extended project qualifications and results for 2017 show that the



Academic Average Point Score per entry achieved by students in Kent schools is 32.27, compared to 32.18 last year.

5.12.4 Technical Levels are advanced (Level 3) technical and professional qualifications, on a par with A levels and recognised by employers. The results for 2017 show that the Tech Level Average Point Score per entry achieved by students in Kent schools is 37.61, compared to 36.70 last year.

5.12.5 Applied General qualifications are advanced (Level 3) qualifications that equip students with transferable knowledge and skills. In 2017, the Average Point Score per entry achieved by Applied General students in Kent schools is 39.37, compared to 37.01 in 2016.

5.12.6 There has been a continued increase in 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.

5.12.7 There have been a number of national changes which affect post 16 programmes. These include the introduction of new performance measures at post 16; significant changes to the A level qualifications, the introduction of 3 new technical qualifications, the technical award for Key Stage 4; the technical certificates level 2 and 3 for post 16 programmes and the introduction of the Technical Baccalaureate. These create new opportunities for more young people to have better pathways and to succeed by gaining appropriate qualifications. Success in applied general and technical qualifications and the progress achieved for students in relation to their prior attainment appears to be better than the outcomes achieved for students with similar prior attainment that follow academic A level qualifications.

5.12.8 Many school sixth forms are still predominantly focused on an academic A Level offer and do not provide enough opportunities for young people who have not achieved five good GCSEs including English and Maths to increase their levels of qualifications. There is too much provision for Level 3 academic qualifications at post 16 and insufficient opportunity for students to follow technical qualifications and to gain mathematics and English qualifications by age 19.

5.12.9 The success of the International Baccalaureate Careers Related Programme in 20 Kent schools (this number is growing in academic year 2017 – 2018) shows that innovation in study programmes can achieve good results. For schools not signed up to the IB programme, a baccalaureate model is effective and impactful.

#### Post 16 Pathways

5.12.10 The DFE published the Post 16 Skills Plan in July 2016 which sets two clear pathways for young people at age 16 to follow either academic or technical qualifications. These changes will have a major impact on the planning and delivery of post 16 provision in schools and colleges. This autumn (2017) saw the publication of the Government's 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.

5.12.11 Although Kent has recently seen good inspection results for post 16 provision, appropriate technical pathways are not always in place to support the progression of all learners from age 14 to 19 into skilled employment. There continues to be a high drop-out rate for learners aged 17 in Year 12 in Kent schools and colleges which remains a concern. The NEET and 'not known' numbers overall are reducing, which is positive, but there are still too many young people in vulnerable groups who become NEET, particularly SEND learners and Children in Care. In the past year the NEET figures reduced to 2.6% in January 2018, which is an improvement of 0.4% on the previous year.

5.12.12 Consequently, there is a need for continued effort to address these issues and achieve more rapid developments whereby the work of schools, colleges, training providers and employers become better integrated and respond to the needs of young people and the economy. Facilitating and supporting these developments is a key priority. We aim to ensure, through the work of the Skills and Employability Service and 14-19 District Partnerships that there is further development of new technical 14 to 19 pathways and increased take up of apprenticeships and employment with training.

#### Apprenticeships

5.12.13 April 2017 saw the introduction of the apprenticeship Levy. All levy payers have started their payments and monies have been credited to the individual digital accounts to spend on apprenticeship training. Early signs are showing employers investing in developing their existing workforce rather than new recruits and it is possible that there will be a reduction in apprenticeship starts for 16 to 18 year olds, which is very disappointing.

5.12.14 Third quarter 2017 data shows under age 19 starts at 2400, compared to 2480 last year, and age 19 - 25+ starts at 7260, compared to 5860 last year.

5.12.15 From discussions with colleges and training providers all have expressed concerns they are seeing a downturn in numbers since the introduction of the levy in April.

5.12.16 The KCC apprenticeship scheme will continue with at least 700 apprenticeships taken on each year, at least meeting the public sector target of 2.3%. The KCC Apprenticeship Programme has placed 765 apprentices in KCC up to March 2017. With an annual target of 140 apprentices achieved in 2014-15 due to new targets being set for the public sector, our annual target has been increased to 200 from March 2017. There have been 201 Apprentice starts since 1st September 2017 due to the Apprenticeship levy.

5.12.17 Kent schools met the 2.3% public sector target of employed apprentices in March 2018. From April 2018 KCC is required to achieve an apprenticeship target equivalent to 2.3% of headcount; this supports KCC's strategic aim to increase the number of apprenticeships in Kent for those aged 16-24 years old. We have seen Schools understand the opportunities available to them through apprenticeships with greater engagement for key information.

### **5.13 Increasing access to early years services for 2 year olds' offer of free provision regardless of disability race or sex**

5.13.1 Children Centres play a key role in identifying and supporting eligible families to take up their entitlement of a free early years childcare place for their two year olds. In Kent, the latest figure for the summer 2017 is 67%. The highest take up in Kent was in December 2016 when it reached 74%. This means that a significant number of eligible disadvantaged 2 year olds are not benefitting from the learning and development opportunities available in good quality childcare settings, hence we will continue to promote and support increased take up. 86% of those 2 year olds that are participating are in good or outstanding provision.

5.13.2 We have 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%.

5.13.3 Free For 2 take up figures for the year 2017/18 are as follows:

- Summer Term 2017 66.6% (compares with 65.5% at the end of the summer term 2016 so slightly up at that point);
- Autumn Term 2017 72.8% (compares with 73.9% at the end of the autumn term 2016 so slightly down at that point);
- Spring Term 2018 68.7% (compares with 69.8% at the end of the sprint term 2017 so again slightly down at that point).

5.13.4 The take up of free places by two year olds is no longer formerly measured nationally (all the attention now is on 30 Hours of Free Childcare for the three and four year olds of eligible working parents), however anecdotal reports are that this very slight decrease in take up is at least a regional, if not national, trend.

5.13.5 The Early Years and Childcare Service tailors marketing activity to ensure maximum take-up of Free Entitlements by two, three and four year olds.

5.13.6 Alongside this, Early Help (particularly Children's Centres) are providing local outreach to ensure that eligible families are aware of this provision and encouraged to take up the entitlement wherever possible, and that if families choose to not do so, this is an informed choice.

### **5.14 Driving down permanent exclusions to zero for primary age children with regard to Sex and Race**

5.14.1 Strong local collaborative working between the schools has helped keep Kent's permanent exclusion rate below the national average. There are many examples of good practice showcasing Kent schools' inclusive approach in actively finding good alternatives to the permanent exclusion of vulnerable learners. KCC Services and PRUs are committed to working in partnership with schools in their effort to improve all children's outcomes, particularly in supporting those who are in care, with SEN or from the low income families.

## Permanent Exclusions

5.14.2 Work has been continuing between the PRU, Inclusion & Attendance service (PIAS) and schools to reduce the number of permanent exclusions in primary schools. Whilst numbers are low (20 in a 12-month rolling period) they are proving difficult to reduce further (at the same point last year there had been 16 in a 12-month rolling period). The current rate of permanent exclusions in Kent primary schools is in line with the national average of 0.02%.

5.14.3 Boys are over-represented in permanent exclusions from schools, accounting for nearly 80% of permanent exclusions. Most exclusions are White British pupils, though a small but significantly disproportionate number are from Gypsy/Roma families.

## Fixed Term Exclusions

5.14.4 The latest data for Fixed Term Exclusions show that there are 3,057 for the current academic year to November 2017, 744 more exclusions in comparison to same period last year. The majority increase is directly related to a significant rise in Secondary school phase exclusions, up 669 exclusions from to 2,469 this academic year. In contrast, Primary School phase exclusions has experienced a smaller increase, up 75 to 588 exclusions this year.

5.14.5 Latest rolling 12 month performance (Dec 16 to Nov 17) also shows an increase in fixed term exclusions compared with the equivalent rolling 12 month period in 2015-16, up 1,076 exclusions to 10,719.

5.14.6 For the period November 16 to October 17, Primary phase school exclusions has increased by 319 to 2,124 exclusions compared with the same period in 2015-16, and Secondary school phase exclusions up by 757 to 8,595 exclusions.

5.14.7 While there is a national trend of a steady increase in fixed-term exclusion, Kent Secondary and Special Schools' fixed-term exclusion rates are still lower (better) than the national average while Primary schools' is higher.

