

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

**Friday, 28th June, 2019**

**10.00 am**

**Darent Room - Sessions House**







## AGENDA

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

Friday, 28 June 2019 at 10.00 am  
Darent Room - Sessions House

Ask for: **Emma West**  
Telephone: **03000412421**

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

#### Membership (18)

Conservative (12): Mr G Cooke (Chairman), Mrs S Chandler, Mrs P T Cole, Miss E Dawson, Mrs L Game, Ms S Hamilton, Mr R C Love, OBE, Mr S C Manion, Mr D Murphy, Mr M J Northey, Mrs S Prendergast and Vacancy

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

#### Webcasting Notice

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#### UNRESTRICTED ITEMS

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

- 1 Introduction/Webcast announcement
- 2 Apologies and Substitutes  
To receive apologies for absence and notification of any substitutes present
- 3 Election of Vice-Chairman
- 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 7 May 2019 (Pages 7 - 22)
- 6 Verbal Update by Cabinet Member and Corporate Director (Pages 23 - 24)
- 7 Elective Home Education and Children out of School (Pages 25 - 56)
- 8 Annual Equality and Diversity Report for Children, Young People and Education 2018-19 (Pages 57 - 88)
- 9 Review of the Commissioning Plan for Education Provision in Kent 2019-23 (Pages 89 - 106)
- 10 19/00047 - Kent, Bexley and Medway Regional Adoption Agency (Pages 107 - 120)
- 11 Special Provision Capital Fund (Pages 121 - 130)
- 12 National and Local Developments affecting Alternative Provision and Pupil Referral Units and KCC consultation to change the existing alternative provision funding model (Pages 131 - 140)
- 13 Schools with deficit recovery plans (Pages 141 - 144)
- 14 School Alterations/Expansions (Pages 145 - 166)
  - **19/00038** – Proposal to increase the age range and the designated number at Oakley School, Pembury Road, Tunbridge Wells, Kent
  - **19/00048** - Recommendation to release funding for Phase 2 of the works to change the age range of Saint George’s Church of England School to create an all-through school for pupils aged 4 to 19 from September 2019
  - **19/00049** - Recommendation to approve a change to the age range of Seal Church of England Primary School, Zambra Way, Seal, Sevenoaks, Kent TN15 0DJ site to include nursery provision for 2, 3 and 4 year old children from September 2019
- 15 Performance Monitoring (Pages 167 - 180)
- 16 Ofsted Update (Pages 181 - 186)
- 17 Work Programme 2019-20 (Pages 187 - 190)

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.

### **Motion to Exclude the Press and Public**

Under Section 100A of the Local Government Act 1972, the press and public must be excluded from the meeting for the following business as it involves the likely disclosure of exempt information as defined in paragraph 3 of Part 1 of Schedule 12A of the Act.

18 Children and Young People's Mental Health Services, funded by Kent County Council (Pages 191 - 200)

Benjamin Watts  
General Counsel  
03000 416814

**Thursday, 20 June 2019**

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

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## KENT COUNTY COUNCIL

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

MINUTES of a meeting of the Children's, Young People and Education Cabinet Committee held in the Darent Room - Sessions House on Tuesday, 7 May 2019.

PRESENT: Mr G Cooke (Chairman), Mrs A D Allen, MBE (Vice-Chairman), Mr D Brunning, Mrs S Chandler, Mr P Bartlett (Substitute for Mrs P T Cole), Miss E Dawson, Mrs T Dean, MBE, Mrs L Game, Ms S Hamilton, Ida Linfield, Mr R C Love, OBE, Mr S C Manion, Mr D Murphy, Mr M J Northey, Mrs S Prendergast and Dr L Sullivan

ALSO PRESENT: Mr R W Gough

IN ATTENDANCE: Mr K Abbott (Director of Education Planning and Access), Mr D Adams (Area Education Officer - South Kent), Mrs K Atkinson (Assistant Director, Management Information and Intelligence, Integrated Children's Services), Mr S Bagshaw (Head of Fair Access), Mr S Collins (Director of Integrated Children's Services (West Kent and Early Help and Preventative Services Lead)), Mr M Dunkley, CBE (Corporate Director for Children Young People and Education), Ms A Ford (HeadStart Kent Programme Manager), Mr G Genoni (Project Director for Change for Kent Children), Mrs S Hammond (Director of Integrated Children's Services, East), Mr M Thomas-Sam (Strategic Business Adviser, Social Care), Mr I Watts (Area Education Officer – North Kent), Mr D Weiss (Head of Public Private Partnerships and Property Team), Mrs M White (Area Education Officer - East Kent), Mr D Whittle (Director of Strategy, Policy, Relationships and Corporate Assurance) and Miss E West (Democratic Services Officer)

### UNRESTRICTED ITEMS

**96. Membership**  
*(Item 2)*

The Chairman announced that Ms Hamilton had filled the Committee vacancy that had been left by Mrs Gent and welcomed her to her first meeting of the Committee.

**97. Apologies and Substitutes**  
*(Item 3)*

Apologies for absence had been received from Mrs Cole, Mr Bartlett attended as her substitute.

**98. Declarations of Interest by Members in items on the Agenda**  
*(Item 4)*

Dr L Sullivan made a declaration of interest as her husband worked as an Early Help Worker for Kent County Council.

Ms S Hamilton made a declaration of interest as she was a Governor of Paddock Wood Primary School.

**99. Minutes of the meeting held on 28 March 2019**  
(Item 5)

RESOLVED that the minutes of the meeting of the Children's, Young People and Education Cabinet Committee held on 28 March 2019 are correctly recorded and that they be signed by the Chairman.

**100. Minutes of the Corporate Parenting Panel held on 29 January 2019**  
(Item 6)

1. Mrs Allen (Chairman of the Corporate Parenting Panel) provided a brief update on the positive progress that had been made by the Corporate Parenting Panel over recent months.
2. The Chairman of the Children's, Young People and Education Cabinet Committee said that all Members of the Children's, Young People and Education Cabinet Committee were welcome to attend Corporate Parenting Panel meetings.
3. RESOLVED that the minutes of the Corporate Parenting Panel held on 29 January 2019 be noted.

**101. Verbal Update by Cabinet Member and Director**  
(Item 7)

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

**a) Primary Offer Day**

Primary Offer Day took place on 16<sup>th</sup> April, and overall, the outcomes in Kent were good. 97% of families secured one of their school preferences, and 89% of families secured their first preference of school. However, there was a slight increase in the number of school allocations.

**b) Elective Home Education**

On 2<sup>nd</sup> April, the Department for Education published new non-statutory guidance for local authorities in relation to Elective Home Education. The main proposal highlighted the need for a register which would record all families that were electively home educating children and ensure that sufficient education was taking place.



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

**a) Change for Kent Children Programme**

The Change for Kent Children Programme had progressed well and was in its second phase. The second phase of the programme included a review of the business support services which were provided to Kent's Early Help and Social Work services and further examination of the teams which related to adult services in terms of the parents of children that could be at risk, and also children with disabilities.

**b) High Needs Funding**

Damian Hinds, Secretary of State for Education, had recently announced that educational funding for children with special needs in England would be reviewed through the creation of a Head Teachers Sounding Board, in response to considerable pressure at recent Teacher's Trade Union Conferences in relation to high needs funding.

**c) School Exclusions**

On 7<sup>th</sup> May, Edward Timpson, former Minister of State for Children and Families, had published an exclusion review to ensure that school exclusions were used appropriately.

**d) The funding of Local Authorities' Children's Services**

On 1<sup>st</sup> May, the Housing, Communities and Local Government Select Committee within the House of Commons published a report which agreed with the Association of Directors of Children's Services that drastic measures needed to be taken in order to address the national funding gap of local authority funding for children's services.

3. RESOLVED that the verbal updates be noted.

**102. 19/00017 - Post 16 Transport Policy Statement 2019/20**  
*(Item 8)*

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

1. Mr Bagshaw introduced the report which set out the Post 16 Transport Policy for 2019-20.

Mr Bagshaw then responded to comments and questions from Members, including the following: -

- a) Mr Bagshaw talked about the costs associated with the 16+ travel card and said that whilst a full charge was applied by the local authority, schools and colleges in receipt of bursary funding were able to apply that funding for low-income learners.

- b) Mr Bagshaw said that instalment plans would be introduced for the 2019/20 academic year which would alleviate the pressure felt by low-income families when purchasing a 16+ travel card. He explained the introduction of on-line purchasing had made the process more straightforward for the majority of users, although some larger college institutions in Kent had found it difficult to make payments in relation to the 16+ travel card scheme for their bursary learners.
  - c) Mr Bagshaw confirmed that he could provide more information to Members of the Committee outside of the meeting in relation to the potential impact of amending the scheme to one with reduced travel benefits at a discounted price.
  - d) Mr Bagshaw confirmed that an item could be brought to a future meeting of the Committee to discuss outcomes of communications between Kent County Council and rail operators with a view to discounted rail travel in the future.
  - e) Mr Bagshaw confirmed that he could provide more information to Members of the Committee outside of the meeting in relation to the amount of SEND children that had benefited from the 16+ travel card and the amount of SEND children that were in receipt of education, outside of mainstream colleges.
2. RESOLVED that the proposed decision to be taken by the Cabinet Member for Children, Young People and Education to agree to the Kent Post-16 Transport Policy Statement to be published by 31 May 2019, be endorsed.

**103. 19/00035 - Proposed New Multi-Agency Local Safeguarding Arrangements**  
(Item 9)

*Mr Whittle (Director of Strategy, Policy, Relationships and Corporate Assurance) and Mr Thomas-Sam (Strategic Business Adviser) were in attendance for this item.*

- 1. Mr Whittle introduced the report which presented details of the proposed new multi-agency local safeguarding arrangements.

Mr Whittle and Mr Thomas-Sam then responded to comments and questions from Members, including the following: -

- a) Mr Whittle referred to the Scrutiny and challenge group within the new partnership arrangements and confirmed that the statutory Director of Children's Services and the Lead Member for Children's Services would be Members of the group. He added that the annual report of the Children's Safeguarding Board would continue to be submitted to full Council under the new safeguarding partnership arrangement.

- b) Mr Thomas-Sam confirmed that the minutes for KSCB Board meetings were available on the Board website.
- c) Mr Thomas-Sam confirmed that Kent Police and relevant partners would be a part of the Scrutiny and challenge group and consulted to ensure that the appropriate structure and representation for Kent's partnership groups was being presented. Mr Whittle talked briefly about the discussions that had taken place between Kent County Council and Lead Chief Executives for district councils in Kent in relation to safeguarding responsibilities and role requirement.
- d) Mr Thomas-Sam talked about the number of Serious Case Reviews which had been carried out by The Kent Safeguarding Children Board and said that the numbers continued to vary.
- e) Mr Thomas-Sam referred to the new Child Death Overview arrangements that were in place and said that Clinical Commissioning Group's (CCG) and local authorities were responsible for the arrangements. He added that as part of the national arrangement, there was a requirement for each area to manage a critical level of numbers in order to be able to take the key learning points from such incidents and as a result, Kent and Medway had agreed to hold Joint Child Death Overview reviews. Mr Whittle added that he could provide further information to Members of the Committee outside of the meeting in relation to Serious Child Death case reviews and the number of cases. He confirmed that the Child Death Overview Panel was predominantly an NHS focused aspect of the safeguarding arrangements relating to the occurrence of child deaths and therefore was led by the NHS and driven by CCG's.
- f) Mr Whittle referred to the 2016 Wood review of local safeguarding children boards and said that the review had led to development of a National Child Safeguarding Practice Review Panel and Local Child Safeguarding Practice Review (the replacement for serious case review), although it was not absolutely clear the capacity and the number of cases the national panel would handle. He added that the Child Safeguarding Practice Review Panel was chaired by Mr Timpson.
- g) Mr Whittle talked briefly about the national issues that counties faced in relation to the statutory guidance which provided a broad definition of what should be included in regard to Education safeguarding.
- h) Mr Dunkley referred to the Kent Safeguarding Children Board and the historic difficulty in securing a consistent and sufficient group of head teachers to sit on the Board. He added that the creation of the new safeguarding arrangements provided a specific education-focused subgroup which improved Kent's coverage and communication with head teachers.

- i) Mr Dunkley mentioned the Wood review of local safeguarding children boards and the issues that were tackled within the review.
- j) Mr Whittle talked about Health and Wellbeing Board agendas and the need for Health and Wellbeing Board meetings to provide system assurance around health and social care integration. Mr Gough, Cabinet Member for Children, Young People and Education, provided the Committee with some background information in relation to the creation of the Kent and Medway Joint Health and Wellbeing Board and confirmed that all meetings were held in open session and were webcasted.
- k) Mr Dunkley talked about the creation of the new multi-agency local safeguarding arrangements and its relationship to the Kent Safeguarding Children Board and confirmed that the inter-agency arrangements in the new Safeguarding Board would be responsible for monitoring the cooperation and integration between services for the protection of children across Kent at all levels.

2. RESOLVED that the proposed decision to be taken by the Cabinet Member for Children, Young People and Education to agree the proposed new multi-agency local safeguarding arrangements, be endorsed.

*(Dr L Sullivan and Ida Linfield abstained from voting and asked that the abstention be recorded in the minutes)*

**104. 19/00043 - Basic Need Programme 2019-22 Update and Proposed Process for School Organisation Proposals**  
*(Item 10)*

*Mr Adams (Area Education Officer – South Kent), Mr Watts (Area Education Officer – North Kent) and Ms White (Area Education Officer – East Kent) were in attendance for this item.*

1. Mr Gough, Cabinet Member for Children, Young People and Education, and Mr Adams introduced the report which set out the proposals for a redesigned approval process for school organisation proposals, having regard to Kent County Council's governance arrangements and relevant Regulations and the current position of the Children, Young People and Education (CYPE) Basic Need Programme in respect of the current 2019-2022 Medium Term Financial Plan.

Mr Adams then responded to comments and questions from Members, including the following: -

- a) Mr Adams explained the reasoning behind the proposed decision to allocate a further £1.2m to Chilmington Green Primary School in Ashford and said that costs were regularly reviewed by Kent County Council's Education and Property officers, together with GEN2. Mr

Gough added that each individual project had an impact on costs and talked briefly about the impact that the ever-increasing population in Kent had had on schools.

- b) Mr Adams said that whilst schools had a list of desired developments to be made within the school, Kent County Council always prioritised statutory duties and what was required to provide the “basic needs” accommodation in efforts to ensure that schemes were delivered within allocated budgets and timescales.
- c) Mr Adams talked about the communications that had taken place between Kent County Council and developers and highlighted the significance of always providing clear and concise information to developers in relation to expected project costs.
- d) Mr Abbott talked briefly about private finance initiative schemes within schools and the costs associated with the schemes.
- e) Mr Abbott confirmed that Kent County Council’s Education officers had liaised with senior colleagues in the Highways department in relation to addressing school transport issues and travel plans.
- f) Ms White explained the reasoning behind the proposed decision to allocate a further £0.6m to Harrietsham Church of England Primary School in Maidstone.

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

- (i) Revise the approval process for school organisation proposals as set out in Paragraph 3.1;
- (ii) Reallocate capital funds within the CYPE capital programme as set out in Paragraph 5.8;
- (iii) Wilmington Academy - allocate a further £2m (original decision number – 16/00033(e));
- (iv) Wilmington Grammar School for Girls - allocate a further £2.8m (original decision number 16/00033(d));
- (v) St John’s Catholic Primary School, Gravesend - allocate a further £2.2m (original decision number 16/00055);
- (vi) Seal CE Primary School, Sevenoaks – allocate a further £1.72m (original decision number 15/00093(b));

- (vii) Trinity School, Sevenoaks - allocate a further £1m (original decision number 18/00006);
- (viii) Craylands Primary School, Dartford – allocate a further £0.55m (original decision number 15/00093(g));
- (ix) Harrietsham CEPS – allocate a further £0.6m (original decision number 17/00100);
- (x) The Judd School – allocate £0.4m (original decision number 18/00019);
- (xi) Bennett Memorial Diocesan School - allocate a further £1m (original decision number 17/00104);
- (xii) St Gregory’s Catholic School - allocate a further £0.8m (original decision number 17/00106);
- (xiii) St Peter’s CEPS, Tunbridge Wells – allocate a further £1.0m (original decision number 18/00020);
- (xiv) Chilmington Green PS, Ashford – allocate a further £1.2m (original decision number 17/00056); and
- (xv) River Mill, Dartford Northern Gateway – allocate £1.9m (new decision),

be endorsed.

*(Ida Linfield abstained from voting and asked that the abstention be recorded in the minutes)*

**105. Adolescent Risk Management in Kent**  
*(Item 11)*

*Mr Genoni (Project Director, Change for Kent Children) was in attendance for this item.*

1. Mr Genoni introduced the report which set out the changing profile of adolescent risk nationally, putting this within the Kent context.

Mr Collins and Mr Genoni then responded to comments and questions from Members, including the following: -

- a) Mr Genoni talked about the current measures that were in place which sought to address issues relating to youth gangs and knife crime in Kent, the measures that were in place included closer working relationships between services and improving the communication between services.

- b) Mr Collins briefly touched upon the staffing arrangements that were in place within the new service.
- c) Mr Collins emphasised the importance of close working relationships between services in relation to mitigating risks and talked about the extensive work that Kent County Council had undertaken with the University of Bedfordshire in regard to contextual safeguarding and early intervention.
- d) Mr Genoni confirmed that the number of serious youth violence offences in Kent had not been increasing.
- e) Mr Genoni talked about the financial impacts that could arise from managing adolescent risk in Kent and referred the successful bid money which had been received to the support families of young people that had been involved in youth crime.
- f) Mr Collins emphasised the importance of reducing key indicators such as children that were missing and children that were missing education.
- g) Mr Collins confirmed that Kent County Council were working closely with Kent Police to reduce the number of children that were missing and stop child exploitation.
- h) Mr Collins briefly talked about the creation of the Violence Reduction Unit in Glasgow which had been created in a bid to reduce knife crime. He added that the work that Kent County Council had undertaken with the University of Bedfordshire in relation to addressing youth violence had been beneficial to services and referred to a pilot WhatsApp group that had been set up for parents in Ashford to use to communicate and ensure that their children remained safe.
- i) Mr Collins said that the work that had been undertaken in relation to contextual safeguarding included the safeguarding of young people with special educational needs.
- j) Mr Collins explained the different ways in which knife crime could be reported.
- k) Mr Collins said that the Governor at the Juvenile Prison and Young Offenders Institution, Cookham Wood in Rochester, regularly attended the County Youth Justice Board, he confirmed that the reports that were submitted to the Board could be made available to Members. He added that training opportunities were available to staff of Kent County Council at the Medway secure training centre.
- l) Mr Genoni said that the new adolescent service developed a more coherent service for all adolescents.

- m) Mr Dunkley reminded Members of the Committee that the report was evidence-based and highlighted the positive direction of travel in relation to mitigating risks and closer working relationships between services.
  - n) Mr Genoni and Mr Collins talked briefly about the positive decrease in the number of first-time entrants into the criminal justice system in Kent and the re-offending rates referred to within the report.
2. The Chairman suggested that a further report on progress be submitted to the Cabinet Committee in November 2019.
  3. RESOLVED that the report be noted.

**106. Update on HeadStart Kent Programme**  
(Item 12)

*Mr Weiss (Head of HeadStart Kent) and Ms Ford (HeadStart Kent programme Manager) were in attendance for this item.*

1. Mr Weiss introduced the report which updated the Committee on the progress of the implementation of the HeadStart Programme in Kent.
  - a) Mr Weiss said that work had been undertaken with digital providers to redesign the HeadStart Kent website and confirmed that an updated version of the website would go live in Autumn 2019.
  - b) Mr Weiss talked about the communications that had taken place between Kent County Council and its partners in relation to the sustainability strategy within the HeadStart Kent programme and the benefits of identifying both the effective and non-effective aspects of the programme.
  - c) Mr Weiss referred to the investment which had been awarded to the HeadStart Kent programme by the National Lottery Community Fund in 2016 to improve the mental wellbeing of young people between the ages of 10 to 16 in Kent who were at risk of emotional and mental health difficulties and explained how each of the districts in Kent were supported.
  - d) Mr Weiss talked about the training and support services offered to schools and people that worked with young people that were at risk of emotional and mental health difficulties in Kent and said that the training and support services were always gratefully received.
  - e) Ms Ford said that the HeadStart Kent programme had been designed in a sustainable way and talked briefly about the work that had been undertaken with Kent's Public Health colleagues in relation to the development of the programme.



- f) Ms Ford talked about the 'whole school approach' toolkit which had been developed in Kent which allowed schools to monitor their own school environment, the support that was in place for children, and make continuous improvements.
  - g) Mr Weiss talked about the creation of safe spaces for children and young people and said that each safe space was chosen by the individual. He added that work in relation to developing the resilience questionnaire to ensure that it was as user-friendly as possible, was ongoing.
2. A Member of the Committee said that Kent Youth County Council met once a month in Sessions House and all Members were welcome to attend their meetings.
  3. RESOLVED that the report be noted.

**107. Kent SEND Local Area Inspection by Ofsted/CQC**  
(Item 13)

1. Mr Gough, Cabinet Member for Children, Young People and Education and Mr Dunkley introduced the report which provided an update on the actions taking place in response to the Kent SEND Local Area Inspection by Ofsted/Care Quality Commission (CQC).
2. Mr Dunkley drew Committee Member's attention to a statistical error within the report and said that point 2.3 within the report stated that some 80% of local areas inspected over the past year by Ofsted/CQC had resulted in a Written Statement of Action (WSOA). However, as local areas were regularly inspected, the percentage changed constantly. Whilst it remained a majority of local authorities with a WSoA, it was not accurate to state that it was 80% of local authorities.
3. The Chairman suggested that the item be brought back to the Cabinet Committee in March 2020 and that the written statement of action be circulated to Committee Members when it had been sent. He added that an informal Member's group would be established to ensure that the issue could be monitored regularly.
4. Mr Dunkley confirmed that the written statement of action was monitored quarterly by the CQC and Ofsted and briefly talked about the external accountability arrangements that were in place.
  - a) In response to a question, Mr Gough commented on the current position between special and mainstream schools in Kent and said that Kent County Council had invested in expanding provision within special schools and specialist resource provision. He added that in Kent, there were a greater proportion of children attending special schools as opposed to mainstream schools. He reassured the Committee that

plans were in place to ensure a culture of inclusiveness and that children in Kent were receiving the appropriate level education which met individual needs.

- b) In response to a question, Mr Gough briefly talked about the national fragmentation issues in relation to the NHS within the Sustainability and Transformation Plan.
- c) In response to a question, Mr Dunkley informed the Committee of the measures that Kent County Council had put into place to ensure that Special Education Need (SEN) staff and Education Psychologists were supported during periods of significantly high workloads, whilst continuing to ensure that a child-centred approach was taken.
- d) In response to a question, Mr Gough emphasised the importance of ensuring that the parents and families of children with SEN were receiving the essential services and had confidence in the Education, Health and Care Plan (EHCP) process. He added that the level of demand nationally for EHCP's was ever-increasing and Kent County Council had sought to address the high levels of demand through measures within the Special Educational Needs and Disability action plan. Mr Dunkley added that the promotion of EHCP's within the health sector had contributed to the significant rise in the level of demand for EHCP's.
- e) In response to a question, Mr Dunkley said that whilst the amount of High Needs funding allocated to local authorities had increased, the demand for EHCP's continued to increase at a significantly faster pace. He said that the highest level of increased spending of High Needs funding had been on independent and non-maintained schools for children that could not be placed in local special schools and had been placed in specialist provision. He said that there had been a reduction in the amount of High Needs funding spent on mainstream school children. Mr Gough reiterated Mr Dunkley's comments and said that Kent County Council continued to lobby with government for more High Needs funding to continue to support Kent's most vulnerable learners.

5. RESOLVED that the report be noted.

**108. School Expansions/Alterations**  
(Item 14)

*Mr Adams (Area Education Officer - South Kent), Mr Watts (Area Education Officer – North Kent) and Ms White (Area Education Officer – East Kent) were in attendance for this item.*

- 1. The Chairman set out the proposed decisions to expand or alter the following schools: St James' Church of England Voluntary Aided Infant School and St James' Church of England Junior School, establishing a new Special

Free School on the Isle of Sheppey, Grange Park School, and the new St Andrew's Primary Free School.

(a) **19/00015 - Proposed amalgamation of St James' Church of England Voluntary Aided Infant School and St James' Church of England Junior School**

*(Item 14a)*

2. RESOLVED that the decision (19/00015) proposed to be taken by the Cabinet Member for Children, Young People and Education to amalgamate St James' Church of England Voluntary Aided Infant School and St James' Church of England Junior School, Sandrock Road, Tunbridge Wells, TN2 3PR from 1 September 2019, be endorsed.

(b) **19/00034 - Establishment of a New Special Free School on the Isle of Sheppey through the successful bid to DfE in Wave 2 (Special School and Alternative Provision)**

*(Item 16)*

3. RESOLVED that the decision (19/00034) proposed to be taken by the Cabinet Member for Children, Young People and Education to:

a) support the DfE competition process to select a sponsor to establish a new special free school on the Isle of Sheppey; and

b) commit to the conditions of the bid as set out in Appendix A to the report of the DfE letter of the 11 March 2019 in particular:

(i) provide a site on a 125-year lease

(ii) meet any abnormal costs relating to access works or any section 278 costs which may be imposed,

be endorsed.

(c) **19/00036 - Proposed changes to Grange Park School, Sevenoaks**  
*(Item 14c)*

4. In response to a question, Mr Watts confirmed that the new provision at the former Stansted Church of England Primary School site would accommodate key stage 2 pupils and talked about the costs associated with the proposed decision.

5. RESOLVED that the decision (19/00036) proposed to be taken by the Cabinet Member for Children, Young People and Education to:

- a) increase the designated number of places offered at Grange Park School from 100 to 150;
- b) alter the lower age range of Grange Park School from 11 to 8 (11-19 to 8-19 years); and
- c) establish a 36 place Key Stage 2 satellite provision of Grange Park School at the former Stansted CE Primary School site at Malthouse Road, Stansted, Sevenoaks, Kent, TN15 7PH,

be endorsed.

(d) **19/00037 - New St Andrew's Primary Free School Contract Approval**  
(Item 18)

6. RESOLVED that the decision (19/00036) proposed to be taken by the Cabinet Member for Children, Young People and Education to:

- a) authorise the Director of Infrastructure, in consultation with General Counsel, to enter into any necessary contracts/agreements on behalf of the County Council;
- b) authorise the Director of Infrastructure to ensure that the appropriate level of funding is received from the Education and Skills Funding Agency to cover the costs of these projects to ensure the Kent County Council does not incur any unforeseen costs; and
- c) authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant contracts/agreements and to enter into variations as envisaged under the contract terms,

be endorsed.

**109. Development of a new CYPE Directorate Scorecard**  
(Item 15)

*Ms Atkinson (Assistant Director – Management Information and Intelligence) was in attendance for this item.*

1. Ms Atkinson introduced the report which set out information relating to the development of the new Children, Young People and Education Directorate scorecard.
  - a) Ms Atkinson talked about Members' involvement in the development of the new directorate scorecard which covered performance across the entire Children, Young People and Education directorate.
  - b) Ms Atkinson confirmed that Members would continue to have access to district data relating to Children, Young People and Education.
  - c) Ms Atkinson said that a new data visualisation tool called 'Microsoft power BI' would be introduced in coming months which sought to present data in a more visually accessible way.
2. RESOLVED that the report be noted.

**110. Ofsted Update**  
*(Item 16)*

The information within the agenda was noted without discussion.

**111. Work Programme 2019/20**  
*(Item 17)*

1. RESOLVED that the Work Programme for 2019/20 be noted, subject to the inclusion of:
  - Adolescent Risk Management in Kent
  - An update on Kent SEND Local Area Inspection by Ofsted/CQC

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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 – 28 June 2019

**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: -

- Primary School Provision at Ebbsfleet
- Corporate Parenting Panel Takeover
- Unaccompanied Asylum-Seeking Children
- Written Statement of Action - Ofsted

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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 – 28 June 2019

**Subject:** Elective Home Education and Children out of School

**Classification:** Unrestricted

**Past Pathway of Paper:** Elective Home Education Policy

**Future Pathway of Paper:** Update of Elective Home Education Policy to reflect legislative changes at the appropriate time.

**Summary:**

This paper is designed to update Members on the significant developments that have been undertaken by Fair Access since the introduction of the County Elective Home Education Policy in 2015. It will highlight the growing demands on the service, the proposed changes in national policy and how KCC has been instrumental in driving change that will help ensure every Kent child receives a suitable education.

Key service performance data is presented in Appendix 1. Appendix 2 sets out the recent KCC response to the DfE consultation on children missing from school. It is hoped that this will help government set out a broader remit for LAs to capture where pupils are not in receipt of education, and require parents to assist the LA in evidencing appropriate education is taking place.

**Recommendations:** The Children's, Young People and Education Cabinet Committee are asked to:

- a) note the content of the report and work of the team in ensuring all Kent children access suitable education at the earliest opportunity
- b) receive a further report in the future to include any proposed revisions to the County EHE Policy to ensure this reflects any legislative changes which may be introduced in the near future.
- c) note that in the event of legislative changes the additional burdens placed on LAs may mean additional resource may be required to maintain the quality of service with increased service demands.

**1. Introduction**

- 1.1 Elective Home Education (EHE) has grown considerably in popularity and this is particularly evident in Kent where as of April 2019 there were 2561 children registered as EHE. This figure was 2265 for the same period in 2018 which is an increase of 13% during the last year (More details in Appendix 1). Kent have championed the need for change around the lack of legislation or clear guidance for local authorities and home educators, playing a pivotal role that has formed the foundation of the recent media attention focusing on the true picture of many vulnerable families who home educate. The LA developed its EHE Policy in 2015 and has worked hard since to engage home educating communities to work with us in the best interest of supporting them (where needed) to give their children the best education possible.
- 1.2 Kent were the first authority to present the DfE with data that evidenced that, despite the presumption that home education was primarily adopted by middle class families with the resources and skills to deliver a well-rounded education to their children, in fact the majority of home educators registered in Kent were known either previously or currently to specialist children's services. The Association of Directors of Children's Services (ADCS) helpfully collated data nationally, along similar lines and were able to present a national overview, reflecting the same issues KCC had identified which has now prompted a more proactive approach from the DfE and other education agencies like Ofsted.

## **2. Background**

- 2.1 KCC formalised its Elective Home Education (EHE) Policy in 2015. At that time the services moved from the Attendance and Behaviour Service to Fair Access along with the Children Missing Education Team and the Education Programme. The services now operate an incredibly efficient service delivering swift access to suitable education identified by the most appropriate service area within the Access to Education Division. This new approach has enabled a transformation in the quality of service delivery, provided by dedicated, well trained staff, operating within the confines of strong operational procedures to ensure those children brought to our attention are supported in the most appropriate way to access the education they are entitled to. By co-locating EHE and CME with officers dedicated to supporting parents with accessing school places, Kent children can quickly get the right support to ensure their educational needs are met at the earliest opportunity, be that advice and signposting for home educating families or direct action to assist them in securing a school if they have had difficulties with this.

## **3. Current**

- 3.1 As of May 2019, Kent have 2615 EHE; 1282 registered with the LA since September 2018 and 956 cases of EHE, were closed since September 2018. This evidences that EHE, whilst gaining in popularity is a revolving door, which has resulted in the 6 x EHE Support and Advice Officers splitting a caseload of 3,568 children over the first 8 months of the academic year. The demand on their time shows no sign of diminishing which as a consequence means prioritising visits to those who are known to specialist children's services.
- 3.2 Officers strive for excellence and delivery of best practice. Kent's County Access to Education Manager currently Chairs the South East Elective Home Education

Officer (SEEHEO) Forum which consists of over 40 authorities in both London and the South of England, and links closely with the National Association of Elective Home Education Professionals (AEHEP) where Kent are also represented.

- 3.3 Our strength has been our ability to engage with home educators, breaking down the barriers that have made home educators anxious of LA involvement. Part of our strategy has been to ensure we communicate effectively across a range of media and perhaps our best mechanism has been our Facebook page <https://www.facebook.com/KCCEHE/>, this offers up to date information to parents on events, competitions, key points in the admissions calendar and links to partner agencies e.g.: NHS. This has been a significant success with the EHE community and currently records 468 followers. The EHE & CME Co-ordinator has reached out to local home education groups and there is a much better understanding and respect from both sides; this is testament to the excellent work of the six EHE Support and Advice officers we have covering the whole of the County and the positive reputation they have built with the families they engage with.
- 3.4 Where officers identify families who make every effort to home educate, but do not have the resources available to them and require support, the LA will provide Licenses for the on-line learning packages, 'Mathletics & Reading Eggs' for Key stage 1 & 2 CYP. The LA will also provide financial support for core GCSE's for those who have been registered with the LA for over 12 months and who if in school would meet the criteria for Free School Meals.

#### **4. Next Steps**

- 4.1 There are still challenges to address. The team identify schools where there is a disproportionate number of Children off-rolled to EHE and where patterns emerge, such as off-rolling in particular year groups or ahead of exam registration, this can be captured and reported on to external agencies like Ofsted. This data is collated in our termly report and shared with school improvement and area officers. The new Ofsted framework includes looking at these patterns and investigating further the background which has led to a child being off-rolled to home educate.
- 4.2 Kent continue to build positive relationships and are now a respected authority, leading the way with policy and process; recently working collaboratively with Lord Soley, attending and contributing to the focus groups held in Westminster and proactively supporting his drive to change legislation, to ensure every child or young person who is electively home educated is registered with their local authority. (Home Education - Duty of Local Authorities Bill). During the period of Lord Soley's drive for change, Lord Agnew instructed the DfE to review its guidance for home educators and following consultation new guidance was published in April 2019. The updated guidance clearly sets out the expectations regarding roles and responsibilities for both parents and local authorities. This has been helpful; however, without legislation the LA has limited powers where families don't wish to engage or receive a visit. We anticipate this will be addressed in due course and at which time KCC will need to update its policy and operations to meet any new legislative demands that will help safeguard children and ensure they are accessing suitable education.

- 4.3 The parliamentary bill has now been withdrawn and in its place the DfE are consulting on 'Children not in School', which was open for contribution from parents and professionals and closed 24 June. Kent were invited to attend the focus group held at the DfE of the 7 June to discuss how changes to legislation can be best implemented. (Please see KCC formal response to the consultation in Appendix 2)

## 5. Financial Implications

- 5.1 The operating budget for this service area (which incorporates our statutory duties relating to Children Missing Education) is £444.7k. In the event that proposed legislative changes come into effect officers have estimated the increase to be up to 20%. Couple this with the increasing demand up almost 13% on last year and the team will need to expand in order to maintain the necessary data quality required and appropriate engagement with some of our most vulnerable families who often feel they have had little choice but to Home Educate.

## 6. Conclusion

- 6.1 Kent, have excellent established practices and are well placed to deliver the proposed changes. The rate of increase in families choosing to EHE is a worrying trend and we continue to build relationships with families choosing this path to better understand the drivers.
- 6.2 Officers will continue to build confidence in the home educating communities to see that we wish to help, and ensure that families have the right support to return to school at the earliest opportunity if they feel they are unable to effectively home educate or feel they were forced into that situation due to strained relationships with their child's previous school. At the same time we continue to respect the rights of parents to home educate and will offer advice and support if needed, to ensure that where families are actively engaged in home education, children receive the best possible education through that approach.

## 7. Recommendation(s)

### Recommendation(s):

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

- a) note the content of the report and work of the team in ensuring all Kent children access suitable education at the earliest opportunity
- b) receive a further report in the future to include any proposed revisions to the County EHE Policy to ensure this reflects any legislative changes which may be introduced in the near future.
- c) note that in the event of legislative changes the additional burdens placed on LAs may mean additional resource may be required to maintain the quality of service with increased service demands.

#### **4. Background Documents**

Link to the current Kent County Council EHE Policy

[https://www.kent.gov.uk/\\_data/assets/pdf\\_file/0017/52028/Home-education-policy.pdf](https://www.kent.gov.uk/_data/assets/pdf_file/0017/52028/Home-education-policy.pdf)

#### **5. Contact details**

Report Author/s:

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# Elective Home Education Report

1<sup>st</sup> September 2018 to Friday 24<sup>th</sup> May 2019

Terms 1-5



## Introduction ▼

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This report focuses on Kent's Elective Home Education (EHE) current population for the academic year 2018/19 – Terms 1-5 as well as starters and leavers to the service during this period`.

## Key Findings ▼

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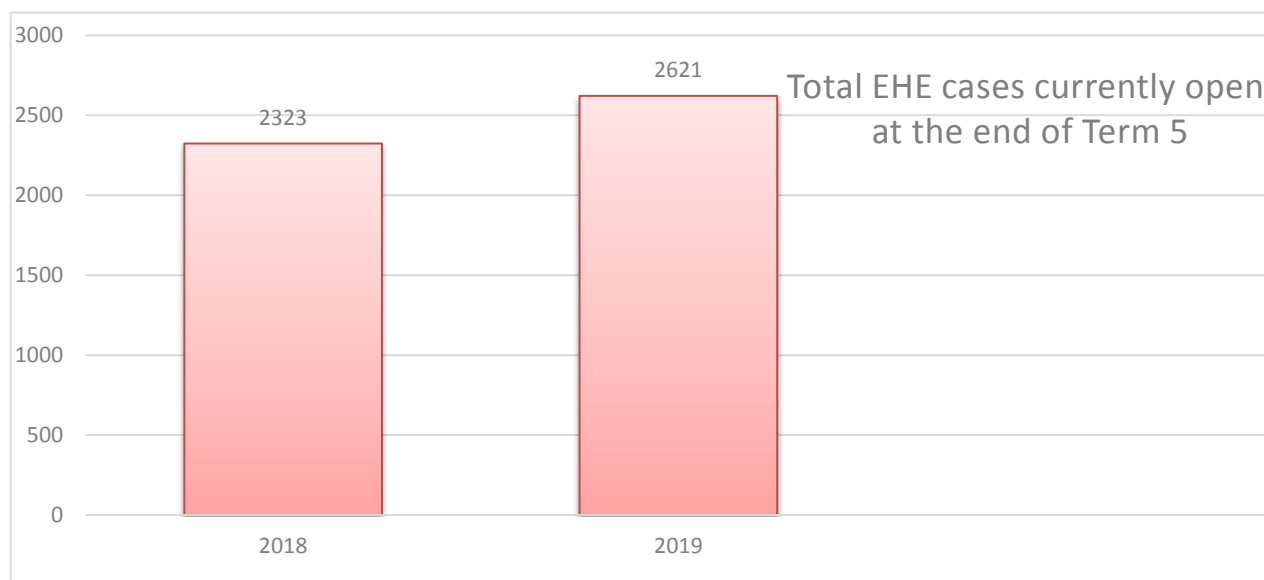
- The total number of children and young people currently registered as Elective Home Education (EHE) has increased to 2621 at the end of Term 5 2019. This represents an increase of 13% compared to the end of Term 5 2018.
- The six EHE Support and Advice Officers have completed 1530 visits to new and historic families within Terms 1-5 2018/19.
- The total number of CYP registered at any point during this academic year is 3579.
- The highest number of CYP referrals made this academic year reside in the district of Swale (12.5%) and the third highest number reside in Thanet (10.6%). These are two of Kent's most deprived districts. Maidstone is the second highest district with 11.71% of referrals. Maidstone currently has pressure in some primary school year groups which may be a factor.
- Of the current cohort of CYP registered to home educate 28.3% are known to Early Help (current and historic) and 25.8% are known to Social Services (current and historic).
- Currently there are 132 CYP with an EHCP (SEN) registered to home educate, an increase of 32% compared to Term 5 2018.
- Over the past 2 years, there has been an increasing trend for CYP registering to home educate within Key Stage 3 and Key Stage 4. Currently, Key Stage 3 represents 31% of the cohort and Key Stage 4 represents 31% of the cohort.
- Data from schools suggests the main reason for off rolling a CYP to home educate stated by parents is that this is their preferred method of education (50.1%). Anxiety and health reasons are cited for 16.3% of cases representing an increase of 5.2% compared to the academic year 2017/18.
- During this academic year to date 958 CYP ceased being registered as EHE to the service. 60% of cases closed were open for a year or less; this may indicate that home education has been chosen by parents as a short-term intervention.
- During term 5 the home education team have been contacting Year 11 families to ascertain onward destinations of the CYP as part of the NEET (Not in Employment, Education or Training) prevention process. Of the 422 year 11 registered to home education, 135 CYP (32%) already have a September guarantees for EET(In Employment, Education or Training).



