

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

**Friday, 10th January, 2020**

**10.00 am**

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







## AGENDA

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

Friday, 10 January 2020 at 10.00 am  
Council Chamber, Sessions House, County Hall,  
Maidstone

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

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

#### Membership (18)

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

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

Labour (1) Dr L Sullivan

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

#### Webcasting Notice

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

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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
- 3 Membership

To note that Mr Messenger and Mrs Prendergast have formally resigned as Members of the Committee.

- 4 Declarations of Interest by Members in items on the Agenda
- 5 Minutes of the meeting held on 15 November 2019 (Pages 1 - 10)
- 6 Minutes of the Corporate Parenting Panel held on 17 September 2019 (Pages 11 - 18)
- 7 Children's, Young People and Education Cabinet Committee meeting dates for 2020/2021 - For Information Only (Pages 19 - 20)
- 8 Verbal Update by Cabinet Members and Corporate Director (Pages 21 - 22)
- 9 Draft Capital Programme 2020-23 and Revenue Budget 2020-21 (Pages 23 - 34)
- 10 19/00079 - The Commissioning Plan for Education Provision in Kent 2020-24 (Pages 35 - 230)
- 11 20/00003 - Proposed Co-ordinated Schemes for Primary and Secondary Schools in Kent and Admission Arrangements for Primary and Secondary Community and Voluntary Controlled Schools 2021/22 (Pages 231 - 330)
- 12 20/00005 - Funding for Council Tax payments for Kent young people who are Care Leavers aged 18-21 years (Pages 331 - 340)
- 13 20/00006 - The proposal for an updated policy for Emergency Bed In house Foster Care (Pages 341 - 358)
- 14 London Borough of Bexley, Kent County Council & Medway Council Regional Adoption Agency (Pages 359 - 390)
- 15 School Expansions and Alterations (Pages 391 - 446)

The Children's, Young People and Education Cabinet Committee is asked to endorse or make recommendations to the Cabinet Member for Education and Skills on the following proposed decisions:

  - 20/00007 - Proposal to expand Pilgrims Way Primary school, Pilgrims Way, Canterbury, Kent, CT1 1XU by increasing the Published Admissions Number (PAN) from 45 places to 60 places from September 2021
  - 20/00008 - Proposal to expand Water Meadows Primary school, Shaftesbury Road, Hersden, Canterbury, Kent, CT3 4HS by increasing the Published Admissions Number (PAN) from 15 places to 30 places from September 2020
  - 20/00009 - Proposal to Expand Tunbridge Wells Grammar School for Boys, by increasing the Published Admission Number (PAN) from 210 places to 300 places from September 2021
- 16 Performance Monitoring (Pages 447 - 504)
- 17 Ofsted Update (Pages 505 - 506)
- 18 Work Programme 2020/21 (Pages 507 - 512)

## **EXEMPT ITEMS**

*(At the time of preparing the agenda there were no exempt items. During any such items which may arise the meeting is likely NOT to be open to the public)*

Benjamin Watts  
General Counsel  
03000 416814

**Thursday, 2 January 2020**

*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**

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

MINUTES of a meeting of the Children's, Young People and Education Cabinet Committee held at Council Chamber, Sessions House, County Hall, Maidstone on Friday, 15th November, 2019.

PRESENT: Mrs L Game (Chairman), Mr D Murphy (Vice-Chairman), Mr M J Angell, Mr D L Brazier, Mr D Brunning, Mrs P T Cole, Mr G Cooke, Mrs T Dean, MBE, Ms S Hamilton, Ida Linfield, Mr R C Love, OBE, Mr S C Manion, Mr P J Messenger, Mr Q Roper and Dr L Sullivan

OTHER MEMBERS: Sue Chandler, Richard Long, TD and Matthew Balfour

OFFICERS: Nick Abrahams (Area Education Officer – West Kent), Katherine Atkinson (Assistant Director, Management Information and Intelligence, Integrated Children's Services), Patricia Bamblett (Lead Co-ordinator, Kent Enablement and Prevention Service), Dan Bride (District Manager, Tunbridge Wells), Stuart Collins (Director of Integrated Children's Services (West Kent and Early Help and Preventative Services Lead)), David Firth (Policy Adviser), Sarah Hammond (Director of Integrated Children's Services, East), Natasha Pearson (Transforming Care Accelerator Pilot Lead, Kent Enablement and Prevention Service), Simon Pleace (Revenue and Tax Strategy Manager), Ian Watts (Area Education Officer – North Kent), Marisa White (Area Education Officer - East Kent) and Emma West (Democratic Services Officer)

**UNRESTRICTED ITEMS**

**130. Apologies and Substitutes**

*(Item 2)*

No apologies had been received.

**131. Election of Chairman**

*(Item 3)*

(1) The Committee elected Mrs Game as Chairman of the Committee.

*Agreed without a formal vote*

(2) Mrs Game thanked Mr Cooke for his hard work, commitment and valuable contribution to the Committee in his time as Chairman.

(3) RESOLVED that Mrs Game be elected as Chairman of the Committee.

**132. Election of Vice-Chairman**

*(Item 4)*

(4) Mrs Game proposed, and Mr Manion seconded that Mr Murphy be elected Vice-Chairman of the Committee.

- (5) RESOLVED that Mr Murphy be elected Vice-Chairman of the Committee.

**133. Declarations of Interest by Members in items on the Agenda**

*(Item 5)*

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

- (2) Later in the meeting, the following Committee Members made declaration of interests as governors of schools in Kent:

- Dr L Sullivan
- Ida Linfield
- Mrs P Cole
- Mr D Brazier
- Mr D Murphy
- Ms S Hamilton
- Mr S Manion

**134. Minutes of the meeting held on 1 October 2019**

*(Item 6)*

RESOLVED that the minutes of the meeting of the Children's, Young People and Education Cabinet Committee held on 01 October 2019 are correctly recorded and that they be signed by the Chairman.

**135. Minutes of the Corporate Parenting Panel held on 25 July 2019**

*(Item 7)*

RESOLVED that the minutes of the Corporate Parenting Panel held on 25 July 2019 be noted.

**136. Verbal Update by Cabinet Member and Corporate Director**

*(Item 8)*

- (1) Mr Long (Cabinet Member for Education and Skills) gave a verbal update on the following issues:

**a) National Children and Adults Services Conference 2019:**

Mr Long said he would be attending the National Children and Adult Services Conference (NCASC) in Bournemouth from 20<sup>th</sup> to 22<sup>nd</sup> November.

**b) Key Stage 4 and Key Stage 5 exam results**

Attainment in Kent schools had increased for the third year in a row. The average attainment 8 score per pupil in Kent was above the national average, with strong passes in both English and Mathematics. Mr Long encouraged Members to contact him directly if they had any questions in relation to exam results in Kent.



- (2) Mrs Chandler (Cabinet Member for Integrated Children's Services) gave a verbal update on the following issues:

**a) Visit to the Integrated Children's Service team in Dover**

Mrs Chandler recently visited the Integrated Children's Service Team in Dover with Mr Dunkley, Corporate Director of Children, Young People and Education. During the visit, she had conversations with team members in relation to local issues and grasped a better understanding of their training process and how each process affected their team.

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

**a) The role of a Corporate Parent**

Mr Dunkley emphasised the importance of Corporate Parenting and the responsibilities that Members and officers had in seeking to improve the lives of Kent's looked after children and celebrate their achievements. He had recently attended the Virtual School Kent Awards Ceremony 2019 which honoured the outstanding achievements of Kent's Children and Young People in Care. He added that invitations to such events would be extended to Members.

- (4) In response to a question, Mr Dunkley explained the rationale behind the term 'children and young people' and said that many 16-17-year olds wished to be referred to as young people, not children.

- (5) In response to a question, Mr Long referred to the National Children and Adults Services Conference 2019 which he had attended in November and said that opposition spokesmen could be invited to future conferences.

- (6) In response to a question, Mr Dunkley and Mrs Chandler explained the reasoning behind the Youth Employment item being withdrawn from the agenda prior to publication.

- (7) In response to a question relating to the review of the planned provision of school places within the Thanet area, Mr Dunkley confirmed that the matter would be discussed at Scrutiny Committee on 19<sup>th</sup> November 2019.

- (8) RESOLVED that the verbal updates be noted.

**137. 19/00075 - School Funding Arrangements for 2020-21**  
(Item 9)

*Mr Pleace (Revenue and Tax Strategy Manager) was in attendance for this item*

- (1) Mr Pleace briefly introduced the report which set out information relating to the proposals to change to the Local Funding Formula (LFF) which were contained within the School Funding Formula Consultation 2020-21.

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

- a) Mr Pleace referred to the introduction of the *soft* National Funding Formula in 2018-19 and highlighted one area of concern that Kent had been able to address in the Local Funding Formula through the continuation of a lump sum of £120k which was paid to all Kent schools. He talked about the concerns that the relatively small increases in funding for smaller primary schools and confirmed that one of the proposals in the consultation is for Kent to continue to pay a lump sum of £120k to Kent primary schools. This would offer protection to Kent's smaller schools.
  - b) Mr Pleace confirmed that further information would be distributed to Committee Members outside of the meeting in relation to the school funding formula consultation and equality impact assessment.
  - c) Mr Pleace confirmed that the schools funding formula consultation was live and he provided information which related to the consultation responses that had been received to date.
  - d) Mr Pleace explained the reasons behind the proposals set out in the consultation to repeat the 1% transfer to high needs in 2020-21 and discussed plans to use the transfer to incentivise inclusion of children and young people with Education, Health and Care Plans into mainstream settings. In addition, he added that the Schools' Funding Forum needed to agree whether a Falling Roll Fund should be introduced from 2020-21, taking into consideration the views of the schools through the consultation. Mr Dunkley explained the decision-making process and confirmed that the proposed decision to repeat the 1% transfer to high needs would be taken by the Lead Member, not the Schools' Funding Forum.
  - e) Mr Pleace referred to the consultation document and provided further information in relation to local areas of concern and each of the scenarios and their estimated funding rates. He added that one of the scenarios (number three in the consultation document) would require approval from the Secretary of State.
  - f) Mr Pleace confirmed that he could provide further information to Committee Members at a later date in relation to the discussions that would take place at the Schools' Funding Forum on 29<sup>th</sup> November 2019, once the consultation had closed.
  - g) Mr Long (Cabinet Member for Education and Skills) and Mr Dunkley confirmed that as the consultation had not yet closed, Members could submit their comments and views in relation to the consultation by 29<sup>th</sup> November 2019.
- (2) RESOLVED that the proposed decision to be taken by the Cabinet Member for Education and Skills in December 2019, following engagement with the Schools' Funding Forum, to agree to the proposals set out within the Kent Schools' Local Funding Formula 2020-21 consultation, be endorsed.

**138. 19/00076 - Children and Young Person's Emotional and Mental Health Service (CYPMHS)**  
(Item 10)

*Mr Holman (Associate Director of Mental Health, Children's and Maternity Commissioning (NHS West Kent CCG)), Ms Bamblett (Lead Co-ordinator, Kent Enablement and Prevention Service) and Ms Pearson (Transforming Care Accelerator Pilot Lead, Kent Enablement and Prevention Service) were in attendance for this item.*

- (1) Mr Collins briefly introduced the report which set out information relating to the Children and Young Person's Mental Health Service (CYPMHS) and the recommendation that some Kent County Council (KCC) investment be re-focused to address the challenges outlined within the report.

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

- a) Mr Collins referred to the challenges faced by KCC and the NHS within the KCC early intervention elements of the contract said that the contract's issues and challenges had been consistently reported to the Service Commissioning Board, Commissioning Advisory Board and Children's, Young People and Education Cabinet Committee. He briefly outlined the options available within the report and the need to review the section 76 arrangement through which KCC worked with West Kent CCG as the Lead Commissioner for the contract with North East London Foundation Trust (NELFT), and the need to change the funding arrangement for the Early Help element of the contract. He added that KCC's public health specialists had recently undertaken a review of the offer for mild to moderate needs in order to understand the effect of the current services and what more could be done to address needs. He briefly referred to the increased demand for specialist interventions, and NELFT's increase in waiting times and Neurodevelopmental referrals. He emphasised the importance of addressing concerns before they needed to be escalated and working collaboratively with partners.
- b) Mr Holman reiterated Mr Collins' comments and the importance of working collaboratively to reach desired outcomes. He said that despite the current challenges faced within NELFT's Neurodevelopmental pathway, NELFT were performing adequately as a service in the context of workforce demands and demands for children requiring support and met their Referral to Treatment (RTT) standards across five CCG's. He explained the reasons behind these challenges and emphasised the significant need to ensure that children's needs were met in a universal manner. He referred to the positive work being undertaken in relation to improving the Neurodevelopmental pathway and reducing waiting times.
- c) Mrs Chandler (Cabinet Member for Integrated Children's Services) reiterated comments made by Mr Collins and Mr Holman and emphasised the importance in ensuring that children received early intervention which would benefit them and their families instead of having to wait for long periods of time for a more clinical diagnosis.

- d) Mr Collins provided more information in relation to section 2.6 of the report and said that the target of 300 was for children and young people who were involved in the Early Help intensive elements.
  - e) Ms Bamblett referred to the training which was undertaken by all staff within NELFT and stated that the Kent Enablement and Prevention Service (KEPS) utilised a positive behaviour support model training programme with the Tizard Centre at the University of Kent and the Challenging Behaviour Foundation (CBF). She added that the new proposal, if agreed, would embed trauma-informed care practice.
  - f) Ms Pearson said that informal and formal training sessions would be put in place within NELFT's Early Help provision. She emphasised the importance of staff working closely with young people and their families to embed a positive behavioural support culture.
  - g) Mr Collins referred to the recommended option set out within the report and the advantages of recruiting a Positive Behaviour Support Practitioner (PBS). He stated that decision and implementation timescales would differ based on which option was agreed.
  - h) Mr Collins provided more information in relation to the percentages within section 2.7 of the report.
  - i) Mr Holman referred to contract governance arrangements and said that Children's Services and Health Services were key priorities in Kent. He emphasised the importance of meeting the needs of the children and families accessing services in the most efficient way.
- (2) The Chairman suggested that update reports on the matter be submitted to the Children's, Young People and Education Cabinet Committee in March 2020 and October 2020. Committee Members generally supported this.
- (3) RESOLVED that the proposed decision to be taken by the Cabinet Member for Integrated Children's Services to
- (i) Finalise changes to the Section 76, allowing KCC to have clear oversight of the funding for Looked After Children and children impacted by sexually harmful behaviour and a more dedicated named resource for KHNES;
  - (ii) Give notice to NELFT, via West Kent CCG, that funding for part of the Kent Health Needs Education Service and all the Early Help element will be recommitted to other early intervention programmes; and
  - (iii) Delegate authority to the Corporate Director of Children, Young People and Education, or other nominated officer to undertake the necessary actions to implement the decision,

be endorsed.

*Mr Firth (Policy Adviser) and Ms Atkinson (Assistant Director - Management Information & Intelligence) were in attendance for this item*

- (1) It was agreed by the Chairman to take item 14 (Performance Monitoring) alongside item 11 as there were connected issues and questions arising.
- (2) Mr Firth introduced the report which provided an overview of the Council's Strategic Delivery Plan Monitoring arrangements and the analysis and emerging themes from Quarter 2 2019/20 Strategic Outcome 1 activity submissions.
  - a) In response to a question, Mr Dunkley referred to the delivery of the Commissioning Strategy for Disabled Children's Services and said that it coincided with the SEND Written Statement of Action and was being undertaken jointly alongside our health partners.
  - b) Mr Firth confirmed that a progress report relating to the Strategic Delivery Plan would be submitted to the Committee in 6 months' time.

**140. Change for Kent Children Phase 2 Workstream: Fully Integrated Adolescent Risk Service**  
*(Item 12)*

*Ms Bride (Assistant Director, Adolescents and Open Access) was in attendance for this item*

- (1) Mr Collins briefly introduced the report which set out information relating to the transformation within Integrated Children's Services in April 2019, which established a new structure for Adolescent Services.

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

- a) Mr Dunkley emphasised the importance of maintaining a graduated and preventative approach to meeting a continuum of need and confirmed that services were not being taken away from lower levels of need to be put into the higher levels of need. He added that the core offer had placed greater emphasis on targeted group-work and evidenced-based programmes of intervention which supported statutory plans for the most vulnerable families and strengthen preventative measures.
  - b) Ms Bride referred to a Serious Youth Violence project which was launched in August 2019 and funded by The Ministry for Housing, Communities and Local Government. The project would run for two years and its core purpose was to drive systemic change and to better share intelligence. She emphasised the importance of establishing strategic relationships with Kent Police and better tackling situations before they became problematic. She added that the project in terms of its deliverables would be in North Kent and Medway, but the intention was to use the learning from the project to apply it across the whole of the county.
- (2) RESOLVED that the report be noted.

## 141. School Alterations/Expansions

*(Item 13)*

*Mr Abrahams (Area Education Officer – West 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 stated that decision number 19/00084 (proposal to expand West Hill Primary Academy, Dartford, by increasing the Published Admission Number (PAN) from 72 places to 90 places from September 2020) had been withdrawn, with approval from the Cabinet Member for Education and Skills.
- (2) The Chairman set out the proposed decisions to expand or alter the following schools: Kings Hill School (Kings Hill), St Nicholas Community Special School (Canterbury) and Gravesend Grammar School (Gravesend).

### **19/00081 – Kings Hill School alteration of lower age range to enable establishment of a nursery class**

*(Item 13a)*

*Mr Balfour (County Councillor for Malling Rural East) was in attendance for this item*

- (1) The local Member attended and supported the proposal.
- (2) In response to a question, Mr Abrahams confirmed that the revenue funding received by the School from the County Council would be received through the funding formula and was part of the early years funding. Mr Dunkley added that the government's early years funding was claimable on a per child basis.
- (3) RESOLVED that the proposed decision to be taken by the Cabinet Member for Education and Skills to:
  - (i) alter the lower age range of Kings Hill School from 4-11 years to 2-11 years; and
  - (ii) to enable the school to establish a nursery class from September 2020,

be endorsed.

### **19/00082 – Proposal to make prescribed alterations to St Nicholas (Community Special) School from September 2020**

*(Item 13b)*

- (1) In response to a question, Ms White briefly explained the proposals to establish the satellite provisions at St John's C.E. Primary School and Canterbury Academy in more detail and stated that whilst options were limited, all options had been considered in detail to ensure best value for money.
- (2) In response to a question, Ms White touched upon the progress that had been made on site over the most recent half term and confirmed that she would

provide a site plan to the County Councillor for Canterbury City South, Ida Linfield. She added that the proposal was submitted to Canterbury City Council's Planning Committee for consideration.

- (3) RESOLVED that the proposed decision to be taken by the Cabinet Member for Education and Skills to publish a Public Notice on the proposal to:
- (i) Establish an 8 place Primary satellite provision at St Johns Primary School Canterbury;
  - (ii) Establish a 32 place Secondary satellite provision at Canterbury Academy; and
  - (iii) subject to no objections being received to the public notice, implement the proposed changes,

be endorsed.

**19/00083 – Proposal to expand Gravesend Grammar School from 174 places to 210 places in September 2021**

*(Item 13c)*

- (1) RESOLVED that the proposed decision to be taken by the Cabinet Member for Education and Skills to expand Gravesend Grammar School, Church Walk, Gravesend, Kent, DA12 2PR increasing the Published Admission Number (PAN) from 174 places to 210 places from September 2021, be endorsed.

**142. Performance Monitoring**

*(Item 14)*

*Ms Atkinson (Assistant Director - Management Information & Intelligence) was in attendance for this item*

- (1) In response to a question, Ms Atkinson confirmed that the targets within the Performance Scorecard would soon be reviewed to ensure that concerns and expectations in relation to performance were accurate and clear.
- (2) RESOLVED that the Performance Scorecard be noted.

**143. Ofsted Update**

*(Item 15)*

The information within the agenda was noted without discussion.

**144. Work Programme 2020/21**

*(Item 16)*

- (1) RESOLVED that the work programme for 2020/21 be noted, subject to the inclusion of the following items:

- Children and Young Person's Emotional and Mental Health Service update (March 2020 and October 2020)
- Strategic Delivery Plan Monitoring (bi-annual report)



**KENT COUNTY COUNCIL**

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**CORPORATE PARENTING PANEL**

MINUTES of a meeting of the Corporate Parenting Panel held in Darent Room, Sessions House, County Hall, Maidstone on Tuesday, 17 September 2019.

PRESENT: Mrs A D Allen, MBE (Chairman), Ida Linfield (Vice-Chairman), Ms D Bride, Mr T Byrne, Mr T Doran, Mrs L Game, Ms S Hamilton, Mrs S Hammond, Mr A Heather, Mrs S Prendergast, Ms N Sayer, Mrs T Scott (Substitute for Ms J Bayford), Ms C Smith and Ms S Vaux

ALSO PRESENT: Mr R W Gough

IN ATTENDANCE: Mr M Dunkley CBE (Corporate Director for Children Young People and Education), Mr R Barton (Apprentice Participation Worker, Virtual School Kent), Ms J Carpenter (Participation and Engagement Manager, Virtual School Kent) and Miss T A Grayell (Democratic Services Officer)

**UNRESTRICTED ITEMS****176. Apologies and substitutes**

*(Item 1)*

Apologies for absence had been received from Julianne Bayford, Gary Cooke, Stephen Gray, Stuart Griffiths, Geoff Lymer and Michael Northey.

Tracy Scott from the Kent Foster Care Association was present as a substitute for Julianne Bayford.

**177. Membership**

1. The Democratic Services Officer announced that, since publishing the agenda, she had received news from Stuart Griffiths that he was unable to continue as a Member of the Panel as new work commitments meant he was no longer able to attend meetings.

2. The Chairman placed on record her thanks to Stuart for his participation over the years and for his valuable insight as an experienced foster carer and adopter, in particular his experience of caring for UASC.

**178. Minutes of the meeting of the Panel held on 25 July 2019**

*(Item 2)*

It was RESOLVED that the minutes of the meeting held on 25 July 2019 are correctly recorded and they be signed by the Chairman. There were no matters arising.

**179. Chairman's Announcements**

*(Item 3)*

The Chairman said how very proud she had been to attend the recent ceremony at Canterbury cricket ground to present young people in care with awards and certificates of achievement. It had been very pleasing to see young people's joy at having their achievements celebrated. She thanked the participation team who had organised and attended the event for the care they had put into the arrangements.

## **180. MOTION TO EXCLUDE THE PRESS AND PUBLIC FOR EXEMPT ITEMS**

It was RESOLVED that, under Section 100A of the Local Government Act 1972, the press and public be excluded from the meeting for the following business on the grounds that it involves the likely disclosure of exempt information as defined in paragraphs 1 and 2 of part 1 of Schedule 12A of the Act.

The Chairman explained that the meeting was being closed so a film could be shown which featured children and young people in care attending participation events.

### **EXEMPT ITEM**

#### **181. Verbal Update from Our Children and Young People's Council (OCYPC)** *(Item 4)*

1. Tom Byrne and Rob Barton, Apprentice Participation Workers, Virtual School Kent (VSK), gave a verbal update on the work of the OCYPC, the Super Council and Young Adult Council and forthcoming participation events. *The text of this update will be appended to these minutes.*

2. The first part of the update included a film of children and young people enjoying various participation events over the long summer holiday. These covered a range of activities, including gliding, horse-riding and a sports day. Young people attending had also taken part in a discussion about the qualities needed by a good foster carer.

### **UNRESTRICTED ITEMS** (meeting re-opens to public)

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

1. The update continued in open session with a second film, made using a new 'Videscribe' animation facility which presented participants as animated figures, with the voices of real young people as a soundtrack. It was noted that this would make it easier for young people to share their views at first hand with a wider audience as they could not be identified and the challenges of protecting their privacy were thus avoided. This new medium and its possible uses were welcomed.

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

#### **183. Verbal Update by Cabinet Member** *(Item 5)*

1. The Cabinet Member for CYPE, Roger Gough, gave a verbal update on the following issues:

**Awards ceremony** - he agreed with the view of the Chairman that the awards ceremony held on the previous weekend had been a wonderful occasion. The presence of the Panel Chairman as Chairman of the County Council had given the occasion a higher profile than it had had before. Such an event aimed to celebrate all young people in care, not just those who had achieved good academic results. Many were involved in community activities or excelled at sports or the performing arts. He referred to the number of County Council Members who had attended and suggested that more publicity of the event among Members might encourage more to attend.

**Unaccompanied Asylum Seeking Children (UASC)** – the number of UASC had been increasing for a while. 18 months ago, the number of UASC under 18 in Kent had been 230, which was Kent's 'fair share', using the formula which accompanied the National Transfer Scheme. There were now 353 under 18 and 900 over 18. So far in 2019, just over 200 new UASC had arrived in Kent.

2. He explained that the general position on funding for care leavers, including UASC, had not changed since reporting to the Panel in July. A Government review had increased the rates paid in support of UASC under 18 but there were still outstanding funding issues relating to care leavers over 18. Although the shortfall for this sector was between £500,000 and £600,000, this was the lowest it had been in ten years.

3. It was RESOLVED that the verbal updates be noted, with thanks.

#### **184. Report on Looked After Children and Custody** (Item 6)

1. Dan Bride, Assistant Director, Adolescent and Open Access, West, introduced the report and responded to comments and questions from the Panel, including the following:

- a) a Panel member who had visited Cookham Wood Young Offenders Institute praised the education facilities there but expressed concern about the number of children in care in the youth justice system and that 60% of those had special educational needs and disability (SEND). Ms Bride advised that the number of children in care in custody or awaiting sentencing was a challenge not just in Kent but nationally, and work was going on to seek to reduce this number. The Home Office, the Ministry of Justice and the Department for Education were collaborating on a national protocol to reduce the unnecessary criminalisation of children in care and care leavers. Early Help and Preventative Services aimed to achieve very early intervention and an holistic approach, with schools being able to refer young people and families to self-refer. There was also a move to use more out-of-court disposals, for example, restorative justice and community solutions, to avoid young people entering the youth justice system;

- b) asked what role Virtual School Kent (VSK) could play in this work, Tony Doran, Head Teacher, VSK, explained that VSK aimed to improve the school attendance of all young people, not just those with SEND, to keep them away from risk-taking behaviour, but pointed out that VSK was only part of a larger picture. Ms Bride added that 'open access' offers were being reviewed to make these more robust and identify earlier those who might be at risk of becoming involved in criminal behaviour;
- c) asked what would happen to residents of the Medway Secure Training Centre (STC) during its conversion to a school, and how many of those residents were girls, Ms Bride explained that there were no girls currently resident at Medway. Current residents would move to the nearest suitable centre, as close to their foster families as possible. A recent inspection had advised Medway STC that they needed to ensure that a social worker was in post. Asked where any girls would go, Ms Bride *undertook to find out about this and the social worker appointment and advise the questioner outside the meeting*;
- d) asked about health services for young people in custody, Ms Bride advised that some young people coming into care at the time of they entered the youth justice system did not have a GP and hence had health needs which were not being met. There was an established relationship between secure institutions and the North East London NHS Foundation Trust to deliver healthcare services;
- e) asked if the County Council would have any input into the establishment of the first secure school in the UK, Ms Bride advised that, although she would be meeting shortly with the Oasis Charitable Trust, which would run the school, to talk about providing suitable training for staff, the County Council had no jurisdiction over the running of the school;
- f) asked how young people at risk of exploitation could be protected from county lines and gang activity, Ms Bride advised that a model of risk management was being established which would involve joint working and shared intelligence between professionals, as well as mentoring for young people, which had been shown to be effective when used elsewhere; and
- g) asked how the achievements of young people in the youth justice system would be celebrated, compared to other children in care, Ms Bride advised that the youth justice service aimed to establish a scheme by which young people's achievements could be celebrated, replicating the arrangements made by VSK for other children in care. She referred to the excellent work started by Josh, the Youth Justice Apprentice, who had since moved on to a new role. The aim now was to establish a Youth Justice Apprentice in each of the four regional teams, rather than one to cover the whole county, and that their work would focus on black, Asian, and minority ethnic (BME),

children in care and care leavers, as these groups were over-represented in the youth justice system.

2. It was RESOLVED that the information set out in the report and given in response to comments and questions be noted, with thanks, and that a further update report be presented to the Panel in six months' time.

### **185. Performance Scorecard for Children in Care** (Item 7)

*Chris Nunn, Senior Management Information Officer, was in attendance for this item.*

1. Mr Nunn introduced the report and explained that pattern changes had arisen from the re-inclusion of UASC in the figures and the completion of fewer initial health assessments. Nancy Sayer, Designated Consultant Nurse for Looked After Children, Kent Clinical Commissioning Groups, added that there had been a large increase in the first half of 2019 in the number of both children in care and those placed in Kent by other local authorities, especially in East Kent, and this had stretched resources to breaking point. Health assessment interviews for UASC were necessarily more complicated than for other children in care as UASC required interpreters, came with no health records and hence could have all manner of hitherto unidentified and unmet health needs. Asked about the long-term impact of this and how long it might take to clear the backlog, Ms Sayer said this was not easy to predict. She explained, however, that additional capacity would be made available later in the autumn and more nursing resources would be requested in instalments thereafter. This would hopefully include specialist paediatricians with experience of working with children in care and UASC. Sarah Vaux, Chief Nurse, Medway Clinical Commissioning Group, agreed that resourcing initial health assessments for children and young people coming into care was an ongoing concern.

2. It was RESOLVED that the performance data set out in the report and the information given in response to comments and questions be noted, with thanks.

### **186. Kent Adoption Service Annual Report 2018/2019 and Kent Adoption Service Business Plan 2019** (Item 8)

*Sarah Skinner, Head of Adoption Service, was in attendance for this item.*

1. Ms Hammond and Mrs Skinner gave an update on the regional adoption agency (RAA) and explained the work which was continuing to establish it. The Government had committed to the development of an RAA involving Kent, Medway and Bexley Councils, and those three councils had formally agreed to work together, which meant their respective staffs would have no change of employer or terms and conditions of employment. Mrs Skinner would be the Interim Head of the RAA, as well as retaining some of her responsibilities at Kent County Council, and her County Council post would be back-filled. Executive and operational boards for the RAA had

been set up and stakeholder events organised for social workers, the NHS, young people and others. There would be an Adoption Advisory Board event in November 2019.

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

- a) the Chairman commented that the Adoption Annual Report was not just a regular report of activity but a celebration of the work of Kent's Adoption service;
- b) although there was a target timespan during which a child should be matched with suitable adopters, it was surely more important that the match ultimately made was the right one. Mrs Skinner advised that the target timespan was set by the Government and was required to be met; and
- c) Mrs Skinner explained that the aim of the adoption service was to meet the needs of all children awaiting adoption, in the best way possible for each child. Sometimes the needs of children were so great that they may need to be the only child in a family at a point in time. Mrs Skinner emphasised that any decision to separate siblings would be taken only after much thought and only by weighing up how the needs of each child could best be met in a secure permanent placement, which would avoid unnecessary future moves. Although some siblings may not be placed together, every effort would be made to keep them as geographically close as possible, and to encourage contact between their adoptive families, so they could still see their siblings while being parented by different adults.

3. It was RESOLVED that the information set out in the Kent Adoption Annual Report 2018/19 and Business Plan 2019 and given in response to comments and questions, be noted, the excellent work of the adoption team be welcomed and celebrated and all adoption staff be sent the Panel's thanks for their work.

**187. Special Educational Needs and Disability (SEND) Action Plan/Children in Care with Education, Care and Health Plans (ECHPs) (6 monthly review)**  
(Item 9)

*Lesley Burnand, Special Educational Needs County Manager, was in attendance for this item.*

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

- a) the facilities for delivering an alternative curriculum to young people excluded from school were impressive and were praised. Ms Burnand set

out some of the innovative and creative projects which were in place, including one which encouraged young people to learn to maintain a bicycle and plan and undertake cycle rides. This would develop the practical skills of mechanics, route planning and orienteering as well as encouraging them to get out into the fresh air and take regular exercise. Such schemes would be run alongside other educational provision, and in a young person's education record this would be listed as 'other education'. Mr Doran added that the success of such schemes was evidenced by the reduced number of young people with an Education, Care and Health Plan who were not in education, employment or training (NEET); and

- b) asked if there were any schools specialised in working with 'school refusers', Ms Burnand explained that some independent providers offered outreach packages and mentoring schemes.

2. The Corporate Director, Matt Dunkley, suggested that one role of a corporate parent could be that of a 'pushy parent', to champion and pursue what any other parent might pursue for their child. He added that the recent integration of the Child Disability, Early Help and Children's Social Care teams provided one co-ordinated, integrated service for children with special needs. As a service provider, the County Council needed to be responsible for the whole service provision and, as such, would seek to achieve a first class and outstanding service.

3. It was RESOLVED that the information set out in the report and given in response to comments and questions be noted, with thanks, and a further update report be made to the Panel in six months' time.

**188. Looked After Children Annual Report for the Kent Clinical Commissioning Groups, April 2018 - March 2019**  
(Item 10)

1. Ms N Sayer introduced the report and explained that she had a statutory duty to report annually on the health services provided to looked after children in Kent and priorities for future work. She responded to comments and questions from the Panel, including the following:-

- a) concern was expressed about there being only one designated nurse for looked after children in Kent, against the recommended total of five. Ms Sayer advised that, since writing the report, two deputy designated nurses had been appointed and interviews for a third appointment were due to take place shortly;
- b) Ms Sayer advised that an interim designated doctor for looked after children, Dr Leather, had been appointed substantively in July 2019, working two days a week. She hoped that Dr Leather could attend a future Panel meeting to talk about her work. It was hoped also to be able to

appoint three deputy designated doctors, at least one of whom could be a GP;

- c) asked about the funding available to recruit more designated doctors and nurses, and if this funding could be protected until suitable appointments could be made, Ms Sayer confirmed that the funding was reserved and would be protected while suitable staff were being sought. Recruitment of such staff could take a long time as the subject area was very specialised and required a very specific skills set;
  - d) asked if other local authorities placing their children in care in Kent made a contribution to the costs of their health care, Ms Sayer advised that there was a national tariff for health assessments which other CCGs in the placing local authorities were required to pay, but no formal arrangement for them to pay for any other, secondary health services the child may need during their placement in Kent. Some authorities, in particular London authorities, had limited placements near to their boundaries and so had to place them elsewhere, and many London children came to Kent; and
  - e) asked about funding for training about gang activity and knife crime, Ms Sayer advised that one-off funding had been made available by NHS England, but no further training was being planned.
2. It was RESOLVED that the information set out in the report and given in response to comments and questions be noted, with thanks, and the opportunity to meet a designated doctor at a future Panel meeting be welcomed.



**From:** Ben Watts (General Counsel)  
**To:** Children's, Young People and Education Cabinet Committee – 10 January 2020  
**Subject:** Children's, Young People and Education Cabinet Committee Meeting Dates - 2020/21 – For Information Only

**Classification:** Unrestricted

**Past Pathway of Paper:** None

**Future Pathway of Paper:** None

**Summary:** This report provides details of the 2020/21 meeting dates for the Children's, Young People and Education Cabinet Committee.

**Recommendation:** The Children's, Young People and Education Cabinet Committee is asked to note the Children's, Young People and Education Cabinet Committee meeting dates for 2020/21.

**Children's, Young People and Education Cabinet Committee meeting dates for 2020:**

- 10 January 2020
- 11 March 2020
- 5 May 2020
- 26 June 2020
- 22 September 2020
- 18 November 2020

**Children's, Young People and Education Cabinet Committee meeting dates for 2021:**

- 15 January 2021
- 19 March 2021
- 24 June 2021

**Recommendation:** The Children's, Young People and Education Cabinet Committee is asked to note the Children's, Young People and Education Cabinet Committee meeting dates for 2020/21.

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**From:** Richard Long, Cabinet Member for Education and Skills  
Sue Chandler, Cabinet Member for Integrated Children's Services  
Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

**To:** Children's, Young People and Education Cabinet Committee – 10 January 2020

**Subject:** **Verbal update by the Cabinet Members and Corporate Director**

**Classification:** **Unrestricted**

**Electoral Divisions:** All

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

- SE DCS and Lead Member meeting – Sue Chandler
- Giving Tree, the Christmas Concert and New Government policy following the Queens Speech – Matt Dunkley, CBE

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**From:** Richard Long, Cabinet Member for Education and Skills  
 Sue Chandler, Cabinet Member for Integrated Children's Services  
 Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

**To:** Children's, Young People and Education Cabinet Committee – 10 January 2020

**Subject:** Draft Capital Programme 2020-23 and Revenue Budget 2020-21

**Classification:** Unrestricted

**Past Pathway of Paper:** Annual report

**Future Pathway of Paper:** Cabinet and County Council

**Electoral Division:** All

**Summary:**

The Draft Budget proposals for 2020-21 were published on 6<sup>th</sup> January 2020 to support the scrutiny and democratic process through Cabinet Committees, Cabinet and culminating in the annual County Council budget setting meeting on 13<sup>th</sup> February 2020. The Draft Budget takes account of the response to the consultation and engagement campaign. This report provides CYPE Cabinet Committee with an opportunity to comment on the Draft Budget proposals and make recommendations to Cabinet Members as part of this process.

Members are asked to bring to this meeting the draft (black combed) 2020-21 Budget Book document published on 6<sup>th</sup> January 2020 as information from this document is not repeated in this report.

**Recommendations:**

Members of the CYPE Cabinet Committee are asked to:

- a) NOTE the draft capital and revenue budgets and MTFP, including responses to consultation and the estimate of the government's funding settlement
- b) SUGGEST any changes which should be made before the draft is presented to Cabinet on 27th January 2020 and full County Council on 13th February 2020.

**1. Introduction**

1.1 The Local Government Finance Act 1992 and KCC Constitution requires the Council to consult on and ultimately set a legal budget and Council

Tax precept for the forthcoming financial year, 2020-21. The accompanying Draft Budget book sets out the detailed proposals. This document is designed as a reference document and includes a number of sections/appendices. This report is produced as a guide to help navigate the document.

- 1.2 The democratic process through Cabinet Committees, Cabinet, and ultimately full County Council is the culmination of the budget setting process which takes almost a year to evolve beginning almost immediately after the budget is approved in February. This starts with the forecasts for the subsequent year(s) in the MTFP at the same time as the approved budget for the forthcoming year, including the indicative central government settlement. These are based on estimates and subject to regular revision and refinement.
- 1.3 In previous years an interim update of the MTFP has been provided to County Council through the Autumn Budget Statement report. This year an Autumn Budget Statement report was not produced primarily due to the degree of uncertainty following the one-year Spending Review and lack of detail around the local government finance settlement. A multi-year plan for 2021-22 and beyond has not been produced given the settlement is for one year only.
- 1.4 On 16 October 2019 the formal budget consultation was launched as required under the Council's Constitution to set a legal budget and Council Tax. The Draft Budget published in January for the final democratic process is based on funding assumptions derived from the Spending Round and technical consultation on the provisional local government finance settlement. It is also based on provisional Council Tax and business rate tax bases from districts. There is no indication when the local government finance settlement will be announced, and districts have until 31<sup>st</sup> January to finalise their tax base estimates. The Draft Budget also includes the proposed response to the consultation, estimates of spending demand and cost pressures and local spending priorities.
- 1.5 The Budget will be presented to County Council on 13<sup>th</sup> February 2020 for approval and the final Budget Book will be published in March.

## **2. Fiscal and Economic Context**

- 2.1 The national fiscal and economic context is an important consideration for the Council in setting the Budget. This context does not just determine the amount received through central government grants, but also sets out how local government spending fits in within the totality of public spending. This latter aspect essentially sets the government's expectations of how much local authorities would raise through local taxation.
- 2.2 The Chancellor announced on 4<sup>th</sup> September 2019 the government's spending plans for 2020-21 which are hereon referred to as the Spending Round (SR2019). SR2019 included additional spending compared to the previous plans. The stated aim of SR2019 is to provide

stability and certainty in funding in 2020-21 to enable government departments and devolved administrations to focus on delivering Brexit. The Chancellor has confirmed that a multi-year Spending Review will follow in 2020 although the exact timing of this has not be confirmed.

- 2.3 SR2019 was originally set within the current fiscal targets: keeping the structural deficit below 2 per cent of GDP in 2020-21 together with total debt falling as a percentage of GDP, and structural deficit to be eliminated and converted to a surplus by the middle of the decade. The Chancellor would normally be expected to make his annual Budget statement during the autumn in response to forecasts from the Office for Budget Responsibility (OBR) of performance against the targets. The Budget would have included any tax changes necessary to finance spending plans within the targets. In October the Chancellor postponed the Budget statement scheduled for 6<sup>th</sup> November. In November he announced the introduction of revised fiscal targets:
- Balance current spending (i.e. excluding capital spending) in three years' time
  - Investment limited to 3% of GDP
  - Borrowing plans to be reviewed if total debt interest exceeds 6% of tax revenues.

- 2.4 SR2019 was based on a “rollover” concept with the continuation of a number of grants received in 2019-20. The grants continuing are listed in table 1 below with estimates for both the national and KCC amounts in 2020-21:

Table 1 – List of 2019-20 grants which are continuing in 2020-21

Description of grant or fund	2019-20		2020-21 Estimate	
	National Amount £'m	KCC Amount £'m	National Amount £'m	KCC Amount £'m
Revenue Support Grant <sup>1</sup>	2,284	9.5	2,323	9.6
Business Rate Top-up <sup>1</sup>	-	136.2	-	138.5
Business Rate Baseline <sup>1</sup>	12,276	48.7	12,484	49.5
New Homes Bonus Grant	918	6.4	918	6.4
Social Care Support	410	10.5	410	10.5
Business Rate Compensation for under indexation of the multiplier <sup>2</sup>	424	6.1	424	6.1
Business Rate Compensation for other reliefs <sup>2</sup>	1,373	4.9	1,373	3.9
Improved Better Care Fund <sup>3</sup>	1,837	42.4	2,077	48.5

<sup>1</sup> Uplifted by 1.7% uplift to business rate multiplier based on September CPI and adjusted to include notional RSG for business rate retention pilot authorities

<sup>2</sup> Notified after final settlement

<sup>3</sup> Includes winter monies in 2020-21

Winter Pressure Grant	240	6.2		
New Social Care grants			1,000	23.8

- 2.5 SR2019 included an additional £1bn nationally to support Adult and Children’s Social Care pressures. The technical consultation proposed that this would be allocated according to the adult social care relative needs formula (RNF) with up to 15% adjusted to reflect ability to raise council tax. For KCC, this equates to £23.8m share of the £1bn total.
- 2.6 SR2019 also confirmed that the Government intends to set the Council Tax referendum threshold for 2020-21 at 2% (this level is subject to final decision by Parliament). In addition, councils with responsibility for adult social care can choose to levy up to a further 2% increase on council tax under the social care precept.
- 2.7 Finally, the SR confirmed that the £2 billion funding provided to government departments for Brexit will be continued in 2020-21, although at this stage it is not known how much KCC will receive.
- 2.8 There are no indicative spending plans/local government settlement or Council Tax referendum limits for 2021-22 and beyond, meaning the future funding envelope remains incredibly uncertain. These will not be known until after the outcome of the full Spending Review, which was originally anticipated sometime during 2020 but might be delayed. A further rollover for 2021-22 settlement is one of many possibilities.
- 2.9 Further details are still awaited on whether the new government will proceed with the proposed 75% business rate retention arrangements, and the reforms following the Fair Funding review. These are likely to have a significant impact on future year’s settlements and the Council’s MTFP, this uncertainty makes forward financial planning very imprecise.
- 2.10 In light of the uncertainty, a one-year only plan has been published. Appendix A in the Draft Budget Book provides detail of individual growth pressures and savings. Different scenarios of funding for future years will continue to be modelled so that the potential impact from each scenario is understood.

### **3. Revenue Budget Strategy and Proposals**

- 3.1 The Council’s revenue expenditure is what is spent on the provision of day to day services e.g. care for the elderly and vulnerable adults, supporting children in care, maintaining and managing the road network, library services, etc. It includes the cost of salaries for staff employed by the Council, contracts for services commissioned by the Council, the costs of servicing debt incurred to support the capital programmes, and other goods and services consumed by the Council. Revenue spending



priorities are determined according to the Council's statutory responsibilities and local priorities as set out in the MTFP, which is the financial expression of the vision set out in the Strategic Statement.

3.2 The Draft Budget book includes the following sections in relation to the revenue budget proposals:

- Section 3 – Revenue Budget Summary
- Section 4 – Revenue Budget Key Service
- Appendix A – Detailed Revenue Plan by Directorate
- Appendix B – Budget Risk Register

The revenue budget sections set out the planned spending on services, the revenue plans in the appendices show the main reasons for year on year changes.

3.3 In order to meet the legal requirement to set a balanced budget the Corporate Director of Finance must be satisfied that it is based on robust estimates and includes adequate provision for reserves to cover risks and uncertainties. The Draft Budget is increasing by £68m, from £986.4m in 2019-20 to £1,054.3m in 2020-21, although this requires the remaining gap of £1.9m to be resolved.

3.4 The Draft Budget includes provision for £83.1m of additional spending demands (changes to existing budgets plus forecasts for future demand and cost increases) and £21.1m to replace the use of one-off funding/savings in the 2019-20 approved budget.

3.5 These spending demands include the decision to change budgets based on current activity/costs, future known unavoidable cost increases (including contractual price increases, legislative changes and financing capital programme), forecasts for future eventualities (including estimated demand, non-specific price increases and contract retender), and local policy choices (including investment in services, and Kent pay scheme). The Draft Budget also includes £6.0m of growth for spending priorities that support the new Strategic Statement.

3.6 The 2020-21 Draft Budget includes savings and income proposals of £34.3m. The vast majority of these arise from the full year effect of existing savings plans or the roll out of existing charging policies.

3.7 The revenue budget can be summarised in the following equation. This equation assumes the Council agrees the proposed Council Tax precept increases up to but not exceeding the assumed 2% referendum limit and the 2% social care levy. Section 6 of this report sets out the main revenue spending demands and savings/income proposals for the CYPE directorate.

<b>Spending and Savings</b>			
			£000s
Realignment			10,453.4
Reduction in Grant Income			1,400.0
Pay			7,693.0
Prices/Inflation			20,284.4
Demand/Demography & Legislative			21,238.5
Service Improvements			22,001.4
<b>Sub Total - Pressures</b>			<b>83,070.7</b>
Replace use of one-off solutions used in 2019-20			21,115.2
Savings and Income			-34,283.6
			<b>69,902.3</b>
<b>Funding</b>			
	Spending Round £000s	Other £000s	Total £000s
Council Tax	37,185.0	-4,975.0	32,210.0
Business Rates	827.5	154.9	982.4
Government Grants			
- Business Rate Top Up and RSG	2,476.9		2,476.9
- Other grants	23,836.0	8,463.6	32,299.6
	64,325.4	3,643.5	<b>67,968.9</b>
Current Budget Gap			<b>1,933.4</b>

3.8 The 2020-21 plan is presented in appendix A. This represents the most realistic estimate of future funding following SR2019 (including estimated distribution through the local government finance settlement) and provisional tax base estimates/assumed council tax increases. The plans also include forecasts for future spending pressures and replacing the one-off funding/savings used to balance the previous year's budget.

#### 4. Budget Consultation

4.1 As described in paragraph 1.4, the consultation on the Council's revenue budget and Council Tax proposals was launched on 16<sup>th</sup> October and closed on 25<sup>th</sup> November. This consultation sought views on a general Council Tax increase, the social care levy and KCC's spending priorities. The consultation was web based supported by a social media campaign. This approach was in line with last year, which helped to achieve increased engagement at lower cost, and a total of 1,360 responses were received (compared to 1,717 responses last year). Furthermore, there were fewer numbers who started a response but did not complete the survey (552 compared to 698 last year).

- 4.2 The campaign also aimed to increase public understanding of the Council's budget and the financial challenge arising from rising demand for/cost of providing council services, the need to find cost savings whilst at the same time protecting valued services, and impact on Council Tax. Further evaluation of the extent to which these aims were achieved will be undertaken.
- 4.3 The finance team have worked in collaboration with colleagues responsible for updating the Strategic Statement. A number of engagement events took place between September and November 2019 with residents, businesses, voluntary sector organisations, parish councils, young people and staff. At these events information on KCC's current spending plans were provided, and the financial challenges faced next year. Their views on what is important to them and their views on spending priorities have been captured and fed into the budget consultation process.
- 4.4 Overall there was an increased proportion of respondents supporting council tax increases than in last year's consultation but still lower than historical levels of support in previous years. In relation to spending priorities, respondents highlighted Adult Social Care for Older People, Education & Youth Services and Public Protection as their three highest priorities. The three lowest spending priority areas were Community Services, Libraries Registration and Archives and Social Support within Adult Social Care.
- 4.5 A detailed report on the information and insight gained from the consultation and engagement strategy is available in the background documents section of this report and on the Council's website.

## **5. Capital Programme**

- 5.1 Capital expenditure is spent on the purchase or enhancement of physical assets where the benefit will last longer than the year in which it is incurred e.g. school buildings, roads, economic development schemes, IT systems, etc. It includes the cost of purchasing land, construction costs, professional fees, plant and equipment and grants to third parties. As with revenue, capital spending plans are determined according to the Council's statutory responsibilities and local priorities as set out in the MTFP, with the aim of delivering the vision set out in the Strategic Statement.
- 5.2 Capital spending must be affordable as the cost of interest on borrowing and setting aside sufficient provision to cover the initial investment funded by loans over the lifetime of the asset, are borne as revenue costs each year over a very long period. This affordability would also apply to invest to save schemes which need to have a reasonable payback period.
- 5.3 Sections 1 and 2 of the Draft Budget book sets out the proposed 2020-23 programme and associated financing requirements. The summary (section 1) provides a high-level overview for the whole Council, and the

individual directorate pages (section 2) provides more detail of rolling programmes and individual projects.

- 5.4 The capital strategy has been revised for the 2020-23 budget and one of the principles is to have a longer-term capital programme over a ten-year period, within which statutory responsibilities and strategic priorities are prioritised. It is particularly important to provide some stability for services in a year with a one-year funding settlement from Government. The timing of capital projects and programmes has also been reviewed to ensure capital plans and delivery are as realistic as possible.
- 5.5 Some additional capital spending has been deemed appropriate to meet statutory responsibilities, for invest to save projects or to enable continuation of other key capital ambitions. A total of £120m additional borrowing will be used to fund this spend over the three-year period 2020-23. The revenue consequences of this capital spending have been included in the budget.

## **6. Headline Directorate Proposals**

- 6.1 The 2020-21 draft budget for Children's Young People and Education Directorate of £269.6m includes a provision for £20.3m of additional spending demands and savings and income proposals of £1.7m.

### *Main Additional Spending Pressures*

- 6.2 The provisional budget recognises the key demand pressures faced by the Children's, Young People and Education Directorate. £1.8m has been identified to fund unavoidable cost increases for both Looked After Children and Care Leavers due to the increased complexity and type of placements.
- 6.3 The continuing pressure on Home to School Transport Services has also been recognised with £2.6m needed to fund growth in the numbers of pupils be provided with transport support during 2019-20, plus a further £900k for estimated contractual price uplifts and £2m for forecasts of rising pupil population, mainly for Special Education Needs next year.
- 6.4 The implementation of our joint Written Statement of Action with the Kent Clinical Commissioning Groups for children with Special Educational Needs and Disabilities following inspection by Ofsted and the Care Quality Commission has a proposal included within the draft budget of £3m to improve parental engagement, improved inclusion into mainstream schools, training and guidance on improving the progress and attainment of Children & Young People with SEND & consistency of process of Education, Health and Care Plans.
- 6.5 KCC proposes to recognise the disadvantage that care leavers have when transitioning into adult life and agree to provide a 100% council tax discount to care leavers (subject to a specific criterion being met). An expected £600k pressure to support this has been included,

### *Main Savings and Income*

- 6.6 Saving plans for Children's, Young People and Education are mainly centred around the positive impact of the Change for Kent Children Programme. An additional £1.25m has been added to the overall saving expectation for 2020-21.

### *Dedicated School Grant (DSG)*

- 6.7 One of the biggest challenges for this Council is managing the rising pupil population, particularly those pupils with Special Educational Needs and Disabilities (SEND). The support for these pupils is funded from the Dedicated Schools Grant High Needs block. Our High Needs block will receive an 8% increase in grant for 2020-21, however demand for SEND funded places continues to rise at a much higher rate than the increase we will receive. We have discussed this position with this Committee at the last meeting and the Schools' Funding Forum on 29 November. The Schools' Funding Forum supported the transfer of funding from the Schools block into the High Needs block of approx. £9.6m (which equates to 1% of the Schools' block) which will be returned to primary and secondary schools to incentivise greater inclusion of children and young people with Education Health and Care Plans in mainstream schools. Due to the size of this transfer, Secretary of State approval is required and at the time of writing this report their approval is currently outstanding. However, even after the grant increases and the transfer we are still likely to add to the accumulated deficit if current demand trends continue.
- 6.8 KCC also intend to increase the funding rates paid to support children with high needs in Special Schools, Further Education Colleges, Specialist Resource Provisions and mainstream settings by 3% following prior year rate freezes.
- 6.9 It should be noted that even after the transfer (subject to Secretary of State approval), a significant funding gap for 2020-21 exists and the council will be required to submit a deficit recovery plan to the DfE next year. The 1% transfer is intended to help reverse the current trend and will form part of our deficit recovery plan and align with the national direction and our response to Ofsted's Special Education Need (SEN) Written Statement of Action.
- 6.9 On 4 September 2019, the Chancellor set out details of a three-year Spending Round for schools' commencing on 1 April 2020, which confirmed national school funding will increase by £7.1 billion (compared to 2019-20) by 2022-23 with £2.6 billion announced for 2020-21. Kent County Council will receive an additional £52m of School Block funding in 2020-21 but no information has been provided on future years. KCC proposes to move further towards implementing the National Funding Formulae, but where possible make adjustments to recognise areas of local concern with the support of the Schools' Funding Forum.

## 7. Recommendations

Members of the CYPE Cabinet Committee are asked to:

- a) NOTE the draft capital and revenue budgets and MTFP, including responses to consultation and the estimate of the government's funding settlement
- b) SUGGEST any changes which should be made before the draft is presented to Cabinet on 27<sup>th</sup> January 2020 and full County Council on 13<sup>th</sup> February 2020.

## 8. Background Documents

8.1 KCC's Budget webpage

<https://www.kent.gov.uk/about-the-council/finance-and-budget>

8.2 KCC's approved 2019-20 Budget and 2019-21 Medium Term Financial Plan

[https://www.kent.gov.uk/\\_data/assets/pdf\\_file/0006/93390/Budget-Book-2019-20.pdf](https://www.kent.gov.uk/_data/assets/pdf_file/0006/93390/Budget-Book-2019-20.pdf)

8.3 KCC Budget Consultation launched 16<sup>th</sup> October 2019

<https://www.kent.gov.uk/about-the-council/finance-and-budget/our-budget>

8.4 HM Treasury Spending Round 2019 document

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/829177/Spending\\_Round\\_2019\\_web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/829177/Spending_Round_2019_web.pdf)

8.5 KCC report on 2019 Budget Consultation

[https://www.kent.gov.uk/\\_data/assets/pdf\\_file/0012/103530/Summary-and-analysis-of-budget-consultation-responses.pdf](https://www.kent.gov.uk/_data/assets/pdf_file/0012/103530/Summary-and-analysis-of-budget-consultation-responses.pdf)

8.6 KCC Draft Budget book 6<sup>th</sup> January 2020

<https://www.kent.gov.uk/about-the-council/finance-and-budget/our-budget>

## 9. Contact details

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

**To:** Children's, Young People and Education Cabinet Committee – 10 January 2020

**Subject:** **The Commissioning Plan for Education Provision in Kent 2020-24**

**Classification:** **Unrestricted**

**Past Pathway of Paper:** None

**Future Pathway of Paper:** Cabinet Committee 27 January 2020

**Electoral Division:** All

This report provides the Committee with the opportunity to comment on the Commissioning Plan for Education Provision in Kent 2020-24 prior to final approval by Cabinet.

**Recommendations:**

The Children's, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations on the Plan prior to the final version being considered and approved by Cabinet on 27 January 2020.

**1. Introduction**

- 1.1 The County Council is the Strategic Commissioner of Education Provision in Kent. This Commissioning Plan sets out how we will carry out our responsibility for ensuring there are sufficient places of high quality, in the right places for all learners, while at the same time fulfilling our other responsibilities to raise education standards, while supporting parental preference. The Plan details our future need for education provision, thereby enabling parents and education providers to put forward proposals as to how these needs might best be met.
- 1.2 The KCP sets out the principles by which we determine proposals, and it forecasts the need for future provision. It also sets out in more detail plans to meet the commissioning needs which arise in each district and borough in Kent, during the next three to five years.
- 1.3 This updated KCP is a 'live' document which underpins our on-going dialogue and consultation with schools, district and borough councils, diocesan authorities, KCC Members and local communities, to ensure we meet our responsibilities.

**2. The demographic context**

- 2.1 Information from the Office for National Statistics shows that in 2005 there were 15,613 live births in Kent (excluding Medway). The number of births rose each year up to 2012 when there was a baby boom of 18,147. Numbers have since fallen, to 17,062 in 2018.

The increasing number of births, which required us to add significant primary school places, is now being felt in the secondary sector. Between the 2018-19 and 2023-24 academic years we forecast secondary school rolls will rise by 11,984 pupils. This is

equivalent to around 13 new 6FE secondary schools. Primary rolls are forecast to rise by 698 pupils across the same period.

### 3. Forecasting methodology

3.1 For the 2019-23 iteration of the KCP we published forecasts which included the additional pupil places required to support planned housing development as laid out in the 12 District/Borough Council Local Plans or their variants. This was to illustrate and evidence the total infrastructure needed if planned housing was built at the time, in the place and at the rate expected. While helpful, we have found that this approach has concentrated the additional provision needed into a shorter timeframe than that which will be reality, as housing sites and delivery rates do not always match the trajectories.

3.2 For this iteration, we have reverted back to using forecasts which adjust pupil cohorts for migration only. The commentary illustrates where provision linked to new housing will be needed.

### 4. Our Commissioning Intentions

4.1 The KCP 2020-24 identifies the need for additional permanent and temporary mainstream school and specialist places each year as follows. Additional provision will be secured through a combination of expanding existing schools and opening new ones.

#### Mainstream School Commissioning Intentions

by 2020-21	by 2021-22	by 2022-23	by 2023-24	Between 2024-28	Between 2028-2031	Total
Primary 2.5FE	Primary 2.5FE 60 Year 7 places	Primary 4.5FE 30 Year R places	Primary 3FE	Primary 23.6FE	Primary 11FE	Primary 47FE* 90 Year R places
Secondary 1FE 565 Year 7 places	Secondary 18FE 450 Year 7 places	Secondary 14FE 225 Year 7 places	Secondary 20FE 240 Year 7 places	Secondary 21FE 90 Year 7 places	Secondary 8FE	Secondary 82FE 1,570 Year 7 places

\*All figures rounded to the nearest 0.5FE

#### Special School Commissioning Intentions

by 2020-21	by 2021-22	by 2022-23	by 2023-24	Between 2024-28	Between 2028-2031	Total
874 places	150 places	490 places	-	120-	-	1,634 places

### 5. Financial Implications

5.1 The Local Authority has a key role in securing funding to provide sufficient numbers of pupil places in all education phases. The pressure on the County's Capital Budget continues to increase as secondary school demand grows. The cost of delivering school places is currently met from Basic Need grant from the Government, prudential borrowing by the County Council, Section 106 property developer contributions and Community Infrastructure Levy monies (CIL).

5.2 Government funding for 'Basic Need' is allocated on a formula based upon information provided by local authorities about forecast numbers of pupils and school capacity. Such funding will only provide for predicted growth in numbers arising from changes in the birth rate and from inward net migration. The basis of allocation is supposed to be to add a third year of funding to a rolling three-year funding allocation. However, at the time of publication we continue to await the

confirmation of the Basic Need Funding from the 2018 round (for places needed in 2021) and have been informed that allocations for the 2019 and subsequent rounds will not be announced until after the next Comprehensive Spending Review.

- 5.3 The Government's decision to remove the 'pooling' restrictions on developer contributions is welcomed. This will assist in securing contributions for additional secondary school places. The Department for Education has issued guidance that local authorities should seek contributions to support nursery, sixth form, and special educational needs provision. The Council's guide to developer contributions being amended to reflect this. However, this will not support the lag in the funding streams and reduce the upfront capital costs that put the Council under so much financial pressure. As the pressure for new school places moves from the primary to secondary sector this issue will be exacerbated with, for example, a new 6FE secondary school costing in excess of £20m to deliver.

## 6. Next Steps

- 6.1 Following receipt of the Children's, Young People and Education Cabinet Committee's comments, final changes and amendments will be made to the Commissioning Plan prior to it being presented to Cabinet for consideration and approval on 27 January 2020. The final approved Plan will be published as soon as it has been agreed by Cabinet.

## 7. Recommendation(s)

- |  |
|--|
| 7.1 The Children's, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations on the Plan prior to the final version being considered and approved by Cabinet on 27 January 2020 |
|--|

## 8. Background Documents

- 8.1 Vision and Priorities for Improvement 2018-21  
<http://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/vision-and-priorities-for-improvement>
- 8.2 Commissioning Plan for Education Provision in Kent 2019-23  
<https://www.kent.gov.uk/education-and-children/schools/education-provision/education-provision-plan>
- 8.3 Equalities Impact Assessment.  
An Equalities Impact Assessment has been completed.

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# Commissioning Plan for Education Provision in Kent

2020 – 2024





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## 2. Foreword

Welcome to the County Council's Commissioning Plan for Education Provision in Kent 2020-24 (KCP). This is the latest edition of our five-year rolling Plan which we update annually. It sets out our future plans as Strategic Commissioner of education provision across all types and phases of education in Kent.

This Plan builds on the positive achievements of the last few years. We have continued to commission new primary, secondary and special provision to ensure not only a sufficient supply of school places to fulfil our statutory responsibility to ensure a school place for every child, but also to maintain a surplus of places to facilitate parental choice. This is not without its challenges, particularly in the secondary and specialist sectors as school rolls rise.

For September 2019, I am pleased to report that we:

- Commissioned 3FE permanent primary school places.
- Commissioned 8FE permanent secondary school places and a further 365 temporary Year 7 places.
- Commissioned 353 specialist places in special schools or specialist resource provisions in mainstream schools.
- Maintained over 5% surplus capacity in both the primary and secondary sectors at a County level.

I would like to thank all the schools, Headteachers and Governors for their support in ensuring sufficient school places while at the same time continuing to raise standards and improve children's achievements.

We forecast that between the 2018-19 and 2023-24 academic years total primary school rolls will increase by 698 pupils and secondary by 11,984 pupils. Further pressure will arise as new homes are built, and the Kent population increases accordingly. In order to meet the forecast, need and the local pressure from housing, for the academic years 2020-21 to 2023-24, 12FE of primary provision and 90 temporary Year R places will be needed and 53FE of secondary provision and 1,480 temporary Year 7 places.

We have seen a significant increase for several years in the numbers of pupils requiring a specialist place in order to meet their special educational needs. We will continue to address the need for high quality SEN provision within the context of the recommendations following the OFSTED/Quality Care SEND Inspection of earlier this year. Across the Plan period we plan to commission over 1,600 new specialist places.

For the 2019-23 iteration of the KCP we published forecasts which included the additional pupil places required to support planned housing development as laid out in the 12 District/Borough Council Local Plans or their variants. This was to illustrate and evidence the total infrastructure need if planned housing was built at the time, in the place and at the rate expected. For this iteration, we have reverted back to publishing forecasts that do not include the pupil places required to support planned housing and therefore they



will need to be read in that context.

The pressure on the County's Capital Budget continues to increase as a result of the requirements set out in the Plan. Lord Agnew (Parliamentary Under-Secretary of State for the School System) wrote to all Local Authorities in September 2019 outlining that the DfE will not be able to announce Basic Need allocations in 2019 for places needed in 2022. Additionally, as I write this foreword, we are still awaiting confirmation of the Basic Need Funding from the 2018 round. The delays in announcing both allocations are impacting on the Council's Medium-Term Financial Plan.

It is positive that the latest Government guidance 'Securing Developer Contributions for Education' (April 2019) included the expectation that local authorities seek developer contributions to support the funding of nursery places, sixth form provision and special educational needs provision, commensurate with the need arising from the development. The Government has also removed the 'pooling' restrictions where no more than five agreements could be linked to one project. It is as crucial as ever that we continue to work with, and are supported by, Borough and District Councils through s106 developer contributions and CIL funding to secure much of the funding needed to support the expansion of high quality education provision across all the phases of the education journey for the benefit of all children and young people in Kent.

**Richard Long - Cabinet Member for Education and Skills**

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



## **3. Executive Summary**

### **3.1 Purpose**

The County Council is the Strategic Commissioner of Education Provision in Kent. This Commissioning Plan sets out how we will carry out our responsibility for ensuring there are sufficient places of high quality, in the right places for all learners, while at the same time fulfilling our other responsibilities to raise education standards and promote parental preference. The Plan details our future need for education provision, thereby enabling parents and education providers to put forward proposals as to how these needs might best be met.

This Plan is a 'live' document which underpins the dynamic process of ensuring there are sufficient places for Kent children in schools, and other provisions. It is subject to regular discussion and consultation with schools, district/borough councils, KCC Members, the diocesan authorities and others. The content of this Plan reflects those discussions and consultations.

### **3.2 The Kent Context**

Kent is a diverse County. It is largely rural with a collection of small towns. Economically our communities differ, with economic advantage generally in the West, and disadvantage concentrated in our coastal communities in the South and East. Early Years education and childcare are predominantly provided by the private and voluntary sectors. Our schools are promoted by the County Council and many different trusts and take different forms including infant, junior, primary, grammar, wide ability comprehensive, all-through, single sex and faith based. Post-16 opportunities are available through schools, colleges and private training organisations.

### **3.3 What We Are Seeking to Achieve**

Our vision is that every child and young person should go to a good or outstanding early years setting and school, have access to the best teaching, and benefit from schools and other providers working in partnership with each other to share the best practice as they continue to improve. Focusing on commissioning education provision from good or better providers can assist in securing this vision. In order to address the commissioning needs outlined in this Plan we welcome proposals from existing schools, trusts, the three dioceses and new providers.

### **3.4 Principles and Guidelines**

The role of the Local Authority is set within a legal framework of statutory duties which are set out in the relevant sections of the Plan. We also have a set of principles and planning guidelines to help us in our role as the Commissioner of Education Provision (Section 5). It is important that the Local Authority is transparent and clear when making commissioning decisions or assessing the relative merits of any proposals it might receive.