5.14.8 To reduce Primary schools' fixed-term exclusion rate, the PRU, Inclusion and Attendance Service works with Local Inclusion Forum Teams, the Specialist Teaching and Learning Service and SEN, to support the schools and the eight local primary school inclusion projects. The local Primary School collaboration will be co-ordinated by the Inclusion Starring Groups that are being set up in each District. An Inclusion Toolkit has been developed and is being piloted to improve schools' inclusion policy and practice.

## 5.15 **Where appropriate fewer young people become young offenders with regard to Race Disability and Sex**

5.15.1 Children in care are over-represented in the Youth Justice cohort, accounting for between 15-20% of the total cohort month-on-month.

5.15.2 Black, Asian and Minority Ethnic (BAME) young people are also over-represented within the criminal justice system. Kent reflects the national picture and within the County approximately 15% of young people within the justice system are

BAME whilst, according to the 2011 national census, 6.3% of the Kent population are from these ethnic groups.

5.15.3 An integration pilot in South Kent has been focusing on joining up all adolescent teams and approaches, with the aim of delivering earlier intervention for vulnerable young people. Initial outcomes are encouraging, and it is hoped that longer-term this will keep more young people known to Specialist Children's Services (SCS) out of the criminal justice system.

5.15.4 A joint protocol has been introduced between Youth Justice and SCS to improve the integrated working and joint support for young people known to both services. It is anticipated that this approach will bring positive results to young people's outcomes.

5.15.5 There has been a focus with Kent Police on reducing the number of Looked After Children who are unnecessarily criminalised. A protocol on how the Police deal with looked After Children has been agreed and was published in March 2018 by the Kent Criminal Justice Board, which seeks to increase the use of restorative approaches to behaviour within Children's Homes and with Foster Carers. This would reduce the involvement of the Police and lead to fewer young people being arrested for behavioural issues.

5.15.6 Kent Police, Kent Early Help and Preventative Service and Kent Specialist Children's Services are part of a panel that considers the use of Out of Court disposals for all Looked After Children. The panel uses an Early Help assessment to determine the reasons behind the young person's behaviour and what will work best to support them so that they will not offend in the future. This panel can use non-criminal justice interventions whenever they are felt to be the most suitable intervention.

5.15.7 The Lammy Review was published in September 2017, which was an independent review into the treatment of, and outcomes for, Black, Asian and Minority Ethnic (BAME) individuals in the criminal justice system. The highlighted a worrying picture nationally, echoed in Kent, that whilst there are far fewer young people offending, reoffending and going into custody, the BAME proportion on each of these outcomes has been rising significantly. Kent has reviewed the report's findings and has been planning further analysis and an action plan to further understand the Kent context and apply the learning from the review.

5.15.8 Youth Justice will continue to develop integrated working approaches with SCS with the aim of keeping more vulnerable young people out of the youth justice system, and to improve outcomes and reduce re-offending for those young people in care who do enter the youth justice cohort. These will include:

- Working with the Kent Criminal Justice Board to implement the protocol on Police involvement with looked After Children
- Extending the Police Panel to consider children who attend Court as well as those receiving an Out of Court disposal
- Carrying out audits of cases of Looked After Children within the Youth Justice system to identify how the agreed protocols are being delivered and how they are supporting young people

- Developing a protocol with the 18+ Service so that Looked After Children aged 18 – 24 can be supported and be successful in their lives

They will also further apply the learning from the Lammy Review and work jointly with the Police and the Integrated Youth Justice Panel to ensure fair treatment for BAME in every part of the youth justice system.

#### **5.16 Safeguarding children, young people and vulnerable adults from harm with regard to Sex Disability Race and Age**

5.16.1 The core function of Specialist Children's Services is to ensure children and young people living in Kent are safeguarded, regardless of their protected characteristics. These include ensuring that they grow in a healthy environment, where their health, growth and welfare are enhanced.

5.16.2 This aim is achieved by working with other directorates and agencies, including Early Help, Education, Health, Adult Social Care and other protective services.

5.16.3 As part of its partnership working, the Kent Safeguarding Children Board produces multi-agency safeguarding policies and procedures for all Kent Agencies working with children in Kent. A programme of reviews is underway, evaluating existing policies and undertaking an Equality Impact Assessment (EqIA) for every policy. This is a significant piece of work. A schedule of work has been completed to achieve this over the next 12 – 24 months. Where a new policy or strategy is being produced, the EqIA will feature as part of its development and publication. The risk of not having EqIAs in place for all policies has been recognised in the KSCB Risk Register.

5.16.4 Following the Ofsted Review of the LSCB in March 2017, (undertaken concurrently with the inspection of the Local Authority), Inspectors reported that the Kent Safeguarding Children Board (KSCB) 'requires improvement to be good'. The Inspectors recognised areas of good multi-agency partnership working and safeguarding but made recommendations around the need for the Board to have a wider understanding of multi-agency performance information and to have greater oversight of the key risks that might reduce the ability of partner agencies to safeguard children. Work is progressing satisfactorily to address the Ofsted recommendations.

5.16.5 As at 31 March 2018, the number of children with a Child Protection Plan (CPP) was 1,461, compared to 1,185 in March 2017, which is equivalent to a 23.3% increase in children with a CPP. The gender breakdown of CPPs is as follows: 36 unborn, 690 female and 735 male.

5.16.6 The CP service has worked hard to engage children and young people to ensure their involvement in CP conferences and core group meetings. The service continues to embed a young people only conference. This is a unique and innovative way of running CP conferences where young people lead on the preparation and convening of the conference with the Child Protection Chairs (CPCs). The child and young person participation in conferences is improving.

## **5.17 Improved life chances and outcomes of children, young people and vulnerable adults through service developments and transformation**

5.17.1 Kent Fostering Service are continuing with the 'Open Your Heart' Campaign that was launched in 2017 with the aim of recruiting 150 foster carers for Kent's children. This is open to all members of the Kent community who are ready to provide a safe and loving home for our looked after children. Fostering information events are organised throughout Kent which prospective carers can attend. In recent events, prospective applicants have been provided with information on how to become a foster carer in Kent, they had opportunities of meeting with current foster carers and professionals who shared their experiences of working with or being a foster carer. These events have so far attracted a good number of potential applicants from BME and other protected groups. Kent Fostering Service attend Pride Events across the county.

5.17.2 The Lifespan Pathway within the DCALDMH Division came into operation in April 2017. This is enabling better transitions for disabled children, young people and adults, with good feedback from families particularly for those leaving school and moving on to the next stage of life. Leaflets have been developed to provide information to young people and their families and shared with Special Schools. A new IT system was introduced in January 2018 which supports better tracking of activity, plans and outcomes for disabled young people.

5.17.3 A consultation has been carried out with disabled young people and their families in May 2018 and the results will be collated to inform the service of any changes required to ensure outcomes are improving.

5.17.4 The short break service continues to support children and young people who access their services in a person centred way, ensuring those with specific physical and learning needs are appropriately supported. There has been more working together between the Adult and Children's Short break services, with one Service Manager over both services, which enables greater flexibility to meet individual needs.

5.17.5 A new Kent Enablement and Prevention Service using Family Support Workers, in conjunction with the Tizard Centre at the University of Kent, began in June 2017. This service is supporting families of disabled children and young people with time-limited intervention to manage challenges they face, equipping them with strategies which support them to cope with daily life and build their resilience.

5.17.6 With the rising population and ethnic and cultural diversity in Kent it is important that frontline practitioners in Kent understand how such changes can heighten tensions within communities, causing concerns around deprivation, poverty, gang involvement, physical chastisement, criminal behaviour, radicalisation, and other forms of abuse and exploitation of children. Understanding identity and culture in a broader context helps practitioners in their understanding and to develop informed and sustainable strategies in working with those identified as being at risk of harm. It is for this reason that a seminar was held in October 2017, entitled Beyond the Margins II- '21st Century Identities'. The event, which also involved national collaborators as well as our partners in Early Help, focused on identity and key concepts linked to areas of practice, such as culture and identity and how practitioners understanding can help support and promote the wellbeing of children and families they work with. The event provided a forum for practitioners to reflect

and learn through workshops, presentations, sharing of personal experiences on why and how identity as a concept is relevant to everyday work with children young people and their families. A further Beyond the Margins 3 is planned for October 2018 exploring the themes around faith and religion.

#### **5.18 The quality and range of services are improved through increasing engagement with service users and carers**

5.18.1 Evidence suggests that most vulnerable children, particularly those in care, including UASC, are not often involved or consulted in how they are supported or cared for by adults or professionals in their lives. SCS employs and embeds a child-centred approach which ensures that children and young people are at the core of the services that we offer. Children from minority communities, including disabled children, have been consulted and included in many of our activities.