## EHE Current Population ▼

1 <sup>st</sup> September 2018 – 24 <sup>th</sup> May 2019 (Terms 1-5)	
Total EHE cases currently open at the end of Term 5	2621
Total cases opened during this period	1282
Total cases closed during this period	958
Total registered at any point during this period	3579
Total visits (new and historic cases)	1530
Total visits declined (not engaging/not home/cancelled)	1315

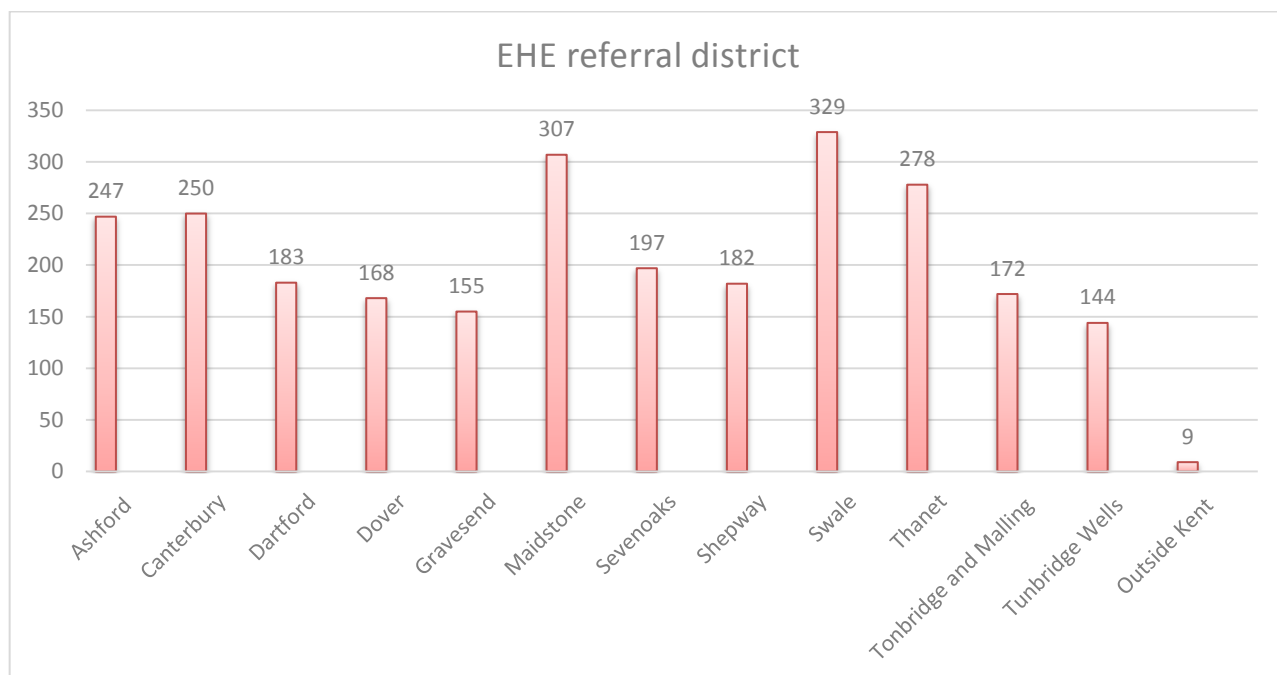
The total number of CYP registered to EHE in Kent continues to increase. At the end of Term 5 2019, 2621 CYP are registered to home educate, representing an increase of 13% compared to those registered at the end of Term 5 2018.



The total number of CYP registered at any point during this academic year to date is 3579. Representing an increase of 19% compared to the academic year 2017/18 where the total number of children registered at any point was 3012. This is a marked increase, given that there is still one term remaining in this academic year.

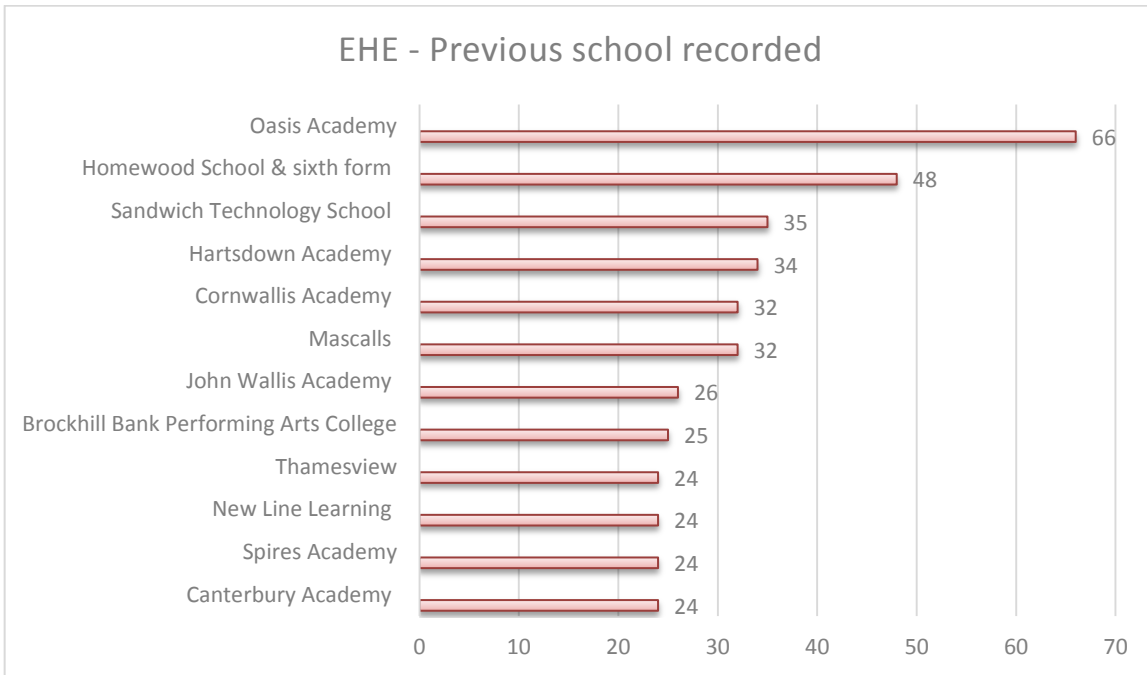
### Referral district ▼

The highest number of CYP registered to EHE reside in the district of Swale (12.55%) and third highest number reside in Thanet (10.6%). These are two of Kent's most deprived districts. The district of Maidstone has the second highest number of referrals (11.71%). Maidstone currently has a pressure on primary school places which may be reflected within this figure; a situation compounded by the ongoing conversion of commercial properties into residential.



### Previous school recorded ▼

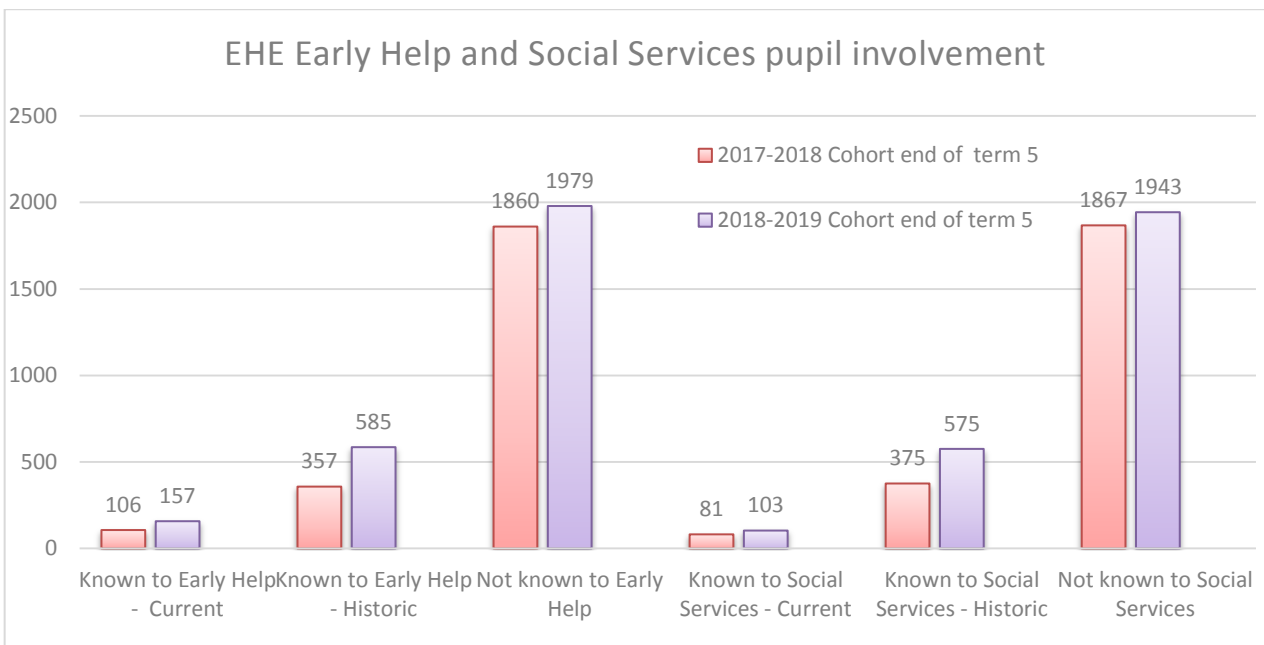
The EHE team record pupil's previous schools prior to them becoming home educated for monitoring purposes. Of the CYP currently registered as EHE, the top 12 previous school are unsurprisingly all secondary schools. There does not appear to be any major patterns of concern in primary except for Half Way Houses Primary School, which like Oasis Academy is located on the Isle of Sheppey.



**Other service involvements ▼**

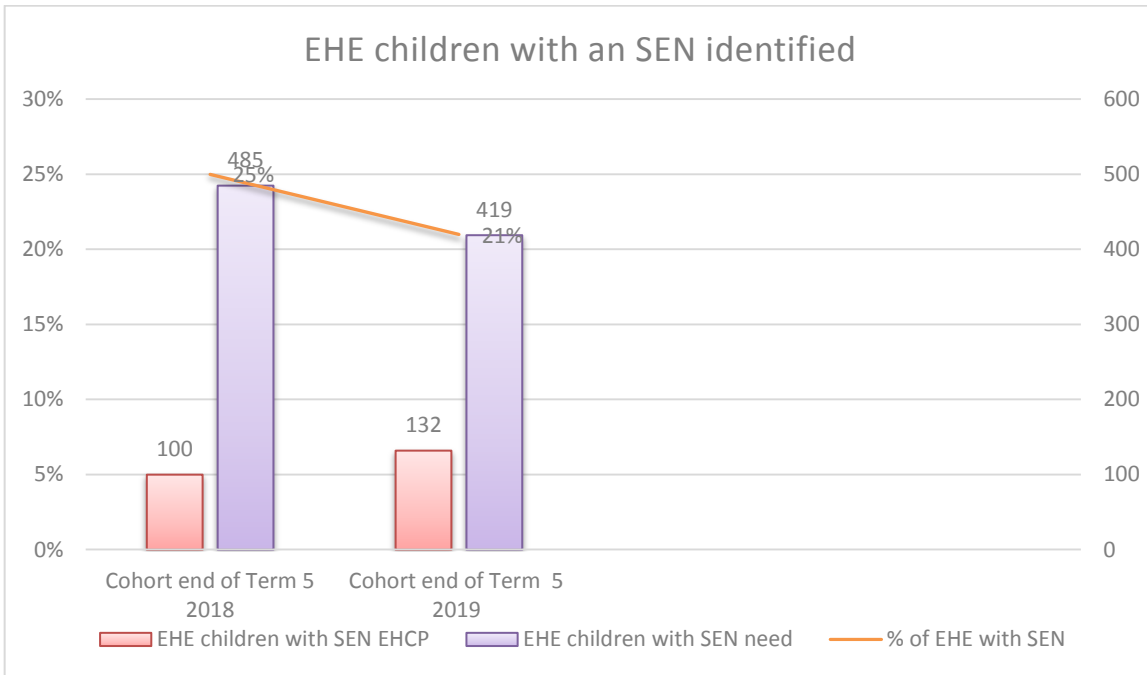
Of the current cohort of CYP registered to home education, 28.3% are known to Early Help (current and historic) and 25.8% are known to Social Services (current and historic).

54.1% of the current cohort are known to either Social Services and/or Early Help. This indicates a significant proportion of parents who opt to home educate may not be able to provide their children with a suitable level of education, due to the wider environmental and social issues they are facing.



**Special Educational Needs within EHE ▼**

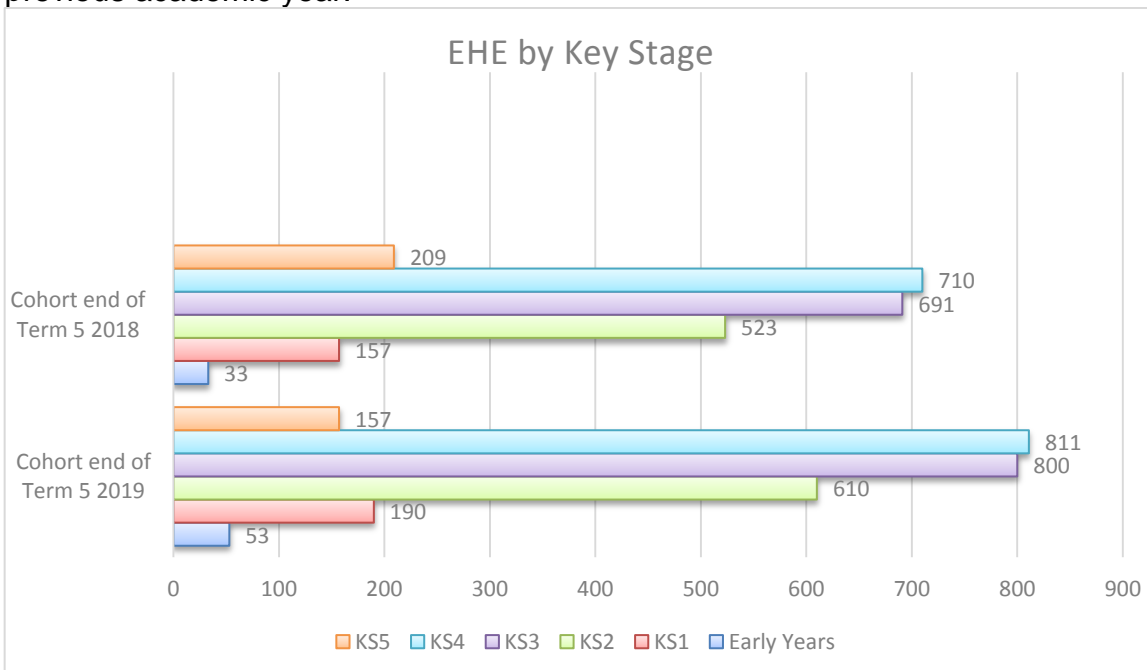
To date there are 132 CYP with an EHCP (SEN) registered to home educate, an increase of 32% compared to the end of Term 5 2018.



### Key Stages ▼

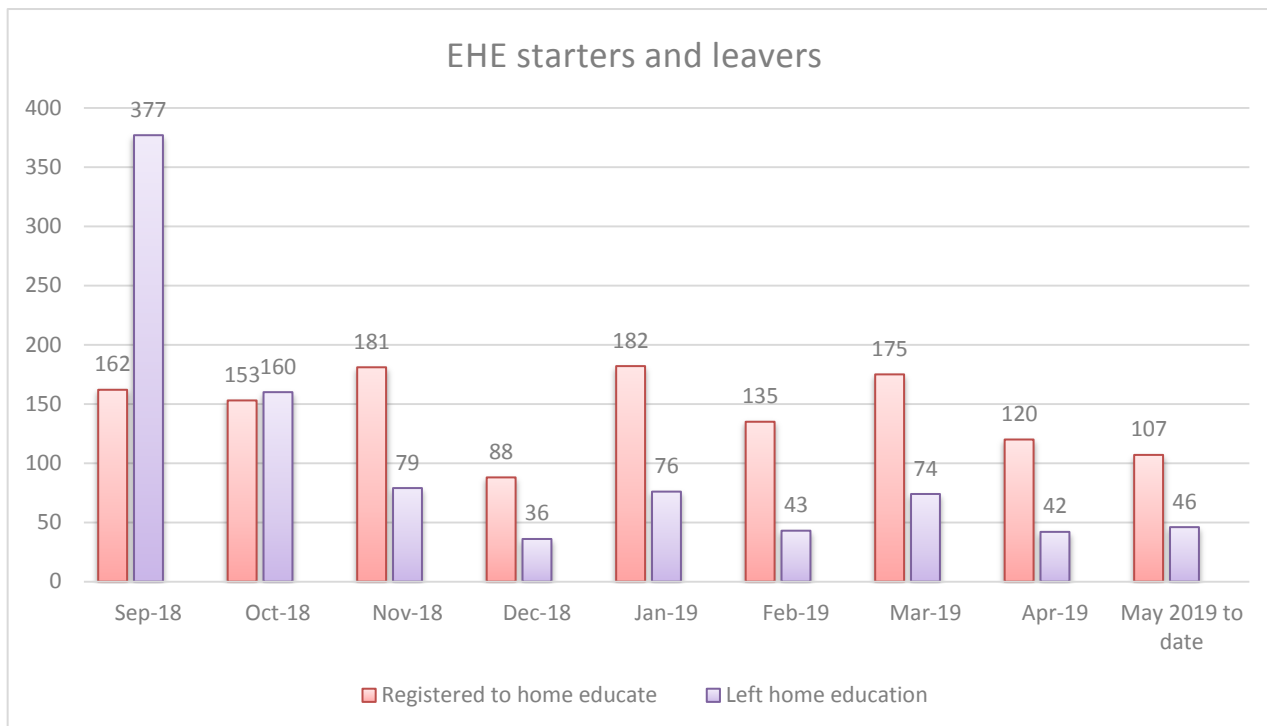
Over the past 2 years, there has been an increasing trend for CYP within Key Stage 3 and Key Stage 4 to be home educated. Currently, Key Stage 3 represents 31% of the cohort and for Key Stage 4 represents 31% of the cohort.

There has been an 15% percentage point increase in the number of CYP registered to EHE in Key Stage 3 and Key Stage 4 at the end of Term 5 compared to the same time in the previous academic year.



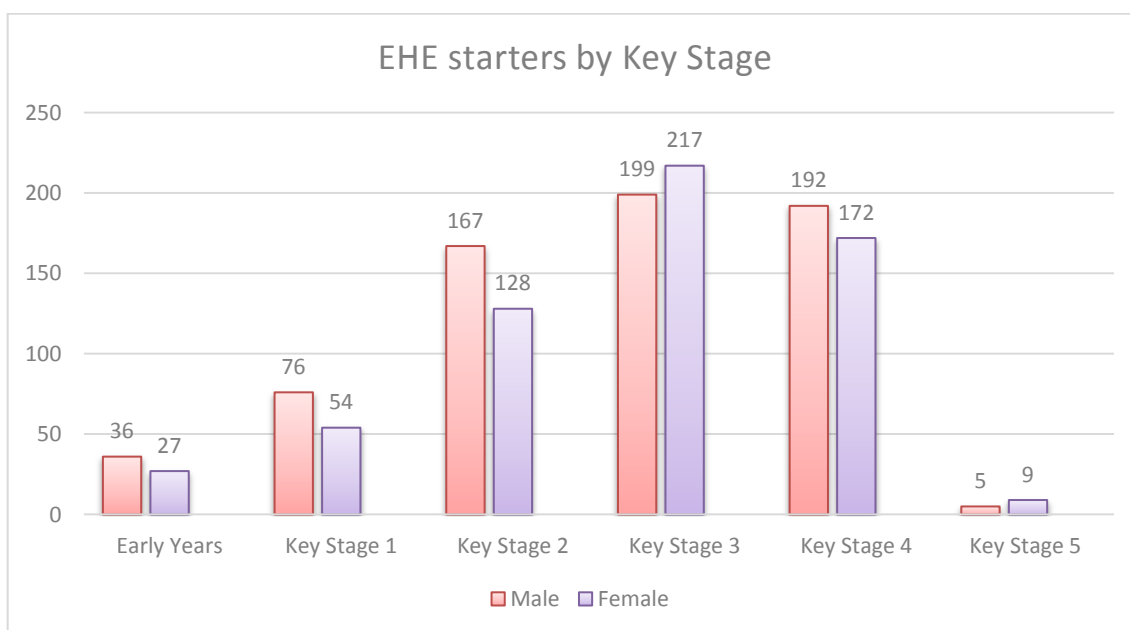
### Starting and Leaving EHE this academic year ▼

In Terms 1 – 5 2019, 1282 CYP have registered to EHE. Since November 2018, the number of CYP registered to home educate each month is higher the number of CYP who have left home education.



**EHE Starters ▼**

The majority of CYP who became home educated this academic year in Terms 1-5 were in Key Stage 3 and Key Stage 4. The highest number of EHE referrals were made from secondary schools Years 9 (12%), 10 (15%) and 11 (15%). This is a pivotal time in a pupil’s education career when CYP are undertaking their GCSE examinations. It raises the question as to why parents are choosing to home educate at this late stage in their child’s education. Within primary schools the highest number of EHE referrals were made in Years 2 (6%) and 6 (7%). These year groups are the end of Key Stage 1 and Key Stage 2 where the children complete SAT’s examinations.



**Reasons for Elective Home Education ▼**

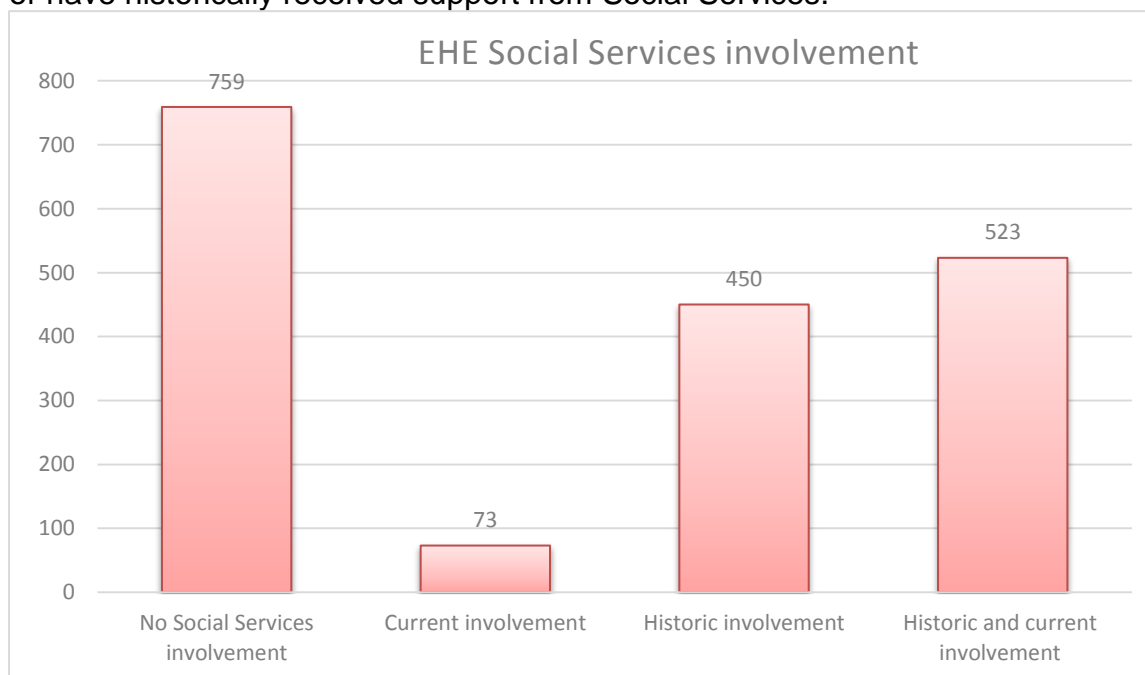
Schools stated, 'preferred method of education' (50.1%) as the main reason for off-rolling CYP to home education. Anxiety and health reasons are cited for 16.3% of cases representing an increase of 5.2% since 2017/18, which is concerning in relation to health issues.

Reason	2017-2018	2018-to date	2 Year Trend
Referral from CME	1.8%	3%	↑
Anxiety and health	11.1%	16.3%	↑
Bullying	2.6%	3.5%	↑
Dissatisfied with the system	5.7%	5.3%	↔
Distance and access to school	4.8%	3.4%	↓
Other	21.8%	3.8%	↓
Parent child relationship	0.7%	0.2%	↔
Philosophical or ideological	0.5%	0.2%	↔
Preferred method of education	32.9%	50.1%	↑
Religious or cultural	2.6%	1.4%	↓
Short term intervention	4.6%	5%	↑
SEN	1.5%	2.3%	↑
Unwillingness or inability	10%	5.9%	↓

*Cavate – the EHE 1 form schools complete when off rolling a CYP to home education have been changed to match the ADCS Survey and will be reported upon next term. Alongside this the team will be able to cite the parent's reason for choosing to home educate.*

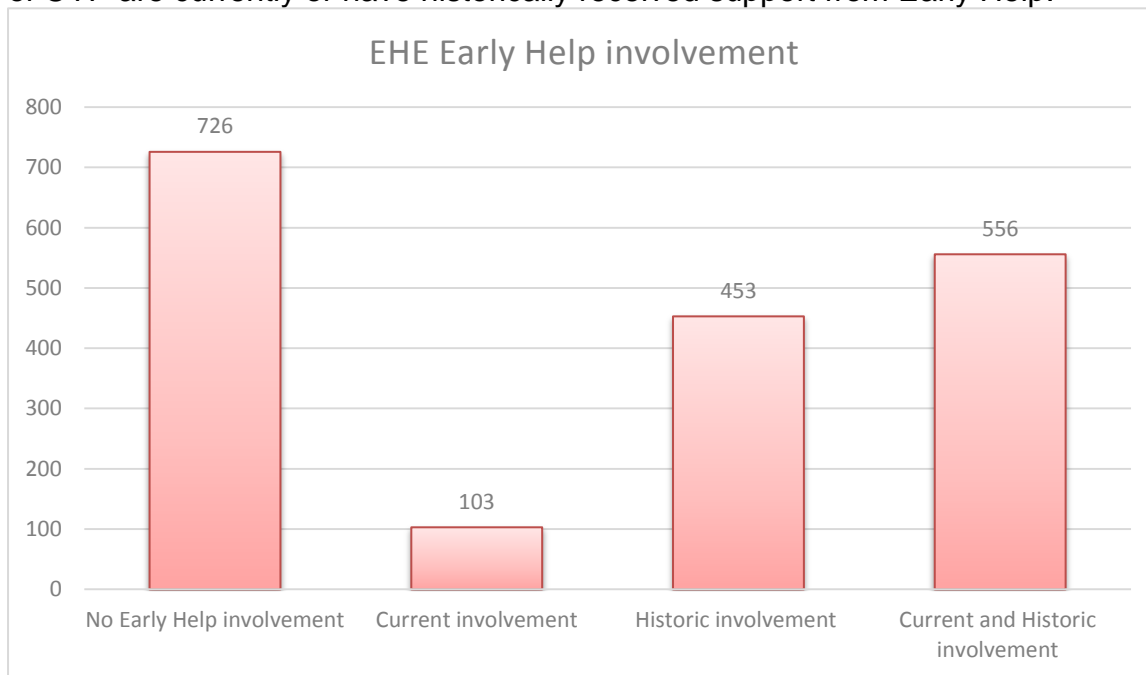
#### Other service involvements ▼

Social Services continues to provide support to a significant number of CYP who have been registered as EHE this academic year. 6% of CYP registered to home educate in Terms 1-5 have current involvement with the service. 41% of CYP are currently known or have historically received support from Social Services.



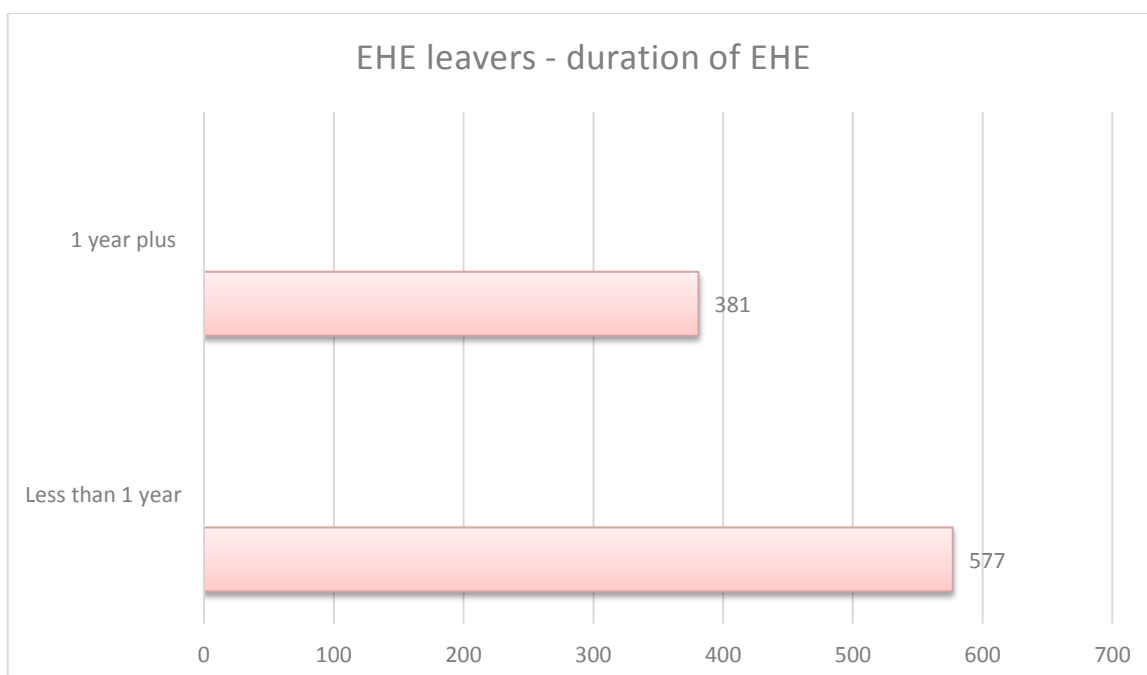
Early Help currently supports a significant number of CYP. 8% of children registered

to home educate in Terms 1-5 have current involvement with the service. 43% of CYP are currently or have historically received support from Early Help.



### EHE Leavers ▼

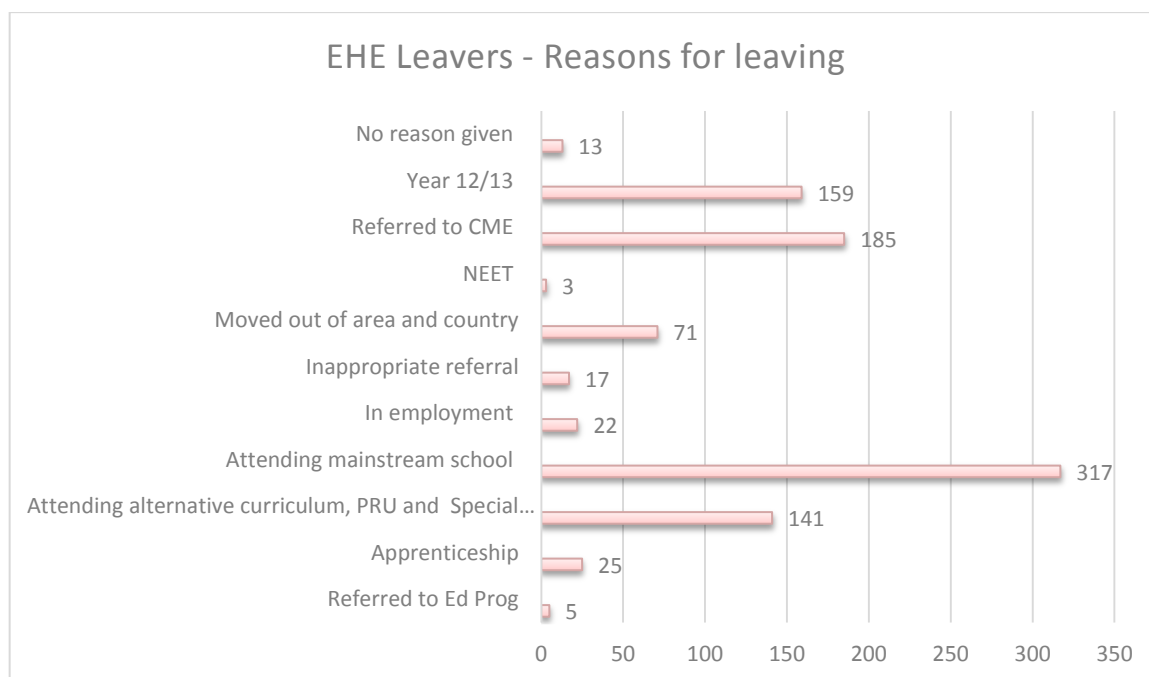
The majority of CYP leaving EHE in 2018/19 Terms 1-5 have been registered to home educate for less than one year. This may indicate that home education is being used as a short-term intervention, rather than a philosophical or lifestyle choice.



*CAVATE – due to the implementation of Synergy – (our new database) the data has been defined as one year plus and less than one year for the duration of EHE. As time progresses these data ranges will become more specific.*

## EHE reasons for leaving home education ▼

The majority of CYP leaving home education this academic year are now attending a mainstream school (33%).



## Directorate Scorecard Indicators ▼

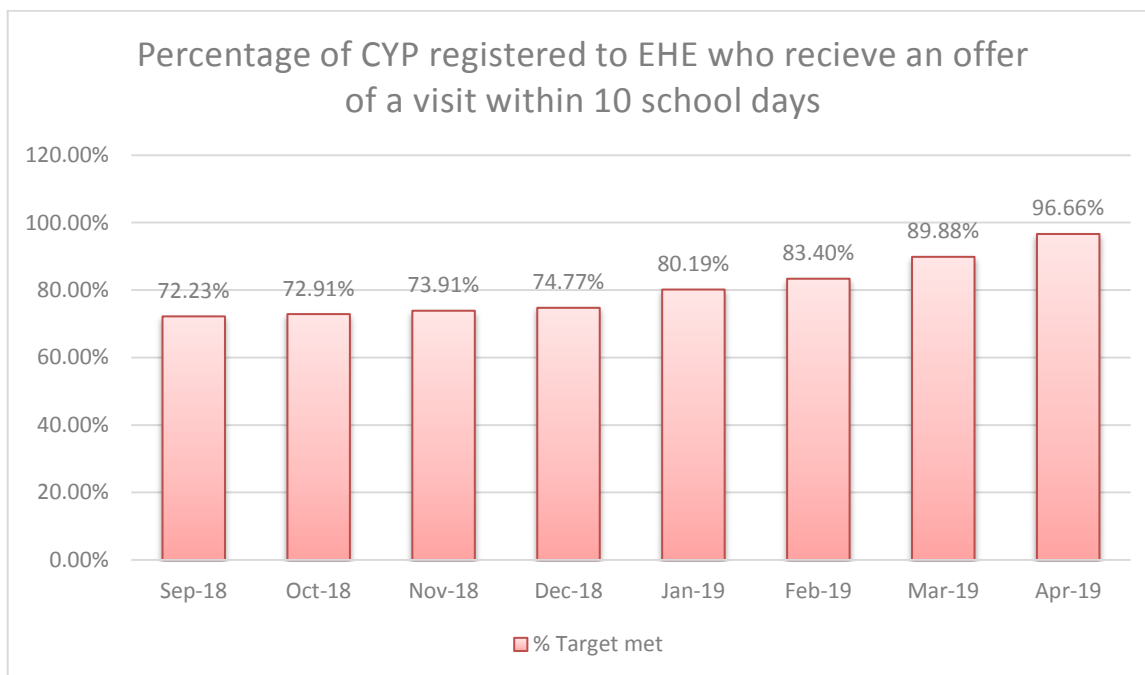
CYPE20 Percentage of children registered to EHE where the LA is not satisfied a child is in receipt of suitable education, referred to CME.

CYPE 21 Percentage of registered EHE children requiring a school place, offered a school within 60 school days.

*Cavate: CYPE 20 and 21 are new indicators and currently Synergy reports are being written to provide this data set.*

CYPE 22 Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention





The percentage of CYP registered to home education who receive an offer of a visit within 10 school days of them being brought to the team's attention has increased from 72.23% to 96.66%. This is largely due to the implementation of Synergy and processes followed within the EHE administration team.

## Conclusions ▼

In Terms 1-5 2018/19 the EHE Support and Advice Officers have continued to focus on increasing the numbers of visits made and developing positive relationships with home educating families.

The use of our Synergy database provides the EHE Support and Advice Officers with clear workflows to follow, they are supported by the administrative team who provide new referral information on receipt of registering a referral on the database. The processes the EHE Support and Advice Officers follow, working collaboratively with the CME team and the Senior Access to Education Officers, ensures that pupils who are not in receipt of a suitable education are recognised early and a school place identified where necessary without delay.

Further training and collaborative working with schools to prevent parents choosing to home educate when it is clearly not an appropriate option is still required. Data is captured to identify patterns and schools who have high numbers of CYP off-rolled to home education. The IYFA protocol ensures that where education is deemed unsuitable that the CYP will return to the school they last attended.

The Fair Access team are incredibly proud of the work that the EHE team is delivering and the Kent model is one that the other local authorities are keen to replicate. Kent Chair the South East Elective Home Education Officers forum, which has over 80 members from 48 authorities, Kent also sit on the National group Association of Elective Home Education

Professions. As one of the largest local authorities, Kent is proactive at being at the forefront of future legislation change to ensure that all CYP access the level of education to which they are entitled.

## Data Summary ▼

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The presented data is based upon EHE referrals within Kent County Councils term dates and therefore may be marginally different to the figures in Management Information's monthly reports.

The survey may appear lengthy from the number of pages it contains. However, please note the following:

After some preliminary questions about you as a respondent, the survey is structured around the four basic propositions in the accompanying consultation paper, which if possible, you should read before completing the survey:

- a duty on local authorities to maintain a register;
- a duty on parents to supply information for the register;
- a duty on certain settings to supply information; and
- a duty on local authorities to provide support for home education

For each of these four propositions, you are asked whether or not you agree with the proposition. An answer is required. Whether you answer 'yes' or 'no' determines the next page of questions presented to you, which is about details related to that proposition.

For each proposition, the subsequent questions on detail are almost identical whether your answer to the initial question is 'yes' or 'no', but seeking responses on the details separately for respondents who agree or disagree with the propositions helps us to analyse responses more meaningfully.

After the basic question and detailed questions on each of the four propositions, there is a final page of concluding general questions.

This structure means that the number of questions put to each respondent is only just over half of the total in the overall survey form.

Thank you.

What is your name? Hilary Alford

2. What is your email address? Hilary.alford@kent.gov.uk

3. Are you responding as an individual or on behalf of an organisation? An organisation

4. If you are responding on behalf of an organisation, what is your organisation? Kent County Council

5. Which of the following best describes the capacity in which you are responding to this consultation?

Home educating parent
  Other parent
  Child receiving education
  Local authority officer or member
  Representative of other organisation
  Other

6. Would you like us to keep your responses confidential? No

7. Do you agree that local authorities should be obliged to maintain a register of children who are not registered at specified schools (those listed at paragraph 2.2 of the consultation paper) or being educated under s.19 arrangements?

### **Response Yes**

8. Why do you support the concept of a duty on each LA to maintain a register?

Some of the points addressed in the consultation response below will reiterate opinions and findings reported in Kent's response to the DfE 2018 Call for Evidence.

KCC currently have 2561 (April 19) children registered to Electively Home Educate, a 13% increase on the numbers registered at the same point in 2018. It is evident that Elective Home Education is on the increase. In every authority there will be an unknown number of children who are home educated and remain hidden from services. This would suggest that current voluntary registration schemes are not effective in identifying every child and whether they are in receipt of education.

KCC considers that a central registration scheme, would significantly improve its ability to identify families who previously remained 'under the radar' and who have for their own reasons, made a conscious decision to avoid engagement with the authorities. It would serve to inform these parents of their duty to educate and what that duty may entail.

Registration would provide a positive opportunity for the LA to engage with families, ensuring all children and young people are in receipt of the education to which they have a legal entitlement. It cannot be assumed that any neglect to a child's education or wellbeing will be identified through other professionals, when their existence may not be known.

Under the current legislation not all LA's monitor EHE children/young people as they have no statutory duty to do so. With a registration scheme, the LA will have a clearer understanding of the numbers and resource commitment required by the LA to support families who EHE.

Many people will be unaware that for children who have never been in school, there is no requirement on their parents to register them as home educated. These children can be completely, unknown to authorities and potentially being denied their right to education. A register will ensure that the education status of all children is known and will for the first time, enable LA's to better meet the requirements of 437(1) Education Act 1996 to intervene & 436A to enable LA's to identify children not registered at school nor receiving suitable education, some of whom may be vulnerable and therefore may require additional support from other professionals.

Where a child is identified as not being on roll of a school, independent or otherwise, they are recorded as a Child Missing Education (CME) until their education provision can be confirmed. There is already a central government record of all children on a school roll who have been issued with a UPN number in the form of 'Keys to Success'. A central record would ensure that the education arrangements or status for every child of statutory school age are recorded.

9. Should such a register specify whether children are attending an educational setting (other than their own home) during school hours? Add comments if you wish.

Yes  No

Yes. There is a whole unregulated tuition industry that has built up around the home education community. This group of often unregistered education providers understandably have a vested interest in avoiding any external scrutiny of their work with children, particularly if they have no appropriate training or expertise in working with children. Where there is no regulation there is no measure of quality or appropriateness of the education being delivered. The amount of time spent in education is not a measure of the learning taking place if the curriculum is not stretching the child, there does need to be some form of external scrutiny. It is considered that the significant growth in home education fuels the growth in unregistered schools and tutor agencies; with no regulation of these agencies, children may be placed in dangerous environments or find themselves potentially in the care of individuals restricted from working with children. In the worst case scenarios, no oversight could lead to instilling extremist views at a time when children are in their most formative years.

10. Should the register be widened still further to also include children who are being educated under s.19 arrangements? Add comments if you wish.

Yes  No

Yes, the education provision for every child who is not on a mainstream school roll should be recorded against a unique pupil number (UPN), making it easier to follow a child through their education and identify those who are thought not to be in receipt of the education to which they are legally entitled to. This would also highlight any education provision that may previously have gone unmonitored and therefore not held to account for the curriculum or outcomes of the 'alternative provision 'on offer.

11. Should the register include flexi-schooled children (ie those who are educated at home or elsewhere for some of the week during school hours but are also on the admission register of a state-funded or registered independent school)? Add comments if you wish.

Yes  No

If a child is accessing any additional education provision during the school day, they could be recorded as 'Dual rolled'. Showing clearly the details of who is responsible

for the education provided. The hours of attendance should be recorded through the attendance register of each individual provider, regardless of whether that provision is a school, or the child is educated otherwise.