### **3.5 Kent's Demographic Trends**

Information from the Office for National Statistics shows that in 2005 there were 15,613 live births in Kent (excluding Medway). The number of births rose each year up to 2012



when there was a baby boom of 18,147 children. Since this time, birth numbers have fallen to 17,062 in 2018.

The increased number of births, which required us to add significant primary school places, is now being felt in the secondary sector. Between the 2018-19 and 2023-24 academic years we forecast secondary school rolls will rise by 11,987 pupils. This is equivalent to around 13 new 6FE secondary schools. Primary rolls are forecast to rise by 698 pupils across the same period.

### **3.6 Capital Funding**

The pressure on the County's Capital Budget continues to increase as secondary school demand grows. The cost of delivering school places is currently met from Basic Need grant from the Government, prudential borrowing by the County Council, Section 106 property developer contributions and Community Infrastructure Levy monies (CIL).

The lag in funding streams causes a financial pressure for the County Council. In particular cash flow issues arise when delivering new schools which have high upfront capital costs. This has not been helped by the Lord Agnew's announcement in September 2019 that the DfE will not be able to announce Basic Need allocations in 2019 for places needed in 2022. We are still awaiting confirmation of the Basic Need Funding from the 2018 round. Similarly, developer contributions which are a major contributor to the capital cost of new school provision, are generally phased. The need to provide funding to bridge this gap is a growing pressure on the Council. This issue is becoming more critical as new secondary provision is required, for example, a new 6FE secondary school costing in excess of £20,000,000 to deliver.

The Government decision to remove the 'pooling' restrictions on developer contributions and the issuing of guidance that local authorities should seek contributions to support nursery, sixth form, and special educational needs provision will see the Council seeking the support of colleagues in Borough and District Councils in securing further developer contributions. However, it will not support the lag in the funding streams and reduce the upfront capital costs that put the Council under so much financial pressure.

The Free Schools programme is set to deliver some of the school provision Kent needs; although as highlighted in previous years, several free school projects have been delayed and the impact of this is being felt in the pressure for school places in some parts of the County.

As it remains the statutory duty of the Local Authority to secure sufficient school places KCC officers will continue to work with Education, Skills and Funding Agency (ESFA) officials to address our concerns, with particular reference to how the school's capital costs can be met ahead of the full contributions being received from developers.

### **3.7 Special Educational Needs**

As at January 2019, there were 11,763 pupils in Kent subject to an EHCP. When comparing this figure to the same point in January 2018 the number of ECHPs had increased by 1,384 (13.3%). This is higher than the increase nationally at 11.0%.



Of the pupils with an EHCP in January 2019, 42.4% were receiving their education in special schools. Of these pupils 6.6% were educated in an Independent Special School, which compares to 3.9% nationally. 32.2% were educated in mainstream which is lower than the national figure of 39.9%.

Following the Joint local area SEND inspection in March 2019 it is clear that we have much to do to improve the effectiveness of SEND provision across the County and to improve parents and carers confidence in the wider services and provision that their children receive.

In order to support the increasing number of pupils requiring SEN provision, we will seek developer contributions towards new SEN provision. This could be via new special schools, the addition of satellites of existing special schools or the addition of specialist resourced provisions. We will work closely with stakeholders to ensure that we have the right provision in place, at the right location and at the right time to support the needs of Kent pupils and their families.

### **3.8 Early Education and Childcare**

We have a surplus of just over 5,000 places for 0-4-year-olds across the County. Whilst our Childcare Sufficiency Assessment would suggest deficits of places in some districts, the surplus of places in other districts, our local knowledge, plus the absence of parental requirements for childcare brokerage, collectively indicate that Kent's childcare market is generally meeting the needs of its children and families.

Supporting the sufficiency, sustainability and quality of early years and childcare provision remain crucial in aiming to ensure a long term, sufficient supply of places.

The supply of Free Entitlement places for two, three and four year olds will be kept under review. The Service will continue to work with providers and potential providers to encourage the establishment of additional provision should this be required, whether this is for Free Entitlements and/or parent/carer funded places. Where housing developments are proposed and a deficit of Early Years places identified, we will seek developer contributions to support the funding of required new provision. When a new school is delivered according to the ESFA Baseline Design, a nursery space is now automatically included in the design.

### **3.9 Post-16 Education and Training in Kent**

The post-16 offer should meet the requirements of increasing participation. Provision is required to offer a wide range of options which lead to progressive routes towards sustainable further or higher learning, employment with training or employment. School and college post-16 performance measures, qualifications and assessments are changing quickly. Employers expect and require young people to be work-ready. At the same time providers have to be more innovative, collaborative and flexible in order to deliver a wider range of learning programmes to meet the needs of all young people in a context of shrinking resources. When reviewing the need for additional or new learning programmes at post-16 we need to consider that if students are not equipped with knowledge, skills and attitudes to be economically active, they become unemployed at



age 18 years.

Sixth form numbers have reduced across the County since 2014-15. We forecast they will increase by around 4,700 pupils across the Plan period as secondary school rolls rise. Forecasts suggest sufficient sixth form provision within the majority of non-selective planning groups but a deficit of places within the selective sector in all but one of the selective planning groups (Cranbrook). Due to the restrictions on opening new grammar provision, only the expansion of existing selective schools can be used to accommodate the projected increases in selective sixth form student numbers.

There are significant changes in the post-16 landscape ahead. These changes include the implementation of ‘T levels’ and the review of post-16 qualifications at level 3 and below and the funding that follows this. There are concerns that the changes considered could have a significant impact on sixth forms provided by Kent non-selective schools as they provide a more flexible post-16 offer for those pupils not suited to a wholly academic offer.

Kent County Council are in the process of evaluating current provision. To this end and as part of the strategic plan, the council is undertaking a system wide review of 14 – 19 provision.

The initial analysis of the 2019 Kent data has taken place and indicates the following gaps:

- A 30% plus contraction of the post 16 offer outside schools and colleges
- A noticeable contraction of Level one and Level two offer in general, particularly in schools
- A contraction in the Level three offer at 6<sup>th</sup> form

### 3.10 Kent’s Forward Plan

Detailed analysis, at district level, of the future need for primary and secondary school places is contained in Section 10 of this Plan.

This Commissioning Plan identifies the need for additional permanent and temporary school places as follows:

by 2020-21	by 2021-22	by 2022-23	by 2023-24	Between 2024-28	Between 2028-2031	Total
<b>Primary</b> 2.5FE	<b>Primary</b> 2.5FE 60 Year 7 places	<b>Primary</b> 4.5FE 30 Year R places	<b>Primary</b> 3FE	<b>Primary</b> 23.6FE	<b>Primary</b> 11FE	<b>Primary</b> 47FE* 90 Year R places
<b>Secondary</b> 1FE 565 Year 7 places	<b>Secondary</b> 18FE 450 Year 7 places	<b>Secondary</b> 14FE 225 Year 7 places	<b>Secondary</b> 20FE 240 Year 7 places	<b>Secondary</b> 21FE 90 Year 7 places	<b>Secondary</b> 8FE	<b>Secondary</b> 82FE 1,570 Year 7 places

\*All figures rounded to the nearest 0.5FE





### Special School Commissioning Intentions

by 2020-21	by 2021-22	by 2022-23	by 2023-24	Between 2024-28	Between 2028-2031	Total
874 places	150 places	490 places	-	120 places	-	1,634 places



## 4. What We Are Seeking to Achieve

The Children, Young People and Education Directorate has a clear Mission Statement. This being as follows:

**Our aim:** Making Kent a county that works for all children.

**Our vision:** All Kent children feel safe, secure, loved, fulfilled, happy and optimistic.

We will do this by:

- Joining up services to support families at the right time and in the right place;
- Securing the best childcare, education and training opportunities;
- Being the best Corporate Parent we can be;
- Developing a culture of high aspiration and empathy for children and their families;
- Valuing children and young people's voices and listening to them.

The Commissioning Plan for Education Provision in Kent aims to support the Mission statement through 'securing the best childcare, education and training opportunities.'

Our Principles and Planning Guidelines (Section 6) underpin our commissioning decisions. This is further supported by a suite of key strategies including, but not limited to:

- Vision and Priorities for Improvement 2018-21
- Early Years and Childcare Strategy 2016 – 2019
- Kent Strategy for SEND 2017-2019
- 14-24 Strategy for Learning, Employment and Skills 2017-20

To this extent we aim to:

- Ensure sufficient good or better school places for all children and young people in Kent.
- Continue to implement the Early Years and Childcare Strategy 2016-2019 to ensure there continues to be: sufficient high quality free places for two year olds, sufficient 30 hours of free childcare for the eligible working parents, more good early years settings achieving positive outcomes, more children well developed to start school and better integration of the work of Children's Centres, early years settings and schools.
- Commission more high quality specialist provision and support for pupils with Autistic Spectrum Disorder, Speech, Language and Communication Needs and Social, Emotional and Mental Health needs in mainstream and special schools;



- Work with schools, colleges, employers and training organisations to deliver the 14-24 Strategy for Learning, Employment and Skills to ensure the post-16 offer meets the requirements of increasing participation and offers a wide range of options which lead to progressive routes towards sustainable further or higher learning, employment with training or employment.

## 5. Principles and Planning Guidelines

In the national policy context, the Local Authority is the Commissioner of Education Provision and providers come from the private, voluntary, charitable and maintained sectors. The role of the Local Authority is set within a legal framework of statutory duties; the duties for each phase or type of education in Kent are shown under the relevant section in this Plan. Within this framework, the Local Authority continues to be the major provider of education by maintaining most Kent schools and it also fulfils the function of “provider of last resort” to ensure new provision is made when no other acceptable new provider comes forward.

Education in Kent is divided into three phases, although there is some overlap between these. These three phases are:

- Early Years: primarily delivered by private, voluntary and independent pre-school providers, accredited child-minders, and schools with maintained nursery classes.
- 4-16 years: “compulsory school age” during which schools are the main providers.
- Post-16: colleges and schools both offer substantial provision, with colleges as the sole provider for young people aged 19-25 years.

The Local Authority also has specific duties in relation to provision for pupils with Special Educational Needs, pupils excluded from school or pupils unable to attend school due to ill health.

### 5.1 Principles and Guidelines

It is important that the Local Authority is open and transparent in its role as the Strategic Commissioner of Education. To help guide us in this role we abide by clear principles and consider school organisation proposals against our planning guidelines. We stress that planning guidelines are not absolutes, but a starting point for the consideration of proposals.

### 5.2 Over-Arching Principles

- We will always put the needs of the learners first.
- Every child should have access to a local, good or outstanding school, which is appropriate to their needs.
- All education provision in Kent should be financially efficient and viable.
- We will aim to meet the needs and aspirations of parents and the local community.
- We will promote parental preference.
- We recognise perceptions may differ as to benefits and detrimental impacts of proposals. We aim to ensure our consultation processes capture the voice of all communities. To be supported proposals must demonstrate overall benefit to the



community.

- The needs of Children in Care and those with SEN and disabilities will be given priority in any commissioning decision.
- We will also give priority to organisational changes that create environments better able to meet the needs of other vulnerable children, including those from minority ethnic communities and/or from low income families.
- We will make the most efficient use of resources.
- Any educational provision facing difficulties will be supported and challenged to recover in an efficient and timely manner. Where sufficient progress is not so achieved, we will seek to commission alternative provision or another provider.
- If a provision is considered or found to be inadequate by Ofsted, we will seek to commission alternative provision where we and the local community believe this to be the quickest route to provide high quality provision.
- In areas of high housing growth, we will actively seek developer contributions to fund or part fund new and additional school provision.
- In areas of high surplus capacity, we will take action to reduce such surplus.<sup>1</sup>

### 5.3 Planning Guidelines – Primary

- The curriculum is generally delivered in Key Stage specific classes. Therefore, for curriculum viability primary schools should be able to operate at least four classes.
- We will actively look at federation opportunities for small primary schools.
- Where possible, planned Published Admission Numbers (PANs) will be multiples of 30, but where this is not possible multiples of 15 are used.
- We believe all-through primary schools deliver better continuity of learning as the model for primary phase education in Kent. When the opportunity arises, we will either amalgamate separate infant and junior schools into a single primary school or federate the schools. However, we will have regard to existing local arrangements and seek to avoid leaving existing schools without links on which they have previously depended.
- At present primary school provision is co-educational, and we anticipate that future arrangements will conform to this pattern.
- Over time we have concluded that 2FE provision (420 places) is preferred in terms of the efficient deployment of resources.

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<sup>1</sup> Actions might include re-classifying accommodation, removing temporary or unsuitable accommodation, leasing spaces to other users and promoting closures or amalgamations. We recognise that, increasingly, providers will be responsible for making such decisions about the use of their buildings, but we believe we all recognise the economic imperatives for such actions.



#### **5.4 Planning Guidelines – Secondary**

- All schools must be able to offer a broad and balanced curriculum and progression pathways for 14-19 year olds either alone, or via robust partnership arrangements.
- PANs for secondary schools will not normally be less than 120 or greater than 360. PANs for secondary schools will normally be multiples of 30.
- Over time we have concluded that the ideal size for the efficient deployment of resources is between 6FE and 8FE.
- Proposals for additional secondary places need to demonstrate a balance between selective and non-selective school places.
- We will encourage the formation of all-aged schools (primary through to secondary) where this is in the interests of the local community.

#### **5.5 Planning Guidelines - Special Educational Needs**

- We aim, over time, to build capacity in mainstream schools by broadening the skills and special arrangements that can be made within this sector to ensure compliance with the relevant duties under SEN and disability legislation.
- For children and young people where mainstream provision is not appropriate, we seek to make provision through Kent special schools. For young people aged 16-19 years provision may be at school or college. For young people who are aged 19-25 years provision is likely to be college based.
- We recognise the need for children and young people to live within their local community where possible and we seek to provide them with day places unless residential provision is needed for care or health reasons. In such cases agreement to joint placement and support will be sought from the relevant KCC teams or the Health Service.
- We aim to reduce the need for children to be transported to schools far away from their local communities.

#### **5.6 Planning Guidelines - Expansion of Popular Schools and New Provision**

- We support diversity in the range of education provision available to children and young people. We recognise that new providers are entering the market, and that parents and communities are able to make free school applications.
- We also recognise that popular schools may wish to expand or be under pressure from the local community to do so.
- As the Strategic Commissioner of Education Provision, we welcome proposals from existing schools and new providers that address the needs identified in this Plan. This includes new provision to meet increased demand and new provision to address concerns about quality.
- In order for us to support any such proposal they must meet an identified need and adhere to the planning principles and guidelines set out above.

#### **5.7 Small Schools**

KCC defines small schools as ‘those schools with fewer than 150 pupils on roll and/or a measured capacity of less than 150 places’. We have over 100 primary schools that fit this criterion.



We value the work of our small schools and appreciate the challenges faced. We continue to work with partners to ensure small schools have the resilience to deal with the challenges they face in terms of leadership and management, teaching and learning and governance and finance so that they can enable their pupils to grow up, learn, develop and achieve and continue to play a valued role in their communities.

Kent County Council and its partners, in particular the dioceses, will ensure that:

- Support is given to small schools seeking to collaborate, federate or join appropriate multi-academy trusts.
- They will work closely together to ensure that the distinctive character and ethos of small Church of England schools are protected and maintained in future collaborative arrangements.



## 6. Capital Funding

The Local Authority as Strategic Commissioner of Education Provision has a key role in securing funding to provide sufficient education provision in the County, particularly in schools.

The cost of providing additional school places is met from Government Basic Need Grant, prudential borrowing by KCC and developer contribution monies. It continues to be clear in The Medium Term Financial Plan that KCC is not in a position to undertake any additional prudential borrowing to support new provision as we may have done 3 or 4 years ago. To do so would place the Council in breach of one of its key fiscal indicators that net debt should not exceed 15% of its net revenue expenditure. Delivery of the additional school places will rely more than ever on an appropriate level of funding from Government and securing the maximum possible contribution from developers where appropriate.

In updating the Kent Commissioning Plan, we are currently revisiting the programme costs for the new MTFP period 2020-23. The requirements set out in this Plan will bring additional pressures in respect of all the places required by September 2023. At that point we forecast the need for places will be at its peak. Work is already underway to identify options to ensure we can fund the programme by the time the County Council sets its budget in February 2020. One area we have been forced to relax is the longstanding ambition to maintain a 5% operating surplus, particularly within the secondary sector, to facilitate greater parental choice. This Plan does not secure 5% surplus capacity in every planning group as that would simply add to the considerable financial challenge we face. The DfE only work on a model of 2%.

Government funding for 'Basic Need' is allocated on a formula based upon information provided by local authorities about forecast numbers of pupils and school capacity. Such funding will only provide for predicted growth in numbers arising from changes in the birth rate and from inward net migration. The basis of allocation is supposed to be to add a third year of funding to a rolling three year funding allocation. However, at the time of publication we continue to await the confirmation of the Basic Need Funding from the 2018 round (for places needed in 2021) and have been informed that allocations for the 2019 and subsequent rounds will not be announced until after the next Comprehensive Spending Review. As we enter the realms of securing new secondary schools with very high upfront capital costs this arrangement is inadequate and we have repeatedly made that point to the DfE.

One funding option which can assist with or overcome the challenges of forward funding new schools is the Free Schools programme. We have encouraged promoters to submit bids to Waves 13 and 14, with success. However, as the free school programme has become more restrictive, being targeted to certain geographical areas of the country in relation to mainstream schools, and of limited number (35) for special schools and alternative provisions, it will not be the answer to all our needs. Additionally, it is not risk free for the Local Authority. Delays in delivery can require the Authority to put in place unplanned provision with the resultant unplanned expense – both capital and revenue.



The prospect of having to meet the growth in demand for places through additional borrowing confronts the County Council with an insoluble dilemma between delivering its statutory duty on school places and maintaining its financial soundness. Members and officers continue to lobby Ministers and officials within the DfE, ESFA and RSC over this critical issue.

It is necessary to look to developer contribution monies for the pupil places required because of new housing development. In the past developer contribution funding has been secured through the negotiation of Section 106 agreements. Whilst S106 remains for meeting specific requirements of individual developments, the arrangement is supplemented by the Community Infrastructure Levy (CIL) in those districts that have adopted this.

The Government's decision to remove the 'pooling' restrictions where no more than five agreements could be linked to one project is welcomed. It was one of the issues we had been raising with government. The DfE guidance sets out the expectation that local authorities will seek developer contributions to support the funding of nursery places, sixth form provision and special educational needs provision will support our ability to collect the developer contributions necessary to deliver the education facilities required to meet the demand produced by new homes. This will require the support of our District/Borough Council colleagues. What this will not support is the lag in the funding streams and the upfront capital costs to KCC.

Account is taken of existing capacity prior to seeking developer contributions. Where surplus capacity above our operating surplus is expected to exist, after the needs of the indigenous population are served, this is available to support the need arising from new housing. In cases where services are not expected to be able to cope with the indigenous population's needs the costs of increasing service capacity are identified and costed, but these costs are not passed onto developers. Developers are asked only to contribute to needs arising from additional housing which cannot be accommodated within a surplus service capacity in the area.

## 6.1 Value for Money

In drawing up options for providing additional places, in addition to the Principles and Planning Guidelines set out in Section 5, the Local Authority consider a range of practical issues, such as:

- The condition and suitability of existing premises.
- The ability to expand or alter the premises (including arrangements whilst works are in process).
- The works required to expand or alter the premises.
- The estimated capital costs.
- The size and topography of the site.
- Road access to the site, including transport and safety issues.

The Government has reviewed the cost of providing new school buildings. 'Baseline' designs guide local authorities towards standardisation in terms of space and design of

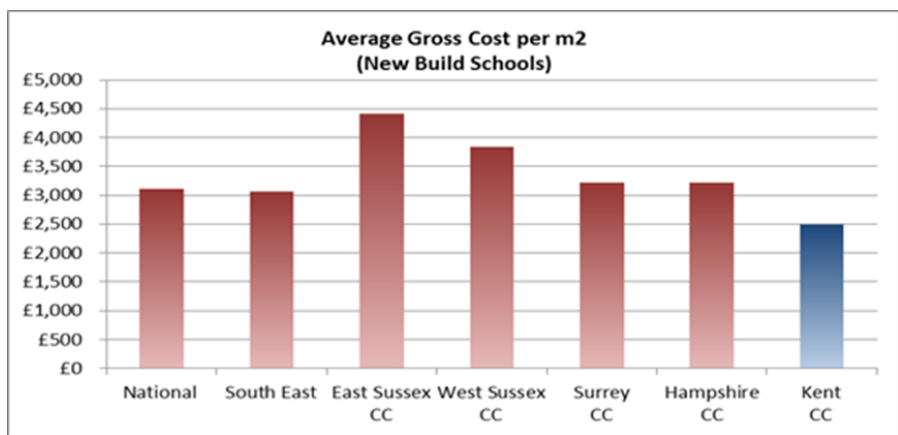




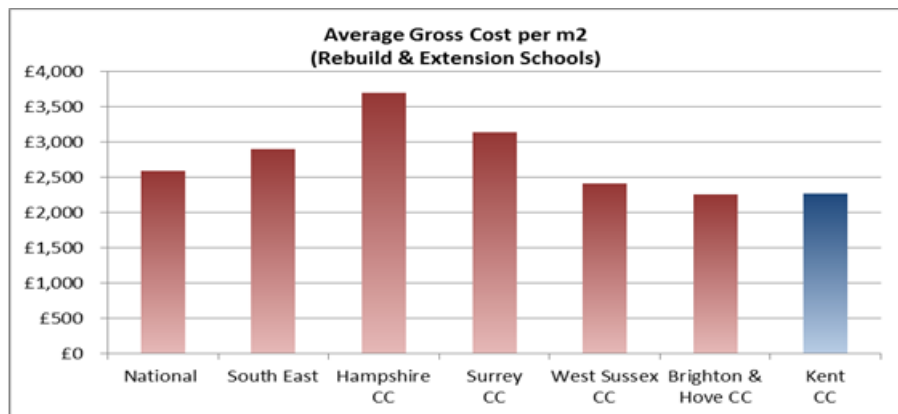
new schools. In meeting these guidelines, Kent is committed to securing value for money when providing additional school accommodation which is of a high quality. The build method for new accommodation will be that which is the most appropriate to meet either a bulge in school population or a permanent enlargement, and which represents good value for money.

A review of build costs indicates KCC is securing good value for money. Figure 6.1 shows the average gross cost per square metre for a new build school, while Figure 6.2 shows that for rebuild and extensions. It is evident Kent's costs are significantly below national averages and that of neighbouring authorities.

**Figure 6.1: Average Gross Cost Per Square Metre for a New Build School**



**Figure 6.2: Average Gross Cost Per Square Metre for Rebuild/Extensions**



## 7. Commissioning Special Educational Needs

### 7.1 Duties to Provide for Special Educational Needs and Disabilities

The Children and Families Act 2014 and accompanying Code of Practice set out the Special Educational Needs and Disability (SEND) system for children and young people aged 0-25 years in England. The 'Code' is statutory guidance and it details the SEND provision which schools and local authorities are required by law to make. Associated legislative requirements are also set out in the Equality Act 2010 and The Special Educational Needs and Disabilities Regulations 2014.

### 7.2 Kent Overview

Kent's SEND Strategy 2017 to 2019 is currently being refreshed. It will set out Kent's vision and intentions for the next few years and identify how they will be achieved.

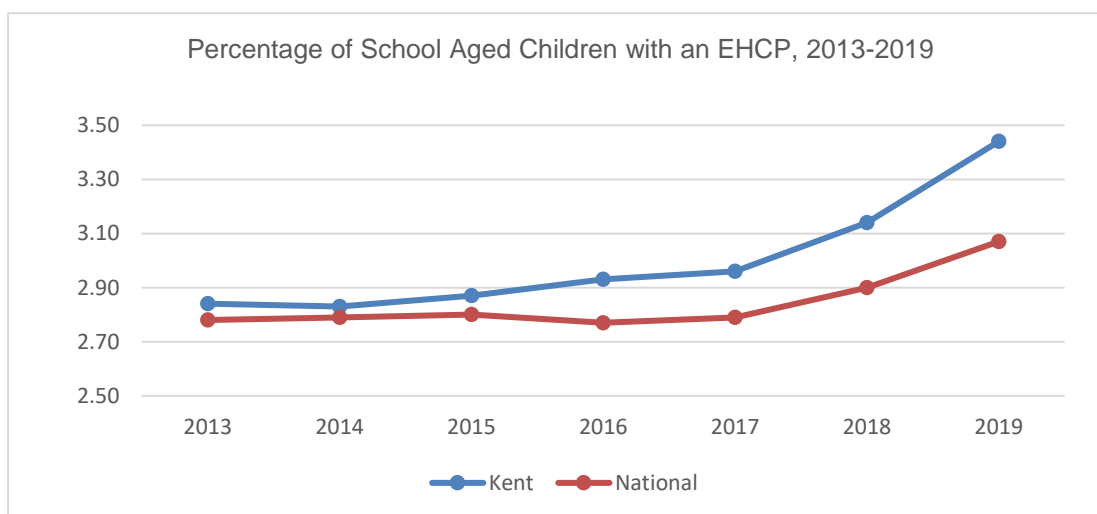
Kent's current strategy sets out its intention to provide additional places for pupils with needs in the following areas:

- Autistic Spectrum Disorder (ASD)
- Speech and language and communication needs (SLCN)
- Social Emotional and Mental Health (SEMH)

### 7.3 SEND Facts and Figures

The number of pupils with special educational needs in Kent schools increased for a second consecutive year. In January 2019 it was 34,186 pupils, representing 13.4% of the total school population. This is below the national average at 14.9%. Figure 7.1 shows that the percentage of Kent school aged children (5 to 19 year olds) with an Education, Health and Care Plan (EHCP) was around 2.80-2.90% of the cohort between 2013 to 2017. Over the last two years this increased reaching 3.4% by January 2019. This is significantly higher than the national figure of 3.1%.

**Figure 7.1: Percentage of School Aged Children with an EHCP, 2013-2019**



The Local Authority is responsible for maintaining EHCPs, not only for statutory school aged children but for children and young people between the ages of 0-25 years. As of January 2019, this totalled 11,763 children and young people with an EHCP. This is an increase of 1,384 since January 2018, up 13.3% compared to 11% nationally.

Figure 7.2 shows by Kent district the number of EHCPs, the percentage increase from January 2018, and the percentage of the 0-25 year old population who have an EHCP. It can be seen that Swale and Thanet have the highest proportion of EHCPs of their 0-25 year old population at 3.2%, whilst Canterbury is the lowest with 1.9%. However, Canterbury will be affected by the high proportion of 18-25 year olds living in the district attending further education and higher education provisions. Looking at the population of 5-19 year olds it can be seen that Thanet and Swale have the highest percentage of EHCPs at 5%. Tunbridge Wells has the lowest at 2%. Canterbury is now aligned with the majority of districts at 3%.

**Figure 7.2: Number of Pupils with an EHCP Spring 2019 (Full SEN Cohort 0-25 years) by Pupil Home Address**

Home District	2018 Number of Pupils with an EHCP	2019 Number of Pupils with an EHCP	Number +/- change since 2017	Percentage Change since 2018	District % of 0-25 year old population	District % 5-19 year old population
Ashford	781	927	146	18.7%	2.3%	3.4%
Canterbury	973	1138	165	17.0%	1.9%	3.5%
Dartford	637	764	127	19.9%	2.2%	3.3%
Dover	771	873	102	13.2%	2.7%	4.0%
Gravesham	730	810	80	11.0%	2.3%	3.6%
Maidstone	1052	1224	172	16.3%	2.3%	3.5%
Sevenoaks	636	716	80	12.6%	2.8%	2.9%
Folkestone & Hythe	739	851	112	15.2%	2.8%	4.2%
Swale	1325	1527	202	15.2%	3.2%	5.0%
Thanet	1214	1369	155	12.8%	3.2%	4.8%
Tonbridge & Malling	791	922	131	16.6%	2.3%	3.3%
Tunbridge Wells	559	637	78	14.0%	1.8%	2.4%
Other	171	5	-166			
<b>Kent Total</b>	<b>10379</b>	<b>11763</b>	<b>1384</b>	<b>13.3%</b>		

Source: Impulse FIO Report January 2018/SEN2 Return 2018

### Age Groups

Children aged 11-15 years old account for the largest percentage of children and young people with EHCPs in Kent at 35%. This is in line with the national figure of 36%. Kent however has a higher percentage of 20-25 year olds with an EHCP at 8% whilst nationally it is 5%, and a lower percentage of 5-10 year olds at 30% as compared to 33% nationally.

Figure 7.2 shows the number of children and young people with EHCPs resident in each



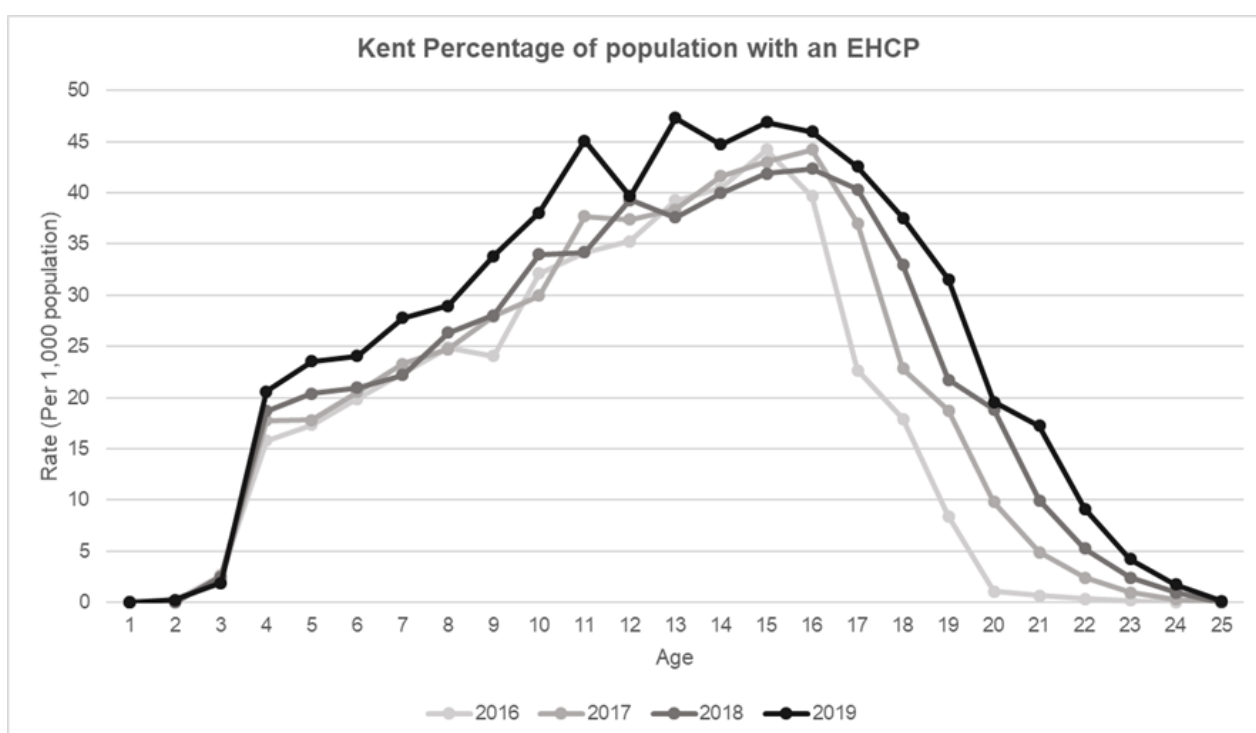
district by age group, comparing to National and Kent figures.

**Figure 7.2: EHCP By Age Bands by District of Residence January 2019**

District	Under 5	Aged 5-10	Aged 11-15	Aged 16-19	Aged 20-25	Total
Ashford (S)	24	276	336	225	66	<b>927</b>
Canterbury (E)	33	302	406	307	90	<b>1138</b>
Dartford (N)	39	252	264	159	50	<b>764</b>
Dover (S)	38	273	308	191	63	<b>873</b>
Gravesend (N)	28	258	266	202	56	<b>810</b>
Maidstone (W)	64	381	390	295	94	<b>1224</b>
Sevenoaks (N)	24	206	274	157	55	<b>716</b>
Folkestone & Hythe (S)	29	223	319	205	75	<b>851</b>
Swale (E)	48	497	555	329	98	<b>1527</b>
Thanet (E)	46	384	456	362	121	<b>1369</b>
Tonbridge and Malling (W)	36	274	339	204	69	<b>922</b>
Tunbridge Wells (W)	22	177	214	145	79	<b>637</b>
Pupils whose district of resident could not be identified.	0	0	0	5	0	<b>5</b>
<b>Kent Total</b>	<b>431</b>	<b>3503</b>	<b>4127</b>	<b>2786</b>	<b>916</b>	<b>11763</b>
<b>Kent %</b>	<b>4%</b>	<b>30%</b>	<b>35%</b>	<b>24%</b>	<b>8%</b>	
<b>National %</b>	<b>3.9%</b>	<b>33.1%</b>	<b>35.6%</b>	<b>21.9%</b>	<b>5.2%</b>	

Figure 7.3 shows the rate of children and young people with an EHCP per 1,000 population for the past 4 years. The percentage of over 17 year olds has increased, whilst the 4 to 16 year olds remained fairly constant between 2016 to 2018. However, 2019 has seen an increase in the percentage of the population with an EHCP for all age groups between 4 to 24 year olds. This increase reflected the national increase in the percentage of school pupils with an EHCP.

**Figure 7.3: Percentage of Children and Young People with an EHCP Per 1,000 Population for the Past 4 Years**



## 7.4 SEN Need Types

Autistic Spectrum Disorder (ASD) remains the most common primary need type with 40% of children and young people aged 0-25 years having an EHCP with this primary need identified. This has increased from 39% in January 2018. This is significantly higher than the National figure at 29%. Nationally Speech, Language and Communication Needs are the second highest need type at 23%, whilst Kent is below this figure at 15%. Kent's second highest need type is Social Emotional and Mental Health at 18%.

Health colleagues are currently working on analysing the neurodevelopmental pathways for ASD and Attention Deficit Hyperactivity Disorder (ADHD) as well as the ASD assessment pathway, to recommend changes to their systems that will reduce the demand for a medical diagnosis of ASD. This medicalised diagnosis led pathway is resulting in the higher levels of ASD we are seeing in some of Kent's districts.

Figure 7.4 shows the number and percentages of EHCPs for each need type, and by age group.

**Figure 7.4: EHCP by Age Group/Need Type 2019**

SEN Need Type	Under 5	Aged 5-10	Aged 11-15	Aged 16-19	Aged 20-25	Total	%
Autistic Spectrum Disorder	138	1458	1712	1088	346	4742	40.3
Hearing Impairment	14	55	61	38	14	182	1.5
Moderate Learning Difficulty	44	182	270	200	128	824	7.0
Multi-Sensory Impairment	0	2	3	1	0	6	0.1
Physical Disability	31	149	189	124	66	559	4.8
Profound and Multiple Learning Difficulty	21	149	109	61	19	359	3.1
Severe Learning Difficulty	36	285	259	191	120	891	7.6
Social, Emotional and Mental Health	10	443	902	649	89	2093	17.8
Specific Learning Difficulty	4	29	83	70	10	196	1.7
Speech, Language and Communication Needs	130	724	506	345	109	1814	15.4
Visual Impairment	3	27	33	19	15	97	0.8
<b>Kent Total</b>	<b>431</b>	<b>3503</b>	<b>4127</b>	<b>2786</b>	<b>916</b>	<b>11763</b>	

## 7.5 Provision

Pupils with an EHCP in Kent are less likely to be educated in a maintained mainstream school than would be expected nationally. Figure 7.5 shows that this is the case in both the primary and secondary phases, with the gap between Kent and national being much wider at the secondary phase. Figure 7.6 shows that pupils with a new EHCP are significantly less likely to be placed in mainstream schools than pupils nationally, although the gap has reduced significantly during the past two years.

KCC is aiming to address this situation through a project with ISOS Partnership. The aims of the project being to:

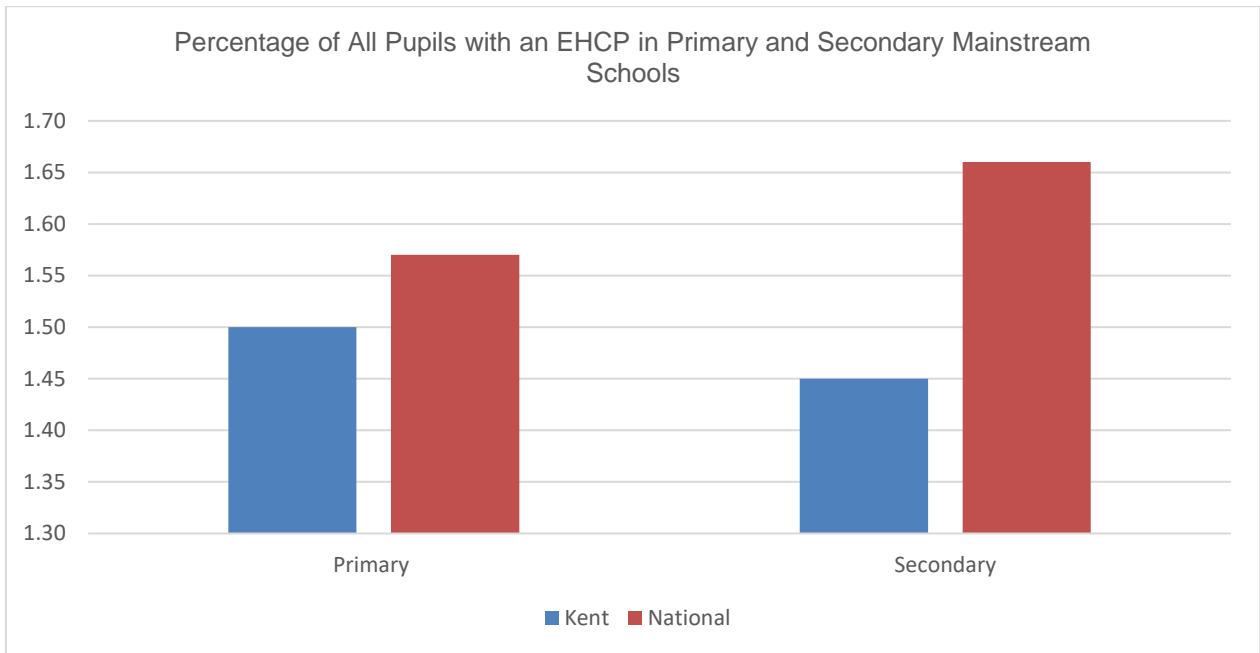
- Engage those involved in supporting mainstream inclusion within the Kent local



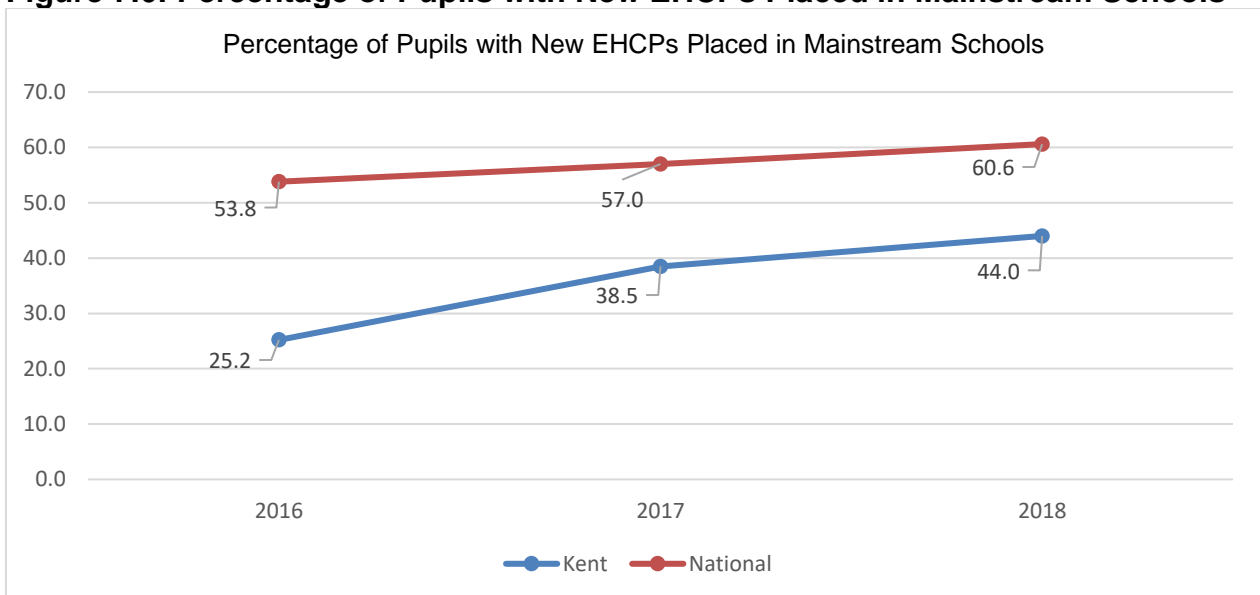
system.

- Explore the barriers and challenges to effective inclusion of young people with additional need in mainstream settings and schools.
- To shape a shared strategic approach to fostering inclusion in mainstream settings and schools across Kent.

**Figure 7.5: Percentage of All Pupils with an EHCP in Primary and Secondary Mainstream Schools**



**Figure 7.6: Percentage of Pupils with New EHCPs Placed in Mainstream Schools**



## 7.6 Special Educational Provision in Kent – Specialist Resourced Provisions

A Specialist Resourced Provision (SRP) is a mainstream based provision, reserved for children with an EHCP. An SRP serves children that require higher levels of support than can be provided with a mainstream school's normally available resource, but whose needs are not so complex that special school placements are appropriate. A total of 1,044 SRP places have been commissioned for September 2019 (Figure 7.8). A further 906 places have been commissioned at Further Education colleges.

**Figure 7.8: Commissioned Number of SRP Places in Kent Primary and Secondary Schools - September 2019**

Districts Primary/Secondary	Primary and Secondary SRP places by District and Need type									
	ASD	HI	PD	SEMH	SLCN	SLD	SPLD	VI	VI/HI	Total
<b>Primary</b>	<b>149</b>	<b>27</b>	<b>15</b>	<b>25</b>	<b>155</b>	<b>112</b>	<b>0</b>	<b>4</b>	<b>16</b>	<b>503</b>
Ashford	8	0	0	8	9	0	0	0	0	25
Canterbury	42	0	0	0	27	0	0	0	0	69
Dartford	34	13	0	0	16	0	0	0	0	63
Dover	0	0	0	0	12	112	0	0	0	124
Folkestone and Hythe	3	5	0	0	22	0	0	4	0	34
Gravesham	10	0	4	0	0	0	0	0	0	14
Maidstone	11	4	0	0	0	0	0	0	0	15
Swale	0	0	0	8	51	0	0	0	0	59
Thanet	0	0	4	0	0	0	0	0	16	20
Tonbridge & Malling	41	5	0	9	18	0	0	0	0	73
Tunbridge Wells	0	0	7	0	0	0	0	0	0	7
<b>Secondary</b>	<b>219</b>	<b>42</b>	<b>22</b>	<b>0</b>	<b>156</b>	<b>38</b>	<b>56</b>	<b>8</b>	<b>0</b>	<b>541</b>
Ashford	25	0	0	0	0	0	0	0	0	25
Canterbury	31	0	10	0	25	0	6	4	0	76
Dartford	46	4	0	0	10	0	0	0	0	60
Dover	0	0	0	0	13	38	0	0	0	51
Folkestone and Hythe	12	0	0	0	0	0	0	0	0	12
Gravesham	15	0	6	0	0	0	0	0	0	21
Maidstone	12	0	0	0	0	0	0	0	0	12
Sevenoaks	15	0	0	0	0	0	0	0	0	15
Swale	30	25	6	0	0	0	50	0	0	111
Thanet	0	4	0	0	0	0	0	4	0	8
Tonbridge & Malling	33	0	0	0	*108	0	0	0	0	141
Tunbridge Wells	0	9	0	0	0	0	0	0	0	9
<b>Total</b>	<b>368</b>	<b>69</b>	<b>37</b>	<b>25</b>	<b>311</b>	<b>150*</b>	<b>56</b>	<b>12</b>	<b>16</b>	<b>1,044</b>
*Dover 150 includes Whitfield Aspen										
*Tonbridge & Malling includes The Malling School										

## 7.7 Kent Special Schools and Satellite Provisions

Kent has a total of 21 Local Authority maintained special schools and one special academy. For the academic year 2019/20 Kent has commissioned 4,546 places in Kent special schools. The current total designated number across Kent special schools as at September 2019 was 4,237 (see Figure 7.9 below). The designated number can differ from the commissioned number of places in any given year. The commissioned number reflects the need for places in that particular year and can be lower or greater than the designated number.

Some Special schools have satellites which are classes hosted in mainstream schools.



These offer an opportunity for individual pupils to learn alongside mainstream peers, with support from specialist teaching staff as appropriate. Pupils remain on roll of the special school and are included in the designated number of the special school.

**Figure 7.9: Commissioned Places at Kent Maintained Special School and Academies as at September 2019**

School	Need Type	District	Designated Number	Commissioned Places
Stone Bay School	ASD & L	Thanet	80	60
Laleham Gap School	ASD	Thanet	178	196
Grange Park School	ASD	Tonbridge & Malling	100	157
Broomhill Bank School	ASD	Tunbridge Wells	210	235
The Orchard School	SEMH & L	Canterbury	96	83
Rowhill School	SEMH & L	Dartford	106	110
Elms School	SEMH & L	Dover	96	158
Bower Grove School	SEMH & L	Maidstone	183	214
St Anthony's School	SEMH & L	Thanet	112	98
Valence School	PD	Sevenoaks	80	105
The Wyvern School	PSCN	Ashford	270	270
St Nicholas' School	PSCN	Canterbury	285	272
The Beacon Folkestone	PSCN	Folkestone & Hythe	336	370
The Ifield School	PSCN	Gravesham	190	250
Five Acre Wood School	PSCN	Maidstone	465	440
Milestone School	PSCN	Sevenoaks	237	330
Meadowfield School	PSCN	Swale	348	320
Foreland Fields School	PSCN	Thanet	200	220
Nexus Foundation Special School	PSCN	Tonbridge & Malling	228	228
Oakley School	PSCN	Tunbridge Wells	242	200
Goldwyn Community Special School	SEMH	Ashford	115	150
Portal House School	SEMH	Dover	80	80
<b>Total Special School Places</b>			<b>4,237</b>	<b>4,546</b>

## 7.8 Independent Non-maintained Provision

Where we are unable to provide a specialist school placement in a Kent maintained special school or SRP, placements are commissioned in the independent and non-maintained sector. As of January 2019, 782 Kent resident pupils (6.6%) had funded places in an independent non maintained school. 409 of these placements were for a primary diagnosis of ASD and 296 for SEMH.

KCC's commissioning intentions for SEN include providing additional places for ASD and SEMH in mainstream schools through the establishment of SRPs, as well as commissioning additional specialist school places to reduce the number of children who attend independent non-maintained and out of county provisions.





## 7.9 Forecasts and Future Demands

Figure 7.10 shows the forecast number of children and young people 0-25 years of age with an EHCP in Kent between 2020-21 and 2024-25. It is based on the assumption that a 15% rate of increase will apply and continue until 2022, when it is hoped that planned actions to tackle the rise will help to level out the current rate of growth.

**Figure 7.10: Total Number of EHCPs for Children and Young People (Full SEN cohort 0-25 Year Olds) Actual Figures January 2015- January 2019 and Forecast Figures for January 2020 – January 2024**

	Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
15% increasing rate stabilising from 2022	EHCP	7,433	8,178	9,351	10,141	11,843	13,901	16,247	18,937	19,223	19,476
	Change		745	1,173	790	1,702	2,058	2,346	2,690	286	253

Further analysis of the forecast figures is currently being undertaken which will identify the commissioning need at an area level from a primary need and age specific perspective. This will inform the additional commissioning of special school places and SRPs to meet future need over and above those currently planned as set out in Figure 7.9.

Early analysis has identified current gaps in provision for ASD SRP places. Currently there are no ASD SRP provision places in primary schools in the following districts: Dover, Swale, Thanet and Tunbridge Wells, with limited provision in Ashford and Folkestone & Hythe districts. Secondary ASD SRP places are needed in Dover, Thanet and Tunbridge Wells where there are currently no SRP places.

## 7.10 Future Commissioning of Provision

To meet the need for specialist places across Kent a mixture of new special schools, expansions of existing schools and the establishment of satellites and SRPs will be commissioned across Kent. A total of 1,634 new places are forecast to be commissioned across the Plan period. Figure 7.11 identifies the number, need type and district of these new school places

**Figure 7.11: Shows the Agreed and Planned Additional Specialist Provision Across Kent**

Provision	Proposed opening date	Need Type	District	Total Potential Number of places	Planned Total Places per year 2020-21 to 2023-24			
					2020-21	2021-22	2022-23	2023-24
<b>Special School Places</b>								
Aspire (Primary)	2020	ASD	Swale	168	32	112	168	
Isle of Sheppey (Secondary)	2022	SEMH with ASD	Swale	120	0	0	36	
SEN satellite or new school for ASD/SLCN	2024	ASD or SCLN	Canterbury	120				60
Goldwyn School	2020	SEMH	Ashford	80	80			



Provision	Proposed opening date	Need Type	District	Total Potential Number of places	Planned Total Places per year 2020-21 to 2023-24			
					2020-21	2021-22	2022-23	2023-24
Satellite of a PSCN School	2020	PSCN	Ashford	24	12	12		
Satellite of a PSCN School	2020	PSCN or ASD	Dover	168	24	56	72	
Satellite of a PSCN School	2020	PSCN	Dover	12	6	6		
Special School Ebbsfleet (All through)	2022	PSCN	Dartford	210	0	0	60	
Special School Snowfields (Secondary)	2021	ASD	Sevenoaks	52		52		
Bower Grove School	2020	SEMh	Maidstone	10	10			
Five Acre Wood School	2020	PSCN	Maidstone	145	145			
Oakley School	2020	PSCN	Tunbridge Wells	10	10			
TBC- Satellite of a PSCN School	2022	PSCN	Tonbridge and Malling	50			50	
TBC- Satellite of a PSCN School	2022	PSCN	Tunbridge Wells	50			50	
<b>Total Special School places</b>				<b>1,387</b>				
<b>SRP Places</b>								
Cullum Foundation SRP – Secondary at Canterbury Academy	2020	ASD	Canterbury	20	8	16	20	
SRP – Secondary Simon Langton Girls Grammar	2021	ASD & SEMh	Canterbury	20	0	8	16	
SRP - Secondary	2021	TBC	Swale	20	0	4	8	
SRP – Primary	2020	TBC	Swale	15	4	8	15	
SRP – Primary	2020	TBC	Swale	15	4	8	15	
SRP – Secondary	2022	ASD	Thanet	20			8	12
SRP- Primary at Garlinge Primary	2020	ASD	Thanet	16	4	8	16	
SRP – Primary at Holy Trinity and St Johns	2020	ASD	Thanet	16	4	8	16	
SRP – Primary Chilmington Green	2020	ASD	Ashford	14	4	9	16	
SRP – Primary St. Nicholas CE Primary School	2021	ASD	Folkestone and Hythe	14		4	8	14
SRP – Primary at Ebbsfleet Green	2021	TBC	Dartford	15	0	4	8	
SRP – Primary at Alkerden	2022	TBC	Dartford	15	0	0	4	



Provision	Proposed opening date	Need Type	District	Total Potential Number of places	Planned Total Places per year 2020-21 to 2023-24			
					2020-21	2021-22	2022-23	2023-24
SRP – Secondary at Alkerden	2022	TBC	Dartford	25	0	0	8	
SRP – Primary at Northfleet	2021	TBC	Gravesham	15	0	4	8	
SRP- Bishop’s Down Primary School	2020	SLCN	Tunbridge Wells	7	7			
<b>Total SRP places</b>				<b>247</b>				



## 8. Commissioning Early Years Education and Childcare

### 8.1 Legislative Context and Free Entitlements

Early Education and Childcare is legislatively governed by the Childcare Acts 2006 and 2016. These place a duty on all local authorities to improve outcomes for young children, to cut inequalities between them, to secure sufficient childcare to allow parents to work and specifically to ensure sufficient and flexible:

- 15 hours of early education for eligible two-year olds (the Two Year Old Entitlement in Kent known as Free for 2).
- The Universal Entitlement of 15 hours for and all three and four-year olds.
- 30 Hours of Free Childcare (the Extended Entitlement) for the three and four-year olds of eligible parents.

All free entitlement places can either be provided by Ofsted registered provision, schools where registration with Ofsted is not required or by schools registered with the Department for Education and inspected by the Independent Schools Inspectorate. In each case, the full Early Years Foundation Stage must be delivered. Places can be delivered over 38 weeks a year or, in line with provider ability and choice, stretched over up to 52 weeks.

### 8.2 Early Education and Childcare Provision in Kent

Early Education and Childcare in Kent is available through a large, diverse and constantly shifting market of maintained, private, voluntary and independent providers including childminders, which operate as individual businesses and are therefore subject to market forces.

Early Years **Childcare** provision for children aged 0–4 years for at least four hours a day is provided by the aforementioned range of providers. Embedded within this childcare provision will almost always be at least one of the three free entitlements (almost without exception the Universal Entitlement). Levels of provision fluctuate regularly but the summative picture at October 2019 is as follows:

- Full day care provision: **585** providers that are open for more than four hours per day, offering a total of **41,766** childcare places for 0-4 year olds.
- Sessional provision: **92** providers that are open less than four hours per day, offering a total of **2,597** childcare places for 0-4 year olds.
- Childminders: **1,097** (i.e. providers who can care for children of all ages within their own home) offering **5,774** childcare places for 0-4 year olds.
- Maintained Provision: there are **33** maintained nursery classes and a maintained nursery school offering a total of **1,783** childcare places for 0-4 year olds.
- Academies: There are **36** academies offering a total of **1,782** childcare places for 0-4 year olds.
- Independent Schools: there are **37** independent schools offering a total of **1,713** childcare places for 0-4 year olds.



- Standalone Out of School Care: In total there are **116** standalone providers, of those **42** offer breakfast clubs, **79** offer after school clubs and **58** run holiday playschemes.

It is undisputed both nationally and in Kent that assessing the childcare market and ensuring sufficiency and long-term viability of provision is both complex and presents a significant challenge for local authorities. In Kent, when assessing supply, the criteria set out in the Department for Education's 2018 Statutory Guidance for Local Authorities is used. This states that childcare places should be high quality, accessible, inclusive, affordable and sustainable, thereby able to meet the needs of all children and families. The Local Authority (in Kent as commissioned through The Education People) is required to work with providers in making available a sufficient range of flexible provision, in the right geographical areas, at the right times and offering the right sessions to fit with both standard and atypical working patterns.

### **8.3 Sufficiency of Childcare Places for Children Aged 0-4 Years Old**

In Kent County Council's Childcare Sufficiency Assessment (CSA) 2019, the assessment of sufficiency is calculated by comparing the total available childcare supply of places in each planning group and district with the forecast number of eligible children in each age group living within said planning group and district

Analysis of historical patterns of take up show us that the majority of families access childcare within the same district in which they live however, there are families who travel to neighbouring districts for this purpose. The proportion of children accessing childcare within the district in which they live is used to interpret the extent of any indicative surplus or deficit in each district. Therefore, any stated deficit of places may not apply in real terms. The Children and Families Information Service (currently offered by Agyllis) fulfils Kent County Council's statutory duty to provide a Brokerage Service for families who are unable to find childcare to meet their needs. The number of brokerage cases actually requested has not exceeded twelve annually for some years now which would suggest there are sufficient early years places for families. This is regularly monitored as, should the number of brokerage cases start to rise, this may be an indication of an actual deficit of locally accessible childcare.

In this context, Figure 8.1 provides an assessment of the population-based requirements and corresponding supply of places for 0-4 year olds incorporating all free entitlements and childcare funded by parents/carers or otherwise.



**Figure 8.1: 0-4 Year Old Childcare Sufficiency Assessment (Summer Term 2020)  
Surplus/Deficit of 0-4 Childcare Places by District – Summer 2020 (Modelled)**

District	0-4 Population (f)	0-4 Population Requiring Childcare (f)	0-4 Places Available	Surplus/ Deficit of Places (f)	% of Funded 3 & 4 Year Olds Accessing a Childcare Place in the Same Planning Area as their Home Address (Summer 2019)
Ashford	7,400	4,540	4,753	213	94.3%
Canterbury	6,533	4,029	4,710	681	94.0%
Dartford	7,372	4,348	6,191	1,843	93.4%
Dover	5,390	3,280	3,349	69	93.9%
Folkestone & Hythe	4,948	3,025	4,274	1,249	94.1%
Gravesham	6,407	3,740	3,334	-406	91.9%
Maidstone	9,609	5,903	5,980	77	92.0%
Sevenoaks	6,153	3,812	4,061	249	88.2%
Swale	8,326	4,960	4,500	-460	98.0%
Thanet	7,274	4,263	5,182	919	98.0%
Tonbridge & Malling	7,102	4,562	4,550	-12	86.5%
Tunbridge Wells	5,716	3,665	4,531	866	94.6%
<b>Total</b>	<b>82,230</b>	<b>50,127</b>	<b>55,415</b>	<b>5,288</b>	<b>93.3%</b>

As Figure 8.1 indicates, there are two districts that present as having a notable deficit of places, being Gravesham and Swale. In order to understand the local nature of these, Figures 8.2 and 8.3 below show the surplus and deficit of places in these districts respectively.

**Figure 8.2: Surplus/Deficit of 0-4 Childcare Places by Planning Area in Gravesham – Summer 2020 (Modelled)**

Primary Planning Area	0-4 Population (f)	0-4 Population Requiring Childcare (f)	0-4 Places Available	Surplus/ Deficit of Places (f)	% of Funded 3 & 4 Year Olds Accessing a Childcare Place in the Same Planning Area as their Home Address (Summer 2019)
Gravesend East	3,019	1,759	1,751	-8	77.7%
Gravesend West	1,832	1,039	710	-329	52.4%
Gravesham Rural East	233	141	113	-28	35.1%
Gravesham Rural South	534	363	431	68	66.5%
Northfleet	789	438	329	-109	61.3%



**Figure 8.3: Surplus/Deficit of 0-4 Childcare Places by Planning Area in Swale – Summer 2020 (Modelled)**

Primary Planning Area	0-4 Population (f)	0-4 Population Requiring Childcare (f)	0-4 Places Available	Surplus/ Deficit of Places (f)	% of Funded 3 & 4 Year Olds Accessing a Childcare Place in the Same Planning Area as their Home Address (Summer 2019)
Faversham	1,034	625	673	48	79.5%
Faversham Rural East	202	119	349	230	65.5%
Faversham Rural South	123	79	60	-19	27.3%
Sheerness, Queenborough and Halfway	1,511	833	666	-167	88.1%
Sheppey Central	880	536	310	-226	65.8%
Sheppey Rural East	265	155	88	-67	64.0%
Sittingbourne East	1,357	836	633	-203	68.8%
Sittingbourne North	1,771	1,058	823	-235	69.1%
Sittingbourne Rural West	333	194	188	-6	84.9%
Sittingbourne South	850	525	710	185	66.4%

In summary, the above tables demonstrate that, should all eligible children across all Free Entitlements take up a place, plus the demand for places funded by parent/carer fees, across the County, we have a surplus of places for 0-4 year olds of just over 5,000, which offer a very rich supply. Whilst there are indicative significant deficits in Gravesham and Swale (plus a very small deficit in Tonbridge and Malling), the surplus of places in other districts, our local knowledge, plus the absence of parent/carer requirements for childcare brokerage, collectively indicate that the Kent childcare market is generally meeting the needs of its children and families. The overall surplus has increased since 2018 by approximately 3,000 places, which reflects the fact that the population forecast for 0-4 year olds has reduced.

Over the past year, The Education People, on behalf of Kent County Council, has worked with five new providers in the Swale district. These settings are due to open shortly with three providing places in planning areas of greatest need – Sittingbourne South, Sittingbourne East and Sheerness, Queenborough and Halfway. Development of such places in urban areas is very challenging as suitable properties with the right access that meet current planning regulations are very hard to come by. This is particularly true of Gravesham where all attempts at finding properties this year have been unsuccessful. The large surplus of places in Dartford must be viewed in the context of the significant ongoing growth in the housing market and that children from Gravesham as well as those outside of Kent’s geographical borders access childcare in this district. The CSA 2019 includes a countywide plan of the profile of places by School Planning Area. These maps are used if needing to consider the supply of childcare in a smaller geographical area.



In 2018 the Department for Education announced the availability of capital funding for nursery provision in schools only, Kent was successful in bidding for three projects:

- St Mary's Church of England Primary School, Swanley;
- Molehill Primary Academy, Maidstone;
- Greenfields County Primary, Maidstone.

Plans for these are still being developed, with places expected to be available in September 2020.

#### **8.4 Future Planning**

Supporting the sufficiency, sustainability and quality of early years and childcare provision remain crucial in aiming to ensure a long term, sufficient supply of places. To do this to best effect, the Early Years and Childcare Service has Threads of Success, which is its accessible framework of services and products providing a comprehensive training, support and advice offer, differentiated for early years, school and out of school providers.

The Service will continue to work with providers and potential providers to encourage the establishment of additional provision should this be required, whether this is for Free Entitlements and/or parent/carer funded places.

The supply of Free Entitlement places for two, three and four year olds will be kept under review as planned new housing developments are built and potentially increase the demand for places. Where housing developments are proposed in school planning groups where there is an indicative deficit of places or where the size of a development means that it will require new provision, Kent County Council will engage in discussions with developers to either seek funding to provide nursery provision which may include securing community rental or leasehold accommodation availability for private, voluntary or independent sector providers of 0-4 childcare.

When a new school is delivered according to the ESFA Baseline Design, a nursery space is now included in the design. As a new school is planned, Kent County Council will work with the sponsor to identify early years provision and the most appropriate way to deliver this.





## 9. Post-16 Education and Training in Kent

### 9.1 Duties to Provide for Post-16 Students

Local authorities have responsibilities to support young people into education or training, which are set out in the following duties to:

- 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.

### 9.2 Kent's Key Priorities for the Next Four Years

The post-16 offer should meet the requirements of increasing participation. Provision is required to offer a wide range of options which lead to progressive routes towards sustainable further or higher learning, employment with training or employment. School and college post-16 performance measures, qualifications and assessments are changing quickly. Employers expect and require young people to be work-ready. At the same time providers have to be more innovative, collaborative and flexible in order to deliver a wider range of learning programmes to meet the needs of all young people in a context of shrinking resources. When reviewing the need for additional or new learning programmes at post-16 we need to consider that if students are not equipped with knowledge, skills and attitudes to be economically active, they become unemployed at age 18 years.

KCC recognises increasing participation can only be achieved through strategic partnerships between 14-19 providers to maximise opportunities and outcomes, increase capacity, and develop appropriate high-quality learning pathways. Vulnerable learners, particularly those who do not have maths and/or English should have opportunities to engage in personalised pathways which lead to sustained employment.

### 9.3 Expected Changes to the Post-16 Landscape, in the Next Year

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.



#### 9.4 DfE Review of Post-16 Qualifications at Level 3 and Below

At the time of drafting this version of the Kent Commissioning Plan, the overall picture in respect of qualifications at Level 3 and below and the funding that follows them is not entirely clear. The DfE have been consulting on post-16 qualifications 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 asked for views on the high-level principles and outlines proposals for the removal of funding 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 or 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.

Further consultation on proposals for changes to funding for post-16 level 2 will also be undertaken.

The potential changes following the conclusion of these consultations 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.

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.

Additional funding for bespoke, independent post 16 providers has also historically been available through European Social Funding (ESF). This funding has reduced from £8.5m over 3 years, to £320,000 over 2 years. Of the 22 providers delivering under this contract in 2018/19, only 6 now remain leaving significant gaps in this provision across the County.



Kent County Council are also in the process of evaluating current provision. To this end and as part of the strategic plan, the council is undertaking a system wide review of 14 – 19 provision. The review aims to develop a rich and deep understanding of the Kent issues, identifying the impact of national policy and the local gaps to ensure key issues can be raised with the sector. Consultation on these issues with core representative groups aims to lead to a set of recommendations that can be used to change, influence and lobby and thus improve the sector.

The initial analysis of the 2019 Kent data has taken place and indicates the following gaps:

- A 30% plus contraction of the post 16 offer outside schools and colleges
- A noticeable contraction of Level one and Level two offer in general, particularly in schools
- A contraction in the Level three offer at 6th form

### 9.5 Capital Funding

The Local Authority currently receives no Basic Need funding for post-16. As secondary student numbers increase in the future, should additional post-16 provision be required it would be the responsibility of the Education and Skills Funding Agency (ESFA) to ensure this is provided.

### 9.6 Sixth Form Capacity

One group of key providers of post-16 training in Kent is school sixth forms. Figures 9.1 and 9.2 set out the current surplus or deficit of sixth form places in each district, both in selective and non-selective schools. Since 2014-15 sixth form numbers have reduced across the County. We forecast they will increase by around 4,700 pupils across the Plan period as secondary school rolls rise.