5.18.2 Young people have been recruited and trained through the 'Recruit Crew' programme to work alongside HR and managers as active members of recruitment panels and fostering panels. The Recruit Crew programme provides accredited training where young people are trained in recruitment and selection procedures to equip them with the skills to become interview panel members. The training has a focus on helping to ensure young people review candidates in a measured and impartial way and tackles subjects like 'unconscious bias'. 33 young people aged 14 to 20 have been trained to date including 7 UASC. Young people of all abilities, including those with disabilities, are included to sit on service user panels. Since September 2017 young people have been involved in 55 recruitment selection processes so far and on each interview panel or recruitment process at least one member of the panel has undertaken the training.

5.18.3 Kent's three Children in Care Councils - The Super Council, (for under 11s), OCYPC (11 to 16s) and The Young Adult Council (for 16+) - continue to ensure that we listen to the views and opinions of children and young people of all ages, from all areas of the County. The Councils are inclusive of our UASC cohort as a result of young people telling us they want to meet together. A variety of activities and events are run throughout the year with an aim to increase young people's involvement in decisions that affect them. The employment in Virtual School Kent of care-experienced apprentices amplifies their voices and helps to ensure we are being inclusive of all age ranges, genders, beliefs, and cultures.

5.18.4 Children and young people in the care of KCC can now voice their views to social workers and the other professionals who work with them using the Mind of My Own (MOMO) App. It offers a way to capture the wishes, feelings and feedback on the services we provide to children and young people, helping ensure this is at the heart of our practice.

5.18.5 In addition to the MOMO One App, MOMO Express has also been rolled out to Specialist Children's Services and is designed to meet the needs of young children under eight and those with learning disabilities. It is equipped with visually stimulating pictures and sounds appropriate for them. Children can answer questions about themselves, their education, their health, or their social care.

5.18.6 Families who require interpreting services are being offered the telephone interpreting service, which is proving very helpful and reliable.



5.18.7 The views of disabled and D/deaf Looked after Children and Young people are being collected through a variety of adapted communication methods to ensure that their “voice” is heard.

5.18.8 Representation on Kent Safeguarding Children’s Board (KSCB) - both the Board and sub-groups - has been strengthened to ensure policies include the needs of disabled children and that all partners reflect on how well their services are safeguarding disabled children. There is a specific focus in the KSCB Business Plan on meeting the safeguarding needs of disabled children.

5.18.9 The Early Years and Childcare working group, a cross-cutting group between Education and Social Care, is engaging with out of school providers to ensure disabled children are being included in their offer and that their needs are being met, with advice and support available from Officers.

5.18.10 The Independent Review Officers (IRO) Service gathers feedback from children and young people prior to their review meeting via the child’s consultation form. Any feedback from MOMO is also considered. Leaving care surveys are undertaken (73 noted between April to December 2017) and feedback used to consider children/young people’s experience whilst in care via bi-annual reports. Feedback from parents is also sought with 21 Parent leaflets collated to date. 196 Foster Carer/Partner Agency leaflets have been completed and 101 Staff leaflets collated.

5.18.11 Between April to December 2017, there has been an increase in the number of children and young people chairing their review. The promotion and support of a child’s identity is considered within each review meeting ensuring plans for permanency are in place by the second review meeting. The IRO Service has supported the delivery of workshops for carers/social work staff on transitions and pathway planning and facilitated a workshop at the Beyond the Margins II conference on promoting a child’s identity.

5.18.12 The participation of mothers over the year was 84.9%. The participation of fathers was 66.9% and this has been a focus for CPCs to enable better participation for a cohort of parents that has historically not been encouraged to take a full role within the CP process.

## **6. Governance**

6.1 As part of the Equality Act 2010, the Council has a statutory duty to show due regard to equality issues arising from any important decisions it makes relating to its policies, procedures and budget. The Council discharges this duty through a process of Equality Impact Assessments (EqIA). These assessments capture evidence about the impact of LA decisions and policies on the people of Kent.

6.2 To ensure that managers discharge their equalities obligations, KCC has ensured a system of internal controls, based around EqIAs. Accordingly, in 2012 governance arrangements were agreed by the Council to ensure compliance with the Public Sector Equality Duty (PSED) following an internal audit. Governance is now based on decisions having an EqIA at both Directorate Management Team and Member levels. If decisions about service changes and provision are taken without full equality analysis, the local authority is open to potential Judicial Review.

## 7. Equality Impact Assessment

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

## 8. Conclusion

8.1 This CYPE Annual Equalities Report 2017-18 sets out progress on the relevant equality objectives detailed in paragraph 3.2. The Directorate can demonstrate that it provides accessible and usable services but needs to continue to improve outcomes and narrow achievement gaps, as well as ensure the children, young people and families with multiple disadvantages are safeguarded and receive the services and support they need to learn, develop and thrive.

### **Recommendations:**

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

- i) note the current performance of CYPE in relation to equality objectives set out in KCC's Equality and Human Rights Policy and Objectives 2016-2020;
- ii) consider the progress CYPE has made in reducing inequalities in 2017-18; and
- iii) agree to receive this report annually in order to comply with the Public Sector Equality Duty (PSED).

## 9. Background Documents

9.1 Kent County Council Equality Objectives 2016-2020:  
<http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/equality-and-diversity/equality-and-diversity-objectives>

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Relevant Corporate Director:

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03000 416384 [matt.dunkley@kent.gov.uk](mailto:matt.dunkley@kent.gov.uk)

## Contextual Data Trends January 2016 to 2018 by Kent Area and District – All Schools

Area/District	Total Roll			% Free School Meals			% Total SEN			% SEN Support			% SEN Statement/EHC Plan			% EAL			% Minority Ethnic		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
<b>Kent</b>	<b>224,507</b>	<b>228,581</b>	<b>231,614</b>	<b>12.1</b>	<b>11.9</b>	<b>11.7</b>	<b>12.4</b>	<b>11.7</b>	<b>12.4</b>	<b>9.6</b>	<b>8.9</b>	<b>9.4</b>	<b>2.8</b>	<b>2.9</b>	<b>3.0</b>	<b>10.0</b>	<b>10.5</b>	<b>10.7</b>	<b>18.0</b>	<b>19.1</b>	<b>20.0</b>
<b>East</b>	<b>62,840</b>	<b>63,746</b>	<b>63,802</b>	<b>15.7</b>	<b>15.5</b>	<b>15.2</b>	<b>13.9</b>	<b>13.3</b>	<b>14.0</b>	<b>10.6</b>	<b>10.0</b>	<b>10.5</b>	<b>3.2</b>	<b>3.3</b>	<b>3.5</b>	<b>7.9</b>	<b>8.1</b>	<b>8.2</b>	<b>13.9</b>	<b>14.8</b>	<b>15.2</b>
Canterbury	20,206	20,684	20,575	12.3	12.9	12.4	12.8	12.4	13.4	9.7	9.1	9.9	3.2	3.3	3.5	8.3	8.9	8.9	14.7	16.2	16.6
Swale	22,339	22,782	23,046	16.3	15.4	15.0	14.2	13.9	14.5	11.3	10.9	11.3	2.9	3.0	3.2	4.3	4.7	5.0	10.5	11.6	12.3
Thanet	20,295	20,280	20,181	18.2	18.2	18.2	14.6	13.6	13.9	10.8	9.9	10.0	3.7	3.7	3.9	11.5	11.3	11.0	16.7	17.1	17.1
<b>North</b>	<b>48,697</b>	<b>49,958</b>	<b>51,147</b>	<b>10.2</b>	<b>10.1</b>	<b>10.1</b>	<b>11.6</b>	<b>11.2</b>	<b>12.1</b>	<b>9.1</b>	<b>8.9</b>	<b>9.5</b>	<b>2.5</b>	<b>2.4</b>	<b>2.5</b>	<b>15.8</b>	<b>16.6</b>	<b>17.2</b>	<b>29.7</b>	<b>31.5</b>	<b>32.8</b>
Dartford	19,122	19,785	20,483	9.2	9.6	9.5	9.7	9.5	9.9	7.6	7.8	8.2	2.0	1.7	1.7	15.0	16.4	17.6	31.8	34.5	36.9
Gravesham	17,505	17,850	18,137	12.0	11.6	12.1	13.0	12.7	13.6	11.0	10.7	11.4	2.0	2.0	2.2	23.1	23.8	23.8	36.9	38.6	39.4
Sevenoaks	12,070	12,323	12,527	9.2	9.0	8.3	12.7	11.9	13.2	8.7	7.8	8.9	3.9	4.1	4.4	6.4	6.4	6.8	16.1	16.2	16.7
<b>South</b>	<b>50,313</b>	<b>50,812</b>	<b>51,254</b>	<b>13.9</b>	<b>13.4</b>	<b>13.4</b>	<b>13.5</b>	<b>12.2</b>	<b>12.9</b>	<b>10.6</b>	<b>9.4</b>	<b>9.9</b>	<b>2.9</b>	<b>2.8</b>	<b>3.0</b>	<b>9.4</b>	<b>9.6</b>	<b>9.6</b>	<b>15.1</b>	<b>15.5</b>	<b>16.0</b>
Ashford	19,210	19,600	19,959	12.6	11.9	11.7	13.0	11.6	11.9	10.3	9.0	9.2	2.6	2.6	2.8	10.9	11.4	11.7	18.2	18.8	19.8
Dover	16,025	16,171	16,223	13.8	13.9	14.4	12.7	11.9	12.5	10.1	9.3	9.6	2.7	2.6	2.9	7.8	8.0	7.9	12.7	12.8	13.2
Folkestone and Hythe	15,078	15,041	15,072	15.6	14.9	14.5	15.0	13.4	14.6	11.5	10.3	11.3	3.4	3.2	3.3	9.3	9.1	8.6	13.8	13.9	13.9
<b>West</b>	<b>62,657</b>	<b>64,065</b>	<b>65,411</b>	<b>8.5</b>	<b>8.5</b>	<b>8.2</b>	<b>10.7</b>	<b>10.2</b>	<b>10.7</b>	<b>8.0</b>	<b>7.3</b>	<b>7.7</b>	<b>2.7</b>	<b>2.9</b>	<b>3.0</b>	<b>8.0</b>	<b>8.7</b>	<b>9.1</b>	<b>15.4</b>	<b>16.6</b>	<b>17.7</b>
Maidstone	24,386	25,111	25,688	9.6	9.6	9.7	10.7	9.9	10.4	7.9	7.0	7.3	2.8	3.0	3.1	9.8	10.8	11.4	17.9	19.4	20.7
Tonbridge and Malling	20,393	20,707	21,210	8.7	8.5	7.9	11.3	10.5	11.3	8.6	7.6	8.4	2.7	2.8	2.9	4.9	5.5	5.8	12.2	13.4	14.3
Tunbridge Wells	17,878	18,247	18,513	6.6	6.8	6.3	10.1	10.2	10.3	7.5	7.5	7.5	2.6	2.7	2.8	9.1	9.3	9.7	15.5	16.3	17.3