12. What information as a minimum do you think the register should contain about each child? Check as many as required

Name  Address  Date of birth  Place of birth  Known previous local authorities of residence  Whether educated at home currently  Whether educated at home previously  Current settings outside home attended if known  Previous settings outside home attended if known  Whether on child protection register  Name and address of each parent  Parental reasons for child not being in school  Other (add comments if wished).

If the child/young person has an EHCP, a copy of the plan and relevant background information from previous school (Attendance/ Attainment/behaviour log, etc.)

13. Do you think DfE should prescribe a national format for the register? Add comments if you wish.

Yes  No

Yes, the same data that a school would be required to submit at census should be collected. This can be reported at the same time census is completed, allowing the information to be held centrally on the DfE 'Keys to Success'. Keys to Success is currently updated through Census. It should be noted that Keys to Success is not a live data feed.

14. Do you believe that local authorities should share information from their register with other local authorities and other agencies? Add comments if you wish.

Yes  No

Yes, an agreed dataset would enable the LA to monitor more effectively those families who may be known to other professionals, who then move to another authority in the UK, or in some cases abroad and who do not inform the LA. Tracking children missing education takes considerable effort and requires resources dedicated to finding them. The home authority will follow up the case, ensuring the young person is in receipt of an education.

It is also important to share information provided by partner organisations, to ensure families who are outside the school system, receive the same information as those attending formal education provision. Kent currently provide home educating families with information from the NHS and any other agencies offering support that a child or young person may usually receive in School, (for example, vaccinations).

15. Do you think that a local authority should include any information about a child on its register which has been legally obtained from other agencies? Add comments if you wish.

Yes  No

Whilst this about ensuring appropriate education is in place, the opportunity to improve safeguarding of children should not be missed. The LA should be obliged to share the information they hold on a child with other LA's and partner agencies, in line with GDPR. Sharing information ensures that regardless of where a family moves, they continue to receive any specialist help and the child can continue to be appropriately supported and education monitored by the new home authority.

16. Do you agree that a register held by a local authority should be open to inspection by other bodies as prescribed by the Secretary of State, in order to check whether the local authority is carrying out its obligations to maintain the register? Add comments if you wish.

Yes

All LA's would be expected to manage a register in the same way they would be expected to collect data for any other reporting purposes.

17. Do you agree that local authorities should have to make annual returns of collated data from the register to DfE for statistical purposes? Add comments if you wish

Yes  No

There would need to be clarification regarding which data will be of the most value. Currently LA's collate their own data to identify and address local trends. A collated approach would evidence the situation and trends nationally, as can be evidenced in the ADCS annual EHE survey.

18. This question is for local authorities only. What does the local authority believe would be the approximate additional annual cost of maintaining a register for its area? This should so far as possible include any costs already incurred on voluntary registration, but exclude other costs incurred by the authority in relation to home education and children missing education. It would be helpful to set out the basis for the estimates.

Kent already hold a register of families who are known to them, the nature of additional cost would depend on what information the DfE will be require for reporting, what format the register will take, and the number of additional children previously unknown to the authority, that the registration identifies.

If the resource is purely an administrative resource, Kent would require an additional administrative post to manage the inputting and tracking of the CYP.

In Kent the administration staff record both EHE & CME children, however if the role is broken down into the duties relating to registering and tracking families who are EHE, we would advise that the EHE part of the role could be completed by three administrators.

The Primary functions of administrators are as follows :

- Act as the information point for EHE enquiries from parents, professionals and schools;
- set up referrals and add the data to the database;
- gather relevant background information from parents and schools;
- send out initial and ongoing correspondence to EHE families;
- Have daily contact between families and EHE Support & Advice Officers;
- Investigate and record Key stage 4 onward destinations to prevent NEETS;
- Record on the data base if the child is a CME or returns to school.

During the academic year 2017 -18 Kent recorded 3112 individual children as home educated at some point during the year. The existing team of 6 term time only officers has struggled to meet this rising demand and similarly the administrative impact is a rising challenge. Therefore, if we modestly estimate the 'unknowns' to equate to 20% of our revolving EHE cohort, this would mean keeping records for approximately an additional 620 young people. It would require at least 1 additional administrator for the register and most likely two, in order to meet the year on year increase and maintain any level of quality assurance.

1.5 FTE x KR5 administrator = £38k with on costs

19. Do you have any other comments on either the principle of registration or practical issues related to registration on the basis proposed.

**Response no - Questions 20. – 31**

**32.** Do you agree that parents should be under a legal duty to provide information to their local authority about a child who is within scope of the proposed registration requirement?

(Required)  Yes  No

**Response Yes**



33. If a duty on parents was created what data should parents have to provide about their child? Check as many as required

Name  Date of birth  Address  Place of birth  Whether educated at home for part or all of time  Settings currently attended other than home  Settings previously attended other than home  Name and address of each parent  Reasons for child not being in school  Other information (add comments if wished)

This data set should also include the names of key individuals and/or agencies acting in a dedicated education role, where the provision takes place outside of a structured monitored setting.

34. Do you agree that there should be a consequence for parents for failing to register details of a child for the purposes of registration?

Yes  No

Where a parent declines to register with the LA or provide information regarding the child's education, the child should be recorded as a Child Missing Education and this action would in turn trigger the school attendance enforcement process. If non-cooperation continued and parents fail to evidence the provision of education, it would be appropriate for the process to lead to a prosecution for failing to educate. During the enforcement process, in the event the parent provides evidence that the child is in receipt of an education, the process can be halted, however as costs have been incurred through non-engagement, the parent should be responsible for paying any legal costs that have been incurred by the LA to this point in trying to establish the provision of education. (Designed purely to incentivise families to cooperate in evidencing the provision of education without delay – enabling LA to operate more cost effectively and move on to those families who are genuinely failing to educate.) This approach would also appear to align with 6.19 of the EHE departmental guidance recently issued by DfE which suggests seeking costs would not be unreasonable.

35. Whether or not your response to (3) was 'yes', do you think that the most effective consequence for non-compliance with the registration process is that it authorises the local authority to begin the school attendance order process by serving a s.437(1) notice on the parents, which begins the formal process of considering suitability of education and whether a child should attend school?

Yes  No

36. Whether or not you favour any consequences of non-compliance, what alternatives to initiation of the SAO process would you prefer as an effective way of securing compliance?

The SAO provides a lawful avenue for LA's to return a child to school, preventing further delay to them accessing an education. In Kent there would be a process to follow before a school attendance order is raised. The LA would record and hold evidence of attempts made to engage and work with the family to seek assurance of an education taking place. Where there is no evidence, the parent is provided with an opportunity to produce this work in a reasonable time frame. The SAO process works very effectively, and it could prove difficult and costly to an LA to invoke any other form of penalty.

37. Do you have any other comments about the concept of a legal duty on parents to supply information for the purposes of the proposed register?

Where a parent takes responsibility for a child's education, there should be evidence of that education, regardless of what shape or form the education takes. This should be recorded in a format that would enable a parent to demonstrate the provision of suitable education. The parent could be challenged through the courts by the child in later years if they are unable to evidence that the child received an education and the education was designed to enable the child to learn at a pace that would be in-line with their personal aptitude and ability. It is not uncommon for parents to submit a statement, providing an overview of education. This should not be considered as adequate proof, unless there is clear evidence that enables the LA to assess the content, quality and progress of the child that has been educated as described in the statement.

#### **Response no Questions 38 -42**

43. Do you agree with the general approach that the proprietors of settings providing education in school hours - other than specified types of school - should be under a duty to supply information to local authorities about any child in scope of the proposed register?

#### **Response Yes**

44. Which settings do you think should be included in the scope of the duty? Check as many as required

- Alternative provision settings (part-time)  Unregistered independent schools  
 Yeshivas and other full-time settings not requiring registration  Home education groups not requiring registration  Other settings providing education during school hours  Other (add comments if wished)

The details of any setting or individual tasked with educating a child for more than 5 hours a week, should be recorded.

There should also be a record provided of:

Staff

Staff qualifications

Safeguarding checks and policies

Risk Assessments relating to the setting and activities

45. Which information should proprietors of the settings in scope be required to supply on request to the local authority about a child in scope of the registration requirement? Check as many as required

Name of child  Address of child  Date of birth of child  Other (add comments if wished)

Where the setting is based

The hours the child attends each week,

Subjects studied

Risk Assessments (where applicable)

Progress made

Targets set

46. Do you agree that there should be a sanction on the proprietor for non-compliance with a duty to supply information about a child in scope of the registration requirement?

Yes  No

47. Regardless of your answer to the previous question, which type of sanction do you think would be most effective?

Fine  Court order requiring release of information  Other (add comment if wished)

A fine in the first instance as part of a process which would include reporting the provision to Ofsted. Where a proprietor has declined to provide any information on a child or the education they are in receipt of and where the LA has reason to believe a child attends said provision; the LA should assume that no education is taking place and the child reported as a Child Missing Education. In this instance the school attendance order process can be initiated.

48. Do you have any other comments about the concept or details of a duty on the proprietors of settings to provide information about children who attend their setting and fall within scope of the registration requirement?

Where a setting describes themselves as providing or overseeing an education, they should be required to be transparent about what shape or form this education takes.

Many of these settings will seek payment from the parent to meet the costs incurred and, in some cases, make a profit; and yet there are no measures in place for ensuring that the child is receiving a quality education or to ensure safeguarding of the child.

### Response no questions 49 -53

54. Do you agree that there should be a statutory duty on local authorities to provide support on request to parents who educate children at home, of a type to be prescribed by the Secretary of State in regulations?

(Required)  Yes  No

### Response Yes

55. If such a duty was to be created which of the following should it encompass?  
Check as many as required

Advice  Assistance with exam fees  Support for home education groups  
 Discounted admissions  Checks on private tutors  Newsletters for home educators  Arranging participation in school activity programmes  Other (add comments if wished)

Officers should be aware of what is available for parents who home educate in their locality. They should be required to advise parents of where educational resources can be accessed and to possess a sound knowledge of different learning styles. The Officer should be equipped with enough knowledge and training to support those who wish to home educate but may not initially know how best to set about doing this.

The LA should as a minimum be able to signpost parents to schools who will host exams for external candidates.

Funding for the core GCSE's could be provided for learners, where if a child was on a school roll, they would meet the criteria for Free School Meals, and have been home educated, prior to Key stage 4. However, it would be for the parent to ensure that the child has received the education that would prepare them for the exam.

To provide information regarding how to apply for an Education Health and Care Plan.

The LA to set out a clear offer of support for home education groups, to include providing advice of local events and an offer for the designated LA officer to attend the home education group sessions on a termly basis, in order to respond to questions and to provide advice and support to groups.

Kent host a Facebook page which provides useful information regarding places to visit, local and national educational events, NHS vaccination information, key points of transition for Primary and Secondary.

56. What are the potential difficulties, apart from availability of resources, in ensuring that such a duty is properly discharged by a local authority?

Securing engagement from families who set out to avoid any intrusion from outside agencies. There is a history of a 'them and us' culture with many established home educators. The focus of the LA will need to be on building relationships with families who EHE, and for those families to become accustomed to working collaboratively with the EHE Officer, in the interest of their child/ren.

57. Should the duty to provide support on request be limited to children whose details are included on the proposed register?

Yes  No

Information should be readily accessible and available to all parents who are considering home educating their child/ren, to assist them in making an informed decision.

58. Should other mechanisms be explored for enhancing access to public examinations for children educated at home, and if so, what?

Examination body operated centres  Duty on schools and colleges to allow private candidates  Other (add comment if wished)

59. (This question is for local authorities only). What expenditure does the authority already incur on support for home educated families, what types of support does this cover and approximately how many children are in scope of the support?

What expenditure does the authority already incur on support for home educated families, what types of support does this cover

Expenditure set aside to support families who EHE, is predominantly staff costs who provide support and advice to families who EHE.

Kent had 3420 individual children on their register, between the 1<sup>st</sup> September 2018 and 5 April 2019. (total cases remaining open on 5 April 2561). (\*Note the increase on last year's full year figures identified in question 18)

The team is structured in the following way:

1 x KR 10 (FTE)	Home Education Coordinator (qualified teacher)
6 x KR 7 (TTO)	Home Education Support and Advice Officers.
7 x KR 5 (FTE)	Access Education Assistants

The EHE offer includes:

- A list of schools who will host exams.
- Financial support for core GCSE's for those who have been registered with the LA for over 12 months and who if in school would meet the criteria for Free School Meals.
- Licenses for Mathletics & Reading Eggs for key stage 1 & 2 CYP whose parents are doing their best to EHE and require support. The LA will fund access to these provisions for families who if the child were on a school roll, they would meet the criteria for Free School Meals.

The administrative and support functions (Access to Education Assistants) associated with CME in Kent are integral to the operation of EHE. The combined budget for these service areas equate to £440,700.

It is not possible to accurately split out the associated costs of administrating the EHE work and CME work as the roles are interchanged. (Monitoring the records of over 5000 children)

The breakdown of expenditure for operating the EHE and CME service in Kent is as follows:

Total Budget: £440k

Total staffing budget = £387k

Operational costs £53k (Travel/mileage, ICT, exams, licenses for learning products, professional development, learning materials, communications, etc.)

In light of the ongoing rise in numbers and an estimate that a Statutory requirement to register with the LA, would result in recording an additional 20% of cases.

To support these families, Kent would need to recruit two additional officers (term time only) and 1.5 FTE additional administrators at a total additional cost of £86k not currently identified in the budget.

60. Do you have any further comments on the issue of local authority support for home-educating families?

It would be helpful for clear guidance to be provided to all local authorities to set out minimum expectations of what the DfE consider that LA support should consist of.

As a minimum, LA's should :

Provide parents with information advising them of their roles and responsibilities as home educators.

Offer a visit

Provide a copy of the LA policy to parents

Provide a copy of the DfE EHE guidance for parents

Provide a copy of any visit report to parents/guardians

Train staff to appreciate that Home Education will vary from education delivered in schools.

Provide a Web page on the L.A. website dedicated to EHE and provides links to other services and educational resource.

KCC also provide a Facebook page to communicate with EHE parents and appraise them of National and Local events, competitions and information that may be useful to some home educators, such as secondary transition dates and Kent test dates.

Schools to better support the process, where a family chooses to Home Educate, they should work closely with the LA and have access to a named LA officer, to be consulted with when schools are first approached by parents seeking to Home Educate.

There should be a duty on schools to invite LA representatives to any meetings held with parents who are seeking to remove their children from a school roll to home educate, this should be mandatory, where it is known that the child is supported by specialist children's services. Schools should be prevented from removing a child from a school roll until such time that they can provide evidence that such a meeting has taken place, preventing EHE to be recorded as the default onward destination for children.

61. Do you consider that support for home-educating parents should be provided by the Department for Education?

Yes  No

Yes, in the form of funding for L.A's. devolving a percentage of the annual pupil funding to LA's, would enable the delivery of a prescribed service including access to a range of learning materials.

62. Regardless of your answer to the preceding question, which forms of support do you think particularly suited to delivery on a national rather than local basis? Check as many as required

General advice to parents on home education  Financial assistance for exam fees  Other (add comment if wished)

## Response no Questions 63 - 70

### Concluding questions

71. Do you have any comments on the conclusions set out in the published equalities log, UNCRC analysis and family test?

72. Do you have any other comments on the government's proposals for legislation relating to registration, and support for home education?



**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 – 28 June 2019

**Subject:** **Annual Equality and Diversity Report for Children, Young People and Education 2018-19**

**Classification:** **Unrestricted**

**Electoral Division:** All Divisions

**Summary:** This report provides a position statement for services within the Children, Young People and Education (CYPE) Directorate regarding equality and diversity work, including an update on progress in delivering Kent County Council's (KCC's) Equality Objectives for 2018-19. 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 2018-19; and
- iii) 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 2019-22, CYPE's Vision and Priorities for Improvement 2018-21 and CYPE's Mission Statement. 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.

#### 4. Context

4.1 Kent has 583 schools of which 456 are Primary schools, 99 are Secondary schools, 22 are Special and 6 are Pupil Referral Units. Of the 583 schools, 246 are Academies and Free schools (as at April 2019), which means 42.2% of schools in Kent are Academies. In addition, Kent has 84 Children’s Centres (as at December 2018).

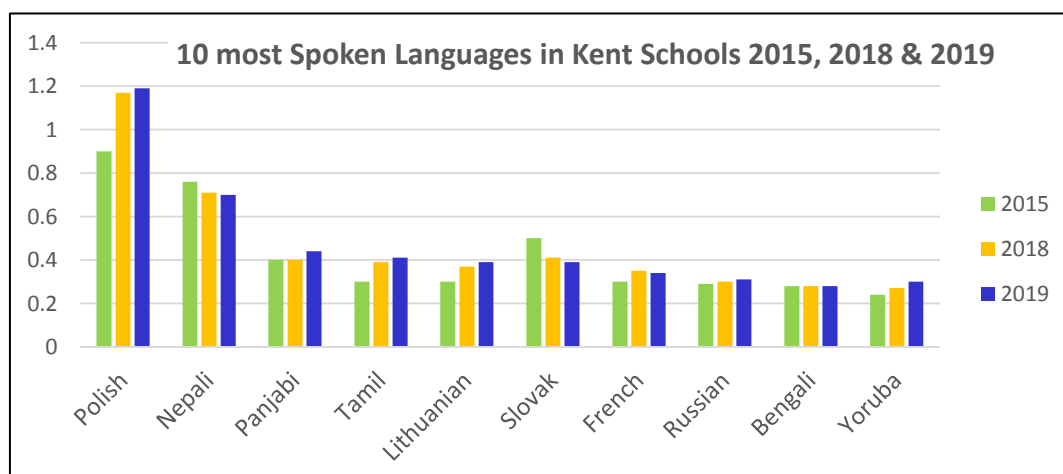
4.2 The total number of pupils in Kent schools (as at January 2019) was 234,864, with 3,119 attending nursery, 127,789 attending Primary, 103,956 attending Secondary. This includes 4,465 attending Special and 434 attending Pupil Referral Units. Many PRU pupils are already counted on the roll of their school.

4.3 In terms of SEND, 3.3% of pupils (11,763) in Kent schools, FE and Independent Special Schools have an Education Health and Care Plan (EHCP). This compares to 2.9% nationally (as at January 2019).

4.4 As at January 2019, the percentage of pupils eligible for Free School Meals (FSM) in Kent overall is 14%, which compares to 11.7% in January 2018. Nationally, as at January 2019, the FSM figure is 13.6% (against 14% in 2018).

4.5 The percentage of pupils whose First Language is not English in Kent is 11.1% (as at January 2019), compared to 10.7% in January 2018. The national comparison figure was not available (as at January 2019). 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.

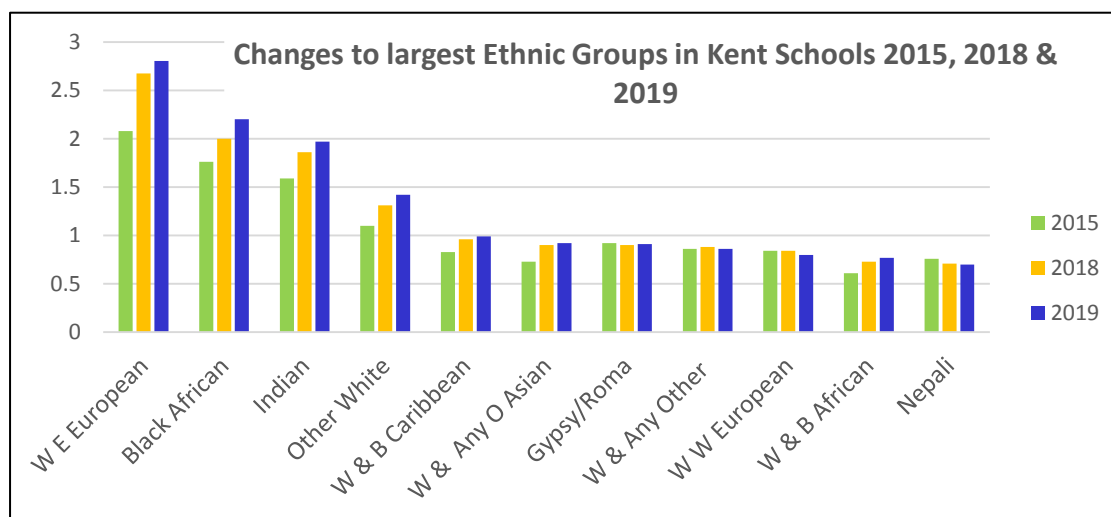
4.6 As can be seen from the table below, the most commonly spoken language in Kent schools, other than English is Polish, followed by Nepali, Punjabi, Tamil and Lithuanian. Over the last year, there has been a steady decrease in the number of pupils speaking Slovak.



4.7 The number of **minority ethnic pupils** attending Kent schools has continued to rise, with a 1% increase from 2018 – 2019.

Total Roll January 2018	White British	Other White Inc. GRT	Asian/ Asian British	Black/ Black British	Mixed/ Dual Background	Chinese	Other Ethnic Group	Refused information not obtained	Total Minority Ethnic (% rounded)
231614	79.11%	6.78%	4.00%	2.72%	5.28%	0.32%	0.87%	0.92%	21%
Total Roll January 2019	White British	Other White Inc. GRT	Asian/ Asian British	Black/ Black British	Mixed/ Dual Background	Chinese	Other Ethnic Group	Refused information not obtained	Total Minority Ethnic (% rounded)
234864	78.04%	7.04%	4.18%	3.03%	5.44%	0.33%	0.94	1.00%	22%

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



4.9 The **Appendix** to this report provides information on contextual data trends between 2017 and 2019 by Area and District for all Kent schools, including Total Roll, % of FSM, % of EHCP's, % of EAL and % of Minority Ethnic.

4.10 **Integrated Children's Services (ICS)** East and West Divisions (formerly Early Help and Specialist Children's Services) works with children and families from all backgrounds, providing assessment to identify children's needs, 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 Directorate continually works to improve the quality, collection, monitoring and use of equality data as part of the evidence base to inform service design delivery and policy decisions.

4.12 The total number of children and young people accessing ICS as of 31 March 2019 was 10,615. In the following tables, this figure is 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.

#### 4.13 Children and young people supported categorised by Gender as of 31 March 2019

Gender as at 31.03.2018	UASC*	LAC (exc UASC)	CP/CIN (exc UASC and Care Leavers)**	Care Leavers (exc UASC)
<b>Male</b>	1077	598	3791	421
<b>Female</b>	89	738	3330	365
<b>Indeterminate</b>	-	-	2	-
<b>Total</b>	<b>1166</b>	<b>1336</b>	<b>7123</b>	<b>786</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 excludes unborn children which is why the figures above total less than 10,615.

#### 4.14 Children and young people supported categorised by Sexual Orientation as of 31 March 2019

Sexual Orientation as at 31.03.2017	UASC*	LAC (exc UASC)	CP/CIN (exc UASC and Care Leavers)**	Care Leavers (exc UASC)
<b>Bisexual</b>	-	-	-	7
<b>Gay/Lesbian</b>	1	1	1	7
<b>Heterosexual</b>	162	4	7	238
<b>Rather Not Say</b>	-	-	-	4
<b>Not Recorded</b>	1003	1331	7115	530
<b>Total</b>	<b>1166</b>	<b>1336</b>	<b>7123</b>	<b>786</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 excludes unborn children which is why the figures above total less than 10,615.

#### 4.15 Children and young people supported categorised by Ethnicity as of 31 March 2019

Ethnicity as at 31.03.2017	UASC*	LAC (exc UASC)	CP/CIN (exc UASC and Care Leavers)**	Care Leavers (exc UASC)
<b>White - British</b>	-	1129	5706	685
<b>White - Irish</b>	-	3	12	2
<b>Any Other White Background</b>	19	64	290	23
<b>Traveller of Irish Heritage</b>	-	1	17	-
<b>Gypsy/Roma</b>	-	14	47	6
<b>White and Black Caribbean</b>	-	32	116	11
<b>White and Black African</b>	-	11	60	9
<b>White and Asian</b>	4	16	51	4
<b>Any Other Mixed Background</b>	1	27	152	21
<b>Indian</b>	2	3	49	1
<b>Pakistani</b>	1	-	21	1

Ethnicity as at 31.03.2017	UASC*	LAC (exc UASC)	CP/CIN (exc UASC and Care Leavers)**	Care Leavers (exc UASC)
<b>Bangladeshi</b>	2	-	17	1
<b>Any Other Asian Background</b>	91	6	70	1
<b>Black Caribbean</b>	-	2	12	-
<b>Black - African</b>	534	17	129	13
<b>Any Other Black Background</b>	2	2	60	4
<b>Chinese</b>	-	2	7	1
<b>Any Other Ethnic Group</b>	510	7	71	3
<b>Refused</b>	-	-	2	-
<b>Not Recorded</b>	-	-	234	-
<b>Total</b>	<b>1166</b>	<b>1336</b>	<b>7123</b>	<b>786</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 excludes unborn children which is why the figures above total less than 10,615.

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

5.1 This report now details the actions in the last year that the schools and early years providers, supported by 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 92.5% of our schools overall are good or outstanding compared to 85% 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 overall

5.3.1 The Early Years and Childcare Sector in Kent is of exceptionally high quality. Currently, 97% of group provisions, 98% of childminders and 100% of standalone out of school childcare provisions are judged by Ofsted to be good or outstanding.

5.3.2 Early Years Foundation Stage Good Level of Development - In 2018 75.3% of children in Kent achieved a Good Level of Development (GLD) at the end of the Early Years Foundation Stage (EYFS) which is an improvement from the 2017 figure of 74.2%. This outcome is above the national figure in 2018 of 72.4% and places Kent second amongst its statistical neighbours

5.3.3 An Education Policy Institute Report entitled 'Education in England: Annual Report 2018', looked at the attainment gap between disadvantaged pupils and their peers throughout the phases of education. The report uses summer 2017 attainment data. In the Early Years, for pupil attainment scores, Kent is ranked 23<sup>rd</sup> out of 150 LAs, with an attainment score of 35.6 (using the EYFS Profile). The

national average point score was 34.5, with the highest score being 37.9 (LB Richmond). This ranking places Kent in the top quartile for performance nationally in Early Years.

5.3.4 In terms of the disadvantage gap (using Pupil Premium eligibility), Kent is ranked 59<sup>th</sup> out of 150 LAs, showing that disadvantaged early years pupils are 3.9 months behind their peers in terms of development. The national average gap is 4.3 months. This shows that Kent is ranked above the national average in terms of the disadvantage gap in early years.

5.3.5 Achievement gaps in 2018 were as follows:

- *Gender* - girls continued to out-perform boys with 82% of girls compared to 69% of boys achieving a GLD. This represents a wider gap position of 13% from 12.5% in 2017;
- *FSM Eligible* gap - this narrowed from 21% in 2017 to 17.5% in 2018 which means that 60.1% of children on FSM achieved a GLD compared to 56% in 2017;
- 20.7% of children with SEN achieved a GLD in 2018, compared to 20% in 2017, however because more children overall achieved a GLD the *SEN* gap actually widened to from 59.0% in 2017 to 59.8% in 2018;
- The gap for *Children in Care* (CiC) relates to very few children (21 Kent and 3 Other Local Authority); in this context the Kent CiC gap narrowed from 49.4% 33.3% in 2017 to 46.8% in 2018.

5.3.6 Overall, whilst Kent's position is strong in comparison to nationally, there is still much work to be done to ensure that more children universally improve their attainment, whilst further narrowing gaps in achievement for children who may be vulnerable to not achieving to their full potential.

#### 5.4 Primary - Key Stage 1 overall

5.4.1 At Key Stage 1, the key indicator for pupils at the end of Year 2 is the proportion of pupils achieving the expected standard or above in Reading, Writing and Mathematics. In 2018, Kent again attained above the national average for all subjects with outcomes broadly similar to those in 2017. There was a slight decline of one percentage point in Reading attainment and a rise of one percentage point in Writing attainment.

5.4.2 **Reading, Writing and Mathematics combined** attainment at Key Stage 1 remained similar to 2017 and continues to be above the national average.

5.4.3 In 2018, 68.8% of Key Stage 1 pupils in Kent met or exceeded the expected standard in **Reading, Writing and Mathematics combined**, which is in line with 2017. This is 3.5 percentage points above the national average.

	<b>Combined Reading, Writing &amp; Mathematics</b>		
	<b>2016</b> % pupils met or exceeded the expected standard	<b>2017</b> % pupils met or exceeded the expected standard	<b>2018</b> % pupils met or exceeded the expected standard
Kent	66.6	68.3	68.8
National	60.3	63.7	65.3

5.4.4 **Gender Gaps at Key Stage 1** - At Key Stage 1, girls outperformed boys in **Reading** in 2018. The proportion of girls who met or exceeded the expected standard was 83% compared with 74% of boys, with an attainment gap of 9%. This shows no change since 2016.

5.4.5 In 2018, as in previous years, the attainment gap between boys and girls remains widest in **Writing**. 80% of girls met or exceeded the expected standard compared with 67% of boys, a gender gap of 13% which is the same as 2017.

5.4.6 In 2018, girls outperformed boys in **Mathematics** by 3 percentage points. The proportion of girls who met or exceeded the expected standard is 80% compared with 77% of boys. The attainment gap of 3% is the same as 2017.

5.4.7 **Outcomes for Vulnerable Groups at Key Stage 1** - In 2018, the attainment of FSM pupils in **Reading** and **Writing** fell slightly compared with 2017 but improved in **Mathematics**. Improvements in the attainment of non FSM pupils means that attainment gaps have not narrowed in 2018.

5.4.8 In 2018, the proportion of FSM pupils who achieved the 'expected standard' in **Reading** dropped to 59% having been 62% in 2017. This is one percentage point below national FSM attainment. The attainment gap has widened to 21%, compared with 19% in 2017. Kent is ranked fifth against its statistical neighbours for FSM **Reading** attainment.

5.4.9 In 2018, 52% of FSM pupils achieved the 'expected standard' in **Writing** which is a slight decline of 1 percentage point compared with 2017. Kent is ranked fifth against its statistical neighbours for FSM **Writing** attainment. The attainment gap has widened to 24%, compared with 21% in 2017.

5.4.10 **Mathematics** attainment improved by 1 percentage point for FSM pupils in 2018, ranking Kent first amongst its statistical neighbours. The attainment gap is 19% and is the same as 2017.

## 5.5 **Key Stage 2 overall**

5.5.1 Kent has again achieved combined attainment in **Reading, Writing** and **Mathematics** above the national average for the third successive year. In 2018, at Key Stage 2, attainment in Kent improved at the 'expected standard' in **Reading** and **Writing** and was above the national average. Attainment in **Mathematics** and **Grammar, Punctuation and Spelling** showed a slight decline to just below the national average in 2018. Kent's results for combined attainment in **Reading, Writing** and **Mathematics** are ranked second against our statistical neighbours.

5.5.2 At Key Stage 2, 66% of Kent pupils achieved the 'expected standard' in the **Reading, Writing and Mathematics combined measure**, which is 2 percentage points above the national average of 64%. This ranks Kent second amongst its statistical neighbours. The proportion of pupils who attained a 'higher standard' in this combined measure improved in 2018 and was 11% which is one percentage point above the national average. Kent is ranked first for this measure.



	<b>Combined Reading, Writing &amp; Mathematics</b>		
	<b>2016</b> % pupils met or exceeded the expected standard	<b>2017</b> % pupils met or exceeded the expected standard	<b>2018</b> % pupils met or exceeded the expected standard
Kent	59	64	66
National	53	61	64

5.5.3 An Education Policy Institute Report entitled 'Education in England: Annual Report 2018', looked at the attainment gap between disadvantaged pupils and their peers throughout the phases of education. The report uses summer 2017 attainment data. In the Primary phase, for Key Stage 2 pupil attainment scores, Kent is ranked joint 50<sup>th</sup> out of 150 LAs, with an attainment score of 103.7. The national average attainment score was 104.0, which puts Kent broadly in line with the national average. A score of 100 represents the expected standard. This score places Kent just in the top third of local authorities in England for primary attainment.

5.5.4 In terms of the disadvantage gap (using Pupil Premium eligibility), Kent is ranked 70<sup>th</sup> out of 150 LAs, showing that disadvantaged primary pupils are 9.5 months behind their peers in terms of development. This shows that Kent is just within the top half of local authorities nationally in terms of the gap measured by months of progress, but not quite at the national average which is 9.4 months. Nonetheless, Kent performance has improved because in 2017, Kent was ranked joint 110<sup>th</sup> with a gap of 10.5 months.

5.5.5 **Key Stage 2 Gender Differences** - At Key Stage 2, attainment for boys improved across all subjects. Girls' attainment improved in all subjects in 2018 apart from a slight decline in **Grammar, Punctuation and Spelling**. Girls outperformed boys against all measures, as in 2017. In 2018, 64% of boys and 70% of girls achieved the 'expected standard' in the **Reading, Writing and Mathematics combined measure** which compares well with the respective 2018 national averages of 61% and 69%. The gender attainment gap in Kent is 6% which is a reduction of percentage point compared 2017. This is smaller than the national gap of 8%.

5.5.6 In 2018, 74% of boys and 81% of girls achieved the 'expected standard' in **Reading**. Both boys and girls attained higher than similar groups nationally. The gender attainment gap in **Reading** in Kent is 7 percentage points which is the same as the 2017 gap. This is narrower than the national gap which is 8% in 2018.

5.5.7 In 2018, there remains an attainment gap of one percentage point in **Mathematics**. The proportion of boys who attained the 'expected standard' was 75% compared with 76% of girls, which is the same as 2017. Both boys and girls attained in line with similar groups nationally in 2018.

5.5.8 As in previous years, girls outperformed boys in **Writing** in 2018 and the gender gap remains widest in this subject. 77% of boys attained the 'expected standard' in **Writing** compared with 87% of girls, a gap of 10% which has narrowed by one percentage point compared with 2017. Both groups attained higher than similar groups nationally in 2018.

5.5.9 Girls outperformed boys in **Grammar, Punctuation and Spelling** in 2018. The proportion of boys who attained the 'expected standard' was 72%, which is two percentage points lower than boys nationally. 80% of girls attained the 'expected standard' which is three percentage points lower than girls nationally. The attainment gap of 8% in Kent is lower than the national gap of 9 percentage points.

5.5.10 **Key Stage 2 Free School Meals pupils** - In 2018, the proportion of FSM pupils who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** improved to 46% compared with 42% in 2017. This is an improvement of 4 percentage points and is in line with FSM attainment nationally. Kent is ranked first amongst its statistical neighbours for the attainment of FSM pupils. The attainment gap is 24% which has narrowed by 1 percentage point since 2017.

5.5.11 In 2018, the proportion of FSM pupils who achieved the 'expected standard' increased in **Reading** and was 59% compared with 56% in 2017. This is an improvement of three percentage points, however, the reading attainment gap of 21% remains the same as in 2017. Reading progress for FSM pupils was -1.0 which is lower than the national FSM measure of -0.8. Kent is ranked fourth for reading progress against its statistical neighbours.

5.5.12 In 2018, the proportion of FSM eligible pupils who achieved the 'expected standard' in **Writing** was 63%, compared to 62% in 2017, an improvement of one percentage point. The writing attainment gap is 21% which is the same as 2017. Attainment is higher in writing than other subjects for FSM eligible pupils. Writing progress for FSM eligible pupils was -0.5 which is higher than the national of -0.7. Kent is ranked first amongst its statistical neighbours for writing progress.

5.5.13 In 2018, the proportion of FSM pupils who achieved the 'expected standard' in **Grammar, Punctuation and Spelling** is 56%, compared to 57% in 2017. There is an attainment gap of 22 percentage points which is the same as the attainment gap in 2017.

5.5.14 In **Mathematics**, 56% of FSM eligible pupils achieved the 'expected standard', which is a two percentage point decline from 2017. The attainment gap widened in 2018 to 22%, compared with 21% in 2017. FSM pupils' progress in Mathematics was -1.6 which is lower than the national measure of -0.8 and Kent is ranked fourth against this measure.

5.5.15 **Children with Special Educational Needs and/or Disabilities** - The attainment gap for SEN pupils remains wide across all measures in 2018. The proportion of SEN pupils who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** was 21%, a two percentage point improvement compared to 2017. There is an attainment gap of 54% which is one percentage point wider than the gap in 2017.

5.5.16 In **Reading**, 36% of pupils with SEN in Kent achieved the 'expected standard' in 2017, which shows a two percentage point improvement compared with 2017. There is an attainment gap of 48% which is the same as 2017.

5.5.17 The attainment gap is widest in **Writing**. The proportion of SEN pupils who achieved the 'expected standard' in 2018 was 34%, which is an improvement of one percentage point compared with 2017. There is an attainment gap of 56% which is the same as 2017.

5.5.18 In **Grammar, Punctuation and Spelling**, 30% of SEN pupils achieved the 'expected standard', which is similar to 2017. There is an attainment gap of 54% which is one percentage point wider than in 2017.

5.5.19 In **Mathematics**, 34% of SEN pupils achieved the 'expected standard' which is a two percentage point decline on 2017 outcomes. There is an attainment gap of 49% which has widened by two percent since 2017.

5.5.20 **Children in Care** - In 2018, the proportion Children in Care for 12+ months who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** was to 34% compared with 35% in 2017. This is a decline of 1 percentage point. The attainment gap is 33% which is three percentage points wider than 2017.

5.5.21 In 2018, the proportion of Children in Care who achieved the 'expected standard' increased in **Reading** and was 50% compared with 46% in 2017. This is an improvement of four percentage points, and the reading attainment gap of 27% has closed by one percentage point since 2017. Attainment is higher in reading than other subjects for Children in Care.

5.5.22 In 2018, the proportion of Children in Care who achieved the 'expected standard' in **Writing** was 48%, compared to 52% in 2017, a decline of four percentage points. The writing attainment gap is 34% which is five percentage points wider than the attainment gap in 2017.

5.5.23 In 2018, the proportion of Children in Care who achieved the 'expected standard' in **Grammar, Punctuation and Spelling** was 39%, compared to 50% in 2017. The attainment gap has widened to 37 percentage points in 2017 from an attainment gap of 26 percentage points in 2017.

5.5.24 In **Mathematics**, 39% of Children in Care achieved the 'expected standard', which is a seven percentage point decline from 2017. The attainment gap widened in 2018 to 37%, compared with 30% in 2017.

## 5.6 **Secondary, Special and Pupil Referral Units - Key Stage 4 overall**

5.6.1 The **Progress 8** score for 2018 is -0.08 and remains below the National Average of -0.03. Kent is ranked 7<sup>th</sup> out of its 10 statistical neighbours for this measure and 82<sup>nd</sup> out of 150 local authorities nationally. Overall, 43 out of Kent's 99 secondary schools performed at or above the national average for Progress 8.

5.6.2 Kent has consistently performed better than nationally for **Attainment 8** in the past three years. Kent's Attainment 8 score of 50.3 in 2016 and 47.1 in 2018 compared to 49.9 and 46.6. respectively shows Kent is outperforming the national average. Kent is ranked 3<sup>rd</sup> out of its 10 statistical neighbours for this measure and 56<sup>th</sup> out of 150 local authorities nationally. Overall, 40 of Kent's 99 secondary schools in 2018 performed above the national average for Attainment 8.

5.6.3 The proportion of pupils achieving GCSE grades 9-5 in **English and Mathematics** is 44.2% which is above the national average of 43.5%. Kent is ranked 3<sup>rd</sup> out of its 10 statistics neighbours for this measure and 59<sup>th</sup> out of 150 local authorities nationally. Overall, 36 of Kent's 99 secondary schools performed at or above the national average for a strong pass in English and Mathematics.

5.6.4 The other key measure at KS4 is the **English Baccalaureate average points score** is a new measure introduced in 2018. Kent's average point score in 2018 was 4.11 which is above the national average score of 4.05. Kent is ranked 2<sup>nd</sup> amongst its 10 statistical neighbours and 55<sup>th</sup> out of 150 local authorities nationally.

5.6.5 It will be a priority to work with schools to develop their curriculum offer and improve guidance for students in choosing appropriate Post-16 pathways and to ensure provision of a full range of technical pathways at ages 14-19.

5.6.6 An Education Policy Institute Report entitled 'Education in England: Annual Report 2018', looked at the attainment gap between disadvantaged pupils and their peers throughout the phases of education. The report uses summer 2017 attainment data. In the Secondary phase, for Key Stage 4 pupil attainment scores, Kent is ranked 67<sup>th</sup> out of 150 LAs, with an attainment score of 4.2. The national average GCSE grade per subject across all GCSE entries was 4.3 on the new 9-1 scale (with 9 being the highest grade). Therefore, Kent's results at Secondary phase place it just below the national average.

5.6.7 In terms of the disadvantage gap (using Pupil Premium eligibility), Kent is ranked 146<sup>th</sup> out of 150 LAs, showing that disadvantaged Secondary pupils are 25.4 months behind their peers in terms of development. The national average gap is 18.4 months.

5.6.8 Despite closing the attainment gap on most measures in recent years, the gap between disadvantaged pupils and their better-off counterparts has experienced a significant slow-down and remains a major issue for Kent schools.

5.6.9 Accelerating efforts to close the attainment gap for our vulnerable learners, particularly at Key Stages 2 and 4 by supporting schools to focus on raising their attainment, working in partnership with recognised national experts in this field, including Achievement for All and the Education Endowment Foundation, is a priority for KCC. It is expected that this collaborative work will also help to secure some of the recommendations of our Select Committee Report on the Pupil Premium.

5.6.10 **Key Stage 4 Gender Differences** - In the Attainment 8 measure boys in Kent achieved an average score of 44.1 which is higher than boys nationally who achieve a score of 41.5. Kent girls achieved an average Attainment 8 score of 50.2 which is also higher than girls nationally who achieve a score of 47.7. The gap, therefore, between the attainment of girls and boys is 6.1 and in line with the national gap.