**Figure 9.1: Non-Selective Schools Sixth Form Surplus/Deficit Capacity if No Further Action is Taken**

Planning area name	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Ashford North	926	411	376	359	345	317	280	219	171	926
Canterbury City	893	-24	-131	-146	-153	-145	-159	-198	-230	893
Canterbury Coastal	490	110	84	95	96	81	81	76	60	490
Tenterden and Cranbrook	750	397	388	386	370	384	361	335	335	750
Dartford and Swanley	1,204	607	545	470	377	274	225	383	355	1,384
Dover	440	202	186	178	178	166	159	167	148	440
Deal and Sandwich	730	399	410	422	420	411	355	346	341	730
Folkestone and Hythe	630	245	173	120	98	89	266	224	176	810



Planning area name	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Faversham	210	61	50	31	6	-17	-23	-24	-23	210
Gravesham and Longfield	1,061	159	104	58	0	-29	-73	-111	-135	1,061
Maidstone District	1,212	102	44	-6	-11	-26	-64	-170	-80	1,392
Malling	290	102	101	73	62	56	47	37	25	290
Romney Marsh	240	148	134	114	110	104	96	98	97	240
Sevenoaks and Borough Green	510	157	95	57	47	20	8	-9	-24	510
Isle of Sheppey	500	398	382	374	381	379	382	379	372	500
Sittingbourne	830	211	188	148	120	87	70	39	7	830
Isle of Thanet District	762	349	313	297	284	253	206	164	142	762
Tonbridge and Tunbridge Wells	1,763	432	355	299	235	190	81	8	33	1,763
<b>Kent</b>	<b>13,441</b>	<b>4,466</b>	<b>3,796</b>	<b>3,327</b>	<b>2,965</b>	<b>2,594</b>	<b>2,297</b>	<b>1,963</b>	<b>1,768</b>	<b>13,981</b>

**Figure 9.2: Selective Schools Sixth Form Surplus/Deficit Capacity if No Further Action is Taken**

Planning area name	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2024-25 capacity
Ashford	740	45	13	-64	-112	-78	-87	-98	-74	740
Canterbury and Faversham	1,295	119	63	29	-6	-14	-18	-22	-51	1,295
North West Kent	1,512	192	189	48	-5	-34	-92	-132	-194	1,512
Dover District	688	79	40	-11	-29	-32	-56	-60	-56	688
Folkestone & Hythe District	500	56	0	-17	-25	-51	-45	-8	14	500
Gravesham and Longfield	590	0	-1	-61	-80	-100	-133	-148	-157	590
Sittingbourne and Sheppey	470	63	54	29	13	24	7	-15	-22	470
Isle of Thanet District	880	50	31	9	-20	-66	-121	-97	-56	880
Maidstone and Malling	1,355	115	79	-30	-103	-121	-156	-104	-47	1,355
West Kent	1,882	5	-111	-166	-204	-413	-550	-602	-601	1,882
Cranbrook	330	45	29	17	24	32	34	35	35	330
<b>Kent</b>	<b>10,242</b>	<b>769</b>	<b>384</b>	<b>-217</b>	<b>-548</b>	<b>-852</b>	<b>-1,217</b>	<b>-1,251</b>	<b>-1,209</b>	<b>10,242</b>



As can be seen from Figure 9.1, there appears to be sufficient non-selective sixth form capacity for the short to medium term across most planning groups, with the exception being Canterbury City which is in deficit throughout the Plan period, Maidstone in deficit from 2020-21, Gravesham and Longfield in deficit from 2021-22, Faversham planning group in deficit from 2022-23 and Sevenoaks and Borough Green in deficit from 2024-25.

Figure 9.2 suggests that additional sixth form provision in nine selective planning groups of Kent will be required in the next 2 years. The exceptions being Cranbrook and Sittingbourne and Sheppey. However, due to the restrictions on opening new grammar provision, only the expansion of existing schools can be used to accommodate the projected increases in student numbers.

### 9.7 District and Area Analysis

This section provides an overview of the provision and offers that we believe are needed in the areas based on an analysis of the present qualifications available. This, together with schools’ knowledge of types of qualifications, the sectors they cover and planned destinations should enable a review of provision of learning. From this, providers can build offers (available at different starting points), which respond to local needs and enable progression. This is essential development for any new or additional post-16 provision, but it must also be remembered that the curriculum for 14-16 year olds has its part to play in sustained progression, improved outcomes and purposeful destinations.

A common feature for each area is the number of qualifications relating to Arts and Media and the increasing popularity of Psychology and Sociology. Level 3 maths and science courses are also offered in abundance across all areas, however average outcomes for these courses are below the national average. Within each area schools are duplicating courses, sometimes with group sizes below realistic sustainability. The individual providers with a low pupil number, typically deliver entry and level 1 qualifications and consideration needs to be given to the development of appropriate destinations from these programmes.

Districts with high unemployment rates need to consider how guidance programmes and progression routes will avoid this exclusion.

Across the County there are 10 recognised post-16 providers in addition to the number of schools providing sixth form provision. The LA will work closely with all providers to ensure any post-16 provision is appropriate to the needs of the area and there is joined up thinking between providers to ensure the best possible pathways are offered to all students

**Figure 9.3: Number of Courses, by Level, Offered by Schools or Colleges Through the Post 16 UCAS System in 2019**

	North	South	East	West	Total
Entry level	1	11	9	13	34
Level 1	26	43	42	34	145



	North	South	East	West	Total
Level 2	79	110	107	86	382
Level 3	519	562	672	702	2455

### **North – Dartford, Gravesham and Sevenoaks**

There is a need to develop further transition year, entry level and level one course places across the districts, with the provision in Dartford and Sevenoaks largely school and college based.

### **South – Ashford, Dover and Folkestone and Hythe**

Entry Level and Level 1 courses are being centralised by some provisions due to financial pressures which has required those, often vulnerable cohorts, to travel further to engage in such programmes, with a greater risk of dropout.

### **East – Canterbury, Swale and Thanet**

There is a need to develop further transition year, entry level and level one course places across the districts with clear progression routes. The proportion of young people who become NEET (Not in Education, Employment or Training) at the age of 17 (Year 13) is highest in this part of the County.

### **West – Maidstone, Tonbridge and Malling and Tunbridge Wells**

In Maidstone, there is a good range of provision including training provider driven vocational study programmes. All levels are well catered for and specialist provision is widely available in sports and construction.

In Tonbridge and Tunbridge Wells, provision is almost entirely in schools and colleges. There is a need to develop further transition year, entry level and level one course places across the districts.

The table overleaf (Figure 9.4) shows the number of courses, by level in each industry sector, offered by Schools or Colleges through the post 16 UCAS system in 2019.



**Figure 9.4: The Number of Courses, By Level in Each Industry Sector, Offered by Schools or Colleges**

	Dartford				Gravesham				Sevenoaks				Ashford				Dover				F'Stone/Hythe			
	E	L1	L2	L3	E	L1	L2	L3	E	L1	L2	L3	E	L1	L2	L3	E	L1	L2	L3	E	L1	L2	L3
<b>Agriculture, Horticulture and Animal Care</b>							1	1							1									1
<b>Arts, Media and Publishing</b>		2	8	55				37				7	2	2	8	52			1	36			2	38
<b>Business, Administration, Finance and Law</b>			6	19				16				5		1	4	18				11		1	4	9
<b>Construction, Planning and the Built Environment</b>			2			8	3							5	6	2		1	4	2		6	6	5
<b>Employability</b>			2	7		2	6	4			1		4	2	1	4	1			4	1	2	3	2
<b>Engineering and Manufacturing Technologies</b>			2	14	1	3	2	7				1		6	5	7		2	3	10				2
<b>Health, Public Services and Care</b>		2	3	12		1	2	6				3		1	8	21		1	2	3		2	4	11
<b>History, Philosophy and Theology</b>				15				11								13			1	12				8
<b>Information and Communication Technology</b>			3	12				8			1	2		1	2	7		1	1	7				8
<b>Languages, Literature and Culture</b>			12	46		1	1	23			1	1	1		2	22	1		3	17	1			13
<b>Leisure, Travel and Tourism</b>		1	5	18			1	11			1	2			5	18		1	4	13				13
<b>Retail and Commercial Enterprise</b>		3	3	4		2	5	3			2	1		5	10	4		1	6			2	3	3
<b>Science and Mathematics</b>			2	60		1	3	48			1	7			3	43			7	42				27
<b>Social Sciences</b>				30				19				4				21			2	18				14



	Canterbury				Swale				Thanet				Maidstone				Ton' & Malling				Tunbridge Wells			
	E	L	L2	L3	E	L	L	L3	E	L	L	L	E	L	L	L	E	L	L2	L	E	L	L	L
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
<b>Agriculture, Horticulture and Animal Care</b>	1	1	2	2																	4	13	29	32
<b>Arts, Media and Publishing</b>	1	4	6	63				42			5	35			2	67				30	1	4	4	59
<b>Business, Administration, Finance and Law</b>			3	19			2	20			4	11			1	13				6			3	17
<b>Construction, Planning and the Built Environment</b>		5	5	3	1	4	4	3		2	5	2						1			1	4	3	2
<b>Employability</b>	2	4		4	1	1		9	2		3	5				3				3	4	4	1	5
<b>Engineering and Manufacturing Technologies</b>		3	6	9			1	5		3	6	6			2	8				6		2	4	7
<b>Health, Public Services and Care</b>		2	5	17		1	3	14		1	5	11				8				3		1	2	10
<b>History, Philosophy and Theology</b>				14				9				10			2	17				12				16
<b>Information and Communication Technology</b>			2	16			1	11		1	1	9			1	12				8		1	1	9
<b>Languages, Literature and Culture</b>				28			2	24	1		5	19			7	34				22	1		1	22
<b>Leisure, Travel and Tourism</b>		2	4	32			2	11				12			1	16				8		2	2	12
<b>Retail and Commercial Enterprise</b>		3	10	4		1	4	1		4	5	7				1			5		2	3	5	4
<b>Science and Mathematics</b>			1	46			2	45			2	34			7	62				38			1	58
<b>Social Sciences</b>				24				23			1	13			1	30				13				29





## **10. Commissioning Statutory School Provision – Analyses and Forward Plans for each District**

### **10.1 Duties to provide for ages 4-16 years**

The law requires local authorities to make provision for the education of children from the September following their fourth birthday to the end of the academic year in which their sixteenth birthday falls. Most Kent parents choose to send their children to Kent schools. Some parents choose to educate their children independently, either at independent schools or otherwise than at school (i.e. at home); others will send their children to maintained schools outside Kent (as Kent maintained schools admit some children from other areas). Kent will offer a school place to any resident child aged between 4-16 years.

A minority of young people aged 14-16 years are offered college placements or alternative curriculum provision, usually through school links. Some children are educated in special schools or non-school forms of special education provision because of their special educational needs.

The local authority has a statutory duty to provide full time education for pupils “not in education by reason of illness, exclusion or otherwise” which is appropriate to individual pupil needs. This duty is discharged through pupil referral units, alternative provision commissioned by secondary schools and the Health Needs Education Service.

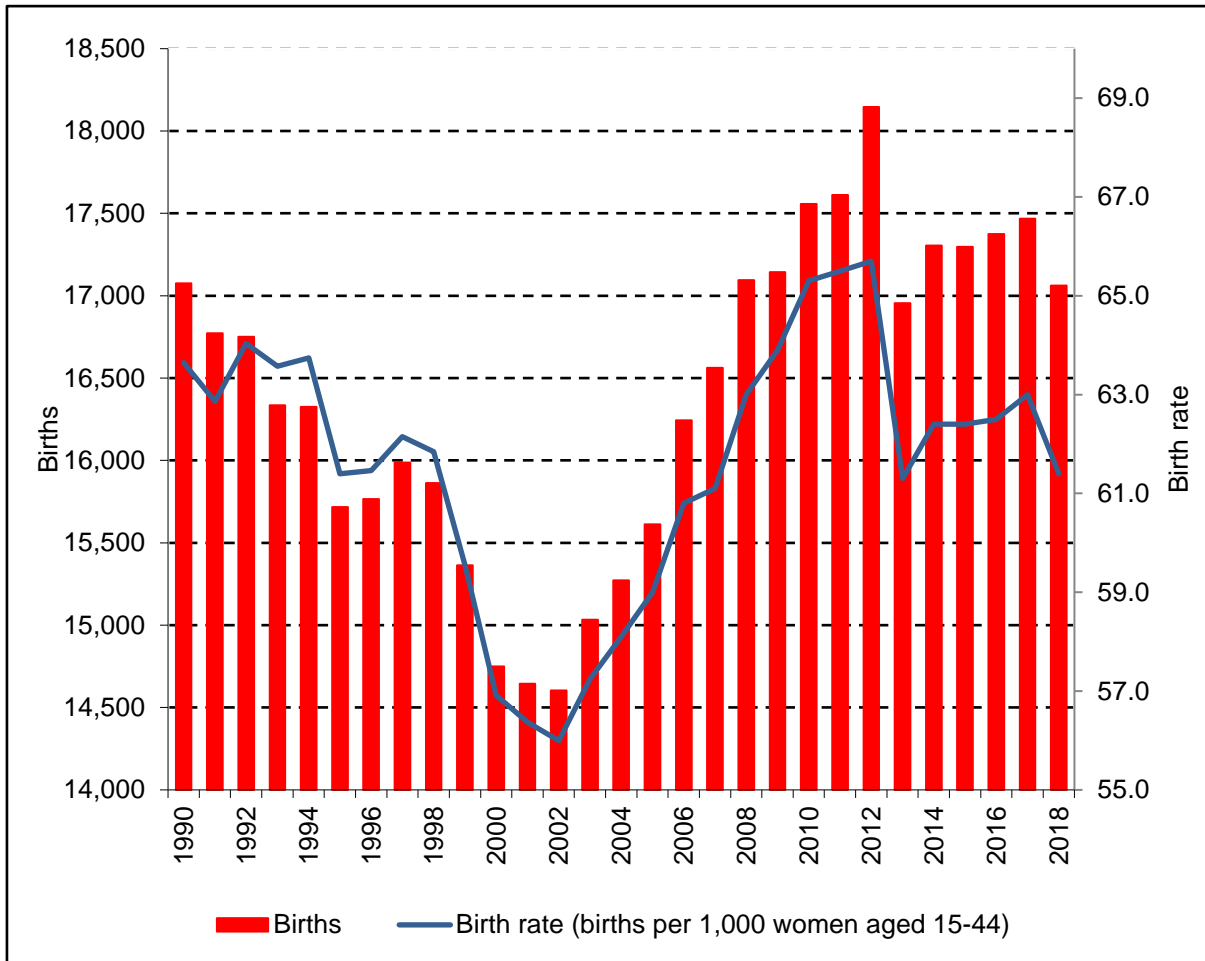
### **10.2 Kent-wide summary**

Detail on the requirement for school places is contained in the district/borough commentaries which follow. For 2020-21 and 2021-22 many projects are already in progress. For later years the need for expansion in planning groups has been noted but specific schools may not have been identified. For projects beyond 2022 the commissioning proposals maybe dependent on the pace of planned housing development being realised. A Countywide summary of the proposals for primary, secondary and SEN school places in each district/borough are set out in Section 11.

Figure 10.1 shows the Kent birth rate and the number of recorded births. Both figures dropped slightly in 2018, with the number of births being over 1,000 lower than the 2012 peak.



**Figure 10.1: Kent Births and Birth Rates 1990-2018 (ONS)**



Source: Office for National Statistics, 2018

Figure 10.2 sets out the long term population forecasts as generated by the Office of National Statistics. These provide a frame of reference within which our school forecasts sit. The numbers are not directly comparable as they forecast different populations. However, these help us to make short and medium term decisions having regard to the possible long term trend. At a County level, these forecasts suggest that the number of primary aged children will increase slightly between 2017-18 and 2022-23 before falling back to 2017-18 levels for the rest of the period shown. The number of secondary aged young people is forecast to rise until the latter part of the next decade before peaking and then falling back slightly. There are distinct differences in the population predictions between the district/boroughs which need to be considered when making commission decisions. For example, both the primary and secondary aged child population in Dartford is expected to continually rise while in Dover the primary aged population is expected to fall throughout the period with secondary rising until 2027-28 before falling back.



**Figure 10.2: Long Term Population Projections by District (ONS Sub-National Population Projections 2016)**

District	Primary Children Aged 4-11 Years				Secondary Children Aged 11-16 Years			
	2017-18	2022-23	2027-28	2032-33	2017-18	2022-23	2027-28	2032-33
Ashford	11,984	12,222	12,080	12,116	7,892	8,863	9,225	9,024
Canterbury	11,606	11,778	11,835	11,724	8,339	9,171	9,328	9,341
Dartford	10,354	11,002	11,160	11,258	6,312	7,473	8,075	8,131
Dover	9,109	8,831	8,475	8,337	6,248	6,893	6,857	6,546
Folkestone & Hythe	8,828	8,479	8,127	7,966	5,711	6,447	6,333	6,049
Gravesham	10,181	10,623	10,437	10,365	6,570	7,451	7,966	7,795
Maidstone	14,944	15,417	15,380	15,473	9,530	11,236	11,737	11,604
Sevenoaks	11,290	11,341	11,336	11,430	7,122	8,259	8,413	8,339
Swale	13,587	13,938	13,780	13,749	8,532	10,092	10,570	10,385
Thanet	12,277	12,333	11,924	11,822	7,911	9,182	9,496	9,129
Tonbridge & Malling	11,784	11,846	11,929	12,079	8,385	9,303	9,463	9,421
Tunbridge Wells	10,874	10,165	9,862	9,749	7,660	8,681	8,275	8,016
<b>Kent</b>	<b>136,818</b>	<b>137,975</b>	<b>136,326</b>	<b>136,069</b>	<b>90,214</b>	<b>103,052</b>	<b>105,738</b>	<b>103,782</b>

Figure 10.3 outlines the historic and forecast house building by district/borough. All districts/boroughs are planning for significant house building. Around 6,000 dwellings were built annually in the ten-year period up to 2010-11. This reduced to about 5,000 dwellings per year in period 2011-16. A significant step change in housing completions has been seen since 2015-16 with 24,069 new homes being built in the three year period 2015-16 to 2017-18, an average of 8,023 new homes in each of the three years. A long-term yearly average of around 8,500 dwellings is anticipated from 2016-17 onwards.

We need to ensure we are planning for the education infrastructure required. How we plan to provide for new housing is outlined in the individual district/borough sections. It is important to note that pressure for school places to provide for residents of new housing is in addition to the surplus/deficit places identified in figures 10.4, to 10.7 inclusive. It is equally important to recognise that while surplus places might exist in districts, these will not always be in the right place to support new housing.

**Figure 10.3: Housing Completions and Expected New Housing By District**

District	2001-06	2006-11	2011-16	2016-21	2021-26
Ashford	4,020	2,653	2,484	5,198	5,309
Canterbury	2,662	3,651	2,417	3,312	6,563
Dartford	2,839	2,423	2,926	5,252	4,029
Dover	1,796	1,507	1,850	2,648	3,103
Folkestone & Hythe	2,451	1,513	1,286	2,344	458
Gravesham	1,283	1,554	1,190	1,571	2,394
Maidstone	3,232	3,629	3,069	7,227	4,150



District	2001-06	2006-11	2011-16	2016-21	2021-26
Sevenoaks	1,487	1,363	1,420	2,035	933
Swale	3,196	3,332	2,430	3,193	5,753
Thanet	2,214	3,773	1,750	2,812	6,985
Tonbridge & Malling	3,169	3,358	3,058	3,651	925
Tunbridge Wells	1,790	2,031	1,343	3,403	1,612
<b>Kent</b>	<b>30,139</b>	<b>30,787</b>	<b>25,223</b>	<b>42,646</b>	<b>42,214</b>

Source: Business Intelligence, KCC (2019)

(1) Housing data relates to financial year (i.e. 2017-18 is the year up to 31st March 2018)

(2) The first three 5-year time periods between 2001-16 show housing completions gross of losses (i.e. demolitions have not been deducted from the overall total completed dwellings)

(3) The period 2016-21 includes two years (2016-17 and 2017-18) of completions data and three years of forecast housing data

### 10.3 Forecast Pupils In Mainstream Primary/Secondary Schools

Our mainstream primary and secondary school forecasts follow a similar pattern to the ONS population projections. For Kent primary schools we have seen a steady rise in the overall number of pupils in since 2009-10 to 2018-19, rising from 106,097 to 125,832, an increase of 19,735 pupils (18.6% increase). This is expected to slow through the medium to long-term period. Given current birth and migration patterns we forecast 17,607 Year R pupils and 126,530 Years R-6 primary aged pupils by 2023-24. These are small increases of 0.8% and 0.6% respectively over the next five years. Figures 10.4 and 10.5 provide a breakdown of expected surplus or deficit capacity in Year R and across Years R-6, by district/borough, across the five-year period to 2023-24. Dartford Borough shows the most acute need, with an expected deficit of over 500 primary school places by 2023-24 if no further action is taken. In the individual district/borough sections we break down the expected surplus/deficit of places into smaller planning groups. This enables us to identify in more detail where and when provision may need to be added or removed. The pupil growth generated by new homes will be an additional demand for school places in specific planning groups and will reduce the surplus set out here.



**Figure 10.4: School-Based Surplus/Deficit Capacity Summary (Year R)<sup>2</sup>**

District	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Ashford	1,660	181	101	156	105	104	111	1,685
Canterbury	1,584	181	169	259	275	219	215	1,598
Dartford	1,632	65	31	55	-56	-90	-47	1,692
Dover	1,347	179	162	174	199	199	199	1,347
Folkestone & Hythe	1,302	156	253	226	251	251	239	1,323
Gravesham	1,461	74	151	148	143	160	158	1,476
Maidstone	2,036	120	56	140	119	98	108	2,099
Sevenoaks	1,558	271	219	289	275	277	288	1,563
Swale	2,088	272	333	213	245	287	262	2,090
Thanet	1,800	250	298	225	283	224	212	1,740
Tonbridge & Malling	1,783	194	212	222	160	149	181	1,768
Tunbridge Wells	1,335	172	115	180	181	167	174	1,326
<b>Total</b>	<b>19,586</b>	<b>2,115</b>	<b>2,100</b>	<b>2,289</b>	<b>2,181</b>	<b>2,044</b>	<b>2,100</b>	<b>19,707</b>

Source: Management Information, Children, Young People and Education, KCC

**Figure 10.5: School-Based Surplus/Deficit Capacity Summary (Years R-6)**

District	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Ashford	11,690	592	555	591	557	531	564	11,780
Canterbury	11,046	647	702	830	970	1,038	1,117	11,165
Dartford	10,744	204	140	-5	-192	-422	-547	11,644
Dover	9,315	748	761	848	911	992	1,103	9,475
Folkestone & Hythe	8,938	477	635	785	961	1,158	1,344	9,184
Gravesham	9,845	212	367	494	628	734	876	10,362
Maidstone	13,769	505	366	389	304	274	308	14,665
Sevenoaks	10,480	971	1,108	1,261	1,485	1,663	1,799	10,955

<sup>2</sup> Green indicates a surplus capacity of 5% or higher (KCC's surplus capacity target) while red indicates a notional deficit capacity, were no further action to address the predicted shortfalls take place. Yellow indicates a surplus capacity figure between 0% and 5%.



District	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Swale	13,698	673	950	1,089	1,255	1,359	1,564	14,566
Thanet	12,252	1,055	1,278	1,404	1,431	1,426	1,402	12,462
Tonbridge & Malling	12,108	652	759	857	810	865	986	12,468
Tunbridge Wells	9,355	672	715	762	809	889	970	9,290
<b>Total</b>	<b>133,240</b>	<b>7,408</b>	<b>8,336</b>	<b>9,304</b>	<b>9,929</b>	<b>10,506</b>	<b>11,486</b>	<b>138,016</b>

The overall number of pupils in Kent secondary schools has risen since 2014-15, from 77,931 pupils to 82,833 in 2018-19, an increase of 6.3% over a four year period. This has been driven by larger Year 6 cohorts entering the secondary sector. We expect the increase in Year 7 rolls to continue until 2023-24 at which point it will peak and Year 7 numbers will begin to fall. Year 7-11 rolls will continue to rise throughout the forecast period reaching 96,346 pupils by 2025-26, an increase of 13,513 secondary aged pupils. This level of growth will continue to require a huge investment in the secondary estate to maintain quality and sufficiency of school places and will represent a major challenge to the Council and its commissioning partners in the years to come.

Figures 10.6 to 10.9 provide a breakdown of expected surplus or deficit capacity in Year 7 and across Years 7-11, by selective and non-selective planning groups, across the seven-year period to 2025-26. The majority of districts/boroughs are showing a need for additional secondary school places at some point in the forecast period particularly within the selective sector. Some of this can be managed through existing schools increasing the number of places offered on a temporary or permanent bases, but as not all of the pressure can be managed this way, there will be a need for new schools or satellites of existing schools. The individual district/borough sections break down the expected surplus/deficit of places into smaller planning groups based on pupil travel to learn patterns, both selective and non-selective. This enables us to identify in more detail where and when provision may be needed.

**Figure 10.6: Non-selective School-Based Surplus / Deficit Capacity Summary (Year 7)**

Planning Group name	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Ashford North	758	55	-36	-53	-35	-48	-105	-89	-36	758
Canterbury City	530	-11	-44	-48	-80	-109	-106	-96	-90	530
Canterbury Coastal	618	105	81	62	81	57	47	100	114	618
Tenterden and Cranbrook	540	139	102	106	131	118	91	140	139	540
Dartford and Swanley	1,035	26	119	66	55	-7	-52	0	-57	1,140
Dover	480	101	88	43	28	42	-2	29	55	480
Deal and Sandwich	465	16	31	-12	35	20	-21	-10	24	435



Planning Group name	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Folkestone and Hythe	625	57	41	10	-6	-25	-10	17	44	685
Faversham	210	-3	-11	-4	-20	-2	-17	3	12	210
Gravesham and Longfield	1,309	32	-51	-44	-102	-64	-203	-146	-175	1,264
Maidstone	1,425	149	-76	71	105	2	-92	-11	-30	1,575
Malling	540	108	95	65	70	63	53	43	61	540
Romney Marsh	180	-10	1	-11	-6	-19	-6	-6	-9	180
Sevenoaks and Borough Green	565	30	-79	-55	-83	-76	-78	-85	-58	525
Isle of Sheppey	390	137	116	103	70	88	60	55	77	390
Sittingbourne	780	-26	-85	-97	-144	-101	-192	-138	-147	765
Thanet	1,159	86	-40	-72	-44	-86	-123	-112	-88	1,129
Tonbridge and Tunbridge Wells	1,591	97	10	40	8	-75	-54	1	58	1,529
<b>Kent</b>	<b>13,200</b>	<b>1,088</b>	<b>262</b>	<b>172</b>	<b>61</b>	<b>-219</b>	<b>-811</b>	<b>-305</b>	<b>-105</b>	<b>13,293</b>

Source: Management Information, Children, Young People and Education, KCC

**Figure 10.7: Non-Selective School-Based Surplus / Deficit Capacity Summary (Years 7-11)**

Planning Group name	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Ashford North	3,790	543	372	165	-3	-144	-305	-362	-346	3,790
Canterbury City	2,650	-59	-98	-133	-194	-306	-409	-465	-511	2,650
Canterbury Coastal	3,000	436	455	427	422	413	349	365	416	3,090
Tenterden and Cranbrook	2,700	764	705	640	626	591	554	589	604	2,700
Dartford and Swanley	4,935	492	505	398	311	247	194	82	-21	5,760
Dover	2,400	554	508	442	374	339	239	184	196	2,400
Deal and Sandwich	2,205	322	282	178	136	83	42	-1	36	2,175
Folkestone and Hythe	2,715	98	142	166	161	141	76	53	86	3,425
Faversham	1,050	79	6	-24	-54	-42	-56	-42	-26	1,050
Gravesham and Longfield	6,106	290	134	16	-128	-236	-469	-580	-703	6,320
Maidstone	6,945	1,029	746	607	455	257	17	82	-19	7,875
Malling	2,700	681	623	552	493	423	369	319	316	2,700



Planning Group name	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Romney Marsh	900	45	22	8	-13	-25	-20	-29	-27	900
Sevenoaks and Borough Green	2,605	50	-25	-50	-118	-196	-298	-301	-302	2,625
Isle of Sheppey	1,950	641	661	638	576	544	469	409	384	1,950
Sittingbourne	3,720	8	-88	-179	-304	-393	-557	-609	-655	3,825
Thanet	5,485	467	355	261	130	-34	-258	-340	-355	5,645
Tonbridge and Tunbridge Wells	7,500	716	534	441	247	57	-82	-81	-60	7,645
<b>Kent</b>	<b>63,356</b>	<b>7,156</b>	<b>5,840</b>	<b>4,553</b>	<b>3,117</b>	<b>1,720</b>	<b>-146</b>	<b>-727</b>	<b>-986</b>	<b>66,525</b>

Source: Management Information, Children, Young People and Education, KCC

**Figure 10.8: Selective School-Based Surplus / Deficit Capacity Summary (Year 7)**

Planning Group name	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Ashford	390	-24	13	7	17	12	-11	1	20	394
Canterbury and Faversham	590	-17	-29	-23	-20	-32	-37	-28	-15	605
North West Kent	660	-6	-33	-58	-68	-84	-111	-83	-102	660
Dover	440	-11	5	-6	-7	-9	-6	-9	-10	440
Folkestone & Hythe	330	-8	14	18	17	18	17	17	14	330
Gravesham and Longfield	354	-20	-26	-29	-46	-34	-72	-55	-63	354
Sittingbourne and Sheppey	270	-5	-38	-42	-60	-45	-69	-59	-56	240
Thanet	420	3	-30	-29	-15	-28	-36	-29	-22	345
Maidstone and Malling	785	-33	3	-23	-24	-68	-111	-80	-83	737
West Kent	1,155	-48	-107	-70	-113	-162	-135	-112	-60	1,140
Cranbrook	60	-1	8	9	0	0	6	0	0	90
<b>Kent</b>	<b>5,454</b>	<b>-170</b>	<b>-219</b>	<b>-245</b>	<b>-320</b>	<b>-432</b>	<b>-566</b>	<b>-438</b>	<b>-376</b>	<b>5,335</b>

Source: Management Information, Children, Young People and Education, KCC





**Figure 10.9: Selective School-Based Surplus / Deficit Capacity Summary (Years 7-11)**

Planning Group name	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Ashford	1,902	-48	-39	-29	7	23	33	18	31	1,970
Canterbury and Faversham	2,865	-95	-92	-104	-107	-118	-142	-143	-137	3,025
North West Kent	3,200	7	21	-51	-167	-247	-353	-403	-446	3,300
Dover	2,030	-88	-72	-42	-25	-17	-11	-25	-28	2,200
Folkestone & Hythe	1,680	-8	9	34	63	90	114	117	113	1,650
Gravesham and Longfield	1,700	-44	-65	-103	-131	-153	-206	-235	-269	1,770
Sittingbourne and Sheppey	1,230	-34	-76	-94	-139	-173	-237	-258	-271	1,200
Thanet	1,890	4	-24	-40	-45	-72	-124	-125	-117	1,725
Maidstone and Malling	3,715	-110	-119	-85	-78	-110	-185	-264	-324	3,685
West Kent	5,279	-172	-211	-270	-340	-460	-542	-544	-533	5,700
Cranbrook	564	10	25	26	8	0	6	3	0	630
<b>Kent</b>	<b>26,055</b>	<b>-578</b>	<b>-643</b>	<b>-758</b>	<b>-954</b>	<b>-1,237</b>	<b>-1,647</b>	<b>-1,859</b>	<b>-1,980</b>	<b>26,855</b>

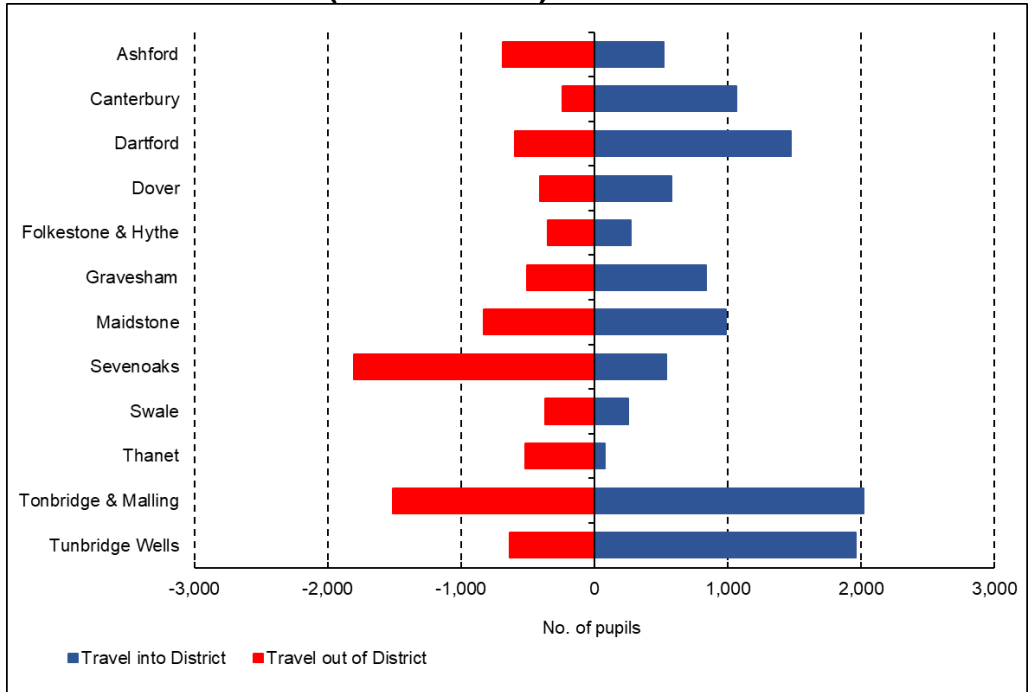
Source: Management Information, Children, Young People and Education, KCC

#### 10.4 Travel to School Flows

Figures 10.10 and 10.11 outline the travel to school flows for selective and non-selective provision in Kent districts. There are big differences between both the scale of travel to school flows and the direction of flows between districts – for example, Sevenoaks has an outflow of over 4,300 pupils across the selective and non-selective sectors combined. Dartford has similar-sized flows but into the district. In the 2018-19 academic year 4,110 pupils flowed into Dartford to take up secondary school places. Over half of these (2,404 pupils) were from outside of Kent (mostly from London Boroughs), the majority (1,979) attending its grammar schools. Tunbridge Wells has a high flow of pupils into the district particularly to access both non-selective denominational provision and selective provision. Tonbridge and Malling has high flows into and out of the district for both selective and non-selective provision.

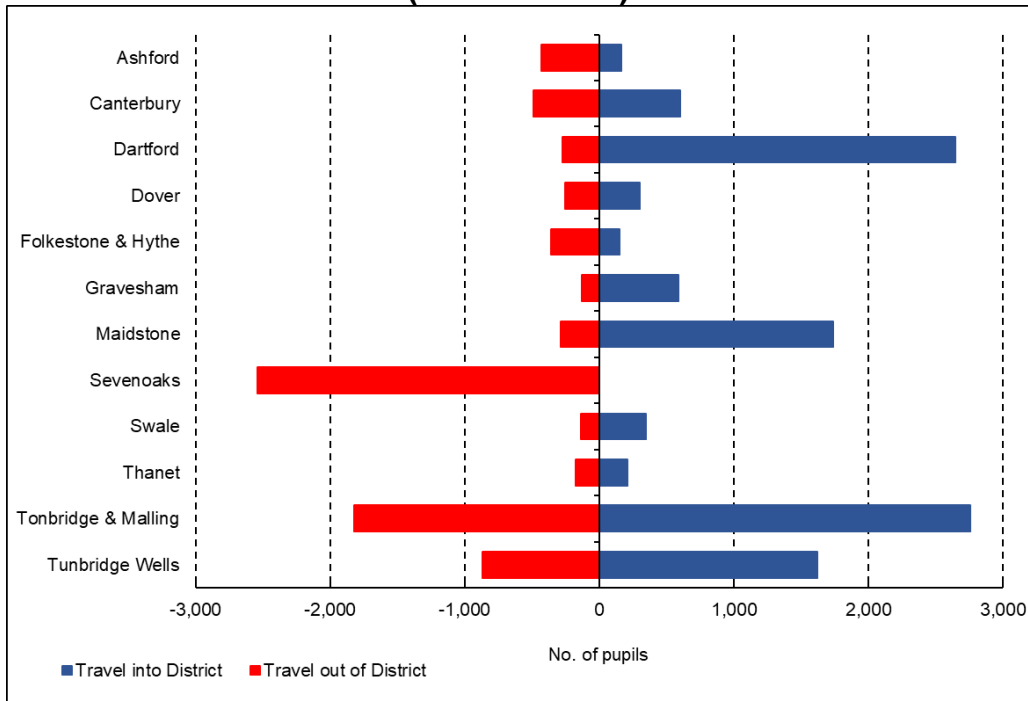


**Figure 10.10: Travel To School Flows For Non-Selective Pupils (Years 7-11) In Kent Mainstream Schools (Autumn 2018)**



Source: Management Information & Intelligence, Children, Young People and Education, KCC  
Actual roll data 2018-19 - Schools Census, Autumn 2018

**Figure 10.11: Travel To School Flows For Selective Grammar Pupils (Years 7-11) In Kent Mainstream Schools (Autumn 2018)**



Source: Management Information & Intelligence, Children, Young People and Education, KCC  
Actual roll data 2018-19 - Schools Census, Autumn 2018



## 10.5 Migration into Kent

Figure 10.10 sets out the net migration by pre-school, primary school and secondary school ages for 2017 and 2018. This shows that the overall net migration into Kent in 2018 was generally similar to the previous year with a net migration of 1,124 pre-school, 1,603 primary and 821 secondary aged pupils. The net migration of primary and secondary aged pupils remains significantly above the average net migration of the last 5 years (1,480 primary aged and 663 secondary aged).

**Figure 10.10: Pre-School (0-3 Year Olds), Primary (4-10 Year Olds) and Secondary Aged (11-15 Year Olds) Net Migration Year Ending 30th June 2018**

District	2017				2018			
	Kent districts*	London	Elsewhere	Total	Kent districts*	London	Elsewhere	Total
Pre-school	47	1,538	-479	1,106	86	1,385	-347	1,124
Primary	145	2,035	-606	1,575	125	1,834	-356	1,603
Secondary	69	891	-98	862	86	822	-87	821

\*Including Medway Source: Office for National Statistics, 2018

Across the County as a whole any fluctuation in migration may only have a small proportional impact on pupil numbers. However, at a district/borough level the fluctuation from one year to the next can be significant requiring the LA to respond swiftly to ensure sufficient school places. For instance, the net migration of primary aged pupils into Canterbury district in 2016 was 102 children, in 2017 it increased to 243 pupils, before falling to 68 in 2018. The increase in 2017 being due in part to the wholesale transfer of London families, that were previously on the housing waiting lists of London Boroughs, to much cheaper accommodation in Kent.



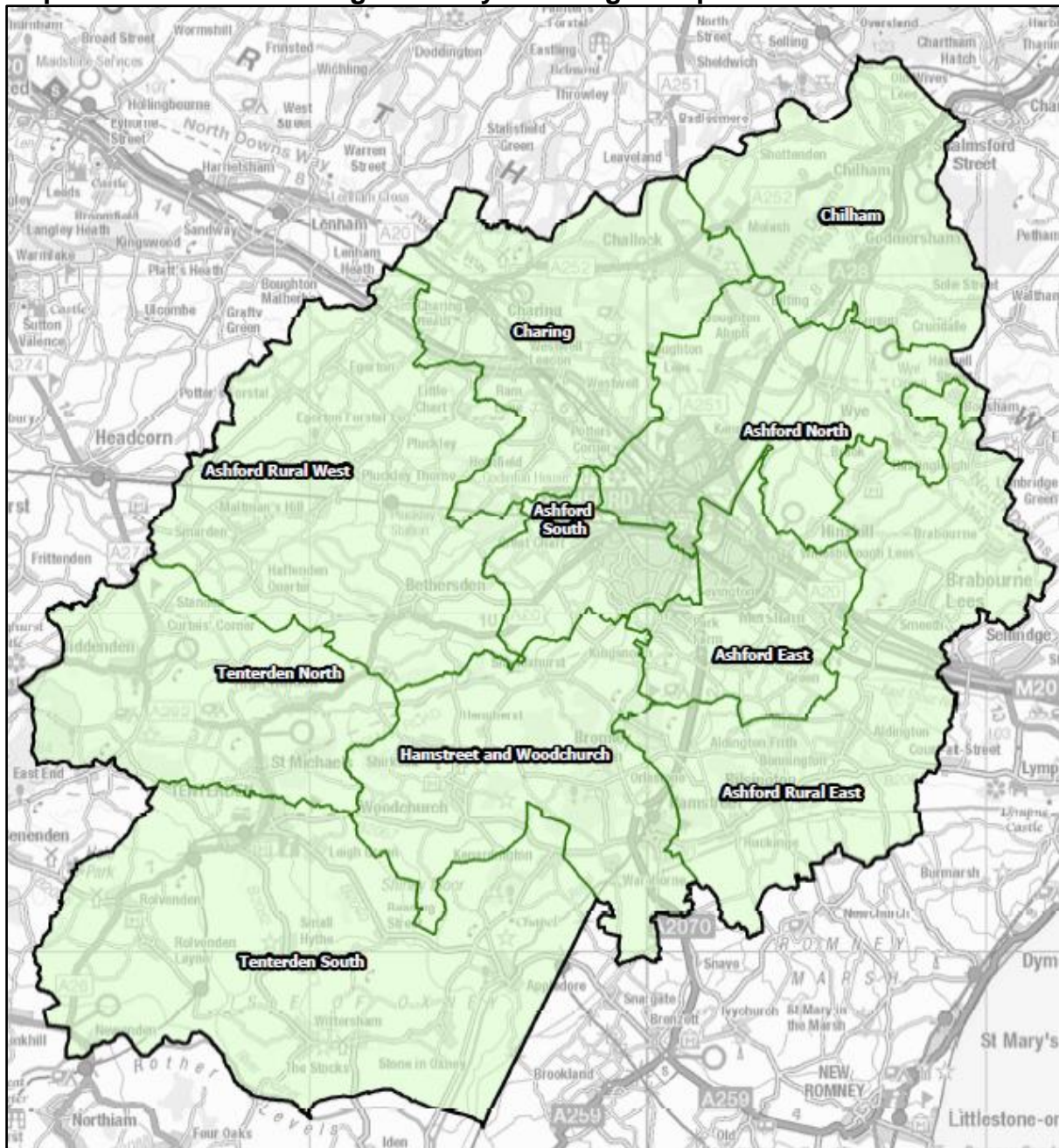
## 10.6 Ashford

### Borough commentary

- The birth rate in Ashford has fallen significantly after a four year rise and is now only 2 points above the County average. However, the number of recorded births for the year continues to rise steadily.
- We forecast sufficient primary school places across the district throughout the Plan period, although there will be some localised pressures due to house building which may need to be addressed. We will continue to see a deficit of non-selective secondary school places particularly across urban Ashford. Additional temporary Year 7 places will be added until the opening of a new secondary school at Chilmington Green, estimated for 2022.
- The Local Plan (up to 2030) was adopted in the first quarter of 2019. Within the Plan, the Borough Council have identified that up to 13,544 new homes could be delivered by 2030. This equates to an average of 1,129 new homes per annum. During the 5 year period 2013-18 a total of 2,837 houses were completed with an average of 567 per year.



## Map of the Ashford Borough Primary Planning Groups



### Ashford Primary Schools by Planning Group

	School	Status
Chilham	St. Mary's CE Primary School (Chilham)	Voluntary Controlled
Charing	Challock Primary School	Foundation
	Charing CE Primary School	Academy
Ashford North	Downs View Infant School	Community
	Goat Lees Primary School	Foundation
	Godinton Primary School	Academy
	Kennington CE Academy	Academy
	Lady Joanna Thornhill Endowed Primary School	Voluntary Controlled



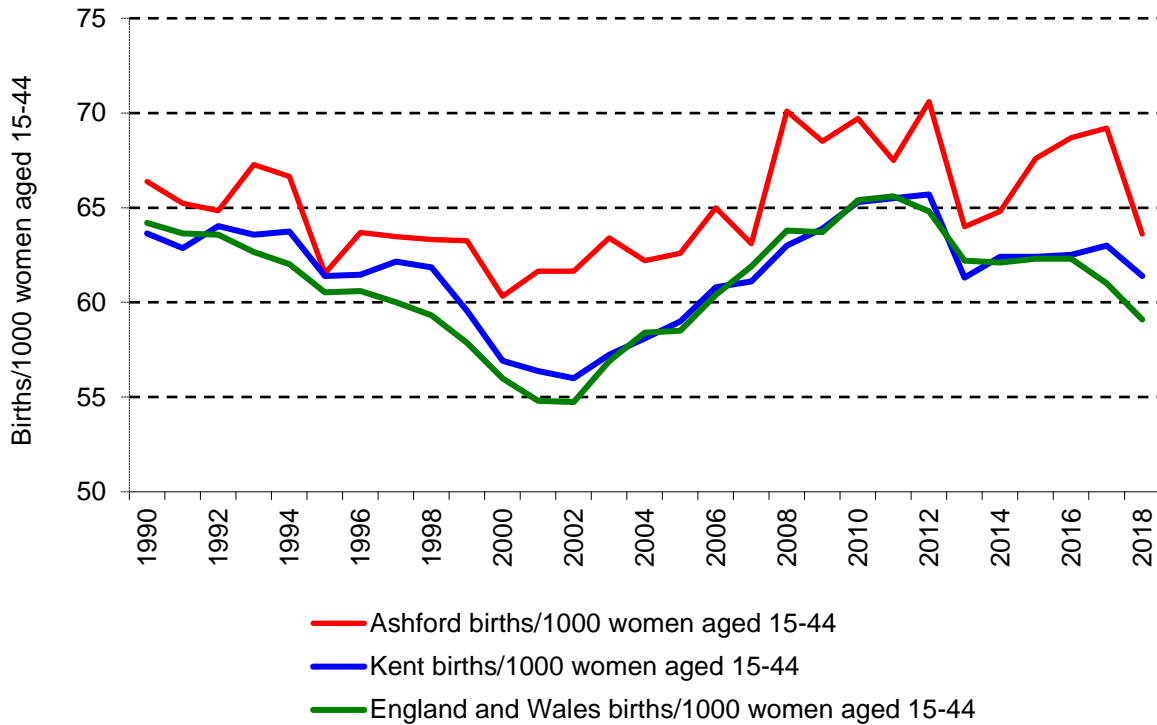
	School	Status
	Phoenix Community Primary School	Foundation
	Repton Manor Primary School	Foundation
	St. Mary's CE Primary School (Ashford)	Voluntary Aided
	St. Teresa's RC Primary School	Academy
	Victoria Road Primary School	Community
Ashford Rural East	Aldington Primary School	Foundation
	Brabourne CE Primary School	Voluntary Controlled
	Brook Community Primary School	Foundation
	Smeeth Community Primary School	Foundation
Ashford East	East Stour Primary School	Community
	Finberry Primary School	Academy
	Furley Park Primary Academy	Academy
	Kingsnorth CE Primary School	Academy
	Mersham Primary School	Foundation
	Willesborough Infant School	Community
	Willesborough Junior School	Foundation
Ashford South	Ashford Oaks Primary School	Community
	Beaver Green Primary School	Academy
	Chilmington Green Primary School	Free
	Great Chart Primary School	Community
	John Wallis CE Academy	Academy
	John Wesley CE and Methodist Primary School	Voluntary Aided
	St. Simon of England RC Primary School	Academy
Ashford Rural West	Bethersden School	Community
	Egerton CE Primary School	Voluntary Controlled
	Pluckley CE Primary School	Academy
	Smarden Primary School	Academy
Hamstreet and Woodchurch	Hamstreet Primary Academy	Academy
	Woodchurch CE Primary School	Voluntary Controlled
Tenterden North	High Halden CE Primary School	Voluntary Controlled
	John Mayne CE Primary School	Voluntary Controlled
	St. Michael's CE Primary School	Academy
Tenterden South	Rolvenden Primary School	Community
	Tenterden CE Junior School	Academy
	Tenterden Infant School	Academy
	Wittersham CE Primary School	Voluntary Aided



## Birth Rate and Births Analysis

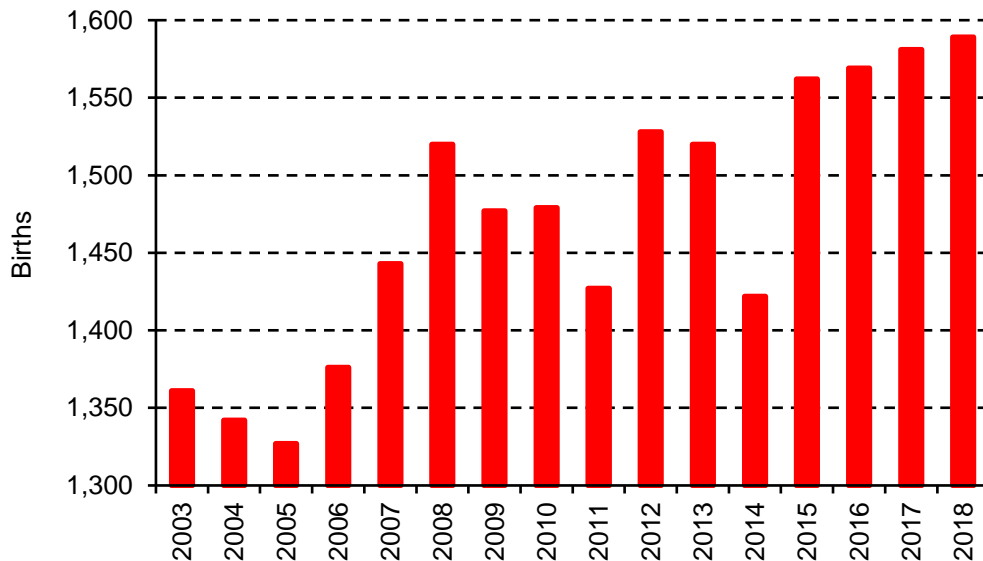
The charts below set out the birth rates for the Borough and the number of recorded births.

### Ashford, Kent and England & Wales birth rates 1990-2018\*



\*ONS data

### Ashford births 2003-2018\*\*



\*\* Health Authority birth data



## Ashford Borough Analysis - Primary

### Forecast Year R Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Chilham	15	3	4	4	5	5	5	15
Charing	50	11	10	10	12	11	12	50
Ashford North	450	10	-2	2	-3	-15	-5	450
Ashford Rural East	80	10	14	12	11	10	10	80
Ashford East	390	30	7	37	24	22	25	420
Ashford South	360	57	20	30	15	29	21	360
Ashford Rural West	85	14	16	8	6	9	7	80
Hamstreet and Woodchurch	71	2	4	12	0	5	4	71
Tenterden North	65	25	15	21	20	20	20	65
Tenterden South	94	19	12	20	15	7	12	94
<b>Ashford</b>	<b>1,660</b>	<b>181</b>	<b>101</b>	<b>156</b>	<b>105</b>	<b>104</b>	<b>111</b>	<b>1,685</b>

### Forecast Years R-6 Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Chilham	105	12	13	15	17	23	24	105
Charing	350	35	32	34	36	35	40	350
Ashford North	3,210	17	-18	-41	-79	-110	-127	3,180
Ashford Rural East	560	40	45	52	58	62	66	560
Ashford East	2,760	79	3	2	-7	-11	29	2,850
Ashford South	2,490	158	218	255	274	265	256	2,550
Ashford Rural West	605	54	50	42	21	27	34	575
Hamstreet and Woodchurch	497	22	23	27	21	21	15	497
Tenterden North	455	118	122	127	128	129	137	455
Tenterden South	658	57	65	78	86	91	89	658
<b>Ashford</b>	<b>11,690</b>	<b>592</b>	<b>555</b>	<b>591</b>	<b>557</b>	<b>531</b>	<b>564</b>	<b>11,780</b>

### District commentary

The demand for Year R places has increased and will do so for a couple of years before stabilising from 2021-22. Forecasts suggest that we will continue to have over 5% surplus places across the district, although there are particular pressures in three planning groups: Ashford North, Ashford East and Hamstreet and Woodchurch. Year R-6 rolls continue to rise throughout the Plan period with less than 5% surplus places from 2021-22. A deficit of places is noted within the Ashford North and Ashford East planning groups.





### **Ashford North Planning Group**

Forecasts suggest a deficit of places in the planning group in both Year R and across Years R-6 from 2019-20. This pressure is linked to ongoing developments in and around central Ashford, such as at Repton Park. In the longer term planned new developments north of the M20 between Kennington, Willesborough and Eureka Park will further increase demand.

The Local Plan makes strategic provision for a new 2FE primary school to be incorporated into the 'Conningbrook Park' development area. KCC have requested that the school site is delivered in the early phase of the development. However, this is likely to be no earlier than 2023.

Prior to the delivery of the new school at Conningbrook Park, the pressure for primary school places will have to be managed across the urban planning groups (North, South and East), with temporary solutions being sought until the new school is available.

There are also significant developments within the Town Centre at Elwick Road and Victoria Road. These are in the main flats and the pupil product is expected to be lower than that which we would see from housing. This will be monitored.

### **Ashford South Planning Group**

Development at Chilmington Green is now underway with the first houses on the market from the summer of 2019. Chilmington Green Primary School (opened off-site in September 2018) and will relocate on the development during the 2020-21 academic year. This school accounts for the current high levels of surplus places in the planning group, a situation that will change as families move in.

In the longer term the Chilmington Green development provides for a further three primary schools offering a total of 7FE of provision.

### **Ashford East Planning Group**

There are a number of existing, permitted and allocated sites including Finberry, Waterbrook, New Town Works, Park Farm, Willesborough Lees and Conningbrook that have been and will be driving the pressure for primary school places. Finberry Primary School (Cheeseman's Green) currently has 1FE of accommodation but has planning permission to be a 2FE school. The second FE will be delivered for the 2020-21 academic year.

The Local Plan makes provision for a new 2FE primary school to be incorporated into the 'Court Lodge' development area, in order to meet the longer term primary education needs of that development. As the masterplan for the development is still in progress, we would not expect the new primary school to be available until the middle of the next decade.

The opening of junction 10A may increase the speed of development in and around this planning group, which would impact on the pressure for school places. This will be monitored.



### Hamstreet and Woodchurch Planning Group

The pressure for places will be due to small, localised developments. Should there be a pressure for places, there is sufficient capacity for residents to gain a school place should they require it. Some families travelling from further afield may be more likely to gain places in schools nearer to where they are resident. The Local Plan makes provision for Hamstreet Primary Academy to access a playing field and additional car parking in the St Mary's Close development opposite the Academy. If delivered it paves the way for the expansion of the Academy to 2FE subject to funding.

### Ashford Borough Analysis - Secondary

There are three planning groups which are within Ashford Borough or which cross the Borough boundary (See appendix 13.2 for the non-selective and selective planning group maps). Two planning groups are non-selective (Ashford North, Tenterden and Cranbrook), one selective. The commentary below outlines the forecast position for each of the planning groups.

#### Forecast Year 7 Surplus/Deficit Capacity if No Further Action is Taken

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Ashford Town Non-Selective	758	55	-36	-53	-35	-48	-105	-89	-36	758
Tenterden and Cranbrook Non-Selective	540	139	102	106	131	118	91	140	139	540
Ashford Selective	390	-24	13	7	17	12	-11	1	20	394

#### Forecast Years 7-11 Surplus/Deficit Capacity if No Further Action is Taken

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Ashford Town Non-Selective	3,790	543	372	165	-3	-144	-305	-362	-346	3,790
Tenterden and Cranbrook Non-Selective	2,700	764	705	640	626	591	554	589	604	2,700
Ashford Selective	1,902	-48	-39	-29	6	23	33	18	31	1,970

### Ashford Town Non-Selective Planning Group

There are four schools in the Ashford Town non-selective planning group: John Wallis Church of England Academy, The North School, The Towers School and Sixth Form Centre and Wye School. Forecasts suggest a deficit of Year 7 places from 2019-20 throughout the Plan period. Temporary places were added as planned for 2019-20 and will be added again as required until the opening of the new secondary free school within the Chilmington Green development. United Learning Trust has been approved by the



Secretary of State for Education as the sponsor of this new school. The intention is to open the school in September 2022.

### Tenterden and Cranbrook Non-Selective Planning Group

There are two schools in the Tenterden and Cranbrook planning group: High Weald Academy and Homewood School. There is forecast to be surplus places throughout the Plan period, although house building in Tenterden will add pressure on Homewood School.

### Ashford Selective Planning Group

There are two selective schools in the Borough: Highworth Grammar School and The Norton Knatchbull Grammar School (which has recently received permission from the Secretary of State to expand). Both schools have accepted pupils above their Published Admissions Number in order to meet demand. This will ensure sufficient places for pupils deemed as suitable for selective provision throughout the Plan period, subject to further pressure for new homes.

### Planned Commissioning - Ashford

Planning Group	By 2020-21	By 2021-22	By 2022-23	By 2023-24	Between 2024-28	Between 2028-2031
Ashford East					2FE of New provision at Court Lodge	
Ashford North				1FE (of 2FE) New provision at Greater Burton	2 <sup>nd</sup> FE of New provision at Greater Burton	
Charing					0.3FE Charing CEPS	
Hamstreet and Woodchurch					0.5FE expansion of Hamstreet Primary Academy	
Ashford South			1FE expansion of Chilmington Green			2FE of new provision at Chilmington Green
Ashford North Non-Selective	Up to 90 Year 7 places	Up to 90 Year 7 places	4FE of 6FE New provision at Chilmington Green			2FE Expansion of Chilmington Green
Special Schools	45 place sixth form and 35 additional Key stage 3/4 places for SEMH					



Planning Group	By 2020-21	By 2021-22	By 2022-23	By 2023-24	Between 2024-28	Between 2028-2031
	Up to 24 place sixth form satellite of a PSCN school					
<b>Specialist Resourced Provisions</b>		14 place primary ASD provision at Chilmington Green PS				



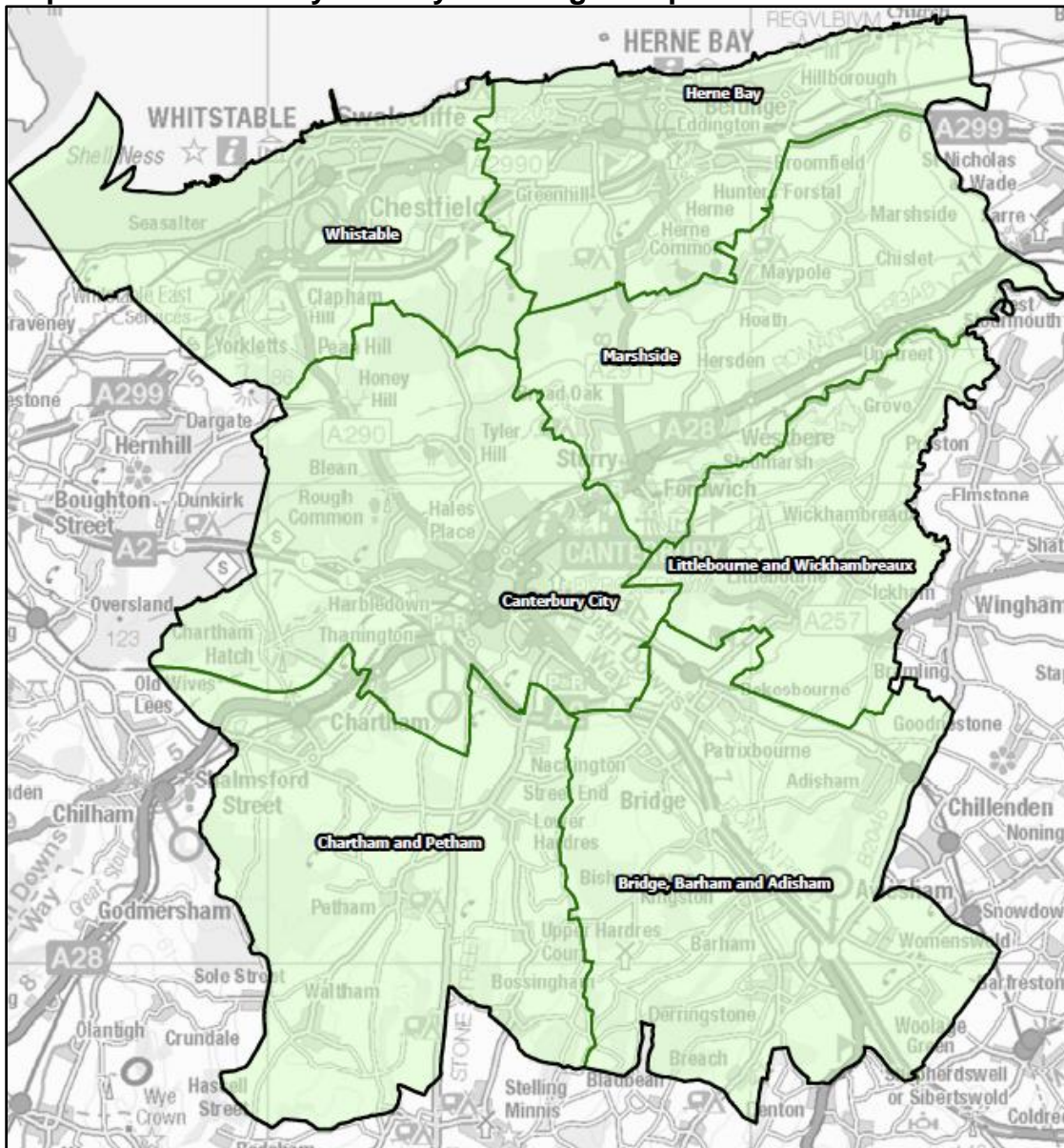
## 10.7 Canterbury

### District commentary

- The Canterbury district birth rate differs to Kent and the national picture as it is lower overall reflecting the large student population. The birth rate has continually declined from 55.2 births per 1000 women in 1990 to 38.5 per 1000 in 2018. The number of recorded births continues to fluctuate with a small decline in 2018 of 19 from 1,442 to 1,423.
- We forecast surplus primary school places across the district throughout the Plan period. Within the secondary sector, we forecast pressures for both selective and non-selective places, however this is mitigated by the opening of a new 5FE secondary school in 2021 to be run by Barton Court Academy Trust on the former Chaucer School site in Canterbury City.
- Canterbury City Council's Local Plan, adopted on 13 July 2017, proposed a total of just over 16,000 new homes during the Plan period up to 2031. This equates to an average of 925 dwellings per annum. During the 5-year period 2013-2018 a total of 3,331 houses were completed with an average of 666 per year. This figure includes a high percentage of student accommodation.



## Map of the Canterbury Primary Planning Groups



## Canterbury Primary Schools by Planning Group

Planning Group	School	Status
Canterbury City	Blean Primary School	Community
	Canterbury Primary School	Academy
	Parkside Community Primary School	Community
	Pilgrims' Way Primary School	Academy
	St. John's CE Primary School (Canterbury)	Voluntary Controlled
	St. Peter's Methodist Primary School (Canterbury)	Voluntary Controlled
	St. Stephen's Infant School	Community
	St. Stephen's Junior School	Academy
	St. Thomas' RC Primary School (Canterbury)	Voluntary Aided



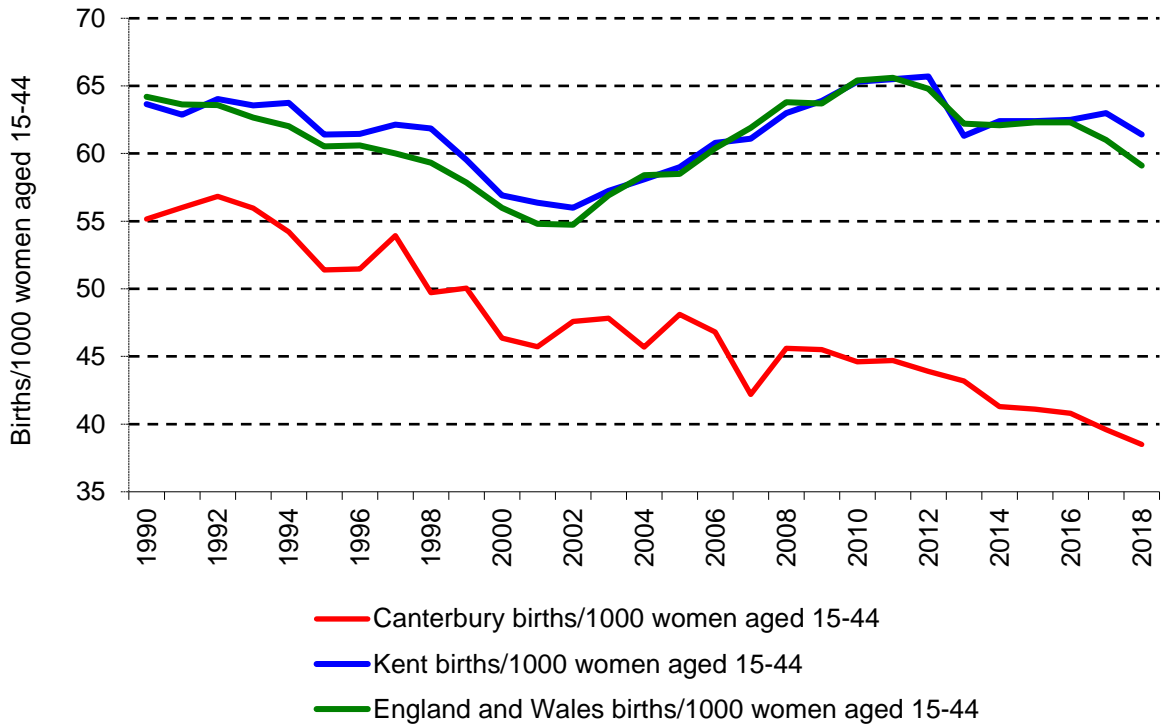
Planning Group	School	Status
	Wincheap Foundation Primary School	Foundation
Marshside	Chislet CE Primary School	Voluntary Controlled
	Hersden Village Primary School	Academy
	Hoath Primary School	Community
	Sturry CE Primary School	Academy
Bridge, Barham and Adisham	Adisham CE Primary School	Academy
	Barham CE Primary School	Voluntary Controlled
	Bridge and Patricbourne CE Primary School	Voluntary Controlled
Littlebourne and Wickhambreaux	Littlebourne CE Primary School	Voluntary Controlled
	Wickhambreaux CE Primary School	Voluntary Controlled
Chartham and Petham	Chartham Primary School	Community
	Petham Primary School	Academy
Whitstable	Joy Lane Primary School	Foundation
	St. Alphege CE Infant School	Voluntary Controlled
	St. Mary's RC Primary School (Whitstable)	Academy
	Swalecliffe Community Primary School	Foundation
	Westmeads Community Infant School	Community
	Whitstable & Seasalter Endowed CE Junior School	Voluntary Aided
Herne Bay	Whitstable Junior School	Foundation
	Briary Primary School	Foundation
	Hampton Primary School	Academy
	Herne Bay Infant School	Community
	Herne Bay Junior School	Foundation
	Herne CE Infant School	Voluntary Controlled
	Herne CE Junior School	Voluntary Aided
Reculver CE Primary School	Academy	



### Birth Rate and Birth Analysis

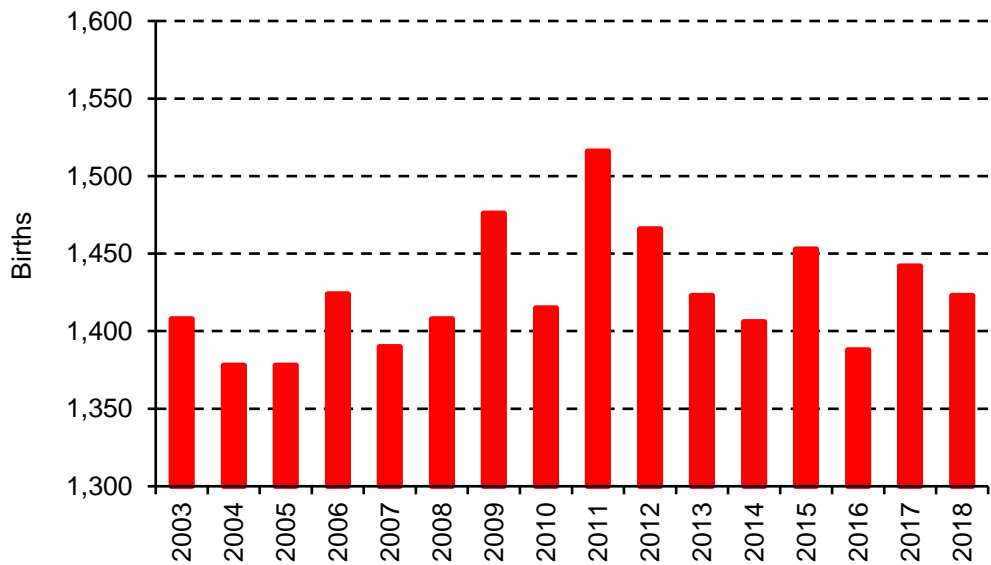
The charts below set out the birth rates for the district and the number of recorded births.