Data includes Northfleet Nursery School, all academies, free schools and the UTC.

Free School Meals percentage is calculated using the number of statutory aged pupils on roll, all other percentages use total pupils on roll regardless of age.

EAL refers to pupils whose First Language is other than "English", "Believed to be English", "Refused", "Not Obtained" or "Classification Pending".

Minority Ethnic include pupils classed as White Other.

Source: January School Census 2016 to 2018

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

**Matt Dunkley CBE, Corporate Director of Children, Young People and Education**

**To:** Children's, Young People and Education Cabinet Committee – 10 July 2018

**Subject:** Ofsted Update (For Information Only)

**Classification:** Unrestricted

**Electoral Division:** All

**FOR INFORMATION ONLY**

**Recommendation:**

The Children's, Young People and Education Cabinet Committee is asked to note the Ofsted data within the tables.

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# Ofsted Inspection Results Dashboard

Scorecard publication date: 15 June 2018

Latest inspection results - ALL

Type	Number of schools inspected	Number Inadequate	Number RI	Number Good	Number Outstanding	% Inadequate	% RI	% Good	% Outstanding	% Good or Outstanding
Primary	429	2	28	316	83	0.5	6.5	73.7	19.3	93.0
Secondary	93	1	8	54	30	1.1	8.6	58.1	32.3	90.3
Special	22	0	2	14	6	0.0	9.1	63.6	27.3	90.9
PRU	7	1	3	1	2	14.3	42.9	14.3	28.6	42.9
TOTAL	551	4	41	385	121	0.7	7.4	69.9	22.0	91.8
National						2	9	68	21	89
School Sixth Form	45	1	5	29	10	2.2	11.1	64.4	22.2	86.7
School Early Years Provision	191	2	12	134	43	1.0	6.3	70.2	22.5	92.7
EY Settings (Non Domestic Only)	640	9	14	460	157	1.4	2.2	71.9	24.5	96.4

N.B. This table includes all schools that have a current inspection result under their current school DfE number/status.

National % data taken from Published Ofsted data and represents the position as at 31/08/2017

Latest inspection results - CURRENT ACADEMIC YEAR ONLY

Type	Number of schools inspected	Number Inadequate	Number RI	Number Good	Number Outstanding	% Inadequate	% RI	% Good	% Outstanding	% Good or Outstanding
Primary	38	1	7	29	1	2.6	18.4	76.3	2.6	78.9
Secondary	17	1	4	12	0	5.9	23.5	70.6	0.0	70.6
Special	2	0	0	2	0	0.0	0.0	100.0	0.0	100.0
PRU	2	1	0	0	1	50.0	0.0	0.0	50.0	50.0
TOTAL	59	3	11	43	2	5.1	18.6	72.9	3.4	76.3
EY Settings (Non Domestic Only)	151	9	11	112	19	6.0	7.3	74.2	12.6	86.8

N.B. This table includes all schools that have been inspected so far in the current academic year.

Direction of travel - ALL SCHOOLS - Numbers

Previous inspection result	Latest inspection result			
	Outstanding	Good	RI	Inadequate
Outstanding	18	24	0	1
Good	74	130	14	2
RI	6	197	21	0
Inadequate	0	10	2	0

Direction of travel - ALL SCHOOLS - Percentages

Previous inspection result	Latest inspection result			
	Outstanding	Good	RI	Inadequate
Outstanding	3.6	4.8	0.0	0.2
Good	14.8	26.1	2.8	0.4
RI	1.2	39.5	4.2	0.0
Inadequate	0.0	2.0	0.4	0.0

Direction of travel - CURRENT ACADEMIC YEAR - Numbers

Previous inspection result	Latest inspection result			
	Outstanding	Good	RI	Inadequate
Outstanding	0	1	0	1
Good	2	23	7	2
RI	0	13	2	0
Inadequate	0	0	0	0

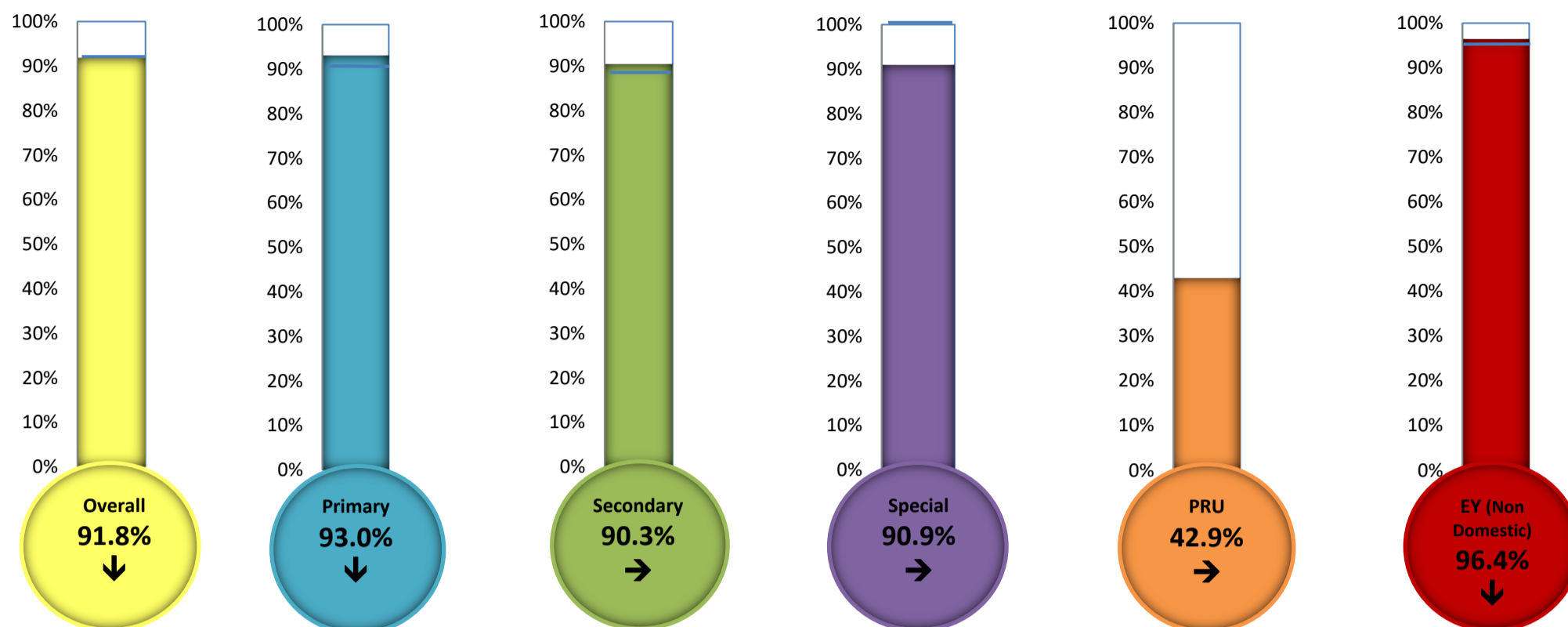
Direction of travel - CURRENT ACADEMIC YEAR - Percentages