5.6.11 In the Progress 8 measure, boys in Kent achieved a score of -0.30 which is below boys nationally who achieved a score of -0.25. Kent girls achieved a Progress 8 score of +0.15 which is also below girls nationally who achieved a score of +0.22.

5.6.12 59.7% of boys in Kent Secondary schools achieved a grade 4 or higher in English and mathematics compared to 68.1% of Kent girls. Both cohorts have increased since last year with the gap between them maintaining in line with national. 39.9% of boys in Kent Secondary schools achieved a grade 5 or higher in English and mathematics compared to 48.7% of Kent girls. Also showing an increase in both cohorts and a slight widening of the gap.

5.6.13 26.7% of girls achieved the English Baccalaureate including English and mathematics at grade 5 or higher compared to 15.2% of boys. Both cohorts performed higher than the national, however the gap of 11.5 is wider than the national gap of 7.7. For the English Baccalaureate including English and mathematics at grade 4 or higher, 34.7% of girls achieved this measure compared to 21.5% of boys. Both cohorts performed significant above than the national, however the gap of 13.2 remains wider than the national gap of 10.1.

5.6.14 **Outcomes for Vulnerable Groups at Key Stage 4** - Disadvantaged pupils include pupils known to be eligible for FSM in any spring, autumn, summer, alternative provision or pupil referral unit census from year 6 to year 11 or are looked after children for at least one day or are adopted from care.

5.6.15 In the Attainment 8 measure disadvantaged pupils in Kent achieved an average score of 33.1 compared to a score of 51.0 for all other pupils. Outcomes are largely in line with performance in 2017. The gap of 18.0 remains wider than the national gap of 13.5 and places Kent 11<sup>th</sup> out of its 11 statistical neighbours.

5.6.16 For the Progress 8 measure the gap between disadvantaged pupils and their peers in Kent is 0.76 which is wider than the national gap figure of 0.57 and ranks Kent 9<sup>th</sup> against its 11 statistical neighbours.

5.6.17 36.6% of disadvantaged pupils in Kent achieved a grade 4 or higher in English and mathematics compared to 71.4 % of all other pupils. 17.5% of disadvantaged pupils in Kent achieved a grade 5 or higher in English and mathematics compared to 51.2% of all other pupils. Outcomes have improved in these measures for both cohorts, however, there has been a greater rate of improvement for other pupils and therefore the gap has widened.

5.6.18 7.2% of disadvantaged pupils achieved the English Baccalaureate including English and mathematics at grade 5 or higher compared to 25.1% of other pupils. 8.5% of disadvantaged pupils achieved the English Baccalaureate including English and mathematics at grade 4 or higher compared to 24.1% of other pupils. In both measures disadvantaged pupils performed in line with the national average for disadvantaged pupils, however the performance of other pupils exceeded national making Kent's gap 11<sup>th</sup> out of its 11 statistical neighbours.

5.6.19 In the Attainment 8 measure SEN pupils in Kent achieved an average score of 27.3 compared to a score of 47.1 for all pupils. Outcomes are largely in line with performance in 2017. The gap of 22.6 is in line with the national average gap of 22.7 and places Kent 2nd out of its 11 statistical neighbours.

5.6.20 For the Progress 8 measure the gap between SEN pupils and their peers in Kent is 0.83 which is wider than the national average gap of 0.68 and ranks Kent 8<sup>th</sup> against its 11 statistical neighbours.

5.6.21 28.3% of SEN pupils in Kent achieved a grade 4 or higher in English and mathematics compared to 63.8% of all pupils. 17.9% of SEN pupils in Kent achieved a grade 5 or higher in English and mathematics compared to 44.2% of all pupils. Outcomes have improved in these measures for both cohorts, however, there has been a greater rate of improvement for other pupils and therefore the gap has widened.

5.6.22 6.6% of SEN pupils achieved the English Baccalaureate including English and mathematics at grade 5 or higher compared to 20.8% of all pupils. 9.5% of SEN pupils achieved the English Baccalaureate including English and mathematics at grade 4 or higher compared to 27.9% of all pupils. In both measures SEN pupils performed significantly above the national average, ranking then 1<sup>st</sup> out of the 11 statistical neighbours.

5.6.23 **Post-16 Attainment** - There is an improved picture for many schools for Average Point Score per entry in A Level and Academic qualifications. The Kent averages for these pupil cohorts have improved compared to 2017 outcomes:

- The DfE published Kent schools Average Point Score per entry for A Level has improved from 31.00 in 2017 to 32.02 in 2018.
- DfE published results for 2018 show that the Academic Average Point Score per entry achieved by students in Kent schools is 33.25, compared to 32.27 last year.
- In common with national averages, results for Applied General and Tech Levels have fallen compared to 2017 outcomes. Changes to the subjects included in the Post-16 indicators have seen both a significant fall in pupil numbers and a reduction in the Average Point Score per Entry for both Applied general and Tech Levels.
- The DfE published Kent schools Average Point Score per entry for Applied General has decreased from 39.37 in 2017 to 27.91 in 2018. This fall of 11.46 points is similar to the national decrease of 10.51 points, which is the equivalent of a move from Distinction+ to Merit+ in both cases.
- DfE published results for Tech Levels in Kent schools shows the Average Point Score per entry decreasing from 37.61 in 2017 to 32.74 in 2018, a reduction of 4.87 points compared to a national decrease of 6.98 points, which is the equivalent of a move from Distinction+ to Distinction- in both cases.

5.6.24 **Post-16 Gender Differences** - The gap between the performance of girls and boys across post 16 qualifications taken in Kent schools is minimal, with the widest gap being in the outcomes of the Applied general qualifications.

5.6.25 The A Level Average Point Score per entry attained by boys in Kent is in line with girls, achieving 31.27 and 32.44 respectively.

5.6.26 The Academic Average Point Score per entry attained by boys in Kent is in line with girls, achieving 32.38 and 33.70 respectively.

5.6.27 The Average Point Score per entry attained by boys at Technical Level was 32.5, with girls attaining 31.91.

5.6.28 The Average Point Score per entry achieved by boys at Applied General Level was 26.38, with girls attaining 29.18.

## 5.6.29 Outcomes for Vulnerable Groups Post-16 - FSM Eligible pupils

Area/District	FSM Eligible as at Year 11	A Level				Academic		Tech Level		Applied General	
		No. of Pupils	APS per Entry	Best 3 APS per Entry	% AAB or above	No. of pupils	APS per Entry	No. of pupils	APS per Entry	No. of pupils	APS per Entry
Kent LA - All	Unmatched	465	31.60	31.74	13.9	652	35.14	19	31.93	100	27.45
Kent LA - All	FSM No	6,915	32.15	33.06	14.9	7,494	33.14	242	32.51	1,808	27.97
Kent LA - All	FSM Yes	283	26.20	25.73	9.7	314	26.57	6	27.22	141	25.27
LA All - FSM Gap (No-Yes)			5.94	7.32	5.2		6.57		5.28		2.70

## 5.6.30 SEN pupils

Area/District	SEN Status	A Level				Academic		Tech Level		Applied General	
		No. of Pupils	APS per Entry	Best 3 APS per Entry	% AAB or above	No. of pupils	APS per Entry	No. of pupils	APS per Entry	No. of pupils	APS per Entry
Kent LA - All	Unmatched	654	13.94	20.3	0.0	660	14.09	77	18.71	0	
Kent LA - All	SEN N	6,706	32.62	32.9	14.9	7,441	33.72	1,904	27.93	255	32.33
Kent LA - All	SEN K, S or E	303	32.53	30.8	11.4	359	34.25	68	26.48	12	33.00
Kent LA - All	SEN Gap (N - K,S,E)		0.09	2.1	3.5		-0.54		1.45		-0.67

## 5.7 Minority Ethnic Pupils' Achievement

5.7.1 Minority Ethnic achievement has increased across all key stages since 2015-16, as can be seen in the table below, and between 2016-17 to 2017-18 in Early Years and Key Stage 2 (KS2). Pupils declaring as Chinese, Nepali, White and Indian, White Western European and Black African achieve well in all Key stage tests.

5.7.2 The highest achieving groups in each key stage are Black Nigerians in the Early Years Foundation Stage (EYFS) at 90.5%, Chinese and any other group in KS2 at 100% and Any other White Background in Key Stage 4 (KS4) at 68.9%.

MINORITY ETHNIC ACHIEVEMENT: % REACHING THE REQUIRED STANDARD						
	EYFS Good level of Development		KS2 Achieving the expected standard RWM		KS4 2017-18 Attainment 8	
	Minority Ethnic	British and not declared	Minority Ethnic	British and not declared	Minority Ethnic	British and not declared
2015-16	71	76	60	58	54	50
2016-17	72	75	66	65	50	46
2017-18	74	76	68	66	60	46

5.7.3 **EYFS in 2017-18** - The gap between Minority Ethnic and non-Minority Ethnic young children is small but has narrowed from 5% in 2016 to 3% in 2017 3% and reduced to 2% in 2017. Although the Minority Ethnic children underperform against their non-Minority Ethnic peers this is to be expected as many of these pupils will have English as an Additional Language and may be getting used to living in a different country.

5.7.4 **KS2 Achieving the expected standard in Reading, Writing and Mathematics (RWM)** - KS2 Minority Ethnic Pupil's outcomes have consistently improved year on year and the number of these pupils reaching the expected standard continues to be between 1% and 2% higher than their non-Minority Ethnic peers.

5.7.5 **KS4 Attainment 8** - There continues to be an increasing gap between the attainment of Minority Ethnic pupils and British pupils, rising from 4 to 14% over the last 2 years.

5.7.6 **Underachieving Minority Ethnic Groups** - Whilst Kent's position is strong compared to nationally, there is work to be done to ensure that the lowest performing Minority Ethnic children and young people are given timely and effective support by teaching staff. These teachers have been trained to teach an understanding of diverse needs, EAL pedagogy, academic literacy, are able to carry out robust assessments and provide targeted EAL strategies and effective differentiation to accelerate progress and minimise disadvantage.

EYFS Lowest achieving Ethnic Groups 2017-18 >10	% GLD	KS2 Lowest achieving Ethnic Groups 2017-18 >10	% Expected Standard RWM	KS4 Lowest achieving Ethnic Groups 2017-18 >10	% Attainment 8 Score	% Progress 8 Score	% English & Maths standard pass
Traveller of Irish Heritage	28.6	Gypsy / Roma	24.2	Gypsy / Roma	106	20	-0.81
Kurdish	50.0	Irish Traveller	6.3	Irish Traveller	24	21.1	0.22
Arab Other	50.0	Black Caribbean	50.0	Afghan	12	36.9	0.01
Turkish	50.0	White and Black Caribbean	51.7	Albanian	282	41	0.3
Gypsy / Roma	50.3	Any Other Black Background	53.3	Arab Other	16	42.7	0.1
Bosnian-Herzegovinian	53.8	Turkish	53.5	W E European	25	43.4	0.61
Afghan	57.9	Black - Nigerian	58.3	W & B Caribbean	34	44.2	-0.1
Pakistani	60.9	Black & A O Ethnic Group	59.0	Black Caribbean	24	44.2	0.24
Albanian	61.9	Portuguese	60.9	Portuguese	50	44.6	0.21
Asian & AO Ethnic Group	63.2	Other Ethnic Group	62.5				
		White Eastern European	62.8				

5.7.7 **Gypsy Roma and Traveller Pupils** - Gypsy and Roma pupils are the 7<sup>th</sup> largest ethnic group in Kent. They are also the lowest achieving groups across most key stages. In 2017-18 Gypsy and Roma pupils continued to outperform their



national peers, as did Travellers of Irish heritage, who do better than their national counterparts in the Early Years and KS4.

5.7.8 Kent continues to be recognised as a local authority that strives to improve outcomes for Gypsy, Roma and Traveller children and young people and is often consulted on good practice at a national level. We await the outcomes of the recent Women and Equalities Committee’s research into advancing Gypsy, Roma and Traveller Equality in which Kent, through The Inclusion Support Service Kent (ISSK), played a proactive role.

		2015-2016		2016-2017		2017-2018	
Ethnic Groups		Kent	England	Kent	England	Kent	England
EYFSP: % achieving a Good Level of Development	Gypsy Roma	40	26	38	31	51	33
	Traveller of Irish heritage	36	36	56	39	29	31
	All pupils	75	69	74	71	77	70
KS2: % achieving: required standard	Gypsy Roma	19	13	23	16	25	18
	Traveller of Irish heritage	8	19	23	20	6	22
	All pupils	59	53	65	62	66	64
Attainment 8	Gypsy Roma	24	20	20	18	23	18
	Traveller of Irish heritage	43	29	19	23	25	22
	All Pupils	50	50	45	46	45	46

5.7.9 **Lesbian, Gay, Bisexual, Trans, Questioning + (LGBTQ+)** - For the last 6 years the ISSK Service has been an accredited Stonewall training partner, striving to eliminate homophobic, biphobic and transphobic bullying in schools and promote the inclusion of LGBTQ+ pupils in schools, colleges and settings.

5.7.10 ISSK offer training and consultancy for all education establishments and professionals who work with children and young people to ensure that they are LGBTQ+ inclusive, and able to respond to enquiries from parents and pupils signposting to relevant support, resources and agencies

5.7.11 With national data indicating that 84% of trans young people deliberately harm themselves and over 45% have at some point attempted to take their own lives, it is clear there is a need to develop an understanding of what it is like to be a gender variant child or trans young person in Britain today.

Mental Health and Wellbeing	All pupils	Trans	LGBT
Overall satisfaction with life	51%	36%	47%
Self-harmed	35%	84%	61%
Thought about taking own life	26%	92%	70%
Attempted to take own life	18%	45%	22%

5.7.12 The Education People through ISSK continues to offer advice and support to colleagues across KCC to raise awareness, address and advance trans equality in service provision and employment. In 2018-19 the service has delivered training across Integrated Children’s Services including Educational Tutors, Social Workers, teams within Early Help and the Specialist Teachers Service. Training has also been delivered to Designated Safeguarding Leads.

5.7.13 In 2017-18 ISSK collaborated with colleagues from 12 other local authorities to produce the 'Trans Inclusion Guidance for Schools and Settings'. Kent's Guidance has now been published and is available via KELSI and The Education People websites for teachers, pupils and families. This guidance has been welcomed by schools and settings.

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

5.8.1 **Targeted Support for Vulnerable Learners** - During 2018-19 the Specialist Employment Service undertook a range of targeted projects to ensure positive outcomes for vulnerable young people, including those with learning difficulties. These included Supported Internships, Assisted Apprenticeships, Supported Employment and collaborative programmes between Schools and Colleges across Kent. The Troubled Families employment programme has supported 100 young people to engage and progress into opportunities including, 19 apprenticeships, 48 into paid employment and 30 into further education.

5.8.2 Kent Supported Employment through the Specialist Employment Service has supported over 350 vulnerable learners with physical disabilities, autism and learning difficulties to move into a variety of sustainable employment outcomes over the last year, including 68% into paid sustainable employment.

5.8.3 All learners have benefited from professional careers guidance and have moved into paid employment in a variety of employment sectors as per their individual needs, including the NHS, retail, banking, construction, horticulture, reflecting the needs of the labour market throughout the County. The Service works with over 400 employers to ensure the correct match is made. 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 systems to support these learners through transition to adulthood.

5.8.4 The Service has won two awards this year from the British Association of Supported Employment: Team of the Year and Practitioner of the Year. The Service scored 100% in the Supported Employment Quality Framework, which was the only service in the country to do so.

5.8.5 Schools have also been supported through the KCC Supported Internship funding to access forums for sharing good practice and have also been able to access professional job coach training in the form of Training in Systematic Instruction (TSI). The Specialist Employment Service is delivering this support and working with over 100 schools to improve the quality of Supported Internships for learners across Kent. Over 70 young people have been supported directly by the Specialist Employment Service into Supported Internships.

5.8.6 **The Local Employment Offer** - Youth unemployment (18-24) in Kent in line with national trends has risen in the last year. It is currently 3.9% compared to the national level of 3.6%. There are wide variations across Kent, with six (of twelve) districts above the National average, significantly so in Thanet (8.2%). Thanet has the highest level of unemployment amongst young adults of any district in the South East Region. The figures for five of the six districts (Gravesham, Swale, Dover, Shepway and Thanet) have remained stubbornly above the National level for several

years. The Adult Skills Forums in all of these districts are working to coordinate provision and strategies to tackle youth unemployment.

5.8.7 Each district in Kent has a 16-18 District Employability Offer outside of mainstream education providers, which provides clear progression routes into employment or apprenticeships and aims to prevent youth unemployment. During the academic year 2018-19, there have been approximately 70 offers across the districts involving 25 different providers. This includes five new Specialist Post 16 Institutions who now hold direct contracts with the Education Skills Funding Agency to support learners with Education Health Care Plans. During this year the needs of over 500 young people have been met 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, intensive mentoring and resilience courses.

<p><b>5.9 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</b></p>
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5.9.1 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.

5.9.2 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.

5.9.3 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. 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.

5.9.4 **Developing Post-16 Pathways** - Kent is ambitious about improving young people's life chances, so we are determined to ensure that Post-16 provision and routes through academic, vocational and work pathways are both accessible and of the highest quality, in order that they thrive in learning and life.

5.9.5 Young people at 16 should have three broad routes open to them: an academic pathway which would tend to lead in most instances to higher education; a career focussed pathway, including BTECs, which allows options both for further study or for work; and the more specialised occupational pathway including T Levels and apprenticeships.

5.9.6 The employment and skills system is highly fragmented and can be difficult and confusing for young people. In response, the Government initiated a range of post-16 skills reforms which are underway to address the skills challenge. **The Post-16 Skills Plan**, published in July 2016, describes the Government's vision for a reformed skills system which supports young people and meets the needs of the growing and rapidly changing economy. Routes into and through Post-16 education are unclear, creating an unnecessary barrier to young people choosing a technical route at age 16. The Government's ambition is to build a world class technical education system that ensures the new system works for everyone. The challenge is to secure enough young people with the right skills and technical knowledge to respond to rapid technological change. The Plan sets out a high quality, employer-led, stable technical education option, extending to the highest levels, alongside the academic option. The new technical option will cover college based and employment based (apprenticeship) education, building on the apprenticeship reforms.

5.9.7 In order to improve Post-16 pathways for young people, KCC is initiating a Post-16 Review to facilitate better education, skills and training opportunities for young people. The intention of the Review is to develop and agree a Kent Place-Based Position Statement for Post-16 Education and Skills Provision to enable all young people to reach their potential and to position Kent, so that the local economy becomes more productive and embraces the technological challenges of the future.

5.9.8 **Participation, NEETs and Unknowns** - KCC has a statutory duty to monitor progression of school leavers into education, employment and training, widely known as participation.

5.9.9 The percentage of 16-17 year olds participating in education and training is 91.6% compared to 92% nationally and an increase of 1.1% from 2017. This is made up from 83% in full time education, 6.1% in an apprenticeship and 2.6% in other education or training.

5.9.10 93.0% of 16-17 year olds were made offer of an education place in 2018, under September Guarantee; an increase from 92.9% in 2017. The September Guarantee is defined as; All young people will receive a guaranteed offer of learning by the end of the September after they complete year 11.

5.9.11 A great deal of specific, targeted work has taken place over the last three years to ensure NEET figures (Not in Education, Employment and Training) continue to fall, including the training of staff in qualifications such as CIAG (Careers Information, Advice and Guidance). This has helped staff to enable students to make well informed decisions around career pathways, therefore increasing sustainability on chosen pathways and avoiding 'drop out' from education, employment or training.

5.9.12 The percentage of 16-17 year olds Not in Education, Employment or Training (NEET) or whose activity is Unknown is 5.4% compared to 6.0% nationally and a decrease from 6.8% in 2017. The percentage of 16-17 years olds who are NEET is 2.6% compared to 2.7% nationally and a decrease from 3.1% in 2017. The percentage of 16-17 year olds whose destination is Unknown is 2.8% compared to 3.3% nationally and a decrease from 3.7% in 2017.

5.9.13 The Skills and Employability Service (within The Education People (TEP)) continues to track all young people up to the age of 19 and provides advice, guidance and support to improve participation.

5.9.14 **Apprenticeships** - The apprenticeship levy was introduced from April 2017. UK employers with an annual pay bill of over £3,000,000 must pay 0.5% of their annual pay bill. For KCC this includes maintained schools, connected parties and all non-school staff.

5.9.15 As well as the introduction of the levy, all public sector organisations were given the target that 2.3% of all staff should be on an apprenticeship. The Skills and Employability Service have responsibility for school apprenticeships and KCCs Human Resources Operational Department have responsibility for the non-school apprenticeships and management of the digital account.

5.9.16 Prior to the introduction of the levy and the 2.3% target, KCC had an annual target of 150 apprenticeship starts (110 for non-school and 40 for schools). Between April 17 - April 18 KCC saw an increase in the number of apprenticeship starts, with 269 non-school and 168 in schools.

5.9.17 **Apprenticeship performance across Kent** - *Note: the levy operates on a financial year. The targets and figures published are quarters of an academic year.*

5.9.18 Since the introduction of the Levy, there has been a decrease in apprenticeship starts across the UK. Kent has seen a 24% decrease of starts, compared to last year, a lesser decline than the national decrease of 46% for the same time period.

5.9.19 Of Apprenticeship starts from Sept 2017 - Sept 2018, 41% of those were adults aged 25 or over, 30% were aged 19-24, with 29% aged under 19. The distribution remains consistent with previous years.

5.9.20 The reduction in Apprenticeship numbers has been attributed to several issues, including:

- The levy has been criticised as being complicated or too time-consuming to draw-down apprenticeship funding.
- The requirement for 20% of training to be completed “off-the-job” is a barrier for some employers, especially SMEs of which there are a high proportion in Kent.
- For Kent schools, the requirement of KCC to go through a procurement process for training providers reduces their ability to select the provider which most fits their needs in terms of delivery.
- The DfE suggested that there was an “unusually large” increase in the number of apprenticeships which began in March and April 2017, ahead of the introduction of the levy, and an unusually large decline in starts in May 2017, which might exaggerate the size of the downturn.

5.9.21 **KCC support for apprenticeships** - TEP continue to provide a range of apprenticeship support services for schools, colleges, training providers and employers. Through the Apprenticeship Action Plan, we continue to promote and support the delivery of apprenticeships throughout out Kent by:

- Providing support and guidance to KCC schools on the Apprenticeship Levy and the effect to schools as an employer, to help them achieve the new government public sector target of 2.3% of all staff being an apprentice.
- Providing support and guidance to KCC schools to help them understand the changes to apprenticeships for young people.
- Supporting schools to provide pre-apprenticeship opportunities.
- Supporting employers to engage with and work in partnership with all schools to recruit and develop young people into sustainable jobs, by working with the Guilds and identifying skills progression routes.
- Providing opportunities for all schools to offer an Assisted Apprenticeship programme route for vulnerable learners with disabilities and disadvantages.
- Working collaboratively with schools, FE Colleges and Work Based Training providers to develop locally co-ordinated approaches to support apprenticeship take up within Schools.
- Raising awareness of apprenticeships to employers. Increasing the number of apprenticeships on ApprenticeKent website – for employers to post both apprenticeship and work placement vacancies. The site has received 1900 registrations within the last 6 months.

#### **5.10 Increasing access to early years services for 2 year olds' offer of free provision regardless of disability race or sex**

5.10.1 Take up of Free Early Education by Eligible Two Year Olds - This continues to be a challenge in Kent. In December 2017 take up reached 73% and by December 2018 this had reduced slightly to 72%.

5.10.2 Children Centres continue to 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 and also, as far as possible, in collecting and collating reasons where families have chosen to not take up the offer. The most commonly reported reason for lack of take up is that parents cannot always find a place in the specific provision they would like (typically their nearest). Parents tell us that under these circumstances they would rather wait for a place to become available in their preferred setting (because that is where their friends' children go), than access a place somewhere else. The introduction of 30 Hours of Free Childcare in September 2017 has also, inevitably had an impact. Across the County as a whole we have a strong supply of places across all Free Entitlements. These include:

- The Two Year Old Entitlement
- The Universal Entitlement for Three and Four Year olds
- The Extended Entitlement for the three and four year old children of eligible parents

5.10.3 However, for individual providers they have to manage the offer of these entitlements flexibly, depending on what parents request at any given time.

5.10.4 In this broad context, Free For 2 take up figures for the year 2018-19 are as follows:

- Summer Term 2018 62% (compares with 67% at the end of the summer term 2017)

- Autumn Term 2018 72% (compares with 73% at the end of the autumn term 2017)
- Spring Term 2019 65% (compares with 69% at the end of the spring term 2018)

5.10.5 Although the take up of free places by two year olds is no longer formerly measured nationally (the focus is still on 30 Hours of Free Childcare), anecdotal reports are that these patterns are at least a regional if not national issue.

5.10.6 Current and planned activity to promote and support take up includes:

- Participating in a DfE pilot of refreshed marketing materials, due to report in the autumn
- In tandem with this, the Early Years and Childcare Service is reviewing its marketing activity
- Children's Centres continuing with local outreach
- Children's Centres working with JobCentre Plus to increase the take up of all Free Entitlements

### 5.11 **Driving down permanent exclusions to zero for primary age children with regard to Sex and Race**

5.11.1 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 Pupil Referral Units (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.

5.11.2 **Exclusions** - In 2017-18, Kent's PRU, Inclusion and Attendance Service (PIAS) introduced a series of pupil behaviour management strategies and resources for schools with a sharp focus on vulnerable learners, e.g. CiC and SEN cohorts. While having a clear behavioural expectation through the development of a whole school behaviour policy, more and more schools adopted positive interventions including restorative approaches to behaviour and relationships, solution focused approaches and individual pastoral support programmes. Students who need help to improve their behaviour can access support for appropriate intervention tailored to their individual needs.

5.11.3 In an effort to reduce the number of vulnerable learners being excluded from school, PIAS continues to apply a preventative approach to help schools find good alternatives to exclusion. As a result, the number of permanent exclusions among Kent schools has been reduced to a low level. In line with the national trend, a higher proportion of boys than girls are excluded from school.

#### 5.11.4 **Permanent exclusions**

- In the last academic year there were 49 permanent exclusions
- 24 permanent exclusions in Primary schools (an increase of five compared to the previous years)
- 25 permanent exclusions in Secondary schools (a reduction of 24 compared to the previous year)

- The rate of permanent exclusions among Kent schools remains better than the national average.

#### 5.11.5 Fixed Term exclusions

- In 2017-18 there was an increase of 723 fixed term inclusion instances compared to 2016-17 where the total rose from 9,975 to 10,698. 46 more pupils were excluded in the last academic year than the year before.
- The rate of fixed term exclusion among Kent schools remains better than the national average.

#### 5.11.6 Exclusions of vulnerable learners

- In 2017-18, we continued the positive trend of zero permanent exclusions of CiC
- As a result of focusing support for vulnerable learners, the exclusion rate of children with SEN is significantly better than the national average:

		National (%)	Kent (%)
EHCP Pupils	Permanent Exclusion	0.16 (370)	0.04 (3)
	Fixed-term Exclusion	15.93 (36,005)	4.79 (350)
Pupils with SEN Support	Permanent Exclusion	0.35 (3235)	0.09 (19)
	Fixed-term Exclusion	14.76 (135,575)	7.19 (1538)

5.11.7 **Pupil Referral Units (PRUs)** - KCC is undertaking a countywide review of the Alternative Provision/PRU processes, including delegation, devolvement and inclusion activity. The aim of the review is to secure consistent access to high quality provision for all young people. The Review is currently being consulted upon and schools are being encouraged to engage in conversations about how to best serve the needs of our most vulnerable young people. The outcome of the consultation will be available in September 2019 with implementation over the following six months.

#### 5.12 Where appropriate fewer young people become young offenders with regard to Race Disability and Sex

5.12.1 Children in Care are over-represented within the Youth Justice system and account for 10 – 15% of the cohort of young people dealt with through the Courts month on month.

5.12.2 Young people from Black, Asian and Minority Ethnic (BAME) communities are over-represented within the Youth Justice system. Between 15 – 18% of young people dealt with through the Courts are from these communities. Young people from Gypsy, Roma and Traveller backgrounds are not effectively recorded and are believed to be over-represented within the system.



5.12.3 Approximately 25% of young people who have been dealt with through the Courts have an Education and Health Care Plan which indicates an over-representation of young people with SEN in the Youth Justice system.

5.12.4 A joint protocol was introduced between Youth Justice and children's Social Work in 2018 to improve the integrated working and joint support for young people known to both services. The numbers of Children in Care that are open to Youth Justice have been falling month on month since the protocol was agreed

5.12.5 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.

5.12.6 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.

5.12.7 Following the Lammy Review (into the treatment of, and outcomes for, Black, Asian and Minority Ethnic (BAME) individuals in the criminal justice system), the County Youth Justice Board has commissioned an evaluation of responses to young people from BAME communities. Work is underway to hear the voice of young people from these communities and is being captured by the Youth Justice Engagement Apprentice.

5.12.8 Youth Justice will agree protocols with Virtual School Kent, the PIAS service and SEN so that all young people within the Youth Justice system will be supported into full time education, training or employment. The work will include:

- Shared planning in order to develop bespoke interventions that will support young people who have experienced trauma to engage effectively with an appropriate education offer
- Flexible approaches to delivery that makes best use of Pupil Premium and other funding opportunities

5.12.9 Youth Justice will agree a working protocol with CXK so that young people aged 16 – 19 in the criminal justice system can received an improved Careers guidance offer. CXK will ensure that the service links closely with young people from BAME communities.

<b>5.13 Safeguarding children, young people and vulnerable adults from harm with regard to Sex Disability Race and Age</b>
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5.13.1 The core function of Integrated Children's Services is to ensure children and young people living in Kent are safeguarded, regardless of their protected characteristics. This includes ensuring that children and young people flourish in an environment, where their health, development and welfare are improved.

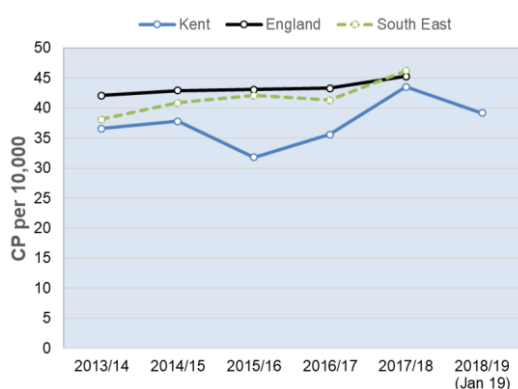
5.13.2 This aim is achieved by working with other Directorates and agencies, including Education, Health, Adult Social Care and other protective services.

5.13.3 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.

5.13.4 It is the responsibility of KCC to establish the existing Kent Safeguarding Children Board (KSCB) arrangements. KSCB has a statutory role in co-ordinating and ensuring the effectiveness of the local authority and its partners in protecting children and young people from harm in Kent. KSCB have undertaken five key audits throughout the last 12 months. Their findings have not only influenced ICS practice but also that of partnership agencies. The learning from these audits are informing social work training and the Change for Kent Children Practice Framework. Specific examples include a greater focus on the voice of the child during assessments and recognising the language and approach of practitioners needs to be more child focused and therapeutic.

5.13.5 As a result of the changes to the Children Act 2004, as amended by the Children and Social Work Act 2017 and, changes to Working Together 2018 statutory guidance, new Multi-agency local safeguarding arrangements are required to be established and implemented by the end of September 2019. The legislation defines the Safeguarding Partners as the Local Authority, Clinical Commissioning Groups within the local authority and the Chief Officer of Police. These new safeguarding arrangements were considered and agreed by the CYPE Cabinet Committee at its meeting on 7 May 2019.

5.13.6 As of December 2018, Kent's rate of children subject to a Child Protection (CP) Plan per 10,000 was 39.1, which is 14% lower than our statistical neighbours but remains 10% higher than at Kent's last inspection.



5.13.7 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. Although there has not been a significant increase in attendance of young people at conferences, we have seen more evidence of direct work and the voice of the child being presented in conference by schools and social workers. Kent has an advocacy service in place now for children and young people who are on a CP Plan.

## **5.14 Improved life chances and outcomes of children, young people and vulnerable adults through service developments and transformation**

**5.14.1 Reshaping services by learning from what works** - The Directorate, with partners, continues to respond creatively to the demands placed upon children's services by forming new partnerships, reshaping services and adopting new ways of working to ensure children and families are supported where and when they need help.

**5.14.2** Our approach is to move away from high cost, reactive spend towards well targeted, earlier intervention. To improve services, we are promoting earlier help, integration and multi-agency working through Change for Kent Children (CfKC) and clear and strong leadership, provided by the new CYPE Corporate Director. This combination of strategic approaches will bring about more positive outcomes for children, young people and their families.

**5.14.3 Understanding what works for children** - We have adopted a systematic and outward looking approach to remodelling the Directorate through CfKC. This programme has been informed by learning from national research, national best practice and its evaluation through the DfE's Innovation Programme and Partners in Practice programme. This work has focussed in the first instance on developing a practice framework for integrated working across CYPE.

**5.14.4** The driving ambition for the new integrated practice framework is to reduce escalating demand on children's services, better supporting children, young people and their families at an earlier stage, without recourse to statutory intervention. By ensuring a new whole-systems approach to childhood, we will improve access for children, young people and families to consistent and timely support to meet their needs, enabling them to succeed in learning and life.

**5.14.5** Four pilot programmes have been running in Kent over the last year, testing out several different approaches to integrated working. The projects covered:

- Adolescents at risk;
- Foster placement stability;
- Family support to the most vulnerable children; and
- Building school and community resilience

**5.14.6** The learning from these projects is helping to embed a new culture of cohesive and complementary multi-disciplinary working, reflected in our CfKC transformation programme.

**5.14.7** Those pilots have taught us a lot about the benefits and draw-backs of different models and the most important learning has been incorporated into our proposed approach. Information drawn from all of these programmes has been used to develop our direction of travel.

**5.14.8** The CfKC programme undertook four innovative pilot projects to test different areas of children's social work practice within Kent during 2018. All ICS staff were involved in identifying the most important facets of work with families to reflect the work of the new Directorate.

5.14.9 The four pilots delivered positive outcomes across a range of practice areas including our interface with schools, where referrals from pilot schools reduced by over 70%. The placement stability pilot saw 11 of our 16 young people most at risk of a placement disruption, maintain their placement through provision of open access wrap around support. Re-referrals from families transitioning through the children's service ladder of need were reduced by 50%. Missing episodes for a group of the most at risk adolescents were reduced by over 80% by adopting a multi-agency service approach to working with adolescents at risk in a contextual safeguarding way.

5.14.10 The findings from the pilots informed the CfKC workstreams, resulting in a new Practice Framework and Integrated structure, including establishing a new bespoke Adolescent Service. Two new Directors of Integrated Children's Services were appointed in June 2018 and are leading the change and integration within CYPE.

5.14.11 The new ICS, operational since April, has been designed to maximise integration whilst retaining universal and targeted support, to develop a fully integrated approach to managing adolescent risk and to ensure that improved pathways for families moving through ICS are in place and easy to access and understand.

5.14.12 Changes to the education landscape have also required us to review how we support schools and early years providers and vulnerable children and families in the future. The education and skills landscape has undergone a dramatic transformation over recent years. Reforms to funding qualifications, performance indicators and accountability measures have fundamentally altered the way the sector operates.

5.14.13 **The Education People (TEP)** - As a strategic leader of education, KCC continues to support our schools in the development of the Self-Improving School-Led System. However, school autonomy and self-governance has required us to consider how we support schools in the future, faced with an environment of reducing resources and capacity.

5.14.14 In September 2018, KCC launched TEP, a Local Authority Trading Company (LATCo) to provide support to schools moving forward. KCC has commissioned TEP to provide school support services in an improved, more personalised fashion. TEP is a wholly owned subsidiary of the Council, employing 500 full time equivalent staff to directly deliver services to Kent schools and beyond.

5.14.15 Services Commissioned from TEP:

- School Improvement
- Governor Services
- Outdoor Education
- Schools Financial Services
- Early Years and Childcare
- Education Safeguarding Service
- Skills and Employability Service

5.14.16 The development of TEP is a strategic commitment on the part of KCC to work in partnership with schools and continue with a strong presence in securing

better outcomes for children and young people. TEP enables KCC to sustain oversight and retain some collaboration and influence amongst schools as they reshape and develop new networks in order to secure school improvement in the future.

#### **5.15 The quality and range of services are improved through increasing engagement with service users and carers**

**5.15.1 Voice of children and young people** - The involvement of children and young people in Kent is positive. We engage many of our children and young people in children's services, giving them a voice and influence in decisions that affect them.

**5.15.2** Children and young people are encouraged to get involved through the Kent Youth County Council (KYCC), the three Children in Care Councils and a Young Adult Council. Over 22,000 young people took part in the KYCC elections in November 2018, electing 60 Youth County Council Members, seven of whom represent Kent on the UK Youth Parliament.

**5.15.3** KYCC have a social media sub-group who facilitate and promote their issues and concerns on social media. Recent campaigns included:

- A curriculum for life
- Promoting positive mental health
- Anti-bullying awareness, effects and training
- Co-production of a Leaving Care Charter

Recent co-production work with children's services includes:

- Participating in recruitment and selection panels
- Meeting with KCC Cabinet
- Hosting KYCC question time
- Work shadowing Members
- Involvement in commissioning of key services
- Participating in Youth Takeover Day
- Co-chairing Youth Advisory Groups

**5.15.4 Children in Care Councils** - KCC has continued to grow the Young Adult Council (YAC), Our Children and Young People Council (OCYPC) and the Super Council with over 70 children and young people involved.

**5.15.5** We also ensure that young people are involved at the beginning of the social work journey by involving them in the training and recruitment of Social Work students at Kent and Canterbury Universities.

**5.15.6** We gather a range of diverse voices from our children and young people in care through "Challenge Cards" – which allows all young people to make even the most senior officer in the Council accountable. The views of this group have been integral to our CfKC programme.

**5.15.7** The newly updated '[Kent Cares Town](#)' website for Children in Care and Care Leavers, provides an 'online' Challenge Card so now reaches a wider

audience. There are also multiple ways for young people to get involved advertised on the website and the website is now available in a variety of different languages.

**5.15.8 Participation Team** - The Participation Team's role is to encourage all Children in Care and Care Leavers to speak up, voice their opinions and help to shape the services they receive. They support children and young people to attend events, Council meetings and sit on interview panels. This ensures everything that KCC does for Children in Care includes their views.

**5.15.9** Alongside two Participation Support Officers and a Project Officer, there are also Apprentice Participation Workers within the Participation Team. They are undertaking an apprenticeship with Virtual School Kent and help bridge the gap between children and KCC Members and Senior Officers. The Apprentices are all young people who have been in care at some point or have had similar experiences. Their role involves supporting young people, encouraging them to speak up about their views and experiences and discussing what they would like to change about the care system.

**5.15.10** Work within Corporate Parenting Services was undertaken to provide children and young people who are placed out of Kent with an opportunity to be represented by our children and young people Councils with priority being given to this cohort during 2018 and 2019.

**5.15.11** KCC's Virtual School Kent (VSK) run activity days during the school holidays to promote a safe and fun environment for children and young people to meet other Children in Care and Care Leavers, establish friendships and hear about the children and young people councils and the process of getting their voice and experiences 'heard'.

**5.15.12 Care Leaver Survey** – The Survey was live for 3-weeks between the end of October 2018 and beginning of November 2018. The Survey was also available on the Kent Cares Town website and was promoted by Personal Advisers. There were 139 respondents, 51.1% were male and 48.9% were female. An Action Plan was put in place to address comments raised. This Survey will be completed on an annual basis.

**5.15.13 The 18+ Leaving Care Open Days** introduced two open days as a pilot (Maidstone and Shepway) for Care Leavers, carers, CIC and other professionals to find out more about the service. 40 young people attended the Open Day at Oakwood House.

**5.15.14 Custody** - The 18+ Leaving Care Service now has a specialist Personal Adviser for Custody. 72 young people have been supported within custody and release. Two Crime Prevention Workshops were held, aimed at asylum young people. 25 young people attended and the feedback was good.