**Canterbury, Kent and England & Wales birth rates 1990-2018\***



\* ONS data

**Canterbury births 2003-2018\*\***



\*\* Health Authority birth data





## Canterbury Analysis – Primary

### Year R Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Canterbury City	465	64	39	67	57	47	46	465
Marshside	104	7	2	25	21	16	11	119
Bridge, Barham and Adisham	110	2	5	7	12	5	7	105
Littlebourne and Wickhambreaux	30	-5	-1	2	3	1	1	30
Chartham and Petham	80	8	16	23	17	24	21	84
Whitstable	360	55	68	70	97	84	83	360
Herne Bay	435	50	41	65	67	42	46	435
<b>Canterbury</b>	<b>1,584</b>	<b>181</b>	<b>169</b>	<b>259</b>	<b>275</b>	<b>219</b>	<b>215</b>	<b>1,598</b>

### Year R-6 Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Canterbury City	3,250	267	221	205	197	187	170	3,295
Marshside	696	28	19	45	62	49	27	788
Bridge, Barham and Adisham	766	33	23	14	15	11	11	750
Littlebourne and Wickhambreaux	215	-13	-15	-14	-12	-6	-3	215
Chartham and Petham	502	45	55	73	84	102	107	580
Whitstable	2,532	136	210	260	333	394	462	2,472
Herne Bay	3,085	151	190	247	291	301	342	3,065
<b>Canterbury</b>	<b>11,046</b>	<b>647</b>	<b>702</b>	<b>830</b>	<b>970</b>	<b>1,038</b>	<b>1,117</b>	<b>11,165</b>

### District commentary

Forecasts indicate that across Canterbury district there will be surplus capacity for both Year R and Years R-6. The surplus for Year R peaks in 2021 with 17.2% surplus, then declines from 2022. The lower rate of housebuilding combined with the decline in birth rate has resulted in surplus primary places, particularly in Herne Bay and Whitstable. Movement of population, from Whitstable to Herne Bay and from the east of Canterbury City to the south and west is having particular impact on schools in these localities that are losing their historic population.

### Canterbury City Planning Group

In addition to the forecast need identified above, plans for new housing on the Howe Barracks site in Canterbury (Howe Green) will increase demand to the extent that action is needed to ensure sufficient local places are available from 2021. Pilgrims Way Primary School will be expanded from September 2021 to meet this localised need.



### Chartham and Petham Planning Group

A phased establishment of new 2FE primary school in Thanington to serve the new housing development of 750 homes will be required later in the development build-out period to prevent overcapacity in the planning area.

### Marshside Planning Group

Later in the Plan period we will expand Water Meadows by a form of entry or establish the first phase of a new 2FE primary school in Sturry/Broad Oak to serve the housing development in this planning area

### Whitstable Planning Group

Forecasts indicate between 2FE and 3FE (27%) surplus Year R places across the Plan period. Discussions will take place with schools on managing this surplus to ensure all schools remain viable. This could be through temporary reduction of Published Admission Numbers (PANs), whilst at the same time addressing historic inoperable PANs in two Junior schools, matching their PANs to the two Whitstable Infant Schools.

### Herne Bay Planning Group

Forecasts indicate between 1.5FE and 2FE (15.4%) surplus Year R places across the Plan period. If new housing developments are delivered in line with the Local Plan, once current spare capacity has been reduced, additional capacity will need to be provided. This could include a 1FE expansion of Briary Primary School and/or the establishment of a new phased 2FE primary school related to one of the strategic housing developments in the latter phases of the development build-out to prevent over capacity.

### Canterbury Analysis – Secondary

There are three planning groups which are within Canterbury district or which cross the Borough boundary (See appendix 13.2 for the non-selective and selective planning group maps). Two planning groups are non-selective (Canterbury City and Canterbury Coastal), one selective. The commentary below outlines the forecast position for each of the planning groups.

#### Year 7 Surplus/Deficit Capacity if No Further Action is Taken

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Canterbury City Non-Selective	530	-11	-44	-48	-80	-109	-106	-96	-90	530
Canterbury Coastal Non-Selective	618	105	81	62	81	58	47	100	114	618
Canterbury and Faversham Selective	590	-17	-29	-23	-20	-32	-37	-28	-15	605



### Years 7-11 Surplus/Deficit Capacity if No Further Action is Taken

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Canterbury City Non-Selective	2,650	-59	-98	-133	-194	-306	-409	-465	-511	2,650
Canterbury Coastal Non-Selective	3,000	436	455	427	422	413	349	365	416	3,090
Canterbury and Faversham Selective	2,865	-95	-92	-104	-107	-118	-142	-144	-137	3,025

#### Canterbury City Non-Selective Planning Group

There are three schools in the Canterbury City non-selective planning group: Archbishop's School, Canterbury Academy and St Anselm's Catholic School.

Forecasts indicate between 1.5FE (2020-21) and 3.5FE (2022-23) of Year 7 places will be required. A new 5FE secondary school on the former Chaucer Technology School site will be opened by Barton Court Academy Trust in 2021 to meet this need. An additional temporary 30 Year 7 places for 2020 will be commissioned at Canterbury Academy to meet the demand for year 7 places before the new school opens.

Pressures across all year groups (years 7 -11) in this planning group are driven by the larger Year 7 cohorts entering secondary schools from primary.

#### Canterbury Coastal Non-Selective Planning Group

There are three schools in the Canterbury Coastal non-selective planning group: The *Whitstable School*, *Herne Bay High School* and *Spires Academy*.

Forecasts indicate a surplus of between 1FE and 2FE across the Plan period which will support the pressure from the Canterbury City Planning area and the selective planning area. We will explore the future expansion of Herne Bay High by 1FE to support the predicted need which will arise from new housing developments adjacent to the School and reduce the trend of students travelling from the coast to schools in Canterbury City.

#### Canterbury and Faversham Selective Planning Group

There are four schools in the Canterbury and Faversham selective planning group: Barton Court Grammar School, Simon Langton Girl's Grammar School, Simon Langton Grammar School for Boys and Queen Elizabeth's Grammar School.

Forecasts indicate a pressure of 1FE for Year 7 places across the Plan period for selective places. Additional pressures will be placed on Faversham selective places as new housing is being delivered as per the Local Plan. An application has been submitted by two trusts to the Selective Schools Expansion Fund to open a grammar satellite on the coast. This will also meet the need identified in Thanet Selective (1FE) as the Thanet Grammar Schools are unable to expand on their current sites. If the grammar satellite is not achievable in the time frame required, discussions will be had with the grammar schools in the planning group to establish if we are able to expand existing provisions to meet the need.



## Planned Commissioning - Canterbury

Planning Group	By 2020-21	By 2021-22	By 2022-23	By 2023-24	Between 2024-28	Between 2028-2031
Canterbury City		0.5FE Expansion of Pilgrims Way PS				
Chartham and Petham					1FE of new 2FE Primary School in Thanington	
Marshside	0.5FE Expansion of Water Meadows				1FE expansion of Water Meadows or 1FE of new provision in Sturry/Broad Oak	2 <sup>nd</sup> 1FE of new provision in Sturry/Broad Oak.
Herne Bay					1FE expansion of Briary PS	1FE new provision in Herne Bay
Canterbury City Non-Selective	30 temporary Year 7 places at Canterbury Academy	5FE New BCAT Free School-Barton Manor				
Canterbury Coastal Non-Selective					1FE expansion of Herne Bay High School	
Canterbury and Faversham Selective	Up to 30 Year 7 places	Up to 30 Year 7 places	Up to 30 Year 7 places	Up to 5FE Satellite on Coast or expansion of existing schools		
Special School					120 place SEN satellite or new school for ASD/SLCN	
Specialist Resourced Provisions	20 place SRP (Cullum Centre) at Canterbury Academy	20 place SRP at Simon Langton Girls Grammar School				





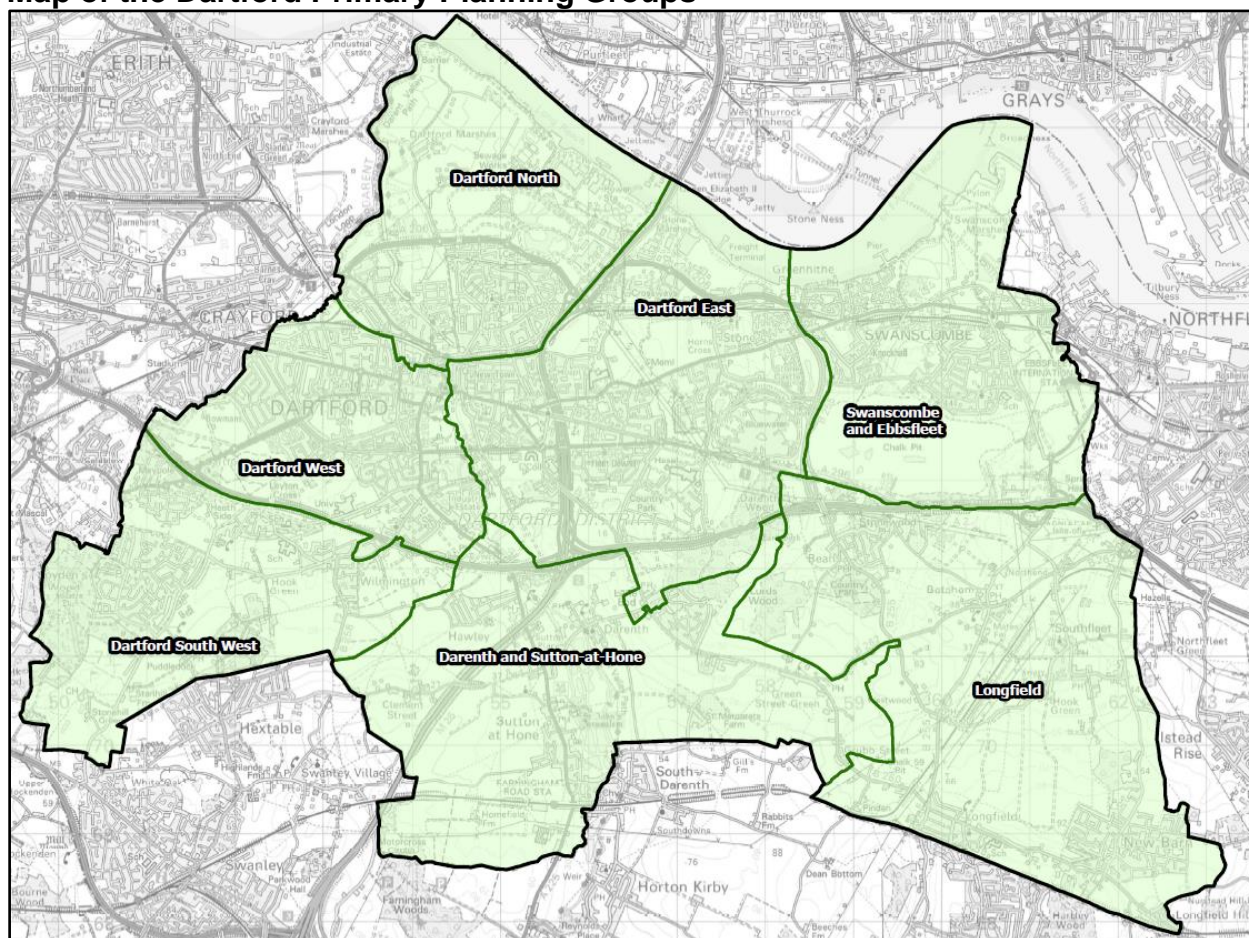
## 10.8 Dartford

### Borough commentary

- The Dartford birth rate continues to rise and remains significantly higher than the Kent average. It is now in line with the 2012 peak. The gap from the Kent average birth rate, at 13 points, is the widest it has been since 1990. The number of births has increased again from 2017.
- The demand for Primary places continues to increase consistently, due to housing, higher birth rates, and migration. A deficit of places is forecast across all primary planning groups for the 2021-22 intake.
- Forecasts indicate that there is sufficient capacity to accommodate Secondary non-selective demand until the September 2022 intake. Selective demand remains under pressure with additional capacity required for every year to the end of the forecasting period.
- Dartford Borough Council and the Ebbsfleet Development Corporation estimated that between 2011 to 2026, approximately 17,300 new homes will be built. More recently, the Ebbsfleet Development Corporation has said that 15,000 new homes will be built in their area of responsibility alone. During the 5 year period 2013-18 a total of 4,331 houses were completed with an average of 866 per year. It is worth noting that housing delivery has significantly increased over the last three years with almost double the houses being delivered in each of the years 2015-16, 2016-17 and 2017-18 to that which was seen in 2014-15. This will need to continue in order to deliver the housing as planned in the Core Strategy.



## Map of the Dartford Primary Planning Groups



## Dartford Primary Schools by Planning Group

	School	Status
Dartford North	Dartford Bridge Community Primary School	Community
	Holy Trinity CE Primary School (Dartford)	Voluntary Aided
	St. Anselm's RC Primary School	Voluntary Aided
	Temple Hill Primary Academy	Academy
Dartford West	Oakfield Primary Academy	Academy
	Our Lady's RC Primary School	Voluntary Aided
	Wentworth Primary School	Academy
	West Hill Primary Academy	Academy
	Westgate Primary School	Academy
Dartford East	Brent Primary School	Academy
	Dartford Primary Academy	Academy
	Fleetdown Primary School	Community
	Gateway Primary Academy	Academy
	Stone St. Mary's CE Primary School	Academy
Dartford South West	Joyden's Wood Infant School	Academy
	Joyden's Wood Junior School	Academy
	Maypole Primary School	Community
	Wilmington Primary School	Academy



	School	Status
Darent and Sutton-at-Hone	Darent Community Primary School	Community
	Sutton-at-Hone CE Primary School	Academy
Swanscombe and Ebbsfleet	Cherry Orchard Academy	Free
	Craylands School	Community
	Knockhall Community Primary School	Academy
	Manor Community Primary School	Academy
Longfield	Bean Primary School	Community
	Langafel CE Primary School	Voluntary Controlled
	Sedley's CE Primary School	Voluntary Aided

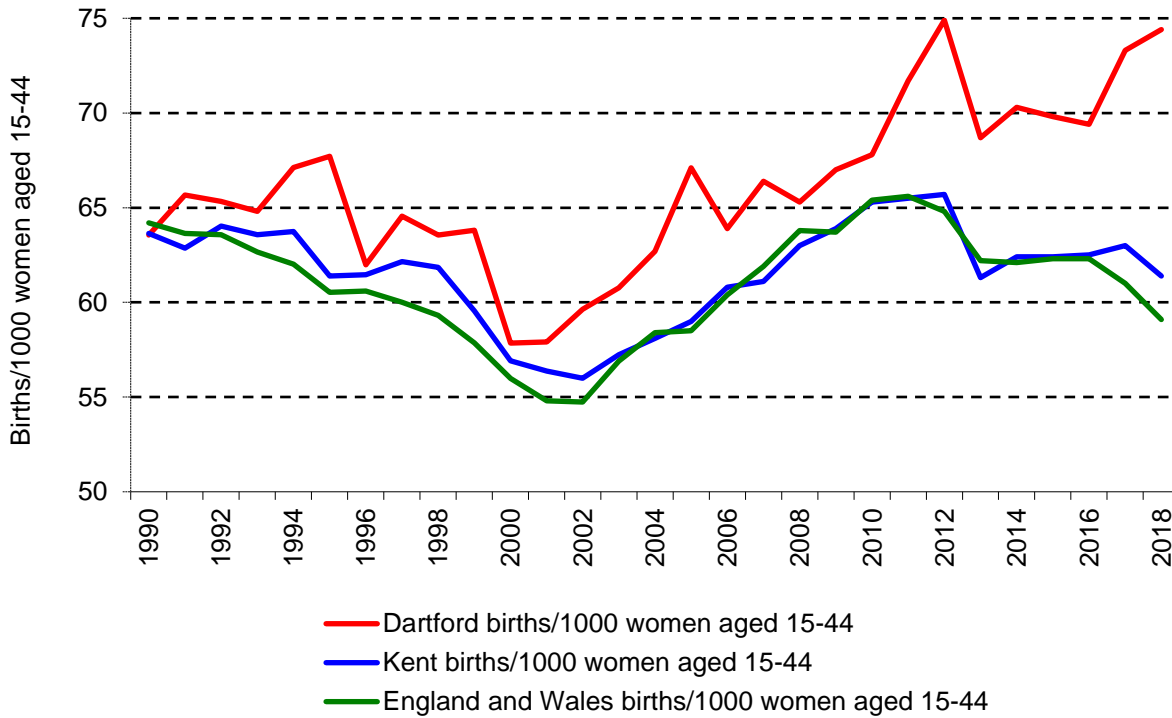




## Birth Rate Analysis

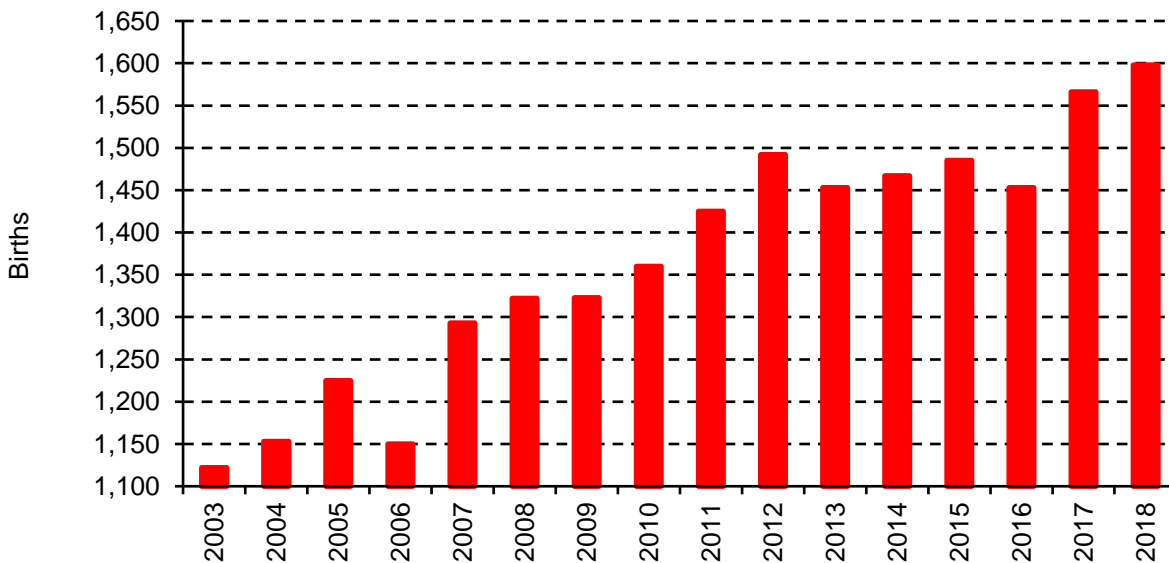
The charts below set out the birth rates for the Borough and the number of recorded births.

### Dartford, Kent and England & Wales birth rates 1990-2018\*



\* ONS data

### Dartford births 2003-2018\*\*



\*\* Health Authority birth data



## Dartford Analysis - Primary

### Year R Surplus/Deficit if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Dartford North	270	1	-8	13	-8	-28	2	330
Dartford West	312	3	-5	4	-4	-3	1	312
Dartford East	390	1	2	5	-21	-28	-22	390
Dartford South West	180	15	1	1	-9	-4	-2	180
Darenth and Sutton-at-Hone	90	4	8	12	-1	2	2	90
Swanscombe and Ebbsfleet	300	32	29	15	-14	-28	-28	300
Longfield	90	9	4	6	1	1	2	90
<b>Dartford</b>	<b>1,632</b>	<b>65</b>	<b>31</b>	<b>55</b>	<b>-56</b>	<b>-90</b>	<b>-47</b>	<b>1,692</b>

### Year R-6 Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Dartford North	1,770	22	-11	-33	-26	-61	-57	2,220
Dartford West	2,184	-38	-55	-59	-68	-63	-64	2,184
Dartford East	2,580	-18	-39	-63	-97	-139	-168	2,730
Dartford South West	1,240	30	11	-7	-36	-64	-68	1,180
Darenth and Sutton-at-Hone	630	24	30	35	33	31	34	630
Swanscombe and Ebbsfleet	1,710	162	184	106	-8	-126	-216	2,070
Longfield	630	22	19	16	10	-1	-7	630
<b>Dartford</b>	<b>10,744</b>	<b>204</b>	<b>140</b>	<b>-5</b>	<b>-192</b>	<b>-422</b>	<b>-547</b>	<b>11,644</b>

### District commentary

Forecasts indicate that there is sufficient Year R capacity for the 2020-21 intake. For 2021-22 however, demand exceeds capacity in nearly every planning group. This continues for 2022-23 and 2023-24. We will need to commission just over 1.5FE for September 2020, 1FE for September 2021 and at least an additional 2FE for September 2022. Further primary provision will be required later in the planning period subject to housing development.

Across Years R-6 we forecast a 1FE deficit of places for the September 2021 intake. This increases significantly for subsequent years. We will work with providers to commission additional capacity for older age groups. If required, this will be achieved by increasing the admission numbers in new or expanded schools earlier than that previously planned.



In addition to the forecast need identified above, plans for further housing across the district will increase the need for school places.

### **Dartford North Planning Group**

Much of this demand is driven by the new housing on the Dartford Northern Gateway. A smaller part of this demand is being created as the Bridge Development nears its later building phases.

To support the need for new school places a new 2FE primary school (River Mill) opened in September 2019. Further forecast demand from the 2021-22 academic year will require a 1FE expansion of an existing primary school from 2022-23.

### **Dartford West Planning Group**

There is a small deficit of Year R places forecast from 2021-22. Should this prove to be the case, we would anticipate all local applicants gaining a school place in the planning group, with applicants from further afield being offered places at schools more local to their homes.

### **Dartford East Planning Group**

Demand for Year R places in Dartford East remains manageable until 2020-21, after which we will commission 30 Year R places (1FE expansion). To support further housing development a new 2FE primary school will be commissioned at St. James Lane. This is expected no earlier than 2023-24.

### **Dartford South West Planning Group**

There is a small deficit of Year R places forecast from 2021-22. Should this prove to be the case, we would anticipate all local applicants gaining a school place in the planning group, with applicants from further afield being offered places at schools more local to their homes.

### **Swanscombe and Ebbsfleet Planning Group**

This planning area is significantly impacted by the Ebbsfleet Valley housing development area. A new primary school is being established on the Ebbsfleet Green development in 2020-21 which will address the forecast shortfalls of future years. As the development progresses, a further new school will be required at Alkerden by September 2022.

In the longer term, should housing be delivered at current rates, two further new schools will be required (Western Cross and Station Quarter) in addition to the expansion of the schools at Ebbsfleet Green and Alkerden. This will provide 8FE of provision in total across the forecast period.

### **Dartford Analysis Secondary**

There are three planning groups which are within Dartford Borough or which cross the Borough boundary (See appendix 13.2 for the non-selective and selective planning group maps). Two planning groups are non-selective (Dartford and Swanley and Gravesham and Longfield), one selective. The commentary below outlines the forecast position for each of the planning groups.



### Year 7 Surplus/Deficit Capacity if No Further Action is Taken

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Dartford and Swanley Non-Selective	1,035	26	119	66	55	-6	-52	0	-57	1,140
Gravesham and Longfield Non-Selective	1,309	32	-51	-44	-102	-64	-203	-146	-175	1,264
North West Kent Selective	660	-6	-33	-58	-68	-84	-111	-83	-102	660

### Years 7-11 Surplus/Deficit Capacity if No Further Action is Taken

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Dartford and Swanley Non-Selective	4,935	492	505	398	311	247	194	82	-21	5,760
Gravesham and Longfield Non-Selective	6,106	290	134	16	-127	-236	-469	-580	-703	6,320
North West Kent Selective	3,200	7	21	-51	-167	-247	-353	-403	-446	3,300

#### Dartford and Swanley Non-Selective Planning Group

There are six schools in the Dartford & Swanley non-selective planning group: Orchards Academy, Wilmington Academy, Dartford Science and Technology College, Inspiration Academy, Ebbsfleet Academy and Leigh Academy.

A new secondary school, Stone Lodge School, opened in the planning group in September 2019 in order to support the significant housing being built. Its capacity (4FE) is included in the data above. The forecasts show demand for places will continue to increase through the forecast period which will require further secondary school capacity. A second secondary school, within the Alkerden development, is due to open in September 2022 also offering 4FE of non-selective provision. In the longer term, it is expected that both schools will need to expand, offering up to a further 4FE of provision each. The timing of this will be subject to the demand from new housing.

#### Gravesham and Longfield Non-Selective Planning Group

There are seven schools in the Gravesham and Longfield non-selective planning group: Longfield Academy, Meopham School, Northfleet Technology College, Northfleet School for Girls, Thamesview School, Saint George's CE School and Saint John's Catholic Comprehensive School.



Demand fluctuates throughout the forecast period which will require additional capacity. We will commission 30 temporary Year 7 places for 2020/21 and expand Meopham School by 1FE. The following year we add a further 1FE at both Meopham and Thamesview schools. A further 3FE of provision will be required from September 2023-24 which will be managed through the expansion of existing provision.

### North West Kent Selective Planning Group

There are four schools in the North West Kent selective planning group: Wilmington Grammar School for Girls, Wilmington Grammar School for Boys, Dartford Grammar School and Dartford Grammar School for Girls.

Demand for selective places in the North West Kent Selective Planning Group remains higher than capacity.

Current regulations prohibit new grammar schools or selective academies to be established, but the grammar schools in the planning group have all been the subject of expansions, requiring complex highways solutions and lengthy planning decision-making processes. Nevertheless, we intend to commission 2FE for 2021-22 and another 2FE in 2023-24

### Planned Commissioning - Dartford

Planning Group	By 2020-21	By 2021-22	By 2022-23	By 2023-24	Between 2024-28	Between 2028-2031
Dartford North		1FE expansion				
Dartford East		30 Year R places		2FE new provision at St James Lane		
Swanscombe and Ebbsfleet	1FE new provision at Ebbsfleet Green		1FE new provision at Alkerden		1FE expansion at Ebbsfleet Green 1FE expansion at Alkerden 1FE new provision at Western Cross 1FE new provision Station Quarter	1FE expansion at Western Cross 1FE expansion at Station Quarter
Dartford and Swanley Non-Selective Planning Group			4FE new provision at Alkerden		4FE expansion at Stone Lodge 4FE expansion at Alkerden	
Gravesham and Longfield	1FE 30 Year 7 places	2FE expansion		3FE expansion		



Planning Group	By 2020-21	By 2021-22	By 2022-23	By 2023-24	Between 2024-28	Between 2028-2031
Non-Selective						
North West Kent Selective Planning Group		2FE expansion		2FE expansion		
Special Schools			210 place PSCN special school			
Specialist Resourced Provisions		15 place primary at Ebbsfleet Green	25 place secondary SRP at Alkerden  15 place primary SRP at Alkerden			



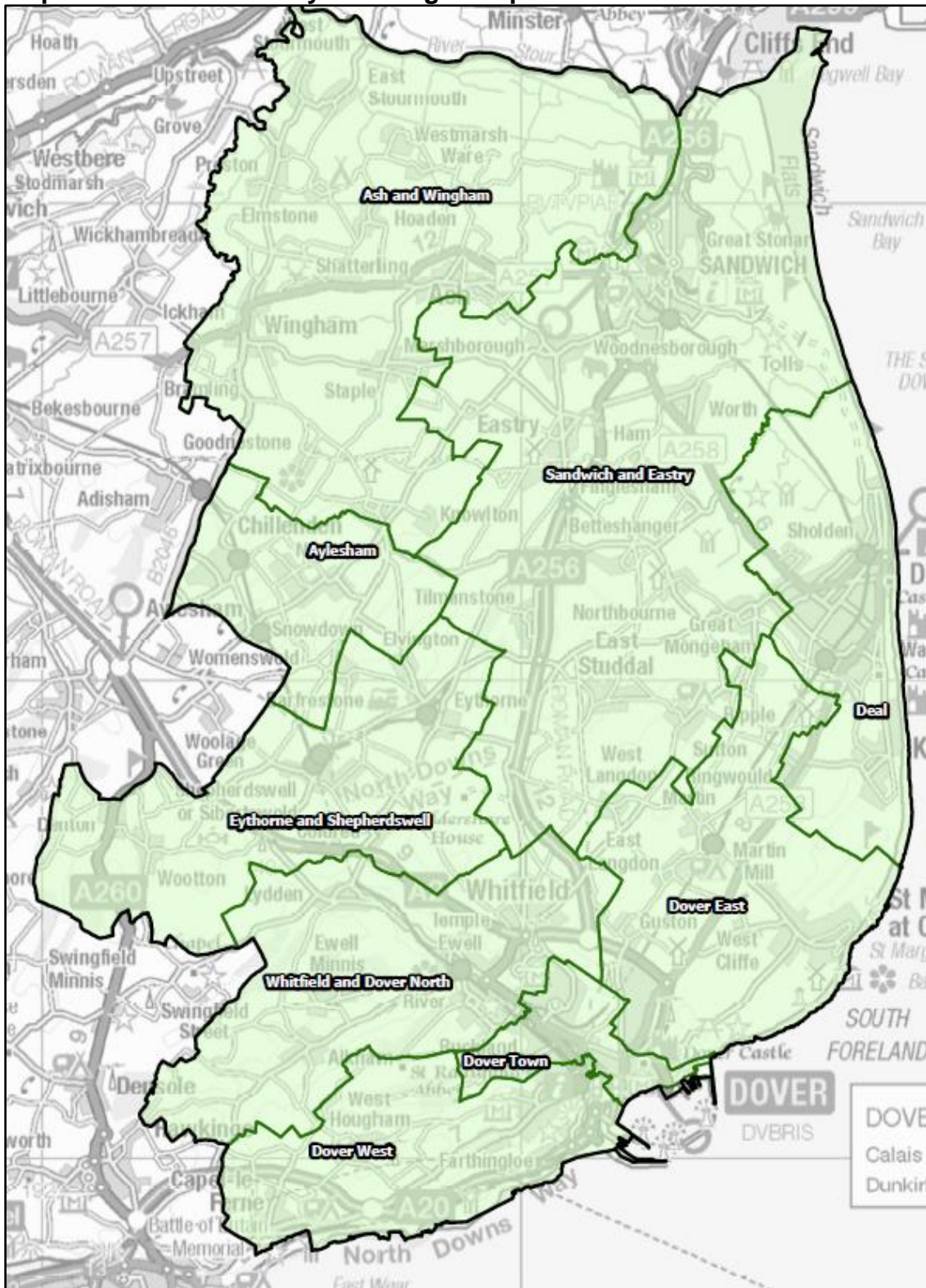
## 10.9 Dover

### District commentary

- The birth rate in Dover district has continued to fall from its peak in 2010 and is now four points below the County average. The number of recorded births in the district is still over 100 births below the peak of 2012.
- We forecast sufficient primary school places across the district throughout the Plan period, although there will be some localised pressures associated with house building with which may need to be addressed. Within the secondary sector, we forecast a small pressure for non-selective places in Deal and Sandwich that may need to be addressed via the addition of temporary places in 2023-24. Selective provision is also showing a small deficit, this will be managed within the selective schools.
- Dover District Council Core Strategy (adopted in 2010) sets a target that a 'minimum of 10,100 new homes should be completed by 2026, an average of 631 new homes per year. During the 5-year period 2013-18 a total of 2,837 houses were completed with an average of 567 per year. The Council are in the process of producing a new local plan covering the period 2018-2038. We will review the impact of this on our commissioning intentions.



## Map of the Dover Primary Planning Groups





## Dover Primary Schools by Planning Group

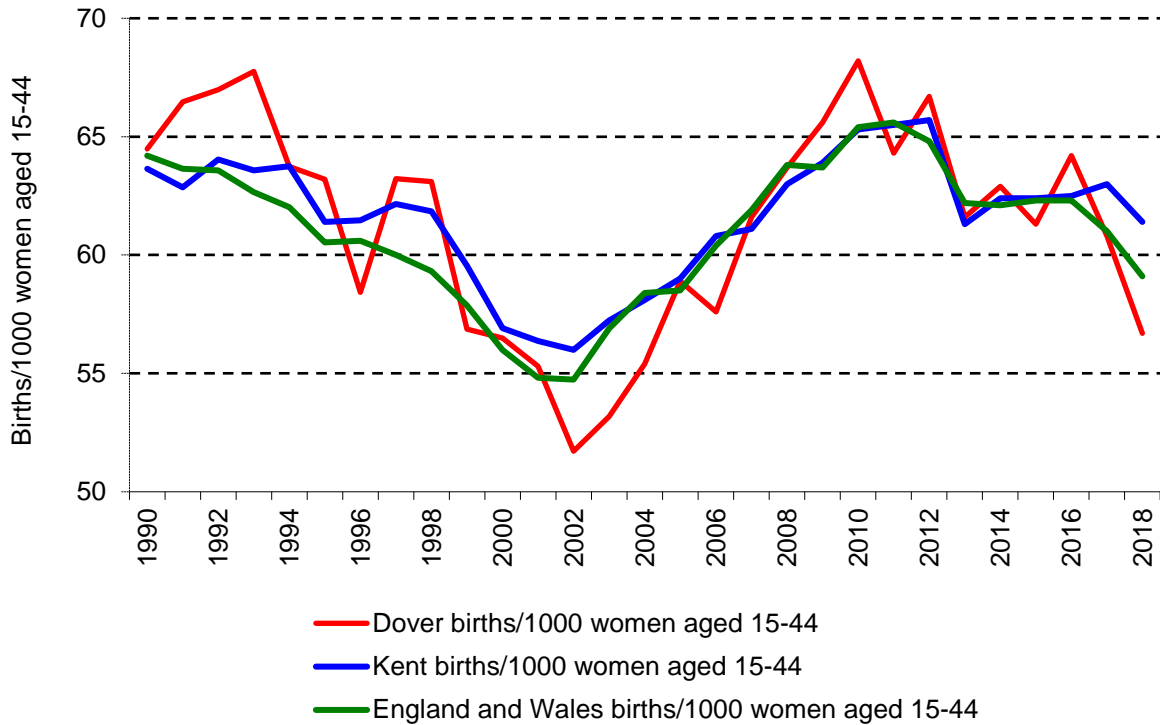
Planning Group	School	Status
Dover Town	Barton Junior School	Academy
	Charlton CE Primary School	Academy
	Green Park Community Primary School	Community
	Shatterlocks Infant School	Academy
	St. Mary's CE Primary School (Dover)	Voluntary Aided
	St. Richard's RC Primary School	Academy
	White Cliffs Primary College for the Arts	Academy
Whitfield and Dover North	Lydden Primary School	Community
	River Primary School	Community
	Temple Ewell CE Primary School	Academy
	Whitfield Aspen School	Community
Dover West	Aycliffe Community Primary School	Community
	Capel-le-Ferne Primary School	Community
	Priory Fields School	Academy
	St. Martin's School (Dover)	Academy
	Vale View Primary School	Academy
Dover East	Guston CE Primary School	Voluntary Controlled
	Langdon Primary School	Community
	St. Margaret's-at-Cliffe Primary School	Community
Deal	Deal Parochial CE Primary School	Academy
	Downs CE Primary School	Academy
	Hornbeam Primary School	Academy
	Kingsdown & Ringwould CE Primary School	Voluntary Controlled
	Sandown School	Academy
	Sholden CE Primary School	Academy
	St. Mary's RC Primary School (Deal)	Academy
	Warden House Primary School	Academy
Sandwich and Eastry	Eastry CE Primary School	Voluntary Controlled
	Northbourne CE Primary School	Academy
	Sandwich Infant School	Community
	Sandwich Junior School	Community
	Worth Primary School	Community
Ash and Wingham	Ash Cartwright & Kelsey CE Primary School	Voluntary Aided
	Goodnestone CE Primary School	Voluntary Controlled
	Preston Primary School	Community
	Wingham Primary School	Community
Aylesham	Aylesham Primary School	Community
	Nonington CE Primary School	Voluntary Controlled
	St. Joseph's RC Primary School (Aylesham)	Academy
Eythorne and Shepherdswell	Eythorne Elvington Community Primary School	Community
	Sibertswold CE Primary School	Voluntary Controlled



## Birth Rate and Birth Analysis

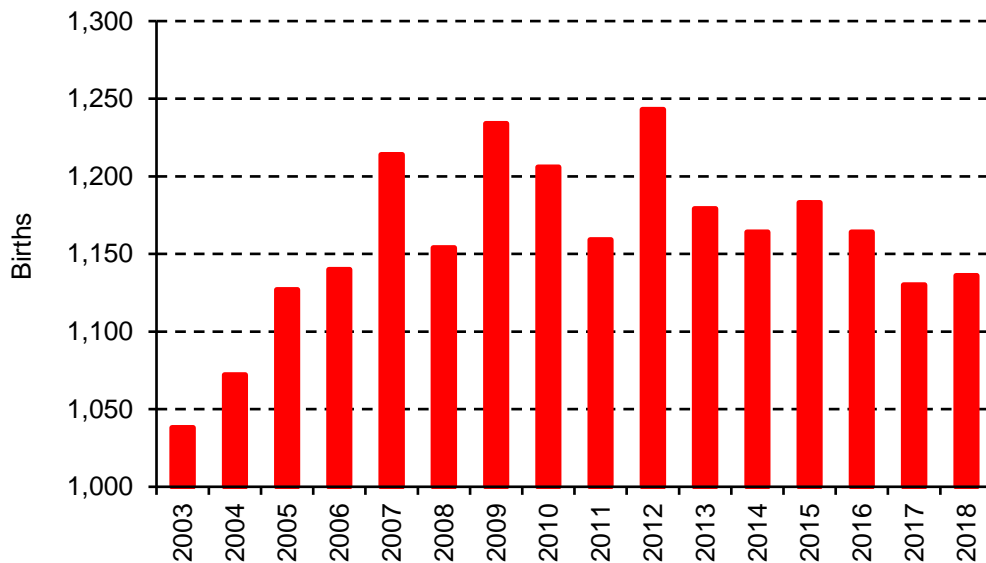
The charts below set out the birth rates for the district and the number of recorded births.

### Dover, Kent and England & Wales birth rates 1990-2018



\* ONS data

### Dover births 2003-2018



\*\* Health Authority birth data



## Dover District Analysis - Primary

### Year R Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Dover Town	270	22	34	31	42	47	43	270
Whitfield and Dover North	182	28	19	20	25	23	23	182
Dover West	170	24	9	21	13	21	19	170
Dover East	67	-2	4	-1	-1	3	1	67
Deal	315	25	18	25	37	26	30	315
Sandwich and Eastry	116	30	25	24	13	12	10	116
Ash and Wingham	90	27	27	30	33	32	30	90
Aylesham	87	24	23	15	29	25	33	87
Eythorne and Shepherdswell	50	1	3	9	9	10	10	50
<b>Dover</b>	<b>1,347</b>	<b>179</b>	<b>162</b>	<b>174</b>	<b>199</b>	<b>199</b>	<b>199</b>	<b>1,347</b>

### Year R-6 Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Dover Town	1,815	145	156	168	186	197	225	1,890
Whitfield and Dover North	1,154	9	31	68	99	137	153	1,274
Dover West	1,220	79	86	101	95	123	144	1,190
Dover East	444	10	-2	2	4	-1	-4	469
Deal	2,265	98	85	100	117	123	130	2,235
Sandwich and Eastry	828	91	103	126	109	103	90	828
Ash and Wingham	630	97	116	140	153	165	188	630
Aylesham	609	186	152	107	112	107	131	609
Eythorne and Shepherdswell	350	33	34	36	36	39	46	350
<b>Dover</b>	<b>9,315</b>	<b>748</b>	<b>761</b>	<b>848</b>	<b>911</b>	<b>992</b>	<b>1,103</b>	<b>9,475</b>

### District commentary

The demand for Year R places is forecast to reduce across the Plan period with Dover East being the only planning group showing a deficit or less than 5% surplus of Year R places throughout the forecast period.

Year R-6 rolls fall slightly with over 5% surplus capacity forecast to be available across the district, with the exception of three planning groups: Whitfield and Dover North, Dover East and Deal.



### **Whitfield and Dover North Planning Group**

The pressure for places in the planning group is due, in part, to the first phase of the Whitfield Urban Expansion (WUE). The WUE has outline planning consent for 5,750 new homes to be delivered over the next 20 years. To provide sufficient primary school places the equivalent of three 2FE primary schools are included within the Master Plan.

The first of these new provisions is located on the Richmond Park development and will open in 2020-21 as a satellite of Whitfield Aspen Primary School. In order to ensure sufficient primary school places prior to the satellite site being available, the School added an extra form of entry from the 2016-17 academic year, taking the School from 2FE to 3FE.

The design of the satellite building allows for the swift addition of a further block of classrooms taking the school to 4FE when required, which is likely to be in the latter half of the next decade.

### **Dover East Planning Group**

Surplus places in neighbouring planning groups will support the small deficit of Year R and Year R-6 places forecast. In the longer term places will be required to support the planned development of Connaught Barracks. Additional land alongside developer contributions is being requested to enable the expansion of Guston Church of England Primary School when required.

### **Deal Planning Group**

The plan to increase primary school provision in Deal via the expansion of Deal Parochial Church of England Primary School has been revoked as forecasts would suggest that this is not currently required. However, the expansion of this school remains our strategic solution to increase primary school places in the planning group as and when required.

### **Sandwich and Eastry Planning Group**

Consented and proposed developments in Sandwich and the neighbouring villages of Eastry and Ash together account for possibly over 1,100 new homes. Should housing come forward as identified in the Local Plan, 1FE of provision in Sandwich may be required however, forecasts would suggest this would be in the second half of the next decade.

### **Dover District Analysis - Secondary**

There are three planning groups within Dover district (See appendix 13.2 for the non-selective and selective planning group maps). Two planning groups are non-selective (Dover North, Deal and Sandwich), one selective. The commentary below outlines the forecast position for each of the planning groups.



### Year 7 Surplus/Deficit Capacity if No Further Action is Taken

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Dover Non-Selective	480	101	88	43	28	42	-2	29	55	480
Deal and Sandwich Non-Selective	465	16	31	-12	35	20	-21	-10	24	465
Dover Selective	440	-11	5	-6	-7	-9	-6	-9	-10	440

### Years 7-11 Surplus/Deficit Capacity if No Further Action is Taken

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Dover Non-Selective	2,400	554	508	442	374	339	239	184	196	2,400
Deal and Sandwich Non-Selective	2,205	322	282	178	136	83	42	-1	36	2,175
Dover Selective	2,030	-88	-72	-42	-26	-17	-11	-25	-28	2,200

#### Dover Non-Selective Planning Group

There are three Schools in the Dover non-selective planning group: Astor College of the Arts, Dover Christ Church Academy and St. Edmunds RC School. We forecast surplus school places throughout the Plan period apart from a small deficit of Year 7 (-2) places in 2023-24. Should this be the case it will be managed within existing schools. The Whitfield Urban Expansion will, over time increase the pressure on local secondary school places which will initially be met via expansion of Dover Christ Church Academy as the local school.

#### Deal and Sandwich Non-Selective Planning Group

There are two Schools in the Deal and Sandwich non-selective planning group: Goodwin Academy and Sandwich Technology College. Forecasts suggest short term pressures for Year 7 places in 2020-21 and 2022-23 through to 2024-25. This is in part due to increasing numbers of families choosing travelling into the planning group from Thanet to access school places, particularly to Sandwich Technology College. As secondary numbers grow, the flow of pupils will reduce with pupils gaining places nearer to their homes where there is capacity. Should provision be required this will be managed through the addition of temporary Year 7 places.

#### Dover Selective Planning Group

Selective provision is provided by three schools: Dover Boys Grammar, Dover Girls Grammar and Sir Roger Manwood's Grammar. Forecasts suggest a small deficit of Year 7 and Years 7-11 places across the forecast period. This is due to the selective schools accepting over PAN for a number of years rather than cohorts growing significantly. With the



exception of needs arising to meet the demand from new housing, no extra provision will be required in the forecast period in order to ensure those pupils deemed as selective can gain an appropriate school place.

### Planned Commissioning - Dover

Planning Group	By 2020-21	By 2021-22	By 2022-23	By 2023-24	Between 2024-28	Post 2028
Whitfield and North Dover Primary					Expansion of Whitfield Aspen Satellite by 1FE	New 2FE primary school in Whitfield
Sandwich and Eastry Primary					1FE Sandwich planning group	
Deal Primary						1FE Expansion in Deal
Dover Non-Selective				Up to 30 Year 7 places		
Deal and Sandwich Non-Selective		Up to 30 Year 7 places		Up to 30 Year 7 places	Up to 30 Year 7 places	
Special Schools	168 place satellite of a PSCN school  12 place satellite of a PSCN school					



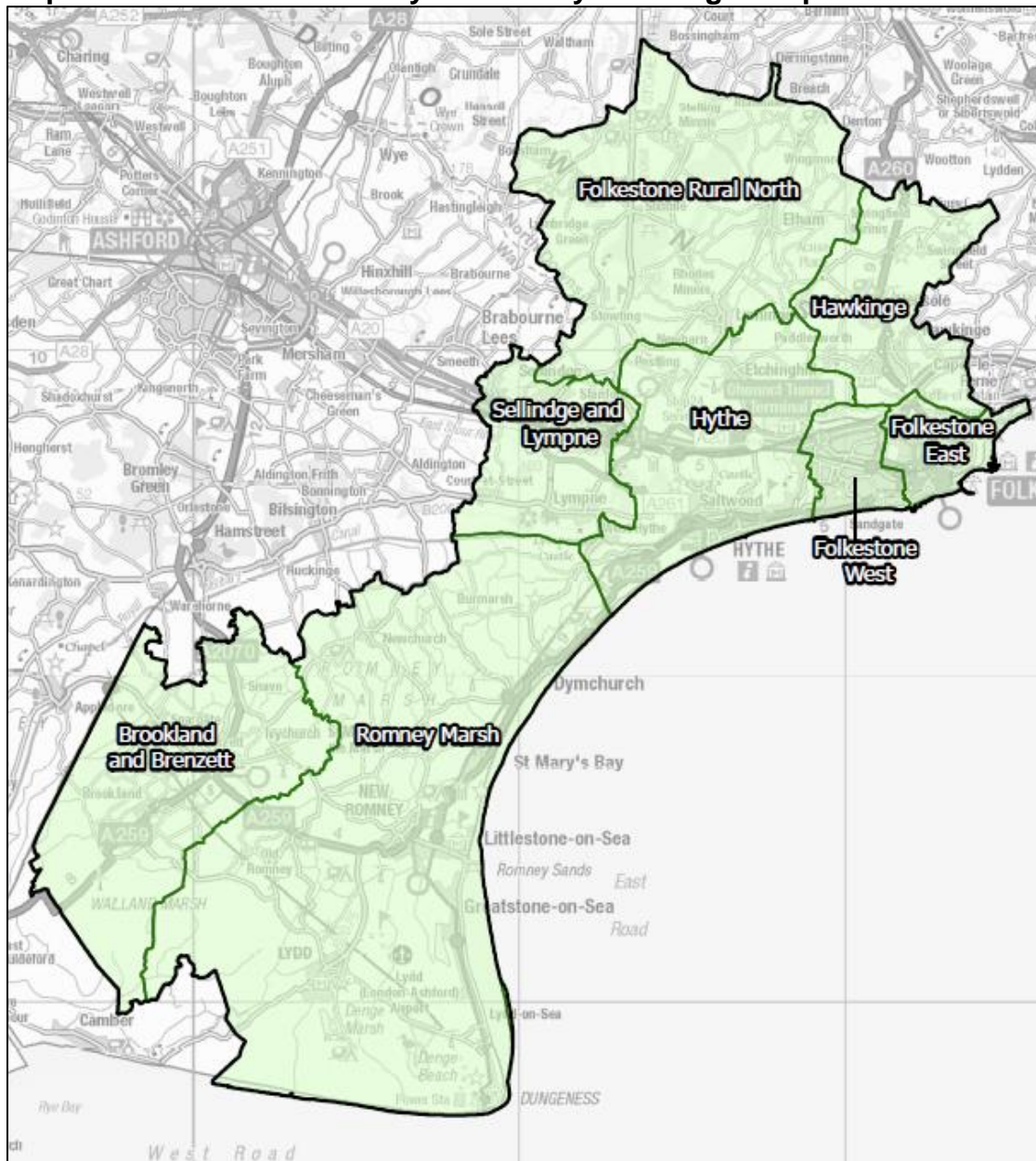
## 10.10 Folkestone and Hythe

### District commentary

- The birth rate in Folkestone and Hythe fell significantly from the previous year, it is 5 points below the County average and 11.5 points below the 2011 peak. The number of recorded births in the district also fell in 2018 and is over 140 births lower than 2011.
- We forecast a significant surplus of primary school places across the district throughout the Plan period. We will see a deficit of non-selective secondary school places from 2021-22, lasting around three years at which point we expect rolls to fall and a surplus of places to resume.
- The adopted Core Strategy (2013) identified that 8,750 dwellings would be required between 2006 and 2031, at an average of 350 per annum. During the 5-year period 2013-18 a total of 1,777 houses were completed with an average of 355 per annum. The District Council are in the process of producing a new local plan covering the period 2018-2037. We are working with Folkestone and Hythe District Council to ensure the education needs arising are catered for.
- An outline planning application for Otterpool Park was submitted in February 2019 for 8,500 homes. This level of development would require significant education infrastructure.



## Map of the Folkestone and Hythe Primary Planning Groups



### Folkestone and Hythe Primary Schools by Planning Group

Planning Groups	School	Status
Folkestone East	Castle Hill Community Primary School	Community
	Christ Church CE Academy	Academy
	Folkestone Primary Academy	Academy
	Martello Primary School	Academy
	Mundella Primary School	Community
	St. Eanswythe's CE Primary School	Academy
	St. Mary's CE Primary Academy (Folkestone)	Academy
	St. Peter's CE Primary School (Folkestone)	Voluntary Controlled
	Stella Maris RC Primary School	Academy





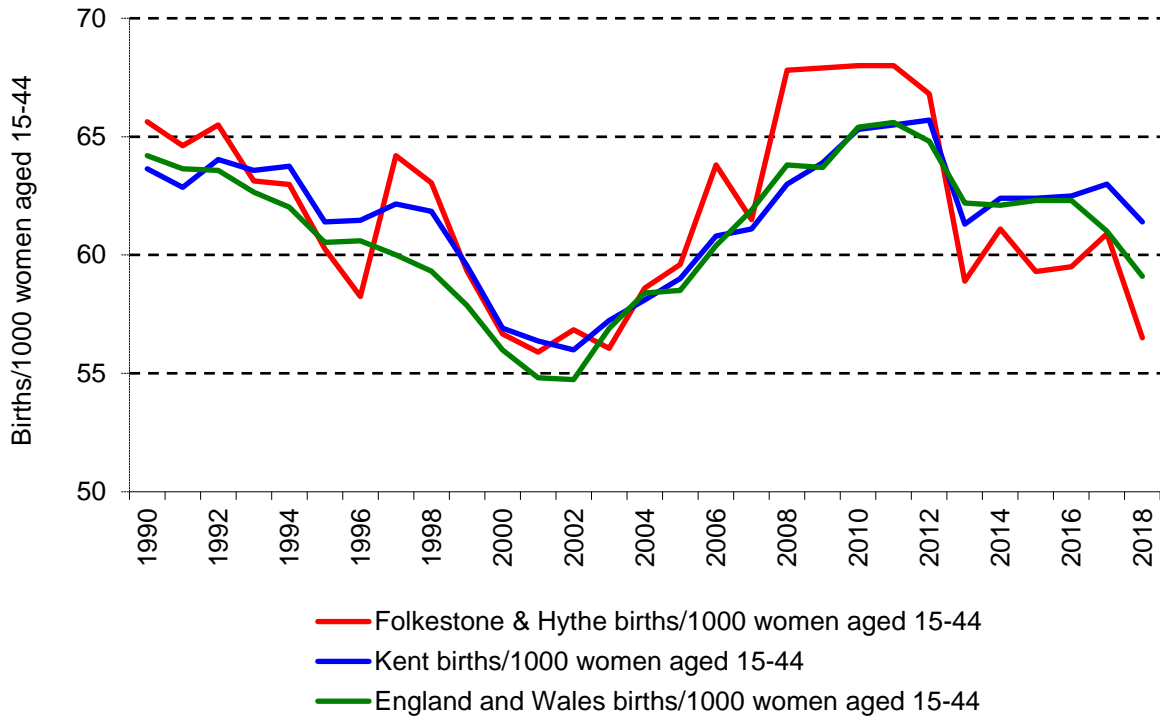
Planning Groups	School	Status
Folkestone West	All Souls' CE Primary School	Voluntary Aided
	Cheriton Primary School	Foundation
	Harcourt Primary School	Foundation
	Morehall Primary School	Academy
	Sandgate Primary School	Community
	St. Martin's CE Primary School (Folkestone)	Voluntary Controlled
Hawkinge	Churchill School (Hawkinge)	Foundation
	Hawkinge Primary School	Foundation
	Selsted CE Primary School	Voluntary Controlled
Folkestone Rural North	Bodsham CE Primary School	Voluntary Controlled
	Elham CE Primary School	Voluntary Aided
	Lyminge CE Primary School	Voluntary Controlled
	Stelling Minnis CE Primary School	Voluntary Controlled
	Stowting CE Primary School	Voluntary Controlled
Hythe	Hythe Bay CE Primary School	Voluntary Controlled
	Palmarsh Primary School	Community
	Saltwood CE Primary School	Voluntary Aided
	Seabrook CE Primary School	Voluntary Controlled
	St. Augustine's RC Primary School (Hythe)	Voluntary Aided
Sellindge and Lympne	Lympne CE Primary School	Voluntary Controlled
	Sellindge Primary School	Community
Romney Marsh	Dymchurch Primary School	Academy
	Greatstone Primary School	Foundation
	Lydd Primary School	Academy
	St. Nicholas CE Primary Academy	Academy
Brookland and Brenzett	Brenzett CE Primary School	Academy
	Brookland CE Primary School	Voluntary Controlled



## Birth Rate and Birth Analysis

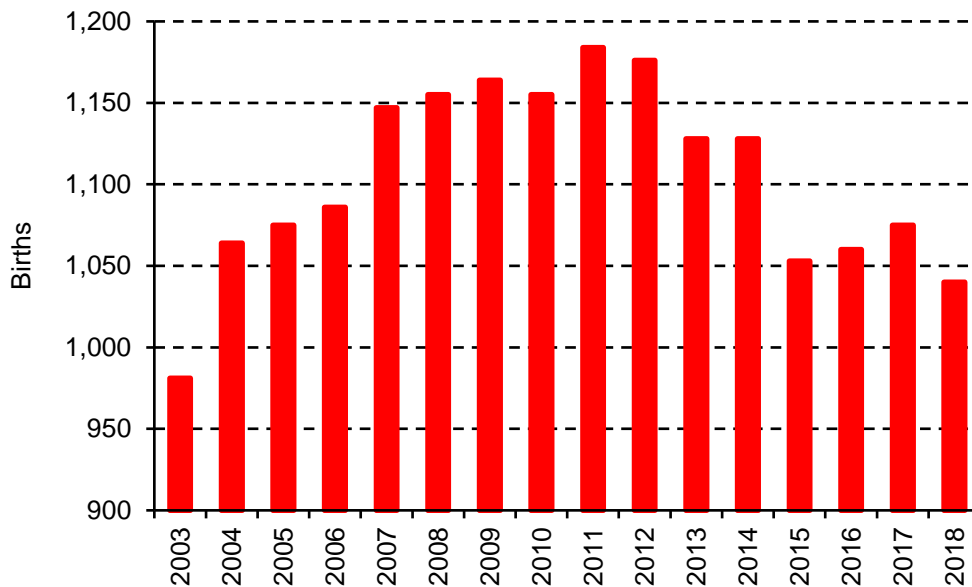
The charts below set out the birth rates for the district and the number of recorded births.

**Folkestone & Hythe, Kent and England & Wales birth rates 1990-2018\***



\* ONS data

**Folkestone & Hythe births 2003-2018\*\***



\*\* Health Authority birth data



## Folkestone and Hythe Analysis – Primary

### Year R Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021--22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Folkestone East	373	3	35	32	39	45	35	373
Folkestone West	285	59	58	54	56	53	54	285
Hawkinge	135	13	23	16	24	39	29	135
Folkestone Rural North	93	24	13	24	26	14	19	93
Hythe	155	23	34	24	23	22	22	155
Sellindge and Lympe	45	4	10	16	27	18	19	60
Romney Marsh	181	15	65	47	41	43	43	187
Brookland and Brenzett	35	15	15	14	15	18	16	35
<b>Folkestone &amp; Hythe</b>	<b>1,302</b>	<b>156</b>	<b>253</b>	<b>226</b>	<b>251</b>	<b>251</b>	<b>239</b>	<b>1,323</b>

### Year R-6 Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021--22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Folkestone East	2,611	53	89	116	160	206	243	2,611
Folkestone West	1,855	117	147	183	209	244	289	1,965
Hawkinge	945	54	66	79	94	132	157	945
Folkestone Rural North	649	43	49	67	89	94	106	651
Hythe	1,081	23	53	70	79	98	115	1,085
Sellindge and Lympe	315	8	15	32	61	73	95	375
Romney Marsh	1,237	100	137	157	183	215	239	1,307
Brookland and Brenzett	245	79	79	82	86	95	100	245
<b>Folkestone &amp; Hythe</b>	<b>8,938</b>	<b>477</b>	<b>635</b>	<b>785</b>	<b>961</b>	<b>1,158</b>	<b>1,344</b>	<b>9,184</b>

### District commentary

#### Folkestone and Hythe District Analysis - Primary

We forecast just under 20% of surplus Year R places across the district, with no planning group being under pressure. Across Years R-6 surplus places are set to increase from 7.1% in 2019-20 to 14.6% in 2023-24.

As the surplus places grow, some schools may be impacted by falling rolls and consequently falling budgets. We will work with both schools maintained by KCC and those led by academy trusts to find solutions which may include the reduction of pupil admission numbers in areas of significant surplus places.



### Folkestone East Planning Group

Forecasts suggest that there will be sufficient Year R places (including a 5% surplus) across the Plan period apart from 2019-20 and 2020-21 where surplus places are forecast to fall just below 5%. There are sufficient surplus places in the neighbouring planning groups to support this.

### Folkestone West Planning Group

Land and developer contributions for a new 2FE primary school at Shorncliffe Heights was agreed several years ago. As pupil numbers have continued to fall across the district, it is expected that this provision will not be required until the latter half of the next decade.

### Hythe Planning Group

Previous plans have noted that any demand for school places in the planning groups would be predicated on the pressure felt from new housing rather than any indigenous demand. This continues to be the case. Housing delivery is slow which has led to the reduced pressure for places and consequently, the planned expansion of Palmmarsh Primary School has been put on hold. In the short to medium term we will work with schools to manage the forecast surplus places.

### Sellindge and Lympne Planning Group

Housing development in Sellindge is well underway with the 0.5FE expansion of Sellindge Primary School planned for September 2020. Any further consented housing development in the locality may require the further expansion of the School, with additional land allocated to enable this.

### Romney Marsh Planning Group

The District's Core Strategy provides for just under 600 new homes in the Romney Marsh. Subject to these being delivered, small scale expansions of St Nicholas CEPS and Greatstone Primary School may be required in the medium to longer term.

### Folkestone and Hythe District Analysis - Secondary

There are three planning groups within Folkestone and Hythe district (See appendix 13.2 for the non-selective and selective planning group maps). Two planning groups are non-selective (Folkestone and Hythe, Romney Marsh), one selective. The commentary below outlines the forecast position for each of the planning groups.

#### Year 7 Surplus/Deficit Capacity if No Further Action is Taken

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Folkestone and Hythe Non-Selective	625	57	41	10	-6	-25	-10	17	44	685
Romney Marsh Non-Selective	180	-10	1	-11	-6	-19	-6	-6	-9	180
Folkestone Selective	330	-8	14	18	17	18	17	17	14	330



### Years 7-11 Surplus/Deficit Capacity if No Further Action is Taken

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Folkestone and Hythe Non-Selective	2,715	98	142	166	161	141	76	53	86	3,425
Romney Marsh Non-Selective	900	45	22	8	-13	-25	-20	-27	-27	900
Folkestone Selective	1,680	-8	9	34	63	90	114	117	113	1,650

#### Folkestone and Hythe Non-Selective Planning Group

There are three schools in the Folkestone and Hythe non-selective planning group: Brockhill Park Performing Arts College, Folkestone Academy and The Turner Free School (opened in September 2018).

Forecasts suggest there will be a small deficit of Year 7 places in the three year period 2021-22 to 2023-24. Should this be the case it will be managed with the support of existing schools.

#### Romney Marsh Non-Selective Planning Group

There is one non-selective school in the planning group: The Marsh Academy.

Forecasts suggest there will be a deficit of Year 7 and Years 7-11 places throughout the Plan period. This is due to a combination of factors: an increase in the number of pupils resident in the Romney Marsh primary planning group and the numbers of families resident in Ashford district traveling to The Marsh Academy to take up places. As the Academy prioritises the admission of pupils resident in the district, we anticipate local residents to be admitted.

#### Folkestone Selective Planning Group

There are two selective schools in the district: Folkestone Girls Grammar and Harvey Grammar.

Forecasts suggest there will be sufficient Year 7 places available throughout the Plan period.

#### Planned Commissioning – Folkestone and Hythe

Planning Group	By 2020-21	By 2021-22	By 2022-23	By 2023-24	Between 2024-28	Between 2028-2031
Folkestone West Primary					2FE new provision in Shorncliffe	
Hythe Primary					Expansion of Palmarsh PS by 1FE	



Planning Group	By 2020-21	By 2021-22	By 2022-23	By 2023-24	Between 2024-28	Between 2028-2031
Romney Marsh Primary					0.1FE Greatstone PS  0.1FE St Nicholas CEPS	
Folkestone and Hythe Non-Selective	Up to 30 Year 7 places	Up to 30 Year 7 places	Up to 30 Year 7 places	Up to 30 Year 7 places		
Specialist Resourced Provision		14 place primary ASD SRP at St. Nicholas CE Primary School				



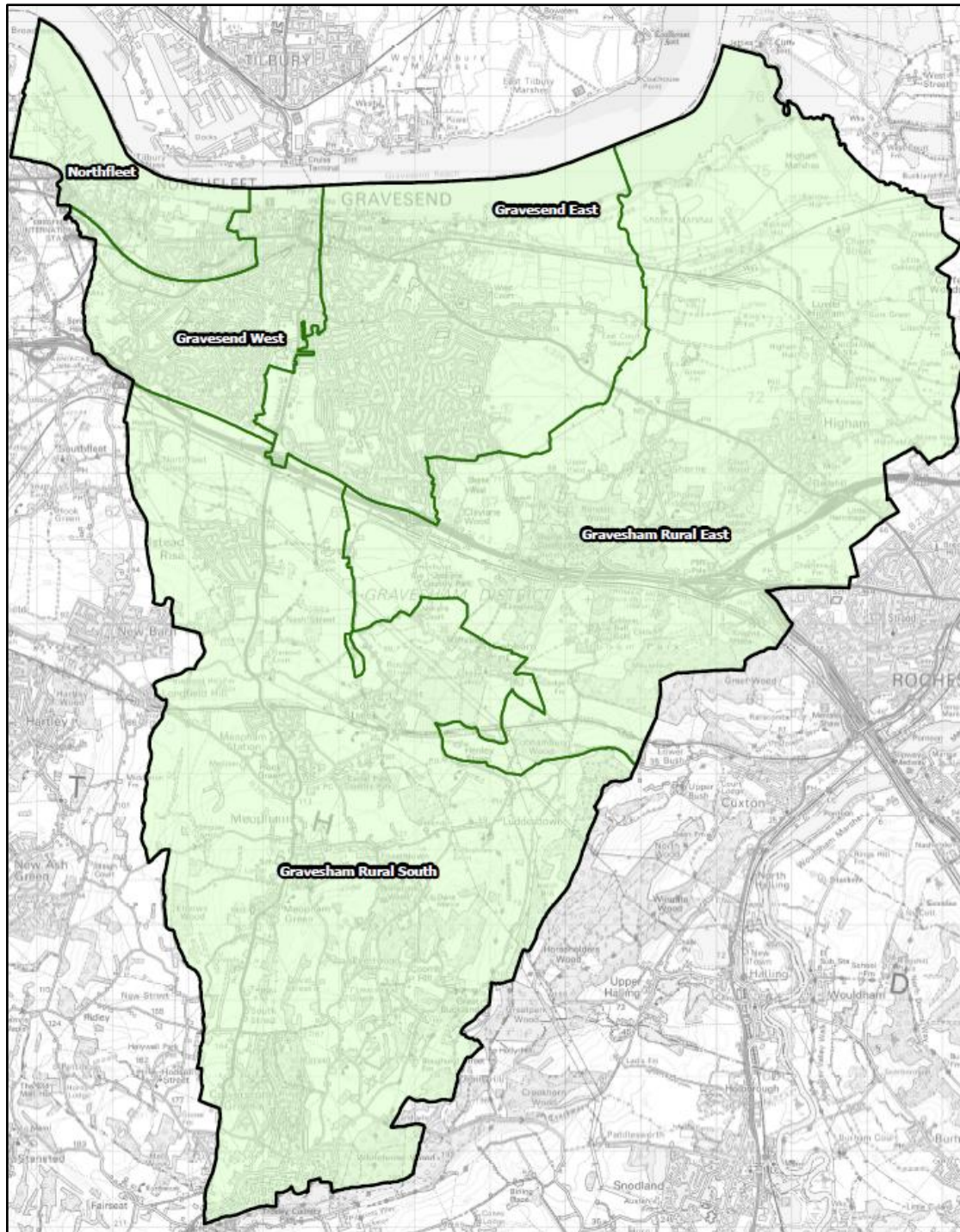
## 10.11 Gravesham

### Borough commentary

- The Gravesham birth rate fell 3.6 points in 2018 but remains significantly above the Kent average, being consistently 6 to 9 points higher every year since 2010. The number of births has risen slightly but is still around 86 below the 2014 peak.
- Following several years of primary school expansions, the position in Gravesham has stabilised. With the exception of the Northfleet planning group, all other areas of primary provision in Gravesham are manageable.
- Demand for non-selective Secondary provision in Gravesham continues to increase, necessitating additional capacity. Selective secondary school rolls are also forecast to increase.
- The Gravesham Borough Council Local Plan (adopted September 2014), states an intention to build 6,170 dwellings between 2011 to 2028. About 20% of the Ebbsfleet Development Corporation area is sited in Gravesham. During the 5 year period 2013-18 a total of 1,023 houses were completed with an average of 205 per annum.