Previous inspection result	Latest inspection result			
	Outstanding	Good	RI	Inadequate
Outstanding	0.0	2.0	0.0	2.0
Good	3.9	45.1	13.7	3.9
RI	0.0	25.5	3.9	0.0
Inadequate	0.0	0.0	0.0	0.0

N.B. These total numbers in these tables will not add up to the totals in the summary tables above, as a school must have both a current and a previous inspection result to be included in the direction of travel analysis, whereas all schools are included in the summary tables above.

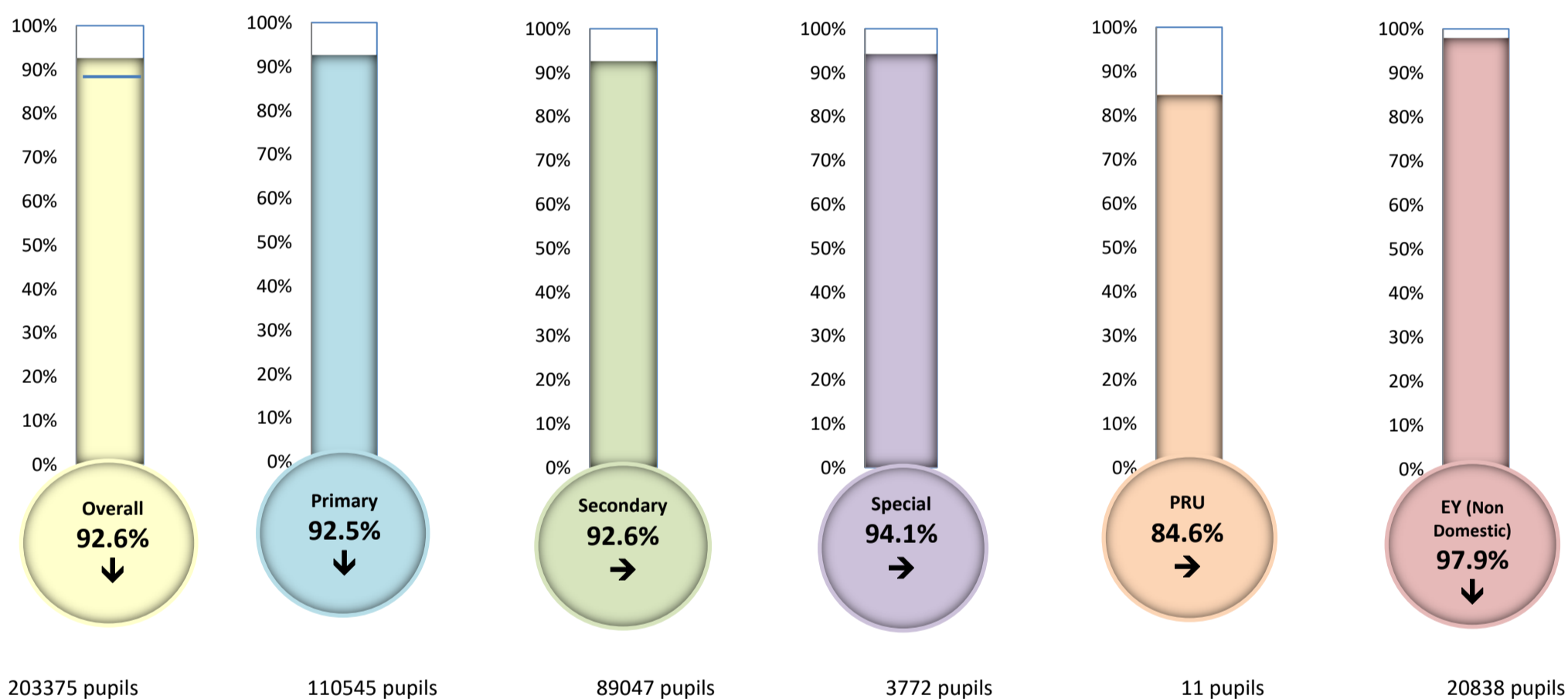
# Ofsted Inspection Results Dashboard

## % of Schools and EY Settings with Good and Outstanding Ofsted Judgements



N.B. Horizontal lines represent Kent targets for 2018

## % of Pupils attending Schools and EY Settings with Good and Outstanding Ofsted Judgements



N.B. Horizontal line represents the national % of pupils attending Schools with Good or Outstanding Ofsted Judgements as at 31/08/2017  
 Based on a total pupil roll in Kent of (as at Spring Census 2018 for Pri/Sec/Spe/PRU)  
 Early Years: Based on 2017 Autumn Headcount (including late joiners) Non Domestic Premises Only



## Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - June 2018						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	PRI	41	4	37	0	0	41	100.0
Canterbury	PRI	33	9	22	2	0	31	93.9
Dartford	PRI	24	2	20	2	0	22	91.7
Dover	PRI	41	9	31	1	0	40	97.6
Folkestone and Hythe	PRI	32	8	23	1	0	31	96.9
Gravesham	PRI	25	2	20	3	0	22	88.0
Maidstone	PRI	46	9	33	3	1	42	91.3
Sevenoaks	PRI	42	8	29	4	1	37	88.1
Swale	PRI	43	9	32	2	0	41	95.3
Thanet	PRI	31	8	18	5	0	26	83.9
Tonbridge and Malling	PRI	39	9	27	3	0	36	92.3
Tunbridge Wells	PRI	32	6	24	2	0	30	93.8
<b>Kent</b>	<b>PRI</b>	<b>429</b>	<b>83</b>	<b>316</b>	<b>28</b>	<b>2</b>	<b>399</b>	<b>93.0</b>

Ashford	PRU	0	0	0	0	0	0	0.0
Canterbury	PRU	0	0	0	0	0	0	0.0
Dartford	PRU	1	0	0	0	1	0	0.0
Dover	PRU	0	0	0	0	0	0	0.0
Folkestone and Hythe	PRU	1	0	0	1	0	0	0.0
Gravesham	PRU	0	0	0	0	0	0	0.0
Maidstone	PRU	1	0	0	1	0	0	0.0
Sevenoaks	PRU	0	0	0	0	0	0	0.0
Swale	PRU	1	0	0	1	0	0	0.0
Thanet	PRU	1	0	1	0	0	1	100.0
Tonbridge and Malling	PRU	1	1	0	0	0	1	100.0
Tunbridge Wells	PRU	1	0	1	0	0	1	0.0
<b>Kent</b>	<b>PRU</b>	<b>7</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>42.9</b>

## Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - June 2018						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	SEC	7	1	5	1	0	6	85.7
Canterbury	SEC	9	2	7	0	0	9	100.0
Dartford	SEC	10	3	7	0	0	10	100.0
Dover	SEC	7	2	3	2	0	5	71.4
Folkestone and Hythe	SEC	4	2	2	0	0	4	100.0
Gravesham	SEC	8	2	6	0	0	8	100.0
Maidstone	SEC	10	5	4	1	0	9	90.0
Sevenoaks	SEC	3	0	3	0	0	3	100.0
Swale	SEC	8	3	4	1	0	7	87.5
Thanet	SEC	7	1	5	1	0	6	85.7
Tonbridge and Malling	SEC	11	3	6	1	1	9	81.8
Tunbridge Wells	SEC	9	6	2	1	0	8	88.9
<b>Kent</b>	<b>SEC</b>	<b>93</b>	<b>30</b>	<b>54</b>	<b>8</b>	<b>1</b>	<b>84</b>	<b>90.3</b>