## **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 2018-19 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 2018-19; and
- iii) 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>

## 10. Contact details

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## Contextual Data Trends January 2017 to 2019 by Kent Area and District – All Schools

District	Total Roll			% Free School Meals			% Total SEN			% SEN Support			% SEN Statement/EHC Plan			% EAL			% Minority Ethnic		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
<b>Kent</b>	<b>228,581</b>	<b>231,614</b>	<b>234,864</b>	<b>11.9</b>	<b>11.7</b>	<b>14.0</b>	<b>11.7</b>	<b>12.4</b>	<b>12.8</b>	<b>8.9</b>	<b>9.4</b>	<b>9.5</b>	<b>2.9</b>	<b>3.0</b>	<b>3.3</b>	<b>10.5</b>	<b>10.7</b>	<b>11.1</b>	<b>19.1</b>	<b>20.0</b>	<b>21.0</b>
Canterbury	20,684	20,575	20673	12.9	12.4	14.9	12.4	13.4	13.8	9.1	9.9	10.1	3.3	3.5	3.7	8.9	8.9	9.5	16.2	16.6	17.5
Thanet	20,280	20,181	20182	18.2	18.2	21.4	13.6	13.9	14.1	9.9	10.0	9.9	3.7	3.9	4.3	11.3	11.0	10.9	17.1	17.1	17.6
Ashford	19,600	19,959	20128	11.9	11.7	13.8	11.6	11.9	12.8	9.0	9.2	9.7	2.6	2.8	3.1	11.4	11.7	11.9	18.8	19.8	20.4
Dover	16,171	16,223	16350	13.9	14.4	17.9	11.9	12.5	13.5	9.3	9.6	10.3	2.6	2.9	3.2	8.0	7.9	7.7	12.8	13.2	13.6
Folkestone and Hythe	15,041	15,072	15092	14.9	14.5	16.7	13.4	14.6	14.5	10.3	11.3	10.9	3.2	3.3	3.6	9.1	8.6	8.4	13.9	13.9	14.0
Maidstone	25,111	25,688	26238	9.6	9.7	11.4	9.9	10.4	11.0	7.0	7.3	7.4	3.0	3.1	3.6	10.8	11.4	11.8	19.4	20.7	22.0
Tonbridge and Malling	20,707	21,210	21777	8.5	7.9	9.7	10.5	11.3	11.9	7.6	8.4	8.6	2.8	2.9	3.3	5.5	5.8	5.8	13.4	14.3	15.3
Tunbridge Wells	18,247	18,513	18804	6.8	6.3	8.2	10.2	10.3	10.2	7.5	7.5	7.2	2.7	2.8	3.0	9.3	9.7	10.4	16.3	17.3	18.5
Dartford	19,785	20,483	21087	9.6	9.5	11.1	9.5	9.9	11.4	7.8	8.2	9.4	1.7	1.7	1.9	16.4	17.6	18.8	34.5	36.9	39.4
Gravesham	17,850	18,137	18552	11.6	12.1	14.7	12.7	13.6	13.6	10.7	11.4	11.4	2.0	2.2	2.2	23.8	23.8	24.3	38.6	39.4	40.2
Sevenoaks	12,323	12,527	12737	9.0	8.3	10.0	11.9	13.2	13.7	7.8	8.9	9.1	4.1	4.4	4.6	6.4	6.8	7.1	16.2	16.7	17.4
Swale	22,782	23,046	23244	15.4	15.0	17.7	13.9	14.5	14.3	10.9	11.3	10.8	3.0	3.2	3.5	4.7	5.0	5.8	11.6	12.3	13.2

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 2017 to 2019

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**From:** Roger Gough, Cabinet Member 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 –  
 28<sup>th</sup> June 2019

**Subject:** **Review of the Commissioning Plan for Education Provision in Kent 2019-23**

**Classification:** **Unrestricted**

**Summary:** This report informs Members of the progress made in implementing the Commissioning Plan for Education Provision in Kent 2019-23 since its adoption by Cabinet in February 2019.

**Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to note the progress achieved and to consider the report prior to the next version of the Commissioning Plan in autumn 2019.

**1. Introduction**

- 1.1 In February 2019 Kent County Council published the latest Commissioning Plan for Education Provision in Kent 2019-23 (KCP). 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 KCP is updated annually.
- 1.2 This report reviews the progress made since the KCP's production. It covers:
- A review of forecasting accuracy, including the impact of the change in forecasting methodology to include the planned housing and revised planning groups;
  - The progress in implementing the expansion of school places in mainstream and special schools;
  - An update of SEN, Early Years and Post 16 provision; and
  - The progress against our targets as set out in Vision and Priorities for Improvement 2019-21.

1.3 In summary, this Review demonstrates that:

- For September 2019, we have commissioned all planned permanent places in both primary (3FE) and secondary (8FE) phases. However, fewer temporary places have been commissioned – 10 of 30 planned for Year R and 365 of 540 planned for Year 7. In addition, 353 specialist places have been commissioned in special schools or specialist resource provisions in mainstream schools.
- We under forecast Year R pupils by -1.7% with total primary rolls being over forecast by 0.9%. Year 7 and Year 7-11 pupils were over forecast by 1.0% and 2.5% respectively. The detailed forecasting accuracy is set out in section 5.
- As of October 2018, surplus capacity has increased from 10.4% to 11.3% in Year R and 5.8% across all primary school year groups. This was expected and reflects the fact that birth numbers in 2014 were approximately 900 fewer than the 2012 peak (30FE).
- Surplus capacity across the secondary school sector has reduced due to larger Year 6 rolls entering secondary provision. Presently, surplus capacity is at 6.1% in Year 7 and at 8.9% across all years.
- As of National Offer Day 2019 89% of parents secured their 1<sup>st</sup> preference primary school place for September 2019, which is slightly below the target of 91%. At secondary level, with 79% securing their 1<sup>st</sup> preference against the target of 77%, just over 300 more pupils secured their 1<sup>st</sup> preference 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 authorities may offer places above their published admissions numbers (PAN), and temporary places available in one year may not be available in subsequent years. The details below outline the gross additional places added and net changes to the number of places being offered.

2.2 Gross Change- For admission in September 2019 17 primary schools offered a total of 183 Year R places above their PAN. Within the secondary sector 34 secondary schools offered a total of 1,011 Year 7 places above their PAN. Of the places added, only 10 Year R and 657 Year 7 places were commissioned by the Local Authority, the rest being self-determined by the schools. The ability for schools to self-determine temporary increases above their published admission numbers without recourse to the Local Authority adds to the complexity of place planning in the medium and longer term.

2.3 Across all Kent schools, the net change to the number of places being offered for September 2019 entry (compared with September 2018 entry) is an increase of 105 Year R places (16 schools increasing and 9 schools reducing) and an increase of 404 Year 7 places (18 schools increasing and 6 schools reducing). This is because some schools which have offered a temporary increase in their intake for one or more years previously, are unable to continue to do so and have reverted to their (lower) determined admission numbers.

- 2.4 Figure 2.1 summarises new places identified in the 2019-23 Commissioning Plan as needing to be commissioned by September 2019 and compares this to the places delivered<sup>1</sup>.

**Figure 2.1: Comparison of need identified by September 2019 with places delivered by May 2019**

	Primary		Secondary	
	Permanent Year R	Temporary Year R	Permanent Year 7	Temporary Year 7
Need identified in Plan	3FE	40 places	8FE	540 places
Places delivered	3FE	10 places	8FE	365 places
<b>Difference</b>	<b>0</b>	<b>-30</b>	<b>0</b>	<b>-175</b>

- 2.5 Figures 2.2 and 2.3 set out any variations between what we planned to commission and what we have commissioned for September 2019.

<sup>1</sup> Delivered in this context includes all places that will be available from September 2019.

**Figure 2.2: Variations between the commissioning intentions for primary school provision by September 2019 and delivery**

District	Planning Group	To be Commissioned by 2019-20	Variation	Reason	Impact
Maidstone	Maidstone North	30 Year R places	Places not commissioned	<p>One academy in the adjoining Maidstone West planning group offered an additional 30 places.</p> <p>This has eased the pressures in and around the Town in the same way that the additional places in Maidstone North was intended to.</p>	No impact as there are sufficient places to support the demand.

**Figure 2.3: Variations between the commissioning intentions for secondary school provision by September 2019 and delivery**

District	Planning Group	To be Commissioned by 2019-20	Variation	Reason	Impact
Ashford	Ashford North Non-Selective	Up to 60 Year 7 places	In total 120 places were commissioned	871 year 7 places were needed to get through National Offer Day. This was 2FE higher than forecast and therefore a further 60 places were required.	Positive impact as the addition of extra capacity has ensured there was sufficient year 7 places for all pupils. Adding the extra places increased the chance of families getting a higher preference school.
Canterbury	Canterbury City Non-Selective	Up to 30 Year 7 places	Places not commissioned	Applications for Year 7 places in the planning group were lower than forecast.	No impact as there are sufficient places to support the demand.
	Canterbury and Faversham	Up to 30 Year 7 places	Places not commissioned	Applications for Year 7 places in the planning	No impact as there are sufficient places to support the demand.

District	Planning Group	To be Commissioned by 2019-20	Variation	Reason	Impact
	Selective			group were lower than forecast. This in addition to one school offering over PAN ensured sufficient places.	
Swale	Sittingbourne/ Sheppey Selective	Up to 45 Year 7 places	Places not commissioned	Applications for Year 7 places in the planning group were lower than forecast. This in addition to one academy offering over PAN ensured sufficient provision.	No impact as there are sufficient places to support the demand.
Thanet	Thanet Non-Selective	Up to 60 Year 7 places	50 places commissioned at Royal Harbour Academy	Applications for Year 7 places in the planning group were lower than forecast therefore only 50 additional Year 7 places were needed.	No impact as there are sufficient places to support the demand.
	Thanet Selective	Up to 60 Year 7 places	Places not commissioned	Applications for Year 7 places in the planning group were lower than forecast due to pupils applying out of district.	No impact as there are sufficient places to support the demand.
Maidstone	Maidstone Non-Selective	Up to 90 temporary Year 7 places	30 temporary Year 7 places commissioned	Two academies offered over PAN adding an addition 40 places between them. Therefore, only 30 places were commissioned.	No impact as there are sufficient places to support the demand.
Tunbridge Wells	Tonbridge and Tunbridge Wells	60 Year 7 places	60 places commissioned at	A further 60 Year 7 places were needed to	Positive impact as the addition of extra capacity has ensured sufficient

District	Planning Group	To be Commissioned by 2019-20	Variation	Reason	Impact
	non-selective		Skinners Kent Academy.	ensure sufficient places for National Offer Day.	year 7 places for all pupils. Adding the extra places increased the chance of families getting a higher preference school.

### 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 2018 and 01 April 2019.

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

District	School	Date	Promoter	Status
Maidstone	Coxheath Primary School	01 September 2018	Coppice Primary Partnership	Converted
Maidstone	Loose Primary School	01 September 2018	Coppice Primary Partnership	Converted
Gravesham	Meopham Community Academy	01 September 2018	The Pathway Academy Trust	Transfer
Gravesham	Rosherville Church of England Academy	01 September 2018	Aletheia Anglican Academies Trust	Transfer
Dover	The Goodwin Academy	01 September 2018	The Thinking Schools Trust	Transfer
Canterbury	The Community College Whitstable	01 September 2018	Swale Academies Trust	Converted
Ashford	Chilmington Green Primary School	01 September 2018	The Stour Academy Trust	Free School
Folkestone and Hythe	Turner Free School	01 September 2018	Turner Schools	Free School
Sevenoaks	Fordcombe CE Primary School	01 October 2018	The Tenax Schools Trust	Converted
Dartford	Greenlands Primary School	01 February 2019	Cygnus Academies Trust	Converted
Dover	Hornbeam Primary School	01 April 2019	Deal Education Alliance for Learning Trust	Converted
Dover	Northbourne CE Primary School	01 April 2019	Deal Education Alliance for Learning Trust	Converted
Dover	The Downs CE Primary School	01 April 2019	Deal Education Alliance for Learning Trust	Converted
Dover	Deal Parochial CE Primary School	01 April 2019	Deal Education Alliance for Learning Trust	Converted
Dover	Sandown School	01 April 2019	Deal Education Alliance for Learning Trust	Converted

District	School	Date	Promoter	Status
Dover	Sholden CE Primary School	01 April 2019	Deal Education Alliance for Learning Trust	Converted
Folkestone and Hythe	All Souls' CEP School	01 April 2019	Aquila	Converted

#### 4. The Impact of Changes to Planning Groups and the Forecasting Methodology

4.1 In the KCP 2019-23 we reported on the changes to both primary and secondary planning groups and to our forecasting methodology whereby the additional pupil places required to support planned housing development were factored in. This followed lengthy discussions with the DFE in the Summer of 2018 and the recommendations made to us to include housing in our forecast in the future. This suggested that at a maximum we could expect to see increases in primary school rolls of up to 11,500 extra pupils and secondary rolls of up to 20,000 extra pupils by the end of 2022-23. It is too early to analyse in detail the implication of these changes. For example, we do not yet have housing delivery data for 2018-19 to see what impact this might have had on the forecast numbers for September 2018.

Over time we will be able to identify whether the changes have:

- Increased/decreased the forecasting accuracy at a planning group level.
- Improved the visibility of where we should expand.
- Secured the developer contributions needed to ensure sufficient provision.

#### 5. Forecasting Accuracy

5.1 The KCP sets out forecast roll numbers by planning groups at both primary and secondary school levels. As reported, this year, for the first time, the forecast pupil product from planned housing was included. As would be expected, this has increased the forecast places needed significantly in the longer term.



5.2 Figures 4.1 to 4.4 set out the forecast primary and secondary rolls for 2018-19 and compare these to the actual rolls as at October 2018. Our target is to be accurate to within plus or minus 1% at County level, which we managed over the last three years. We also use this as a benchmark for each district and for each phase.

Figure 4.1 sets out the accuracy of the Year R forecasts. It shows that for Kent overall, we under forecast the actual roll by -1.7% (231 pupils). This is outside the 1% target we set ourselves. There were variations across the County with 5 districts under forecast and one over forecast by more than +/-1%. When considered against our previous methodology (i.e. without pupil product from planned housing) the Year R rolls were even further under forecast Countywide (-4.2%, 474 pupils).



**Figure 4.1: Comparison of Year R forecast v October 2018 roll**


District	Forecast Year R roll (2018/19)	Actual Year R roll Oct 2018	Difference (forecast less actual)	% variance (%)
Dartford	1463	1567	-104	-6.6
Maidstone	1836	1916	-80	-4.2
Gravesham	1331	1387	-56	-4.1
Ashford	1430	1479	-49	-3.3
Tunbridge Wells	1133	1163	-30	-2.5
Swale	1810	1816	-6	-0.4
Dover	1165	1168	-3	-0.3
Sevenoaks	1285	1287	-2	-0.1
Canterbury	1403	1403	0	0
Thanet	1557	1550	7	0.5
Tonbridge and Malling	1598	1589	9	0.6
Folkestone & Hythe	1161	1146	15	1.3
<b>Kent Totals</b>	<b>17173</b>	<b>17471</b>	<b>-298</b>	<b>-1.7</b>

 Under forecast  
 Over forecast

5.3 Figure 4.2 sets out the accuracy of the Year R-6 forecasts. It shows that for Kent overall, we over forecast the actual roll by 0.9% (1,107 pupils). There were variations across the County with 4 districts over forecast by more than 1%. When considered against our previous methodology the Year R-6 forecast rolls were very accurate (under forecast by -0.1% or 127 pupils).

**Figure 4.2: Comparison of Primary (Year R-6) forecast v October 2018 roll**

District	Forecast primary roll (2018/19)	Actual primary roll Oct 2018	Difference (forecast less actual)	Over / under forecast (%)
Gravesham	9,638	9,633	5	0.1
Ashford	11,148	11,098	50	0.5
Canterbury	10,452	10,399	53	0.5
Maidstone	13,335	13,264	71	0.5
Tunbridge Wells	8,729	8,683	46	0.5
Dartford	10,619	10,540	79	0.7
Dover	8,636	8,567	69	0.8
Swale	13,149	13,025	124	1
Tonbridge and Malling	11,589	11,456	133	1.2
Folkestone & Hythe	8,582	8,461	121	1.4
Sevenoaks	9,668	9,509	159	1.7
Thanet	11,394	11,197	197	1.8
<b>Kent Totals</b>	<b>126,939</b>	<b>125,832</b>	<b>1107</b>	<b>0.9</b>

 Increasingly over forecast

5.4 Figure 4.3 sets out the accuracy of the Year 7 forecasts. It shows that for Kent overall, we over forecast the actual roll by 1.0% (174 pupils). There were variations across the County with 8 districts over or under forecast by more than +/-1%. When considered against our previous methodology the Year 7 forecast rolls were very accurate (-0.4%, 79 pupils).

**Figure 4.3: Comparison of Year 7 forecast v October 2018 roll**

District	Forecast Year 7 roll (2018/19)	Actual Year 7 roll Oct 2018	Difference (forecast less actual)	Over / under forecast (%)	
Ashford	1,449	1,478	-29	-2	Under forecast
Dover	1,255	1,279	-24	-1.9	
Maidstone	2,089	2,094	-5	-0.2	
Gravesham	1,470	1,471	-1	-0.1	
Tonbridge & Malling	1,785	1,782	3	0.2	
Dartford	1,749	1,731	18	1	
Sevenoaks	529	522	7	1.3	Over forecast
Thanet	1,513	1,490	23	1.5	
Canterbury	1,543	1,510	33	2.2	
Folkestone & Hythe	1,120	1,096	24	2.2	
Swale	1,740	1,698	42	2.5	
Tunbridge Wells	1,668	1,585	83	5.2	
<b>Kent</b>	<b>17,910</b>	<b>17,736</b>	<b>174</b>	<b>1.0</b>	

5.5 Figure 4.4 sets out the accuracy of the Year 7-11 forecasts. It shows that for Kent overall, we over forecast the actual role by 1.7% (1,400 pupils). There were variations across the County with 9 districts over forecast by +1%. When considered against our previous methodology the Year 7-11 forecast rolls were very accurate (+0.2%, 141 pupils).

**Figure 4.4: Comparison of Year 7-11 forecast v October 2018 roll**

District	Forecast Secondary roll (2018/19)	Actual Secondary roll Oct 2018	Difference (forecast less actual)	Over / under forecast (%)
Dover	5874	5,847	27	0.5
Ashford	6924	6,885	39	0.6
Gravesham	6739	6,676	63	0.9
Canterbury	7589	7,496	93	1.2
Tonbridge and Malling	8219	8,121	98	1.2
Maidstone	9920	9,741	179	1.8
Tunbridge Wells Total	7742	7,608	134	1.8
Dartford	8163	8,005	158	2
Sevenoaks	2445	2,397	48	2
Swale	8177	7,993	184	2.3
Folkestone & Hythe	5318	5,160	158	3.1
Thanet	7122	6,904	218	3.2
<b>Kent</b>	<b>84233</b>	<b>82,833</b>	<b>1,400</b>	<b>1.7</b>

Increasingly over forecast

## 6. Progress in Achieving Our Targets

- 6.1 The targets which relate to providing sufficient school places are set out in 'Vision and Priorities for Improvement.'
- 6.2 Our target is to maintain 5% surplus places in both primary and secondary schools. Maintaining sufficient surplus capacity in schools across a planning group is essential both to meet increased demand, and to enable parental preferences to be met. However, as the majority of school funding is pupil led, too great a surplus of places can cause viability issues for schools.
- 6.3 Figure 5.1 shows that surplus capacity in Reception classes across Kent is at 11.3% and for all primary aged pupils it is 5.8%. We would expect the number of surplus places to fall if housing comes forward as planned. Surplus primary school capacity across a district may mask pressures within specific planning groups. Where pupil numbers do not increase, and surplus capacity remains high, we will work with headteachers of both maintained schools and academies to look at ways to reduce surplus capacity. This could be through the reduction in pupil admission numbers and/or the removal/re-designation of temporary classrooms.
- 6.4 Surplus capacity in Year 7 across Kent is at 6.1%. Across Years 7-11 it is at 8.9%. 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 with places needing to be commissioned.

**Figure 5.1: Surplus capacity in mainstream schools as of October 2018**

<b>October 2018</b>		
<b>District</b>	<b>% Year R</b>	<b>% Years R-6</b>
Ashford	10.9	5.1
Canterbury	13.3	6.5
Dartford	4.0	0.8
Dover	13.9	8.2
Gravesham	14.3	6.4
Maidstone	5.1	2.6
Sevenoaks	6.0	3.9
Folkestone & Hythe	17.4	10.4
Swale	13.0	6.0
Thanet	13.9	8.5
Tonbridge and Malling	11.9	4.8
Tunbridge Wells	12.9	7.5
<b>Kent</b>	<b>11.3</b>	<b>5.8</b>
<b>District</b>	<b>% Year 7</b>	<b>% Years 7-11</b>
Ashford	7.5	10.7
Canterbury	7.4	5.8
Dartford	3.2	6.9
Dover	8.0	14.9
Gravesham	3.4	5.5
Maidstone	0.8	5.3
Sevenoaks	5.7	9.3
Folkestone & Hythe	3.3	6.5
Swale	6.7	8.1
Thanet	5.3	8.1
Tonbridge and Malling	10.9	14.2
Tunbridge Wells	7.0	8.4
<b>Kent</b>	<b>6.1</b>	<b>8.9</b>

6.4 We set targets for the percentage of families securing their first preference school for entry in September 2019. For primary schools the target was 91% and on Offer Day 89.4% of parents secured their first preference. For secondary schools the target was 77% and 79.0% of parents secured their first preference, with just over 300 more pupils securing their preferred secondary school than the previous year.

6.5 The target for first and second preferences for both primary and secondary schools was 95% and 87% respectively, with 95.5% securing their first or second preference in a primary school and 90.2% of parents securing their first or second preference at a secondary school.

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

7.1 The KCP identified KCC's intention to commission 347 new places in special schools and Specialist Resourced Provisions (SRPs) for September 2019. In total, 271 of the 347 places identified in the KCP will be in place, with a further 82 places being commissioned that were not identified in the KCP. This will bring the total to 353 new places for September 2019. Figure 6.1 sets out the variations between what we planned to commission, and what we have commissioned for September 2019.

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

District	To be Commissioned by 2019-20	Variation	Reason	Impact
Dover	Increase of the designated number of the SRP at Whitfield Aspen Primary School from 96 to 112 places.	This was not included in the KCP.	As on January 2019 there were 109 pupils were on roll. We need to undertake a statutory process to regularise the designated number.	Positive impact as there will be an increased number of primary aged PSCN places in Dover District.
Thanet	Change of age range at Stone Bay Special School from 8-19 years to 5-19 years to include an 8 place KS1 class.	This was not included in the KCP.	There is an increasing need for specialist ASD places in the District.	Positive impact as there will be an increased number of primary aged ASD places in Thanet District.
Tonbridge and Malling	Increase the designated number at Grange Park School from 100 to 150 places.  Change the age range from 11-19 years to 8-19 years.  Establish a 36 place KS2 satellite.	This was not included in the KCP.	Grange Park is full to its designated number of 100 places. Therefore, in order to enable the School to meet the demand for local places, we need to increase the School's designated number of places.	Positive impact as this will increase specialist provision for pupils with Autism at a time when there is a pressure for such places.
Maidstone	15 place primary SRP.	This will open at East Borough Primary School in September 2019, a year earlier than identified in the KCP.	The space needed is available earlier than anticipated.	Positive impact as the 15 primary ASD places will be available a year earlier than anticipated.
Tonbridge and Malling	60 place special school secondary satellite in Aylesford.	Not on track.	No final decision has yet been made as to which special school will open the satellite.	Impact to be clarified.

## 7.2 **Isle of Sheppey Special Free School**

The DfE have approved KCC's application for a new Behaviour and Learning Special School on the Isle of Sheppey. Officers will continue to work with and encourage potential sponsors for the school.

## 7.3 **Special School Capacities**

Due to increasing rolls, consultation is required relating to increasing the designated number of a number of our special schools. This need occurs when the number of pupils on roll is 10% or 20 pupils more (whichever is lesser) than the designated number. During the process of realigning the designated numbers, we will take the opportunity to work alongside our special school Headteachers to review floor plans and accommodation schedules of our special schools. This will help us to plan SEN commissioning moving forward.

## 7.4 **Special Provision Capital Fund**

In 2017 Central Government announced an initiative to provide capital funding to local authorities to support the provision of SEND places - the Special Provision Capital Fund<sup>2</sup>. Kent was allocated £6.6m over three financial years 2018-19, 2019-20 and 2020-21. In 2019, Government announced further funding, with Kent receiving an extra £4.4m taking the total received to £11m.

7.5 We propose allocating the funding to increase ASD provision across the County. A consultation on our proposal was held between 01 May 2019 and 05 June 2019. The consultation outcome will be reported to CYPE Cabinet Committee Members in a separate paper at this committee meeting.

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

8.1 The annual Childcare Sufficiency Assessment (CSA) was undertaken with providers in April/May 2019. The CSA will enable officers to identify where we have a deficit of provision, the outcomes of which will be reported in the in next KCP. We will work with providers and potential providers to encourage the establishment of additional provision where it is required.

8.2 In the KCP 2019-23 we reported that the DfE had made £30m available for maintained school nursery provision through the Capital Funding for Nursery Provision programme. The aim of the funding is to create new high quality school-based nursery places targeted at closing the gap for disadvantaged children. We supported four schools in submitting bids. As of the writing of the report we were still awaiting the DfE to announce the successful bids.

## 9. **Post-16 Commissioning**

9.1 The Commissioning Plan 2019-23 set out our duties to:

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<sup>2</sup> The criteria for spending is laid out in the 'Special Provision Capital Fund Guidance first published in August 2017 and updated in January 2019. The guidance can be found here:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/773706/SPCF\\_Guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/773706/SPCF_Guidance.pdf)

- Secure sufficient suitable education and training provision for young people aged 16-19 years (and those aged 20-24 years with an Education, Health and Care Plan).
- Ensure support is available to all young people from the age of 13 years that will encourage, enable or assist them to participate in education or training (tracking young people's participation successfully is a key element of this duty).
- Have processes in place to deliver the 'September Guarantee' of an education or training place for all 16 and 17 year olds.

Some of the actions undertaken to address our duties, and the outcomes of the work are outlined below.

- Mapping of post 16 courses against industry sectors is informing the development of appropriate provision and transition planning.
- The Careers Enterprise Company (CEC) is a national organisation whose role is to link schools and colleges to employers and to help them deliver world class careers support for all young people. The CEC employs coordinators to help link schools and colleges to employers and to increase employer engagement with young people and with the support of The Education People (TEP) the number of coordinators working across Kent and Medway has increased from 2 to 6.
- 54 schools are linked with industry specialists, an increase from the 40 in 2018, with the target that all secondary schools in Kent will have a linked advisor by the end of academic year 2019/20.
- The Employer Guilds are reviewing their priorities, one of which is the development of work placement, pre-apprenticeship and apprenticeship opportunities, to ensure a variety of 'routes to employment'.
- TEP's strategy and new staffing structure provides consistent and comprehensive support to the Guilds to ensure strong employer links with schools, colleges and other education and skills providers.
- The number of apprenticeship starts August 2018 to January 2019 for 16 -24 year olds has remained the same as 2017/18. The number of apprenticeship starts aged 25+ has increased by 27% from 2017/18.
- The Apprentice Kent website now enables employers to post both apprenticeship and work placement vacancies. The site has received 2300 registrations within the last 9 months. In the last six weeks we have seen over 250 young people register on the website looking for an apprenticeship.
- The TEP apprenticeship team are part of a trailblazer group developing a level 6 Physical Education Physical Activity and Youth Sport Specialist apprenticeship.
- There is a minimum core offer of 4 hours Apprenticeship/Participation support available for all schools.
- A district level pilot activity in Swale, which focuses on bringing partners together across the district to improve the availability and take up of apprenticeships is being undertaken.

## 9.2 **Sixth form capacity**

The KCP identified a potential deficit of 6<sup>th</sup> form places in a small number of selective and non-selective planning groups. In the short term schools are able to manage the shortfall of places. Our Basic Need allocation is based on statutory school year group numbers and does not include funding for sixth form places. However, the latest DfE guidance around developer contributions outlines the expectation that local authorities will request contributions towards sixth form

provision. We are reviewing our process to identify how best to manage this. We have also written to the ESfA requesting discussion on how we can join up secondary school expansions for Years 7-11 with any proposals the ESfA might bring forward for the expansion of the school's sixth form.

### 9.3 Changes to the Post 16 Curriculum

#### T Levels

T Levels are new courses coming in September 2020, which will follow GCSEs and will be equivalent to 3 A Levels. These 2-year courses have been developed in collaboration with employers and businesses so that the content meets the needs of industry and prepares students for work.

T Levels will offer students a mixture of classroom learning and 'on-the-job' experience during an industry placement of at least 315 hours (approximately 45 days). They will provide the knowledge and experience needed to open the door into skilled employment, further study or a higher apprenticeship.

#### **DfE review of post-16 qualifications at level 3 and below.**

The DfE are currently consulting on post-16 qualifications at level 3 and below in England. T levels, A levels and GCSEs are not included in the consultation and will remain in place; for all other qualifications the consultation asks for views on the high-level principles and outlines proposals for the removal of funding approval for unreformed qualifications. The proposals include:

- To withdraw approval for funding from 1 August 2020 for new starts on qualifications that the DfE deems meet its criteria for 'pre-existing qualifications'. Students already enrolled/registered on these courses will be funded through to completion.
- To withdraw approval for funding new starts on qualifications with no take-up from August 2021.
- To withdraw approval for funding for new starts on qualifications with low take-up (under 100 enrolments) from August 2021.
- From September 2023 onward, to remove approval funding from applied general and vocational qualifications, where they overlap with A levels or T levels and do not meet defined characteristics that will be consulted on as part of the second consultation.
- To review current post-16 entry level, level 1, level 2 and other level 3 qualifications (e.g. those for adults). The DfE will agree the principles on which of these will be made eligible for funding in the future, based on the results of the consultation.

The DfE aims to consult on its proposals for changes to funding for post-16 level 2 and below qualifications in late 2019.

The potential changes following this consultation will have a significant impact on sixth forms provided by Kent non-selective schools who provide more flexible post 16 offers for those pupils not suited to a wholly level 3 academic programme. The T levels require a high proportion of industry specialist input and work placements which schools will find challenging to deliver. If other vocational options are not available, the delivery of these is likely to become the domain of the Colleges.



Without funding for the courses used by schools to provide more creative and flexible post 16 options, especially for some of our most vulnerable learners, this provision is at risk and this has been emphasised in our consultation response.

The International Baccalaureate (IB) at Post 16 is delivered by 27 secondary schools in Kent, making it the largest concentration of IB World Schools in the world. Several of these schools also deliver the IB Middle Years Programme. The review could potentially remove funding for this offer.

## 10. Capital Funding

Following the detailed discussion with the DFE, RSC and ESFA last summer, we currently have a capital programme that balances and to date projections are that we can deliver the required places within budget. However, the impact of the national delays in Basic Need allocation does cause some uncertainty for the future.

Part of the agreement reached last year was to change our forecasting methodology (See panel 4.1) and the new forecasting methodology was used in the School Capacity (SCAP) returns. The SCAP is used to calculate the Basic Need funding allocated to each local authority. As would be expected, the increase in forecast pupil numbers has impacted on the allocation of Basic Need funding. Colleagues in the DfE are working with Officers to clarify the exact impact of this.

## 11. Recommendations:

The Children's, Young People and Education Cabinet Committee is asked to note the progress achieved and to consider the report prior to the next version of the Commissioning Plan in autumn 2019.

## 12. Background Documents

12.1 Vision and Priorities for Improvement:

[https://www.kelsi.org.uk/\\_data/assets/pdf\\_file/0004/29074/EYPS-Vision-and-Priorities-for-Improvement.pdf](https://www.kelsi.org.uk/_data/assets/pdf_file/0004/29074/EYPS-Vision-and-Priorities-for-Improvement.pdf)

12.2 Kent Commissioning Plan for Education Provision 2019-2023:

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

12.3 Working Together, Improving Outcomes: Kent's Strategy for Children and Young People with Special Educational Needs and Disabilities 2017-2019

[https://www.kent.gov.uk/\\_data/assets/pdf\\_file/0012/13323/Strategy-for-children-with-special-educational-needs-and-disabilities.pdf](https://www.kent.gov.uk/_data/assets/pdf_file/0012/13323/Strategy-for-children-with-special-educational-needs-and-disabilities.pdf)

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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 – 28 June 2019

**Subject:** **Kent, Bexley and Medway Regional Adoption Agency**

**Decision No:** 19/00047

**Electoral Division:** All

**Classification:** **Unrestricted**

**Past Pathway of Paper:** Children's Social Care & Health Cabinet Committee – 6 September 2016  
 CYPE Cabinet Committee – 7 September 2017

**Future Pathway of Paper:** 1 October 2019

**Summary:**

This report sets out the proposed decision to create a new Regional Adoption Agency (RAA) through combining the adoption services for the three authorities of Kent, Bexley and Medway.

**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 decision to delegate responsibility to the Director of Children's Services and Lead Member for Children's Services to:

- a) Complete the full business case for regionalisation (for presentation and consideration by CYPE Committee in October 2019); and
- b) Formulate the detailed design of the Regional Adoption Agency model (between now and October 2019) in collaboration with Medway Council and the London Borough of Bexley.

**1. Introduction**

- 1.1 It is proposed that a new Regional Adoption Agency (RAA) is created through combining the adoption services for the three authorities of Kent, Bexley and Medway. These agencies wish to build on the success of their existing services to improve performance in meeting the needs of children who require permanence through adoption, by bringing together the best practice from each authority within the RAA. It is proposed that Kent will be the lead authority for the RAA.

1.2 The Kent, Bexley and Medway RAA intend to use the Department for Education criteria to guide the outline scope and delivery of the model. For the Kent, Bexley and Medway RAA this will mean:

- One head of service, to be recruited prior to the implementation date to lead the detailed design and ultimately, the delivery of the new service.
- A partnership board which will hold the delivery of regional adoption services to account, underpinned by a robust risk sharing and partnership agreement.
- A single budget held by Kent as the lead host authority.
- The RAA will deliver all the core functions of adoption across the region and will commit to pan-regional approaches to formulating and embedding best practice.
- A collaborative approach and model which will engage and consult with wider stakeholders to achieve the best possible service.

## 2. Background

2.1 In March 2016, the government announced changes to the delivery of adoption services setting a very clear direction that all local authorities' adoption services must be delivered on a regionalised basis by 2020. The premise of regionalisation is to:

- Increase the number of children adopted.
- Reduce the length of time children wait to be adopted.
- Improve post-adoption support services to families who have adopted children from care.
- Reduce the number of agencies that provide adoption services, thereby improving efficiency and effectiveness.

2.2 The most recent correspondence from the DFE to all local authorities nationally, has clarified the minimum operating criteria for an RAA as the following:

- A single line of accountability for all functions which sits within the RAA, including but not limited to:
  - All aspects of adopter recruitment, approval and preparation.
  - Providing expert advice on available matches.
  - Providing and / or commissioning adoption support functions.
- Reporting into robust governance arrangements, with the right level of leadership and underpinning partnership and risk sharing agreements.
- A Head of Service for the RAA.
- Pooled funding into a single budget to cover:
  - Staffing
  - Recruitment
  - Matching
  - Support
  - Staff training

- Core functions of recruitment matching and support are transferred to the RAA.
- Pan-regional approaches to embedding best practice.
- A system-wide approach to meeting the needs of children and families through engagement with:
  - Other adoption agencies
  - Voluntary Adoption Agencies
  - Adoption support providers
  - Health services
  - Judiciary
  - Schools

2.3 A report on the regional adoption agency was originally brought to the Kent Children's Health and Social Care Cabinet Committee on 6<sup>th</sup> September 2016. The recommendation and decision was to consider the content of the report and endorse in principle the proposal to enter into formal dialogue with Medway Council and the London Borough of Bexley with a view to establishing a Regional Adoption Agency.

2.4 A second report was brought to the CYPE Cabinet Committee on 7<sup>th</sup> September 2017. This report asked the Committee to endorse the progress of partnership working and the continued development of a Regional Adoption Agency with the London Borough of Bexley and Medway Council.

2.5 This report now aims to seek further commitment to the RAA and agreement to proceed to the detailed design phase for an RAA across the local authority areas of Kent, Bexley and Medway. The RAA project team will also prepare a more detailed report and business case for final consideration on the financial model and change management procedure (this is currently scheduled for CYPE Cabinet Committee in October 2019).

### 3. Key principles

3.1 The principles below aim to add clarity and assurance around some key areas:

- **Budget** – The overall model of delivery will cost no more than the current cost of services, collectively across the region, and each authority will be asked to contribute no more than its current budget in year 1 for delivering adoption services. The full business case, to be presented in October 2019, will set out the financial model for the first 3 years of implementation. The intention remains that future spend will be directly in line with activity and totally equitable among partner authorities.
- **HR** – Staff will TUPE transfer (where applicable) or be seconded into Kent as the host authority. The partnership is exploring a number of possible options for the preferred staff transfer mechanism through conversations with other RAAs and internal HR colleagues. The full business case will offer a preferred method and rationale for the transfer of staff into the RAA.

- **Governance and accountability** – The RAA will be underpinned by a partnership and risk sharing agreement, to be agreed by members of the executive board and finance, legal and HR colleagues prior to implementation.

#### 4. Objectives of the model

- 4.1 The RAA will aim to place itself at the forefront of adoption services nationally through provision of the highest quality service and innovative approaches. The region will also be committed to collaborative adoption arrangements that will mean the best interests of children and their adoptive families are secured and kept at the forefront of decision-making. Ultimately, the RAA will mean that we will have even better chances to place children across the region.
- 4.2 The key objectives of regionalisation (as set out by the DfE) are:
- Early identification of children for whom adoption is the right option.
  - Timely placement of all children including sibling groups and older children.
  - Placements which are sustainable with the right support as needed.
  - A sufficient range and number of adopters able to parent children with a wide range of profiles and needs, enabling more children to be placed ‘in house’.
  - Making available a range of different adoption placement types, including early placement approaches such as Foster to Adopt.
  - To have an effective and well performing service which would be reflected in the adoption scorecard.
- 4.3 There is a recognition that adoption services are already operating very well across the region in relation to many of the objectives above. Therefore, the model will ensure, in the worst-case scenario, that services are not disrupted and continue to deliver at the current high standard of performance

#### 5. Financial Implications

- 5.1 The 2018-19 budget for the delivery of adoption services in Kent was £2,905,500. Further financial modelling work is currently taking place to agree a completely accurate financial contribution to the RAA in 2019-20. This work will take place alongside annual budget setting and review in each local authority. It is expected that Kent County Council will contribute no more than their agreed adoption budget for 2019-20. The full detail of this contribution will be presented in the full business case in October.
- 5.2 The RAA will aim to move from current spend to an activity-based spending model by year 3 of implementation. The exact mechanism is still being agreed by the executive board and finance colleagues, but early indications suggest that the spending model will be:
- 100% existing budget in year 1
  - 66% existing budget and 33% activity based in year 2
  - 33% existing budget and 66% activity based in year 3

- 100% activity based in year 4

5.3 From the work completed to date by the finance work stream the following principles are suggested as a basis for the development of the activity-based funding formula:

- There should be no overall increase in spend on adoption services.
- The quality of the service should be at least as good as it is now.
- Interagency fees will be abolished between participating local authorities.
- A transition arrangement to take authorities from current spend to a formula driven spend is acceptable.
- The funding mechanism must be acceptable to all participating local authorities.
- The funding mechanism must be acceptable to the host Local Authority (Kent County Council) .
- It must be transparent, open and based on published data.
- Services not included will be explicitly identified (e.g. Adoption Allowances).

5.4 Interagency fees within the RAA member authorities, will be abolished from the day the RAA goes live, it may be necessary to have a mechanism to recognise the adopter contribution versus the number of children awaiting placement at this point (i.e. if an authority joins with a surplus of adopters they may receive some financial compensation for the work done to recruit and assess them or if they join with a shortfall of adopters to children requiring placements there may need to be an additional charge). The RAA Executive Board will start to monitor performance in these areas ahead of the launch and agree a process for dealing with this issue.

## **6. HR implications**

6.1 HR advice on the emerging model will be sought as the business case is drafted. The report and full business case, scheduled for presentation and sign off in October 2019, will include the HR implications associated with the proposed method of staff transfer into the RAA.

## **7. Legal implications**

7.1 Legal advice on the emerging model will be sought as the business case is drafted. The report and full business case, scheduled for presentation and sign off in October 2019, will include the legal implications of joining the regional adoption agency.

7.2 What is clear at this stage is that there will be a robust partnership and risk sharing agreement that will underpin the model. This agreement will be reviewed and agreed by both the executive board and legal departments in each of the three local authorities.

## **8. Equalities Impact Assessment**

8.1 The next three months of project work will produce both the detailed design of the model and the numbers of staff in scope. At present, it is not possible

to complete an equalities impact assessment as it relies having information on the above. A completed equalities impact assessment will accompany the full business case that is scheduled for presentation and consideration at CYPE Cabinet Committee in October.

## 9. 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 decision to delegate responsibility to the Director of Children's Services and Lead Member for Children's Services to:

- a) Complete the full business case for regionalisation (for presentation and consideration by CYPE Committee in October 2019); and
- b) Formulate the detailed design of the Regional Adoption Agency model (between now and October 2019) in collaboration with Medway Council and the London Borough of Bexley.

## 10. Background Documents

- Appendix 1: Letter from Minister Zahawi – February 2019

## 11. 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:**

**19/00047**

Unrestricted

Key decision: YES

**Subject: Kent, Bexley and Medway Regional Adoption Agency**

**Proposed Decision:**

As Cabinet Member for Children, Young People and Education, I propose to delegate responsibility to the Director of Children's Services and Lead Member for Children's Services to:

- a. Complete the full business case for regionalisation (for presentation and sign off by Cabinet in October 2019); and
- b. Formulate the detailed design of the Regional Adoption Agency model (between now and October 2019) in collaboration with Medway Council and the London Borough of Bexley.

**Reason(s) for decision:**

In March 2016, the government announced changes to the delivery of adoption services setting a very clear direction that all local authorities' adoption services must be delivered on a regionalised basis by 2020. The premise of regionalisation is to:

- Increase the number of children adopted.
- Reduce the length of time children wait to be adopted.
- Improve post-adoption support services to families who have adopted children from care.
- Reduce the number of agencies that provide adoption services, thereby improving efficiency and effectiveness.

It is proposed that a new Regional Adoption Agency (RAA) is created through combining the adoption services for the three authorities of Kent, Bexley and Medway. These agencies wish to build on the success of their existing services to improve performance in meeting the needs of children who require permanence through adoption, by bringing together the best practice from each authority within the RAA. It is proposed that Kent will be the lead authority for the RAA.

The Kent, Bexley and Medway RAA intend to use the Department for Education criteria to guide the outline scope and delivery of the model.

**Equality Implications**

The next three months of project work will produce both the detailed design of the model and the numbers of staff in scope. At present, it is not possible to complete an equalities impact assessment as it relies having information on the above. A completed equalities impact assessment will accompany the full business case that is scheduled for presentation and sign off at Cabinet Committee in October.