## Map of the Gravesham Primary Planning Groups



### Gravesham Primary Schools by Planning Group

Planning Group	School	Status
Gravesend East	Chantry Community Academy	Academy
	Holy Trinity CE Primary School (Gravesend)	Voluntary Aided
	Kings Farm Primary School	Community
	Riverview Infant School	Academy





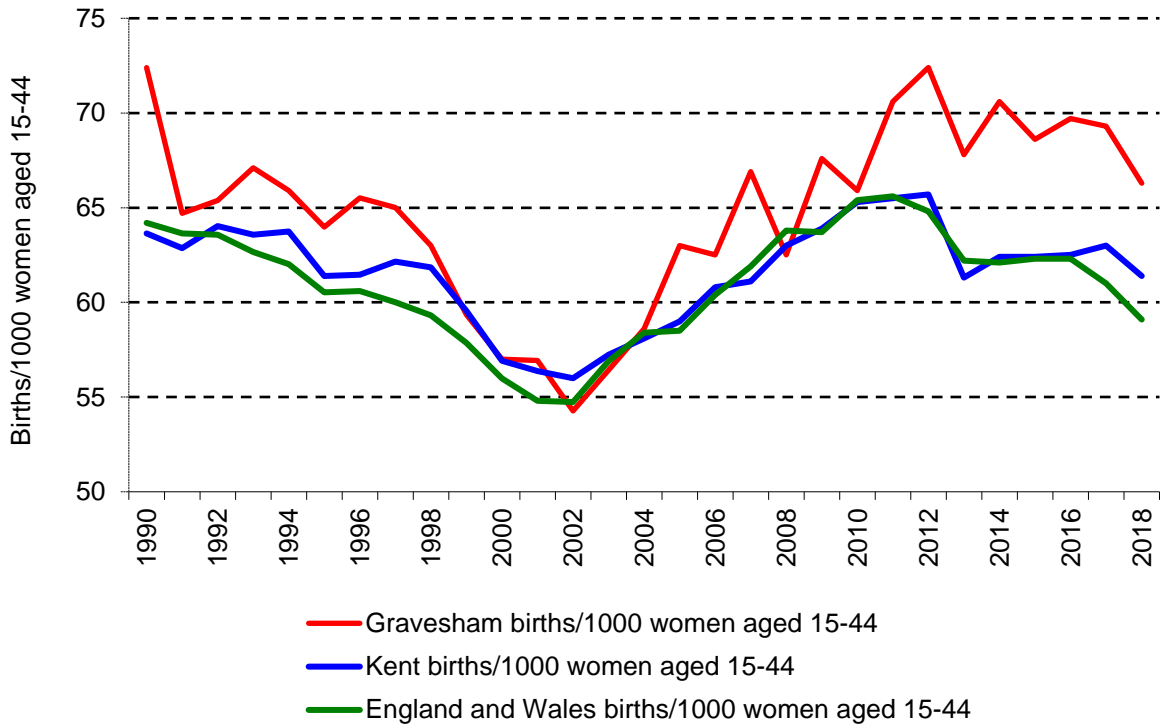
Planning Group	School	Status
	Riverview Junior School	Academy
	Singlewell Primary School	Community
	St. John's RC Primary School (Gravesend)	Academy
	Tymberwood Academy	Academy
	Westcourt Primary School	Academy
	Whitehill Primary School	Academy
Gravesend West	Cecil Road Primary School	Community
	Copperfield Academy	Academy
	Painters Ash Primary School	Community
	Saint George's CE Primary School (Gravesend)	Academy
	Shears Green Infant School	Community
	Shears Green Junior School	Community
	Wrotham Road Primary School	Academy
Northfleet	Lawn Primary School	Community
	Rosherville CE Primary Academy	Academy
	St. Botolph's CE Primary School (Gravesend)	Academy
	St. Joseph's RC Primary School (Northfleet)	Academy
Gravesham Rural East	Higham Primary School	Community
	Shorne CE Primary School	Academy
Gravesham Rural South	Cobham Primary School	Community
	Culverstone Green Primary School	Academy
	Istead Rise Primary School	Academy
	Meopham Community Academy	Academy
	Vigo Village School	Community



## Birth Rate and Birth Analysis

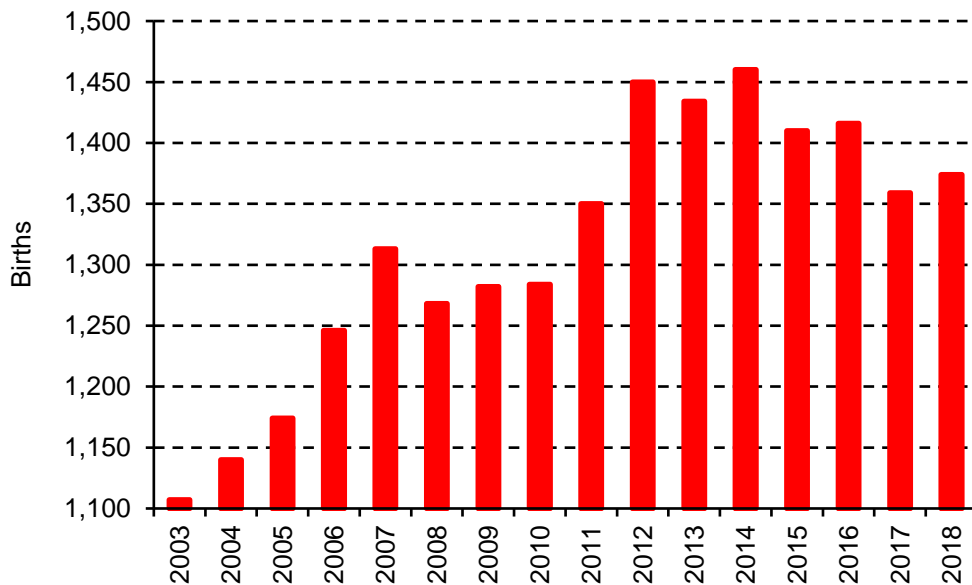
The charts below set out the birth rates for the Borough and the number of recorded births.

### Gravesham, Kent and England & Wales birth rates 1990-2018\*



\* ONS data

### Gravesham births 2003-2018\*\*



\*\* Health Authority birth data



## Gravesham Analysis – Primary

### Year R Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Gravesend East	682	25	62	80	66	86	80	682
Gravesend West	384	18	75	57	61	57	58	414
Northfleet	140	0	0	-8	-1	2	1	140
Gravesham Rural East	60	1	2	5	3	4	4	60
Gravesham Rural South	195	30	12	14	14	11	14	180
<b>Gravesham</b>	<b>1,461</b>	<b>74</b>	<b>151</b>	<b>148</b>	<b>143</b>	<b>160</b>	<b>158</b>	<b>1,476</b>

### Year R-6 Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Gravesend East	4,422	110	169	222	290	356	431	4,774
Gravesend West	2,598	69	160	240	291	338	391	2,898
Northfleet	1,040	15	16	7	5	5	7	980
Gravesham Rural East	420	-1	-9	-15	-16	-17	-16	420
Gravesham Rural South	1,365	19	31	39	58	52	63	1,290
<b>Gravesham</b>	<b>9,845</b>	<b>212</b>	<b>367</b>	<b>494</b>	<b>628</b>	<b>734</b>	<b>876</b>	<b>10,362</b>

### District commentary

Traditionally, Gravesend East has carried the bulk of any Year R surplus capacity in the Borough. However, additional provision in Gravesend West shows there is now sufficient capacity in much of the Borough to provide for the forecast demand and allow a small surplus to facilitate parental preference. However, one of the academies in the Gravesend West Planning Area will be reducing its PAN from 90 to 60, which reduces the planning group Year R totals by 30 for 2020-21.

### Northfleet Planning Group

Northfleet planning group is in an area of large-scale housing development. The demand created from the development combines with traditional high levels of demand. A new 2FE Free School is being established by the Department for Education which will open in September 2020, initially with only 1FE of provision. The school will only expand to the full 2FE in seven years, or as demand increases.

### Gravesham West Planning Group

A school in this planning area will be reducing its published admission number by 30 Year R places. This will reduce the school's published admission number from 90 Year R places to



60. Forecasts suggest that this will reduce surplus Year R places in the planning group from 14.0% to 7.3% by the end of the Plan period and Years R-6 from 13.5% surplus to 10.7%. This is still above the 5% surplus capacity that we try to maintain to facilitate parental choice.

### Gravesham Rural East Planning Group

Gravesham Rural East has a small amount of surplus Year R places, but demand for Year R provision in that planning group is not expected to change overtime. Forecasts suggest a deficit of Year R-6 places in the planning group. Surplus places in adjacent planning groups will support any demand for places.

### Gravesham Analysis Secondary

There are two planning groups which are within Gravesham Borough or cross the Borough boundary, one non-selective and one selective (See appendix 13.2 for the non-selective and selective planning group maps). The commentary below outlines the forecast position for each of the planning groups.

#### Year 7 Surplus/Deficit Capacity if No Further Action is Taken

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Gravesham and Longfield Non-Selective	1,309	32	-51	-44	-102	-64	-203	-146	-175	1,264
Gravesham and Longfield Selective	354	-20	-26	-29	-46	-34	-72	-55	-63	354

#### Years 7-11 Surplus/Deficit Capacity if No Further Action is Taken

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Gravesham and Longfield Non-Selective	6,106	290	134	16	-127	-236	-469	-580	-703	6,320
Gravesham and Longfield Selective	1,700	-44	-65	-103	-131	-153	-206	-235	-269	1,770

### Gravesham and Longfield Non-Selective Planning Group

There are seven schools in the Gravesham and Longfield non-selective planning group: Longfield Academy, Meopham School, Northfleet Technology College, Northfleet School for Girls, Thamesview School, Saint George's CE School and Saint John's Catholic Comprehensive School.



Demand fluctuates throughout the forecast period which will require additional capacity. We will commission 30 temporary Year 7 places for 2020/21 and expand Meopham School by 1FE. The following year we add a further 1FE at both Meopham and Thamesview schools. A further 3FE of provision will be required from September 2023-24 which will be managed through the expansion of existing provision.

### Gravesham and Longfield Selective Planning Group

There are two schools in the Gravesham and Longfield selective planning group: Gravesend Grammar School and the Mayfield Grammar School.

Demand is forecast to be steady, but in deficit throughout the forecasting period. To accommodate this demand, we will commission 30 temporary Year 7 places for 2020-21 and 2FE permanent provision in 2021-22.

### Planned Commissioning – Gravesham

Planning Group	By 2020-21	By 2021-22	By 2022-23	By 2023-24	Between 2024-28	Between 2028-2031
Northfleet	1FE new provision					
Gravesham West	1FE REDUCTION					
Gravesham and Longfield Non-Selective	1FE expansion 30 Year 7 places	2FE expansion		3FE expansion		
Gravesham and Longfield Selective	30 Year 7 places	2FE expansion				
Specialist Resourced Provision		15 place primary in Northfleet				



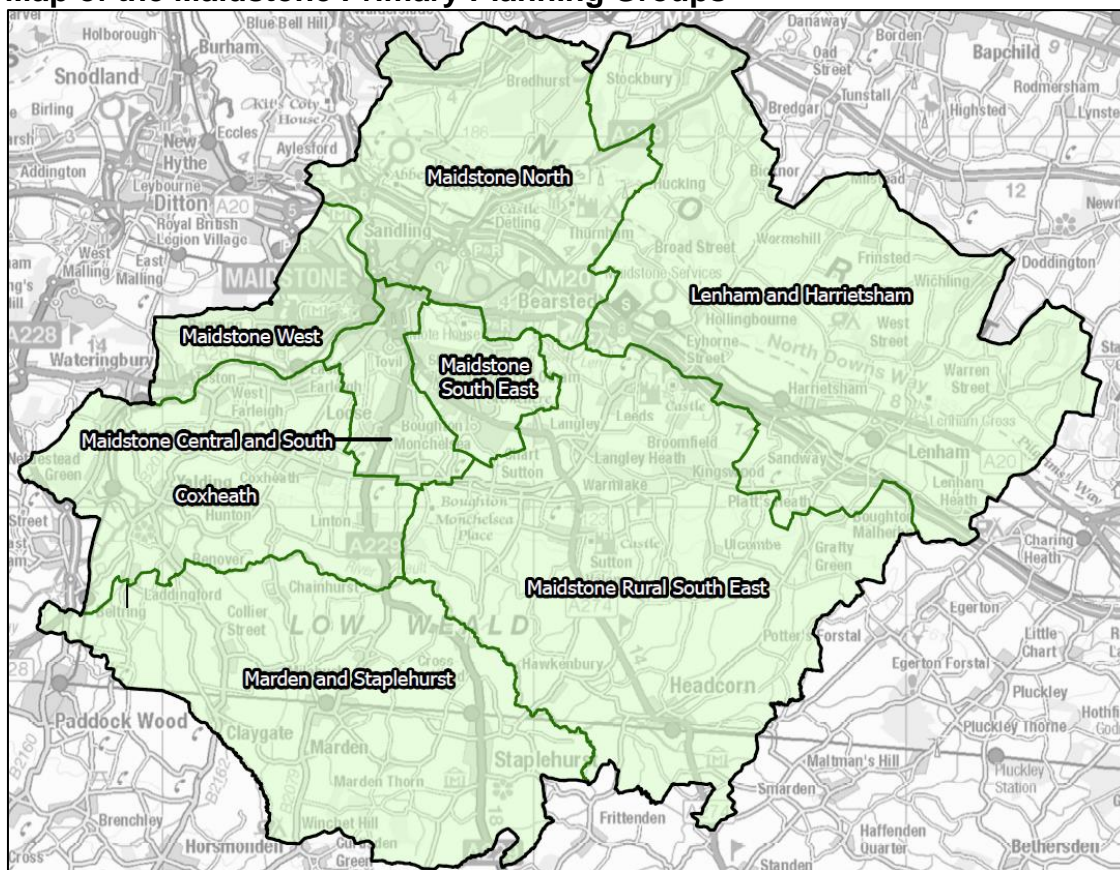
## 10.12 Maidstone

### Borough commentary

- The birth rate in Maidstone has increased each year from 2013 and is presently 7 percentage points above the County average. The number of recorded births in the Borough has increased slightly from the previous year.
- Forecasts indicate that there will be sufficient primary places for both Year R and Years R-6 across the Plan period for Maidstone district. However, there is significant place pressure within the Maidstone Central and South and Maidstone West town centre planning groups, with Year R and Years R-6 place deficits forecast throughout the Plan period.
- Within the secondary sector, there is fluctuating demand for non-selective Year 7 places over the Plan period. The initial surplus forecast moves to a significant deficit in 2023-24, before lessening in 2024-25 and 2025-26. For selective provision forecasts suggest a deficit of Year 7 and all year groups that increases during the Plan period. The demand can be managed in the early years of the Plan period, but in the medium to longer term will require additional places to be commissioned.
- Maidstone Borough Council Local Plan was formally adopted in October 2017, setting out the scale and location of proposed development up to 2031. The Borough is planning for around 17,500 dwellings or just under 900 per annum. During the 5 year period 2013-18 a total of 3,797 houses were completed with an average of 759 per year, below the 900 average required. However, it is worth noting that housing delivery has significantly increased over the last two years with well over double the houses being delivered per annum in 2016-17 and 2017-18 to that which was seen in the previous three years. This increased rate of delivery will need to continue in order to reach the housing as planned in the Core Strategy.



## Map of the Maidstone Primary Planning Groups



## Maidstone Primary Schools by Planning Group

Planning Groups	School	Status
Maidstone Central and South	Archbishop Courtenay CE Primary School	Academy
	Boughton Monchelsea Primary School	Community
	Loose Primary School	Community
	South Borough Primary School	Academy
	Tiger Primary School	Free
Maidstone North	Bredhurst CE Primary School	Voluntary Controlled
	Madginford Primary School	Community
	North Borough Junior School	Community
	Roseacre Junior School	Foundation
	Sandling Primary School	Community
	St. John's CE Primary School (Maidstone)	Academy
	St. Paul's Infant School	Community
	Thurnham CE Infant School	Voluntary Controlled
Valley Invicta Primary School at East Borough	Academy	
Maidstone West	Allington Primary School	Academy
	Barming Primary School	Academy
	Brunswick House Primary School	Community
	Jubilee Primary School	Free
	Palace Wood Primary School	Community
	St. Francis' RC School	Voluntary Aided



Planning Groups	School	Status
	St. Michael's CE Infant School	Voluntary Controlled
	St. Michael's CE Junior School	Voluntary Controlled
	West Borough Primary School	Community
Maidstone South East	Greenfields Community Primary School	Community
	Holy Family RC Primary School	Academy
	Langley Park Primary Academy	Academy
	Molehill Primary Academy	Academy
	Oaks Primary Academy	Academy
	Park Way Primary School	Community
	Senacre Wood Primary School	Community
	Tree Tops Primary Academy	Academy
Lenham and Harrietsham	Harrietsham CE Primary School	Voluntary Controlled
	Hollingbourne Primary School	Community
	Lenham Primary School	Community
	Platts Heath Primary School	Community
Coxheath	Coxheath Primary School	Community
	East Farleigh Primary School	Community
	Hunton CE Primary School	Voluntary Aided
	Yalding St. Peter and St. Paul CE Primary School	Voluntary Controlled
Marden and Staplehurst	Laddingford St. Mary's CE Primary School	Voluntary Controlled
	Marden Primary School	Community
	St. Margaret's Collier Street CE Primary School	Voluntary Controlled
	Staplehurst School	Community
Maidstone Rural South East	Headcorn Primary School	Community
	Kingswood Primary School	Community
	Leeds and Broomfield CE Primary School	Voluntary Controlled
	Sutton Valence Primary School	Community
	Ulcombe CE Primary School	Voluntary Controlled

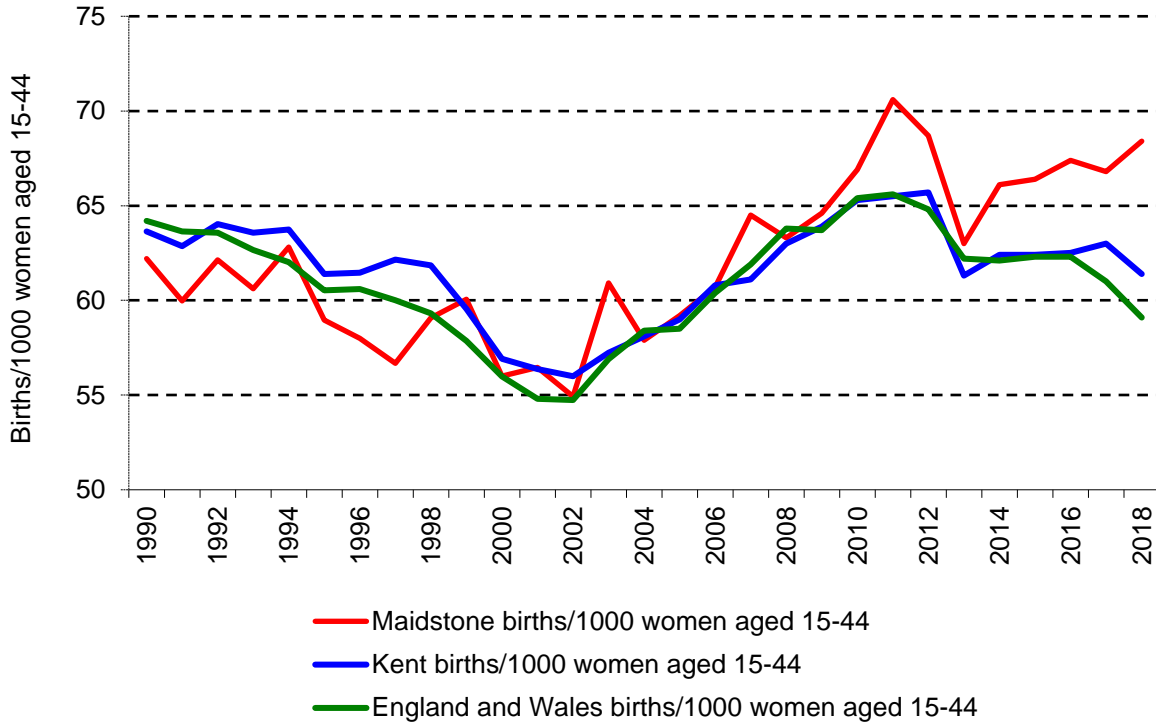




## Birth Rate and Births Analysis

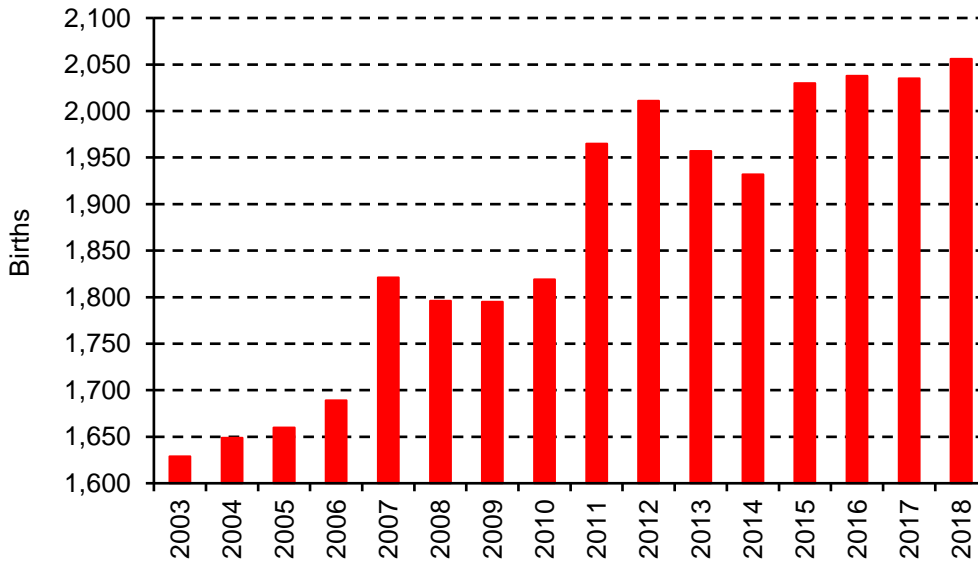
The charts below set out the birth rates for the Borough and the number of recorded births.

### Maidstone, Kent and England & Wales birth rates 1990-2018\*



\* ONS data

### Maidstone births 2003-2018



\*\* Health Authority birth data



## Maidstone Analysis – Primary

### Year R Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Maidstone Central and South	285	4	-17	-9	-7	-22	-16	285
Maidstone North	465	1	-21	44	34	50	44	525
Maidstone West	430	30	-5	-5	-22	-27	-28	430
Maidstone South East	327	8	9	11	4	0	0	327
Lenham and Harrietsham	118	29	38	32	40	34	39	118
Coxheath	126	-4	10	15	17	21	20	129
Marden and Staplehurst	145	32	12	11	13	9	12	145
Maidstone Rural South East	140	20	30	40	40	34	36	140
<b>Maidstone</b>	<b>2,036</b>	<b>120</b>	<b>56</b>	<b>140</b>	<b>119</b>	<b>98</b>	<b>108</b>	<b>2,099</b>

### Year R-6 Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Maidstone Central and South	1,965	18	-21	-39	-60	-83	-127	2,025
Maidstone North	3,318	-57	-87	13	27	67	115	3,603
Maidstone West	3,020	35	-2	-23	-71	-117	-155	3,060
Maidstone South East	2,109	143	115	65	18	-11	-25	2,289
Lenham and Harrietsham	646	62	77	102	134	150	186	796
Coxheath	874	39	24	9	-10	-2	19	897
Marden and Staplehurst	1,020	155	136	111	84	75	68	1,015
Maidstone Rural South East	817	110	122	150	181	196	226	980
<b>Maidstone</b>	<b>13,769</b>	<b>505</b>	<b>366</b>	<b>389</b>	<b>304</b>	<b>274</b>	<b>308</b>	<b>14,665</b>

### District commentary

Forecasts indicate that there will be sufficient places for both Year R and Years R-6 across the Plan period for the Maidstone district as a whole. However, there is significant demand for places within the town centre planning groups, with a deficit of Year R and Years R-6 places forecast from 2020-21 in Maidstone Central and South and Maidstone West. The deficit of places within the two planning groups increases during the Plan period and peaks at -49 Year R places by 2022-23. This town centre pressure will be mitigated via places available in the Maidstone North planning group with the September 2020 opening of the new 2FE Bearsted Primary Academy Free School.



We also anticipate additional pressure from several permitted developments across the town centre area of Maidstone. There are numerous projects scheduled and on-going to convert retail and office spaces into new residential dwellings under permitted development. This will potentially increase the demand for primary places across the Maidstone town centre area in excess of that indicated in the forecasts.

The Year R-6 demand shown within the town centre planning groups will be closely monitored. Where it would be appropriate to meet this demand via bulge classes, the County Council will work with existing school(s) to offer additional provision within the required year groups.

Housing developments on the Maidstone side of Hermitage Lane will necessitate up to 2FE of additional provision (see Maidstone West below). Land has been secured that would enable a 2FE primary school to be established on the East of Hermitage Lane site. This is expected no earlier than 2024-25 and once open will help to provide the needed surplus to cover the permitted development demand.

### **Maidstone North Planning Group**

Forecasts indicate that the Maidstone North planning group will be in surplus from 2020 and throughout the Plan period. However, we do not anticipate a surplus of Reception places in Maidstone North schools; forecasting methodology uses existing travel to school flows to distribute Reception pupils from each primary planning group into individual primary schools; where new provision is established that will alter existing travel to school patterns these adjustments are not embedded within the forecasts until later years.

### **Maidstone Central and South Planning Group**

Deficits for Year R and Years R-6 places are forecast throughout the Plan period. As mentioned in the Maidstone North section, additional places in the neighbouring Maidstone North planning group are expected to accommodate deficits across the town centre planning groups via established travel to school patterns.

### **Maidstone West Planning Group**

Deficits for Year R and Years R-6 places are forecast throughout the Plan period. As mentioned in the Maidstone North section, additional places in the neighbouring Maidstone North planning group are expected to accommodate deficits across the town centre planning groups via established travel to school patterns.

In response to planned housing growth, land for a new 2FE has been secured within the East of Hermitage Lane housing development; the establishment of this school will be dependent on the pace of new housing occupation and is not anticipated to be required prior to 2024-25. The location on the boundary between Maidstone and Tonbridge and Malling means that it is important to consider demand arising from housing growth local to the site in both Maidstone North and East Malling when anticipating the timing of the school's establishment.

### **Maidstone South East Planning Group**

Forecasts indicate that small surpluses until 2022-23 when surplus Year R places drop to zero and Years R-6 figure moves into deficit. Any demand for places which cannot be



accommodated in this planning group can be catered for in the adjacent Maidstone North planning group.

### Marden and Staplehurst Planning Group

The planning group forecast indicates a small surplus during the Plan period. However, the demand for places maybe impacted by the number of new houses occupied within new family orientated developments in Marden. We will therefore monitor housing occupation and we anticipate the potential need for additional provision to be provided through the expansion of Marden Primary School from a 40 PAN to 2FE towards the end of the Plan period.

### Maidstone Analysis Secondary

There are two planning groups which are within Maidstone Borough, one non-selective and one selective (See appendix 13.2 for the non-selective and selective planning group maps). The commentary below outlines the forecast position for each of the planning groups.

#### Year 7 Surplus/Deficit Capacity if No Further Action is Taken

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021--22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Maidstone Non-Selective	1,425	149	-76	71	105	2	-92	-11	-30	1,575
Maidstone and Malling Selective	785	-33	3	-23	-24	-68	-111	-80	-83	737

#### Years 7-11 Surplus/Deficit Capacity if No Further Action is Taken

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021--22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Maidstone Non-Selective	6,945	1,029	746	607	455	257	17	82	-20	7,875
Maidstone and Malling Selective	3,715	-110	-119	-85	-78	-110	-185	-264	-324	3,685

### Maidstone Non-Selective Planning Group

There are seven established schools in the Maidstone non-selective planning group: Cornwallis Academy, The Lenham School, Maplesden Noakes School, New Line Learning Academy, St. Augustine Academy, St. Simon Stock Catholic School and Valley Park School. In addition, the School of Science and Technology will open in September 2020, providing 180 Year 7 places; these are included within the above forecast.



The forecast indicates a fluctuating demand for Year 7 places over the Plan period, with a surplus of 105 places in 2021-22 reducing to just 2 in 2022-23, before moving into a significant deficit of -92 places in 2023-24. The 2023-24 deficit is the result the 2012 birth rate spike and it is anticipated that up to 90 temporary Year 7 places will be needed to meet this demand.

In the longer term, the smaller deficits forecast for 2024-25 and 2025-26 may require either a temporary or permanent 1FE expansion within an existing school, depending on the pace and scale of housing.

### **Maidstone and Malling Selective Planning Group**

There are four schools in the Maidstone selective planning group: Invicta Grammar School, Maidstone Grammar School, Maidstone Grammar School for Girls and Oakwood Park Grammar School.

The forecasts for the planning group indicate that there will be a deficit of Year 7 and all year groups that increases during the Plan period. In recent years, schools within this planning group have admitted over PAN, creating additional selective capacity. We anticipate this pattern to continue and will accommodate the immediate forecast deficits for 2020-21 and 2021-22 (23 and 24 places respectively).

In the medium to longer term, we will commission an additional 2FE of provision in 2022-23 and a further 1FE (or 30 temporary places) in 2023-24 to meet place demand.

### **Planned Commissioning – Maidstone**

<b>Planning Group</b>	<b>By 2020-21</b>	<b>By 2021-22</b>	<b>By 2022-23</b>	<b>By 2023-24</b>	<b>Between 2024-28</b>	<b>Between 2028-2031</b>
<b>Maidstone West</b>					New 2FE School on East of Hermitage Lane	
<b>Marden and Staplehurst</b>					20 place expansion of Marden Primary School from a 40 PAN to 2FE	
<b>Maidstone Non-Selective Planning Group</b>				Up to 90 temporary Year 7 places in existing school(s)	Temporary or permanent 1FE expansion within an existing school for 2024-25 and 2025-26	
<b>Maidstone and Malling Selective Planning Group</b>			2FE permanent expansion of existing school	1FE permanent expansion or 30 temporary Year 7 places		



Planning Group	By 2020-21	By 2021-22	By 2022-23	By 2023-24	Between 2024-28	Between 2028-2031
Special School	<p>New 168 place ASD special school (Snowfields Academy)</p> <p>145 additional PSCN places at Five Acre Wood School</p> <p>10 additional SEMH places at Bower Grove School</p>					



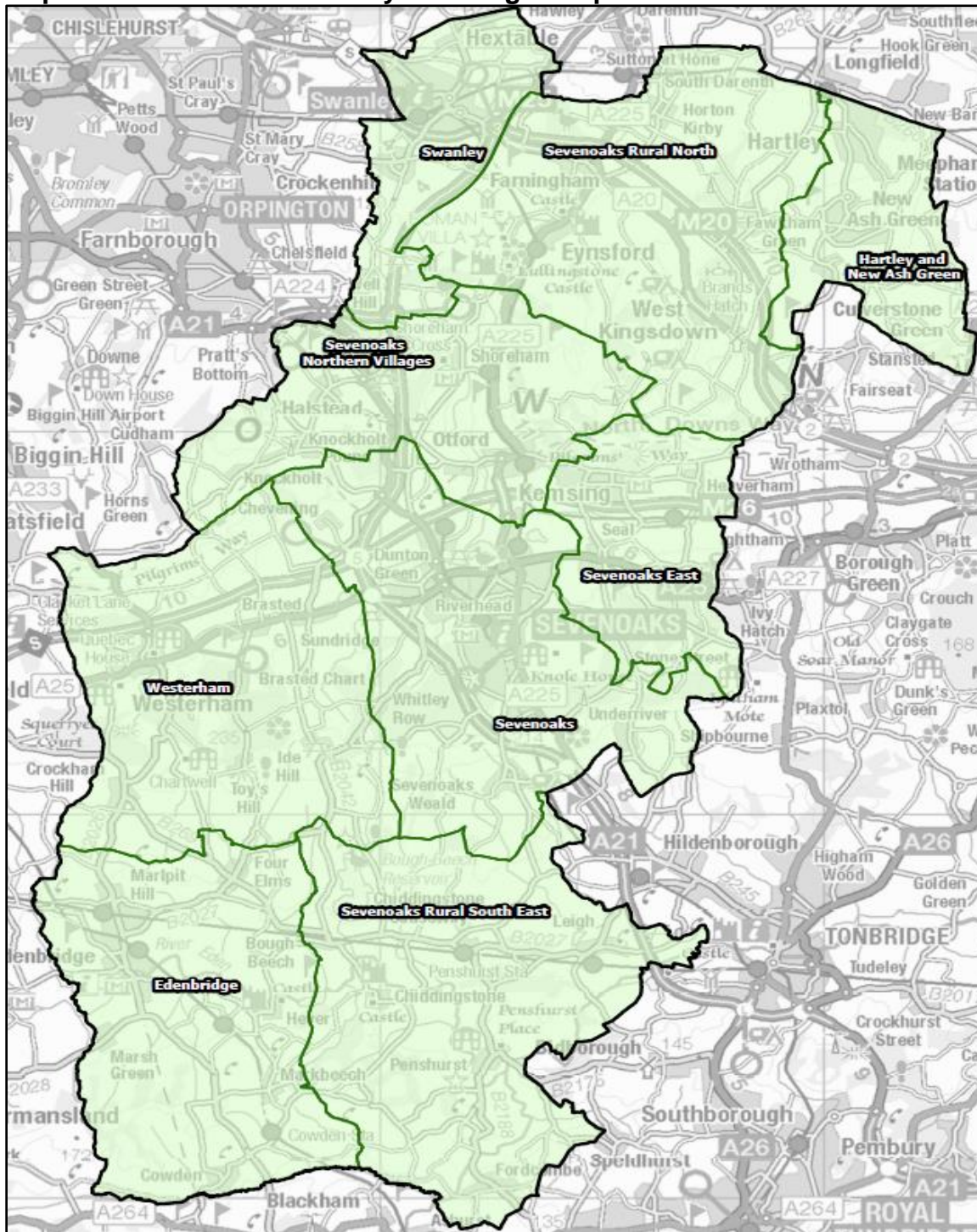
## 10.13 Sevenoaks

### District commentary

- The birth rate in Sevenoaks has increased slightly whereas the County rate has fallen. Currently the birth rate is 2.4 points above the County average. The number of births has risen in line with the birth rate but is still 82 births fewer than the 2015 peak.
- There is surplus capacity of Year R places across all planning groups, ranging from 39% in Edenbridge, to 2% in Hartley & New Ash Green. However, these primary surpluses do not take into account that Sevenoaks District Council has already approved several small-scale housing developments and has been consulting on a new Local Plan that is seeking to approve building up to 13,960 new homes in the years up to 2035. The Local Plan was in its final stages of approval and several prospective developers had taken their applications to the Inspector for approval. However, at the time of drafting this document, the inspection process meetings for November 2019 were cancelled. Therefore, it is feasible that there could be a considerable delay until the plan is approved.
- The secondary position is that there is a deficit of Year 7 places for 2020-21. There are three secondary schools in Sevenoaks district, and one satellite providing 3FE of girls selective provision for the Weald of Kent Grammar School in Tonbridge.



## Map of the Sevenoaks Primary Planning Groups



## Sevenoaks Primary Schools by Planning Group

Planning group	School	Status
Swanley	Crockenhill Primary School	Community
	Downsview Community Primary School	Community
	Hextable Primary School	Community
	High Firs Primary School	Community





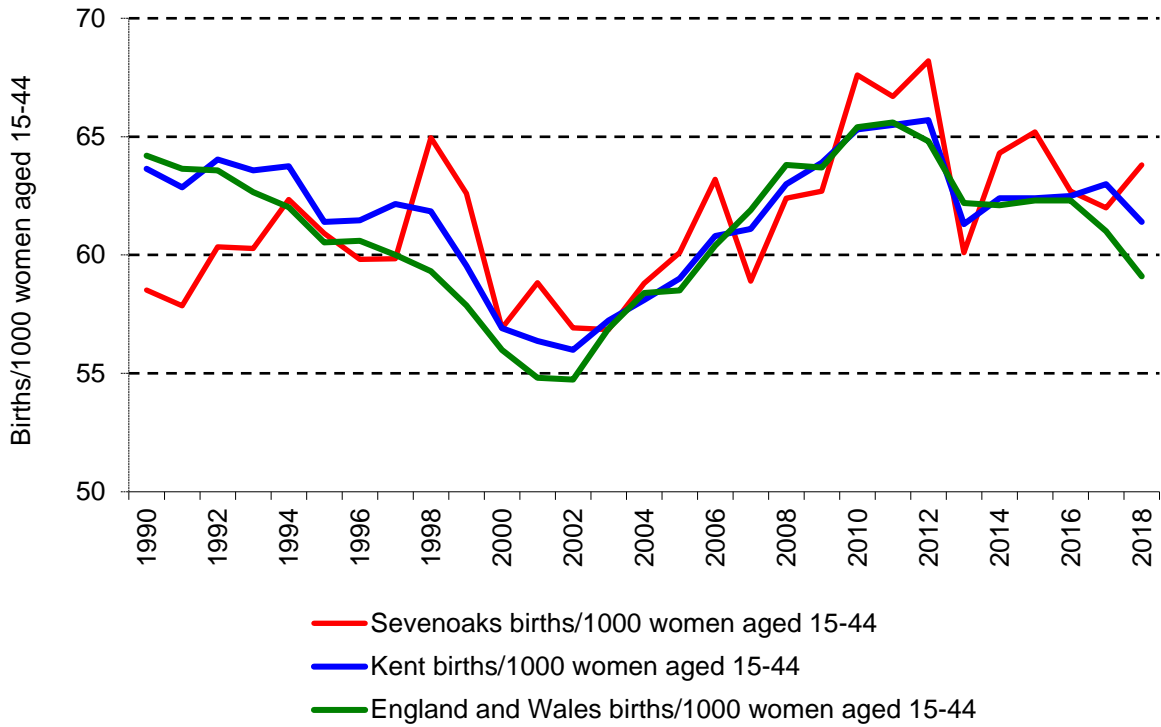
Planning group	School	Status
	Horizon Primary Academy	Academy
	St. Bartholomew's RC Primary School	Voluntary Aided
	St. Mary's CE Primary School (Swanley)	Voluntary Aided
	St. Paul's CE Primary School	Voluntary Controlled
Sevenoaks Rural North	Anthony Roper Primary School	Foundation
	Fawkham CE Primary School	Voluntary Controlled
	Horton Kirby CE Primary School	Academy
	West Kingsdown CE Primary School	Voluntary Controlled
Hartley and New Ash Green	Hartley Primary Academy	Academy
	New Ash Green Primary School	Community
	Our Lady of Hartley RC Primary School	Academy
Sevenoaks Northern Villages	Halstead Community Primary School	Community
	Otford Primary School	Community
	Shoreham Village School	Community
	St. Katharine's Knockholt CE Primary School	Voluntary Aided
Sevenoaks East	Kemsing Primary School	Community
	Seal CE Primary School	Voluntary Controlled
	St. Lawrence CE Primary School	Voluntary Controlled
Sevenoaks	Amherst School	Academy
	Chevening St. Botolph's CE Primary School	Voluntary Aided
	Dunton Green Primary School	Community
	Lady Boswell's CE Primary School	Voluntary Aided
	Riverhead Infant School	Community
	Sevenoaks Primary School	Community
	St. John's CE Primary School (Sevenoaks)	Voluntary Controlled
	St. Thomas' RC Primary School (Sevenoaks)	Academy
Weald Community Primary School	Community	
Westerham	Churchill CE Primary School (Westerham)	Voluntary Controlled
	Crockham Hill CE Primary School	Voluntary Controlled
	Ide Hill CE Primary School	Voluntary Aided
	Sundridge and Brasted CE Primary School	Voluntary Controlled
Edenbridge	Edenbridge Primary School	Academy
	Four Elms Primary School	Community
	Hever CE Primary School	Voluntary Aided
Sevenoaks Rural South East	Chiddingstone CE School	Academy
	Fordcombe CE Primary School	Voluntary Aided
	Leigh Primary School	Community
	Penshurst CE Primary School	Voluntary Aided



## Birth Rate and Births Analysis

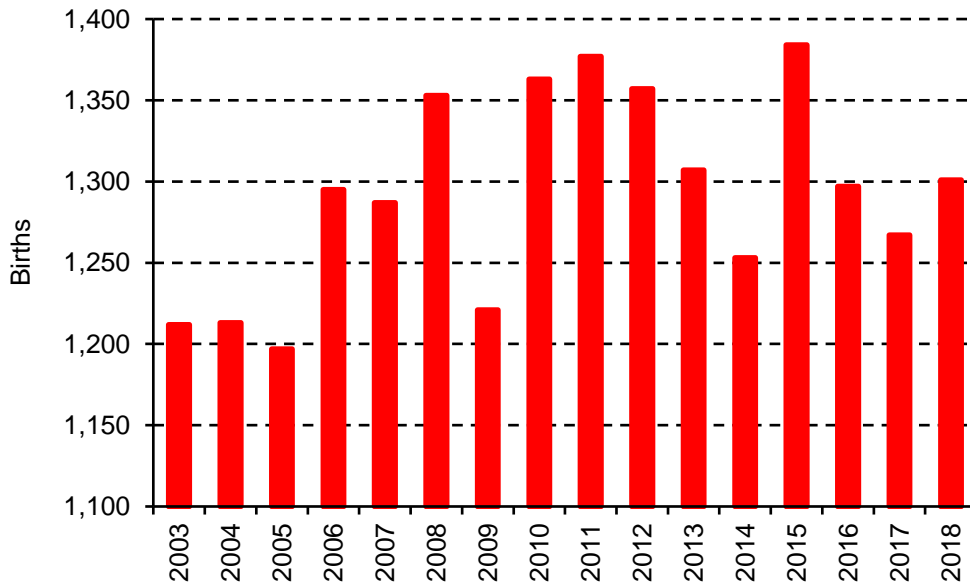
The charts below set out the birth rates for the district and the number of recorded births.

### Sevenoaks, Kent and England & Wales birth rates 1990-2018\*



\* ONS data

### Sevenoaks births 2003-2018\*\*



\*\* Health Authority birth data



## Sevenoaks Analysis – Primary

### Year R Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Swanley	305	29	38	32	21	23	18	305
Sevenoaks Rural North	150	52	39	50	42	42	42	150
Hartley and New Ash Green	150	5	2	3	5	3	6	150
Sevenoaks Northern Villages	130	25	23	38	33	30	34	130
Sevenoaks East	102	28	27	36	36	36	38	102
Sevenoaks	390	24	10	37	39	41	45	390
Westerham	117	40	22	32	33	27	31	117
Edenbridge	131	60	50	51	56	54	56	136
Sevenoaks Rural South East	83	8	6	11	10	20	19	83
<b>Sevenoaks</b>	<b>1,558</b>	<b>271</b>	<b>219</b>	<b>289</b>	<b>275</b>	<b>277</b>	<b>288</b>	<b>1,563</b>

### Year R-6 Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Swanley	2,045	125	156	191	205	216	209	2,135
Sevenoaks Rural North	1,050	238	254	275	288	294	302	1,050
Hartley and New Ash Green	1,050	22	18	6	11	9	15	1,050
Sevenoaks Northern Villages	910	158	166	177	202	219	223	910
Sevenoaks East	648	88	106	139	173	191	204	714
Sevenoaks	2,694	49	51	71	110	144	189	2,754
Westerham	759	125	144	152	178	187	214	819
Edenbridge	752	167	211	245	295	357	377	897
Sevenoaks Rural South East	572	-1	1	5	22	44	65	581
<b>Sevenoaks</b>	<b>10,480</b>	<b>971</b>	<b>1,108</b>	<b>1,261</b>	<b>1,485</b>	<b>1,663</b>	<b>1,799</b>	<b>10,955</b>

### District commentary

Both the Year R and Years R to 6 forecasts indicate that no additional capacity is needed in either cohort. However, this does not take into account the housing development that Sevenoaks District Council (SDC) has approved, prior to the publication of its new local plan.

Where there is the potential for demand to impact on capacity, for example, Sevenoaks, Hartley and New Ash Green, such demand can be accommodated in adjacent planning



groups.

### Sevenoaks Rural North Planning Group

There will be a small reduction in this planning group for 2021-22. West Kingsdown Primary School will reduce their PAN from 45 to 30 for the September 2021 intake.

### Sevenoaks Analysis – Secondary

There are two planning groups which are within Sevenoaks district or which cross the district boundary, both are non-selective (See appendix 13.2 for the non-selective and selective planning group maps). In order to access selective provision, residents travel out of the district with the exception being some girls who access selective provision via the satellite of the Weald of Kent Grammar School. Plans are in place for a satellite of Tunbridge Wells Grammar School for Boys on the Wilderness Site. If approved this will open for the 2021-22 academic year.

### Year 7 Surplus/Deficit Capacity if No Further Action is Taken

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Sevenoaks and Borough Green Non-Selective	565	30	-79	-55	-83	-76	-78	-85	-58	525
Dartford and Swanley Non-Selective	1,035	26	119	66	55	-6	-52	0	-57	1,140

### Years 7-11 Surplus/Deficit Capacity if No Further Action is Taken

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Sevenoaks and Borough Green Non-Selective	2,605	50	-25	-50	-118	-196	-298	-301	-302	2,625
Dartford and Swanley Non-Selective	4,935	492	505	398	311	247	194	82	-21	5,760

### Sevenoaks and Borough Green Non-Selective Planning Group

There are three schools in the Sevenoaks and Borough Green non-selective planning group: Knowle Academy, Wrotham School and Trinity School.

There is pressure on Year 7 places for 2021. This fluctuates between 2FE and 3FE for the duration of the commissioning period. The reason for this demand is twofold. Firstly, it is a



consequence of the rising primary school rolls over the last seven years in Sevenoaks district. Secondly, the amount of capacity available outside Sevenoaks district has been reducing over the last few years.

Initially 60 temporary Year 7 places will be added for 2020-21 prior to the expansion of existing schools by 3FE from 2021-22. However, should the Local Plan be agreed in the very near future additional housing stock may see this need increase. Feasibility studies are being undertaken to ensure the Council can react if this happens.

### Dartford and Swanley Non-Selective Planning Group

There are six schools in the Dartford & Swanley non-selective planning group: Orchards Academy, Wilmington Academy, Dartford Science and Technology College, Inspiration Academy, Ebbsfleet Academy and Leigh Academy.

A new secondary school, Stone Lodge School, opened in the planning group in September 2019 in order to support the significant housing being built. Its capacity (4FE) is included in the data above. The forecasts show demand for places will continue to increase through the forecast period which will require further secondary school capacity. A second secondary school, within the Alkerden development, is due to open in September 2022 also offering 4FE of non-selective provision. In the longer term, it is expected that both schools will need to expand, offering up to a further 4FE of provision each. The timing of this will be subject to the demand from new housing.

### Planned Commissioning – Sevenoaks

Planning Group	By 2020-21	By 2021-22	By 2022-23	By 2023-24	Between 2024-28	Between 2028-2031
Sevenoaks Rural North		0.5FE REDUCTION				
Sevenoaks and Borough Green Non-Selective Planning Group	60 Year 7 places	3FE expansion				
Dartford and Swanley Non-Selective Planning Group			4FE new provision at Alkerden		4FE expansion at Stone Lodge  4FE expansion at Alkerden	
Special Schools		52 ASD Places				



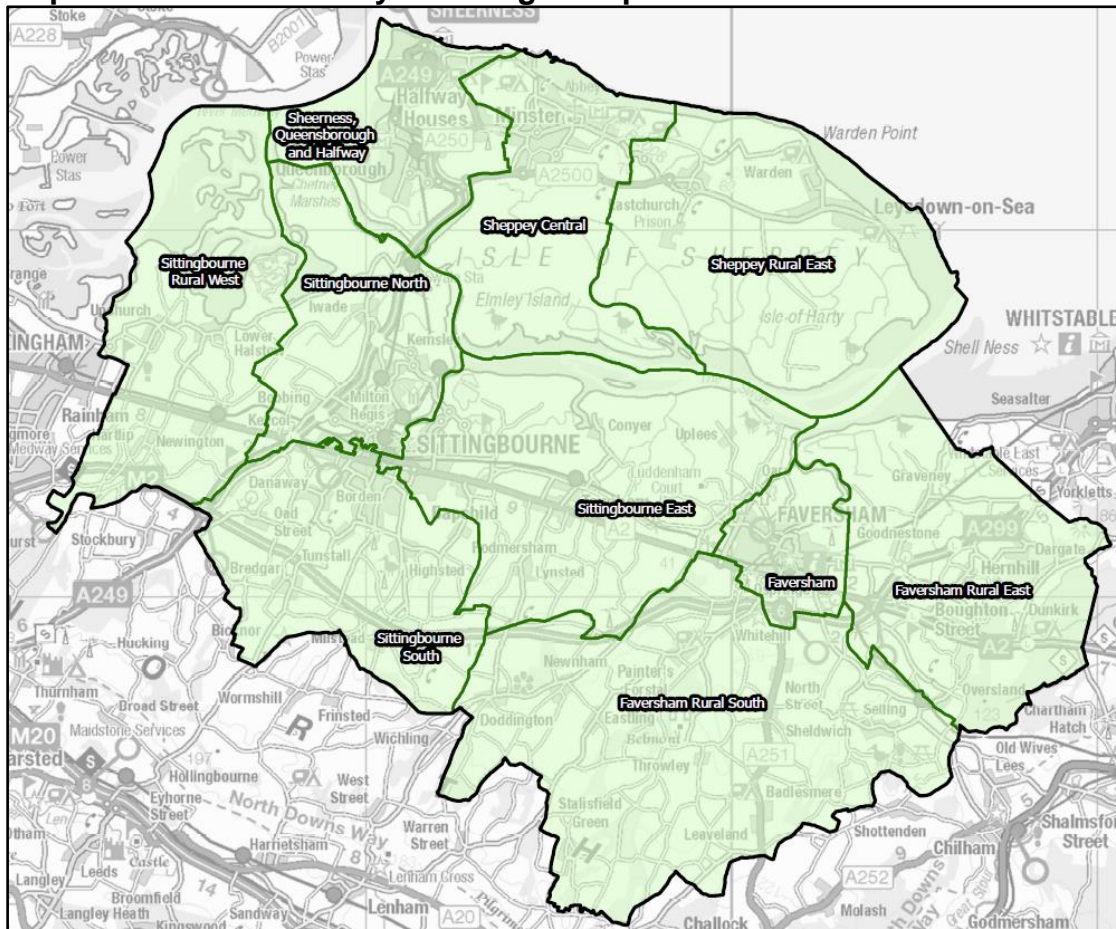
## 10.14 Swale

### District commentary

- The birth rate in Swale fell 3.4 points in 2018 but is still 5 points above the County average as it has been consistently for the last 8 years. The number of recorded births fell by 56 from the previous year.
- We forecast surplus primary places across the district throughout the Plan period with up to 13.7% surplus Year R capacity in 2022. Within the secondary sector, we forecast increasing pressure for Year 7 places from 2020 with -3.3% rising to -13.6% in 2023.
- Swale Borough Council's Local Plan, adopted in July 2017, proposes a total of 13,192 new homes over the Plan period to 2031 with approximately 776 dwellings per annum. During the 5-year period 2013 to 2018 a total of 2,781 houses were completed with an average of 556 per year.



## Map of the Swale Primary Planning Groups



## Swale Primary Schools by Planning Group

Planning groups	School	Status
Faversham	Bysing Wood Primary School	Community
	Davington Primary School	Community
	Ethelbert Road Primary School	Community
	Luddenham School	Academy
	St. Mary of Charity CE Primary School	Academy
Faversham Rural East	Boughton-under-Blean & Dunkirk Primary School	Voluntary Controlled
	Graveney Primary School	Academy
	Hernhill CE Primary School	Voluntary Controlled
Faversham Rural South	Eastling Primary School	Community
	Ospringe CE Primary School	Voluntary Controlled
	Selling CE Primary School	Academy
	Sheldwich Primary School	Academy
Sittingbourne East	Bapchild and Tonge CE Primary School	Voluntary Aided
	Canterbury Road Primary School	Community
	Lansdowne Primary School	Academy
	Lynsted and Norton Primary School	Academy
	South Avenue Primary School	Academy



Planning groups	School	Status
	Sunny Bank Primary School	Community
	Teynham Parochial CE Primary School	Voluntary Controlled
Sittingbourne South	Borden CE Primary School	Academy
	Bredgar CE Primary School	Academy
	Milstead and Frinsted CE Primary School	Academy
	Minterne Community Junior School	Academy
	Oaks Community Infant School	Academy
	Rodmersham Primary School	Community
	St. Peter's RC Primary School (Sittingbourne)	Academy
	Tunstall CE Primary School	Voluntary Aided
Sittingbourne North	Westlands Primary School	Academy
	Bobbing Village School	Academy
	Grove Park Primary School	Academy
	Iwade School	Academy
	Kemsley Primary Academy	Academy
	Milton Court Primary Academy	Academy
Sittingbourne Rural West	Regis Manor Primary School	Academy
	Hartlip Endowed CE Primary School	Voluntary Aided
	Holywell Primary School	Community
	Lower Halstow Primary School	Community
Sheerness, Queenborough and Halfway	Newington CE Primary School	Voluntary Controlled
	Halfway Houses Primary School	Academy
	Queenborough School	Community
	Richmond Academy	Academy
	Rose Street Primary School	Community
	St. Edward's RC Primary School	Academy
Sheppey central	West Minster Primary School	Community
	Minster in Sheppey Primary School	Academy
	St. George's CE Primary School (Minster)	Academy
Sheppey Rural East	Thistle Hill Academy	Academy
	Eastchurch CE Primary School	Voluntary Controlled

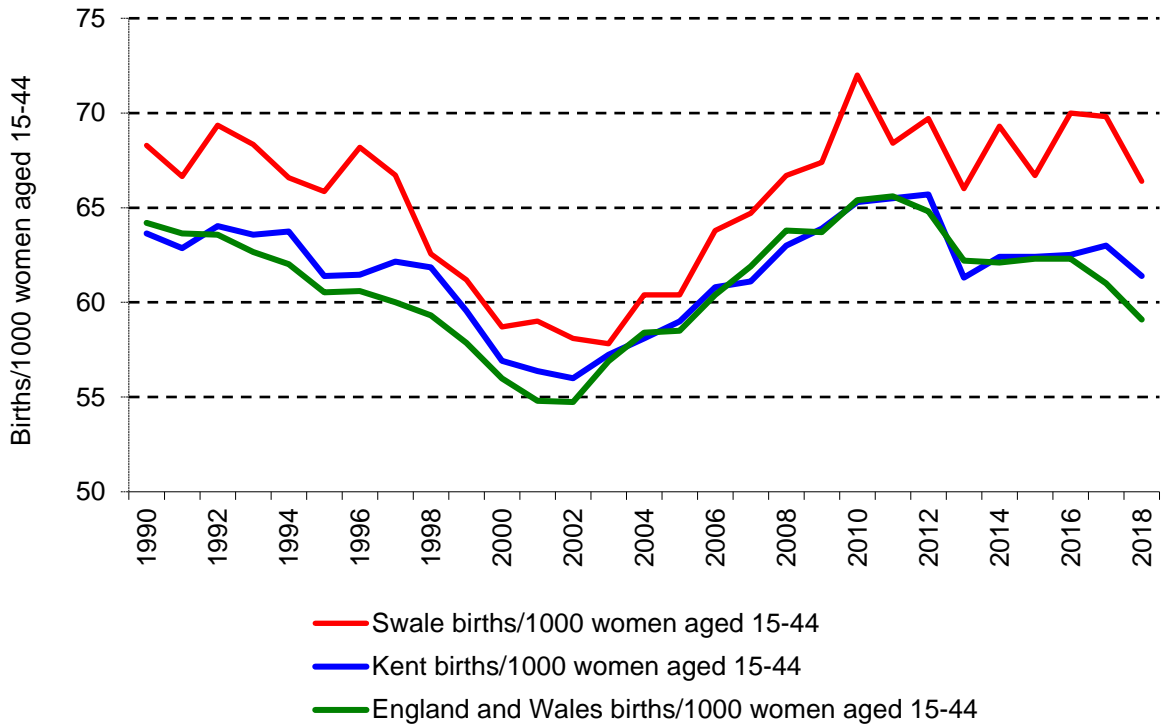




## Birth Rate and Births Analysis

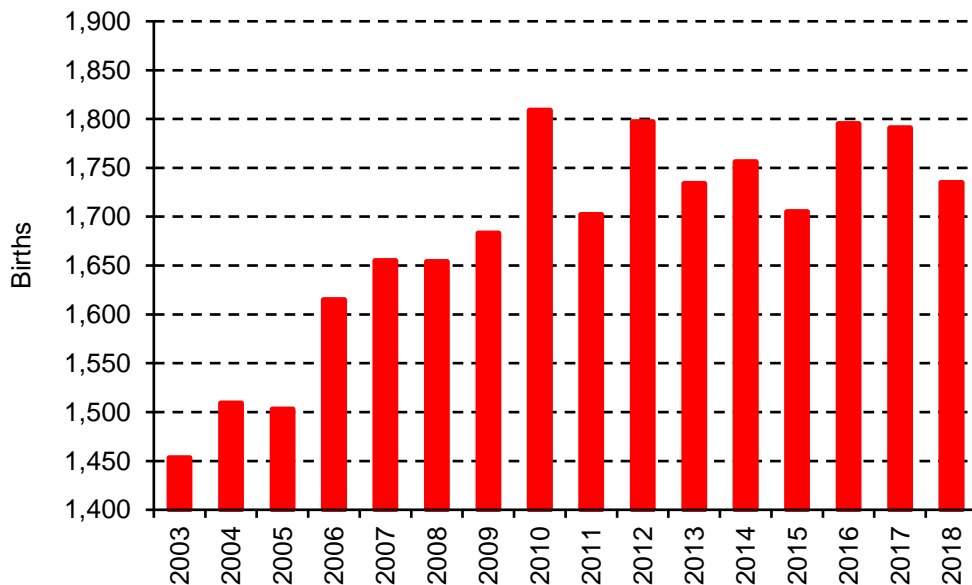
The charts below set out the birth rates for the Borough and the number of recorded births.

### Swale, Kent and England & Wales birth rates 1990-2018\*



\* ONS data

### Swale births 2003-2018\*\*



\*\* Health Authority birth data



## Swale Analysis – Primary

### Year R Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021--22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Faversham	240	59	63	42	49	61	56	240
Faversham Rural East	75	13	11	11	9	7	9	75
Faversham Rural South	75	12	19	9	15	14	14	75
Sittingbourne East	275	29	40	21	13	40	27	275
Sittingbourne South	328	17	39	33	40	48	40	330
Sittingbourne North	330	27	26	-3	13	5	7	330
Sittingbourne Rural West	105	28	24	22	18	19	17	105
Sheerness, Queenborough and Halfway	390	62	67	48	56	65	59	390
Sheppey Central	210	17	36	21	29	18	26	210
Sheppey Rural East	60	8	8	10	4	8	6	60
<b>Swale</b>	<b>2,088</b>	<b>272</b>	<b>333</b>	<b>213</b>	<b>245</b>	<b>287</b>	<b>262</b>	<b>2,090</b>

### Year R-6 Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021--22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Faversham	1,535	126	179	207	248	290	346	1,650
Faversham Rural East	525	21	33	45	55	65	74	525
Faversham Rural South	501	13	39	45	64	76	92	521
Sittingbourne East	1,890	142	166	162	160	171	183	1,925
Sittingbourne South	2,197	-11	35	64	107	121	164	2,310
Sittingbourne North	2,070	45	61	40	44	34	35	2,280
Sittingbourne Rural West	715	95	118	138	145	126	142	735
Sheerness, Queenborough and Halfway	2,510	180	243	282	312	362	395	2,730
Sheppey Central	1,290	32	53	66	97	90	101	1,470
Sheppey Rural East	465	30	26	39	22	24	32	420
<b>Swale</b>	<b>13,698</b>	<b>673</b>	<b>950</b>	<b>1,089</b>	<b>1,255</b>	<b>1,359</b>	<b>1,564</b>	<b>14,566</b>



### District Commentary

Forecasts indicate that across Swale district there will be surplus capacity for both Year R and Years R-6. Year R surplus capacity peaks in 2022 at 13.7% and Year R – 6 shows an increasing surplus capacity from 7.6 % in 2020 to 10.7% in 2023.

### Faversham Planning Group

Forecasts indicate up to 2FE (25.4%) of surplus capacity in Year R in the planning group in 2022. Discussions will take place with schools on managing this surplus to ensure all schools remain viable. This could be through temporary reductions of PANs if agreed. If all housing developments come forward as planned this may reduce this surplus within a shorter time-frame than predicted.

### Sittingbourne East Planning Group

Forecasts indicate a slight pressure for Year R places in Sittingbourne East in 2021. New housing developments in the planning area may increase the pressure on places and it is proposed to expand Sunny Bank Primary School by 0.5FE to meet this need when it arises. A phased expansion of Teynham Primary School will be required when the proposed housing in the locality is brought forward.

### Sittingbourne North Planning Group

Forecasts indicate a deficit of -3 Year R places in 2020 in the planning group. It is anticipated that, should this be the case, surplus capacity in adjacent planning groups will provide sufficient places until a new 2FE primary provision as part of an all-through school is established on the Quinton Road development. This will provide primary places for this development of 1,400 new homes.

### Sheerness, Queenborough and Halfway/Sheppey Central Planning Group

Forecasts indicate a surplus of places of between 2FE and 3FE across these two planning Groups. Discussions will take place with the schools on managing this surplus to ensure all schools remain viable. This could be through temporary reductions of PANs, if agreed.

### Swale Analysis – Secondary

There are five planning groups which are within Swale district or which cross the district boundary (See appendix 13.2 for the non-selective and selective planning group maps). Three of which are non-selective (Faversham, Isle of Sheppey and Sittingbourne) and two selective (Sittingbourne and Sheppey, and Canterbury and Faversham). The commentary below outlines the forecast position for each of the planning groups.

### Year 7 Surplus/Deficit Capacity if No Further Action is Taken

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Faversham Non-Selective	210	-3	-11	-4	-20	-2	-17	3	12	210
Isle of Sheppey Non-Selective	390	137	116	103	70	88	60	55	77	390
Sittingbourne	780	-26	-85	-97	-144	-101	-192	-138	-147	765



	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Non-Selective Canterbury & Faversham Selective	590	-17	-29	-23	-20	-32	-37	-28	-15	605
Sittingbourne and Sheppey Selective	270	-5	-38	-42	-60	-45	-69	-59	-56	240

### Years 7-11 Surplus/Deficit Capacity if No Further Action is Taken

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Faversham Non-Selective	1,050	79	6	-24	-54	-42	-56	-42	-26	1,050
Isle of Sheppey Non-Selective	1,950	641	661	638	576	544	469	409	384	1,950
Sittingbourne Non-Selective	3,720	8	-88	-179	-304	-393	-557	-609	-655	3,825
Canterbury & Faversham Selective	2,865	-95	-92	-104	-107	-118	-142	-143	-137	3,025
Sittingbourne and Sheppey Selective	1,230	-34	-76	-94	-139	-173	-237	-258	-271	1,200

### Faversham Non-Selective Planning Group

The Abbey School is the only non-selective school in Faversham.

The forecast Year 7 places indicate a deficit of places from 2020 onwards. By 2021 there is a deficit of -20 Year 7 places (-9.5%).

If all the housing goes ahead at the planned build out rate, 1FE permanent expansion of The Abbey School will be required from 2021.

### Isle of Sheppey Non-Selective Planning Group

The Oasis Isle of Sheppey Academy is the only non-selective school in the Isle of Sheppey planning group. It is a large wide-ability school operating on two sites.

Forecasts for Year 7 and Years 7-11 show a continuing surplus of places although decreasing in number over the Plan period: from 103 Year 7 places (26.5%) in 2020, to 77 by 2025 (19.2%). This surplus will support the deficit in the Sittingbourne non-selective planning area. The forecast surplus places are a direct result of the increasing number of pupils travelling off the Isle of Sheppey for their education. This results in additional pressure on places in the Sittingbourne non-selective planning group schools. We will continue to work with Oasis Academy Trust, Swale Borough Council and local parties to address this issue.



### **Sittingbourne Non-Selective Planning Group**

There are three schools in the Sittingbourne non-selective planning group: Fulston Manor School, The Westlands School and Sittingbourne Community College.

Forecasts indicate that for both Year 7 and Years 7-11 there is an increasing deficit of places over the Plan period. 2020 shows a deficit of -97 (12.7%) places increasing to -192 (-25%) in 2023.

The increasing pressure showing in Sittingbourne is exacerbated by large numbers of pupils travelling off the Isle of Sheppey for their secondary education. Surplus capacity in Oasis Isle of Sheppey Academy will help to offset some of the deficit in Sittingbourne.