Ashford	SPE	2	1	1	0	0	2	100.0
Canterbury	SPE	2	0	2	0	0	2	100.0
Dartford	SPE	1	0	1	0	0	1	100.0
Dover	SPE	2	0	2	0	0	2	100.0
Folkestone and Hythe	SPE	1	1	0	0	0	1	100.0
Gravesham	SPE	1	1	0	0	0	1	100.0
Maidstone	SPE	2	1	1	0	0	2	100.0
Sevenoaks	SPE	2	1	0	1	0	1	50.0
Swale	SPE	1	1	0	0	0	1	100.0
Thanet	SPE	4	0	4	0	0	4	100.0
Tonbridge and Malling	SPE	2	0	1	1	0	1	50.0
Tunbridge Wells	SPE	2	0	2	0	0	2	100.0
<b>Kent</b>	<b>SPE</b>	<b>22</b>	<b>6</b>	<b>14</b>	<b>2</b>	<b>0</b>	<b>20</b>	<b>90.9</b>

## Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - June 2018						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	ALL	50	6	43	1	0	49	98.0
Canterbury	ALL	44	11	31	2	0	42	95.5
Dartford	ALL	36	5	28	2	1	33	91.7
Dover	ALL	50	11	36	3	0	47	94.0
Folkestone and Hythe	ALL	38	11	25	2	0	36	94.7
Gravesham	ALL	34	5	26	3	0	31	91.2
Maidstone	ALL	59	15	38	5	1	53	89.8
Sevenoaks	ALL	47	9	32	5	1	41	87.2
Swale	ALL	53	13	36	4	0	49	92.5
Thanet	ALL	43	9	28	6	0	37	86.0
Tonbridge and Malling	ALL	53	13	34	5	1	47	88.7
Tunbridge Wells	ALL	44	13	28	3	0	41	93.2
<b>Kent</b>	<b>ALL</b>	<b>551</b>	<b>121</b>	<b>385</b>	<b>41</b>	<b>4</b>	<b>506</b>	<b>91.8</b>

Ashford	EY	63	9	52	2	0	61	96.8
Canterbury	EY	56	17	35	3	1	52	92.9
Dartford	EY	47	7	37	1	2	44	93.6
Dover	EY	43	14	28	1	0	42	97.7
Folkestone and Hythe	EY	41	14	24	2	1	38	92.7
Gravesham	EY	33	9	24	0	0	33	100.0
Maidstone	EY	77	15	60	1	1	75	97.4
Sevenoaks	EY	64	17	47	0	0	64	100.0
Swale	EY	55	14	36	2	3	50	90.9
Thanet	EY	39	9	28	1	1	37	94.9
Tonbridge and Malling	EY	64	11	52	1	0	63	98.4
Tunbridge Wells	EY	58	21	37	0	0	58	100.0
<b>Kent</b>	<b>EY</b>	<b>640</b>	<b>157</b>	<b>460</b>	<b>14</b>	<b>9</b>	<b>617</b>	<b>96.4</b>

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Term	School	Type	Academy / Non Academy	District	Type of inspection	Most recent Inspection Date	OE Judgement	Direction of travel since previous inspection	First inspection since academising / new school	Previous Inspection Date	Previous OE Judgement	Action taken (if red)
5	Longfield Academy School	SEC	Academy	DART	5	17.04.18	2	↔		10.06.14	2	
5	Simon Langton Girls Grammar School	SEC	Non Academy	CANT	8	17.04.18	2	↔		03.07.14	2	
5	St John's Catholic Primary School, Gravesend	PRI	Academy	GRAV	8	17.04.18	2	↔	Yes			
5	Egerton CEP School	PRI	Non Academy	ASH	8	18.04.18	2	↔		22.05.14	2	
5	Hampton Primary School	PRI	Academy	CANT	8	24.04.18	2	↔		13.12.12	2	
5	St Mary's Catholic Primary School, Whitstable	PRI	Academy	CANT	8	25.04.18	2	↔		07.05.15	2	
5	Northdown Primary School	PRI	Academy	THAN	8	25.04.18	RI monitoring	↔		09.11.17	3	
5	Duke of York's Royal Military School	SEC	Academy	DOV	8	26.04.18	2	↔		30.04.13	2	
5	The Ifield School	SPEC	Non Academy	GRAV	8	01.05.18	1	↔		04.02.14	1	
5	West Kingsdown CEP School	PRI	Non Academy	SEV	8	02.05.18	RI monitoring			24.05.16	3	

5	Ramsgate Arts Primary Free School	PRI	Academy	THAN	5	02.05.18	2		Yes			
5	Martello Primary School	PRI	Academy	SHEP	5	09.05.18	3		Yes			
5	Staplehurst School	PRI	Non Academy	MAID	5	09.05.18	3	↓		04.06.15	2	Subject to LA SCC. KLE support & additional IA visits in place. Recently judged RI Support holding HT to account & HT recruitment
5 Page 158	Joyden's Wood Infant School	PRI	Academy	DART	8	10.05.18	2	↔		05.06.14	2	
	St John's Catholic Comprehensive School	SEC	Non Academy	GRAV	8	15.05.18	2	↔		12.11.14	2	
5	Temple Grove Academy	PRI	Academy	TUNB	8	16.05.18	RI monitoring			26.04.17	3	
5	Chatham and Clarendon Grammar School	SEC	Academy	THAN	8	16.05.18	2	↔		11.09.14	2	
5	Otford Primary School	PRI	Non Academy	SEV	8	16.05.18	2	↔		14.11.13	2	
5	Platts Heath Primary School	PRI	Non Academy	MAID	5	22.05.18	3	↔		14.05.15	2	Platts Heath was judged RI in May 2018, having been previously good. Following a

												Schools Causing Concern meeting in March 2018, a pre-warning notice was issued and this prompted the school to enter into an 18 month arrangement to strengthen leadership capacity, with Emma Hickling from the KULB federation as Executive Headteacher, supporting the HT
5	Greenfields Primary School	PRI	Non Academy	MAID	8	22.05.18	2	↔		22.05.14	2	
5	Kings Farm Primary School	PRI	Non Academy	GRAV	5	22.05.18	2	↑		18.05.16	3	
5	Thistle Hill Primary Academy	PRI	Academy	SWAL	5	22.05.18	Report not yet published		Yes			
5	Preston Primary School	PRI	Non Academy	DOV	8	22.05.18	2	↔		16.07.13	2	
6	Castle Hill Community Primary School	PRI	Non Academy	SHEP	8	05.06.18	2	↔		19.03.14	2	

6	Hawkinge Primary School	PRI	Non Academy	SHEP	8	05.06.18	2	↔		13.05.14	2	
6	Lenham Primary School	PRI	Non Academy	MAID	8	05.06.18	2	↔		10.10.13	2	
6	Wrotham School	SEC	Academy	T & M	8	05.06.18	2	↔		06.05.15	2	
6	Higham Primary School	PRI	Non Academy	GRAV	8	06.06.18	2	↔		03.10.13	2	
6	Nonington CEP School	PRI	Non Academy	DOV	5	12.06.18	Report not yet published			28.11.13	2	
6	Harrietsham CEP School	PRI	Non Academy	MAID	8	12.06.18	2	↔		12.12.13	2	
6	Maypole Primary School	PRI	Non Academy	DART	8	12.06.18	2	↔		03.10.13	2	
6	The Royal Harbour Academy	SEC	Non Academy	THAN	5	12.06.18	Report not yet published			07.11.12	2	
6	Chilmington Green Primary School	PRI	Academy	ASH	8	12.06.18	Report not yet published					
6	Thamesview School	SEC	Non Academy	GRAV	5	19.06.18	Report not yet published					
6	Brabourne CEP School	PRI	Non Academy	ASH	8	19.06.18	2	↔		10.10.13	2	
6	Dymchurch Primary School	PRI	Academy	SHEP	5	19.06.18	Report not yet published		Yes			
6	Stocks Green Primary School	PRI	Non Academy	T & M	8	19.06.18	2	↔		05.03.14	2	
6	Southborough CEP School	PRI	Non Academy	TUNB	8	21.06.18	2	↔		27.03.14	2	





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

**Matt Dunkley CBE, Corporate Director of Children, Young People and Education**

**To:** Children's, Young People and Education Cabinet Committee –  
10 July 2018

**Subject:** Children, Young People and Education Directorate Performance Scorecard

**Classification:** Unrestricted

**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 92.0% of schools were judged by Ofsted to be good or outstanding. In May 2018, 505 of the 549 schools in Kent with a current inspection were good or outstanding. 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.

3.4 The number of permanent exclusions from Secondary schools has decreased from 43 to 37 and compares favourably to the target of 40.

3.5 The number of first time entrants to the Youth Justice system continues to reduce and at 269 remains ahead of the target of 330.