**Financial Implications**

The 2018-19 budget for the delivery of adoption services in Kent was £2,905,500. Further financial modelling work is currently taking place to agree a completely accurate financial contribution to the RAA in 2019-20. This work will take place alongside annual budget setting and review in each local authority. It is

expected that Kent County Council will contribute no more than their agreed adoption budget for 2019-20. The full detail of this contribution will be presented in the full business case in October.

The RAA will aim to move from current spend to an activity-based spending model by year 3 of implementation. The exact mechanism is still being agreed by the executive board and finance colleagues, but early indications suggest that the spending model will be:

- 100% existing budget in year 1
- 66% existing budget and 33% activity based in year 2
- 33% existing budget and 66% activity based in year 3
- 100% activity based in year 4

From the work completed to date by the finance work stream the following principles are suggested as a basis for the development of the activity-based funding formula:

- There should be no overall increase in spend on adoption services.
- The quality of the service should be at least as good as it is now.
- Interagency fees will be abolished between participating local authorities.
- A transition arrangement to take authorities from current spend to a formula driven spend is acceptable.
- The funding mechanism must be acceptable to all participating local authorities.
- The funding mechanism must be acceptable to the host Local Authority (Kent County Council) .
- It must be transparent, open and based on published data.
- Services not included will be explicitly identified (e.g. Adoption Allowances).

Interagency fees within the RAA member authorities, will be abolished from the day the RAA goes live, it may be necessary to have a mechanism to recognise the adopter contribution versus the number of children awaiting placement at this point (i.e. if an authority joins with a surplus of adopters they may receive some financial compensation for the work done to recruit and assess them or if they join with a shortfall of adopters to children requiring placements there may need to be an additional charge). The RAA Executive Board will start to monitor performance in these areas ahead of the launch and agree a process for dealing with this issue.

### **Legal Implications**

Legal advice on the emerging model will be sought as the business case is drafted. The cabinet report and full business case, scheduled for presentation and sign off in October 2019, will include the legal implications of joining the regional adoption agency.

There will be a robust partnership and risk sharing agreement that will underpin the model. This agreement will be reviewed and agreed by both the executive board and legal departments in each of the three local authorities.

### **Cabinet Committee recommendations and other consultation:**

A report on the regional adoption agency was originally brought to the Kent Children's Health and Social Care Cabinet Committee on 6th September 2016. The recommendation and decision was to consider the content of the report and endorse in principle the proposal to enter into formal dialogue with Medway Council and the London Borough of Bexley with a view to establishing a Regional Adoption Agency.

A report was brought to the Children's, Young People & Education Cabinet Committee on 7th September 2017. This report asked the Committee to endorse the progress of partnership working and the continued development of a Regional Adoption Agency with the London Borough of Bexley and Medway Council.

A report will be presented to the Children's, Young People and Education Cabinet Committee will consider the decision on 28 June 2019.

### **Any alternatives considered and rejected:**

All alternatives have been explored and the creation of a regional Adoption Agency between Kent, Medway

and Bexley is the preferred option as explained in the report to the Children and Young People Cabinet Committee on 28 June 2019.

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

.....  
**signed**

.....  
**date**

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**Nadhim Zahawi  
MP  
Parliamentary Under-Secretary of State for Children and  
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Directors of Children's  
Services, RAA heads of  
service

19 February 2019

Dear Colleagues

I would like to update you about progress on the Regional Adoption Agency (RAA) programme and to provide feedback from our recent conversations with all developing projects. Thank you to all these projects for taking the time to participate in this 'checkpoint' process.

Good progress is being made towards the Government's expectation that all local authorities become part of an RAA by 2020. We now have 12 live projects covering a third of local authorities and another 18 scheduled to go live between April and June 2020. This is a huge achievement and reflects a tremendous amount of hard work and commitment across local authorities and partners to put in place the best services possible for children and families affected by adoption. Officials are working with the small number of local authorities yet to join the programme, and I look forward to receiving an update on their progress by the end of April.

In November last year, the first cohort of RAA leaders began the RAA leadership and development programme; a second cohort will begin later in the year. The RAA leaders' group meets regularly to discuss system wide issues and to work through challenges.

### **What progress has been made in regionalising adoption?**

Almost all local authorities are now involved in an RAA project. While it is still early days, a range of qualitative data is becoming available, from Ofsted

inspections and the Inception and Scoping Report from Ecorys UK / the Hadley Centre. The latter found that there are early signs of positive adopter feedback, and improved adopter recruitment. Linked to this, some RAAs have been able to improve the support for adopters.

During the checkpoint process, developing projects shared with us their approach to designing recruitment, matching and support services. Based on what we have learnt from these conversations, and from the 12 established RAAs, there are a number of approaches that some or many RAAs are adopting that I would encourage all projects to follow. Our experience is that these should help to support effective RAAs which maximise their positive impact on children and families:

- The evidence suggests that the best performance is to be had where RAAs are involved at the earliest stages in "permanency" planning for children where adoption is a possibility, and that they are helping many local authorities improve the quality of this vital work to enable them to develop strategies for targeting adopter recruitment.
- The best match for a child can be secured most quickly where RAAs have mechanisms in place to purchase inter-agency placements promptly, and where a national search takes place as early as possible. Some RAAs include Voluntary Adoption Agencies (VAA) partners at matching panels.
- The adoption support offer is effective where this is provided from the first point of contact and there is strong partnership working with health and education colleagues.
- RAAs are developing a thorough understanding of the quality of local services and tell us that this helps them to work with partners to design their commissioning strategy.
- RAAs and local providers say that stability of provision helps to plan support services; an important element in this is ensuring that payments are made promptly for support or other services provided by other agencies. Late payments have a serious impact on cash flow for VAA's which can destabilise even well-established agencies. The Government has issued guidelines on prompt (within 30 days) payments to SME's from all government agencies which we would expect RAA's to be able to meet too.
- To help support innovation, agencies from the voluntary sector are engaged with the planning, both in the development phase of the project and after the RAA has gone live.

During the checkpoint conversations, several projects asked for information on:

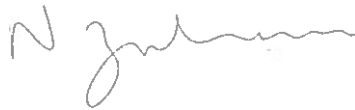
- The future of the Adoption Support Fund (ASF). The Secretary of State announced in December 2018 £6m additional funding for the current year and an additional £6m for 2019-2020; we want RAAs to maximise their use of the ASF. The Government will continue to work closely with the sector to consider long-term children's services funding as part of the 2019 Spending Review, when the government will set out its long-term spending approach.

- What delivery models are acceptable to DfE. The criteria are attached. The model agreed by RAAs will depend on local circumstances and the particular local authorities involved. However, in order to secure the benefits that we are seeing from regionalisation, it is important that the new agency is in a position to act as a single entity on behalf of the individual authorities. The RAA should be responsible for delivering or commissioning the core functions - recruitment, matching and support, underpinned with a pooled budget - and have in place a single line of accountability to enable prompt decision-making.

We are looking at comments from projects during the checkpoint process about future learning and development needs and the policy team is working with our delivery partner to develop the next phase of these opportunities; they will share these with you as soon as possible.

Once again, I am grateful for your time in the checkpoint process and your ongoing commitment to delivering better outcomes for children.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'N. Zahawi', written in a cursive style.

**Nadhim Zahawi MP**  
**Parliamentary Under-Secretary of State for Children and Families**

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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 – 28<sup>th</sup> June 2019

**Subject:** **Special Provision Capital Fund**

**Classification:** **Unrestricted**

**Past Pathway of Paper:** None

**Future Pathway of Paper:** Proposals requiring a key decision will be brought to the Children’s, Young People and Education Cabinet Committee at a later date.

**Electoral Division:** All

**Summary:** The paper outlines the proposal to use the Special Provision Capital Fund to increase Autistic Spectrum Provision across the County and the outcome of the public consultation to this effect.

**Recommendation(s):**

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

- a) note the outcome of the consultation.
- b) comment on the proposal to use the Special Provision Capital Fund to increase Autistic Spectrum Disorder (ASD) Provision across the County, whilst noting that key-decisions on the matter would be submitted to the Cabinet Committee at a later date.

**1. Introduction**

1.1 In 2017 Central Government announced an initiative to provide capital funding to local authorities to support the provision of SEND places. Kent was allocated £6.6m, spread over three financial years - 2018-19, 2019-20 and 2020-21. In 2019, Government announced further funding, with Kent receiving an extra £4.6m taking the total received to £11.2m

1.2 The capital allocation can be used:

- Create new (additional) places at good or outstanding provision.
- Improve facilities or develop new facilities.
- Expand existing provision, including at the same site or at a different site.
- Reconfigure provision to make available space for additional places or facilities.
- Re-purpose areas so that they meet the needs of pupils with special educational needs and disabilities.

- Other capital transactions that result in new (additional) places or improvements to facilities.
- Investing in provision that is located in another local authority where this supports providing good outcomes for children in their area.

1.2 This report informs Members on the progress of the projects funded by the initial allocation in 2017, how we propose to use the second tranche of £4.6m to increase ASD provision, the reasons for this proposal and the results of the public consultation on this proposal.

## 2. Progress on Initial Projects

2.1 In 2017, the first tranche of funding was allocated towards three projects:

### i) Meadowfield School

Meadowfield School is a special school in Sittingbourne for pupils with Profound, Severe and Complex Needs (PSCN). Swale District has one of the highest prevalences of EHC plans of all Kent districts. As the sole special school in the District it was under extreme pressure to admit additional pupils. The Special Provision Capital Fund partially funded the expansion of the School from 209 places to 348 places and to add nursery provision. Phases 1 and 2 have been completed. Phase 3 commences after Easter 2019 which will provide the final elements of the accommodation needed.

### ii) Whitfield Aspen Primary School

Dover does not have a dedicated special school for pupils with PSCN. The Specialist Resource Provision (SRP<sup>1</sup>) at Whitfield Aspen School, known as Aspen 1, provides for this need type. It offers a unique inclusive environment. The popularity of the SRP with parents means the SRP is consistently oversubscribed. To meet the growing needs of primary aged pupils locally, the School is expanding onto a satellite site (opening in 2020). The Special Provision Capital Fund has enabled 8 new classrooms to be planned into the satellite site, increasing the number of specialist places offered in the Aspen provision to 112. The new classrooms are expected to be completed for September 2020.

### iii) Stone Bay School

Stone Bay is a special school in Broadstairs. It is the County's only maintained special school for pupils with ASD and Severe Learning Difficulties (SLD). The expansion has supported meeting the rising demand for places, by creating new KS2 classes to accommodate a further 14 pupils.

## 3. Proposed allocation of the additional funding

3.1 In order to access the additional funding, KCC is required to update and publish how we propose to use the Special Provision Capital Fund, and to consult stakeholders on the proposals. The consultation ran between 01 May 2019 and 05 June 2019.

The 'Special Provision Plan' plan can be accessed via the link:

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<sup>1</sup> Specialist resourced provisions (SRPs) support pupils with education, health care plans who require a level of specialist teaching not usually available in a mainstream school. Some of the additional resourcing and skills available through the SRP can thrive in the mainstream environment.

- 3.2 We propose to use the additional funding to support the commissioning of additional specialist provision for pupils with ASD. This supports our agreed strategy, as set out in the Commissioning Plan for Education Provision in Kent 2019-23 and the SEND Strategy 2017-19.
- 3.2 The Commissioning Plan for Education Provision in Kent 2019-23 (KCP) identified the demand for SEND provision across the County and how we intended to address that demand over the next three years. It identified that ASD continues to be the most prevalent and fastest growing need type across the County. As of January 2018, ASD as the primary need type accounted for 40% of all Education, Health and Care plans in Kent compared to the national figure of 28.2%. Increasingly, our special schools of all designations are seeing an increase in the numbers of pupils for whom ASD is their primary need. Additional ASD provision across the County will enable more pupils with ASD to attend provision specifically tailored to meet their needs which in turn will release provision for pupils with other need types in existing special schools.
- 3.3 Figure 1 outlines the number of ASD places commissioned in SRPs and special schools across the four areas of the County for September 2019. It shows a disproportionate spread of provision, with significantly fewer specialist places for pupils with ASD in the South of the County (Ashford, Dover and Folkestone and Hythe Districts) than other areas.

Figure 1: Number of ASD places by Area in Kent as of September 2019

Area	ASD Places commissioned for September 2019		
	SRP places	Special School Places	Total places September 2019
North	107	76*	183
South	48	0	48
East	103	256	359
West	97	316	413
<b>Total places</b>	<b>355</b>	<b>648</b>	<b>1003</b>

\*These places are located at the satellite of Broomhill Bank School. The Main School site is based in Tunbridge Wells (West Kent).

- 3.4 The Commissioning Plan set out where we expect ASD places to be added by 2022-23 (Figure 2). The majority of these will be provided by free schools approved by the DfE (Snowfields Academy, a 168 ASD provision in Maidstone and The Aspire Free School, a 168 place provision in Swale). The proposal for the additional Special Provision Capital Fund money is to focus on the South of the County which has least provision, and on SRPs to increase the range of provision available to parents.

Figure 2: Additional ASD places to be commissioned by 2022-23

Area	Additional ASD places planned
North	40
South	182
East	238

<b>West</b>	<b>183</b>
<b>Total places</b>	<b>643</b>

#### **4. Outline of individual proposals**

4.1 Three of the five proposals have already been reported to the Children's, Young People and Education Cabinet Committee and approved by the Cabinet Member for Children, Young People and Education. These being the construction of new schools (which included ASD SRPs), at Chilmington Green PS (Ashford) and Ebbsfleet Green PS (Dartford), and the opening of a SRP at East Borough PS (Maidstone). The further two proposals, a new 168 place ASD provision at the former Walmer Science College (Dover) and the SRP at Garlinge PS (Thanet) are subject to statutory school organisation processes. A report on both proposals outlining any decisions to be made will be brought to the CYPE CC.

##### **Proposal 1: Commissioning a new 168 place ASD provision in Dover District within the former Walmer Science College buildings.**

There is no ASD specialist provision in Dover, indeed the South of the County has the lowest number of specific specialist ASD places of all areas. Presently pupils with ASD as their primary need, who require specialist provision are either attending one of the District special school provisions which offer excellent support to pupils with a wide variety of need types, are being supported in the independent sector within the District or are travelling out of the District for their education.

Our proposal is to commission a 168 place ASD provision located in the former Walmer Science College. Presently the buildings are unoccupied, with the exception of the Phoenix Centre which is home to the pupil referral unit for Dover and Thanet, the Enterprise Learning Alliance. A new special school for ASD will enable pupils to receive specialist support in a provision specifically adapted for pupils with ASD. The provision could be either part of a Profound, Severe and Complex Needs school (a satellite<sup>2</sup>), or a standalone school for pupils with ASD. A further, more detailed report, will come to the CYPECC for comment in the 2019-20 academic year.

##### **Proposal 2: Open a new ASD specialist resourced provision at Chilmington Green Primary School, Ashford.**

The pressure for primary specialist ASD places in Ashford is growing. Presently, pupils in need of specialist ASD provision in the District are accommodated within either a special school, the independent sector or the one primary school with an ASD SRP (Ashford Oaks Primary School).

The need for further specialist ASD provision is to be addressed through the addition of a 14 place SRP for ASD in Chilmington Green Primary School. This school opened in September 2018 in temporary accommodation. The staff and pupils will transfer to the permanent accommodation on the Chilmington Green development in September 2020 at which point the SRP will open.

##### **Proposal 3. Open a new ASD specialist resourced provision for primary aged pupils at East Borough Primary School, Maidstone.**

<sup>2</sup> Satellite provisions are extensions to schools on a separate site.

Maidstone District has one primary school with an ASD SRP (Langley Park Primary Academy). This provision is under pressure. The addition of a further SRP will afford more Maidstone District primary aged pupils, who would benefit from the additional specialist support, the opportunity to attend a mainstream school rather than specialist provision.

**Proposal 4. Open a 32 place ASD specialist resourced provision at Garlinge Primary School, Thanet.**

Presently, there are two special schools in Thanet that are designated for ASD (Laleham Gap and Stone Bay). Both schools are significantly under pressure. There is no specialist provision within mainstream primary schools. The addition of a SRP at Garlinge Primary School will offer an alternative for those pupils where a mainstream school would be the most suitable provision, subject to the additional support a SRP can offer. A statutory school organisation process has to be completed including a public consultation. The results of this will be reported to the CYPECC in the 2019-20 academic year.

**Proposal 5. Open a 15 place ASD specialist resourced provision for primary aged pupils at Ebbsfleet Green in the Ebbsfleet Development, Dartford.**

Dartford District will be subject to significant house building in future years. Up to 10,000 homes are planned within the Ebbsfleet Valley development, which is already well underway. The pressure for specialist ASD provision is already being felt within the development and across the District as a whole. This can be supported initially by commissioning a 15 place ASD SRP provision in the new primary school (opening September 2020). Opening this provision will enable pupils in need of specialist ASD provision to attend a school within their home locality.

**5 The consultation process**

5.1 The consultation period ran between Wednesday 01 May 2019 and Wednesday 05 June 2019. The consultees included:

- Parents and carers of children with SEN and disabilities (via schools and the Space 2 be Me charitable organisation)
- Schools, FE colleges and independent provisions
- KCC members
- Neighbouring local authorities
- Clinical Commission Groups

5.2 37 responses to the consultation have been received. The consultees were given the opportunity to respond to each of the proposals separately with figure 3 outlining the number of responses to the individual proposals. A summary of the comments received in can be found in Appendix 1. The responses to the proposal to commission a 168 ASD provision in Dover were overwhelmingly positive with 35 responses for and none against. However, around one quarter of the responses to the proposals for SRPs were against the proposals. Comments received would suggest that there is a lack of clarity around the roles and responsibilities of the SRP and that there is the need for a clear strategy as to the role of SRPs in the future.

It is our view that SRPs are a critical element of the SEND strategy. When working effectively they offer excellent support to the pupils on roll, are able to support the wider workforce within the host school and contribute to the overall expertise in the district. However, it is clear that following this consultation, and the recent SEND

inspection, we need to ensure that the role and remit of the SRPs is clear not only within the provision itself but also to schools, officers and parents across the County.

Figure 3: Responses to the consultation

Proposal	Yes	No	Undecided	Total responses
1- 168 place provision in Dover	35	0	2	37
2- ASD SRP at Chilmington Green PS	21	8	4	33
3- ASD SRP at East Borough PS	20	7	6	33
4- ASD SRP at Garlinge PS	20	8	5	33
5- ASD SRP at Ebbsfleet Green PS	20	7	6	33

## 6. Financial Implications

- 6.1 a. Capital – The Special Provision Capital Fund provides additional money to support the Council deliver the school places required to meet the needs of those children and young people with special educational needs. The initial tranche of £6.6m is included in the CYPE basic need budget with the further £4.6m to follow. Agreement to meeting the costs of the individual projects proposed in this paper will be sought via the normal governance processes.
- b. Revenue – Special school and SRP places will be funded in line with the Primary and Secondary Schools Funding Guidance 2019-20.
- c. Human – Schools will appoint additional staff as required, as the school size increases, and the need arises.

## 7. Vision and Priorities for Improvement

- 7.1 The proposals will help to secure our ambition that “Every child and young person should be able to go to a good or outstanding Early Years setting and school, have access to the best teaching, and benefit from schools and other providers working in partnership with each other to share the best practice as they continue to improve” as set out in Vision and Priorities for Improvement 2018-2021.

## 8. SEND Strategy 2017-19

- 8.1 This proposals supports two of the overarching aims of the SEND Strategy 2017-19:
- Improve the educational, health and emotional wellbeing outcomes for Kent’s children and young people with SEN and disabilities.
  - Address the gaps in provision for children and young people with SEN and disabilities, improve the quality of provision, develop the broadest range of providers, and encourage a mixed economy of provision.

## 9. Equalities Impact Assessment

- 9.1 An Equality Impact Assessment (EIA) 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. However, our work on the EIA has identified possible indirect discrimination of children with ASD in the following groups: Girls, Black, Asian and Minority Ethnic (BAME) groups or those children and young people in families with strong religious or cultural beliefs. Research recently published by the National Autistic Society would suggest that children and young people in these protected groups are less likely to receive an ASD diagnosis. Consideration will be given to this issue as we review KCC’s SEND Strategy, (due

for review this year). We will review the current training offer to further support knowledge and understanding of the potential presentation of ASD characteristics in these protected groups.

## 10. Recommendation(s)

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

- a) note the outcome of the consultation.
- b) comment on the proposal to use the Special Provision Capital Fund to increase Autistic Spectrum Disorder (ASD) Provision across the County, whilst noting that key-decisions on the matter would be submitted to the Cabinet Committee at a later date.

## 11. Background Documents

11.1 Vision and Priorities for Improvement

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

11.2 'Working Together, Improving Outcomes' Kent's Strategy for Children and Young People with Special Educational Needs and Disabilities 2017-2019

[https://www.kent.gov.uk/\\_data/assets/pdf\\_file/0012/13323/Strategy-for-children-with-special-educational-needs-and-disabilities.pdf](https://www.kent.gov.uk/_data/assets/pdf_file/0012/13323/Strategy-for-children-with-special-educational-needs-and-disabilities.pdf)

11.3 Commissioning Plan for Education Provision in Kent 2019-23

<http://www.kent.gov.uk/education-and-children/schools/education-provision/education-provision-plan>

## 12. Contact details

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## Outline of comments received during the consultation period

Proposal 1: Commissioning a new 168 place ASD provision in Dover District within the former Walmer Science College buildings.

### Comments in agreement:

- *I support/fully support, agree with the need for this proposal (10 comments)*
- *We need ASD provision in Dover District as currently the only types of provision are for Social, Emotional and Mental Health needs and the Profound, Severe and Complex Needs SRP at Whitfield Aspen.*
- *Additional SEN places are needed to ensure independent specialist provisions are not used where LA provision doesn't exist. This is a huge drain on finances and isn't always a suitable educational offer. (2 comments)*
- *There is no provision for ASD pupils in this area while an increasing number of children are being diagnosed with ASD. This puts a huge strain on mainstream schools.*
- *Children are not receiving appropriate provision and even if they have specialist provision named on EHCPs and Educational Psychologist reports as there is no space for them. This had an adverse effect on these children and their peers.*
- *There is a lack of secondary provision for ASD children in the area and too many children are attending independent provisions, costing the LA far too much money.*
- *Specialist provision would allow our ASD pupils to access provision close to their home, and local schools would be able to benefit from the specialism through professional development.*
- *The Walmer School site consists of good quality buildings and grounds and is in desperate need of being harnessed and used effectively. An all-through provision would be highly desirable. If the proposal would be to use the site as a multi-use provision (ASD, Complex Needs, PRU) then I feel that the quality of provision for ASD would risk becoming less precise and specialist.*
- *We are in desperate need of this specialist support in the area. Currently, children are either in mainstream or a specialist provision (which is not suited for their needs) where their wellbeing is low, and anxieties are increased. We have a school site that is not being used and could be utilised for substantial impact.*
- *Currently pupils with ASD in the Dover District are often schooled and provided transport to Thanet provision ASD specialised units. If this District had some provision it would reduce the pressure on Thanet also which then may not require additional provision at Garlinge Primary School.*
- *The provision would increase support for parents/carers of pupils with ASD and would enhance the understanding of ASD across the community.*
- *There is a significant imbalance in provision for ASD across the county, and this is most evident in the South area, where there is currently no specialist school, other than that provided by the (still relatively few) number of SRP places.*
- *Have other sites been considered and if so where?*
- *Has any consideration been given to the development of a 'Free School' provision in Dover?*

### Comments undecided

- *We believe that to meet the needs of children and young people with Autism a distinct, specialist provision has the best opportunity to create the education environment to meet those children and young people's needs.*



- *We know that the number of children and young people with a primary need of Autism who are educated in independent schools is high. We are also aware that long journey times for children and young people with Autism often poorly punctuates a school day and hence their educational experience. As a communication and interaction school meeting the needs of over 180 children with autism, located within 14 miles from Walmer, we would welcome the opportunity to collaboratively work with and support this school if it should be commissioned. As a governing body we consider that this can be best achieved working through an established network of specialists such as KSent.*

Responses to SRP proposals.

#### *Comments in agreement*

- *There is a real need for more schools across Kent to have the best provision for children with ASD as the number of children with ASD is increasing, so it would be wonderful to see all these schools increasing or opening up new provisions for ASD.*
- *(In regard to Chilmington Green) there are very few primary places in this area and central area to get to for West and South Kent. Adding provision would reduce the need to buy place in independent schools. (2 comments)*
- *(In regard to East Borough) Although the situation in West Kent does not appear as acute as in the South, it is clear that there is a need for increased provision for primary aged pupils in the area in order to ease the pressure on the existing SRP.*
- *(In regard to Garlinge) Because of the range of needs demonstrated by pupils with ASD, the proposal to increase provision to provide specialism for children who may be able to thrive in an SRP within a mainstream school should be supported. This will complement the provision for children with more complex needs in the two special schools in the area.*
- *(In regard to Ebbsfleet Green) There is the need for specialist provision in the area, based around the significant growth in housing that will put further strain on provision that is already stretched.*

#### *Comments from those undecided and against the SRPs:*

- *(In regard to the proposal for the SRP at Chilmington Green) Undecided due to lack of knowledge of the Service Level Agreement and how the funds are allocated for outreach/in reach provision into the district. Recent SRPs have been inaccessible to the district's children and schools and if this is due to lack of capacity perhaps a review of the SRP approach would be sensible before committing funds time and energy to this model.*
- *Seems to be a lack of clarity over the role of SRPs by the LA. (2 comments)*
- *When children are given an EHCP and need some sort of specialist provision, the local officers are not routinely recommending SRPs as a viable and appropriate alternative to special schools or independent placements.*
- *There needs to be a clearer strategy about the purpose and future roles of SRPs in the SEN local offer for all SEN designations. Expansions such as these should form part of that. Heads and senior staff working in SRPs should be part of a consultation alongside the LA officers as part of this work. (2 comments)*
- *With the recent poor outcomes from the joint commission inspection, it would be an ideal opportunity for KCC to review the roles and responsibilities of SRPs and to be clear that SRPs have a future in the provision of pupils with identified special need before it creates multiple new sites. Input from Head teachers and SENCOs is essential as it will provide far greater evidence for future structures of SEN provision across Kent rather than isolated consultations such as this.*

- *Primary places are being created, where will pupils go at secondary level? (3 comments)*
- *(In regard to the SRP at Ebbsfleet Green PS) Could this wait, whilst areas already under pressure are addressed.*

**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 – 28<sup>th</sup> June 2019

**Subject:** **National and Local Developments affecting Alternative Provision and Pupil Referral Units and KCC consultation to change the existing alternative provision funding model**

**Classification:** Unrestricted

**Past Pathway of Paper:** N/A

**Future Pathway of Paper:** N/A

**Electoral Division:** All

**Summary:**

Kent's Pupil Referral Units and Alternative Provision (PRU/AP) system was reformed in 2013-15 to address the issues of unsustainable demand for PRU placements due to the high number of pupils being permanently excluded by Kent schools. The new PRU model has been effective in managing demand through more outreach and preventative work and the PRU Attendance and Inclusion Service has helped develop increased inclusivity in schools.

In December 2018 a consultation was launched by CYPE with Headteachers and schools to address challenges of inconsistency in performance, value for money and accountability across the spectrum of alternative provision.

In March 2018, the Department for Education (DfE) issued policy guidance which set out the Government's vision for alternative provision and outlined its reforms to raise standards and improve outcomes for all children in alternative provision.

**Recommendation(s):**

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

- 1) note the national and local drivers for PRU/AP reform; and
- 2) note the proposed change to Kent's PRU/AP funding model

## 1. Introduction

- 1.1. Local Authorities have a legal duty to make suitable educational provision for pupils who have been permanently excluded from schools or who are unable to access mainstream education due to medical or mental health conditions.
- 1.2. The Government issued statutory guidance on Alternative Provision and PRU reform in 2013, when there was an unsustainable level of demand for PRU placements due to the high numbers of permanent exclusions both nationally and in Kent.
- 1.3. Alternative provision refers to education a pupil receives away from their school, arranged by local authorities or by the schools themselves.
- 1.4. As a response, Kent PRUs and Kent Health Needs Education Service KHNES system underwent a significant transformation between 2013 -15.
- 1.5. After a public consultation, Kent County Council re-organised the original eight PRUs for behaviour needs and three Health Needs Education Services for physical and mental health needs. Following this transformation programme, by October 2015 the number of behaviour PRUs was reduced from eight to six with Health Needs Education Services merged into one Kent Health Needs Education Service.
- 1.6. Swale Inclusion Service (PRU) subsequently closed in September 2018, moving to a devolved district model of AP delivery.
- 1.7. As a result, there are broadly three models under which the re-organised PRUs currently operate:
  - a) **Devolved model** - in the devolved Districts of Canterbury, Ashford and Swale there is no DfE registered PRU and local secondary schools use the High Needs Block PRU funding to support schools' internal inclusion strategies and interventions. Each secondary school in a devolved District(s) model signs up to a binding Service Level Agreement with Kent County Council, ensuring that the Local Authority's legal duties are delivered through the school's internal provision and interventions.
  - b) **Delegated model** – in the delegated Districts of Thanet and Dover and Tonbridge and Tunbridge Wells, there is a DfE registered PRU. The High Needs Block PRU funding is fully delegated to the PRU Management Committee who sign a Service Level Agreement with Kent County Council to ensure the Local Authority's legal duties related to excluded pupils are delivered via the PRU service.
  - c) **Mixed model** - Subsequently, a third model emerged in Maidstone and Malling, Folkestone and Hythe and Dartford and Gravesham that maintains a reduced size local PRU while devolving a proportion of PRU funding directly to the secondary schools in the District(s). This model promotes inclusive practice in schools but also recognises the need for students to occasionally be educated offsite in a designated DfE registered provision.

This type of arrangement also requires all of the schools in the local area to be signed up to the model under a Service Level Agreement.

## **2. How Kent County Council fulfils its legal duty related to exclusion**

- 2.1. Local Authorities have a legal duty to provide suitable full-time education to every pupil who has been permanently excluded from school – ‘sixth day provision’.
- 2.2. There are two main approaches that Local Authorities use to fulfil this legal duty:
  - a) placing a permanently excluded pupil in a PRU or
  - b) working in partnership with schools to find suitable alternatives to permanent exclusion, such as time out placements, managed or directed moves.
- 2.3. Before the PRU transformation in 2013- 15, schools were reporting concerns that Kent PRUs did not meet schools’ needs. Even though capacity within the range of provision had been increased to 900 places, reports demonstrated that most arrangements were full by the October of any given new school year.
- 2.4. As a result of the Early Help and Preventative Services restructure in 2015 the newly formed PRU, Inclusion and Attendance Service (PIAS) worked with the School Improvement Team to refocus on prevention and empowering schools with a strategic aim to better manage demand and to reduce exclusions.
- 2.5. Evidence reported to DfE by Kent shows that most PRUs in Kent have reduced the number of placements while increasing their capacity for outreach support and advice in schools, with the impact of empowering schools to be more inclusive in terms of behaviour management and discipline policy.
- 2.6. In addition, within the period of four years, the total number of pupils attending PRUs has been reduced from 896 in Autumn 2014 to 414 Autumn 2018 (excluding Health Needs).
- 2.7. The number of permanent exclusions from secondary schools has been reduced from 120 in 2014 to 46 in 2017/18, the best in the South East Region.
- 2.8. Kent’s preventative approach to reducing permanent exclusion and reforming PRUs was recognised in the DfE national survey of PRUs in October 2018 and by the recent ISOS report into best practice nationally.

## **3. Performance of PRUs**

- 3.1. After the PRU reorganisation, a Quality Assurance Framework was introduced in 2016 with the School Improvement Team taking the lead to regularly monitor, support and advise PRUs on Leadership and Management, the quality of teaching and learning as well as the Ofsted readiness.

- 3.2. A dedicated PRU Board meets once every school term, (six times a year), chaired by the Director of Integrated Children’s Services to gain oversight and to make decisions to raise quality of PRU services.
- 3.3. Currently in Kent there are five DfE registered PRUs and one Health Needs Education Service which are subject to Ofsted inspection.
- 3.4. As of April 2019, Ofsted inspection grades for the six provisions are as follows:
- i. 1 x Outstanding (Two Bridges School serving Tunbridge Wells, Tonbridge and Sevenoaks)
  - ii. 2 x Good (Enterprise Learning Alliance serving Thanet and Dover; Birchwood PRU serving Folkstone and Hythe)
  - iii. 2 x Requires Improvement (Maidstone Alternative Provision Service serving Maidstone and Malling; Kent Health Needs Education Service covering whole Kent)
  - iv. 1 x Inadequate (North West Kent Alternative Provision Service serving Dartford and Gravesham)
- 3.5. Focussed support has been provided by the School Improvement Team to improve the quality of teaching and learning at the PRUs that have been judged as “Requires Improvement” or “Inadequate”; and regular formal and informal monitoring visits from both Ofsted and the school improvement service demonstrate that good progress is being made across all provisions.
- 3.6. Kent County Council is one of the very few Local Authorities to maintain its position of requiring every pupil in the PRU to be dual rolled with their mainstream school, unless in exceptional circumstances. This in effect places a condition of receiving PRU funding, requiring mainstream schools to keep pupils on roll while they are placed in a PRU. This position is held on the basis of evidence showing that the dual-rolling of PRU pupils strengthens the connection between pupil and school and encourages reintegration.

#### **4. The Cost of Pupil Referral Units in Kent**

- 4.1. In Kent, PRUs and Alternative Provision have an overall annual expenditure of £11.5m covering both the delegated model with a DfE registered PRU and the devolved model in which schools use the PRU funding for school-based interventions and the inclusion collaboration without a registered PRU.
- 4.2. In 2018/19, £4.9 m of the annual expenditure was devolved to schools to support inclusive practices.
- 4.3. Nationally the average cost per PRU pupil a year is £18,000 although the cost varies significantly between different Local Authority areas.
- 4.4. The latest data collection indicated an actual number of pupils placed at the five behaviour PRUs is 414. These places are funded by the remaining £6.5 m resulting in an average cost per pupil placement of £15,700. However, calculations vary by PRU with two provisions exceeding the national figure.

- 4.5. To understand this variance one factor which needs to be considered, is the level of additional outreach and primary support offered. Some PRUs have been more successful in increasing the levels of outreach provided to schools thereby reducing the need to refer a student to PRU provision and diverting more resources to fund outreach work.
- 4.6. In the devolved areas that do not keep a DfE registered PRU and the local secondary schools use the devolved PRU funding for schools' inclusion work, the LA has less success in establishing the actual number of pupils the schools are supporting with the PRU funds, hence the need for a more robust accountability measure than the current SLA signed between the LA and the schools provides.

## **5. The Drivers for Further Improvement**

- 5.1. The Local Authority is clear in its expectation that schools in districts should work collaboratively and use their allocations flexibly to meet the needs of all children in their district, those of primary school age as well as secondary age.
- 5.2. In December 2018 a consultation was launched by CYPE with Headteachers and schools to address challenges of inconsistency in performance, value for money and accountability across the spectrum of alternative provision.
- 5.3. The LA wishes to raise standards and improve outcomes for all children and believes this is best achieved by putting the resources in the hands of the education experts, the local schools, to work collaboratively together to develop solutions for their young people. Evidence of excellent practice in the county includes fully devolved collaborations, no permanent exclusions and high levels of support and reintegration rates.
- 5.4. National Drivers for Reform: In March 2018, the DfE issued policy guidance which set out the Government's vision for alternative provision and outlined its reforms to raise standards and improve outcomes for all children in AP. The roadmap that the Government set out in the Guidance aims to ensure that:
- The right children are placed in alternative provision
  - Every child in alternative provision receives a good education
  - Every child can make a successful transition out of alternative provision
  - Alternative provision becomes, and is recognised as, an integral part of the education system
  - The system is designed to achieve high quality outcomes for children and value for money for the taxpayer
- 5.5. The Prime Minister announced the intention to launch a review of school exclusion in October 2017, in response to the Race Disparity Audit. Edward Timpson was announced to independently lead the review in March 2018, which set out to explore how schools use exclusion and why certain groups of children, including children in need, those in care, as well as those with SEND or from certain ethnic groups, are more likely to be excluded.

- 5.6. New analysis conducted for the Review shows that some pupil and school characteristics are associated with greater risk of exclusion, even after controlling for other factors which could influence exclusions. In particular:
- 78% of pupils who are permanently excluded either have SEN, are classified as in need or are eligible for free school meals. 11% of permanently excluded children have all three characteristics
  - Boys with social, emotional and mental health difficulties (SEMH) but no statement were around 3.8 times more likely to be permanently excluded than a non-SEN child
  - Disadvantage is strongly associated with exclusion. Children in receipt of Free School Meals were around 45% more likely to be excluded than other pupils
  - Black Caribbean were around 1.7 times more likely, and Mixed White and Black Caribbean children were around 1.6 times more likely, to be permanently excluded compared to White British children. Indian and Bangladeshi pupils are around half as likely to be permanently excluded
  - Children on a Children in Need Plan are around 4 times more likely to be permanently excluded compared to those with no social care classification.
  - Children who have a Child Protection Plan are around 3.5 times more likely to be permanently excluded, and children who are looked after are around 2.3 times as likely to be permanently excluded than children who have never been supported by social care
- 5.7. The review makes 30 recommendations to Government as it highlights variation in exclusions practice across different schools, local authorities and certain groups of children. It highlights current AP quality as 'unreliable' and outcomes 'poor'.
- 5.8. The Local Authority is clear in its expectation that schools in districts should work collaboratively to meet the needs of all children in their district, those of primary school age as well as secondary age including those challenging learners awaiting the outcome of an Education, Health and Care Plan (EHCP) assessment.

## **6. KCC consultation on any future funding model**

- 6.1. Before considering the potential range of funding options that exist for AP within Kent, it is necessary to understand the current funding model and why this then needs to be broken down into two different stages.
1. The first stage involves allocating the total Alternative Provision budget between districts.
  2. The second stage involves the allocation within each district depending on the agreed model of operation.
- 6.2. In order to address some of the ongoing challenges outlined above, CYPE ran a consultation with all schools and alternative provision Heads and their Management Committee chairs between December 2018 and February 2019. Stuart Collins, Director of Integrated Children's Services, led the consultation and then met with all of the Alternative Provision Heads and Management Committee



Chairs on 12<sup>th</sup> February and 5<sup>th</sup> April 2019, before attending the School Funding forum on 2<sup>nd</sup> May to discuss the findings and consider the detail.

- 6.3. Following the responses to the consultation and during discussion with the Heads and Chairs at the February meeting, there was broad agreement for 10 of the 14 proposals to be taken forward. At a further meeting held on 5th April to discuss the detail of the 4 outstanding issues, two further proposals received broad agreement and the 2 remaining issues were adjourned for further work.
- 6.4. The detail below captures the sequence of agreement and the remaining issues still to be resolved and the ongoing actions to address these:
  - 6.4.1. **Proposal:** To continue to calculate the district allocation using the existing formula. **Outcome:** Following the consultation feedback, this was agreed. Details of this can be found on Kelsi, by following the link and scroll down to the Alternative Provision District Budgets section: <https://www.kelsi.org.uk/school-finance/financial-support-and-planning/budgets/budgets-2019-20>
  - 6.4.2. **Proposal:** For Management Committees to introduce a fair representative voting system to determine financial arrangements and funding passed to schools. **Outcome:** Following the consultation feedback, this was agreed.
  - 6.4.3. **Proposal:** To provide the same incentives for schools within the devolved arrangements to engage with the support mechanisms available to them as with the delegated model. **Outcome:** Following the consultation feedback, this was agreed.
  - 6.4.4. **Proposal:** For the Local Authority to ensure that it has a presence on all Management Committees. **Outcome:** Following the consultation feedback, this was agreed.
  - 6.4.5. **Proposal:** To reallocate the selective school proportion across the non-selective school cohort within each district, once the financial envelope for the districts is calculated, on a pro-rata basis. **Outcome:** Following the consultation feedback, this was agreed.
  - 6.4.6. **Proposal:** For the number of commissioned places at PRUs within each district to reflect the funding formula methodology (which includes a recognition for deprivation) and will, therefore, vary, based on need but total 0.42% for the County. **Outcome:** Following the Heads and Chairs meeting on 12th February, this was agreed.
  - 6.4.7. **Proposal:** For Local Authority contracts to include criteria which reduce 'in year' or 'future years' allocations for those schools and academies that take the money but fail to operate in a way that is inclusive. **Outcome:** Agreed at the Heads and Chairs meeting on 12th February.
  - 6.4.8. **Proposal:** To develop a system whereby the Local Authority contributes to the local collaboration by serving as the Chair of the In Year Fair

Access Panel (IYFAP) and provide administrative support for these panels, to ensure data collected is consistent across the county. **Outcome:** This proposal was declined. However, further work was undertaken to consider the role and funding for a consistent Local Authority Clerk (akin to a Magistrates Clerk) to work across each of the IYFAP to advise and support the Management Committee on process, consistent management, implementation and application of incentives for schools to engage. This new proposal was agreed at the Heads and Chairs meeting on 5th April.