The Westlands School has agreed to provide an additional 45 Year 7 places to address the deficit on a temporary basis for September 2020, discussions are taking place with Swale Secondary Schools in order to identify options to meet the growing pressure for places peaking in 2023.

We will continue to press for access to the North Sittingbourne (Quinton Road) development to establish a new 6FE secondary school to meet the predicated need from 2023 onwards.

### **Sittingbourne and Sheppey Selective Planning Group**

There are two Schools in the planning group, Borden Grammar School (Boys) and Highsted Grammar School (Girls).

Forecasts indicate a deficit of Year 7 and Year 7-11 places across the Plan period. A deficit of -42 (17.5%) for Year 7 in 2020 which increases to a high of -69 places in 2023. We will discuss with the two schools in the planning group options and solutions for creating additional capacity.

### **Canterbury and Faversham Selective Planning Group**

There are four schools in the Canterbury and Faversham selective planning group: Barton Court Grammar School, Simon Langton Girl's Grammar School, Simon Langton Grammar School for Boys and Queen Elizabeth's Grammar School.

Forecasts indicate a pressure of 1FE for Year 7 places across the Plan period for selective places. Temporary provision will be added initially to ensure sufficient capacity. Additional pressures will be placed on Faversham selective places as new housing is being delivered as per the Local Plan. An application has been submitted by two trusts to the Selective Schools Expansion Fund to open a grammar satellite on the coast. This will also meet the need identified in Thanet Selective (3FE) as the Thanet Grammar Schools are unable to expand on their current sites. If the grammar satellite is not achievable in the time frame required, discussions will be had with the grammar schools in the planning group to establish if we are able to expand existing provisions to meet the need



## Planned Commissioning – Swale

Planning Group	By 2020-21	By 2021-22	By 2022-23	By 2023-24	Between 2024-28	Between 2028-2031
<b>Sittingbourne East</b>			0.5FE expansion of Sunny Bank PS		Phased 1FE expansion of Teynham PS	
<b>Sittingbourne North</b>					2FE new provision on Quinton Road	
<b>Faversham Non-Selective</b>		1FE Expansion of Abbey School				
<b>Sittingbourne Non-selective</b>	Up to 45 Year 7 places	Up to 90 Year 7 places	Up to 30 Year 7 places	6FE new provision		
<b>Sittingbourne/Sheppey Selective</b>	Up to 45 Year 7 places	Up to 60 Year 7 places	Up to 45 Year 7 places	2FE expansion		
<b>Canterbury and Faversham Selective</b>	Up to 30 Year 7 places	Up to 30 Year 7 places	Up to 30 Year 7 places	Up to 5FE Satellite on Coast or expansion of existing schools		
<b>Special Schools</b>	168 place Special Primary School for ASD (Aspire)		120 place Special Secondary School for SEMH with ASD			
<b>Satellites</b>	2X 15 place primary ASD/SCLN provision	20 place secondary ASD/SCLN provision				



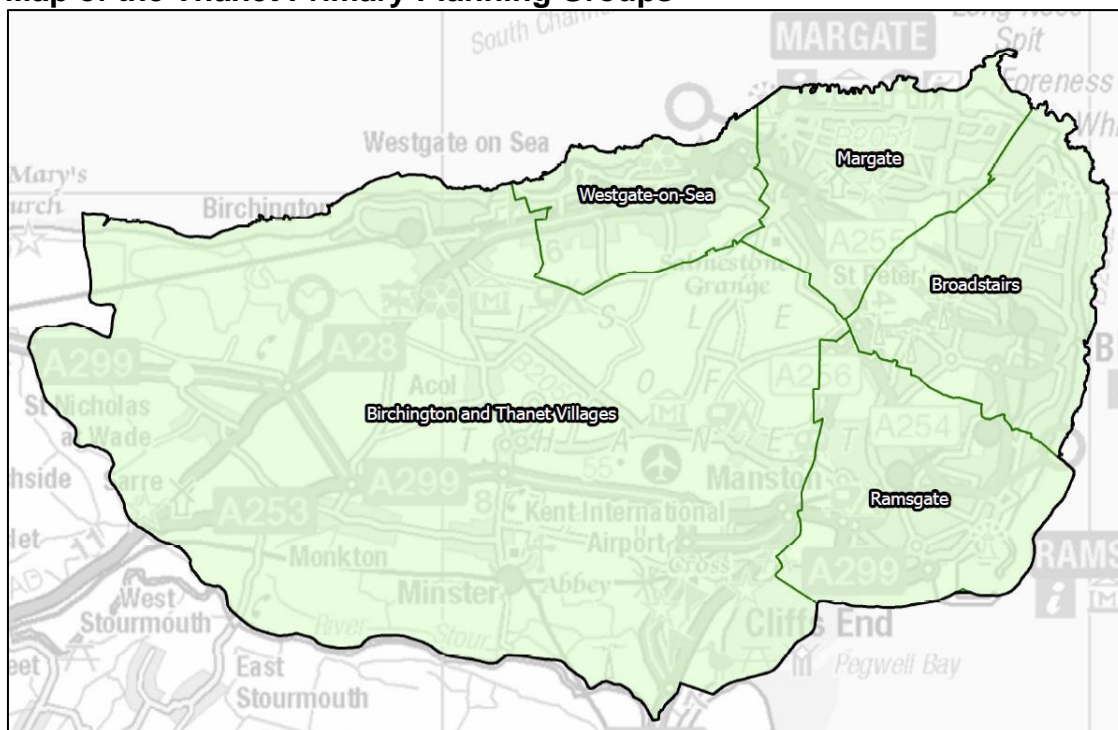
## 10.15 Thanet

### District commentary

- The birth rate in Thanet fell by 2.8 points in 2018 but remained above the County average as it has since 2003. The number of recorded births at 1,577 was a slight increase from the previous year but remains below the high of 1,650 in 2012.
- We forecast surplus primary school places across the district throughout the Plan period. Within the secondary sector, we forecast pressures for both selective and non-selective places.
- Thanet District Council's current draft Local Plan dated July 2018 includes the provision of 17,140 additional homes in the period 2011-2031 with approximately 857 dwellings per annum to be built. During the 5 year period 2013-2018 a total of 1,668 houses were completed with an average of 334 per annum.



## Map of the Thanet Primary Planning Groups



## Thanet Primary Schools by Planning Group

Planning Group	School	Status
Margate	Cliftonville Primary School	Academy
	Drapers Mills Primary Academy	Academy
	Holy Trinity and St. John's CE Primary School	Voluntary Controlled
	Northdown Primary School	Academy
	Palm Bay Primary School	Community
	Salmestone Primary School	Academy
	St. Gregory's RC Primary School	Academy
Westgate-on-Sea	Garlinge Primary School	Community
	St. Crispin's Community Infant School	Community
	St. Saviour's CE Junior School	Voluntary Controlled
Ramsgate	Chilton Primary School	Academy
	Christ Church CE Junior School	Academy
	Dame Janet Primary Academy	Academy
	Ellington Infant School	Community
	Newington Community Primary School (Ramsgate)	Community
	Newlands Primary School	Academy
	Priory Infant School	Community
	Ramsgate Arts Primary School	Free
	Ramsgate Holy Trinity CE Primary School	Voluntary Aided
	St. Ethelbert's RC Primary School	Voluntary Aided
St. Laurence-in-Thalet CE Junior Academy	Academy	
Broadstairs	Bromstone Primary School	Foundation
	Callis Grange Infant School	Community





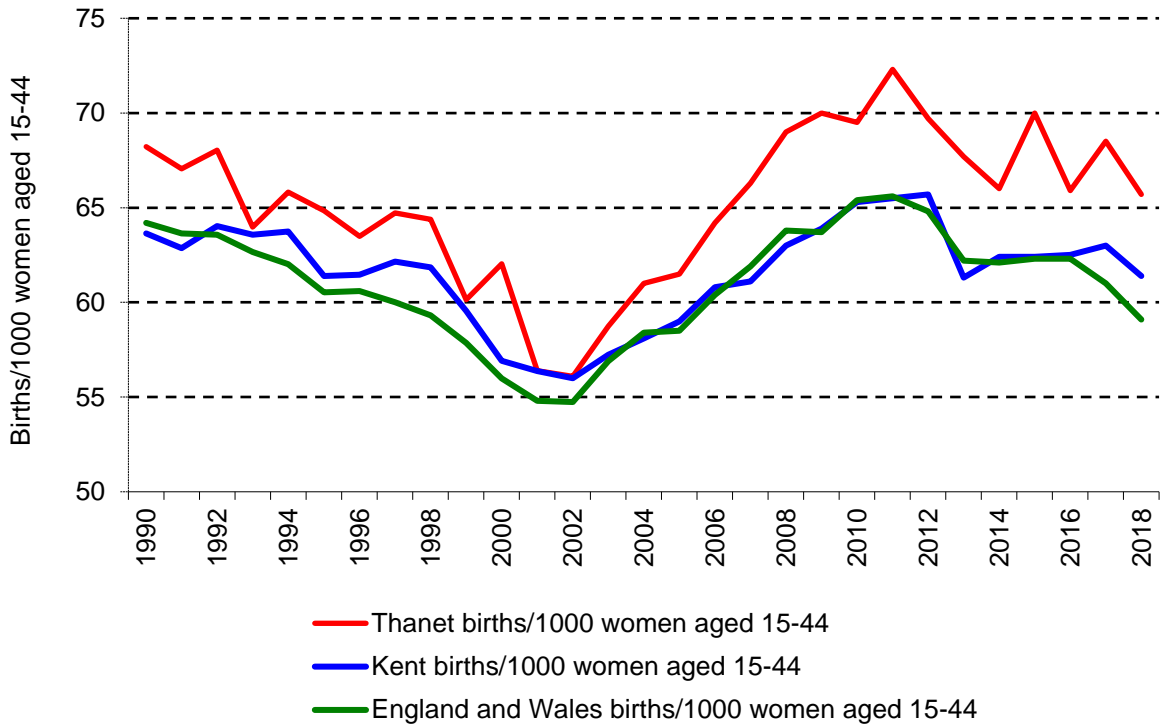
Planning Group	School	Status
	St. George's CE Primary School (Broadstairs)	Foundation
	St. Joseph's RC Primary School (Broadstairs)	Academy
	St. Mildred's Infant School	Community
	St. Peter-in-Thamet CE Junior School	Voluntary Aided
	Upton Junior School	Academy
Birchington and Thanet Villages	Birchington CE Primary School	Voluntary Controlled
	Minster CE Primary School	Voluntary Controlled
	Monkton CE Primary School	Voluntary Controlled
	St. Nicholas at Wade CE Primary School	Voluntary Controlled



## Birth Rate and Births Analysis

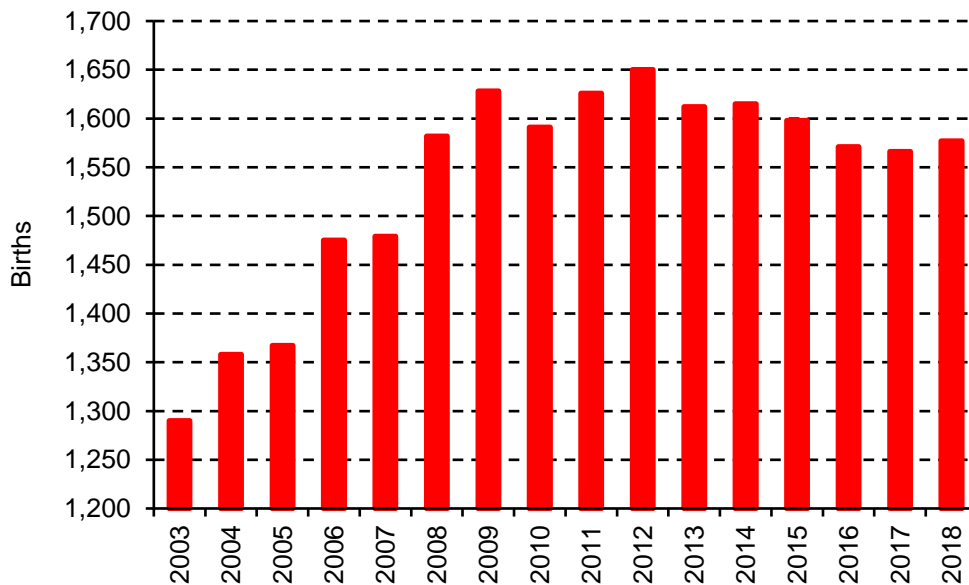
The charts below set out the birth rates for the district and the number of recorded births.

### Thanet, Kent and England & Wales birth rates 1990-2018\*



\* ONS data

### Thanet births 2003-2018\*\*



\*\* Health Authority birth data



## Thanet Analysis – Primary

### Year R Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Margate	495	101	103	57	62	66	57	465
Westgate-on-Sea	210	8	33	10	25	25	19	210
Ramsgate	570	104	115	88	119	95	110	540
Broadstairs	330	6	15	26	41	20	25	330
Birchington & Thanet Villages	195	31	31	44	34	18	2	195
<b>Thanet</b>	<b>1,800</b>	<b>250</b>	<b>298</b>	<b>225</b>	<b>283</b>	<b>224</b>	<b>212</b>	<b>1,740</b>

### Year R-6 Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Margate	3,375	440	530	551	565	573	569	3,345
Westgate-on-Sea	1,464	42	73	78	95	102	117	1,494
Ramsgate	3,796	460	554	607	633	687	724	3,796
Broadstairs	2,372	36	41	63	83	68	87	2,462
Birchington & Thanet Villages	1,245	77	80	105	56	-4	-95	1,365
<b>Thanet</b>	<b>12,252</b>	<b>1,055</b>	<b>1,278</b>	<b>1,404</b>	<b>1,431</b>	<b>1,426</b>	<b>1,402</b>	<b>12,462</b>

### District commentary

Forecasts indicate that across Thanet district there is surplus capacity for both Year R and Years R-6 peaking in 2021 with 16.3% surplus for Year R. The surplus then declines so that by 2023 it represents 12.2% surplus capacity.

There are significant differences within the individual planning groups, with Ramsgate planning group indicating a surplus capacity of 22.1% in Year R in 2021, whilst Birchington and Thanet Villages Planning area indicate by 2023 a pressure of only 0.9% surplus capacity in Year R and with a deficit for Year R-6 at -0.3% in 2022 increasing to -7% by 2023.

### Ramsgate Planning Group

Forecasts indicate between 3FE (16.3%) and 4FE (22.1%) surplus Year R places across the Plan period. Discussions are taking place with the schools on managing this surplus to ensure all schools remain viable. This could be through reduction in Published Admission Numbers, if agreed. Planned developments within Birchington and Thanet Villages planning group will help to reduce the current surplus. A new 2FE primary school to serve the Manston Green Development will be required from 2028-2031 if all housing proceeds as set out in the Local Plan.



## Birchington and Thanet Planning Group

Forecasts indicate a pressure on Year R places from 2023. Pupil pressures arising from the developments closer to the borders of the Margate and Ramsgate planning groups could initially be accommodated in Margate and Ramsgate schools due to the surplus capacity available. A new 2FE primary school to serve any new housing developments may be required from 2024-2028 if all housing comes forward as set out in the Local Plan.

## Thanet Analysis – Secondary

There are two planning groups which are within Thanet district, one non-selective and one selective (See appendix 13.2 for the non-selective and selective planning group maps). The commentary below outlines the forecast position for each of the planning groups.

### Year 7 Surplus/Deficit Capacity if No Further Action is Taken

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Thanet Non-Selective	1,159	86	-40	-72	-44	-86	-123	-112	-88	1,129
Thanet Selective	420	3	-30	-29	-15	-28	-36	-29	-22	345

### Years 7-11 Surplus/Deficit Capacity if No Further Action is Taken

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Thanet Non-Selective	5,485	467	355	261	130	-34	-258	-340	-355	5,645
Thanet Selective	1,890	4	-24	-40	-45	-72	-124	-125	-117	1,725

## Thanet Non-Selective Planning Group

There are six schools in the Thanet non-selective planning group: Charles Dickens School, Hartsdown Academy, King Ethelbert School, Royal Harbour Academy, St George's CE Foundation School and Ursuline College.

Forecasts indicate a deficit of places for both Year 7 and Years 7-11 over the Plan period. In the short-term this increased demand will be met through temporary additional Year 7 places at Royal Harbour Academy, whilst bringing forward the permanent expansion of King Ethelbert School by 2FE for September 2022. Ursuline College will expand by 1FE later in the plan period to meet the forecast need from 2023.

## Thanet Selective Planning Group

There are two schools in the Thanet selective planning group: Chatham and Clarendon Grammar School and Dane Court Grammar School.

Forecasts indicate a deficit of places for both Year 7 and Years 7-11 over the Plan period.



The two Grammar schools in Thanet are both situated on sites where expansion is unlikely to be achievable due to site, planning and highway constraints. An application has been submitted by two trusts to the Selective Schools Expansion Fund to open a grammar satellite on the coast. This will also meet the need identified in Thanet Selective.

### Planned Commissioning – Thanet

Planning Group	By 2020-21	By 2021-22	By 2022-23	By 2023-24	Between 2024-28	Between 2028-2031
Ramsgate						2FE new primary at Manston Green
Birchington and Thanet Villages					2FE new primary in Birchington	
Thanet Non-Selective	Up to 75 Year 7 places	Up to 45 Year 7 places	2FE expansion of King Ethelbert's School	1FE expansion of Ursuline College		
Thanet Selective	Up to 30 Year 7 Places	Up to 15 Year 7 places	Up to 30 Year 7 places	Up to 5FE Coastal Satellite provision serving Canterbury, Faversham and Thanet.		
Specialist Resourced Provisions	16 Place SRP for ASD at Garlinge Primary School  16 place SRP for ASD at Holy Trinity and St Johns Primary School		20 place Secondary SRP for ASD			



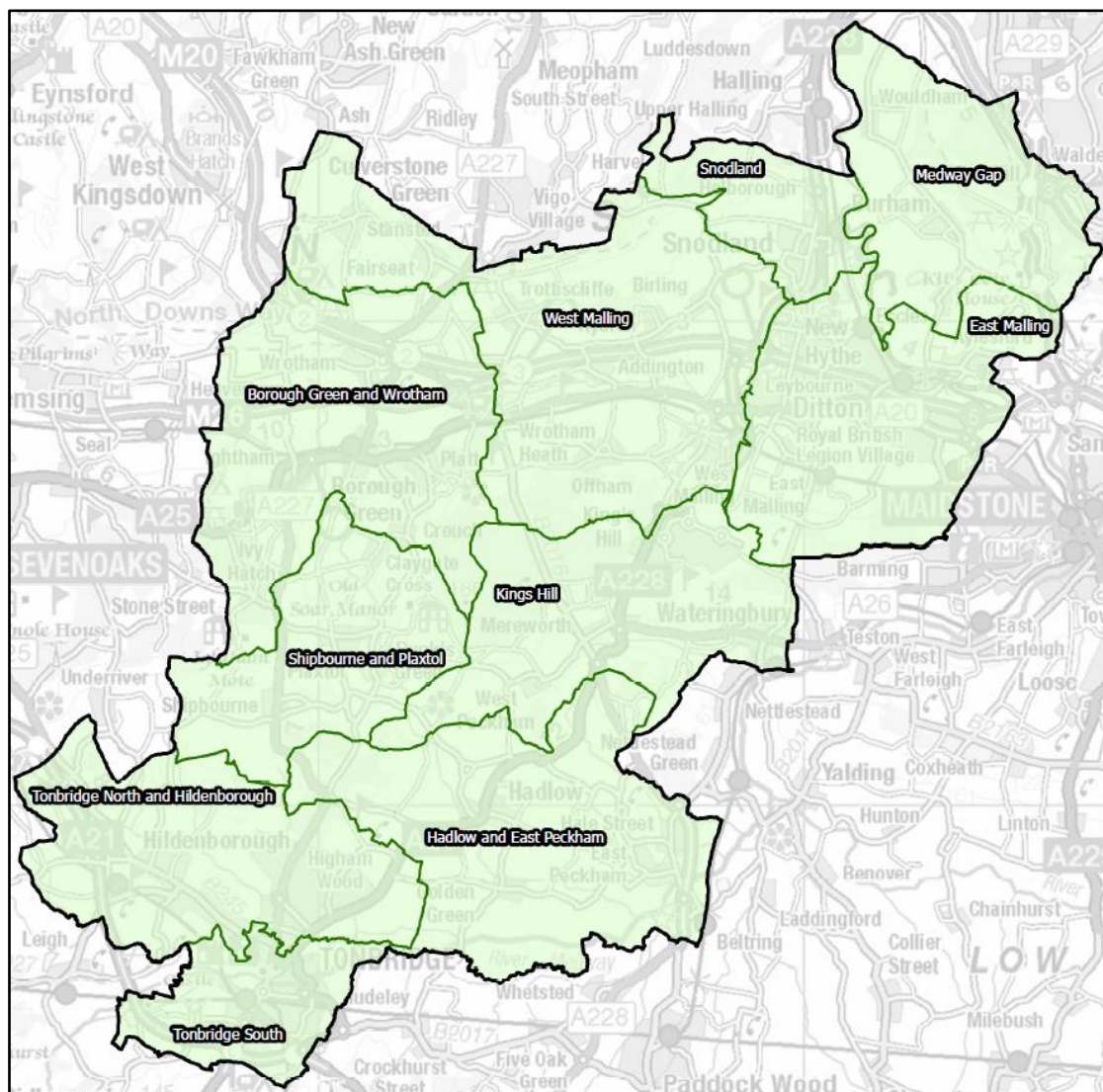
## 10.16 Tonbridge and Malling

### Borough commentary

- The birth rate for Tonbridge and Malling has fluctuated over the last five years, and despite a small drop in 2018 (0.3 points) the overall the trend is slightly upwards. The Borough birth rate for a second year is slightly higher than the Kent and national averages. The number of recorded births has also fluctuated but at 1,529 births in 2018 it is at its highest point since 2003.
- For primary education the overall forecasts indicate sufficient places to meet demand across the Plan period for Year R and all primary years, but there is local place pressure in some planning groups. For secondary provision we anticipate sufficient places during the Plan period for the Malling Non-Selective planning group. Sevenoaks and Borough Green Non-Selective selective group is forecast to have 2-3FE place deficit throughout the Plan period. Tonbridge and Tunbridge Wells Non-Selective group is forecast to have a small surplus of places apart from in 2022-23 and 2023-24 when it will have deficits of 75 and 55 places. The West Kent Selective group is anticipated to be in deficit throughout the Plan period, peaking at a deficit of -162 Year 7 places in 2022-23.
- In January 2019 the latest version of the Local Plan was submitted for examination by the Borough Council. The January 2019 Strategic Housing Market Assessment of the Borough's housing requirement indicated a need for up to 10,880 new dwellings across the 20 year period ending 2030-31, or 544 per year. During the 5 year period 2013-18 a total of 3,870 houses were completed with an average of 774 per year.



## Map of the Tonbridge and Malling Primary Planning Groups



### Tonbridge and Malling Primary Schools by Planning Group

Planning groups	School	Status
Tonbridge South	Bishop Chavasse CE Primary School	Free
	Royal Rise Primary School	Academy
	Slade Primary School	Community
	Sussex Road Community Primary School	Community
Tonbridge North and Hildenborough	Cage Green Primary School	Community
	Hildenborough CE Primary School	Voluntary Controlled
	Long Mead Community Primary School	Community
	St. Margaret Clitherow RC Primary School	Academy
	Stocks Green Primary School	Community
Hadlow and East Peckham	Woodlands Primary School	Community
	East Peckham Primary School	Community
Hadlow and East Peckham	Hadlow Primary School	Community
Shipbourne	Plaxtol Primary School	Community



Planning groups	School	Status
and Plaxtol	Shipbourne School	Community
Kings Hill	Discovery School	Community
	Kings Hill School	Community
	Mereworth Community Primary School	Community
	Valley Invicta Primary School at Kings Hill	Academy
	Wateringbury CE Primary School	Voluntary Aided
Borough Green and Wrotham	Borough Green Primary School	Foundation
	Ightham Primary School	Community
	Platt CE Primary School	Voluntary Aided
	St. George's CE Primary School (Wrotham)	Voluntary Controlled
West Malling	More Park RC Primary School	Academy
	Offham Primary School	Community
	Ryarsh Primary School	Community
	Trottiscliffe CE Primary School	Voluntary Controlled
	Valley Invicta Primary School at Leybourne Chase	Academy
	West Malling CE Primary School	Academy
East Malling	Brookfield Infant School	Community
	Brookfield Junior School	Community
	Ditton CE Junior School	Voluntary Aided
	Ditton Infant School	Foundation
	Leybourne St. Peter and St. Paul CE Primary School	Voluntary Aided
	Lunsford Primary School	Community
	St. James the Great Academy	Academy
	St. Peter's CE Primary School (Aylesford)	Voluntary Controlled
Valley Invicta Primary School at Aylesford	Academy	
Snodland	Snodland CE Primary School	Voluntary Aided
	St. Katherine's School (Snodland)	Community
	Valley Invicta Primary School at Holborough Lakes	Academy
Medway Gap	Burham CE Primary School	Voluntary Controlled
	St. Mark's CE Primary School (Eccles)	Academy
	Tunbury Primary School	Community
	Wouldham All Saint's CE Primary School	Voluntary Controlled

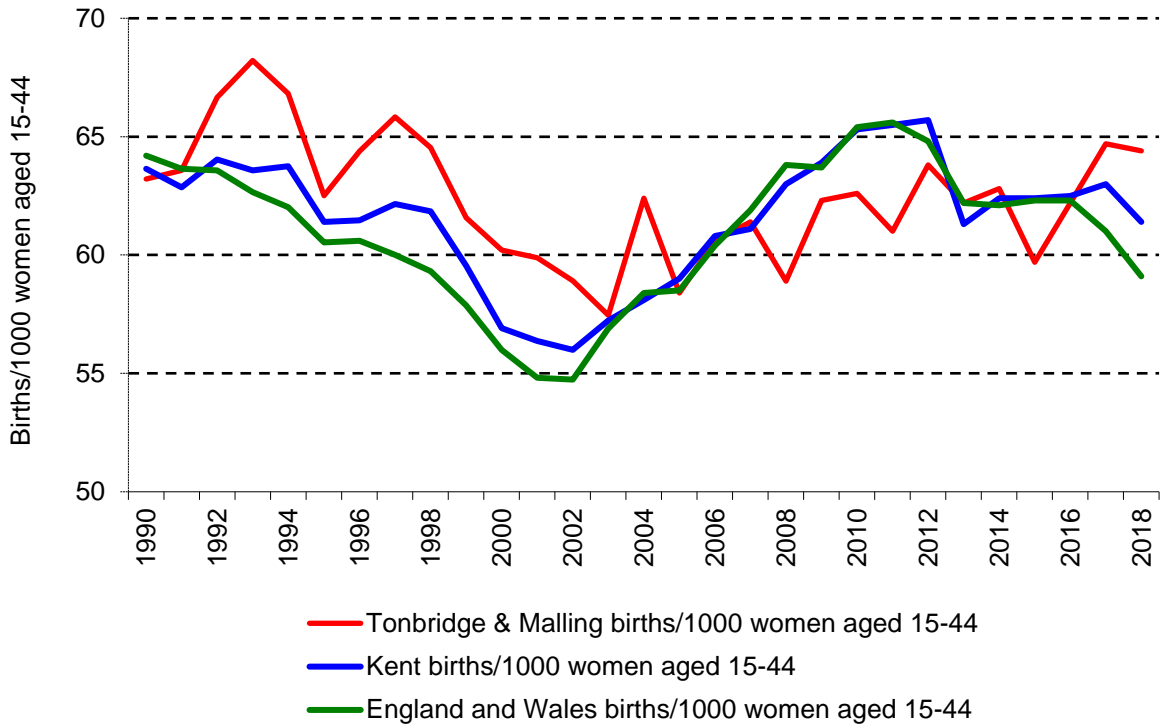




## Birth Rate and Births Analysis

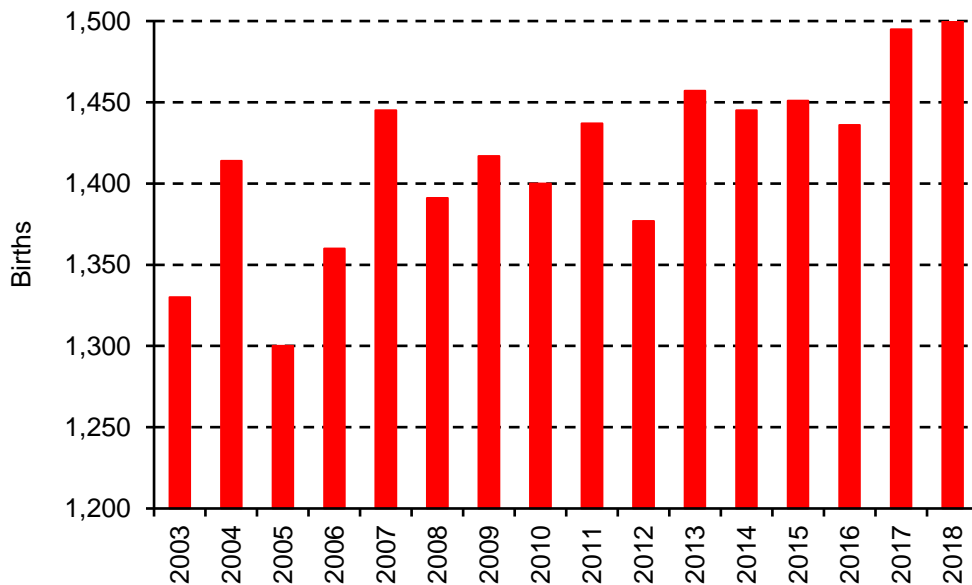
The charts below set out the birth rates for the Borough and the number of recorded births.

**Tonbridge & Malling, Kent and England & Wales birth rates 1990-2018\***



\* ONS data

**Tonbridge & Malling births 2003-2018\*\***



\*\* Health Authority birth data



## Tonbridge and Malling Analysis – Primary

### Year R Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Tonbridge South	210	25	31	20	22	17	20	210
Tonbridge North and Hildenborough	300	51	45	61	46	57	56	300
Hadlow and East Peckham	60	19	12	19	16	11	14	60
Shipbourne and Plaxtol	23	1	2	4	5	5	5	23
Kings Hill	240	21	35	51	43	56	54	240
Borough Green and Wrotham	131	12	6	14	4	9	8	131
West Malling	162	9	12	22	-4	-11	5	162
East Malling	279	17	13	-2	-14	-24	-19	264
Snodland	180	7	16	0	10	1	4	180
Medway Gap	198	32	41	34	33	29	33	198
<b>Tonbridge &amp; Malling</b>	<b>1,783</b>	<b>194</b>	<b>212</b>	<b>222</b>	<b>160</b>	<b>149</b>	<b>181</b>	<b>1,768</b>

### Year R-6 Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Tonbridge South	1,170	68	102	123	147	160	183	1,470
Tonbridge North and Hildenborough	2,070	106	151	196	228	268	317	2,100
Hadlow and East Peckham	420	60	56	67	71	81	86	420
Shipbourne and Plaxtol	164	17	16	13	16	16	18	161
Kings Hill	1,722	47	78	110	119	175	224	1,680
Borough Green and Wrotham	917	62	57	63	42	35	30	917
West Malling	1,104	8	6	29	-11	-13	9	1,134
East Malling	1,988	61	60	41	-1	-37	-53	1,940
Snodland	1,230	94	113	94	89	76	67	1,260
Medway Gap	1,323	129	120	119	110	103	104	1,386
<b>Tonbridge &amp; Malling</b>	<b>12,108</b>	<b>652</b>	<b>759</b>	<b>857</b>	<b>810</b>	<b>865</b>	<b>986</b>	<b>12,468</b>

### District commentary

For primary education the overall forecasts indicate sufficient places to meet demand across the Plan period for Year R and all primary years. However, there is local place pressure within the West Malling and East Malling planning groups that may require actions to be



taken to address forecast deficits.

### West Malling Planning Group

The forecast for West Malling shows a deficit of -4 and -11 Year R places for 2021-22 and 2022-23 respectively. These deficits may be accommodated in the adjacent Kings Hill planning group or require temporary provision; we will assess the demand for the next iteration of the Commissioning Plan.

### East Malling Planning Group

The anticipated -2 place Year R deficit in 2020-21 can be addressed within capacity in neighbouring planning groups. However, the increasing deficits from 2021-22 will require up to 1FE of additional provision to be commissioned; this is likely to be most suitably met though the expansion of an existing school.

### Snodland Planning Group

The Year R demand is forecast to fluctuate across the Plan period; there is not a forecast deficit of places within any year; however, there are low levels of surplus places across the Plan period. We will continue to monitor the demand over the next 12 months to assess if additional provision will be needed within the Snodland planning group or whether any small future deficit could be appropriately accommodated within the forecast surplus in the neighbouring Medway Gap planning group.

### Tonbridge and Malling Analysis Secondary

There are four planning groups which are within Tonbridge and Malling Borough or which cross the Borough boundary (See appendix 13.2 for the non-selective and selective planning group maps). Three of which are non-selective. The commentary below outlines the forecast position for each of the planning groups.

### Year 7 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021--22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Malling Non-Selective	540	108	95	65	70	63	53	42	61	540
Sevenoaks and Borough Green Non-Selective	565	30	-79	-55	-83	-76	-78	-85	-58	525
Tonbridge and Tunbridge Wells Non-Selective	1,591	97	10	40	8	-75	-55	1	58	1,529
West Kent Selective	1,155	-48	-107	-70	-113	-162	-135	-112	-60	1,140



## Years 7-11 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Malling Non-Selective	2,700	681	623	552	493	423	369	318	315	2,700
Sevenoaks and Borough Green Non-Selective	2,605	50	-25	-50	-119	-197	-298	-302	-302	2,625
Tonbridge and Tunbridge Wells Non-Selective	7,500	716	534	441	247	57	-82	-82	-61	7,645
West Kent Selective	5,279	-172	-211	-270	-340	-460	-542	-544	-533	5,700

### Malling Non-Selective Planning Group

There are three schools in the planning group: Aylesford School, Holmesdale School and Malling School. Forecasts indicate that there will be sufficient Year 7 and Year 7-11 across the Plan period.

### Sevenoaks and Borough Green Non-Selective Planning Group

There are three schools in the Sevenoaks and Borough Green non-selective planning group: Knowle Academy, Wrotham School and Trinity School.

There is pressure on Year 7 places for 2021. This fluctuates between 2FE and 3FE for the duration of the commissioning period. The reason for this demand is twofold. Firstly, it is a consequence of the rising primary school rolls over the last seven years in Sevenoaks district. Secondly, the amount of capacity available outside Sevenoaks district has been reducing over the last few years.

An additional 3FE of non-selective provision will be commissioned in the Sevenoaks and Borough Green Non-Selective Planning Group. However, should the Local Plan be agreed in the very near future additional housing stock may see this need increase. Feasibility studies are being undertaken to ensure the Council can react if this happens.

### Tonbridge and Tunbridge Wells Non-Selective Planning Group

There are eight schools in the planning group: Hadlow Rural Community School, Hayesbrook School, Hillview School for Girls, Hugh Christie Technology College, Bennett Memorial Diocesan School, Mascalls Academy, Skinners' Kent Academy and St. Gregory's Catholic School.

The introduction of 90 Year 7 places through expansion of existing schools within the planning group means that we anticipate sufficient places until September 2022-23, at which point a deficit of -75 places is forecast, the deficit continues into 2023-24 and is then forecast to revert to a small surplus in 2024-25 and 2025-26.



However, it is anticipated that demand driven by new housing development will keep place pressure at 2023-24 levels and that permanent additional places will be needed going forward.

Our strategic response to the forecast pressure within the planning group is the proposed permanent 2FE expansion of an existing secondary school in Tunbridge Wells from 2022-23. The expansion will provide sufficient non-selective places to cover the medium-term pressure through to the end of the Plan period.

In the longer-term, new development in Tonbridge and Malling will necessitate a new 6FE secondary school and a site at Kings Hill has been identified through the emerging Local Plan process. Similarly, longer term housing developments in Tunbridge Wells will necessitate a new 6FE Secondary school within the Paddock Wood area; the County Council is also seeking to secure a site to be reserved for a 6FE secondary school within the Tunbridge Wells Town area for establishment post 2028 should it be required.

### West Kent Selective Planning Group

There are six schools in the planning group: Judd School, Tonbridge Grammar School, Weald of Kent Grammar School, Skinners' School, Tunbridge Wells Girls' Grammar School and Tunbridge Wells Grammar School for Boys.

Demand for selective places is forecast to increase and exceed capacity during the Plan period, peaking at a deficit of -162 Year 7 places in 2022-23. In response to this demand, we will seek to establish 3FE of boys' selective provision at the Wilderness site as an annexe to Tunbridge Wells Grammar School for Boys (TWGSB) from September 2021. We will need up to 70 temporary places in existing schools in 2020-21.

For the period from 2021-22 to 2024-25 will need up to 60 places of temporary selective provision in existing schools alongside the 3FE of permanent provision proposed at the annexe. Depending on pace and scale of housing development there may be a need to make this temporary provision permanent.

### Planned Commissioning – Tonbridge and Malling

Planning Group	By 2020-21	By 2021-22	By 2022-23	By 2023-24	Between 2024-28	Between 2028-2031
West Malling		Up to 30 temporary Year R places	Up to 30 temporary Year R places			
East Malling		Up to 1FE of additional provision in existing schools.				
Tonbridge and Tunbridge Wells Non-Selective			2FE expansion of existing school		Two 6FE new schools (subject to planned housing)	6FE new schools (subject to planned housing)



Planning Group	By 2020-21	By 2021-22	By 2022-23	By 2023-24	Between 2024-28	Between 2028-2031
					growth)	growth)
<b>Sevenoaks and Borough Green Non-Selective Planning Group</b>		3FE expansion				
<b>West Kent Selective</b>	Up to 70 temporary places Year 7 places	3FE boys' selective annexe at the Wilderness site  Up to 60 temporary Year 7 places	Up to 60 temporary Year 7 places	Up to 60 temporary Year 7 places	Up to 60 temporary Year 7 places	
<b>Special School</b>			50 place secondary PSCN special school satellite.			



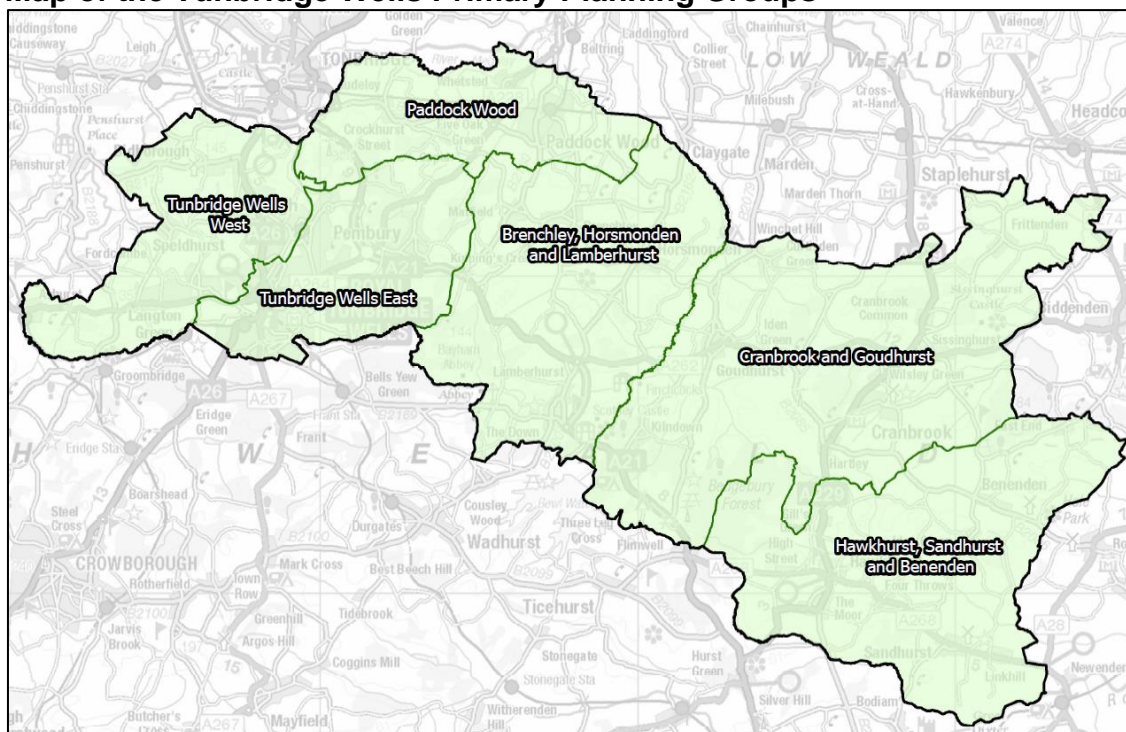
## 10.17 Tunbridge Wells

### Borough commentary

- The birth rate for Tunbridge Wells has fluctuated over the past five years but remains below Kent and national figures. The number of live births is slightly increased from the previous year but still 200 fewer than the peak in 2011.
- For primary education the overall forecasts indicate sufficient places to meet demand across the Plan period for Year R and all primary years. However, there is local place pressure in some planning groups. For secondary provision we anticipate there will be sufficient places during the Plan period for the Tenterden and Cranbrook non-selective planning group. Tonbridge and Tunbridge Wells non-selective group is forecast to have a small surplus of places apart from in 2022-23 and 2023-24 when it will have deficits of -75 and -55 places. The West Kent selective is anticipated to be in deficit throughout the Plan period, peaking at a deficit of -162 Year 7 places in 2022-23. Cranbrook selective group is forecast to have sufficient places throughout the Plan period.
- Tunbridge Wells Borough Council's Issues and Options document identifies the need for 648 homes per year in Tunbridge Wells Borough over the 2013-33 period (12,960 over 20 years). During the 5 year period 2013-18 a total of 1,784 houses were completed with an average of 357 per year.



## Map of the Tunbridge Wells Primary Planning Groups



## Tunbridge Wells Primary Schools by Planning Group

Planning Groups	School	Status
Tunbridge Wells East	Broadwater Down Primary School	Community
	Claremont Primary School	Community
	Pembury School	Community
	Skinners' Kent Primary School	Academy
	St. Barnabas CE Primary School	Voluntary Aided
	St. James' CE Infant School	Voluntary Aided
	St. James' CE Junior School	Voluntary Controlled
	St. Mark's CE Primary School (Tunbridge Wells)	Voluntary Controlled
	St. Peter's CE Primary School (Tunbridge Wells)	Voluntary Controlled
	Temple Grove Academy	Academy
Wells Free School	Free	
Tunbridge Wells West	Bidborough CE Primary School	Voluntary Controlled
	Bishops Down Primary School	Community
	Langton Green Primary School	Community
	Rusthall St. Paul's CE Primary School	Voluntary Aided
	Southborough CE Primary School	Voluntary Controlled
	Speldhurst CE Primary School	Voluntary Aided
	St. Augustine's RC Primary School (Tunbridge Wells)	Academy
	St. John's CE Primary School (Tunbridge Wells)	Voluntary Controlled
St. Matthew's High Brooms CE Primary School	Voluntary Controlled	



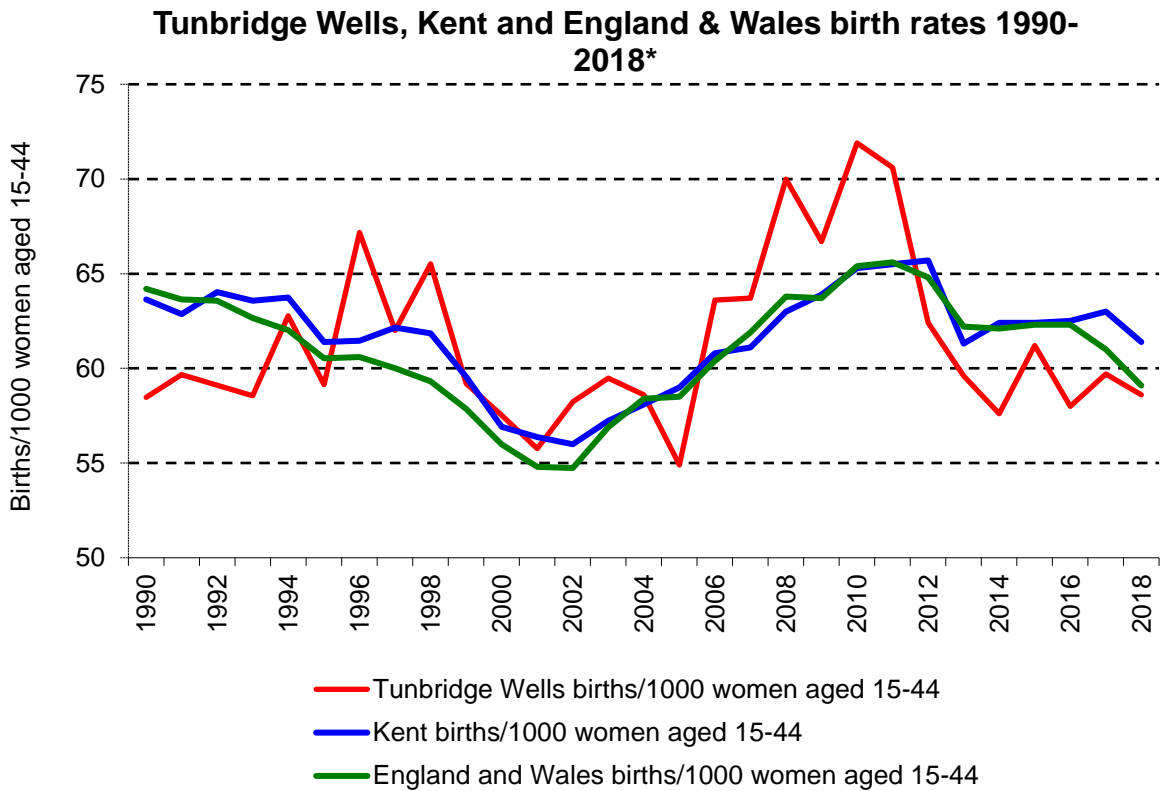


Planning Groups	School	Status
Paddock Wood	Capel Primary School	Community
	Paddock Wood Primary School	Community
Brenchley, Horsmonden and Lamberhurst	Brenchley and Matfield CE Primary School	Academy
	Horsmonden Primary School	Community
	Lamberhurst St. Mary's CE Primary School	Voluntary Controlled
Cranbrook and Goudhurst	Colliers Green CE Primary School	Voluntary Aided
	Cranbrook CE Primary School	Voluntary Controlled
	Frittenden CE Primary School	Voluntary Controlled
	Goudhurst and Kilndown CE Primary School	Voluntary Controlled
	Sissinghurst CE Primary School	Voluntary Aided
Hawkhurst, Sandhurst and Benenden	Benenden CE Primary School	Voluntary Controlled
	Hawkhurst CE Primary School	Voluntary Controlled
	Sandhurst Primary School	Community

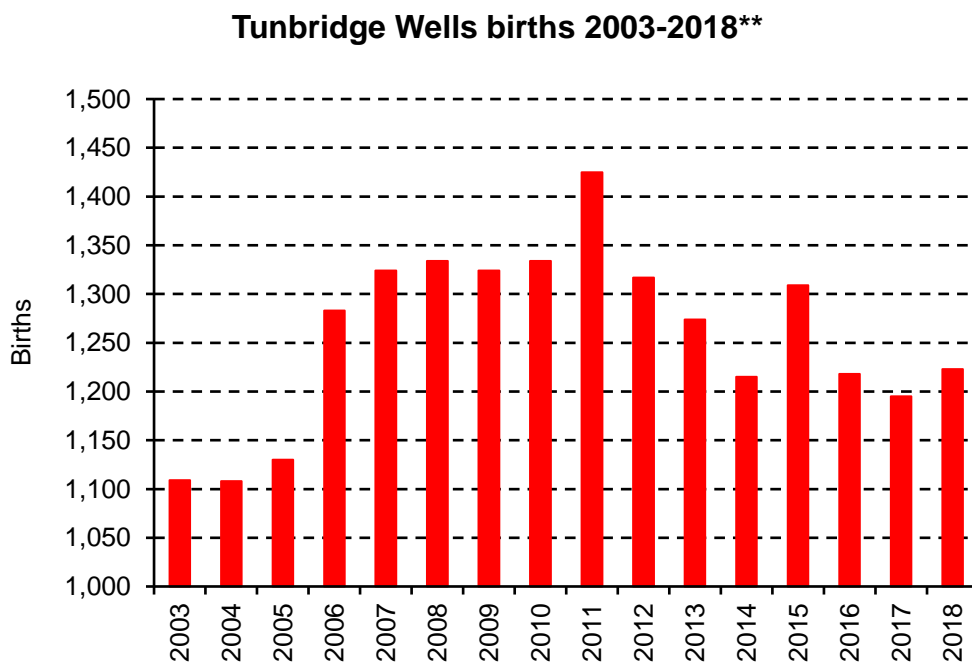


## Birth Rate Analysis

The charts below set out the birth rates for the Borough and the number of recorded births.



\* ONS data



\*\* Health Authority birth data



## Tunbridge Wells Analysis – Primary

### Year R Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Tunbridge Wells East	464	76	37	43	58	44	48	450
Tunbridge Wells West	465	43	31	66	60	66	71	465
Paddock Wood	120	12	2	18	16	7	5	120
Brenchley, Horsmonden and Lamberhurst	90	20	14	25	22	20	20	90
Cranbrook and Goudhurst	111	4	10	5	-1	-1	2	111
Hawkhurst, Sandhurst and Benenden	85	17	20	24	25	31	28	90
<b>Tunbridge Wells</b>	<b>1,335</b>	<b>172</b>	<b>115</b>	<b>180</b>	<b>181</b>	<b>167</b>	<b>174</b>	<b>1,326</b>

### Year R-6 Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Tunbridge Wells East	3,238	352	358	339	333	346	362	3,178
Tunbridge Wells West	3,245	79	98	128	185	243	301	3,245
Paddock Wood	870	44	40	53	42	8	-9	840
Brenchley, Horsmonden and Lamberhurst	630	68	72	84	101	116	119	630
Cranbrook and Goudhurst	787	49	59	49	31	27	37	777
Hawkhurst, Sandhurst and Benenden	585	80	87	109	118	149	160	620
<b>Tunbridge Wells</b>	<b>9,355</b>	<b>672</b>	<b>715</b>	<b>762</b>	<b>809</b>	<b>889</b>	<b>970</b>	<b>9,290</b>

### District commentary

For primary education the overall forecasts indicate sufficient places to meet demand across the Plan period for Year R and all primary years. However, there is local place pressure within the Paddock Wood and Cranbrook and Goudhurst planning groups that may need actions to be taken to address forecast deficits.

### Paddock Wood Planning group

The surplus of 18 Year R places in 2020 is anticipated to gradually reduce during the Plan period with a smaller 5 place surplus indicated by 2023. The rate at which the surplus will decrease is subject to the pace of housing occupations in the town, the surplus could diminish faster than forecast, as circa 1,000 new homes are currently being constructed; we will therefore monitor this.



Proposals to establish a new 2FE Primary Free School in the town, St Andrews, are at pre-opening stage as part of Wave 11 of the Government's Free School Programme. An opening date has not yet been confirmed by the DfE but will not be prior to September 2022; we will work with the DfE and the Trust to support an opening in line with the need for additional places due to housing growth.

### Cranbrook and Goudhurst Planning group

The Year R demand is forecast to fluctuate across the Plan period, with a one place deficit forecast for 2021-22 and 2022-23. We feel the demand can be met within the existing schools via small temporary bulges, but we will continue to monitor the demand over the next 12 months to assess if additional provision is needed.

### Tunbridge Wells Analysis – Secondary

There are four planning groups which are within Tunbridge Wells Borough or which cross the Borough boundary (See appendix 13.2 for the non-selective and selective planning group maps). Two planning groups are non-selective Tenterden and Cranbrook and Tonbridge and Tunbridge Wells. The commentary below outlines the forecast position for each of the planning groups.

#### Year 7 Surplus/Deficit Capacity if No Further Action is Taken

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021--22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Tenterden and Cranbrook Non-Selective	540	139	102	106	131	118	91	140	139	540
Tonbridge and Tunbridge Wells Non-Selective	1,591	97	10	40	8	-75	-55	1	58	1,529
West Kent Selective	1,155	-48	-107	-70	-113	-162	-135	-112	-60	1,140
Cranbrook Selective	60	-1	8	9	0	0	6	0	0	90

#### Years 7-11 Surplus/Deficit Capacity if No Further Action is Taken

	2018-19 capacity	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021--22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Tenterden and Cranbrook Non-Selective	2,700	764	705	640	626	591	554	589	604	2,700
Tonbridge and Tunbridge Wells Non-Selective	7,500	716	534	441	247	57	-82	-82	-61	7,645
West Kent Selective	5,279	-172	-211	-270	-340	-460	-542	-544	-533	5,700
Cranbrook Selective	564	10	25	26	8	0	6	3	0	630



### **Tenterden and Cranbrook Non-Selective Planning Group**

There are two schools in the Tenterden and Cranbrook planning group: High Weald Academy and Homewood School. There is forecast to be surplus places throughout the Plan period, although house building in Tenterden will add pressure on Homewood School.

### **Tonbridge and Tunbridge Wells Non-Selective Planning Group**

There are eight schools in the planning group: Hadlow Rural Community School, Hayesbrook School, Hillview School for Girls, Hugh Christie Technology College, Bennett Memorial Diocesan School, Mascalls Academy, Skinners' Kent Academy and St. Gregory's Catholic School.

The introduction of 90 Year 7 places through expansion of existing schools within the planning group means that we anticipate sufficient places until September 2022-23, at which point a deficit of -75 places is forecast, the deficit continues into 2023-24 and is then forecast to revert to a small surplus in 2024-25 and 2025-26.

However, it is anticipated that demand driven by new housing development will keep place pressure at 2023-24 levels and that permanent additional places will be needed going forward.

Our strategic response to the forecast pressure within the planning group is the proposed permanent 2FE expansion of an existing secondary school in Tunbridge Wells from 2022-23. The expansion will provide sufficient non-selective places to cover the medium-term pressure through to the end of the Plan period.

In the longer-term, new development in Tonbridge and Malling will necessitate a new 6FE secondary school and a site at Kings Hill has been identified through the emerging Local Plan process. Similarly, longer term housing developments in Tunbridge Wells will necessitate a new 6FE Secondary school within the Paddock Wood area; the County Council is also seeking to secure a site to be reserved for a 6FE secondary school within the Tunbridge Wells Town area for establishment post-2028 should it be required.

### **West Kent Selective Planning Group**

There are six schools in the planning group: Judd School, Tonbridge Grammar School, Weald of Kent Grammar School, Skinners' School, Tunbridge Wells Girls' Grammar School and Tunbridge Wells Grammar School for Boys.

Demand for selective places is forecast to increase and exceed capacity during the Plan period, peaking at a deficit of -162 Year 7 places in 2022-23. In response to this demand, we will seek to establish 3FE of boys' selective provision at the Wilderness site as an annexe to Tunbridge Wells Grammar School for Boys (TWGSB) from September 2021. We will need up to 70 temporary places in existing schools in 2020-21.

For the period from 2021-22 to 2024-25 will need up to 60 places of temporary selective provision in existing schools alongside the 3FE of permanent provision proposed at the annexe. Depending on pace and scale of housing development there may be a need to make this temporary provision permanent.



### Cranbrook Selective Planning Group

There is only one school in the Cranbrook selective planning group: Cranbrook School. We forecast sufficient Year 7 and Years 7-11 places throughout the Plan period. However, we will monitor the demand over the next 12 months as there are very small or no place surpluses forecast.

### Planned Commissioning – Tunbridge Wells

Planning Group	By 2020-21	By 2021-22	By 2022-23	By 2023-24	Between 2024-28	Between 2028-2031
<b>Paddock Wood</b>			2FE new provision at St Andrew's (subject to planned housing growth)			
<b>Tonbridge and Tunbridge Wells Non-Selective</b>			2FE expansion of existing school		Two 6FE new schools (subject to planned housing growth)	6FE new school (subject to planned housing growth)
<b>West Kent Selective</b>	Up to 70 temporary places in existing schools.	3FE boys' selective annexe at the Wilderness site  Up to 60 temporary places in existing schools.	Up to 60 temporary places in existing schools.	Up to 60 temporary places in existing schools.	Up to 60 temporary places in existing schools.	
<b>Special Schools</b>	Oakley Special school increasing Designated Number from 242 to 252 places.		50 place secondary PSCN special school satellite.			
<b>Specialist Resourced Provision</b>	7 place SRP for SLCN at Bishop's Down Primary School					



## 11. Kent Wide Summary

**Figure 11.1: Summary of the Commissioning Proposals for Primary Schools**

District	by 2020-21	by 2021-22	by 2022-23	by 2023-24	Between 2024-28	Between 2028-2031
Ashford			1FE	1FE	3.8FE	2FE
Canterbury	0.5FE	0.5FE			3FE	2FE
Dartford	1FE	1FE 30 Year R	1FE	2FE	4FE	2FE
Dover					2FE	3FE
Folkestone & Hythe					3.2FE	
Gravesham	1FE 1FE reduction					
Maidstone					2.6FE	
Sevenoaks		0.5FE reduction				
Swale			0.5FE		3FE	
Thanet					2FE	2FE
Tonbridge and Malling		1FE 30 Year R	30 Year R			
Tunbridge Wells			2FE			
<b>Totals</b>	<b>2.5FE</b>	<b>2.5FE</b> <b>60 Year R</b>	<b>4.5FE</b> <b>30 Year R</b>	<b>3FE</b>	<b>23.6FE</b>	<b>11FE</b>

**Total of 47FE\* of ADDITIONAL\*\* provision across the planned period and 90 temporary Year R places**

\*All figures rounded to the nearest 0.5FE

\*\*The reduction in Gravesham and Sevenoaks are not netted off



**Figure 11.2: Summary of the Commissioning Proposals for Secondary Schools**

District	by 2020-21	by 2021-22	by 2022-23	by 2023-24	Between 2024-28	Between 2028-2031
Ashford	90 Year 7 non-selective places	90 Year 7 non-selective places	4FE non-selective			2FE non-selective
Canterbury*	30 Year 7 non-selective places 30 Year 7 selective places	5FE non-selective 30 Year 7 selective places	30 Year 7 selective places	5FE selective	1FE non-selective	
Dartford		2FE selective	4FE non-selective	2FE selective	8FE non-selective	
Dover		30 Year 7 non-selective		60 Year 7 non-selective places	30 Year 7 non-selective places	
Folkestone & Hythe	30 Year 7 non-selective places	30 Year 7 non-selective places	30 Year 7 non-selective places	30 Year 7 non-selective places		
Gravesham	1FE non-selective 30 Year 7 non-selective places 30 Year 7 selective places	2FE non-selective 2FE selective		3FE non-selective		
Maidstone			2FE selective	1FE selective 90 Year 7 non-selective places		
Sevenoaks	60 Year 7 non-selective places	3FE non-selective				
Swale	45 Year 7 non-selective places 45 Year 7 selective places	1FE non-selective 90 Year 7 non-selective places 60 Year 7 selective places	30 Year 7 non-selective places 45 Year 7 selective places	6FE non-selective 2FE selective		
Thanet	75 Year 7 non-selective places 30 Year 7 selective places	45 Year 7 non-selective places 15 Year 7 selective places	2FE non-selective 30 Year 7 selective	1FE non-selective		
Tonbridge and Malling**	70 Year 7 selective places	60 Year 7 selective places	2FE non-selective 60 Year 7 selective places	60 Year 7 selective places	6FE non-selective 60 Year 7 selective places	
Tunbridge Wells		3FE selective			6FE non-selective	6FE non-selective
<b>Totals</b>	<b>1FE</b> <b>565 Year 7</b>	<b>18FE</b> <b>450 Year 7</b>	<b>14FE</b> <b>225 Year 7</b>	<b>20FE</b> <b>240 Year 7</b>	<b>21FE</b> <b>90 Year 7</b>	<b>8FE</b>

\* There is a possibility that some of these unnamed selective places could be commissioned at the one school in the planning group that is in Swale District.

\*\*There is a possibility that some of these unnamed non-selective places could be commissioned at the schools in the planning group that is in Tunbridge Wells Borough.

**Total of 82FE across the planned period and 1,570 temporary Year 7 places**



**Figure 11.3: Summary of Commissioning Intentions for Specialist Provision**

District	by 2020-21	by 2021-22	by 2022-23	by 2023-24	Between 2024-28	Between 2028-2031
Ashford	104	14 places				
Canterbury	20 places	20 places			120 places	
Dartford		15 places	250 places			
Dover	180 places					
Folkestone and Hythe		14 places				
Gravesham		15 places				
Maidstone	323 places					
Sevenoaks		52				
Swale	198 places	20 places	120 places			
Thanet	32 places		20 places			
Tonbridge and Malling			50 places			
Tunbridge Wells	17 places		50 places			
<b>Totals</b>	<b>874 places</b>	<b>150 places</b>	<b>490 places</b>		<b>120 places</b>	

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**A total of 1,634 places across Key Stages 1 to 5 are planned for the forecast period.**

## 12. Appendices

### 12.1 Forecasting Methodology Summary

To inform the process of forecasting Primary school pupil numbers, KCC receives information from the Kent Primary Care Agency to track the number of births and location of Pre-school age children. The Pre-school age population is forecast into Primary school rolls according to trend-based intake patterns by ward area. Secondary school forecasts are calculated by projecting forward the Year 6 cohort, also according to trend-based intake patterns. If the size of the Year 6 cohort is forecast to rise, the projected Year 7 cohort size at Secondary schools will also be forecast to rise.

It is recognised that past trends are not always an indication of the future. However, for the Secondary phase, travel to school patterns are firmly established, parental preference is arguably more constant than in the Primary phase and large numbers of pupils are drawn from a wide area. Consequently, forecasts have been found to be accurate.

Pupil forecasts are compared with school capacities to give the projected surplus or deficit of places in each area. It is important to note that where a deficit is identified within the next few years work will already be underway to address the situation.

The forecasting process is trend-based, which means that relative popularity, intake patterns, and inward migration factors from the previous five years are assumed to continue throughout the forecasting period. Migration factors will reflect the trend-based level of house-building in an area over the previous five years, but also the general level of in and out migration, including movements into and out of existing housing. An area that has a large positive migration factor may be due to recent large-scale house-building, and an area with a large negative migration factor may reflect a net out-migration of families. These migration factors are calculated at Pre-school level by ward area and also at school level for transition between year groups, as the forecasts are progressed.

Information about expected levels of new housing, through the yearly Housing Information Audits (HIA) and Local Development Framework (LDF) Core Strategies is the most accurate reflection of short, medium and long term building projects at the local level. Where a large development is expected, compared with little or no previous house-building in the area, a manual adjustment to the forecasts may be required to reflect the likely growth in pupil numbers more accurately.

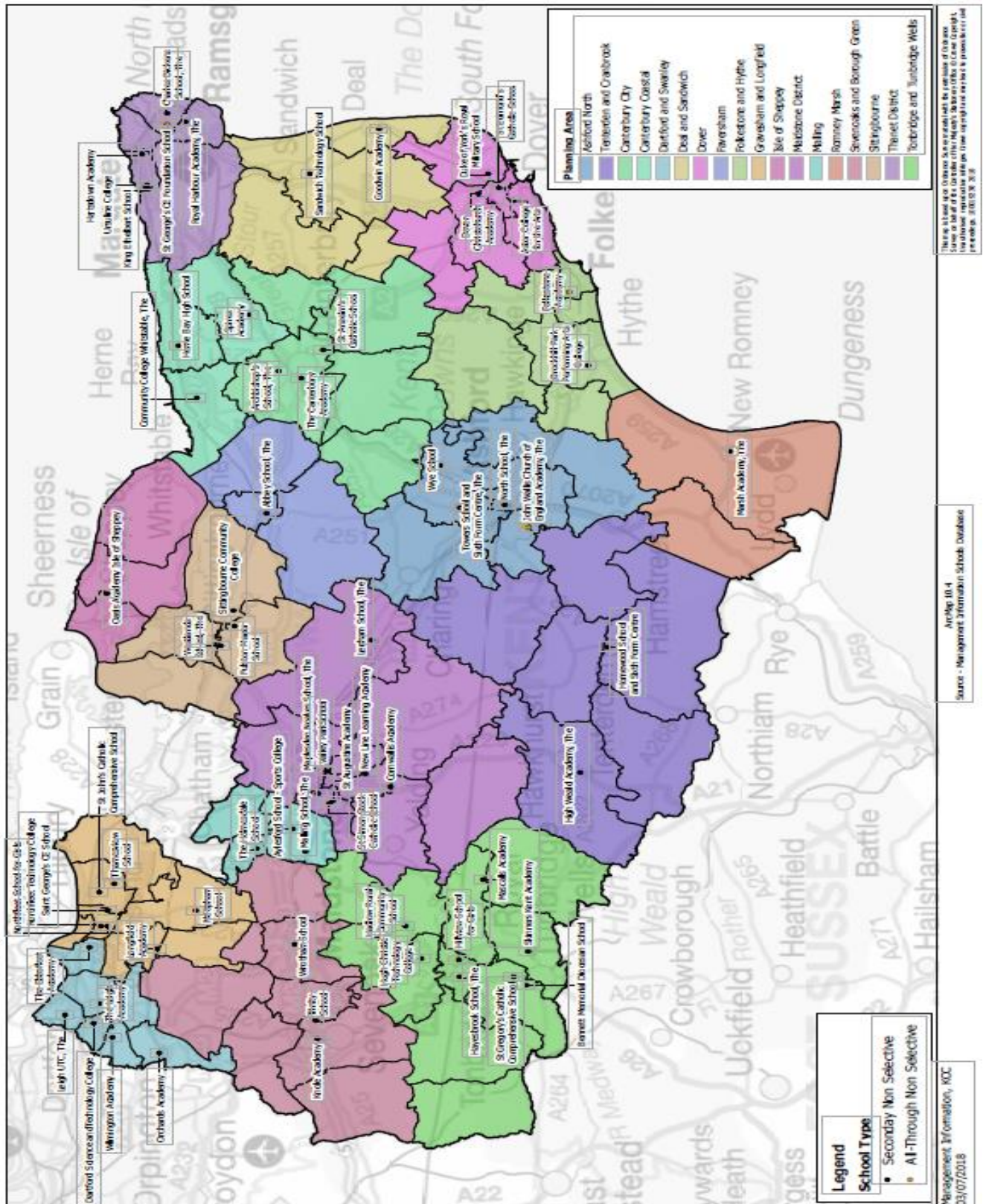
Pupil product rates (the expected number of pupils from new house-building) are informed by the MORI New Build Survey 2005. KCC has developed a system that combines these new-build pupil product rates (PPRs) with the stock housing PPR of the local area to model the impact of new housing developments together with changing local demographics over time. This information is shared with district authorities to inform longer term requirements for education infrastructure and the Community Infrastructure Levy (CIL) discussions at an early stage.