3.6 At 24.3% the percentage of re-referrals to Children's Social Care within 12 months of a previous referral is below the 25.0% target, but it has increased from the last published result of 22.6%. The Kent performance for the last 3 months is 26.6% which would be rated as amber. The performance for Kent is comparable to our Statistical Neighbours at 24.29%

3.7 The completion rate for Returner Interviews undertaken when a child/young person returns after going missing has decreased slightly from the last published result, going from 90.8% to 89.8%. However, completion rates remain high and above the 85.0% target.

3.8 The percentage of children becoming subject to a child protection plan for the second or subsequent time is 19.4% and within the expected target range. Kent's performance is in line with both the England average of 18.7% and the Statistical Neighbour average of 21.4%.

3.9 The average number of days between a child coming into care and moving in with an adoptive family is currently 320 days which is considerably below the nationally set target of 426 days. Kent's performance compares well against the England average of 457 days, and against the latest information available via the South-East Benchmarking Group which for Quarter 3 of 2017/18 reported an average of 406 days (for children adopted in that quarter) with Kent's performance for that quarter at 357 days.

3.10 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 May 2018 was 66.5%, an improvement of 0.5% from the last reported figure and above the 65.0% target.

- 3.11 The percentage of on-line case file audits of children's social care records rated good or above is 80.3%, which is above the 75.0% target. However, the completion rates for audits reduced as staff experienced technical difficulties resulting from a corporate change to the Firmstep software. The change in software has prompted a further review of the process and content of the audit tool to ensure that it provides an effective measurement of performance, with consistency of grading and opportunities for challenge.
- 3.12 The percentage of parents getting first reference of primary school has improved from 87.2% to 89.0% and continues to be above the target of 87.0%.

### **Amber indicators**

- 3.13 The percentage of Early Years settings which were Good or Outstanding at 96.6% is just below the target of 98.0%. Sustaining this standard whilst also increasing the amount of outstanding provision remains a key priority for the Early Years and Childcare Service.
- 3.14 The number of permanent exclusions of Primary aged pupils has increased by one to 18 which is three higher than the target. However, exclusions from Kent schools are still lower than the national figure (reported as a rate of the school population). The way in which school's 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.
- 3.15 The percentage of Early Help cases closed by Early Help Units with outcomes achieved has decreased from 78.7% to 77.5% and remains below the target of 80%. There is a higher volume 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 services, so the cases are closed due to disengagement. However, a new process has been planned with the Front Door to contact these families and explain the Early Help offer of support and see how families wish to proceed, which will support decision making about passing referrals into Early Help.
- 3.16 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 reduced slightly, from 70.1% in February 2018 to 69.1% in May 2018, dropping just below the target of 70% and moving from a green to amber rating. Kent's performance is only just below the England average of 70.0%, and 70.8% average for Kent's Statistical Neighbours.
- 3.17 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 84.3% which is just below the target of 85.0%. The slight reduction in performance between Feb 2018 and May 2018 has moved this measure from a green to amber rating. Information regarding the availability of in-house foster placements is continually reviewed to ensure that capacity is fully utilised and from April 2018 all placements will be sourced centrally via the new Total Placements Team.

- 3.18 The percentage of case-holding posts filled by permanent qualified social workers reduced slightly, from 82.9% in February 2018 to 82.2% in May 2018, and remains below the Target of 85.0%. The latest publication of children's Social Care Workforce data in February 2018 shows Kent performing well against the range of staffing measures. The average Agency Social Worker rate for England is reported as 15.8% and 11.9% for Kent, and the average Social Worker vacancy rates for England were 17.0%, and 14.1% for Kent. These figures were as at 30<sup>th</sup> September 2017.
- 3.19 The average caseload of Social Workers in the Children in Care Teams has increased from 15.6 in February 2018 to 17.0 in May 2018, which is above the target of 15 children/young people.
- 3.20 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**

- 3.21 The take-up for two years olds in May 2018 has decreased from 67.0% in February to 56.9% and is below the target of 78%. 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.
- 3.22 The percentage of Education, Health and Care Plans (EHCPs) issued within the statutory 20 weeks was 53.4% (863 out of 1,617) against a target of 90%. Whilst this performance is the lowest since the implementation of the Children and Families Act in September 2014, it reflects the significant increase in demand for SEN assessments (1,617 compared with 880 in 2014). It is also set against a backdrop of the service having successfully transferred 100% of Statements to Education Health and Care Plans by 31 March 2018, ensuring 99% of Year 6 pupils with EHCP moving to secondary school were issued new EHCP by 15 February (up from 93% the previous year) and 94% moving to post 16 were finalised by 31 March (30% improvement on 2017).
- 3.23 The percentage of assessments completed in the given month, on open cases within 6 weeks of allocation has decreased from 62.1% in February to 56.0% in April and is below the target of 60%. This measure is prone to some fluctuations as it is a monthly indicator rather than a rolling indicator. April tends to see a dip in both activity and performance measures as it includes two weeks of school Easter holidays, meaning that it can be harder to meet with families, plus frontline staff may also be more likely to be on leave. March, which did not include any school holidays, showed performance in this indicator of 61.8%.
- 3.24 At 22.4 the average caseload for Social Workers in the Children's Social Work Teams is above the target of 18 children/young people. It is however the lowest result since March 2017 and an improvement of 0.4 since the last published result of 22.8 in February 2018. The SCS Performance, Support and Challenge Group are putting together a Caseload Reduction Plan and it is hoped that this will help bring the average caseload down further.
- 3.25 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.

3.26 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.

3.27 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 – May 2018

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Children, Young People and Education Performance Management

# Children, Young People and Education Directorate Scorecard

May 2018

Produced by: Management Information, KCC

Publication Date: 18th June 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 October 2017 and covers the reporting period October 2016 to September 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

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### 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		4	0	RED	4	↔	1	0	AMBER
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	MS		92.0	92	GREEN	91.8	↑	91.8	92	AMBER
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	MS	✓	96.6	98	AMBER	96.7	↓	97.2	97	GREEN
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	MS		56.9	78	RED	67.0	↓	66.6	78	RED
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	53.4	90	RED	57.6	↓	74.7	90	RED
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		832	325	RED	798	↓		325	
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils (as at end of April 2018)	L	R12M		18	15	AMBER	17	↓	19	15	RED
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils (as at end of April 2018)	L	R12M		37	40	GREEN	43	↑	49	40	RED
CYPE6	Percentage of Children Missing Education cases, closed within 30 days (for period October 2016 to September 2017)	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	✓	3.0	2.0	AMBER	2.8	↓	3.0	2.5	AMBER
SISE59	Percentage of unemployment among 18-24 year olds	L	MS		3.0	2.8	AMBER	3.0	↔	2.9	2.0	RED
EH16	Rate of notifications received per 10,000 0-17 population (rolling 12 months)		MS		362.5			363.0		391.0		
EH16	Percentage of cases closed by Early Help Units with outcomes achieved	H	MS	✓	77.5	80	AMBER	78.7	↓	79.6	86	GREEN
EH52	Percentage of Assessments completed in the given month, on open cases within 6 weeks of allocation	H	MS		56.0	60	RED	62.1	↓			
CYPE8	Rate of proven re-offending by CYP	L	Q		34.5				↓			
CYPE9	Number of first time entrants to Youth Justice system	L	R12M	✓	269	300	GREEN	284	↑			
SCS1	Re-referrals within 12 months	L	R12M		24.3	25.0	GREEN	22.6	↓	23.4	25.0	GREEN
SCS8	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		89.8	85.0	GREEN	90.8	↓	92.4	85.0	GREEN
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	19.4	20.0	GREEN	19.9	↓	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	✓	69.1	70.0	AMBER	70.1	↓	69.0	70.0	AMBER
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	84.3	85.0	AMBER	85.2	↓	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	✓	320.0	426.0	GREEN	332.3	↑	351.4	426.0	GREEN
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	66.5	65.0	GREEN	66.0	↑	62.4	65.0	AMBER
SCS37	Percentage of on-line Case File Audits rated as Good or above	H	R12M	✓	80.3	75.0	GREEN	81.4	↓	67.3	60.0	GREEN
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	82.2	85.0	AMBER	82.9	↓	80.1	83.0	AMBER
SCS42	Average caseloads in the CIC Teams	L	MS		17.0	15.0	AMBER	15.6	↓	15.5	15.0	AMBER
SCS43	Average caseloads in the CSWT Teams	L	MS		22.4	18.0	RED	22.8	↑	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		74.2	81	RED	74.8	↓	77
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	L	A		21	17	RED	19	↓	9.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		65	66	AMBER	59	↑	66
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		26	18	RED	25	↓	20
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	↓	13
SISE43	Percentage of young people with Level 2 attainment by age 19	H	A		83.0	90.0	RED	85.4	↓	90
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible gap	L	A		24.8	14.0	RED	21.2	↓	13
SISE45	Percentage of young people with Level 3 attainment by age 19	H	A		54.7	65.0	RED	54.1	↑	58
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM Eligible gap	L	A		33.7	18.0	RED	32.5	↓	20
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.0	2.6	AMBER	2.6	↓	2.8
CYP2	Percentage of parents getting first preference of primary school	H	A		89.0	87	GREEN	87.2	↑	90
CYP3	Percentage of parents getting first preference of secondary school	H	A		80.5	83	AMBER	81.4	↓	78
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	AMBER	8.7	↔	8.5
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.6	12.5	RED	14.2	↓	13.7