- 6.4.9. **Proposal:** To challenge schools which opt out of collaboration or deviate from the terms which agree the sums going to each school or does not engage with the In Year Fair Access processes, through the imposition of a financial penalty. **Outcome:** Received broad agreement at the Heads and Chairs meeting on 5th April. However, it was agreed that the detail of this arrangement needed more work and would be fed back before sign-off.
- 6.4.10. **Proposal:** For funding to be devolved to the local Headteachers, under a contract with the Local Authority. **Outcome:** Received broad agreement at the Heads and Chairs meeting on 5th April. However, it was agreed that the detail of this arrangement needed more work and would be fed back before sign-off.
- 6.4.11. **Proposal:** That the Local Authority should seek redress and reinforce financial incentives where a school's performance or engagement in the process falls below published expectations. **Outcome:** Received broad agreement at the Heads and Chairs meeting on 5th April. However, it was agreed that the detail of this arrangement needed more work and would be fed back before sign-off.
- 6.4.12. **Proposal:** That any financial penalty in a delegated model should apply equally in a devolved model. **Outcome:** Received broad agreement at the Heads and Chairs meeting on 5th April. However, it was agreed that the detail of this arrangement needed more work and would be fed back before sign-off.
- 6.4.13. **Proposal:** To move to using Published Admission Number (PAN), rather than the previous October census numbers, as this will provide higher allocations to those schools who are traditionally operating under capacity and are, therefore, likely to take a disproportionately higher share of our most challenging children. **Outcome:** Following a number of discussions throughout the consultation and the 2 meetings it was decided that in order to remove the chance for any school or district to be significantly negatively impacted KCC school finance team would develop an option 3 which would be broadly between the PAN and Roll figure. This proposal has now been accepted by the School's Funding Forum.
- 6.4.14. **Proposal:** To move to a model whereby, for districts with delegated arrangements where they have a physical PRU, only a proportion of the

district allocation is delegated to the PRU (under Place Plus methodology), and the remaining balance of the district allocation is devolved to schools. **Outcome:** There were mixed views within and across the 5 district arrangements with a physical PRU setting. As a result senior officers from within CYPE have been attending the management committees to discuss the detail and potential impacts for each of the delegated districts, with reports to be fed back to the School Funding Forum.

## **7. Primary Provision**

- 7.1. DfE figures suggest that, nationally, 14% of Alternative Provision is delivered to primary aged children. As a result, over the past few years, KCC has provided some additional time limited funding from the Dedicated Schools Grant (DSG) reserve to support the development of primary provision through new ways of working.
- 7.2. It has been communicated widely that this funding has now ceased and in Kent, all of the £11.5m Alternative Provision funding is focussed toward provision for KS3 and KS4.
- 7.3. In the PRU transformation, Kent County Council took the strategic decision not to have a PRU for pupils of primary school age. In its stead, the Local Authority invested one-off funding for primary schools to set up eight nurture group interventions projects, supported by a LA behaviour management consultant and the Specialist Teaching and Learning Service (STLS).
- 7.4. However, KCC has consistently been clear in its expectation that districts should use their whole allocation flexibly, to meet the needs of all children within their district, including those of primary school age.
- 7.5. Good practice examples are in place, which demonstrate effective primary school nurture groups that are funded by local schools with input and support provided by the Local Inclusion Forum Teams (LIFT), Specialist Teaching and Learning Service (STLS) and the Inclusion Steering Groups.

## **8. The Application of Education Health and Care Plans (EHCP) in Alternative Provision**

- 8.1. This relates to education provision for challenging learners awaiting the outcome of an EHCP assessment. There are times when learners arrive in Kent in need of specialist provision but for a range of reasons, they have not had the EHCP completed (usually due to a lack of consistency in their educational placements).
- 8.2. Schools in each district will need to ensure that they have a mechanism which enables these learners to access education pending the outcome of an EHCP referral. These children are unable to access a special school without an EHCP.
- 8.3. Until an EHCP is complete, the learners are regarded as mainstream children, but it may not always be appropriate for them to attend a mainstream school.

These will ordinarily be placed through the IYFA arrangements, with a named school identified as an onward route from the PRU provisions.

## 9. Conclusion

- 9.1. The AP Funding Working Group met on 5th April represented broadly by the representatives from schools, PRUs, management committees and the Local Authority.
- 9.2. The findings of the consultation have been reported to the School's Funding Forum on 2<sup>nd</sup> May 2019 and will be again on 27<sup>th</sup> June 2019. It is believed that 5 of the 7 districts could be transitioned into a new model as soon as September 2019. However, while officers will work closely with alternative providers and mainstream settings to develop the details described above, in order to mitigate against any cliff edge scenario, it may be necessary to build in a period of transition across the remaining two of the seven districts.

### Recommendation(s):

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

- 1) note the national and local drivers for PRU/AP reform; and
- 2) note the proposed change to Kent's PRU/AP funding model

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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 – 28<sup>th</sup> June 2019

**Subject:** **Kent Schools in Deficit 2018-19**

**Classification:** **Unrestricted**

**Past Pathway of Paper:** None

**Future Pathway of Paper:** None

**Electoral Division:** All

**Summary:**

The content of this report provides details of the number of Kent schools in deficit during the financial year April 2018 to March 2019. Information included provides a national comparison and the underlying reasons that cause a school to go into deficit.

**Recommendation:**

Members of the Children's, Young People and Education Cabinet Committee are asked to note and comment on the contents of report.

**1. Introduction**

1.1 The purpose of this report is to provide information on Local Authority (LA) Maintained Schools with deficit budgets during the financial year April 2018 to March 2019.

**2. Number of Kent LA Maintained schools in deficit**

2.1 Appendix 1 provides details of the number of schools in deficit during the 2018-19 financial year.

2.2 At the beginning of the 2018 financial year, there were 17 (4.3%) Kent Maintained schools in deficit. This reduced to 11 (2.9%) schools by the end of the financial year, an overall decrease of six schools. (1.4%).

2.3 This reduction was made up of four new schools that ended the year in deficit and 10 schools that managed to move to a surplus position within or by the end of financial year.

**3. National picture – number of schools in deficit**

3.1 The Education Policy Institution (EPI) produced a report in January 2019 on LA school revenue balances for 2017-18. The headlines from the report are:

- Almost one in three (30.3%) of local authority (LA) maintained secondary schools were in deficit in 2017-18 – almost four times that of 2014 (8.1%)
- The average secondary school deficit was nearly half a million pounds (£483,569)
- Significantly, there was a marked contrast between the proportion of secondary and primary schools in deficit with only 8% of primary schools being in deficit in 2017-18
- Some schools had very large deficits with one in every 10 LA secondary schools having a deficit of over 10% of their total income
- The proportion of special schools in deficit had nearly doubled since 2014 to 10.1% with an average deficit of nearly a quarter of a million pounds (£225,298)

#### **4. School funding and number of schools in deficit.**

4.1 The implementation of the Schools National Funding Formula from 2018-19 has seen Kent receive more funding for schools with an overall increase of 3.3% in 2018-19 and 2.6% in 2019-20. However, it is important to note that Kent's combined Pupil Unit of Funding <sup>1</sup> and Secondary Unit of Funding <sup>2</sup>, average per pupil, is ranked 139<sup>th</sup> out of 149 LAs.

4.2 2.7% of Kent maintained primary schools ended 2017-18 in deficit. This compares favourably to the national average of 8%. 2018-19 has seen a further reduction of 1.2% reducing the percentage of deficit primary schools to 1.5%.

4.3 26.1% of Kent Maintained secondary schools ended 2017-18 in deficit and this rose to 27.3% in 2018-19. This compares to 30.3% nationally for 2017-18. No national figures for 2018-19 are available at present.

4.4 The number of Kent maintained schools that are in deficit is significantly below the national average. This has been achieved in an environment where schools in Kent receive a low level of funding in comparison to other LAs.

#### **5. Underlying causes of deficit.**

5.1 There are several areas which contribute to financial difficulties in schools.

The common areas are:

- An expectation of an increase in pupil numbers which does not materialise
- Delays in reacting to changes in the school's financial position, e.g. from an unexpected reduction in pupil numbers

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<sup>1</sup> Primary Unit of Funding – Dedicated Schools Grant (DSG) for Primary Schools divided by number of primary school pupils.

<sup>2</sup> Secondary Unit of Funding - DSG for Secondary Schools divided by number of secondary school pupils.

- Low pupil numbers, due to expansion of neighbouring schools.
- Low cohorts in primary schools
- National Funding Formula (although there are winners and losers)
- Suspension/changes to High Needs Funding
- The cost of intervention from the Ofsted outcomes particularly when a change in leadership is required
- Difficulties in delivering staffing reductions for schools in need of School Improvement

## **6. Managing and containing the number of schools in deficit.**

- 6.1 Schools Financial Services (SFS) provide an experienced support team to assist and challenge these schools with a view to bringing their budgets back to a balanced position (preferably within three years).
- 6.2 SFS have continued to strengthen their links with School Improvement Advisers both formally through categorisation meetings and informally as the need arises. They act collaboratively when schools need intervention which has financial consequences.
- 6.3 Any school that submits a deficit budget must obtain a licenced deficit formerly approved by the LA. In the first instance when a school submits a deficit budget, assurance is sought from the school that every effort has been made locally to balance their budget.
- 6.4 When this part of the process is exhausted, an officer from SFS is assigned to the school. The first action is to work with the school to achieve a balanced budget but where this is not possible a formal licenced deficit is agreed with the school.
- 6.5 The deficit plan is then monitored regularly by SFS to ensure that the school is taking the agreed management action recorded in its plan. This is regularly discussed at the Education Planning and Access Divisional Management Team.

## **7. Conclusions**

- 7.1 The low level of funding Kent schools receive compared to other local authorities and the low percentage of Kent schools in deficit compared to the national average, demonstrates that Kent has a robust policy in supporting and containing schools in deficit and that schools and their governing bodies act efficiently in managing their budgets.

## **8. Recommendation:**

Members of the Children's, Young People and Education Cabinet Committee are asked to note and comment on the contents of report.

## 9. Background Documents

Appendix 1 Analysis Schools in Deficit 2017-18

[Schools Revenue Balances 2017-18](#)

## 10. Contact details

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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 – 28<sup>th</sup> June 2019

**Subject:** **Proposal to increase the age range and the designated number at Oakley School, Pembury Road, Tunbridge Wells, Kent**

**Classification:** **Unrestricted**

**Past Pathway of Paper:** None

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

**Electoral Division:** Tunbridge Wells South - Catherine Rankin  
 Tonbridge – Richard Long TD and Michael Payne

**Summary:**

This report sets out proposals to increase the age range and the Designated Number at Oakley School, Pembury Road, Tunbridge Wells, Kent.

**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 decision to:

- (i) Increase the age range of Oakley School from 2-18 years to 2-19 years and;
- (ii) Increase the Designated Number from 242 to 252 places.

**1. Introduction**

- 1.1 Oakley School is the Profound Severe and Complex Need (PSCN) school for Tunbridge Wells. Its designated age range is 2-18 years. All other PSCN schools in Kent are designated up to age 19 years (ie include Year 14 - young people who turn 19 during the academic year). Oakley School has established a separate company which is an Independent Specialist College (Oakley College) for young adults aged 19-25 years. This takes young people who are aged 19 (i.e. Year 15). The anomaly of Oakley being the sole PSCN school without provision for Year 14 and the fact pupils have a one-year gap before they can enter Oakley College needs to be addressed.

## 2. Proposal

- 2.1 It is proposed to increase the age range at Oakley School from 2-18 years to 2-19 years and the Designated Number from 242-252 places. This would provide continuity of provision for Oakley students prior to entering the Oakley college and ensure equality of opportunity for the pupils attending Oakley School.
- 2.2 Legislation requires that statutory proposals are undertaken where:  
The proposal is to increase the age range of a special school by 1 year or more, and where the increase of the designated number is by 10% or 20 pupils (whichever is lesser).
- 2.3 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.

## 3. Financial Implications

- 3.1 **Capital** – There is no capital expenditure for this proposal. There is no requirement for additional accommodation to house the proposed increase in the school's Designated Number, and therefore no capital expenditure relating to this proposal. The school operates across two sites with pupils aged 2-16 years accommodated on the Tunbridge Wells site, and young people of 16-18 years on the Tonbridge Site, which is currently shared with Oakley College. Teaching space to accommodate additional students as a result of the increased Designated Number will become available at the Tonbridge site as Oakley College is relocating to new premises as part of its planned development strategy.
- 3.2 **Revenue** – Oakley School will receive the funding for the pupils in line with the funding allocated to special schools through Kent County Council's (KCC) funding formula
- 3.3 **Human** - The schools will appoint additional staff as and when appropriate.

## 4. Raising Standards

- 4.1 Oakley was judged Good by Ofsted during a full inspection in March 2015 and the school maintained its Good rating following a short inspection in March 2019. Inspectors noted that 'The leadership team has maintained the good quality of education in the school since the last inspection'. Inspectors felt that 'classroom visits showed the school to be a place where pupils enjoy learning and make good progress. Relationships between staff and pupils are strong. The school ethos of 'work hard, be kind, have fun and stay safe' is embraced by the school community.'

## 5. Policy Framework

- 5.1 These proposals will help to secure our ambition "to ensure that Kent's young people have access to the education, work and skills opportunities necessary

to support Kent business to grow and be increasingly competitive in the national and international economy” as set out in ‘Increasing Opportunities, Improving Outcomes: Kent County Council’s Strategic Statement (2015-2020)’

- 5.2 These proposals reflect KCC’s aspirations to provide sufficient school places across the County, as set out in the Commissioning Plan for Education Provision in Kent 2019-23.

## 6. Consultation

- 6.1 A public consultation was carried out by KCC, with support from the Governing Bodies, from 25 April 2019 to 24 May 2019 (midday). A consultation document was produced together with an Equality Impact Assessment which can be obtained from KCC’s website.
- 6.2 The consultation document was distributed via the school to parents/carers, members of staff and governors. The consultation was available on the school and KCC websites and was emailed to all key stakeholders. An opportunity to send in written responses using the response form in paper format and online was provided
- 6.3 A ‘drop-in’ information session was held at Oakley School, Pembury Road, Tunbridge Wells, Kent, TN2 4NE on Wednesday 8th May 2019, 4.00pm to 6.00pm. This provided an opportunity for interested parties to ask questions and complete a response form. The session was attended by one parent who was in favour of the proposed changes.
- 6.4 There were 4 responses to the consultation: 3 from parents/carers (2 of whom were also governors) and from 1 a member of staff. All respondents welcomed the additional places and commonly felt that the proposed changes would help Oakley’s young people develop the independent life skills they needed when moving on from school.

## 7. Views

### 7.1 The View of the Local Members

The KCC Member for Tunbridge Wells South, Catherine Rankin has been consulted on these proposals and registered her support.

The Members for Tonbridge, Richard Long TD and Michael Payne have been consulted on these proposals.

### 7.2 The View of the Governing Body

The Governing Body are fully supportive of the proposed changes.

### 7.3 The View of the Executive Headteacher

The Executive Headteacher, Gordon Tillman has unanimous support from all staff, parents and carers, for the proposed changes to Oakley.

“The School is successful and oversubscribed, and the proposal will increase capacity. This joins together with the Schools vision of putting children and

young people at the heart of all that we do and our ethos of creating “Skills for life and independence” for each of our young people.

The proposal will bring Oakley School into line with all other Kent special schools with post-16 provision, and it creates a continuum of provision to meet the needs of young people with SEND in the district (and beyond), thus avoiding them becoming NEET or worse.”

#### 7.4 The View of the Area Education Officer

The Area Education Officer fully supports these proposals and feels that they will be beneficial to the West Kent SEN Provision. These changes will ensure equality of opportunity across the county and help Oakley school to provide the best possible learning opportunities for its pupils.

### 8. **Conclusions**

- 8.1 This report identifies that the Oakley School designated age range currently stops at 18 years, rather than 19 years for other PSCN Specials schools. This anomaly creates a one-year gap before students can enter Oakley College. The proposed changes to Oakley school will close the one-year gap and ensure equality of places available for local West Kent SEN pupils. The proposals entail no capital expenditure and have the support of the school, parents and the Local Authority.

### 9. **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 decision to:

- (i) Increase the age range of Oakley School from 2-18 years to 2-19 years and;
- (ii) Increase the Designated Number from 242-252 places.

### 10. **Background Documents**

- 10.1 Increasing Opportunities, Improving Outcomes: Kent County Council’s Strategic Statement 2015-2020 <http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/increasing-opportunities-improving-outcomes>
- 10.2 Kent Commissioning Plan for Education Provision 2019-2023 <https://democracy.kent.gov.uk/documents/s88604/KCP%202019%20-%202023%20 Cabinet%20Committee%20-%20FINAL%20PW.pdf>

### 11. **Report Author**

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- Telephone: 03000 410058

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## **12 Relevant Director**

- Keith Abbott, Director of Education Planning and Access
- Telephone: 03000 417008
- Email [keith.abbott@kent.gov.uk](mailto:keith.abbott@kent.gov.uk)

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:  
Roger Gough,  
Cabinet Member for Children, Young People and Education

DECISION NO:  
**19/00038**

**For Publication**

**Subject:** Proposed increase to the age range and the Designated Number at Oakley School, Pembury Road, Tunbridge Wells, Kent

Proposed Decision:

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

(i) Increase the age range of Oakley School from 2-18 years to 2-19 years and;  
(ii) increase the Designated Number from 242-252 places.

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 those put in writing by the Area Education Officer, the School and the 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:

To be added after discussion at the CYPE Cabinet Committee meeting on 28 June 2019

Any alternatives considered:

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

.....  
**Signed**

.....  
**Date**

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**From:** Roger Gough, Cabinet Member for 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 - 28 June 2019

**Subject:** **Recommendation to release funding for Phase 2 of the works to change the age range of Saint George's Church of England School to create an all-through school for pupils aged 4 to 19 from September 2019**

**Decision No:** 19/00048

**Classification:** **Unrestricted**

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

**Electoral Division:** Northfleet & Gravesend West

**Summary:**

This report sets out information relating to the proposed decision to be taken by the Cabinet Member for Children, Young People and Education to provide Phase 2 funding to facilitate the new 2FE of primary provision at Saint George's Church of England School, in the Northfleet West planning area.

**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 £2,500,000 from the Children, Young People & Education Capital Budget to fund any necessary works or variations to accommodation for Phase 2 of the age range expansion project at St George's Church of England School.
- 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.

## **1. Introduction**

- 1.1. On 1<sup>st</sup> February 2017, the decision of the Education and Young People's Services Cabinet Committee, was to recommend that St George's CE School should expand, by virtue of a change of age range, taking pupils of ages ranging from Reception to Year 6.
- 1.2. The original Record of Decision (17/00011) agreed to allocate £7.1m from the CYPE Capital Budget to fund the build.
- 1.3. The build was phased with the original intention being that Phase 1 would provide a 2FE infrastructure core build with 1FE of accommodation for 2018, with the second FE being produced for 2021. However due to delays through the planning process, the first FE will now open in September 2019.
- 1.4. Due to pressures on the CYPE capital budget at the time of proposing this scheme it was agreed the scheme would be phased to aid cash flow, whilst recognising that this could ultimately increase the overall cost of the scheme. However, to ensure costs do not escalate further by continuing to delay the production of the second FE, the advice from Gen2 is that it would be more beneficial to the school in terms of reducing disruption to its operation and financially advantageous to build Phase 2 while the construction plant and builders are on site, rather than producing a new build some time further in the future.

## **2. Project Funding Details**

- 2.1. There have been significant planning issues, owing to the site's proximity to the Coldharbour development area. Two ransom strips have been identified, one belonging to Colyer Ferguson Trust and one to Gravesham Borough Council. Both took some time to be resolved.
- 2.2. There have been challenging highways issues with a new access being created off a local residential road.
- 2.3. The land has required some grading as the whole site slopes upward to the south.

## **3. Financial Implications**

### **3.1. Capital**

Kent County Council's contribution was £7.1m from the Capital Budget to ensure the first intake of 30 year R pupils could be accommodated. This allocation of £2.5m will ensure the build programme can be completed cost effectively, and will ensure the second FE intake can be accommodated as and when it is required.

### **3.2. Revenue**

When required, the school will offer places in the second Form of Entry. This will attract Growth Funding.

### **3.3. Human**

- 3.4. The school will appoint additional staff as required, in line with the growth in pupil numbers.

## **4. Kent Policy Framework**

- 4.1. 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.
- 4.2. The Kent Commissioning Plan for Education Provision, 2016-20 identified a pressure on primary school places in the Gravesham district due to increased demand from changes in demographics and small-scale house building. This demand is further demonstrated in the 2019-23 Kent Commissioning Plan.

## **5. Consultation**

- 5.1. The consultation process was undertaken by the school as they are an academy.

## **6. Views**

### **6.1. The Local Member**

Cllr Lauren Sullivan, Member for Northfleet & Gravesend West provided the following comment:

“While the building of additional classrooms for the secondary school expansion will allegedly save money, I believe it will potentially be a detriment to the local residents and future pupils of the school due to the traffic and parking issues this will create. The purpose of waiting until phase 1 is complete was to assess the damage of additional traffic to the school in an area already congested at peak times close to a larger infant and junior school. Again I ask for the drop off zone to be sufficient and expanded and to connect to the new housing estate under construction with traffic only able to access the school via the Coldharbour Road roundabout/development or KCC does what it should have done initially and created a new access via Wrotham Road and the road exiting onto Westcott avenue to be used only for buses and pedestrians with some restrictions on allowing cars for the school and parking into the already busy roads of Westcott Avenue, Lanes Avenue and Haynes Road. If this access must be used while the estate is being built then it should have a Planning condition to ensure that this is only temporary until the new road is built. This will be the best local solution for the community. The traffic plan needs a lot of work if it is assumed 50% of people will walk to the new school which is potentially disingenuous at best as KCC have no way to enforce this and given the consistency in increasing the bus’s pass

costs on local families use of public transport is becoming an increasingly difficult and expensive option for families.

While there is a need for more primary and secondary school places and I fully support the principle of more places in my division I am at a loss to explain the need to just keep expanding schools like St. George's which is a good school and other local schools when there is evidently a sufficient need for a new fully comprehensive mixed-sex non-faith school, which is lacking in the Northfleet and Gravesend West division. "

Cllr John Burden was informed of the proposal.

#### **Area Education Officer:**

The analysis of the needs in the area, indicates that there are immediate and future pressures and we need the capacity provided by this new school.

The Director of Education Planning and Access and I considered what other alternatives were available in the immediate area. There were no other possible expansion options and I am of the firm opinion that the most appropriate and sustainable solution to the primary demand in the Northfleet and Gravesend West planning area is the new 2FE provision on the Saint George's CE School site.

### **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 the Northfleet and Gravesend West planning areas indicate an increasing demand for primary school places.
- 8.2. Once complete, this new school will provide an additional 420 year R to 6 places to the Gravesham district capacity, 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' (2019 – 2023).

### **9. Recommendations**

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 £2,500,000 from the Children, Young People & Education Capital Budget to fund any necessary works or variations to accommodation for Phase 2 of the age range expansion project at St George's Church of England School.
- 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**

### Report Author:

Ian Watts  
Area Education Officer –North Kent  
Tel number: 03000 414302  
[ian.watts@kent.gov.uk](mailto:ian.watts@kent.gov.uk)

### Relevant Director:

Keith Abbott  
Director of Education Planning and Access  
03000 417008

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Children, Young People and Education

DECISION NO:

**19/00048**

For publication

**Subject:**

Release funding for Phase 2 of the works to change the age range of Saint George's Church of England School to create an all-through school for pupils aged 4 to 19 from September 2019

**Proposed Decision:**

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

- a. Allocate £2,500,000 from the Children, Young People & Education Capital Budget to fund any necessary works or variations to accommodation for Phase 2 of the age range expansion project at St George's Church of England School.
- 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.

**Reason(s) for decision:**

On 1st February 2017, the decision of the Education and Young People's Services Cabinet Committee, was to recommend that St George's CE School should expand, by virtue of a change of age range, taking pupils age range of reception to Year 6. The original Record of Decision (17/00011) agreed to allocate £7.1m from the CYPE Capital Budget to fund the build.

The build was phased with the original intention being that Phase 1 would provide a 2FE infrastructure core build with 1FE of accommodation for 2018, with the second FE being produced for 2021. However due to delays through the planning process the first FE will now open in September 2019.

Due to pressures on the CYPE capital budget at the time of agreeing this scheme it was agreed that the scheme would be phased to aid cash flow, whilst recognising that this could ultimately increase the overall cost of the scheme. However, to ensure costs do not escalate further by continuing to delay the production of the second FE, the advice from Gen2 is that it would be more beneficial to the school in terms of reducing disruption to its operation and financially advantageous to build Phase 2 while the construction plant and builders are on site, rather than starting a new build, some time further in the future.

There have been significant planning issues, owing to the site's proximity to the Coldharbour development area. Two ransom strips have been identified, one belonging to Colyer Ferguson Trust and one to Gravesham Borough Council. Both took some time to be resolved.

There have been challenging highways issues with a new access being created off a local residential

road.

The land has required some grading as the whole site slopes upward to the south.

**Financial Implications**

Capital

Kent County Council's contribution was £7.1m from the Capital Budget to ensure the first intake of 30 year R pupils could be accommodated, This allocation of £2.5m will ensure the build programme can be completed cost effectively, and will ensure the second FE intake can be accommodated as and when it is required.

Revenue

When required, the school will offer places in the second Form of Entry. This will attract Growth Funding.

Human

The school will appoint additional staff as required, in line with the growth in pupil numbers.

**Equalities Impact Assessment:**

As the school is an Academy KCC is not responsible for carrying out an impact assessment.

Cabinet Committee recommendations and other consultation:

**[To be added after Committee meeting]**

Any alternatives considered:

The 'Kent Commissioning Plan for Education Provision, 2016-20 identified a pressure on primary school places in the Gravesham district due to increased demand from changes in demographics and small scale house building. This demand is further demonstrated in the 2019-23 Kent Commissioning Plan.

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

None.

.....

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 - 28 June 2019

**Subject:** **Recommendation to approve a change to the age range of Seal Church of England Primary School, Zambra Way, Seal, Sevenoaks, Kent TN15 0DJ site to include nursery provision for 2, 3 and 4 year old children from September 2019**

**Classification:** **Unrestricted**

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

**Electoral Division:** Sevenoaks North & Darent Valley

**Summary:**

This report informs members of a proposal to change the age range of Seal Church of England Primary School, Zambra Way, Seal, Sevenoaks, Kent TN15 0DJ site to include nursery provision for 2, 3 and 4-year-old children from September 2019.

**Recommendation:**

Children, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Children, Young People and Education on the decision to approve the change of age range of Seal Church of England Primary School, Zambra Way, Seal, Sevenoaks, Kent TN15 0DJ site to include nursery provision for 2, 3 and 4 year old children from September 2019.

**1. Introduction**

- 1.1. Seal Village Pre-School is located on the site of Seal Church of England Primary School and the majority of their children feed into the school through the KCC admission policy. The proposal is that the Seal Village Pre-school become part of Seal Church of England Primary School and is run as a maintained pre-school.
- 1.2. The pre-school has access to the grounds, however becoming part of the school would mean they have improved and increased access to all facilities within.
- 1.3. This proposal will not create additional provision on site. As such, it will not attract additional road traffic to and from the school.
- 1.4. The school offers extensive CPD to staff and would aim to continue to develop the staff within the current pre-school. Through this new arrangement, the children within the pre-school would be given Forest School as part of their Early Years curriculum offer, along with the use of the school's technology, resources and

facilities. There would be greater transition for children from pre-school into Foundation Stage as they would be situated in a classroom next door within the main building. The pre-school would be located within the new building planned to be built this year and this will give the children more space and a nicer environment in which to thrive.

## **2. Financial Implications**

### **2.1. Capital**

There is no capital cost to KCC.

### **2.2. Revenue**

Funding will be according to the Early Years Funding Formula.

### **2.3. Human**

The existing staff will be retained, however, they will be employed by the school and contracted to Kent County Council rather than through a privately run pre-school. The existing Pre-School will dissolve its charity and as part of a TUPE process, the staff will transfer over and be part of the school.

## **3. Kent Policy Framework**

- 3.1. The 'Kent Commissioning Plan for Education Provision, 2019-23 identified a pressure on nursery places in the Sevenoaks district due to increased demand from changes in demographics and small scale house building. This proposal will ensure the continued viability and sustainability of the provision at Seal Church of England Primary School.

## **4. Consultation**

- 4.1. A consultation was held from 7 May 2019 to 4 June 2019, including a drop-in session on 13 May 2019. There were two attendees at the drop-in session, but no consultation responses were received.

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

Equalities impact Assessment

The impact assessment can be found via this link:

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

## **5. Views**

### **5.1. The Local Member**

Mr Roger Gough has been informed of the proposal. His comment was: "Seal Church of England Primary School is a good school and the proposal to change the age range of the school to include nursery provision has my support."

## 5.2. Area Education Officer:

The analysis of the demand for Early Years provision in the area, indicates that there are immediate pressures and we cannot afford to lose the capacity provided by this provision. I therefore support the proposal.

## 6. Conclusions

- 6.1. Forecasts for Early Years demand for the Sevenoaks East planning area indicate a continuing demand for Early Years places.
- 6.2. The existing provision will function more efficiently under the governorship of Seal CE Primary School, without which the future of the provision is far from secure.

## 7. Recommendations

7.1 Children, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Children, Young People and Education on the decision to approve the change of age range of Seal Church of England Primary School, Zambra Way, Seal, Sevenoaks, Kent TN15 0DJ site to include nursery provision for 2, 3 and 4 year old children from September 2019.

## 8 Background Documents

- 8.1 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>

- 8.2 Kent Commissioning Plan for Education Provision

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

## 9. Contact details

*Report Author:*  
Ian Watts

Area Education Officer –North Kent  
Tel number: 03000 414302  
[ian.watts@kent.gov.uk](mailto:ian.watts@kent.gov.uk)

*Relevant Director:*  
Keith Abbott  
Director of Education Planning and Access  
03000 417008

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Children, Young People and Education

DECISION NO:

**19/00049**

For publication

**Subject:**

Recommendation to approve a change the age range of Seal Church of England Primary School, Zambra Way, Seal, Sevenoaks, Kent TN15 0DJ site to include nursery provision for 2, 3 and 4 year old children from September 2019.

**Proposed Decision:**

As Cabinet Member for Children, Young People and Education, I propose to approve the change the age range of Seal Church of England Primary School, Zambra Way, Seal, Sevenoaks TN15 0DJ site to include nursery provision for 2, 3 and 4-year-old children from September 2019.

**Reason(s) for decision:**

At present, Seal Village Pre-School is located on the site of Seal Church of England Primary School and the majority of their children feed into the school through the KCC admission policy. The proposal was that the Seal Village Pre-school become part of the school and is run as a maintained pre-school within Seal Church of England Primary School.

The pre-school has access to the grounds, however becoming part of the school would mean they have improved and increased access to all facilities within.

The school offers extensive CPD to staff and would aim to continue to develop the staff within the current pre-school. Through this new arrangement, the children within the pre-school would be given Forest School as part of their Early Years curriculum offer, along with the use of the school's technology, resources and facilities. There would be greater transition for children from pre-school into Foundation Stage as they would be situated in a classroom next door within the main building. The pre-school would be located within the new building planned to be built this year and this will give the children more space and a nicer environment in which to thrive.

**Financial Implications:**

There is no capital cost to KCC. The Pre-School will be governed by the school's governing body. and members of the current management committee will be invited on to the Governing Body, so the Pre-School are appropriately represented.

This proposal will not create additional provision on site; as such it will not attract additional road traffic to and from the school. The staff will remain the same within the nursery, however they will be employed by the school and contracted to Kent County Council rather than the privately-run pre-school. The existing Pre-School will dissolve its charity and as part of a TUPE process, the staff will transfer over and be part of the school.

The Governors at TBF are bringing forward this proposal with the support of the staff and governors at

both schools and Kent County Council.

**Cabinet Committee recommendations and other consultation:**

A consultation was held from 7 May 2019 to 4 June 2019, including a drop-in session on 13 May 2019. There were two attendees at the drop-in session, but no consultation responses were received.

[To be added after Committee meeting]

**Any alternatives considered:**

The 'Kent Commissioning Plan for Education Provision, 2019-23 identified a pressure on nursery places in the Sevenoaks district due to increased demand from changes in demographics and small-scale house building. This proposal will ensure the continued viability and sustainability of the provision at Seal Church of England Primary School.

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

.....

Signed

.....

Date

Children, Young People and Education Performance Management

# Children, Young People and Education Directorate Scorecard

April 2019

Produced by: Management Information & Intelligence, KCC

Publication Date: 5th June 2019



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## Guidance Notes

**Notes:** This scorecard is the second release of a revised format. It includes a new infographics page outlining headline activity and volume indicators, as well as an updated set of Key Performance indicators. KPIs are now shown at both Kent LA and District level. Please note that not all Children's Social Work indicators can be shown broken down by District for the associated CSWS team, as caseloads relating to these indicators are held by Area and Kent LA level teams. Cases included in a dataset are based on the service working with the child and not the child's geographical residence.

### 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

N/A	Data not available
	Data to be supplied

Data in italics indicates previous reporting year

### MANAGEMENT INFORMATION CONTACT DETAILS

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Maureen Robinson	03000 417164
Matt Ashman	03000 417012
Chris Nunn	03000 417145
Sam Heath	03000 415676
Nicola Willsher	03000 417203
<a href="mailto:management.information@kent.gov.uk">management.information@kent.gov.uk</a>	

### 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
EH	Early Help Monthly Scorecard
EY	Early Years Scorecard
NEET	NEET 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

as at Jan 2019




127,820 pupils in 455 primary schools  
 14.7 % with free school meals

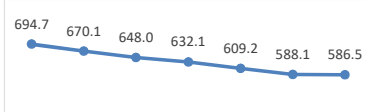
102,447 pupils in 99 secondary schools  
 12.1 % with free school meals

4,465 pupils in 22 special schools  
 34.1 % with free school meals

as at Apr 2019




Rate of notifications received into EH per 10,000 of the 0-17 population (inclusive, rolling 12 months)



Jan	694.7
Feb	670.1
Mar	648.0
Apr	632.1
May	609.2
Jun	588.1
Jul	586.5


as at Apr 2019



Open cases

Intensive Early Help	4,668
Open Social Work Cases	10,480
Child Protection	1,321
Children in Care	1,594
Care Leavers	1,708


as at Apr 2019



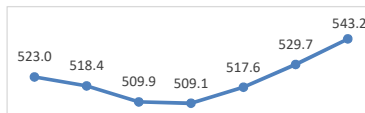
Ofsted good or outstanding

EY providers	96.9%
Primary	94.0%
Secondary	89.2%
Special	90.9%

as at Apr 2019




Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)

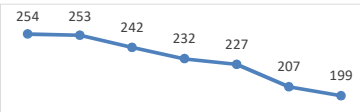


Jan	523.0
Feb	518.4
Mar	509.9
Apr	509.1
May	517.6
Jun	529.7
Jul	543.2

as at Apr 2019




Number of First Time Entrants into the Youth Justice system

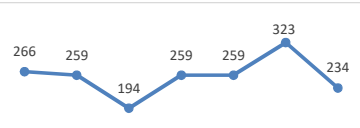


Jan	254
Feb	253
Mar	242
Apr	232
May	227
Jun	207
Jul	199

as at Apr 2019




Requests for SEND statutory assessment



Jan	266
Feb	259
Mar	194
Apr	259
May	259
Jun	323
Jul	234

as at Apr 2019



Activity at the Front Door (children)

Total contacts	6,905
Number IAG	2,898
Number to CSWS	1,645
Number to EH Units	1,084

Directorate Scorecard - Kent KPIs

Education & Early Help Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2018-19	RAG	Kent Outturn 2017-18	Target 2017-18	RAG 2017-18	Benchmark Group 2017-18	England 2017-18
					Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19									
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		65.6	69.7	72.4	46.7	64.0	64.0	65.4	↑	80	RED	68.7	78	RED	70	72	
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	42.2	41.2	40.0	37.6	35.9	35.1	34.4	↓	95	RED	56.6	90	RED	52.8	64.9	
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		877	879	875	869	897	910	928	↓	325	RED	798	325	RED	N/A	N/A	
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		22	23	22	22	19	20	20	↔	12	RED	24	15	RED	N/A	N/A	
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		30	29	28	22	24	27	31	↓	35	GREEN	25	40	GREEN	N/A	N/A	
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		N/A	82.2	83.5	86.1	87.9	87.7	89.4	↑	85	GREEN	N/A	80	N/A	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		73.7	74.8	80.2	83.5	89.9	95.7	96.8	↑						N/A	N/A	
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS	✓	2.1	2.5	2.7	2.7	3.0	3.1	3.1	↔	1.5	RED	2.6	2.5	AMBER	N/A	N/A	
SISE59	Percentage of unemployment among 18-24 year olds	L	MS		3.1	3.3	3.3	3.5	3.7	3.8	3.9	↓	2.7	RED	3.1	2.8	AMBER	1.9	2.9	
EH16	Percentage of cases closed by Early Help Units with outcomes achieved	H	MS	✓	79.6	78.8	78.9	76.1	74.0	74.5	73.7	↓	82	RED	82.5	80	GREEN	N/A	N/A	
EH52	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		50.2	63.9	59.6	48.1	63.2	63.1	64.1	↑	65	AMBER	50.8	N/A	N/A	N/A	N/A	
EH22 - C	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	L	R12M		16.1	16.3	16.5	16.9	17.2	17.3	17.0	↑			15.9	N/A	N/A	N/A	N/A	
EH new	Average caseloads in the EH Units (based on number of children)																	N/A	N/A	

Directorate Scorecard - Kent KPIs

SCS Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2019-20	RAG 2019-20	Kent Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19
					Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19									
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		25.9	26.5	26.6	26.7	26.5	26.1	26.4	↓	25.0	AMBER	26.1	25.0	AMBER			
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		92.5	92.8	92.6	92.2	92.4	92.7	92.3	↓	90.0	GREEN	92.7	85.0	GREEN			
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	20.3	20.2	19.7	18.9	18.8	18.9	19.4	↑	20.0	GREEN	18.9	20.0	GREEN			
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS	✓	70.1	69.8	71.0	69.8	70.1	72.5	73.9	↑	70.0	GREEN	72.5	70.0	GREEN			
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	83.4	83.3	83.2	83.3	82.5	82.3	82.2	↓	85.0	AMBER	82.3	85.0	AMBER			
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	348.6	355.7	363.3	362.3	366.1	363.4	370.0	↓	426.0	GREEN	363.4	426.0	GREEN			
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	65.3	65.3	64.6	64.4	64.5	64.9	64.6	↓	65.0	AMBER	64.9	65.0	AMBER			
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	87.1	87.7	87.2	87.7	85.5	85.7	85.3	↓	85.0	GREEN	85.7	85.0	GREEN			
SCS42	Average caseloads in the CIC Teams	L	MS		14.6	14.3	15.5	14.7	15.9	15.9	15.8	↑	15.0	AMBER	15.9	15.0	AMBER			
SCS43	Average caseloads in the CSWT Teams	L	MS		20.0	19.8	19.6	20.6	21.6	22.5	21.5	↑	18.0	AMBER	22.5	18.0	RED			
ICS new	With new QAF consider new audit indicators across the service																			

Directorate Scorecard - Kent KPIs

Quarterly Indicators		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2018-19	RAG	Kent Outturn 2017-18	Target 2017-18	RAG 2017-18	Benchmark Group as at Jan 2018	England as at Jan 2018
					Q1 18-19	Q2 18-19	Q3 18-19	Q4 18-19									
CYPE8	Rate of proven re-offending by CYP	L	Q		33.5	33.3	35.5	33.8	↑	36	GREEN	34.5	N/A	N/A	39.2	42.2	

**Commentary on Monthly and Quarterly Indicators:**

**RED:** The take-up for two years olds increased slightly from 64.0% in March to 65.4% in April which is the target of 80%. Priorities include the ongoing delivery of 30 Hours of Free Childcare, working in partnership with Children’s Centres to continue to increase the take up of Free Early Education places by eligible two-year-olds and increasing the number of Early Years settings working within a collaboration.

**RED:** The percentage of Education, Health and Care Plans (EHCPs) issued within the statutory 20 weeks was 34.4% against a target of 95%. There has been an overall increase of 15% in the total number of assessments for Education, Health and Care Plans (EHCPs) within the past 4-months. As well as the initial statutory assessment process, a child with an EHCP requires ongoing administration through Annual Reviews, and the increase in the number of assessments and plans also increases ongoing caseloads for staff.

**RED:** The number of permanent exclusions of Primary aged pupils at twenty is eight higher than the target. However, exclusions from Kent schools are still lower than the national figure (reported as a rate of the school population).

**RED:** The percentage of young people Not in Education, Employee or Training (NEET) at 3.1% is just over double the target of 1.5% % however the three-month rolled average for December, January and February, which the DfE uses as its performance measure, shows Kent to be 2.8%.

**RED:** Percentage of cases closed by Early Help Units with outcomes achieved decreased from 74.5% to 73.7% in the month and continues to remains below the target of 82.0%.

**AMBER:** Percentage of EH Assessments completed in the given month, within 6 weeks of allocation is 64.1%, improving on the previous months performance of 63.1% and closer to the Target of 65.0%.

**AMBER:** Percentage re-referrals to Children’s Social Work Services within 12 months of a previous referral has increased from 26.1% to 26.4%, which remains above the Target of 25.0%. This compares to the latest published information for the England average of 21.9%, 24.0% for Kent’s Statistical Neighbours and 25.2% for the South East (all comparative rates are for 2017/18 performance).

**AMBER:** Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (excluding UASC) is 82.2% which is below the Target of 85.0%. Performance levels for this indicator have remained at a stable level throughout the year. Information regarding the availability of in-house foster placements is continually reviewed to ensure that foster carer capacity is fully utilised and that children and young people are placed in the most suitable placement.

**AMBER:** Percentage of care leavers in education, employment or training (of those KCC is in touch with) is 64.6%. Performance has remained consistently close to the 65.0% target throughout the year.

**AMBER:** The average caseloads in the CIC Teams is 15.8 cases, which above the Target caseload of no more than 15 children/young people.