Forecasting future demand for school places can never be completely precise given the broad assumptions which have to be made about movements in and out of any given locality, the pace of individual housing developments, patterns of occupation and not least parental preferences for places at individual schools. This will be a function of geography, school reputation, past and present achievement levels and the availability of alternative provision.

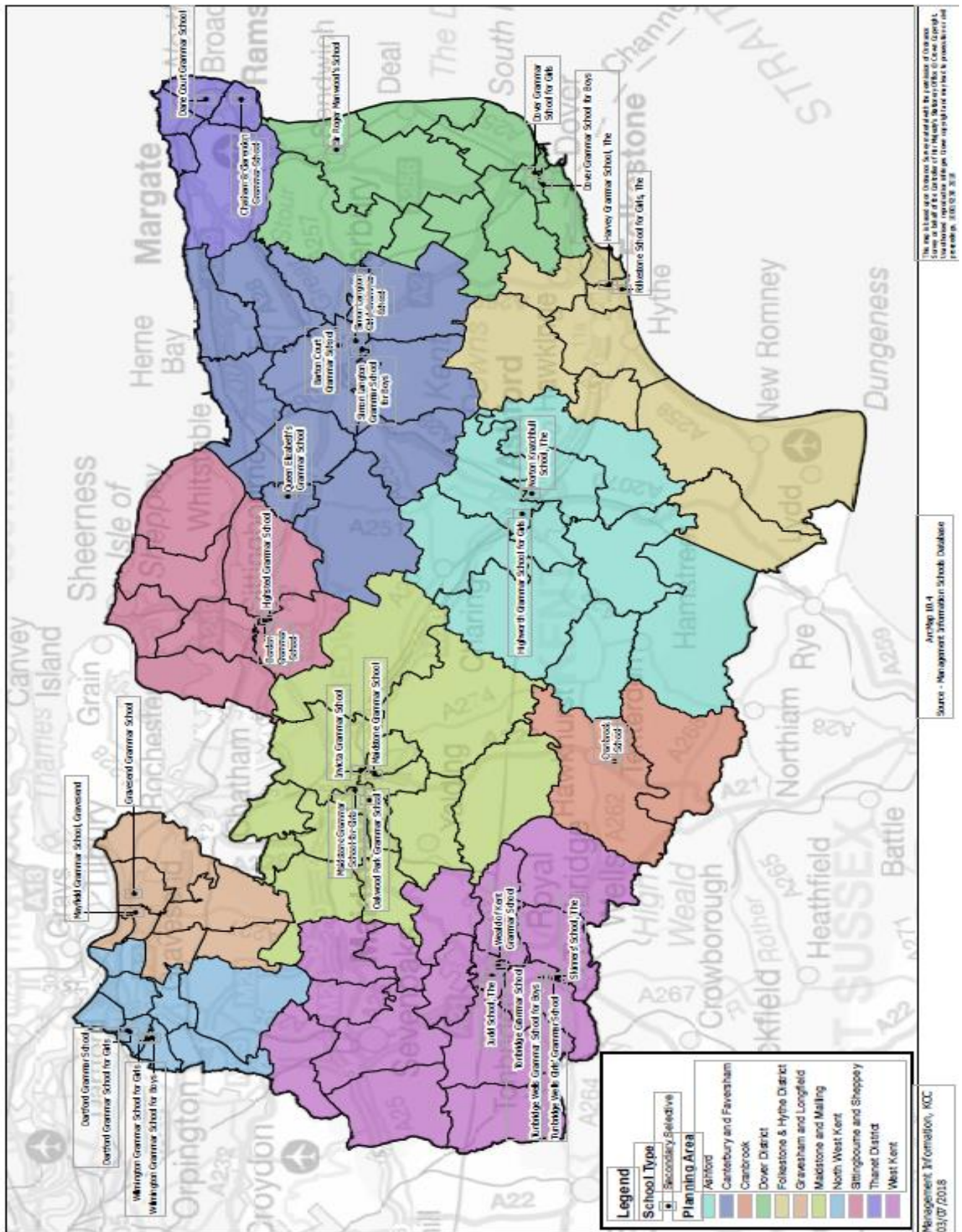


## 12.2 Secondary Planning Group Maps

### Non-selective Secondary Planning Groups

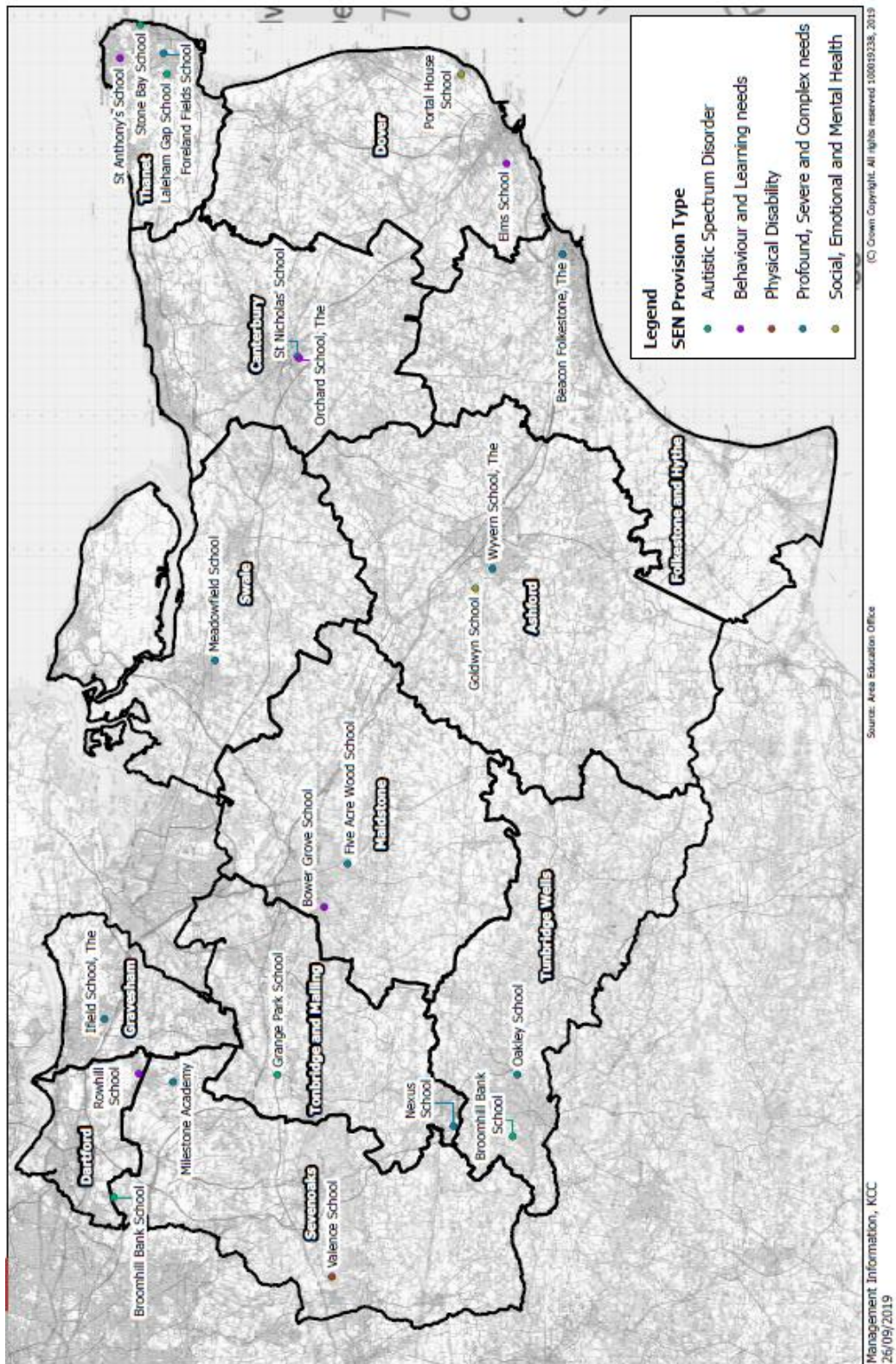


## Selective Secondary Planning Groups

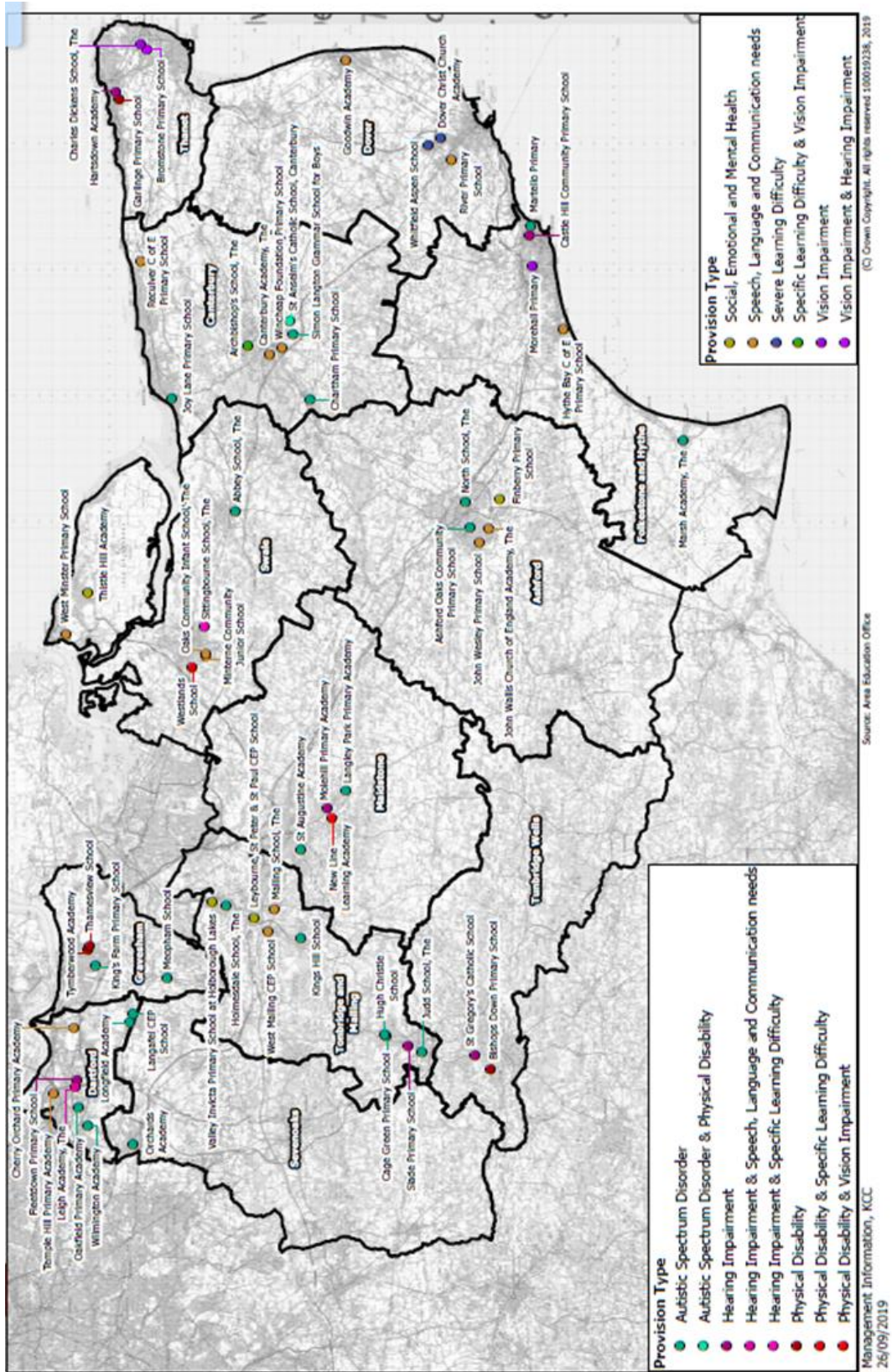


## 12.3 Special Schools and Specialist Resourced Provision Maps

### Special Schools by Need Type



# Specialist Resourced Provisions by Need Type



Commissioning Plan for Education Provision in Kent  
2020 – 2024

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

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

**Name of decision, policy, procedure, project or service:** Commissioning Plan for Education Provision in Kent 2020-24

**Responsible Owner/ Senior Officer:** David Adams (AEO South)

**Version:** 1

**Author:** Lee Round

**Pathway of Equality Analysis:** CYPECC

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

- **Context**

The Commission Plan for Education Provision in Kent is an annual publication that provides an overarching framework for determining when and where education provision may be needed in the future.

- **Aims and Objectives**

The aim of the Plan is to:

- Provide an overarching framework for determining when and where education provision may be needed in the future. To this end it sets out the forecast number of children and young people in Kent and breaks this down to smaller geographical areas (districts and planning groups within these) to show where there may be a need for more or fewer places.
- Set out the principles which will be used to consider and evaluate individual proposals which might come forward (be commissioned) to address any identified shortage or surplus of places in a locality.

- **Summary of equality impact**

In respect of an equality impact assessment, we believe that this would be carried out at two levels. First, in respect of the Commissioning Plan itself, the assessment is whether the commissioning principles and guidelines may have an impact (either positive or negative) on any protected groups and if so what action, if any, should be taken to amend the Plan or to mitigate the negative impacts. The second, a more detailed analysis of the impacts on any protected group arising from individual education consultation proposals.

This Equality Impact Assessment deals solely with the first of these two levels, namely the principles and guidelines of the Commissioning Plan for Education Provision.

The EqIA will focus on the overarching principles and the planning guidelines for commissioning school places in the County as these will guide future provision and are the areas to be consulted.

Updated 02/01/2020

**Adverse Equality Impact Rating Low**

**Attestation**

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning The Commissioning Plan for Education Provision in Kent 2020-24. I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

**Head of Service**



Signed:

Name: David Adams

Job Title: Area Education Officer (South)

Date: 12-12-19

**DMT Member**

Signed:

**DMT Member**



Signed:

Name: Keith Abbott

Job Title: Director Education, Planning and Access

Date: 12-12-19

**Part 1 Screening**

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

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

## 1. We will always put the needs of the learners first.

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqlA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
Age				<p>High positive impact for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>This approach means that we will aim to meet the educational needs of all pupils including the most vulnerable learners*. The needs of protected groups will be considered in any consultation through an EqlA specific to that consultation.</p> <p>These assumptions will be tested as part individual school consultation processes.</p>
Disability				
Sex				
Gender identity/ Transgender				
Race				
Religion and Belief				
Sexual Orientation				
Pregnancy and Maternity				
Marriage and Civil Partnerships				
Carer's Responsibilities				

\*The most vulnerable learners in this context included those entitled to Pupil Premium funding, who are looked after or are classified as SEN.

2. Every child has access to a local good or outstanding school, which is appropriate to their needs.

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
Age				Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.
Disability				
Sex				
Gender identity/ Transgender				
Race				
Religion and Belief				
Sexual Orientation				
Pregnancy and Maternity				
Marriage and Civil Partnerships				
Carer's Responsibilities				

3. All education provision in Kent should be financially efficient and viable.

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
Age				Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.
Disability				
Sex				
Gender identity/ Transgender				Positive for all children. A school remaining viable is critical to the quality of education it can provide and is fundamental to providing the range of choice we aspire to for our communities.
Race				
Religion and Belief				We recognise that in areas of high surplus capacity actions taken to reduce surplus may impact on parental choice. Actions may also have an impact on disabled pupils or parents/carers if they have to incur the costs of travelling further for a school place. This may also impact on pupils with SEN who may have to travel further to access appropriate provision. The impact will need to be tested in the specific EqIA for an individual consultation.
Sexual Orientation				
Pregnancy and Maternity				
Marriage and Civil Partnerships				
Carer's Responsibilities				

**4: We will aim to meet the needs and aspirations of parents and the local community.**

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
<b>Age</b>				Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.
<b>Disability</b>				
<b>Sex</b>				
<b>Gender identity/ Transgender</b>				The KCP identifies gaps in provision for Early Years through to Post 16 including provision for pupils classed as disabled due to their special educational needs.
<b>Race</b>				
<b>Religion and Belief</b>				The views of parents and the local community will be captured and considered at every opportunity during a consultation. This will include capturing opinion by recording and transcribing public meetings, ensuring consultation information is spread widely in the consultation area and encouraging emailed as well as posted responses.
<b>Sexual Orientation</b>				
<b>Pregnancy and Maternity</b>				
<b>Marriage and Civil Partnerships</b>				We will ensure that all our consultations are made accessible, from the venues in which we hold meeting to the options provided for responding to a given consultation.
<b>Carer's Responsibilities</b>				

5. We will aim to promote parental preference

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
Age				<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities.</p> <p>Responding parental preferences in respect of school choice and diversity means that provision will respond to a range of needs within a community. However, the Local Authority is mindful that the expansion of a popular school could make other schools in the area less viable. Particularly when a school is rated as Requires Improvement or Inadequate. These schools may well have a higher percentage of pupils from disadvantage families, pupils with SEND needs or who have English as an Additional Language. For each consultation a separate EqIA will be completed to assess and understand the equality implications and opportunities.</p> <p>Analysis of admissions data will be undertaken in districts where we do not achieve our preference targets to identify if any protected group disproportionately affected. If this is the case actions will be put in place to redress the situation.</p> <p>These assumptions will be tested as part individual school consultation processes.</p>
Disability				
Sex				
Gender identity/ Transgender				
Race				
Religion and Belief				
Sexual Orientation				
Pregnancy and Maternity				
Marriage and Civil Partnerships				
Carer's Responsibilities				



6. We recognise perceptions may differ as to benefits and detrimental impacts of proposals. We aim to ensure our consultation processes capture the voice of all communities. To be supported, proposals must demonstrate overall benefit to the community.

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
Age				<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>Views within a consultation will be captured and considered at every opportunity. This will include capturing opinion by recording and transcribing public meetings, ensuring consultation information is spread widely in the consultation area and encouraging emailed as well as posted responses.</p> <p>We will ensure that all our consultations are made accessible, from the venues in which we hold meeting to the options provided for responding to a given consultation.</p>
Disability				
Sex				
Gender identity/ Transgender				
Race				
Religion and Belief				
Sexual Orientation				
Pregnancy and Maternity				
Marriage and Civil Partnerships				
Carer's Responsibilities				

7. **The needs of Children in Care and those with SEN will be given priority in any commissioning decision.**

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			High/Medium/Low Positive Impact Evidence
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	
<b>Age</b>				Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.
<b>Disability</b>				
<b>Sex</b>				
<b>Gender identity/ Transgender</b>				Positive for children with SEN and disabilities.
<b>Race</b>				Looked after children will be able to access educational provision across the County including Unaccompanied Asylum Seeking Children.
<b>Religion and Belief</b>				
<b>Sexual Orientation</b>				Consultation will seek to elicit views in relation to this priority.
<b>Pregnancy and Maternity</b>				
<b>Marriage and Civil Partnerships</b>				These assumptions will be tested as part individual school consultation processes.
<b>Carer's Responsibilities</b>				

8. We will give priority to organisational changes within schools that create environments better able to meet the needs of vulnerable children including those who have SEN and disabilities, come from minority ethnic communities and/or from low income families.

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
Age				<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>KCC policy is to expand schools that are rated Good or Outstanding. These schools are reducing the gaps in achievement between the groups with protected characteristics and all other pupils.</p> <p>Therefore, this is a positive for children with SEN and disabilities and those from minority communities and/or from low income families.</p> <p>These assumptions will be tested through individual consultations.</p>
Disability				
Sex				
Gender identity/ Transgender				
Race				
Religion and Belief				
Sexual Orientation				
Pregnancy and Maternity				
Marriage and Civil Partnerships				
Carer's Responsibilities				

9. We will ensure we make the most efficient use of resources.

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
<b>Age</b>				<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>The impact on all groups particularly those with protected characteristics will be evaluated when resourcing decisions are made.</p> <p>We understand that the cheapest commissioning option may not always make the most efficient use of our resources. The use of resources must have a positive impact on protected groups.</p> <p>These assumptions will be tested through consultation.</p>
<b>Disability</b>				
<b>Sex</b>				
<b>Gender identity/ Transgender</b>				
<b>Race</b>				
<b>Religion and Belief</b>				
<b>Sexual Orientation</b>				
<b>Pregnancy and Maternity</b>				
<b>Marriage and Civil Partnerships</b>				
<b>Carer's Responsibilities</b>				

10. Any educational provision facing challenges in difficult times will be supported and challenged to recover in an efficient and timely manner, but where sufficient progress is not so achieved, we will seek to commission alternative provision or another provider.

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
Age				<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>Children have one opportunity to receive a good education. Acting to ensure they receive this and do not languish in inadequate provision is essential</p> <p>Statistically higher numbers of pupils in with English as an Additional Language (EAL), those who receive SEND support and disadvantaged pupils can be found in "Requires Improvement/Inadequate" schools then those that are "Good/Outstanding".</p> <p>If alternative provision is commissioned this could have a disproportionate impact on EAL, SEND and disadvantaged pupils in the short term.</p> <p>These assumptions will be tested through consultation.</p>
Disability				
Sex				
Gender identity/ Transgender				
Race				
Religion and Belief				
Sexual Orientation				
Pregnancy and Maternity				
Marriage and Civil Partnerships				
Carer's Responsibilities				

11. If a provision is considered or found to be inadequate by Ofsted, the Local Authority will seek to commission alternative provision where the Local Authority and the local community believe this to be the quickest route to provide high quality provision.

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
Age				Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.
Disability				
Sex				
Gender identity/ Transgender				Children have one opportunity to receive a good education. Acting to ensure they receive this and do not languish in inadequate provision is essential
Race				
Religion and Belief				Statistically higher numbers of pupils in with English as an Additional Language (EAL), those who receive SEND support and disadvantaged pupils can be found in "Requires Improvement/Inadequate" schools then those that are "Good/Outstanding".
Sexual Orientation				
Pregnancy and Maternity				If alternative provision is commissioned this could have a disproportionate impact on EAL, SEND and Disadvantaged pupils in the short term.
Marriage and Civil Partnerships				
Carer's Responsibilities				These assumptions will be tested through consultation.

12. In areas of high housing growth, we will actively seek developer contributions to fund or part fund new and additional provision.

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
Age				<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>Positive for all children.</p> <p>It can be reasonably assumed that lower income families will access social housing and therefore some or the most disadvantaged pupils will be resident in areas of high housing growth. Through the consultation process, we will review the education provision in the locality to ensure that it is accessible to all including the most disadvantaged pupils.</p> <p>These assumptions will be tested through consultation.</p>
Disability				
Sex				
Gender identity/ Transgender				
Race				
Religion and Belief				
Sexual Orientation				
Pregnancy and Maternity				
Marriage and Civil Partnerships				
Carer's Responsibilities				

13. In areas of high surplus capacity, we will take action to reduce such surplus.

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
<b>Age</b>				<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>Areas of high surplus are spread around the county. The surplus can change significantly from one planning group to the next. We recognise that in areas of high surplus capacity actions taken to reduce surplus may impact on parental choice. Actions may also have an impact on disadvantaged families if they have to incur the costs of travelling further for a school place or pupils SEN pupils who may have to travel further to access appropriate provision.</p> <p>If the reduction of surplus numbers has to be considered via the reduction of Published Admissions Numbers or a school closure, a careful assessment of the impact on all protected characteristic groups will, be undertaken.</p> <p>Further equality impact assessments specific to those consultations will be undertaken at that point.</p>
<b>Disability</b>				
<b>Sex</b>				
<b>Gender identity/ Transgender</b>				
<b>Race</b>				
<b>Religion and Belief</b>				
<b>Sexual Orientation</b>				
<b>Pregnancy and Maternity</b>				
<b>Marriage and Civil Partnerships</b>				
<b>Carer's Responsibilities</b>				



#### 14. Planning Guidelines – Primary:

- The curriculum is generally delivered in key stage specific classes. Therefore, for curriculum viability schools should be able to operate at least 4 classes.
- We will actively look at federation opportunities for small primary schools.
- Where possible, planned Published Admission Numbers (PANs) will be multiples of 30 (where this is not possible, multiples of 15 will be preferred).
- We believe all through primary schools deliver better continuity of learning as the model for Primary phase education in Kent. When the opportunity arises, we will either amalgamate separate infant and junior schools into a single primary school or federate the schools. However, we will have regard to existing local arrangements and seek to avoid leaving existing schools without links on which they have previously depended.
- All present primary school provision is co-educational, and we anticipate that future arrangements will conform to this pattern.
- Over time we have concluded that 2FE provision (420 places) is preferred in terms of the efficient deployment of resources.

Protected Group	Please provide a <b>brief</b> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
Age				Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.  Overall positive for all children as the quality of provision is of primary concern. The planning guideline may be more difficult to comply with by minority groups, for example to promote a school with a religious characteristic, hence the guidance is "should" rather than "must". Consideration of the merits of the individual proposal, against the broad range of principles and guidelines, and our equalities duties would be made at the time.
Disability				
Sex				
Gender identity/ Transgender				
Race				
Religion and Belief				
Sexual Orientation				
Pregnancy and Maternity				
Marriage and				

<b>Civil Partnerships</b>				These assumptions will be tested as part individual school consultation processes.
<b>Carer's Responsibilities</b>				

### 15. Planning Guidelines – Secondary:

- All schools must be able to offer a broad and balanced curriculum and progression pathways for 14-19 year olds either alone or via robust partnership arrangements.
- PANs for secondary schools will not normally be less than 120 or greater than 360. PANs for secondary schools will normally be multiples of 30.
- Over time we have concluded that the ideal size for the efficient deployment of resources is between 6FE and 8FE.
- Proposals for additional secondary places need to demonstrate a balance between selective and non-selective school places.
- We will encourage the formation of all-aged schools (primary through to secondary) where this is in the interests of the local community.

Protected Group	Please provide a <b>brief</b> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqlA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
<b>Age</b>				<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>Positive for all children.</p> <p>Overall positive for all children as the quality of provision is of primary concern.</p> <p>The planning guideline may be more difficult to comply with by some groups, such as faith groups, hence the guidance is "will not normally" rather than "must".</p> <p>Therefore, we will consider the merits of the individual proposal, against the broad range of principles and guidelines, and our Public Sector Equality Duty will be made at the time.</p>
<b>Disability</b>				
<b>Sex</b>				
<b>Gender identity/ Transgender</b>				
<b>Race</b>				
<b>Religion and Belief</b>				
<b>Sexual Orientation</b>				
<b>Pregnancy and Maternity</b>				
<b>Marriage and Civil Partnerships</b>				
<b>Carer's</b>				

<b>Responsibilities</b>				<p>There are a number of single sex secondary schools in Kent, predominantly selective schools. The need to ensure sufficient provision exists for both boys and girls will be part of a specific commissioning decision in areas where this is relevant. Where we are proposing to make changes at single sex secondary schools the issues relating to sex/gender will need to be taken into account.</p>
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## 16. Planning Guidelines - Special Educational Needs:

- We aim, over time, to build capacity in mainstream settings, by broadening the skills and special arrangements that can be made within this sector to ensure compliance with the relevant duties under SEN and disability legislation.
- We will aim to commission specialist provision in any new Primary or secondary school. This could either be through the inclusion of a Special Resourced Provision (SRP) or a satellite provision linked to a local special school.
- For children and young people where mainstream provision is not appropriate, we seek to make provision through Kent Special schools. For young people aged 16–19 provision may be at school or college. For young people aged 19–25 provision is likely to be college based.
- We recognise the need for children and young people to live within their local community where possible and we seek to provide them with day places unless residential provision is needed for care or health reasons. In such cases agreement to joint placement and support will be sought from the relevant KCC teams or the Health Service.
- We aim to reduce the need for children to be transported to schools far away from their local communities.

Protected Group	Please provide a <b>brief</b> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
Age				Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.  It is also anticipated that Planning Guidelines for children and young people with SEN will have a positive impact on the provision of school places for this group. Specifically, it is anticipated that this will have a positive impact for children and young people with disabilities. These assumptions will be tested as part individual school consultation processes.
Disability				
Sex				
Gender identity/ Transgender				
Race				
Religion and Belief				
Sexual Orientation				
Pregnancy and Maternity				
Marriage and				

<b>Civil Partnerships</b>				
<b>Carer's Responsibilities</b>				

### 17. Planning Guidelines - Expansion of Popular Schools and New Provision

- We support diversity in the range of education provision available to our children and young people. We recognise that new providers are entering the market, and that parents and communities are able to make free school applications.
- We also recognise that popular schools may wish to expand or be under pressure from the local community to do so.
- As the Strategic Commissioner of Education Provision, we welcome proposals from existing schools and new providers that address the needs identified in this Plan, which include new provision to meet increased demand, and new provision to address concerns about quality.
- In order for us to support any such proposal, they must meet an identified need and adhere to the planning principles and guidelines set out above.

Protected Group	Please provide a <b>brief</b> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqlA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
Age				<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>Overall these guidelines are positive. Increasing access to high quality education provision benefits all and increases parental choice.</p> <p>Any negative impact on neighbouring schools, and therefore children's education, would be considered as part of the evaluation of individual proposals.</p> <p>This would include the impact on groups with protected characteristics.</p> <p>These assumptions will be tested as part individual school consultation processes.</p>
Disability				
Sex				
Gender identity/ Transgender				
Race				
Religion and Belief				
Sexual Orientation				
Pregnancy and Maternity				
Marriage and Civil Partnerships				
Carer's Responsibilities				

## Planning guidelines – Support of Small Schools

Kent County Council and its partners, in particular the dioceses, will ensure that:

- support is given to small schools seeking to collaborate, federate or join appropriate multi-academy trusts
- All relevant local authority plans, and policies explicitly address the needs of small schools;
- All services provided or brokered through the council take account of the needs of small schools in terms of the services offered and pricing;
- The allocation of revenue and capital funding takes into account the needs of small schools.
- They will work closely with both diocesan boards of education to ensure that the distinctive character and ethos of small church of England schools is protected and maintained in future collaborative arrangements.

Protected Group	Please provide a <b>brief</b> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
<b>Age</b>				<p>As of September 2018, there were 92 small school is Kent (those with less than 150 pupils. Kent County Council values small primary schools and recognises the contribution they make to the education of children in rural areas. KCC policy is to ensure small schools thrive and continue to play a valued role in their local communities.</p> <p>This is a positive impact for:</p> <p>For families with a Christian faith and a preference for Church of England Schools as 61% of our small schools being linked to either the Diocese of Canterbury, Rochester or in one case Southwark</p> <p>For all families as our small schools accept pupils of any</p>
<b>Disability</b>				
<b>Sex</b>				
<b>Gender identity/ Transgender</b>				
<b>Race</b>				
<b>Religion and Belief</b>				
<b>Sexual Orientation</b>				
<b>Pregnancy and Maternity</b>				
<b>Marriage and Civil Partnerships</b>				
<b>Carer's</b>				



<b>Responsibilities</b>				<p>faith or no faith.</p> <p>Positive for all groups, as supporting our small schools to stay open will ensure that there is local provision for our rural communities. Thus, reducing the need to travel distances for primary education.</p>
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David Adams  
Area Education Officer (South Kent)

## **Part 2**

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

#### **Protected groups**

Not known at this point

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

Pupil forecasts from Management Information.

Housing forecasts from District Core/Local plans or their variants

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

District and borough councils, schools, KCC members and the wider public will have the opportunity to comment on the plan prior to the adoption of the KCP by KCC Cabinet committee in January 2020.

#### **Analysis**

To be commented on after the consultation period.

#### **Adverse Impact,**

Any Adverse impact will be commented on and mitigation put in place if required after the consultation.

#### **Positive Impact:**

The over-arching nature of the Commissioning Plan for Education Provision 2020-24 means that the equalities impact assessment is also at a strategic, rather than specific level. In broad terms the Plan focuses on the positive impacts for all children and young people, particularly the most vulnerable pupils and those with SEND. It will provide a vehicle through which individuals and groups can make their voices heard regarding both current education provision and future proposals. An equality impact assessment will be completed as part of each individual consultation process that follows on from the commissioning plan. This assessment indicates that in line with our legal duties, the principles and planning guidelines, and thus commissioning decisions, there should be no impact on characteristics identified in the sections above.

### **JUDGEMENT**

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

#### **Internal Action Required**

See action plan

**YES**

## Equality Impact Analysis/Assessment Action Plan

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications
ALL	Although no adverse impacts have been identified, this is a strategic plan which will affect all children and young people in Kent as such it will need to be consulted on in order to ensure that any adverse impacts which may not have been identified by KCC are raised by protected groups.	Consultation	No change	D Adams	Consultation complete by 10 January 2020	Any significant changes to the cost of implementing commission proposals will be brought to the attention of Cabinet

**Have the actions been included in your business/ service plan?**

Yes

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From: **Richard Long, Cabinet Member for Education and Skills**  
**Matt Dunkley, Corporate Director for Children, Young People and Education**

To: **Children, Young People and Education Cabinet Committee – 10 January 2020**

Subject: Proposed Co-ordinated Schemes for Primary and Secondary Schools in Kent and Admission Arrangements for Primary and Secondary Community and Voluntary Controlled Schools 2021 /22

Classification: **Unrestricted**

Past Pathway of Paper: **None**

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

Electoral Division: All

**Summary:**

To report on the outcome of the consultation on the proposed scheme for transfer to Primary and Secondary schools in September 2021 including the proposed process for non-coordinated In-Year Admissions. Cabinet will be asked to accept and determine the co-ordinated schemes for Primary & Secondary Admissions in Kent, the In-Year Admission process for Primary & Secondary schools in Kent and the admission arrangements for the 2021/22 school year.

**Recommendations:**

The Children’s, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member of Education and Skills on the proposed decision to determine:

- a) The Coordinated Primary Admissions Scheme 2021/22 incorporating the In Year admissions process as detailed in Appendix A
- b) The Co-ordinated Secondary Admissions Scheme 2021/22 incorporating the In Year admissions process as detailed in Appendix B
- c) The oversubscription criteria relating to Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2021/22 as detailed in Appendix C (1)
- d) The oversubscription criteria relating to Community and Voluntary Controlled Secondary Schools in Kent 2021/22 as detailed in Appendix D (1)
- e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2021/22 as set out in Appendix C (2)
- f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2021/22 as set out in Appendix D (2)

- g) The relevant statutory consultation areas for Kent Infant, Junior and Primary Schools 2021/22 as detailed in Appendix C (3) and the relevant statutory consultation areas for Kent Secondary Schools 2021/22 as set out in Appendix D (3)

## **1. Introduction**

1.1 The Local Authority (LA), as the admissions authority for Community and Voluntary Controlled schools, is required to determine its admission arrangements for these schools by 28 February each year.

1.2 The Education Act 2002 includes a duty on each LA, to formulate a scheme to co-ordinate admission arrangements for all maintained schools in its area and to take action to secure the agreement to the scheme by all admission authorities. Education Cabinet Committee is requested to comment and inform the forthcoming Cabinet Member decision to agree the Co-ordinated scheme for Admissions to Primary and Secondary schools in Kent for 2021/22 and determine the proposed admission arrangements for Community and Voluntary Controlled schools.

1.3 All admission arrangements identified in this document are outside the arrangements for pupils with Education, Health and Care Plans (EHCP).

1.4 KCC has consulted the Headteachers and Governors of all Kent Primary and Secondary schools; the neighbouring LAs and diocesan bodies on its proposals to co-ordinate admissions to all Kent Primary and Secondary schools in September 2021. Due to the fact the scheme remains broadly unchanged as in previous years admissions authorities have been advised that non-response to the consultation, constitutes full acceptance to the proposals.

## **2. Consultation Processes**

2.1 An LA consultation ran from 25 October 2019 until 9 December 2019 and considered the following aspects:

- a) The Primary Co-ordinated Admission Scheme including the In Year admissions process for 2021/22;
- b) The Secondary Co-ordinated Admission Scheme including the In Year admissions process for 2021/22;

2.2 Three further LA consultations ran from 4 November 2019 until 16 December 2019 for the reduction to Published Admissions Number for Herne Bay Infant School, Four Elms' Primary School and West Kingsdown Primary school for 2021/22;

## **3. Outcome**

- (a) The Co-ordinated Primary Admissions Scheme 2021/22 incorporating In Year**

## **admissions process**

a.i All Admissions Authorities within Kent agreed to the proposed Co-ordinated Primary Admissions Scheme for 2021/22. No Infant, Junior or Primary schools or Academies have refused to accept the scheme. The scheme dates are set out in a similar way to last year following broadly similar scheme dates. The scheme specifies a process for schools to follow when making offers for in year applications and includes a requirement to inform the LA of all applications and outcomes to enable continued monitoring of pupil movement to maintain essential safeguarding duties.

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

a.iii The details of the scheme for determination are located in Appendix A

### **(b) The Co-ordinated Secondary Admissions Scheme 2021/22 incorporating the In Year Admissions Process**

b.i The Secondary Co-ordinated Scheme was agreed by all Kent Admissions Authorities. No Secondary schools or Academies refused to accept the proposed scheme. The scheme dates are set out in a similar way to last year following broadly similar scheme dates. The scheme specifies a process for schools to follow when making offers for in year applications and includes a requirement to inform the LA of all applications and outcomes to enable continued monitoring of pupil movement to maintain essential safeguarding duties.

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

b.iii The details of the proposed scheme for determination are located in Appendix B

### **(c) The Over-subscription Criteria for Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2021/22**

c.i The proposed over-subscription criteria for Community and Voluntary Controlled Infant, Junior and Primary Schools are the same as those used in 2020. Some drafting improvements have been made to the arrangements to aid comprehension. The LA is no longer required to widely consult where there are no proposals to change Community or Voluntary Controlled school's oversubscription criteria.

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

### **(d) The Over-subscription Criteria for Community and Voluntary Controlled Secondary schools in Kent 2021/22**

d.i The proposed over-subscription criteria for Community and Voluntary Controlled Secondary Schools is the same as that used in 2020. Some drafting improvements have

been made to the arrangements to aid comprehension and improve accuracy. Because there are no changes proposed, no consultation was required.

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

**(e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2021/22**

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

e.ii In line with advice from relevant Area Education Officers when taking into account local pupil forecasts for the coming year, the LA consulted to reduce the PANs for Herne Bay Infant School, Four Elms Primary school and West Kingsdown Primary school. The consultation was managed using KCC best practice to ensure a wide demographic was reached. This included contacting families of children currently in the school, all primary and secondary schools within a three- and ten-mile radius respectively (in line with KCC's determined consultation area), advertisement on school notice boards and website, advertisement on KCC admissions website and a consultation notice in the local newspaper. One objection was received for the proposed change for Herne Bay Infant School from a local secondary school questioning the rationale behind the PAN reduction. The relevant Area Education Officer made contact to discuss the rationale behind the proposal and has advised that the reduction should still take place. There were no objections to Four Elms Primary and West Kingwood Primary.

e.iii The LA is not required to hold a local consultation where Published Admissions Numbers are proposed to stay the same or increase. Area Education Officers worked with Community and Voluntary Controlled schools to monitor interest in PAN increases and these are included within Appendix C (2) where agreement was reached.

**(f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2021/22**

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

f.ii The LA is not required to hold a local consultation where Published Admissions Numbers are proposed to stay the same or increase. Area Education Officers worked with Community and Voluntary Controlled schools to monitor interest in PAN increases and these are highlighted within Appendix D (2) where agreement was reached.

**(g) Relevant Statutory Consultation Areas 2021/22**



g.i Relevant statutory consultation areas have not changed for 2020/21. Details for the Primary arrangements are in Appendix C (3) and Secondary arrangements in Appendix D (3).

#### **4. Recommendations:**

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

- h) The Coordinated Primary Admissions Scheme 2021/22 incorporating the In Year admissions process as detailed in Appendix A
- i) The Co-ordinated Secondary Admissions Scheme 2021/22 incorporating the In Year admissions process as detailed in Appendix B
- j) The oversubscription criteria relating to Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2021/22 as detailed in Appendix C (1)
- k) The oversubscription criteria relating to Community and Voluntary Controlled Secondary Schools in Kent 2021/22 as detailed in Appendix D (1)
- l) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2021/22 as set out in Appendix C (2)
- m) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2021/22 as set out in Appendix D (2)
- n) The relevant statutory consultation areas for Kent Infant, Junior and Primary Schools 2021/22 as detailed in Appendix C (3) and the relevant statutory consultation areas for Kent Secondary Schools 2021/22 as set out in Appendix D (3)

#### **Lead Officer Contact details**

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#### **Background documents**

None

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# KENT COUNTY COUNCIL –PROPOSED RECORD OF DECISION

**DECISION TO BE TAKEN BY:**

**Richard Long, Cabinet Member for Education and Skills**

**DECISION NO:**

**20/00003**

Unrestricted

Key decision: **YES**

***Agree proposed coordinated schemes for primary and secondary schools in Kent and admission arrangements for infant, junior and primary and secondary community and voluntary controlled schools 2021/22***

**Subject:** Proposed coordinated schemes for primary and secondary schools in Kent and admission arrangements for infant, junior and primary and secondary community and voluntary controlled schools 2021/22

**Decision:**

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

- a) The Coordinated Primary Admissions Scheme 2021/22 incorporating the In Year admissions process as detailed in Appendix A
- b) The Co-ordinated Secondary Admissions Scheme 2021/22 incorporating the In Year admissions process as detailed in Appendix B
- c) The oversubscription criteria relating to Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2021/22 as detailed in Appendix C (1)
- d) The oversubscription criteria relating to Community and Voluntary Controlled Secondary Schools in Kent 2021/22 as detailed in Appendix D (1)
- e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2021/22 as set out in Appendix C (2)
- f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2021/22 as set out in Appendix D (2)
- g) The relevant statutory consultation areas for Kent Infant, Junior and Primary Schools 2021/22 as detailed in Appendix C (3) and the relevant statutory consultation areas for Kent Secondary Schools 2021/22 as set out in Appendix D (3)

**Reason(s) for decision:**

The Local Authority (LA), as the admissions authority for Community and Voluntary Controlled schools, is required to determine its admission arrangements for these schools by 28 February each year.

The Education Act 2002 includes a duty on each LA, to formulate a scheme to co-ordinate admission arrangements for all maintained schools in its area and to take action to secure the agreement to the scheme by all admission authorities. CYPE Cabinet Committee is requested to comment and inform the forthcoming Cabinet Member decision to agree the Co-ordinated scheme for Admissions to Infant, Junior

and Primary and Secondary schools in Kent for 2020/21 and determine the proposed admission arrangements for Community and Voluntary Controlled schools.

All admission arrangements identified in this document are outside the arrangements for pupils with Education, Health and Care Plans (EHCP).

KCC has consulted the Headteachers and Governors of all Kent Infant, Junior, Primary and Secondary schools; the neighbouring LAs and diocesan bodies on its scheme proposals to co-ordinate admissions to all Kent Infant, Junior, Primary and Secondary schools in September 2020. Admissions authorities have been advised that non-response to the consultation, constitutes full acceptance to the proposals.

KCC has consulted with Parents of children age 2 to 18, admission authorities, school governing bodies, school staff members, neighbouring LA and any other interested party that wished to respond on its admission arrangements for the proposed reduction in PAN for three Community schools (Herne Bay Infant School, Four Elms Primary school and West Kingsdown Primary school).

**Equality Implications**

An updated Equalities Impact Assessment was considered as part of this process

**Financial Implications**

**Legal Implications**

The Education Act 2002 includes a duty on each LA, to formulate a scheme to co-ordinate admission arrangements for all maintained schools in its area and to take action to secure the agreement to the scheme by all admission authorities

**Cabinet Committee recommendations and other consultation:**

This will be completed after the meeting of CYPE Cabinet Committee on 10 January 2020

**Any alternatives considered and rejected:**

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

.....

**signed**

.....

**date**



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Appendix A

**Kent County Council  
Determined Co-ordinated Scheme for  
Primary Admissions  
Academic Year 2021/22**

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

Produced by:  
Fair Access - Admissions

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Section 3 – Glossary of Terms	<b>19-20</b>

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## Contact Details

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## Introduction / Background

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

- Co-ordinated admission arrangements (schemes) for all schools in the Local Authority area for entry at the normal time of admission (Year R for Infant and Primary schools, Year 3 for Junior schools and Year 7 for Secondary schools).
- There is a duty on the LA to secure agreement on the Admissions Scheme from all admission authorities including Academies in Kent. If the LA does not secure this agreement it must inform the Secretary of State no later than the 28 February who will then impose a scheme to which all admission authorities must adhere.
- This consultation was open from 9.00 am on 25 October 2019 until midnight on 9 December 2019. Every Kent School, Academy and Co-ordinating Free School is required to agree to the admissions scheme and adhere to it. **Kent County Council made it clear in its consultation that it would constitute full acceptance to the proposed scheme if schools chose not to respond.**

## Section 1 –

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

This section details the Co-ordinated Scheme for Entry to Year R and Transfer from Infant School to Junior School (Year 2-3) in September 2021.

Year R applications are normally for children born between 1 September 2016 and 31 August 2017.

Year 3 applications are normally for children born between 1 September 2013 and 31 August 2014.

#### The Key Scheme dates are:

Key Action	Scheme Date
Application for Primary Intake/Junior Transfer opens	Thursday 5 November 2020
National closing date for application forms	Friday 15 January 2021
Summary of applicant numbers sent to all Kent Primary, Infant and Junior schools	By Tuesday 9 February 2021
Full applicant details sent to all Kent Primary, Infant and Junior schools for ranking against their over-subscription criteria	By Monday 15 February 2021 (In half term)
Ranked lists returned to Kent County Council by all schools. Deadline for school to inform Kent County Council of wish to offer in excess of PAN	By Friday 5 March 2021
Primary, Infant and Junior schools sent list of allocated pupils	Wednesday 31 March 2021
National Offer Day: e-mails sent after 4pm and letters sent 1 <sup>st</sup> class post	Friday 16 April 2021 (during Easter Holiday)
Schools send out welcome letters no earlier than	Tuesday 20 April 2021
Deadline for late applications and waiting list requests to be included in Kent County Council's reallocation stage. Also date by which places should be accepted or declined to schools	By Wednesday 5 May 2021
Kent County Council will send schools reallocation waiting lists for ranking against their over-subscription criteria	Monday 10 May 2021
Deadline for lodging of appeals	Monday 17 May 2021
Schools to send their ranked reallocation waiting list and acceptance and refusals to KCC	Monday 17 May 2021
Kent County Council to reallocate places that have become available from the schools' waiting lists. After this point, schools will take back ownership of their waiting lists.	Wednesday 9 June 2021



In addition this scheme:

- (a) allows for Supplementary Information Forms (SIFs) to be returned directly to schools to assist in the ranking of applicants against their over-subscription criteria.
- (b) confirms that on **9 June 2021** Kent County Council will run one reallocation process offering places to late applicants and original applicants that have joined a school's waiting list after offer day. Kent County Council will consider late applicants through the process described in paragraphs 26 to 35. After **9 June 2021**, Kent County Council will enable schools to accept applications directly and offer vacancies as they arise, to children on their waiting lists. Copies of applications will be forwarded by parents to Kent County Council who will support and advise where this is needed. Schools must notify Kent County Council of any offers or refusals that are made at the same time these are made to parents.

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

1.

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

2.

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

3.

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

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

4.

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

5.

Online applications, RCAF's /JCAF's and supporting publications will:

- (a) invite parents to express up to **three** preferences in priority order. Preferences can be expressed for Kent and non-Kent schools. Parents **must** complete the application for their home Local Authority (e.g. Kent residents complete Kent applications, Medway residents complete Medway applications, etc).
- (b) allow parents to give reasons for each preference, including details of any siblings that will still be on roll at the preferred school at the time of the applicant child's admission.
- (c) invite parents of looked after and previously looked after children to send Kent County Council evidence that supports the request for consideration under either criteria by **9 February 2021**.
- (d) explain that parents will receive the offer of one school place only and that:
  - (i) a place will be offered at the highest available ranked preference for which they are eligible; and
  - (ii) if a place cannot be offered at any school named on the form, a place will be offered at an alternative school.
- (d) Specify the closing date for applications and where paper RCAF's/JCAF's must be returned to, in accordance with paragraph 7.
- (e) explain that parents cannot name Primary schools on the JCAF and that if they do, they will be deleted and the preference will be lost.

6.

Kent County Council will make appropriate arrangements to ensure:

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

7.

Completed applications must be submitted online and paper RCAF's/JCAF's returned to Kent County Council or any Kent Primary School by **15 January 2021**.

8.

Applications made on the RCAF/JCAF and returned direct to any school before **5 May 2021** must be forwarded to Kent County Council immediately to ensure inclusion in the appropriate allocation stage.

## **Supplementary Information Forms (SIFs)**

9.

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

10.

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

11.

### **Children with an Education, Health and Care Plan (EHCP)**

Pupils with an Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

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

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

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

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

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

## **Determining Offers in Response to the RCAF/JCAF**

12.

Kent County Council will act as a clearing house for the allocation of places by the relevant admission authorities in response to RCAF/JCAF completed online or on paper. Kent

County Council will only make any decision with respect to the offer or refusal of a place in response to any preference expressed on the RCAF/JCAF where:

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

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

13.

**By 9 February 2021** Kent County Council will:

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

14.

**By 15 February 2021** Kent County Council will advise all Kent Primary, Infant and Junior schools of the full details of all valid applications for their schools via rank lists, to enable them to apply their over-subscription criteria. Only children who appear on Kent County Council's list can be considered for places on the relevant offer day.

15.

**By 5 March 2021** All Kent Primary, Infant and Junior schools, including Academies and co-ordinating Free schools, **must** return completed lists, ranked in priority order in accordance with their over-subscription criteria, to Kent County Council for consideration in the allocation process. Where a school fails clearly to define its oversubscription criteria in its determined arrangements, the definitions laid out by Kent County Council must be adopted.

16.

**5 March 2021** will also be the final deadline by which any school may notify Kent County Council of their intention to admit above PAN. Changes cannot be made after this date because Kent County Council will not have sufficient time to administer its co-ordination responsibilities.

17.

**By 30 March 2021** the LA will match each ranked list against the ranked lists of every other school named and:

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

18.

**By 30 March 2021** Kent County Council will have completed any data exchange with other Local Authorities to cover situations where a resident in Kent County Council's Local Authority area has named a school outside Kent, or a parent living outside the Kent County Council's Local Authority area has named a Kent school.

19.

**By 31 March 2021** Kent County Council will inform schools of the pupils to be offered places at their establishment, and will inform other Local Authorities of places to be offered to their residents in its schools and Academies. Schools must not share this information with parents before **16 April 2021**.

20.

**On Offer day, 16 April 2021** Kent County Council will:

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

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

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

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

21.

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

22.

Parents who reside in other Local Authorities, but who have applied for a Kent school or schools, will be notified of whether or not they are being offered a place at a Kent school by their own Local Authority on **16 April 2021**.

23.

Kent pupils who have not been offered a place at any of the schools nominated on their

RCAF/JCAF will be allocated a place by Kent County Council at an alternative school in the Kent County Council area. This place will be offered on **16 April 2021**.

24.

Schools will send their welcome letters **no earlier than 20 April 2021**.

### **Acceptance/Refusal of Places - 5 May 2021**

25.

**By 5 May 2021** the applicant parent must inform the school whether they wish to accept or refuse the place offered on offer day. Refusals should be made in writing or via e-mail to provide an appropriate audit trail. If a response has not been received by **5 May 2021**, the school **must** remind the parent in writing of the need to respond within a further seven days and point out that the place will be withdrawn if no response is received. If the parent fails to respond by this date, a final letter should be sent informing the parent that the offer has been withdrawn. Only after taking reasonable measures to secure a response from parents will a school be able to retract the offer of a place. In cases of shared custody, schools should ensure that confirmation of acceptance or refusal is received from the applying parent.

### **Determining Offers in Reallocation Process**

26.

Kent County Council will collect a reallocation list for all schools up to **5 May 2021**. This will include details of the following:

- (a) all applicants who named the school on the RCAF/JCAF and were not offered a place on **16 April 2021** and who have asked to be included on the school's waiting list;
- (b) late applicants who named the school on their applications which were sent to Kent County Council by **5 May 2021**.

27.

**By 10 May 2021** Kent County Council will advise all Kent Primary, Infant and Junior schools, of the full details of all waiting list requests and late applications (reallocation list) for their schools to enable them to apply their over-subscription criteria. Only children who appear on the Kent County Council list can be considered for places on Kent County Council's reallocation day. If a child's circumstances have changed since their original application, Kent County Council will amend their waiting list details up to **5 May 2021**. Kent County Council will not be able to amend details after this date. The full reallocation list must be put into the school's over-subscription criteria order. No distinction should be made on the basis of the child being a waiting list request or a late applicant.

28.

**By 17 May 2021** The schools must return their ranked waiting lists to Kent County Council. Schools should also return all acceptance and refusal information collected to ensure Kent County Council can calculate places available for its reallocation day.

29.

**On 9 June 2021** Kent County Council will re-allocate any places that have become available since offer day using the same process described in paragraph 17. Applicants will be sent a letter by 1<sup>st</sup> Class post that day, informing them of offers. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact of large volume

post runs, work will continue to produce email processes which will allow for the reduction of paper letters. Schools will be sent a list of all new offers and the remainder of their waiting lists. Late applicants will be added to the waiting list of each school that they have not been offered.

### **Determining Offers after Waiting Lists returned to Schools**

30.

After **9 June 2021** waiting lists will be managed by schools and held in oversubscription criteria order. These lists can include:

- (a) all applicants who were not offered a place on **16 April 2021**, who asked to be included on the school's waiting list and who subsequently were not offered a place on **9 June 2021** (children on the waiting list described in paragraph 29);
- (b) applicants who did not name the school on their RCAF/JCAF and who have approached the school to be considered via the In Year Application Form (IYAF).
- (c) Late applicants who have not previously been considered for a place at any Primary/Infant or Junior school and who have approached the school to be considered via Post Reallocation Reception Common Application Form (PRRCAF) or Post Reallocation Junior Common Application Form (PRJCAF).

31.

**After 9 June 2021** Schools will make offers from their waiting lists for any spaces available. Kent advises schools to wait until **14 June 2021** before making offers to allow all parents an opportunity to receive their letters detailing the outcome of Reallocation. Schools must inform Kent County Council whenever an offer or refusal is made so that Kent County Council can record all activity. If a school has reached its Published Admission Number, or and agreed number in excess of its Published Admissions Number as specified in paragraph 1.4 of the Admissions Code, an applicant should not be admitted other than through the Independent Appeal process, the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted, or with an EHCP apply.

### **Handling of Late Applications:**

#### **Applications received after the RCAF/JCAF closing date until 9 February 2021**

32.

The closing date for applications in the normal admissions round (as above) is **15 January 2021**. As far as reasonably practicable, applications for places in the normal admissions round that are received late for a good reason will be accepted and considered 'on time', provided they are received by Kent County Council by **9 February 2021**. Late applications cannot be made online, so applicants must complete a paper RCAF/JCAF and return it direct to Kent County Council. On time applicants can also request to amend their application up to this point for a good reason. These requests must be made in writing to the admissions team. Amendments made to the online system after **15 January 2021** will be ignored. Online applicants who amend preferences after **15 January 2021** may not be sent an email and their offer may not be available online. If offers are not available via email and online. they will alternatively be sent an offer letter by 1<sup>st</sup> class post.

33.

Exceptional provision is made for the families of UK Service Personnel and Crown Servants as required by the School Admissions Code. Applications will be accepted up until **9 February 2021**, where it is confirmed in writing by the appropriate authority that the family will be resident in Kent by **1 September 2021**. A confirmed address, or, in the absence of this, a Unit or "quartering area" address, will be accepted as the home address from which

home-school distance will be calculated. Children who are not successful in gaining any place they want will be allocated an available place at an alternative school, and will have the same access to a waiting list / right to appeal as other applicants.

### **Applications received after 9 February 2021 but before 5 May 2021**

34.

Applications received after **9 February 2021** but before **5 May 2021** (the deadline for inclusion in any reallocation made on **9 June 2021**) will not be considered for places on **16 April 2021**, but will be included in the re-allocation of places on **9 June 2021** as defined above.

### **Applications received after 5 May 2021**

35.

Late applications received after **5 May 2021** (the deadline for inclusion in any reallocation made on **9 June 2021**) must be made directly to the LA. Parents will apply using the Post Reallocation Reception Common Application Form (PRRCAF) or Post Reallocation Junior Common Application Form (PRJCAF). Kent County Council will support and advise parents. These will be considered by each school after **9 June 2021**, in accordance with a process similar to the in year admissions process (detailed in Section 2).

### **Cancelling applications**

36.

Applications considered as 'on time' detailed in paragraph 7 and 32 can be cancelled or individual preferences can be removed by the applicant up to **5 May 2021** (the deadline for waiting list requests and late applications). Requests must be made to the admissions team in writing. New preferences cannot be added to an application at this point. After this date, it is not possible to cancel applications or remove preferences as the offer allocation process will have started.

37.

Parents that have cancelled an 'on time' application may submit a late application, for consideration under the reallocation process, providing that they do not name any preferences that appeared on their original application. The deadline for these late applications is **5 May 2021**.

38.

Where an application is cancelled, parents cannot join a school's waiting list or appeal for a school that was on their original application unless they submit a new application for the school after **9 June 2021**.

### **Appeals**

39.

All parents have the statutory right to appeal against any decision refusing them a school place and must lodge their appeal by **17 May 2021** for it to be considered as on time.

40.

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



41.

Appeals are not to be heard prior to the Kent Reallocation Day on **9 June 2021**.

### **Summer Born Applications**

42.

Kent will process applications for Summer Born children outside the normal age taking account of the needs of the child. A decision as to whether an application will be accepted outside of the admissions round is a decision for the admissions authority, which will normally be guided by the Headteachers of the schools in question. Further Information will be made available to parents on how applications should be made at [kent.gov.uk/primaryadmissions](http://kent.gov.uk/primaryadmissions). Parents are advised to talk to schools no later than **5 November 2020** to enable a decision to be made before the closing date of the round on **15 January 2021**.

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

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### In-Year Admission Form.

1.

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

2.

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

3.

As Kent does not co-ordinate In-Year admissions, applications to out of county schools and from out of county residents will not have a standard process and will instead depend on the process of the county in question. Kent residents who wish to apply for a place at an out of county school will need to either approach the school or local authority directly. This will vary between authorities.

4.

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

5.

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

6.

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

7.

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

8.

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

9.

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

10.

The IYAF will:

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

11.

Kent County Council will make appropriate arrangements to ensure:

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

12.

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

### **Supplementary Information Forms (SIFs)**

13.

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

14.

A SIF is not a valid application by itself: a formal application can only be made on the IYAF (or corresponding form if out of county applicants live in a county which co-ordinates In-Year admissions). When SIFs are received, the school must ensure that the IYAF or neighbouring LA's Common Application Form has been completed by the parent and, if not, contact the parent and ask them to complete one. Parents will not be under any obligation to complete

any part of an individual school's supplementary information form where this is not strictly required for the governing body to apply its oversubscription criteria.

15.

a)

### **Children with an Education, Health and Care Plan (EHCP)**

Pupils with an Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

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

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

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

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

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

b)

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

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

Where Kent County Council is the corporate parent of the child in question, an appropriately appointed social worker will liaise in the first instance with Admission Placement Officers and other professionals as necessary, in order to agree the school or setting that would best meet the individual needs of the child (most appropriate provision for the child). Kent County Council will then allocate a place (where it is the admission authority for the

school) or contact the school directly and seek a place where it is not. Where a school refuses to admit the child Kent County Council as corporate parent will decide whether to initiate proceedings required to either direct or instruct the school in question or consider if other education provision may be in the best interest of the child.

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

c)

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

### **Determining Offers in Response to the IYAF**

16.

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

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

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

17.

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

18.

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

19.

Schools must inform Kent County Council of every offer that is made via the In Year

process to allow the necessary safeguarding checks to take place. Notification should be made at the same time as the offer being made to the parent.

20.

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

### **Acceptance/Refusal of Places**

21.

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

22.

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

23.

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

### **Waiting Lists**

24.

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

25.

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

### **Appeals**

26.

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

27.

Where parents have lodged an appeal against the refusal of a place and a place becomes available at the school, the place can then be offered without an appeal being heard,

provided there are no other applicants at that time ranked higher on the school's waiting list.

### **Section 3 – Glossary of Terms**

<b>Term</b>	<b>Definition</b>
<b>LA</b>	A Local Authority
<b>The LA</b>	Kent County Council
<b>The LA area</b>	The area in respect of which Kent County Council is the Local Authority

<b>Primary Education</b>	Has the same meaning as in section 2(1) of the Education Act 1996
<b>Primary School</b>	Has the same meaning as in section 5(1) of the Education Act 1996
<b>School</b>	A Community, Foundation, Voluntary Aided or Voluntary Controlled school and Academy (but not a special school) which is maintained.
<b>Foundation school</b>	Such of the schools as are Foundation schools. The governing body is the admissions authority for these schools.
<b>Voluntary Aided schools</b>	Such of the schools as are Voluntary Aided schools, the governing body of these schools is the admission authority. These schools are church schools, and governors must have regard to the relevant diocesan board when setting admissions arrangements.
<b>VC schools</b>	Such of the schools as are Voluntary Controlled schools
<b>Academies</b>	Such schools which have been established under section 482 of the Education Act 1996 (as amended by section 65 of the Education Act 2002) and/or those established under the Academies Act 2010.
<b>Free Schools</b>	Such of the schools as are Free Schools. All-ability, state-funded school set up in response to what local people say they want and need in order to improve education for their children.
<b>Admission authority</b>	In relation to a community or voluntary controlled school means the LA and, in relation to a trust, foundation or Voluntary Aided school and Academy, means the governing body of that school
<b>Admission arrangements</b>	The arrangements for a particular school or schools which govern the procedures and decision making for the purposes of admitting pupils to the school
<b>Eligible for a place</b>	Means that a child has been placed on a school's ranked list at such a point as falls within the school's published admission number.
<b>RCAF</b>	Reception Common Application Form, completed online or on paper
<b>JCAF</b>	Junior Common Application Form, completed online or on paper
<b>IYAF</b>	In Year Admission Form – this is the form used by parents to apply for a school place outside of a school's normal point of entry.
<b>SIF</b>	Supplementary Information Form – This is a form used by some Academies, Foundation and Voluntary Aided and Free schools which may use them to collect additional information at the time of application in order for them to apply their over subscription criteria. They are most commonly used by Faith Schools to collect details in relation to a level of commitment to Faith which can be a factor in the priority given to applicants. A supplementary information form can only collect information which is directly related to the oversubscription criteria published for a school.
<b>Summer Born</b>	A child born between the months of April to August
<b>PAN</b>	Published Admission Number – this is the number of pupils a school is able to admit before it reaches capacity. School admissions authorities must consult on and determine a school's PAN and must not admit pupils above this number other than where 1.4 of the School Admissions Code 2014 applies.
<b>Late Application</b>	an application sent to the LA after the closing date where the child has not been considered for a place at any school through the Primary Scheme, or where applicants have moved house and their original



	preferences are no longer suitable.
<b>Reallocation Process</b>	the process by which vacant places are offered by the local authority to late applicants and pupils on school waiting lists.

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## Appendix B

# **Kent County Council Determined Co-ordinated Scheme for Secondary Admissions Academic Year 2021/22**

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

Produced by:  
Fair Access - Admissions

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Section 2 – Details of the Secondary In-Year Admissions Process	<b>16-21</b>
Section 3 – Glossary of Terms	<b>22-23</b>

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## Introduction / Background

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

- Co-ordinated admission arrangements (schemes) for all schools in the Local Authority area for entry at the normal time of admission (Year 7 for Secondary schools, Year R for Infant and Primary schools and Year 3 for Junior schools).
  - There is a duty on the LA to secure agreement from all admission authorities including Academies in Kent. If the LA does not secure agreement from all the admission authorities and Academies in Kent it must inform the Secretary of State who will impose a scheme to which all schools and Academies must adhere.
  - This consultation ran from 9.00 am on 25 October 2019 until midnight on 9 December 2019. Every Kent School, Academy and Co-ordinating Free School is required to agree to the admissions scheme and adhere to it. **Kent County Council made it clear in its consultation that it would constitute full acceptance to the proposed scheme if schools chose not to respond.**
  - Cranbrook School is the only school in Kent with a normal point of entry at Year 9, in addition to a regular Year 7 intake. For Kent residents, application forms for Year 9 are available from the school or the KCC website and will be processed broadly in line with the Year 7 transfer arrangements set out in this scheme. Non-Kent parents must apply through their home authority's In Year admissions process. Year 7 applications are processed in line with the co-ordinated process detailed below.
  - Leigh UTC is the only school in Kent with a normal point of entry at Year 10, in addition to a regular Year 7 intake. For Kent residents, application forms for Year 10 are available from the school or the KCC website and will be processed broadly in line with the Year 7 transfer arrangements set out in this scheme. Non-Kent parents must apply through their home authority's co-ordinated UTC process. Year 7 applications are processed in line with the co-ordinated process detailed below.
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## Section 1 – Details of the Co-ordinated Scheme for Transfer to Year 7

This section details the Co-ordinated Scheme for Transfer to Year 7 in Secondary Schools in September 2021.

Year 7 applications are normally for children born between 1 September 2009 and 31 August 2010.