## 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 May 2018	June 2018
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	Ofsted published inspection reports (MI Database)	Inspections data as at May 2018	June 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 May 2018	June 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 25th May 2018	June 2018
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Impulse database - monthly reported data	Snapshot as at May 2018	June 2018
CYPE1	Number of pupils being placed in independent or out-of-county special schools	Education Finance reporting	Snapshot as at May 2018	June 2018
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 April 2018	May 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 April 2018	May 2018
CYPE6	Percentage of Children Missing Education cases, closed within 30 days	Fair Access Team Impulse reporting	Oct 2016 to Sept 2017	Oct 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 May 2018	June 2018
SISE59	Percentage of unemployment among 18-24 year olds	KCC Business Intelligence Statistical Bulletin - Monthly Data	Snapshot data at end of May 2018	June 2018
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)	Early Help module	Rolling 12 months up to April 2018	May 2018
EH16	Percentage of cases closed by Early Help Units with a positive outcome	Early Help module	Snapshot as at April 2018	May 2018
EH52	Percentage of Assessments completed in the given month, on open cases within 6 weeks of allocation	Early Help module	Snapshot as at April 2018	May 2018
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for July 2015 to June 2016 cohort	June 2018
CYPE9	Number of first time entrants to the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to May 2018	June 2018
SCS1	Re-referrals within 12 months	Liberi	Rolling 12 months up to May 2018	June 2018
SCS9	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to May 2018	June 2018
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to May 2018	June 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 May 2018	June 2018
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at May 2018	June 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 May 2018	June 2018
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to May 2018	June 2018
SCS37	Percentage of on-line Case File Audits rated as Good or above	Firmstep	Rolling 12 months up to May 2018	June 2018
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at May 2018	June 2018
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at May 2018	June 2018
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at May 2018	June 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 2017	May 2018
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 2017	May 2018
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 2017	May 2018
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 2017	May 2018
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 2016-17	2016-17 DfE published	March 2018
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Annual data for academic year 2016-17	2016-17 DfE published	March 2018

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.
CYPE175	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".
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.
SCS42	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.
CYPE4	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.
CYPE5	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 –  
10 July 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

Tuesday 10 July 2018		
Item:	Requested by/when:	Deferred?
<ul style="list-style-type: none"> <li>• 18/00015 – Laleham Gap (Foundation Special) School alterations from September 2020</li> </ul>		
<ul style="list-style-type: none"> <li>• 18/00020 - Expansion and relocation of St Peter's Church of England Primary School</li> </ul>		
<ul style="list-style-type: none"> <li>• 18/00028 - Proposal to make prescribed alterations to St Nicholas (Community Special) School from September 2019</li> </ul>		
<ul style="list-style-type: none"> <li>• 18/00035 - A Proposal to expand Northfleet School for Girls taking the Published Admission Number from 175 to 210</li> </ul>		
<ul style="list-style-type: none"> <li>• 18/00036 - Proposal to expand Temple Hill Primary Academy taking the Published Admission Number from 90 to 120</li> </ul>		
<ul style="list-style-type: none"> <li>• Annual Equality and Diversity Report for CYPE 2017-18</li> </ul>		
<ul style="list-style-type: none"> <li>• Review of the Kent Commissioning Plan for Education 2018-22</li> </ul>		
<ul style="list-style-type: none"> <li>• Supported Accommodation – Housing Arrangements for Care Leavers</li> </ul>	Karen Sharp	Deferred from May 2018 mtg
<ul style="list-style-type: none"> <li>• An update on the performance of the Children and Young People Mental Health Service</li> </ul>	Agreed at meeting of CYPE on 22 Jun 2017	
<ul style="list-style-type: none"> <li>• Higher Apprenticeships, New Teaching Partnership and Universities</li> </ul>	Agreed at SMT mtg	Deferred from Nov 2017 and Jan 2018 meetings
<ul style="list-style-type: none"> <li>• Performance Scorecard</li> </ul>	Standard item	
<ul style="list-style-type: none"> <li>• Ofsted Update</li> </ul>	Standard item	
<ul style="list-style-type: none"> <li>• Work Programme 2018/19</li> </ul>	Standard item	
Tuesday 25 September 2018		
Item:	Requested by/when:	Deferred?
<ul style="list-style-type: none"> <li>• Complaints And Representations 2017-18</li> </ul>		
<ul style="list-style-type: none"> <li>• Skills and Employability Update (to be high up on the agenda)</li> </ul>		

<ul style="list-style-type: none"> <li>Youth Provision in Kent (Deep Dive)</li> </ul>	Suggested at CYPE CC mtg in September 2017	<p>Deferred from Jul 2018 mtg due to following reasons:</p> <ul style="list-style-type: none"> <li>- Service currently in the middle of procuring the three districts that, after the 31<sup>st</sup> July, will have no provider in place.</li> <li>- The procurement exercise any report now will not provide Members with the deep-dive requested as providers have not been confirmed.</li> <li>- Based on the May Cab Cttee discussion, Youth Hub District Managers were asked to provide a detailed report for discussion at the September Cab Cttee – Officers have been working to this deadline to provide the deep-dive report Members have requested.</li> <li>- In planning for a September Cab Cttee, capacity from Management Information to pull together the ‘Smartie Maps’ has been secured – there is no additional capacity to produce one earlier.</li> <li>- Nigel Baker/Stuart Collins are unavailable to present report in July.</li> </ul>
<ul style="list-style-type: none"> <li>Review of the YAGs, DABs and LCPG’s</li> </ul>		
<ul style="list-style-type: none"> <li>Update on progress: Children placed in Kent by other local authorities and impact upon schools and Kent CIC, (to include out-of-county?)</li> </ul>		Deferred from Mar, May and Jul 2018 mtgs
<ul style="list-style-type: none"> <li>Update on Commissioned Children’s Centres and Future Arrangements</li> </ul>		
<ul style="list-style-type: none"> <li>Performance Scorecard</li> </ul>	Standard item	
<ul style="list-style-type: none"> <li>Ofsted Update</li> </ul>	Standard item	

• Work Programme 2018/19	Standard item	
<b>Thursday 29 November 2018</b>		
<b>Item:</b>	<b>Requested by/when:</b>	<b>Deferred?</b>
• The Commissioning Plan for Education Provision in Kent 2019-23		
• Early Years and School Performance in 2018		
• Children, Young People and Education Strategic Vision and Priorities for Improvement 2019-2022		
• Children's Act 2018 Update – Care Leaver Local Offer?	Louise Dench	
• Performance Scorecard	Standard item	
• Ofsted Update	Standard item	
• Work Programme 2018/19	Standard item	
<b>Friday 11 January 2019</b>		
<b>Item:</b>	<b>Requested by/when:</b>	<b>Deferred?</b>
• Co-ordinated Primary and Secondary Scheme of Admissions		
• Draft 2019-20 Budget and 2019-21 Medium Term Financial Plan		
• Performance Scorecard	Standard item	
• Ofsted Update	Standard item	
• Work Programme 2018/19	Standard item	
<b>Thursday 28 March 2019</b>		
<b>Item:</b>	<b>Requested by/when:</b>	<b>Deferred?</b>
• CYPE Directorate Business Plan 2019-2020		
• Performance Scorecard	Standard item	
• Ofsted Update	Standard item	
• Work Programme 2018/19	Standard item	

<b>Other Items/Misc</b>		
<b>Item:</b>	<b>Requested by/when:</b>	<b>Deferred?</b>
<ul style="list-style-type: none"><li>• Kent Safeguarding Children Board's Improvement Plan</li></ul>	CYPE CC on 22 Jun 2017	

**Updated: 02 July 2018**