**AMBER:** The average caseloads in the CSWT Teams is 21.5, which is above the Target caseload of no more than 18 children/young people. Reducing caseloads remains a key priority for the Service.

**GREEN:** The number of permanent exclusions from Secondary schools at 31 remains above the target of 35.

**GREEN:** The percentage of Children Missing Education cases closed within 30 school days at 89.4% is higher than the target of 85%

**GREEN:** Percentage of Returner Interviews completed for those with SCS Involvement is 92.3% which is above the Target of 90.0%

**GREEN:** Percentage of children becoming subject to a child protection plan for the second or subsequent time is 19.4%. This is within the target range of 17.5% - 22.5% and compares to average rates for England of 20.2% and Statistical Neighbours 21.5% (2017/18).

**GREEN:** Children in Care in same placement for the last two years (for those in care for two and a half years or more) is 73.9%. This is above the latest published England average of 70.0%, and 71.5% for Kent’s Statistical Neighbours (2017/18).

**GREEN:** The Average number of days between becoming a child in care and moving in with an adoptive family is 370 days, which remains considerably below the nationally set target of 426 days.

Directorate Scorecard - Kent KPIs

Annual Indicators		Polarity	Data Period	QPR	Annual Trends		Latest Year	Target 2017-18	RAG	Target 2018-19	DOT	Benchmark Group 2017-18	England 2017-18
					2015-16	2016-17							
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		74.8	74.2	75.1	77	AMBER	79	↑	74.7	71.5
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		19	21	17	19	GREEN	9	↑	20	18
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		59	65	67	66	GREEN	68	↑	66	65
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		25	26	21	20	AMBER	19	↑	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		50.4	46.3	47.1	53	RED	54	↑	47.8	46.6
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		16.2	18.4	18.8	20	GREEN	19	↓	17.7	13.9
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		2.6	3.0	3.1	2.8	AMBER	2.8	↓	3.1	2.9
CYPE2	Percentage of parents getting first preference of primary school	H	A		87.2	89.0	89.5	90	AMBER	91	↑		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		81.4	80.5	79.6	78	GREEN	77	↓		
CYPE4	Percentage of surplus school places in Kent Primary schools	T	A		4.6	5.1	5.8	5	N/A	N/A	N/A		
CYPE5	Percentage of surplus school places in Kent Secondary schools	T	A		9.6	9.4	8.9	7	N/A	N/A	N/A		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.7	8.7	9.1	8.5	AMBER	8.3	↓		9.6
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.2	14.6	14.7	13.7	AMBER	13.5	↓		13.6

Page 174

**Commentary on Annual Indicators:**

**RED:** At Key Stage 4, the Attainment 8 score is 47.1 which is below the target of 53 but is above with the national figure of 46.6 (for all state funded schools), and third highest compared to our statistical neighbours.

**AMBER:** In the Early Years Foundation Stage 75.1% of children attending a school in Kent achieved a good level of development which below the target of 77% but is higher than the national figure of 71.5%. Kent had the second highest results when compared to our statistical neighbours.

**AMBER:** The percentage of primary aged pupils who are persistently absent from school at 9.1% is below both the target of 8.5% and the national figures of 8.7%. For secondary schools the percentage is 14.7% which is also below the target of 13.7% and the national figures of 13.9%

**GREEN:** At Key Stage 2, 67% of pupils achieved the expected standard in reading, writing and maths compared to the national figure of 65%. We had the joint highest results when compared to our statistical neighbours.

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
<b>Activity-Volume Measures</b>				
CYPE10	Number of Primary Schools	MI School Census Database	January 2019 School Census	April 2019
CYPE11	Number of Secondary Schools	MI School Census Database	January 2019 School Census	April 2019
CYPE12	Number of Special Schools	MI School Census Database	January 2019 School Census	April 2019
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	January 2019 School Census	April 2019
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	January 2019 School Census	April 2019
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	January 2019 School Census	April 2019
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	January 2019 School Census	April 2019
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	January 2019 School Census	April 2019
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	January 2019 School Census	April 2019
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	MI Ofsted Database	Inspections as at end of April 2019	May 2019
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of April 2019	May 2019
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of April 2019	May 2019
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of April 2019	May 2019
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of April 2019	May 2019
FD07-C	Rate of notifications received into Early Help per 10,000 of the 0-17 population (inclusive, rolling 12 months)	Early Help module	Rolling 12 months up to end of April 2019	May 2019
SCS02	Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)	Liberi	Rolling 12 months up to end of April 2019	May 2019
FD01-C	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of April 2019	May 2019
FD02-C	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of April 2019	May 2019
FD02-C	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	Early Help module	Children referred during the month of April 2019	May 2019
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of April 2019	May 2019
EH05-C	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of April 2019	May 2019
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of April 2019	May 2019
	Number of Child Protection cases	Liberi	Snapshot data as at end of April 2019	May 2019
	Number of Children in Care	Liberi	Snapshot data as at end of April 2019	May 2019
	Number of Care Leavers	Liberi	Snapshot data as at end of April 2019	May 2019
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to April 2019	May 2019
<b>Key Performance Indicators</b>				
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 5th April 2019	April 2019
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Impulse database - monthly reported data	Snapshot as at April 2019	May 2019
CYPE1	Number of pupils being placed in independent or out-of-county special schools	Education Finance reporting	Snapshot as at April 2019	May 2019
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 2019	May 2019
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 2019	May 2019
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to April 2019	May 2019
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	Fair Access Team Synergy reporting	Rolling 12 months up to April 2019	May 2019
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 April 2019	May 2019
SISE59	Percentage of unemployment among 18-24 year olds	KCC Business Intelligence Statistical Bulletin	Snapshot data at end of April 2019	May 2019
EH16	Percentage of cases closed by Early Help Units with a positive outcome	Early Help module	Snapshot as at April 2019	May 2019
EH52	Percentage of Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at April 2019	May 2019
EH22 - C	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	Early Help module	Snapshot as at April 2019	May 2019
EH new	Average caseloads in the EH Units (based on number of children)			

## Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
<b>Key Performance Indicators (Continued)</b>				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	Liberi	Rolling 12 months up to April 2019	May 2019
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to April 2019	May 2019
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to April 2019	May 2019
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 April 2019	May 2019
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at April 2019	May 2019
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	Liberi	Rolling 12 months up to April 2019	May 2019
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to April 2019	May 2019
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at April 2019	May 2019
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at April 2019	May 2019
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at April 2019	May 2019
<i>ICS new</i>	<i>With new QAF consider new audit indicators across the service</i>			
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for July 2016 to June 2017 cohort	May 2019
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2017-18 DfE published	Oct 2018
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	End of year assessments based on EYFSP framework	2017-18 DfE published	Nov 2018
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	Test/TA results for end of academic year	2017-18 DfE published	Dec 2018
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	Test/TA results for end of academic year	2017-18 DfE published	Dec 2018
SISE17	Average score at KS4 in Attainment 8	Test results for end of academic year	2017-18 DfE published	Jan 2019
SISE19	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	2017-18 DfE published	Jan 2019
SEN10	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 2018	July 2018
CYPE2	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2018-19	April 2018
CYPE3	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2018-19	April 2018
CYPE4	Percentage of surplus school places in Kent Primary schools	Commissioning Plan for Education Provision in Kent	2017-18 surplus capacity data	Jan 2018
CYPE5	Percentage of surplus school places in Kent Secondary schools	Commissioning Plan for Education Provision in Kent	2017-18 surplus capacity data	Jan 2018
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Annual data for academic year 2017-18	2017-18 DfE published (LA), MI Calcs (Districts)	Feb 2019
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Annual data for academic year 2017-18	2017-18 DfE published (LA), MI Calcs (Districts)	Feb 2019



Indicator Definitions

Code	Indicator	Definition
<b>Activity-Volume Measures</b>		
CYPE10	Number of Primary Schools	The number of Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools). Total is as at the latest available termly school census.
CYPE11	Number of Secondary Schools	The number of Kent maintained Secondary schools and Secondary academies (including Free Schools). Total is as at the latest available termly school census.
CYPE12	Number of Special Schools	The number of Kent maintained Special schools and Special academies. Total is as at the latest available termly school census.
CYPE13	Total pupils on roll in Primary Schools	The number of pupils on roll in Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools). Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE14	Total pupils on roll in Secondary Schools	The number of pupils on roll in Kent maintained Secondary schools and Secondary academies (including Free Schools). Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE15	Total pupils on roll in Special Schools	The number of pupils on roll in Kent maintained Special schools and Special academies. Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools) as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Secondary schools and Secondary academies (including Free Schools) as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
CYPE18	Percentage of Special School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Special schools and Special academies as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
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).
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Primary schools and Primary academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Primary schools and Primary academies.
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Secondary schools and Secondary academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Secondary schools and Secondary academies.
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Special schools and Special academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Special schools and Special academies.
CYPE19	Number of requests for SEND statutory assessment	The number of initial requests for assessment for Education, Health and Care Plans (EHCPs) for 0-25 year olds in Kent LA.
FD07-C	Rate of notifications received into Early Help per 10,000 of the 0-17 population (inclusive, rolling 12 months)	The total number of notifications received into Early Help during the corresponding reporting month per 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year population estimates). The data includes all notifications which proceeded to Early Help (FD06-C). This is a child level indicator.
SCS02	Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)	This indicator shows the rate of referrals received by Children's Social Work Services. Numerator: Number of referrals (rolling 12 month period). Denominator: child population figure divided by 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year Estimates).
FD01-C	Number of contacts processed in the Front Door	The total number of notifications received during the corresponding reporting month that were processed by the Front Door. The data includes all contact reasons processed by the Front Door, excluding those with "Step down from CSWS" or "Transition from Open Access" as the Contact Reason. This is a child level indicator.
FD14-C	Number of Information, Advice and Guidance contacts processed in the Front Door	The total number of notifications received during the corresponding reporting month that were processed by the Front Door, with the Contact Outcome "Information, Advice and Guidance". The data includes all contact reasons processed by the Front Door, excluding those with "Step down from CSWS" or "Transition from Open Access" as the Contact Reason. This is a child level indicator.

Indicator Definitions

Code	Indicator	Definition
<b>Activity-Volume Measures (Continued)</b>		
FD02-C	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	The total number of notifications received during the corresponding reporting month that were processed by the Front Door and met the threshold for involvement from CSWS. The data includes all contact reasons processed by the Front Door where the Contact Outcome is "Threshold met for CSWS". This is a child level indicator.
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	The total number of notifications received during the corresponding reporting month that were processed by the Front Door and proceeded to Early Help. The data includes all contact reasons processed by the Front Door where the Contact Outcome is "Proceed to Early Help Unit", excluding those with "Step down" or "Transition from Open Access" as the Contact Reason. This is a child level indicator.
EH05-C	Number of cases open to Early Help Units	The number of open cases as at the end of the corresponding reporting month. The data includes all cases sent to units at Early Help Record stage. This is a child level indicator.
SCS01	Number of open Social Work cases	The total caseload figures for Children's Social Work Services.
	Number of Child Protection cases	The number of Children who have a Child Protection Plan as at the end of the corresponding reporting month.
	Number of Children in Care	The number of Children in Care as at the end of the corresponding reporting month.
	Number of Care Leavers	The number of Care Leavers as at the end of the corresponding reporting month.
EH35	Number of First Time Entrants into 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).
<b>Key Performance Indicators</b>		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	The number of two year old children accessing a free early education place at an early years provider as a proportion of the total number of families identified as potentially eligible for funding by the Department for Work and Pensions (DWP).
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.
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	The number of closed cases within 30 school days of their referral to Kent County Council's CME Team, as a percentage of the total number of cases opened within the period.
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	The number of CYP who register with the LA to Home Educate contacted to include the offer of a visit, within 10 days of receipt of the referral to Kent County Council's EHE Team, as a percentage of the total number of cases opened within the period.
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)
SISE59	Percentage of unemployment among 18-24 year olds	The number of people aged 18-24 who are claiming unemployment benefits (Jobseekers Allowance or Universal Credit) who are unemployed, as a proportion of the population aged 18-24, based on 2017 Mid-Year Population Estimates from the Office for National Statistics.

Page 178

Indicator Definitions

Code	Indicator	Definition
<b>Key Performance Indicators (Continued)</b>		
EH16	Percentage of cases closed by Early Help Units with a positive outcome	The percentage of all cases closed by Units (excluding Advice and Guidance) 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, within 6 weeks of allocation	The proportion of assessments completed in the last month, where the assessment was completed within 30 working days of allocation.
EH22 - C	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	The percentage of re-referrals into EH (YTD) that previously had an episode open to an Early Help Unit in the preceding 12 months, with a breakdown on the age bandings. The data includes all Notification type/Contact Reasons, but only if allocated to a Unit. It is calculated using a comparison between the contact date of the previous episode and the contact date of the subsequent notification.
<i>EH new</i>	<i>Average caseloads in the EH Units (based on number of children)</i>	Definition to be confirmed.
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	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.
SCS08	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.
SCS17	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.
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.
<i>ICS new</i>	<i>With new QAF consider new audit indicators across the service</i>	Definition to be confirmed.
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>

Page 179

Indicator Definitions

Code	Indicator	Definition
<b>Key Performance Indicators (Continued)</b>		
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 & 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 & mathematics - FSM 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.
SEN10	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).
CYPE1	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 from primary schools - all pupils 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 from secondary schools - all pupils 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.

Page 180

## Ofsted Inspection Outcomes since September 2018

Term	School	School type	LA / Academy	District	Inspection type	Inspection date	OE judgement	Direction of travel since previous inspection	First inspection since academising / new school?	Previous insp date Please put date or - (dash)	Previous Result (1,2,3,4)
1	The John Wallis CE Academy	Pri	ACA	Ashford	8 - Good	11 Sep 18	2	↔	-	09 Jan 14	2
1	Monkton CEP School	Pri	LA	Thanet	8 - Good	11 Sep 18	2	↓	-	19 Nov 11	1
1	Holy Trinity CEP School	Pri	LA	Gravesham	5	12 Sep 18	2	↑	-	19 Oct 17	3
1	St Martin's School	Pri	ACA	Dover	8 - Good	13 Sep 18	2	n/a	Yes	-	-
1	St Francis' Catholic Primary School	Pri	LA	Maidstone	8 - Good	18 Sep 18	2	↔	-	25 Jan 15	2
1	St Johns CEP School	Pri	LA	Canterbury	5	18 Sep 18	2	↑	-	22 Mar 16	3
1	Smeeth Community Primary School	Pri	LA	Ashford	8 - Good	20 Sep 18	2	↔	-	06 Nov 14	2
1	Lynsted and Norton School	Pri	ACA	Swale	5	25 Sep 18	3	↔	-	19 May 16	3
1	Skidders Kent Primary School (SKPS)	Pri	ACA	Tunbridge Wells	5	25 Sep 18	2	n/a	Yes	-	-
1	Valley Invicta Primary School At Leybourne Chase	Pri	ACA	Tonbridge & Malling	5	25 Sep 18	2	n/a	Yes	-	-
1	Istead Rise Primary School	Pri	ACA	Gravesham	5	25 Sep 18	2	n/a	Yes	-	-
1	Finberry Primary School	Pri	ACA	Ashford	5	26 Sep 18	2	n/a	Yes	-	-
1	Valley Invicta Primary School At Kings Hill	Pri	ACA	Tonbridge & Malling	5	27 Sep 18	2	n/a	Yes	-	-
1	St Augustine's Catholic Primary School, Hythe	Pri	LA	Folkestone & Hythe	8 - Good	28 Sep 18	2	↔	-	12 Mar 15	2
1	St George's CE Primary School	Pri	ACA	Swale	8 - Good	02 Oct 18	2	n/a	Yes	-	-
1	Dame Janet Primary Academy	Pri	ACA	Thanet	5	02 Oct 18	2	↑	-	21 Jun 16	3
1	Trinity School	Sec	ACA	Sevenoaks	8 - Good	02 Oct 18	2	↔	-	23 Jun 15	2
1	Leigh Primary School	Pri	LA	Sevenoaks	8 - Good	02 Oct 18	2	↔	-	14 Oct 14	2
1	Riverview Infant School	Pri	ACA	Gravesham	8 - Good	02 Oct 18	2	n/a	Yes	-	-
1	King Ethelbert School	Sec	ACA	Thanet	5	02 Oct 18	2	↔	-	04 Jun 14	2
1	Valley Invicta Primary School at Holborough Lakes	Pri	ACA	Tonbridge & Malling	5	03 Oct 18	2	n/a	Yes	-	-
1	Langafel CEP School	Pri	LA	Dartford	8 - Good	03 Oct 18	2	↔	-	05 Mar 15	2
1	St Barnabas CofE Primary School	Pri	LA	Tunbridge Wells	8 - Good	04 Oct 18	2	↔	-	27 Nov 14	2
1	Oasis Academy Isle of Sheppey	Sec	ACA	Swale	8 - Monitoring	08 Oct 18	Monitoring	n/a	-	01 Mar 17	3
1	Kingsnorth CEP School	Pri	ACA	Ashford	8 - Good	09 Oct 18	2	n/a	Yes	-	-
1	Tree Tops Primary Academy	Pri	ACA	Maidstone	8 - Monitoring	09 Oct 18	Monitoring	n/a	-	03 May 17	3
1	Meopham Community Academy	Pri	ACA	Gravesham	8 - Good	16 Oct 18	2	↔	-	25 Nov 14	2
1	Oaks Academy	Pri	ACA	Maidstone	8 - Good	16 Oct 18	2	↔	-	04 Mar 14	2
1	Sibertswold CEP School	Pri	LA	Dover	8 - Good	18 Oct 18	2	↔	-	04 Dec 14	2

## Ofsted Inspection Outcomes since September 2018

1	Culverstone Green Primary School	Pri	ACA	Gravesham	8 - Good	18 Oct 18	2	↔	-	18 Sep 14	2
1	Joy Lane Primary School	Pri	LA	Canterbury	8 - Good	19 Oct 18	2	↔	-	06 Feb 14	2
2	Manor Community Primary School	Pri	ACA	Dartford	8 - Good	31 Oct 18	2	↔	-	07 Nov 13	2
2	Ditton CEJ School	Pri	LA	Tonbridge & Malling	8 - Good	06 Nov 18	2	↔	-	08 Jan 15	2
2	North West Kent Alternative Provision Service	PRU	LA	Dartford	8 - Monitoring	06 Nov 18	Monitoring	n/a	-	03 Oct 17	4 - SW
2	West Kingsdown CEP School	Pri	LA	Sevenoaks	5	13 Nov 18	2	↑	-	02 May 18	3
2	Astor College for the Arts Academy	Sec	ACA	Dover	8 - Monitoring	13 Nov 18	Monitoring	n/a	-	20 Sep 17	3
2	Park Way Primary School	Pri	LA	Maidstone	8 - Good	13 Nov 18	2	↔	-	15 Jan 15	2
2	Halfway Houses Primary School	Pri	ACA	Swale	8 - Good	13 Nov 18	2	↔	-	29 Apr 15	2
2	Horizon Primary Academy	Pri	ACA	Sevenoaks	5	14 Nov 18	2	↔	-	07 Feb 18	2
2	The Maplesden Noakes School	Sec	ACA	Maidstone	8 - Good	14 Nov 18	2	↔	-	25 Sep 13	2
2	Brenchley and Matfield CEP School	Pri	ACA	Tunbridge Wells	8 - Good	15 Nov 18	2	↔	-	29 Nov 13	2
2	Priory Fields Academy	Pri	ACA	Dover	8 - Good	20 Nov 18	2	↔	-	21 Jun 13	2
2	Archbishop Courtenay Primary School	Pri	ACA	Maidstone	8 - Monitoring	20 Nov 18	Monitoring	n/a	-	14 Jun 17	4 - SM
2	Minster in Sheppey Primary School	Pri	ACA	Swale	8 - Good	22 Nov 18	2	↔	-	04 Dec 12	2
2	Burham CEP School	Pri	LA	Tonbridge & Malling	8 - Good	05 Dec 18	2	↔	-	02 Oct 14	2
2	Barton Junior Academy	Pri	ACA	Dover	8 - Good	05 Dec 18	2	↔	-	09 Oct 14	2
2	Oakfield Academy	Pri	ACA	Dartford	8 - Good	11 Dec 18	2	↔	-	27 Nov 14	2
2	Wye School	Sec	ACA	Ashford	8 - Good	11 Dec 18	2	↔	-	02 Jun 15	2
2	Tenterden CE Junior School	Pri	ACA	Ashford	5	11 Dec 18	2	↔	-	11 Jan 13	2
2	St Michael's CEP School	Pri	ACA	Ashford	5	11 Dec 18	2	↔	-	12 Nov 15	2
2	St Peter's Methodist Primary School	Pri	LA	Canterbury	8 - Good	12 Dec 18	2	↔	-	26 Mar 15	2
2	Palm Bay Primary School	Pri	LA	Thanet	8 - Good	13 Dec 18	2	↔	-	23 Oct 14	2
3	White Cliffs Primary	Pri	ACA	Dover	8 - Good	08 Jan 19	2	↓	-	04 Nov 19	1
3	Chilton Primary School	Pri	ACA	Thanet	5	09 Jan 19	1	↑	-	21 Mar 18	2
3	New Line Learning	SEC	ACA	Maidstone	8 - Monitoring	09 Jan 19	cancelled	n/a	-	10 Oct 17	3
3	Victoria Road	Pri	LA	Ashford	8 - Good	15 Jan 19	2	↔	-	16 Sep 14	2
3	Canterbury Road Primary School	Pri	LA	Swale	5	15 Jan 19	2	↔	-	31 Jan 18	2
3	Capel Primary School	Pri	LA	Tunbridge Wells	8 - Good	15 Jan 19	2	↔	-	05 Feb 15	2
3	Maidstone Grammar School	Sec	LA	Maidstone	8 - Exempt	15 Jan 19	2	↓	-	26 Sep 13	1
3	Goodnestone CoE Primary School	Pri	LA	Dover	5	17 Jan 19	2	↔	-	17 Sep 14	2

## Ofsted Inspection Outcomes since September 2018

3	Amherst School	Pri	ACA	Sevenoaks	8 - Good	17 Jan 19	2	↔	-	26 Feb 15	2
3	Ightham Primary School	Pri	LA	Tonbridge & Malling	8 - Good	17 Jan 19	2	↔	-	04 Feb 15	2
3	Meopham School	Sec	ACA	Gravesham	5	22 Jan 19	1	↑	-	16 Jan 18	2
3	Salmestone Primary School	Pri	ACA	Thanet	5	22 Jan 19	2	↑	-	06 Jul 16	3
3	Towers School & Sixth Form Centre	Sec	ACA	Ashford	5	22 Jan 19	2	↑	-	14 Oct 16	3
3	East Farleigh Primary School	Pri	LA	Maidstone	5	22 Jan 19	3	↓	-	03 Mar 15	2
3	Dartford Bridge CP School	Pri	LA	Dartford	5	29 Jan 19	4	↓	-	30 Jan 18	2
3	Copperfield Academy	Pri	ACA	Gravesham	5	29 Jan 19	4	↓	-	14 Sep 16	3
3	Yalding, St Peter & St Paul CEP School	Pri	LA	Maidstone	8 - Exempt	29 Jan 19	2	↓	-	25 Nov 08	1
3	Cage Green Primary School	Pri	LA	Tonbridge & Malling	5	30 Jan 19	4	↓	-	04 Oct 16	3
3	Richmond Academy	Pri	ACA	Swale	5	30 Jan 19	3	n/a	Yes	-	n/a
3	Lydden Primary	Pri	LA	Dover	8	05 Feb 19	2	↔	-	13 Feb 15	2
3	Birchwood PRU	PRU	LA	Folkestone & Hythe	5	06 Feb 19	2	↑	-	21 Sep 16	3
3	Tenterden Infant School	Inf	ACA	Ashford	8 - Good	05 Feb 19	2	↔	-	11 Jan 13	2
3	The Royal Harbour Academy	Sec	ACA	Thanet	8 - monitoring	06 Feb 19	Monitoring	n/a	-	12 Jun 18	4
3	Oakwood Park Grammar School	Sec	ACA	Maidstone	8 - Exempt	06 Feb 19	2	↓	-	01 Dec 11	1
3	Sandhurst Primary School	Pri	LA	Tunbridge Wells	5	05 Feb 19	2	↑	-	19 Oct 16	3
3	Valence School	Spe	LA	Sevenoaks	8 - monitoring	07 Feb 19	Monitoring	n/a	-	10 Sep 18	3
3	The Beacon Folkestone	Spe	LA	Folkestone & Hythe	5	12 Feb 19	1	n/a	Yes	-	n/a
3	Kemsley Primary Academy	Pri	ACA	Swale	8 - Good	14 Feb 19	2	↔	-	10 Feb 15	2
4	Hadlow Rural Community School	Sec	ACA	Tonbridge & Malling	8 - Good	26 Feb 19	2	↔	-	23 Jun 15	2
4	Pembury Primary School	Pri	LA	Tunbridge Wells	8 - Good	26 Feb 19	2	↔	-	03 Feb 15	2
4	Luddenham School	Pri	ACA	Swale	5	26 Feb 19	2	↔	-	20 Feb 18	2
4	Westlands School	Sec	ACA	Swale	8 - Exempt	26 Feb 19	2	↓	-	24 Oct 12	1
4	Westgate Primary School	Pri	ACA	Dartford	5	05 Mar 19	2	n/a	Yes	-	n/a
4	New Line Learning	Sec	ACA	Maidstone	8 - Monitoring	07 Mar 19	Monitoring	n/a	-	10 Oct 17	3
4	Colliers Green	Pri	LA	Tunbridge Wells	8 - Good	07 Mar 19	2	↔	-	25 Mar 15	2
4	Archbishop Courtenay Primary School	Pri	ACA	Maidstone	8 - Monitoring	12 Mar 19	Monitoring	n/a	-	14 Jun 17	4
4	St Eanswythe's CoE Primary	Pri	ACA	Folkestone & Hythe	5	12 Mar 19	1	↑	-	27 Mar 18	2
4	Lower Halstow Primary School	Pri	LA	Swale	5	13 Mar 19	2	↔	-	28 Apr 15	2
4	Dover Christ Church Academy	Sec	ACA	Dover	5	12 Mar 19	3	↔	-	06 Oct 16	3

## Ofsted Inspection Outcomes since September 2018

4	Hersden Village Primary School	Pri	ACA	Canterbury	5	19 Mar 19	2	↔	-	06 Mar 18	2
4	Joydens Wood Junior School	Pri	ACA	Dartford	8 - Good	20 Mar 19	2	↔	-	04 Mar 15	2
4	St Peter's CEP School, Aylesford	Pri	LA	Tonbridge & Malling	8 - Good	20 Mar 19	2	↔	-	20 Jan 15	2
4	Meadowfield School	Spe	LA	Swale	8	26 Mar 19	1	↔	-	13 Nov 14	1
4	Bromstone Primary School	Pri	LA	Thanet	5	26 Mar 19	2	↔	-	03 Mar 15	2
4	Shoreham Village School	Pri	LA	Sevenoaks	8 - Good	26 Mar 19	2	↔	-	17 Mar 15	2
4	Oakley School	Spe	LA	Tunbridge Wells	8 - Good	26 Mar 19	2	↔	-	11 Mar 15	2
4	Crockenhill Primary School	Pri	LA	Sevenoaks	8 - Good	27 Mar 19	2	↔	-	24 Mar 15	2
4	Five Acre Wood School	Spe	LA	Maidstone	8 - Good	28 Mar 19	1	↔	-	25 Mar 15	1
4	Shipbourne School	Pri	LA	Tonbridge & Malling	8 - Good	28 Mar 19	2	↔	-	24 Mar 15	2
4	High Weald Academy	sec	ACA	Tunbridge Wells	5	02 Apr 19	3	↔	-	05 Oct 16	3
4	St Edmunds Catholic	Sec	ACA	Dover	5	02 Apr 19	3	n/a	Yes	-	n/a
4	Ide Hill CEP School	Pri	LA	Sevenoaks	8 - Good	04 Apr 19	2	↔	-	09 Jun 15	2
5	Platt CEP School	Pri	LA	Tonbridge & Malling	8	24 Apr 19	2	↔	-	21 Oct 15	2
5	Sandwich Technology	Sec	ACA	Dover	5	01 May 19	2	↔	-	01 Jul 15	2
5	Eythorne & Elvington	Pri	LA	Dover	8	02 May 19	2	↔	-	12 Jun 15	2
5	Willesborough Infant	Pri	LA	Ashford	5	02 May 19	2	↔	-	29 Apr 15	2
5	St Peter-in-Thanet CofE Junior School	Pri	LA	Thanet	8	08 May 19	2	↔	-	29 Apr 15	2
5	Barming Primary School	Pri	ACA	Maidstone	5	08 May 19	2	n/a	Yes	-	n/a
5	Greenfields CP School	Pri	LA	Maidstone	5	14 May 19	2	↔	-	22 May 18	2
5	Newington Church of England Primary School	Pri	LA	Swale	5	14 May 19	2	↔	-	12 May 15	2
5	Shatterlocks Infant Academey	Pri	ACA	Dover	5	15 May 19	Report not yet published		-	17 Jul 18	2
5	Portal House School	Spe	LA	Dover	8	15 May 19	2	↔	-	05 Jun 15	2
5	Dartford Bridge CP School	Pri	LA	Dartford	8 - monitoring	21 May 19	Monitoring	n/a	-	29 Jan 19	4
5	Copperfield Academy	Pri	ACA	Gravesham	8 - monitoring	21 May 19	Report not yet published		-	29 Jan 19	4
5	Wrotham School	Sec	ACA	Tonbridge & Malling	5	21 May 19	Report not yet published		-	05 Jun 18	2
5	St Edward's Catholic Primary	Pri	ACA	Swale	5	21 May 19	Report not yet published		Yes	-	n/a
5	Littlebourne Church of England Primary School	Pri	LA	Canterbury	5	22 May 19	2	↔	-	24 Sep 15	2



## Ofsted Inspection Outcomes since September 2018

5	St Nicholas CoE Primary	Pri	ACA	Folkestone & Hythe	5	22 May 19	Report not yet published		-	28 Apr 16	4
5	East Stour Primary	Pri	LA	Ashford	8	23 May 19	2	↔	-	02 Jul 15	2
5	Churchill Primary School	Pri	LA	Folkestone & Hythe	8	23 May 19	2	↔	-	20 May 19	2

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**From:** Ben Watts, General Counsel

**To:** Children's, Young People and Education Cabinet Committee – 28<sup>th</sup> June 2019

**Subject:** **Work Programme 2019/20**

**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 2019/20.

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 2019/20**

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 2019/20.

### 5. Background Documents

None

### 6. Contact details

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## CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE WORK PROGRAMME – 2019/2020

Tuesday 1 October 2019		
Item:	Requested by/when:	Deferred?
<ul style="list-style-type: none"> <li>• Kent Commissioning Plan</li> </ul>		
<ul style="list-style-type: none"> <li>• Period Poverty (The Red Box Project)</li> </ul>	Ida Linfield	
<ul style="list-style-type: none"> <li>• Safeguarding update - following on from the Kent Safeguarding Children Board Annual Report submitted to full Council in Oct 2018</li> </ul>		Deferred from June 2019 mtg
<ul style="list-style-type: none"> <li>• Private Fostering Arrangements</li> </ul>	S.Hammond at agenda setting meeting in May 2019	
<ul style="list-style-type: none"> <li>• Youth Update</li> </ul>		
<ul style="list-style-type: none"> <li>• Review of Kent's Fostering Service</li> </ul>	G.Cooke via e-mail	
<ul style="list-style-type: none"> <li>• Complaints and Representations 2018-19</li> </ul>		
<ul style="list-style-type: none"> <li>• Performance Monitoring</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 2019/20</li> </ul>	Standard item	
<b>Friday 15 November 2019</b>		
Item:	Requested by/when:	Deferred?
<ul style="list-style-type: none"> <li>• An update on Adolescent Risk Management in Kent</li> </ul>	G.Cooke at CYPE CC on 7 May 2019	
<ul style="list-style-type: none"> <li>• Children and Young People's Mental Health Services - Update</li> </ul>		
<ul style="list-style-type: none"> <li>• Performance Monitoring</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 2019/20</li> </ul>	Standard item	
<b>Friday 10 January 2020</b>		

<b>Item:</b>	<b>Requested by/when:</b>	<b>Deferred?</b>
• Co-ordinated Primary and Secondary Scheme of Admissions	Annual report	
• Draft 2020-21 Budget and 2020-21 Medium Term Financial Plan	Annual report	
• Kent Commissioning Plan Update	Bi-annual report	
• Performance Monitoring	Standard item	
• Ofsted Update	Standard item	
• Work Programme 2019/20	Standard item	
<b>Wednesday 11 March 2020</b>		
<b>Item:</b>	<b>Requested by/when:</b>	<b>Deferred?</b>
• Update on Kent SEND Local Area Inspection by Ofsted/CQC	G.Cooke at CYPE CC on 7 May 2019	
• SACRE Report	Annual report	
• Annual monitoring review of the Vulnerable Learners Strategy	Annual report	
• Performance Monitoring	Standard item	
• Ofsted Update	Standard item	
• Work Programme 2019/20	Standard item	
<b>Tuesday 5 May 2020</b>		
<b>Item:</b>	<b>Requested by/when:</b>	<b>Deferred?</b>
• Post 16 Transport Policy Statement 2020/21		
• Performance Monitoring	Standard item	
• Ofsted Update	Standard item	
• Work Programme 2019/20	Standard item	

**Updated: 18 June 2019**

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

**To:** Children, Young People and Education Cabinet Committee – 28<sup>th</sup> June 2019

**Subject:** **Children and Young People’s Mental Health Services, funded by Kent County Council**

**Classification:** **Unrestricted**

**Past Pathway of Paper:** CYPE Cabinet Committee, November 2018, January 2019 and March 2019

**Future Pathway of Paper:** N/A

**Electoral Division:** All

**Summary:**

During 2017, Kent County Council (KCC) agreed to invest £2.6m per year into a new contract for an integrated Children and Young People’s Mental Health Service (CYPMHS) via a Section 76 agreement. Kent’s CYPMHS is delivered by the North East London NHS Foundation Trust (NELFT) with the contract management led by West Kent Clinical Commissioning Group (WKCCG).

This paper provides an update on the commissioning arrangements for the KCC-funded elements of CYPMHS, and associated Section 76 agreement. It sets out a series of actions that have been agreed with the contract lead, WKCCG.

Actions that have been taken include the following;

- Application of available contract sanctions
- Strengthened contract monitoring arrangements
- Implementation of a new shared case tracking system

A final decision on changes to the model and any associated new contract must be informed by a reasonable period of performance analysis through the new monitoring arrangements. This will be complete by Autumn 2019.

West Kent CCG are currently undertaking a financial audit to assess how North East London NHS Foundation Trust (NELFT) have spent the authority’s money.

**Recommendation(s):**

The Children’s, Young People and Education Cabinet Committee is asked to consider and comment on the report.

**1. Introduction**

- 1.1. The service model for mental health support for children and young people in Kent was developed and procured based on feedback from children and young people, consultation with partners and in line with the government strategy “Future in Mind”.
- 1.2. During 2017, KCC agreed to invest £2.65m per year into a new contract for an integrated Children and Young People’s Mental Health Service (CYPMHS) via a Section 76 agreement. The integrated service was agreed through both KCC and NHS governance and the procurement was undertaken as a collaborative process.
- 1.3. The CYPMHS is a county-wide service, delivered across the following pathways of care:
  - Mood and Anxiety Pathway
  - Behaviour and Conduct Pathway
  - Complex Pathway, which provides Evidence Based Therapy (EBT) for Psychosis, Gender Dysphoria, Bipolar Disorder, Complex Post Traumatic Stress Disorder, Harmful Sexual Behaviours and Complex Emotional Intensity Difficulties. Children in Care are treated in this pathway if their needs cannot be met within another pathway.
  - Early Help Pathway, which provides early intervention, resilience building and preventative interventions.
  - Neurodevelopmental and Learning Disability Team
  - All Age Eating Disorder Service, which provides EBT for anorexia nervosa, bulimia and binge eating disorder
- 1.4. The services are delivered by the North East London NHS Foundation Trust (NELFT) and KCC invests £2.6m annually into the NHS contract for the delivery of specific services, including Early Help and services for Looked After Children. The CCGs invest £13.8m per annum, giving a total contract value of £16.5m per annum.
- 1.5. Performance against the KCC investment sits within a context of wider performance for the CCG funded services. Demand for CCG funded services is approximately one third higher than anticipated during the procurement process.

## **2. Contractual Position**

- 2.1. KCC funding is invested alongside the wider NHS funding and the service is commissioned and contracted by the NHS. In the original agreement, a partnership arrangement was established between KCC and the NHS, organised via a Section 76 agreement - a funding mechanism that enables joint commissioning, by allowing Local Authorities to invest into an NHS contract.
- 2.2. The contract management arrangements for the provision are managed by West Kent CCG, who have lead responsibility across the county.
- 2.3. The Section 76 agreement states that:



“The Coordinating CCG has agreed to use the Payments to deliver the Authority Services and in so doing the Coordinating CCG shall itself work closely with the North and West Kent CCGs and with the East Kent Managing CCG to ensure that the Consortium CCGs are satisfied that the Authority Services are provided in accordance with the Service Contract.”

- 2.4. The contractual arrangement with NELFT includes a broad service specification for emotional wellbeing and mental health services. This includes several principles which underpin different elements of the model, including, for example, Voice of the Child, delivery of a fully integrated Single Point of Access (SPA) and partnership working.
- 2.5. In order to be compliant with the regulations surrounding the implementation of a Section 76 agreement the NHS contract needs to have the ability to separate out the elements of the authority’s provision in that ‘*before making a payment under Section 76, a local authority must be satisfied that the payment is likely to secure a more effective use of public funds than the deployment of an equivalent amount on the provision of local authority services*’. There is currently a dispute over two elements of the contract.

### 3. Current performance

- 3.1. As previously reported there have been concerns regarding the data monitoring system for the NELFT contract. A new system has been agreed between KCC Early Help and NELFT which will enable more robust scrutiny of the performance data provided. Implementation of this new tracking system requires changes to both the RIO case management system that NELFT use and the KCC Early Help system. These changes are currently being made by ICT teams and the new system is expected to be fully embedded in June 2019.
- 3.2. The below details the latest available performance information:

Indicator	April 18 – Mar 19 average	Apr-19	Percentage change
Early Help caseload (target 300)	106	187	+76%
Consultations	84	105	+25%
Liaisons	174	198	+14%

- 3.3. Although this shows that the service has not yet reached the 300 caseload targets, it demonstrates a clear improvement. It has been agreed that full analysis will be completed by the Autumn in order to judge whether this improvement has been sustained and the 300-caseload target reached.
- 3.4. In addition, it has been agreed that all Early help cases will be referred via the Single Point of Access (SPA). This had not previously been the case and was limiting NELFT’s ability to report accurately on both active caseloads and

outcomes. Training is in place with SPA workers on the new system and KCC are now invited to the technical contract monitoring meetings.

#### **4. Progress on the Section 76 Arrangement**

4.1. Following a review of the existing Section 76 arrangement, KCC has reached agreement with West Kent CCG on the key contract management issues. The actions below can be implemented within the existing Section 76 agreement but allow for a strengthened position for KCC:

- Confirmation that, whilst West Kent CCG remains the commissioner and contract lead for the overall NELFT contract, that KCC is the key stakeholder within the contract monitoring process for the KCC-funded services
- Agreement about the process for monitoring activity and outcome targets for the KCC-funded elements of the CYPMHS service. This is currently being implemented by NELFT and KCC's operational and ICT teams.
- Agreement to commission a financial audit of NELFT expenditure since the start of the CYPMHS contract – this will seek to demonstrate how and where the KCC-funding has been spent
- Agreement to use open-book accounting for the contract which will provide regular and on-going assurance about how the KCC-funds are being spent
- Agreement to apply existing contractual levers (e.g. Activity Query Notice, Contract Performance Notice etc.) to drive the required performance on areas such as provision of data – with the possibility to apply financial sanctions in the event of consistent non-compliance

4.2. These changes mean that:

- KCC will have clear oversight of the funding and performance of the Authority Services provided through the CYPMHS contract.
- NELFT are subject to contract sanctions if they fail to demonstrate adequate level of performance on any aspect of the KCC-funded part of the contract.
- KCC has access to timely, accurate and ratifiable activity data surrounding the authority services.
- KCC will have full assurance about how and where its contribution to the CYPMHS contract is being spent from month to month.

4.3. Final agreement on changes to the Section 76 will be made once the analysis of performance, outlined in Section 3 has been completed.

#### **5. Conclusion**

- 5.1. KCC has been clear with West Kent CCG that it has been dissatisfied with the implementation of the Section 76 and the performance of the NELFT contract in respect of Authority services. It has reflected this in payments to date.
- 5.2. Initial performance reporting shows improvement for the Early Help services, with an upward trajectory. However, this is yet to reach agreed targets and the improvement covers a limited time period to date.
- 5.3. KCC does recognise that NELFT is experiencing significant unanticipated demand in the CCG funded elements of this service. West Kent CCG and KCC have agreed a shared ambition to review the model, and following analysis of performance under the new monitoring arrangements, agree the most appropriate model. This could involve a new contract and associated Section 76 agreement, which would also enable a stronger activity-based contract.
- 5.4. The Cabinet Member has taken the decision to establish new contract monitoring arrangements and to end the existing Section 76. The first part of this decision has been implemented; the full implementation associated with the second part of this decision will be informed by the analysis of performance between Spring and Autumn 2019.
- 5.5. KCC must continue to work in partnership with the NHS so that it that can respond to the challenges that young people and their families face in relation to mental health.

**Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to consider and comment on the report.

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