The Key Scheme dates are:

<b>Key Action</b>	<b>Scheme Date</b>
<b>Registration for testing opens</b>	<b>Monday 1 June 2020</b>
<b>Closing date for registration</b>	<b>Wednesday 1 July 2020</b>
<b>Application for Secondary Transfer opens</b>	<b>Tuesday 1 September 2020</b>
<b>Test date for pupils in Kent Primary schools</b>	<b>Thursday 10 September 2020</b>
<b>Test date for pupils not in Kent Primary schools</b>	<b>Saturday 12 September 2020</b>
<b>Assessment decision sent to parents</b>	<b>Thursday 15 October 2020</b>
<b>National closing date for application forms</b>	<b>Monday 2 November 2020</b>
<b>Summary of applicant numbers sent to Secondary schools (plus info for those needing to arrange additional testing)</b>	<b>By Friday 11 December 2020</b>
<b>Full applicant details sent to all Kent Secondary schools for ranking against their over-subscription criteria</b>	<b>By Monday 4 January 2021</b>
<b>Ranked lists returned to Kent County Council by all schools. Deadline for school to inform Kent County Council of wish to offer in excess of PAN</b>	<b>No later than Thursday 14 January 2021</b>
<b>Secondary schools sent list of allocated pupils - Primary schools informed of destination of pupils</b>	<b>Wednesday 24 February 2021</b>
<b>National Offer Day: e-mails sent after 4pm and letters sent 1<sup>st</sup> class</b>	<b>Monday 1 March 2021</b>
<b>Schools send out welcome letters no earlier than</b>	<b>Wednesday 3 March 2021</b>
<b>Deadline for late applications and waiting list requests to be included in the Kent County Council reallocation stage. Also the date by which places should be accepted or declined to schools.</b>	<b>Monday 15 March 2021</b>
<b>Date Kent County Council will send schools reallocation waiting lists for ranking against their over-subscription criteria</b>	<b>Thursday 18 March 2021</b>
<b>Schools to send their ranked reallocation waiting list and acceptance and refusals to KCC</b>	<b>Thursday 25 March 2021</b>
<b>Deadline for lodging appeals</b>	<b>Friday 26 March 2021</b>
<b>Kent County Council to reallocate places that have become available from the schools' waiting lists. After this point, schools will take back ownership of their waiting lists.</b>	<b>Wednesday 21 April 2021</b>

In addition, this scheme:

- (a) allows for Supplementary Information Forms (SIFs) to be returned directly to schools to assist in the ranking of applicants against their over-subscription criteria.
- (b) confirms that on **21 April 2021** Kent County Council will run one reallocation process offering places to late applicants and original applicants that have joined a school's waiting list after offer day. Kent County Council will consider late applicants through the process described in paragraphs 41 to 50. After **21 April 2021**, Kent County Council will enable schools to accept applications directly and offer vacancies as they arise, to children on their waiting lists. Copies of applications will be forwarded by parents to Kent County Council who will support and advise where this is needed. Schools must notify Kent County Council of any offers or refusals that are made at the same time these are made to parents.

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

1.

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

2.

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

3.

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

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

4.

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

5.

Online applications, SCAF and supporting publications will:

- (a) invite parents to express **up to four** preferences including, where relevant, any schools outside the Kent County Council area, and to rank each school according to their order of preference. Kent residents **must** complete a Kent SCAF. Residents outside Kent **must** complete their home Local Authority's SCAF (e.g. Medway residents complete a Medway SCAF etc).
- (b) allow parents to give reasons for each preference including details of any siblings that will still be on roll at the preferred school at the time of the applicant child's admission.
- (c) invite parents of looked after and previously looked after children to send Kent County Council evidence that supports the request for consideration under either criteria by **11 December 2020**.
- (d) explain that the parent will receive no more than one offer of a school place and that:
  - (i) a place will be offered at the highest available ranked preference for which they are eligible for a place; and
  - (ii) if a place cannot be offered at a school named on the form, a place will be offered at an alternative school.
- (e) specify the closing date for applications and where paper SCAFs must be returned to, in accordance with paragraph 7.

6.

The LA will make appropriate arrangements to ensure:

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

7.

Completed applications must be submitted online and paper SCAFs returned to Kent County Council or any Kent Secondary School by **2 November 2020**.



8.

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

9.

Applications made on the SCAF and returned direct to any school before **15 March 2021** must be forwarded to Kent County Council immediately to ensure inclusion in the appropriate allocation stage.

### **Supplementary Information Forms (SIFs)**

10.

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

11.

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

12.

### **Children with and Education, Health and Care Plan (EHCP)**

Pupils with an Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

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

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

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

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

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

## Testing

13.

In line with Kent County Council's ongoing commitment to run a selective process, entry to Grammar schools is restricted to children who have been assessed as suitable through the relevant test(s). Receiving a Grammar assessment in the Kent Test does not guarantee a Grammar school place at offer day as they may be oversubscribed.

14.

The Kent schools that require children to sit the Kent Grammar school tests are listed below. Schools which hold alternative tests will also be highlighted. It is not possible to include details of schools that added alternative tests during their 2021 consultation period as these consultations were still ongoing at the time of writing:

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

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

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

\*\*\* Highsted Grammar School also accepts pupils who have reached the required standard of the "Highsted Test".

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

15.

Registration for the Kent Grammar school tests will open on **1 June 2020**. Parents wishing their children to sit the Kent Grammar school tests are required to register with the Kent Admissions Team (either online or using a paper registration form) no later than **1 July 2020**.

16.

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

17.

Kent test will take place:

for pupils attending a Kent school on **Thursday 10 September 2020**

for pupils not attending a Kent school on **Saturday 12 September 2020**

18.

Registration is open to parents of children resident in the UK, and the children of UK service personnel and other Crown Servants returning to the UK, who will transfer to Secondary school in **September 2021**.

19.

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

20.

By **3 July 2020** Kent County Council will send all Kent Primary and Junior schools, including Academies and co-ordinating Free schools, a list of their pupils that have applied to sit the Kent Grammar school tests. Schools will have until **10 July 2020** to contact parents of children who are interested in Grammar school and who have not yet applied.

21.

Late registrations cannot be accepted online. As far as reasonably practicable, registrations for the Kent test from children attending Kent County Council Primary and Junior schools that are received late will be accepted, provided a completed paper registration form is received by Kent County Council before **10 July 2020**. This deadline may be extended where a child is in receipt of an EHCP, is a looked after or previously looked after child or is in receipt of Pupil Premium. It will not be possible to accept late applications for children attending non-Kent County Council schools due to the constraints in securing test centre places for this cohort.

22.

If the parent chooses to name a Kent Grammar school on the SCAF for a child who has not taken the appropriate test, this preference will be treated as invalid for National Offer Day (**1 March 2021**) because the child will not have met the entry criteria.

23.

In the following exceptional circumstances, where a child is unable to sit the Kent Grammar school tests on the specified dates, arrangements will be made for testing to take place by **8 January 2021**:

- (a) illness on one or both test dates, confirmed by a doctor's certificate;
- (b) a move into the Kent County Council area after the closing date for test registration. (NB: This can only be arranged if parents have provided proof of residency and return the late paper SCAF before **11 December 2020**.)

24.

Outside these specific circumstances, children who have not registered for testing but want a Grammar school place will not have an opportunity to sit the test until after **21 April 2021** when parents can submit a further application through the post reallocation process (detailed in paragraph 50) or the in year admissions process (detailed in Section 2) or, if they have been refused admission, make an appeal to the Independent Appeal Panel.

25.

Following the conclusion of the assessment process Kent County Council will write to parents of all registered children advising them of the assessment decision. Letters will be sent by 1<sup>st</sup> class post on **15 October 2020**. Where a parent has registered for the Kent Test online, and provided a valid e-mail address, assessment decision e-mails will be sent after 4pm on **15 October 2020**. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact of large volume post runs, work will continue to produce email processes which will allow for the reduction of printed letters.

26.

There is no right of appeal against the assessment decision, but after **1 March 2021** parents may make an admission appeal to an independent appeal panel if their child is refused admission to any school, including a Grammar school.

### **Determining Offers in Response to the SCAF**

27.

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

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

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

28.

**By 11 December 2020** Kent County Council will:

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

29.

**By 4 January 2021** Kent County Council will advise all Kent Secondary schools of the full details of all valid applications for their schools via rank lists, to enable them to apply their over-subscription criteria. Only children who appear on Kent County Council's list can be considered for places on the relevant offer day.

30.

**By 14 January 2021** All Kent Secondary schools, including Academies and co-ordinating Free schools and UTCs, **must** return completed lists, ranked in priority order in accordance with their over-subscription criteria, to Kent County Council for consideration in the allocation process. Where a school fails clearly to define its oversubscription criteria in its determined arrangements, the definitions laid out by Kent County Council must be adopted.

31.

**14 January 2021** will also be the final deadline by which any school may notify Kent County Council of their intention to admit above PAN. Changes cannot be made after this date because Kent County Council will not have sufficient time to administer its co-ordination responsibilities.

32.

**By 23 February 2021** the LA will match each ranked list against the ranked lists of every other school named and:

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

33.

**By 23 February 2021** Kent County Council will have completed any data exchange with other Local Authorities to cover situations where a resident in Kent County Council's Local Authority area has named a school outside Kent, or a parent living outside the Kent County Council's Local Authority area has named a Kent school.

34.

**By 24 February 2021** Kent County Council will inform its Secondary schools of the pupils to be offered places at their establishments, and will inform other Local Authorities of

places to be offered to their residents in its schools and Academies. Kent County Council will also inform all Kent Primary and Junior schools of offers made to their pupils. Schools must not share this information with parents before **1 March 2021**.

35.

**On Offer Day - 1 March 2021** Kent County Council will

- (a) send an offer email after 4pm to those parents who have applied online and provided a valid email address. The email will include:
1. The name of the school at which a place is offered.
  2. Information about the right of appeal against the decisions to refuse places at other named schools.
  3. Information on how to request a place on a waiting list for schools originally named as a preference, if they want their child to be considered for any places that might become available. *Parents cannot ask for their child to go on the waiting list for a Grammar school unless the child has been assessed suitable for Grammar school*
- (b) Send decision letters to ALL paper SCAF applicants and, as a minimum, all online applicants that did not receive an offer of their first preference. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact of large volume post runs, work will continue to produce email processes which will allow for the reduction of paper letters. The letter will include:
1. the name of the school at which a place is offered;
  2. the reasons why the child is not being offered a place at each of the other schools named on the SCAF;
  3. information about the statutory right of appeal against the decisions to refuse places at the other nominated schools;
  4. Information on how to request a place on a waiting list for schools originally named as a preference on their SCAF, if they want their child to be considered for any places that might become available. *Parents cannot ask for their child to go on the waiting list for a Grammar school unless the child has been assessed suitable for Grammar school;*
  5. advice on how to find contact details for the school and Local Authority and for the admission authorities of Foundation, Voluntary Aided schools, Academies and co-ordinating Free schools and UTCs where they were not offered a place, so that they can lodge an appeal with the governing body.

36.

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

37.

Parents who reside in other Local Authorities, but who have applied for a Kent school or

schools, will be notified of whether or not they are being offered a place at a Kent school by their own Local Authority on **1 March 2021**.

38.

Kent pupils who have not been offered a place at any of the schools nominated on their SCAF will be allocated a place by Kent County Council at an alternative school in the Kent County Council area. This place will be offered on **1 March 2021**.

39.

Schools will send their welcome letters **no earlier than 3 March 2021**.

### **Acceptance/Refusal of Places - 15 March 2021**

40.

**By 15 March 2021** the applicant parent must inform the school whether they wish to accept or refuse the place offered on offer day. Refusals should be made in writing or via e-mail to provide an appropriate audit trail. If a response has not been received by **15 March 2021**, the school **must** remind the parent in writing of the need to respond within a further seven days and point out that the place will be withdrawn if no response is received. If the parent fails to respond by this date, a final letter should be sent informing the parent that the offer has been withdrawn. Only after taking reasonable measures to secure a response from parents will a school be able to retract the offer of a place. In cases of shared custody, schools should ensure that confirmation of acceptance or refusal is received from the applying parent.

### **Determining Offers in Reallocation Process**

41.

Kent County Council will collect a reallocation list for all schools up to **15 March 2021**. This will include details of the following:

- (a) all applicants who named the school on the SCAF and were not offered a place on **1 March 2021** and who have asked to be included on the school's waiting list;
- (b) late applicants who named the school on their applications which were sent to Kent County Council by **15 March 2021**.

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

42.

**By 18 March 2021** Kent County Council will advise all Kent Secondary schools of the full details of all waiting list requests and late applications (reallocation list) for their schools to enable them to apply their over-subscription criteria. Only children who appear on the Kent County Council list can be considered for places on Kent County Council's reallocation day. If a child's circumstances have changed since their original application, Kent County Council will amend their waiting list details up to **15 March 2021**. Kent County Council will not be able to amend details after this date. The full reallocation list must be put into the school's over-subscription criteria order. No distinction should be made on the basis of the child being a waiting list request or a late applicant.

43.

**By 25 March 2021** The schools must return their ranked waiting lists to Kent County Council. Schools should also return all acceptance and refusal information collected to ensure Kent County Council can calculate places available for its reallocation day.

44.

**On 21 April 2021** Kent County Council will re-allocate any places that have become available since offer day using the same process described in paragraph 32. Applicants will be sent a letter by 1<sup>st</sup> Class post that day, informing them of offers. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact of large volume post runs, work will continue to produce email processes which will allow for the reduction of paper letters. Schools will be sent a list of all new offers and the remainder of their waiting lists. Late applicants will be added to the waiting list of each school that they have not been offered.

### **Determining Offers after Waiting Lists returned to Schools**

45.

After **21 April 2021** waiting lists will be managed by schools and held in oversubscription criteria order. These lists can include

- (a) all applicants who were not offered a place on **1 March 2021** and who have asked to be included on the school's waiting list and who subsequently were not offered a place on **21 April 2021** (children on the waiting list described in paragraph 44);
- (b) applicants who did not name the school on their SCAF and who have approached the school to be considered via In Year Application Form (IYAF).
- (c) Late applicants who have not previously been considered for a place at any Secondary school and who have approached the school to be considered via Post Reallocation Secondary Common Application Form (PRSCAF).

46.

**After 21 April 2021** Schools will make offers from their waiting lists for any spaces available. Kent advises schools to wait until **23 April 2021** before making offers to allow all parents an opportunity to receive their letters detailing the outcome of Reallocation. Schools must inform Kent County Council whenever an offer or refusal is made so that Kent County Council can record all activity. If a school has reached its Published Admission Number, or an agreed number in excess of its Published Admissions Number as specified in paragraph 1.4 of the Admissions Code, an applicant should not be admitted other than through the Independent Appeal process, the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted, or with an EHCP apply.

### **Handling of Late Applications:**

#### **Applications received after the SCAF closing date until 11 December 2020**

47.

The closing date for applications in the normal admissions round (as above) is **2 November 2020**. As far as reasonably practicable, applications for places in the normal admissions round that are received late for a good reason will be accepted and considered 'on time', provided they are received by Kent County Council by **11 December 2020**. Late



applications cannot be made online, so applicants must complete a paper SCAF and return it direct to Kent County Council. On time applicants can also request to amend application up to this point for a good reason. These requests must be made in writing to the admissions team. Amendments made to the online system after **2 November 2020** will not be accepted. Online applicants who amend preferences after **2 November 2020** may not be sent an email and their offer may not be available online. If offers are not available via email and online, they will alternatively be sent an offer letter by 1<sup>st</sup> class post.

48.

Exceptional provision is made for the families of UK Service Personnel and Crown Servants as required by the School Admissions Code. Applications will be accepted up until **11 December 2020**, where it is confirmed in writing by the appropriate authority that the family will be resident in Kent by **1 September 2021**. A confirmed address, or, in the absence of this, a Unit or “quartering area” address, will be accepted as the home address from which home-school distance will be calculated. Children who are not successful in gaining any place they want will be allocated an available place at an alternative school, and will have the same access to a waiting list / right to appeal as other applicants.

### **Applications received after 11 December 2020 but before 15 March 2021**

49.

Applications received after **11 December 2020** but before **15 March 2021** (the deadline for inclusion in any reallocation made on **21 April 2021**) will not be considered for places on **1 March 2021**, but will be included in the re-allocation of places on **21 April 2021** as defined above.

### **Applications received after 15 March 2021**

50.

Late applications received after **15 March 2021** (the deadline for inclusion in any reallocation made on **21 April 2021**) must be made directly to the LA. Parents will apply using the Post Reallocation Secondary Common Application Form (PRSCAF). Kent County Council will support and advise parents. These will be considered by after **21 April 2021**, in accordance with a process similar to the in year admissions process (detailed in Section 2).

### **Cancelling applications**

51.

Applications considered as ‘on time’ detailed in paragraph 7 and 47 can be cancelled or individual preferences can be removed by the applicant up to **15 March 2021** (the deadline for waiting list requests and late applications). Requests must be made to the admissions team in writing. New preferences cannot be added to an application at this point. After this date, it is not possible to cancel applications or remove preferences as the offer allocation process will have started.

52.

Parents that have cancelled an ‘on time’ application may submit a late application, for consideration under the reallocation process, providing that they do not name any preferences that appeared on their original application. The deadline for these late applications is **15 March 2021**.

53.

Where an application is cancelled, parents cannot join a school's waiting list or appeal for a school that was on their original application unless they submit a new application for the school after **21 April 2021**.

### **Appeals**

54.

All parents have the statutory right to appeal against any decision refusing them a school place and must lodge their appeal by **26 March 2021** for it to be considered as on time.

55.

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

56.

Appeals are not to be heard prior to the Kent Reallocation Day on **21 April 2021**.

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

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### In-Year Admission Form.

1

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

2.

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

3.

As Kent does not co-ordinate In-Year admissions, applications to out of county schools and from out of county residents will not have a standard process and will instead depend on the process of the county in question. Kent residents who wish to apply for a place at an out of county school will need to either approach the school or local authority directly. This will vary between authorities.

4.

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

5.

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

6.

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

7.

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

8.

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

9.

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

10.

The IYAF will:

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

11.

The LA will make appropriate arrangements to ensure:

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

12.

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

### **Supplementary Information Forms (SIFs)**

13.

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

their published admission arrangements.

14.

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

### **Schools which have entrance tests**

15.

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

16.

a)

#### **Children with an Education, Health and Care Plan (EHCP)**

Pupils with an Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

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

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

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

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

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

b)

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

When applications are made for young people in the care of other Local Authorities or who ceased to be so because they were adopted, Kent (as receiving authority) will confirm an

offer of a school place with the placing authority. Where an in-year application is received from the corporate parent of a child in Local Authority Care, Kent Admissions team will expect that in line with Statutory Guidance \*, arrangements for appropriate education will have been made as part of the overall care planning, unless the placement has been made in an emergency.

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

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

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

c)

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

### **Determining Offers in Response to the IYAF**

17.

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

- (a) the starting date if a place is available;
- (b) the reasons why the child is not being offered a place, if a place is unavailable;
- (c) information about the statutory right of appeal against the decisions to refuse places.
- (d) information on how to apply for a place on the waiting list. (Parents cannot ask for their child to go on the waiting list for a Grammar school unless the child has been assessed suitable for Grammar school);
- (e) contact details for the school and Kent County Council and for the admission authorities of Foundation, Voluntary Aided schools, Academies and co-ordinating Free schools and UTCs where they were not offered a place, so that they can lodge

an appeal with the governing body.

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

18.

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

19.

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

20.

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

21.

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

### **Acceptance/Refusal of Places**

22.

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

23.

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

24.

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

### **Waiting Lists**

25.

Each oversubscribed school will keep a waiting list at least until the end of the first term. This will include details of all applicants who have named the school on the IYAF but could

not be offered a place and have asked to be placed on a waiting list. (*A Grammar school can only put children on its waiting list if they have been assessed as suitable for a Grammar school.*)

26.

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

### **Appeals**

27.

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

28.

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



### Section 3 – Glossary of Terms

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

<b>SCAF</b>	Secondary Common Application Form, completed online or on paper
<b>IYAF</b>	In Year Admission Form – this is the form used by parents to apply for a school place outside of a school’s normal point of entry.
<b>SIF</b>	Supplementary Information Form – This is a form used by some Academies, Foundation and Voluntary Aided and Free schools which may use them to collect additional information at the time of application in order for them to apply their over subscription criteria. They are most commonly used by Faith Schools to collect details in relation to a level of commitment to Faith which can be a factor in the priority given to applicants. A supplementary information form can only collect information which is directly related to the oversubscription criteria published for a school.
<b>PAN</b>	Published Admission Number – this is the number of pupils a school is able to admit before it reaches capacity. School admissions authorities must consult on and determine a school’s PAN and must not admit pupils above this number other than where 1.4 of the School Admissions Code 2014 applies.
<b>Late Application</b>	an application sent to the LA after the closing date where the child has not been considered for a place at any school through the Secondary Transfer Scheme, or where applicants have moved house and their original preferences are no longer suitable.
<b>Reallocation Process</b>	the process by which vacant places are allocated
<b>The Kent Grammar school tests</b>	Tests in English, Mathematics and Reasoning devised by an external body (GL Assessment) for admission to Kent Grammar schools
<b>The Kent Procedure for Entrance to Secondary Education (PESE)</b>	the system for determining entry to Kent Grammar Schools



## **Appendix C (1)**

# **Kent County Council**

## **Determined Admissions Arrangements for Academic Year 2021/22**

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

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Produced by:  
Admissions and Transport

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## Introduction / Background

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

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

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

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## **Determined Oversubscription Criteria for Community and Voluntary Controlled Infant Junior and Primary Schools** *(except Eastchurch CE Primary School, St Peters CE Primary School, Tunbury Primary School and Whitfield Aspen Primary School)*

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

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

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

- **Children in Local Authority Care or Previously in Local Authority Care** – a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
- **Attendance at a linked school** – where admission links have been established between the infant and junior school concerned, children attending the infant school are given priority for admission to the junior school.
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

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

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

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

- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be

given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

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

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

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

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

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

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

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper Reception Common Application Form (RCAF) to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/primaryadmissions](http://www.kent.gov.uk/primaryadmissions)

## Determined Oversubscription Criteria for Eastchurch CE Primary School

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

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

- **Children in Local Authority Care or Previously in Local Authority Care** – a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

If sibling priority is lost, it will not be reinstated for any reason.

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

- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians', physical or mental health or social needs means that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
- **Nearness of children's homes to a point equidistant between the Eastchurch site and the Warden Bay site of Eastchurch CE Primary School** - we use the distance between the child's permanent home address and the equidistant point between the Eastchurch site and the Warden Bay site of Eastchurch CE Primary School. This is measured in a straight line using National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a defined point equidistant between the two school sites as specified by NLPG. The same



coordinate for the equidistant point is used for everybody. These straight line measurements are used to determine how close each applicant's address is to the equidistant point and children will be ranked in order of shortest distance first.

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

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

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

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

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper Reception Common Application Form (RCAF) to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/primaryadmissions](http://www.kent.gov.uk/primaryadmissions)

## Determined Oversubscription Criteria for St Peters CE Primary School

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

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

- **Children in Local Authority Care or Previously in Local Authority Care** – a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

If sibling priority is lost, it will not be reinstated for any reason.

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

- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
- **Children who live in the Unparished area of Tunbridge Wells** – Children will be ranked according to the distance from their home to St Peters CE Primary School with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The

same address point on the school site is used for everybody. A map displaying the priority area is provided below.

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

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

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

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

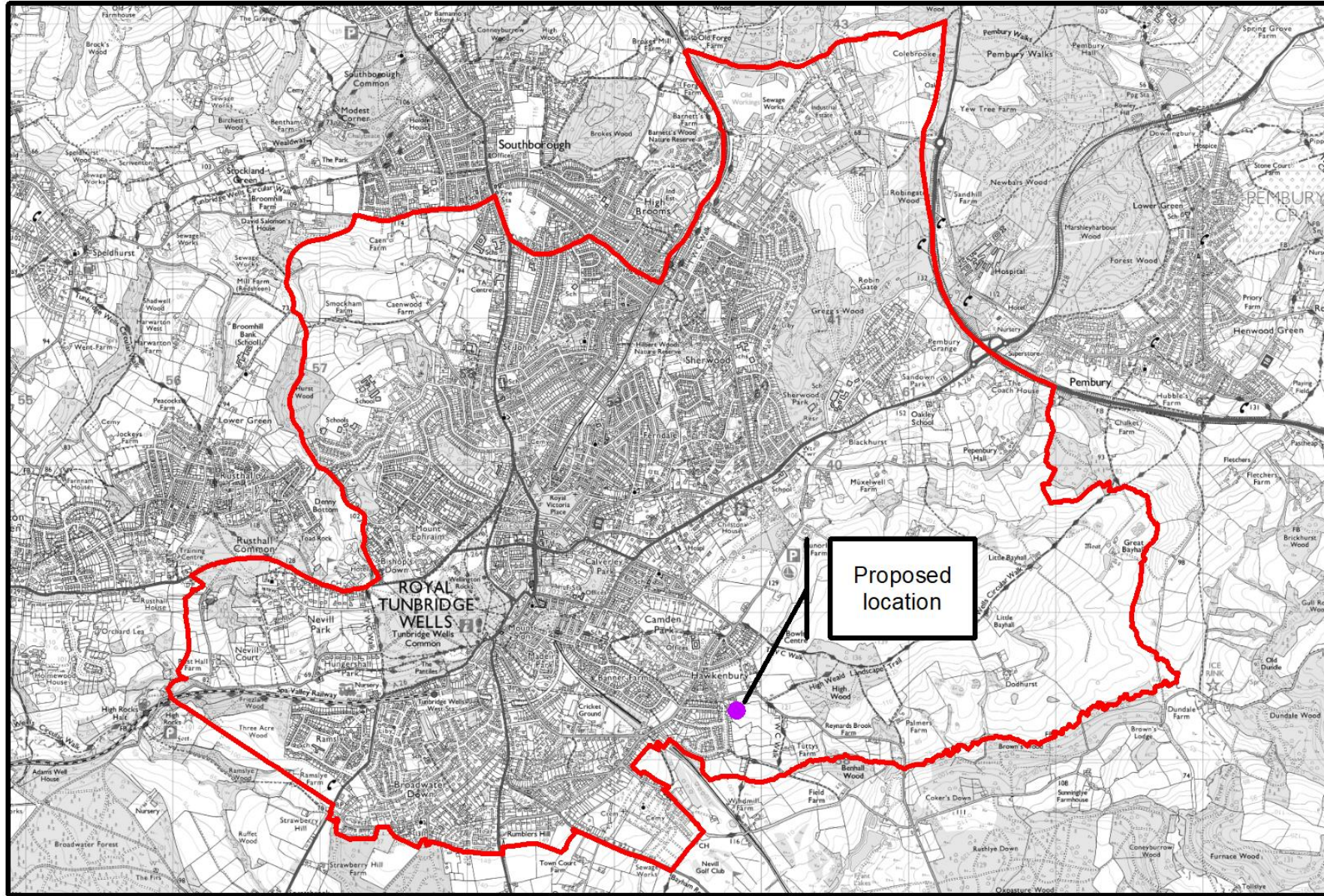
Waiting list will be held for at least the first term of the academic year in oversubscription criteria order.

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

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This

might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper Reception Common Application Form (RCAF) to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/primaryadmissions](http://www.kent.gov.uk/primaryadmissions)

# St Peter's Primary and Unparished Tunbridge Wells



## Determined Oversubscription Criteria for Tunbury Primary School

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

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

- **Children in Local Authority Care or Previously in Local Authority Care** – a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

If sibling priority is lost, it will not be reinstated for any reason.

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

- **Children who live within a 0.5 mile radius of the school** - Children will be ranked according to the distance from their home to Tunbury Primary School with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. A map displaying the priority area is provided below.
- **Children who live in the Parish of Aylesford or Boxley and who are also within a 1.5 mile radius of the school** – Children will be ranked according to the distance from their home to Tunbury Primary School with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within

the school as specified by NLPG. The same address point on the school site is used for everybody. A map displaying the priority area is provided below.

- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
- **Nearness of children's homes to school** - we use the distance between the child's permanent home address and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point data address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

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

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

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

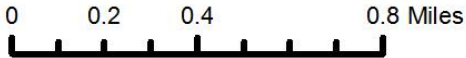
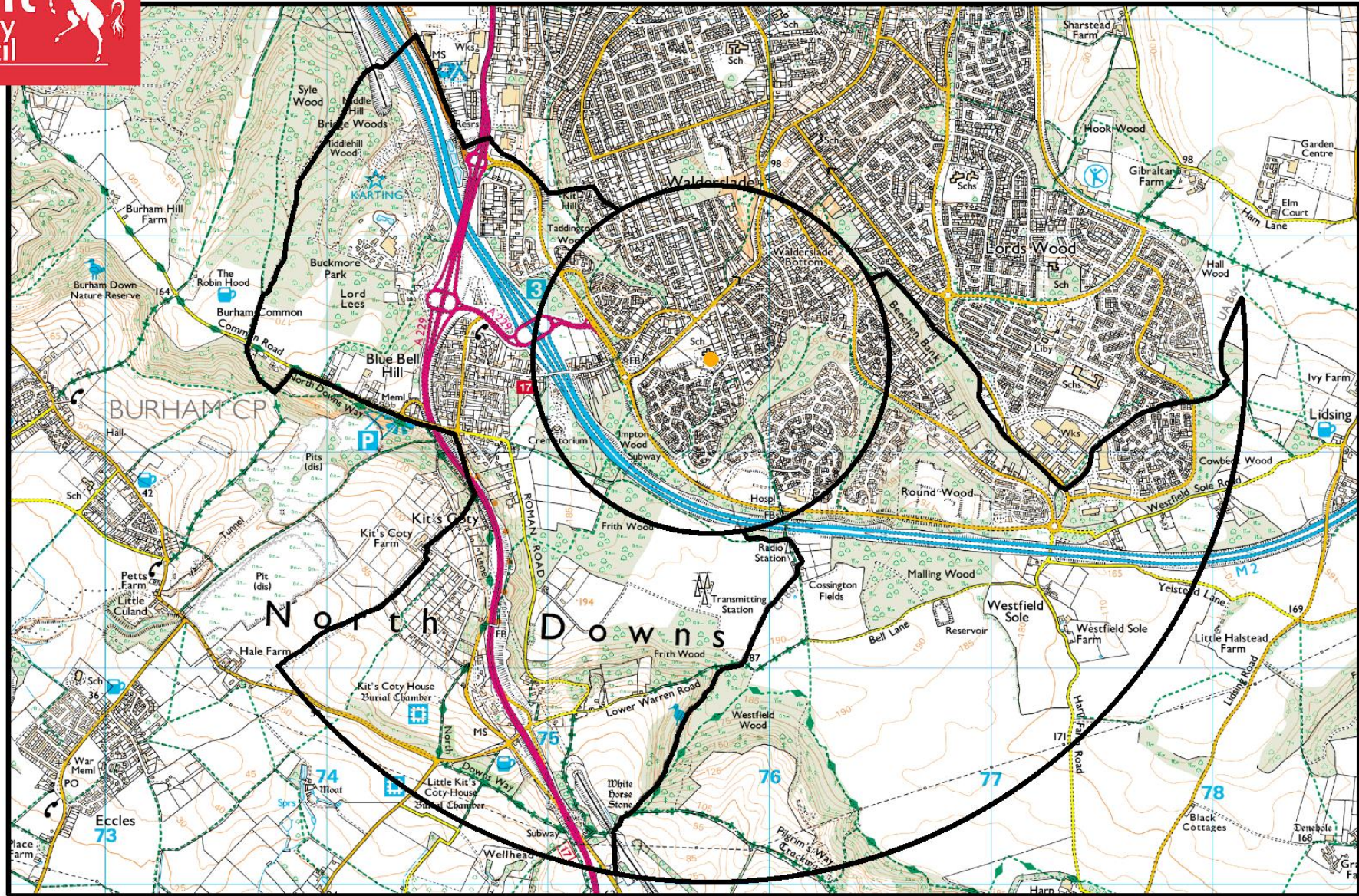
Where an offer has been made, the school will provide for the admission of all children in the September following their fourth birthday. Parents can choose to defer the date their child is admitted to the school until later in the school year, but not beyond the start of the term after their child reaches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

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper Reception Common Application Form (RCAF) to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/primaryadmissions](http://www.kent.gov.uk/primaryadmissions)



# Tunbury Primary, half mile zone and 1.5 mile (Boxley & Aylesford only)

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Produced by: Admissions and Transport  
Dated

K:\A&T\System's team\maps\Transport

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## Determined Oversubscription Criteria for Whitfield Aspen Primary School

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

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

- **Children in Local Authority Care or Previously in Local Authority Care** – a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

If sibling priority is lost, it will not be reinstated for any reason.

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

- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
- **Nearness of children's homes to school** - Children will be ranked according to the distance from their home to the nearest of either the Mayfield Road site or the Archers Court Road site of Whitfield Aspen school, with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last

available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

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

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

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

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child’s date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school’s ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper Reception Common Application Form (RCAF) to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school’s oversubscription criteria. Further advice is available at

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

## Linked Infant and Junior Schools

<u>DFE NO</u>	<u>Infant School Name</u>	<u>Linked With</u>	<u>DFE NO</u>	<u>Junior School Name</u>
2514	Brookfield Infant School	<u>Linked With</u>	5223	Brookfield Junior School
2329	Callis Grange Nursery and Infant School	<u>Linked With</u>	3360	St Peter-in-Thanel Church of England Junior School*
2574	Downs View Infant School	<u>Linked With</u>	2052	Kennington Church of England Junior School*
2263	Herne Bay Infant School	<u>Linked With</u>	5206	Herne Bay Junior School *
3295	Herne CE Infant & Nursery School	<u>Linked With</u>	3338	Herne CE (Aided) Junior School *
2459	Riverhead Infant School	<u>Linked With</u>	2141	Amherst School (Academy) Trust *
2626	Sandwich Infant School	<u>Linked With</u>	2627	Sandwich Junior School
2337	St Crispin's Community Infant School	<u>Linked With</u>	3181	St Saviour's Church of England Junior School
3073	St Michael's Church of England Infant School	<u>Linked With</u>	3072	St Michael's Church of England Junior School
2328	St Mildred's Infant School	<u>Linked With</u>	2523	Upton Junior School*
2474	St Paul's Infant School	<u>Linked With</u>	2175	North Borough Junior School
2611	St Stephen's Infant School	<u>Linked With</u>	2608	St. Stephen's Junior School *
3081	Thurnham Church of England Infant School	<u>Linked With</u>	5203	Roseacre Junior School*
2276	Willesborough Infant School	<u>Linked With</u>	5226	Willesborough Junior School *

\* Own admission authority Schools

## Appendix C (2)

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

DfE no.	School name	District	Sub Type	Status	2021 PAN
3909	Ashford Oaks Community Primary School	Ashford	Primary	Community	60
2278	Bethersden Primary School	Ashford	Primary	Community	20
3136	Brabourne CEP School	Ashford	Primary	Voluntary Controlled	15
2574	Downs View Infant School	Ashford	Infant	Community	90
2272	East Stour Primary School	Ashford	Primary	Community	60
3199	Egerton CEP School	Ashford	Primary	Voluntary Controlled	30
2282	Great Chart Primary School	Ashford	Primary	Community	60
3139	High Halden CEP School	Ashford	Primary	Voluntary Controlled	15
3134	John Mayne CEP School	Ashford	Primary	Voluntary Controlled	20
3284	Lady Joanna Thornhill (Endowed) Primary School	Ashford	Primary	Voluntary Controlled	60
2287	<i>Rolvenden Primary School</i>	<i>Ashford</i>	<i>Primary</i>	<i>Community***</i>	<i>14</i>
3138	St. Mary's CEP School, Chilham	Ashford	Primary	Voluntary Controlled	15
2275	Victoria Road Primary School	Ashford	Primary	Community	30
2276	Willesborough Infant School	Ashford	Infant	Community	120
3145	Woodchurch CEP School	Ashford	Primary	Voluntary Controlled	26
3120	Barham CEP School	Canterbury	Primary	Voluntary Controlled	30
2258	Blean Primary School	Canterbury	Primary	Community	60
3122	Bridge & Patixbourne CEP School	Canterbury	Primary	Voluntary Controlled	60
2259	Chartham Primary School	Canterbury	Primary	Community	60
3123	Chislet CEP School	Canterbury	Primary	Voluntary Controlled	14
2263	Herne Bay Infant School	Canterbury	Infant	Community	<b>90</b>
3295	Herne CEI School	Canterbury	Infant	Voluntary Controlled	90
2265	Hoath Primary School	Canterbury	Primary	Community	15
3126	Littlebourne CEP School	Canterbury	Primary	Voluntary Controlled	15
2607	Parkside Community Primary School	Canterbury	Primary	Community	30
2000	St John's CofE Primary School	Canterbury	Primary	Voluntary Controlled	60
3129	St. Alphege CEI School	Canterbury	Infant	Voluntary Controlled	60
3289	St. Peter's Methodist Primary School, Canterbury	Canterbury	Primary	Voluntary Controlled	30
2611	St. Stephen's Infant School	Canterbury	Infant	Community	90
2268	Westmeads Community Infant School	Canterbury	Infant	Community	60
3130	Wickhambreaux CEP School	Canterbury	Primary	Voluntary Controlled	15
2120	Bean Primary School	Dartford	Primary	Community	30
2689	Craylands School, The	Dartford	Primary	Community	60
2062	Darenth Community Primary School	Dartford	Primary	Community	30
5229	Fleetdown Primary School	Dartford	Primary	Community	90
3296	Langafel CEP School	Dartford	Primary	Voluntary Controlled	45
2066	Maypole Primary School	Dartford	Primary	Community	60
2454	Aycliffe Community Primary School	Dover	Primary	Community	20
2648	Aylesham Primary School	Dover	Primary	Community	60
2559	Capel-le-Ferne Primary School	Dover	Primary	Community	30
3167	Eastry CEP School	Dover	Primary	Voluntary Controlled	30
2320	Eythorne Elvington Community Primary School	Dover	Primary	Community	20

3168	Goodnestone CEP School	Dover	Primary	Voluntary Controlled	10
3916	Green Park Community Primary School	Dover	Primary	Community	60
3169	Guston CEP School	Dover	Primary	Voluntary Controlled	22
3173	Kingsdown & Ringwould CEP School	Dover	Primary	Voluntary Controlled	30
2318	Langdon Primary School	Dover	Primary	Community	15
2321	Lydden Primary School	Dover	Primary	Community	12
3171	Nonington CEP School	Dover	Primary	Voluntary Controlled	12
2322	Preston Primary School	Dover	Primary	Community	20
2312	River Primary School	Dover	Primary	Community	60
2626	Sandwich Infant School	Dover	Infant	Community	56
2627	Sandwich Junior School	Dover	Junior	Community	60
3175	Sibertswold CEP School	Dover	Primary	Voluntary Controlled	30
2532	St. Margaret's-at-Cliffe Primary School	Dover	Primary	Community	30
2471	Whitfield and Aspen School	Dover	Primary	Community	78
2326	Wingham Primary School	Dover	Primary	Community	30
2327	Worth Primary School	Dover	Primary	Community	10
2094	Cobham Primary School	Gravesham	Primary	Community	30
2109	Higham Primary School	Gravesham	Primary	Community	30
2674	Kings Farm Primary School	Gravesham	Primary	Community	52
2509	Singlewell Primary School	Gravesham	Primary	Community	60
2519	Vigo Village School	Gravesham	Primary	Community	30
2161	Boughton Monchelsea Primary School	Maidstone	Primary	Community	30
3061	Bredhurst CEP School	Maidstone	Primary	Voluntary Controlled	15
2171	Brunswick House Primary School	Maidstone	Primary	Community	60
2163	East Farleigh Primary School	Maidstone	Primary	Community	30
3898	Greenfields Community Primary School	Maidstone	Primary	Community	45
3067	Harrietsham CEP School	Maidstone	Primary	Voluntary Controlled	60
2165	Headcorn Primary School	Maidstone	Primary	Community	60
2166	Hollingbourne Primary School	Maidstone	Primary	Community	15
2578	Kingswood Primary School	Maidstone	Primary	Community	20
3091	Laddingford St. Mary's CEP School	Maidstone	Primary	Voluntary Controlled	13
3069	Leeds & Broomfield CEP School	Maidstone	Primary	Voluntary Controlled	15
2168	Lenham Primary School	Maidstone	Primary	Community	30
2520	Madginford Primary School	Maidstone	Primary	Community	90
2183	Marden Primary School	Maidstone	Primary	Community	40
2175	North Borough Junior School	Maidstone	Junior	Community	90
3906	Palace Wood Primary School	Maidstone	Primary	Community	60
2176	Park Way Primary School	Maidstone	Primary	Community	45
2169	Platts Heath Primary School	Maidstone	Primary	Community	13
2552	Sandling Primary School	Maidstone	Primary	Community	60
2586	Senacre Wood Primary School	Maidstone	Primary	Community	30
3090	St. Margaret's CEP School, Collier Street	Maidstone	Primary	Voluntary Controlled	17
3073	St. Michael's CEI School, Maidstone	Maidstone	Infant	Voluntary Controlled	40
3072	St. Michael's CEJ School, Maidstone	Maidstone	Junior	Voluntary Controlled	45
2474	St. Paul's Infant School	Maidstone	Infant	Community	90
2192	Staplehurst School	Maidstone	Primary	Community	75
2193	Sutton Valence Primary School	Maidstone	Primary	Community	30
3081	Thurnham CEI School	Maidstone	Infant	Voluntary Controlled	90
3083	Ulcombe CEP School	Maidstone	Primary	Voluntary Controlled	15
2653	West Borough Primary School	Maidstone	Primary	Community	60
3092	Yalding St. Peter & St. Paul CEP School	Maidstone	Primary	Voluntary Controlled	24
3055	Churchill CEP School	Sevenoaks	Primary	Voluntary Controlled	60
2088	Crockenhill Primary School	Sevenoaks	Primary	Community	30
3054	Crockham Hill CEP School	Sevenoaks	Primary	Voluntary Controlled	20
3896	Downsview Primary	Sevenoaks	Primary	Community	30

2130	Dunton Green Primary School	Sevenoaks	Primary	Community	30
3015	Fawkham CEP School	Sevenoaks	Primary	Voluntary Controlled	15
2134	Four Elms Primary School	Sevenoaks	Primary	Community	<b>15</b>
2133	Halstead Community Primary School	Sevenoaks	Primary	Community	25
3907	Hextable Primary School	Sevenoaks	Primary	Community	90
2615	High Firs Primary School	Sevenoaks	Primary	Community	30
2136	Kemsing Primary School	Sevenoaks	Primary	Community	30
2137	Leigh Primary School	Sevenoaks	Primary	Community	23
2682	New Ash Green Primary School	Sevenoaks	Primary	Community	60
2138	Otford Primary School	Sevenoaks	Primary	Community	60
2459	Riverhead Infant School	Sevenoaks	Infant	Community	90
3035	Seal CEP School	Sevenoaks	Primary	Voluntary Controlled	60
2632	Sevenoaks Primary School	Sevenoaks	Primary	Community	90
2148	Shoreham Village School	Sevenoaks	Primary	Community	15
3037	St. John's CEP School, Sevenoaks	Sevenoaks	Primary	Voluntary Controlled	30
3201	St. Lawrence CEP School	Sevenoaks	Primary	Voluntary Controlled	12
3010	St. Paul's CEP School	Sevenoaks	Primary	Voluntary Controlled	15
3043	Sundridge & Brasted CEP School	Sevenoaks	Primary	Voluntary Controlled	15
2147	Weald Community Primary School	Sevenoaks	Primary	Community	30
3298	West Kingsdown C.E. Primary School	Sevenoaks	Primary	Voluntary Controlled	<b>30</b>
3146	Bodsham CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	13
3137	Brookland CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
3904	Castle Hill Community Primary School	Folkestone & Hythe	Primary	Community	58
3902	Hythe Bay C of E Primary School	Folkestone & Hythe	Primary	Voluntary Controlled	60
3154	Lyminge CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	30
3155	Lympne CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	30
2296	Mundella Primary School	Folkestone & Hythe	Primary	Community	30
2524	Palmarsh Primary School	Folkestone & Hythe	Primary	Community	20
2545	Sandgate Primary School	Folkestone & Hythe	Primary	Community	60
3153	Seabrook CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
2300	Sellindge Primary School	Folkestone & Hythe	Primary	Community	15
3160	Selsted CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
3149	St. Martin's CEP School, Folkestone	Folkestone & Hythe	Primary	Voluntary Controlled	30
3150	St. Peter's CEP School, Folkestone	Folkestone & Hythe	Primary	Voluntary Controlled	15
3158	Stelling Minnis CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
3159	Stowting CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
3282	Boughton-under-Blean & Dunkirk Primary School	Swale	Primary	Voluntary Controlled	30
2534	<i>Bysing Wood Primary School</i>	Swale	<i>Primary</i>	<i>Community***</i>	60
2254	Canterbury Road Primary School	Swale	Primary	Community	30
2228	Davington Primary School	Swale	Primary	Community	60
3106	Eastchurch CEP School	Swale	Primary	Voluntary Controlled	60
2226	Eastling Primary School	Swale	Primary	Community	15
2227	Ethelbert Road Primary School	Swale	Primary	Community	30
3109	Hernhill CEP School	Swale	Primary	Voluntary Controlled	30
2629	<i>Holywell Primary School Upchurch</i>	Swale	<i>Primary</i>	<i>Community***</i>	30
2231	Lower Halstow School	Swale	Primary	Community	30
3111	Newington CEP School	Swale	Primary	Voluntary Controlled	30
3108	Ospringe CEP School	Swale	Primary	Voluntary Controlled	30
2237	<i>Queenborough Primary School</i>	Swale	<i>Primary</i>	<i>Community***</i>	60
2239	Rodmersham School	Swale	Primary	Community	10
2245	Rose Street School	Swale	Primary	Community	60
2074	<i>Sunny Bank Primary School</i>	Swale	<i>Primary</i>	<i>Community***</i>	45
3117	Teynham Parochial CEP School	Swale	Primary	Voluntary Controlled	30
2434	West Minster Primary School	Swale	Primary	Community	90

3178	Birchington CEP School	Thanet	Primary	Voluntary Controlled	90
2329	Callis Grange Nursery & Infant School	Thanet	Infant	Community	90
2340	Ellington Infant School	Thanet	Infant	Community	90
3917	Garlinge Primary School	Thanet	Primary	Community	120
3179	Holy Trinity & St. John's CEP School, Margate	Thanet	Primary	Voluntary Controlled	60
3182	Minster CEP School	Thanet	Primary	Voluntary Controlled	60
3183	Monkton CEP School	Thanet	Primary	Voluntary Controlled	15
3918	Newington Community Primary School and Nursery	Thanet	Primary	Community	90
2672	Palm Bay Primary School	Thanet	Primary	Community	60
2345	Priory Infant School	Thanet	Infant	Community	60
2337	St. Crispin's Community Primary Infant School	Thanet	Infant	Community	90
2328	St. Mildred's Primary Infant School	Thanet	Infant	Community	90
3186	St. Nicholas at Wade CEP School	Thanet	Primary	Voluntary Controlled	30
3181	St. Saviour's CEJ School	Thanet	Junior	Voluntary Controlled	96
2514	Brookfield Infant School	Tonbridge & Malling	Infant	Community	60
5223	Brookfield Junior School, Larkfield	Tonbridge & Malling	Junior	Community	64
3062	Burham CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	28
2065	Discovery School, The	Tonbridge & Malling	Primary	Community	90
2164	East Peckham Primary School	Tonbridge & Malling	Primary	Community	30
2132	Hadlow School	Tonbridge & Malling	Primary	Community	30
3033	Hildenborough CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	30
2167	Ightham Primary School	Tonbridge & Malling	Primary	Community	30
2680	Kings Hill School	Tonbridge & Malling	Primary	Community	60
2562	Lunsford Primary School	Tonbridge & Malling	Primary	Community	30
2185	Mereworth Community Primary School	Tonbridge & Malling	Primary	Community	30
2187	Offham Primary School	Tonbridge & Malling	Primary	Community	30
2188	Plaxtol Primary School	Tonbridge & Malling	Primary	Community	15
2189	Ryarsh Primary School	Tonbridge & Malling	Primary	Community	30
2190	Shipbourne School	Tonbridge & Malling	Primary	Community	8
2155	Slade Primary School	Tonbridge & Malling	Primary	Community	60
3089	St. George's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	30
2191	<i>St. Katherine's School</i>	<i>Tonbridge &amp; Malling</i>	<i>Primary</i>	<i>Community***</i>	90
3057	St. Peter's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	24
2539	Stocks Green Primary School	Tonbridge & Malling	Primary	Community	30
2156	Sussex Road Community Primary School	Tonbridge & Malling	Primary	Community	60
3082	Trottscliffe CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	12
2530	Tunbury Primary School	Tonbridge & Malling	Primary	Community	90
2079	Woodlands Primary School	Tonbridge & Malling	Primary	Community	90
3088	Wouldham, All Saint's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	60
3022	Benenden CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3023	Bidborough CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
2490	Bishops Down Primary School	Tunbridge Wells	Primary	Community	30
2651	Broadwater Primary School	Tunbridge Wells	Primary	Community	30
2128	Capel Primary School	Tunbridge Wells	Primary	Community	30
2465	Claremont Primary School	Tunbridge Wells	Primary	Community	60
3027	Cranbrook CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3198	Frittenden CEP School	Tunbridge Wells	Primary	Voluntary Controlled	15
3029	Goudhurst & Kilndown CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3032	Hawkhurst CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3034	Lamberhurst St. Mary's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
2482	Langton Green Primary School	Tunbridge Wells	Primary	Community	60
2139	Pembury School	Tunbridge Wells	Primary	Community	60
2142	Sandhurst Primary School	Tunbridge Wells	Primary	Community	30



3297	Southborough CEP School	Tunbridge Wells	Primary	Voluntary Controlled	90
3049	St. James' CEJ School	Tunbridge Wells	Junior	Voluntary Controlled	90
3050	St. John's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	90
3052	St. Mark's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	60
3294	St. Matthew's High Brooms CEP School	Tunbridge Wells	Primary	Voluntary Controlled	60
3053	St. Peter's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30

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

## **Appendix C (3)**

### **Determined Statutory Consultation Area**

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



## Appendix D (1)

# Kent County Council

## Determined Admissions Arrangements for Academic Year 2021/22

### Community and Voluntary Controlled Secondary Schools in Kent

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Produced by:  
Admissions and Transport

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#### **Contact Details**

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## Introduction / Background

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

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

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

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## **Determined oversubscription criteria for entry into Year 7 for Dover Grammar School for Girls will be applied in the following priority order:**

### **Entry to the school is through the Kent Assessment Procedure**

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

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

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

**Children in Local Authority Care or Previously in Local Authority Care** – a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

**Current Family Association** - a brother or sister in the same school at the time of entry.

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

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

**Children in receipt of Pupil Premium** – A child is eligible for Pupil Premium where they have been registered for free school meals (FSM) at any point in the last 6 years. This does not include children who have only been eligible to receive Universal Infant Free School Meals. Pupil Premium is also afforded to Children in Local Authority Care or Previously in Local Authority Care, however these children will be prioritised in the relevant criteria above. Parents wishing to apply under this criterion must ensure they complete the attached Supplementary Information Form and return it to the school by 31 October in the year of application. Parents must also complete an application (via online

or paper Secondary Common Application Form) naming the school, otherwise their child cannot be considered for a place.

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

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

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

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order and will be re-ranked each time a child is added or before an offer is made.

Requests for admission to Year 7 outside of the normal age group should be made to the Headteacher the school as early as possible. As entry to the school is through the Kent Test procedure, parents need to ensure they allow the school and admissions authority sufficient time to make a decision before the closing date for Kent Test registration.

Where a parent is requesting for their child to apply a year early, parents are advised to contact the school shortly before the opening of the Kent Test registration process for the year they wish their child to start. If the request for early testing is accepted, the child cannot sit the test again.

Where a parent is requesting for their child to apply a year later than expected, they should make their request shortly before the opening of the Kent Test registration process associated with the child's date of birth. Parents are advised to complete a Kent test registration for the normal point of entry at the same time, in case their request is declined. This registration can be cancelled if the school agrees to accept a deferred application for entry into Year 7 the following year, allowing the child to apply for the Kent Test the following year.

Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral or early admission to their secondary phase of education.

The school will take into account the year group the child has been taught in leading up to transition. Deferred applications must be made via paper Secondary Common Application Form (SCAF) to the LA, with written confirmation from the school attached.

Early or deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/schooladmissions](http://www.kent.gov.uk/schooladmissions)



**DOVER GRAMMAR SCHOOL FOR GIRLS**  
**SUPPLEMENTARY FORM for PUPIL PREMIUM INFORMATION**

• To qualify for Pupil Premium you have to be eligible under one of the following criteria...

**3.1 Ever 6 FSM**  
 The pupil premium will include pupils recorded in the January school census before application who are known to have been eligible for free school meals (FSM) in any of the previous 6 years, as well as those first known to be eligible at that January.

**3.2 Children adopted from care or who have left care**  
 The pupil premium will include pupils who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order).

- Please fill in the details below and send the form back to the school with your evidence. For further information on what evidence is required please contact the school for assistance.
- Please remember to also fill in a Secondary Common Application Form either online via [www.kent.gov.uk/ola](http://www.kent.gov.uk/ola) or by paper SCAF and return to Kent County Council

**CHILD'S DETAILS**

FORENAME	SURNAME	DATE OF BIRTH
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ADDRESS (This address will be used on all future correspondence unless otherwise notified. Please use house numbers and names where applicable.)

Postcode

CURRENT SCHOOL	LA	DFE	SCHOOL NAME
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**PARENT / CARER DETAILS**

TITLE	FORENAME	SURNAME	RELATIONSHIP TO CHILD
TELEPHONE NUMBERS	1	2	
EMAIL ADDRESS			
PRINT NAME		SIGNATURE	

Please return to—DOVER GRAMMAR SCHOOL FOR GIRLS, Frith Road, Dover, Kent, CT16 2PZ BY 31st OCTOBER



## **Determined oversubscription criteria for entry into Year 7 for The North School will be applied in the following priority order:**

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

**Children in Local Authority Care or Previously in Local Authority Care** – a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

**Current Family Association** - a brother or sister in the same school at the time of entry.

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

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

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

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

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

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

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

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order and will be re-ranked each time a child is added or before an offer is made.

Requests for admission to Year 7 outside of the normal age group should be made to the Headteacher the school as early as possible to allow the school and admissions authority sufficient time to make a decision before the closing date.

Where a parent is requesting for their child to apply a year early, they should contact the school at the start of the application process related to the year they wish their child to start.

Where a parent is requesting for their child to apply a year later than expected, they should make their request at the start of the application process associated with the child's date of birth. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year 7 the following year.

Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral or early admission to their secondary phase of education.

The school will take into account the year group the child has been taught in leading up to transition. If the request is declined, a school may offer a year 8 place as an alternative or simply refuse admission if the child is younger than the normal entry age. Deferred applications must be made via paper Secondary Common Application Form (SCAF) to the LA, with written confirmation from each named school attached. Early or deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/schooladmissions](http://www.kent.gov.uk/schooladmissions)

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## **Determined oversubscription criteria for entry into Year 7 for Simon Langton Girls' Grammar School will be applied in the following priority order**

### **Entry to the school is through the Kent Assessment Procedure**

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

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

**Children in Local Authority Care or Previously in Local Authority Care** – a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

**Current Family Association** - a brother or sister in the same school at the time of entry.

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

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

**Children in receipt of Pupil Premium** – A child is eligible for Pupil Premium where they have been registered for free school meals (FSM) at any point in the last 6 years. This does not include children who have only been eligible to receive Universal Infant Free School Meals. Pupil Premium is also afforded to Children in Local Authority Care or Previously in Local Authority Care, however these children will be prioritised in the relevant criteria above. Parents wishing to apply under this criterion must ensure they complete the attached Supplementary Information Form and return it to the school by 31 October in the year of application. Parents must also complete an application (via online or paper Secondary Common Application Form) naming the school, otherwise their child cannot be considered for a place.

**Nearness of children's homes to school** - we use the distance between the child's permanent home address and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary

Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

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

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

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order and will be re-ranked each time a child is added or before an offer is made.

Requests for admission to Year 7 outside of the normal age group should be made to the Headteacher the school as early as possible. As entry to the school is through the Kent Test procedure, parents need to ensure they allow the school and admissions authority sufficient time to make a decision before the closing date for Kent Test registration.

Where a parent is requesting for their child to apply a year early, parents are advised to contact the school shortly before the opening of the Kent Test registration process for the year they wish their child to start. If the request for early testing is accepted, the child cannot sit the test again.

Where a parent is requesting for their child to apply a year later than expected, they should make their request shortly before the opening of the Kent Test registration process associated with the child's date of birth. Parents are advised to complete a Kent test registration for the normal point of entry at the same time, in case their request is declined. This registration can be cancelled if the school agrees to accept a deferred application for entry into Year 7 the following year, allowing the child to apply for the Kent Test the following year.

Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral or early admission to their secondary phase of education.

The school will take into account the year group the child has been taught in leading up to transition. Deferred applications must be made via paper Secondary Common Application Form (SCAF) to the LA, with written confirmation from the school attached. Early or deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/schooladmissions](http://www.kent.gov.uk/schooladmissions)



**SIMON LANGTON GIRLS' GRAMMAR SCHOOL**  
**SUPPLEMENTARY FORM for PUPIL PREMIUM INFORMATION**

- To qualify for Pupil Premium you have to be eligible under one of the following criteria...
  - 3.1 Ever 6 FSM**  
 The pupil premium will include pupils recorded in the January school census before application who are known to have been eligible for free school meals (FSM) in any of the previous 6 years, as well as those first known to be eligible at that January.
  - 3.2 Children adopted from care or who have left care**  
 The pupil premium will include pupils who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order).
- Please fill in the details below and send the form back to the school with your evidence. For further information on what evidence is required please contact the school for assistance.
- Please remember to also fill in a Secondary Common Application Form either online via [www.kent.gov.uk/ola](http://www.kent.gov.uk/ola) or by paper SCAF and return to Kent County Council

**CHILD'S DETAILS**

FORENAME	SURNAME	DATE OF BIRTH
ADDRESS (This address will be used on all future correspondence unless otherwise notified. Please use house numbers and names where applicable.)		
		Postcode
CURRENT SCHOOL	LA	DFE
SCHOOL NAME		

**PARENT / CARER DETAILS**

TITLE	FORENAME	SURNAME	RELATIONSHIP TO CHILD
TELEPHONE NUMBERS	1	2	
EMAIL ADDRESS			
PRINT NAME		SIGNATURE	

Please return to—SIMON LANGTON GIRL'S GRAMMAR SCHOOL, OLD DOVER ROAD, CANTERBURY, CT1 3EW BY 31st OCTOBER

## **Determined Oversubscription criteria for Entry into Year 7 for Tunbridge Wells Grammar School for Boys will be applied in the following priority order:**

### **Entry to the school is through the Kent Assessment Procedure**

Before the application of oversubscription criteria, children with an Education, Health and Care Plan which names the school and who are eligible for admission to this academically selective school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order. In the event of any of the criteria being oversubscribed, priority will be given initially to children in receipt of pupil premium who have completed and returned the attached Supplementary Information Form and then on the basis of distance with those closest being given higher priority, as described below.

**Children in Local Authority Care or Previously in Local Authority Care** – a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

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

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

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

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

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

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

A child is eligible for Pupil Premium where they have been registered for free school meals (FSM) at any point in the last 6 years. This does not include children who have only been eligible to receive Universal Infant Free School Meals. Pupil Premium is also afforded to Children in Local Authority Care or Previously in Local Authority Care, however these children will be prioritised in the relevant criteria above. Parents wishing to apply under this priority must ensure they complete the attached Supplementary Information Form and return it to the school by 31 October in the year of application. Parents must also complete an application (via online or paper Secondary Common Application Form) naming the school, otherwise their child cannot be considered for a place.

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

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

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order and will be re-ranked each time a child is added or before an offer is made.

Requests for admission to Year 7 outside of the normal age group should be made to the Headteacher the school as early as possible. As entry to the school is through the Kent Test procedure, parents need to ensure they allow the school and admissions authority sufficient time to make a decision before the closing date for Kent Test registration.

Where a parent is requesting for their child to apply a year early, parents are advised to contact the school shortly before the opening of the Kent Test registration process for the

year they wish their child to start. If the request for early testing is accepted, the child cannot sit the test again.

Where a parent is requesting for their child to apply a year later than expected, they should make their request shortly before the opening of the Kent Test registration process associated with the child's date of birth. Parents are advised to complete a Kent test registration for the normal point of entry at the same time, in case their request is declined. This registration can be cancelled if the school agrees to accept a deferred application for entry into Year 7 the following year, allowing the child to apply for the Kent Test the following year.

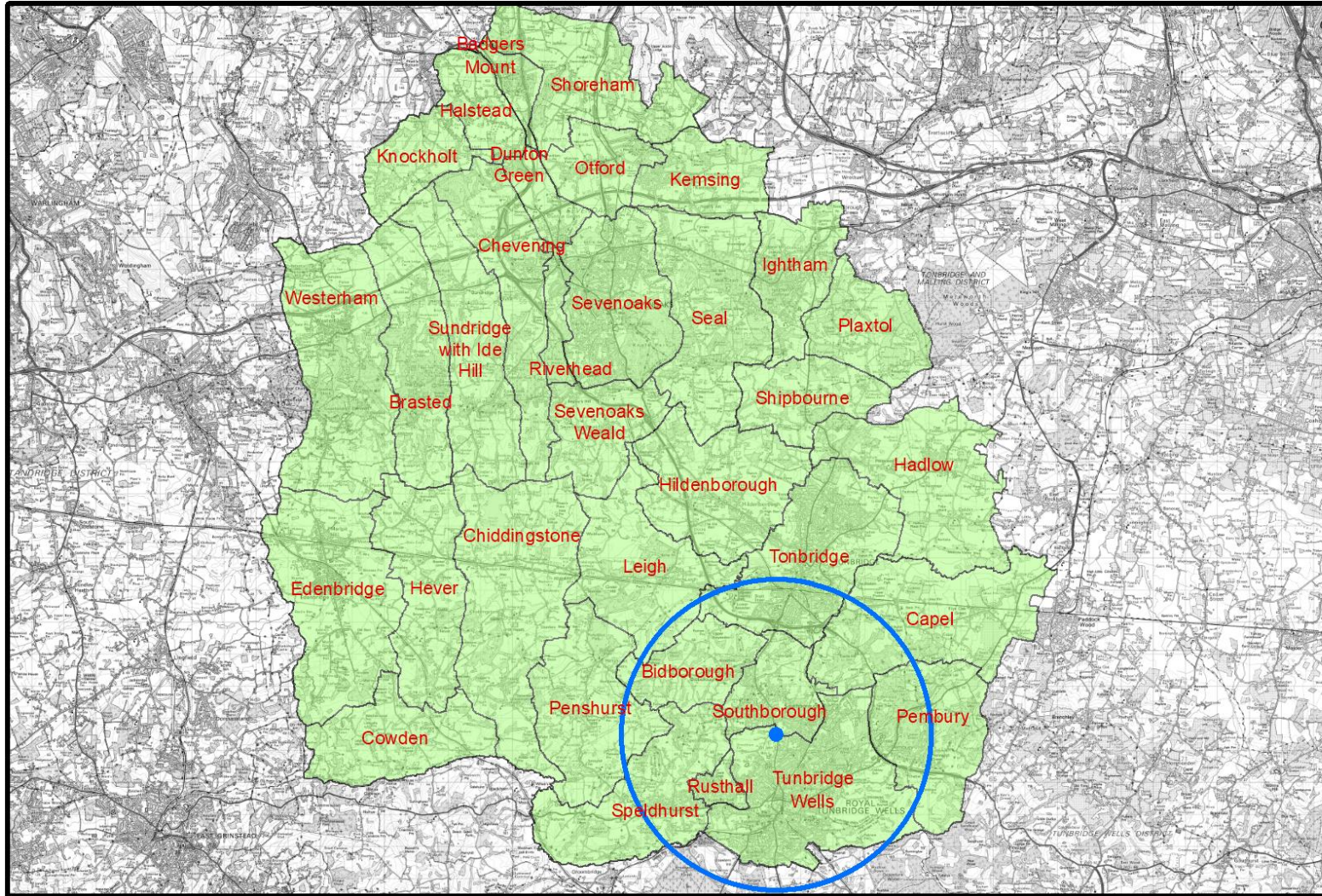
Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral or early admission to their secondary phase of education.

The school will take into account the year group the child has been taught in leading up to transition. Deferred applications must be made via paper Secondary Common Application Form (SCAF) to the LA, with written confirmation from the school attached. Early or deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/schooladmissions](http://www.kent.gov.uk/schooladmissions)

*A map displaying the priority catchment area is provided below:*



# Tunbridge Wells Grammar School for Boys Priority Areas



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Produced by: Admissions and Transport  
Dated





**TUNBRIDGE WELLS GRAMMAR SCHOOL FOR BOYS**  
**SUPPLEMENTARY FORM for PUPIL PREMIUM INFORMATION**

- To qualify for Pupil Premium you have to be eligible under one of the following criteria....

**3.1 Ever 6 FSM**

The pupil premium recorded in the January school census before the application who are known to have been eligible for free school meals (FSM) in any of the previous 6 years, as well as those first known to be eligible at that January.

**3.2 Children adopted from care or who have left care**

The pupil premium will include pupils who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

- Please fill in the details below and send the form back to the school with your evidence. For further information on what evidence is required please contact the school for assistance.
- Please remember to also fill in a Secondary Common Application Form either online via [www.kent.gov.uk/ola](http://www.kent.gov.uk/ola) or by paper SCAF and return to Kent County Council

**CHILD'S DETAILS**

FORENAME	SURNAME	DATE OF BIRTH
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ADDRESS (This address will be used on all future correspondence unless otherwise notified. Please use house numbers and names where applicable.)

Postcode

CURRENT SCHOOL	LA	DFE	SCHOOL NAME
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**PARENT / CARER DETAILS**

TITLE	FORENAME	SURNAME	RELATIONSHIP TO CHILD
TELEPHONE NUMBERS	1	2	
EMAIL ADDRESS			
PRINT NAME		SIGNATURE	

Please return to— TUNBRIDGE WELLS GRAMMAR SCHOOL FOR BOYS, ST JOHN'S ROAD, TUNBRIDGE WELLS, TN4 9XB BY 31st OCTOBER

## **Determined Admission Arrangements for Entry into Year 12 for Community and Voluntary Controlled Secondary Schools**

### **Dover Grammar School for Girls:**

The Planned Admission Number for entry into Dover Grammar School for Girls Sixth Form is a total of 150 students.

#### **Entry Requirements**

The minimum requirement is four 6 and /or B grades and two others at a 5 and / or C Grades

- At least a grade 5 or above in English and Mathematics.
- You will require a 6 or B grade in most subjects you wish to study at A Level
- To study Mathematics, Modern Foreign Languages or a Science subject you will require a 7 or an A grade
- Students may be able to study a Science subject with a 6 or a B grade but their 4<sup>th</sup> option choice must be STEM Access forming part of your Personal Enrichment Pathway
- For Further Mathematics you will need an 8 or 9 and this will be your 4th A Level subject
- Photography will also be offered as a 4th A level option
- Short Courses count as half a GCSE

#### **Oversubscription Criteria**

The school may enrol students above the expected number of places in the VI Form if there are sufficient places on the particular combination of courses requested by suitably qualified applicants. If the number of applications to the Sixth Form exceeds the number of available places, priority will be awarded to those who meet the entry requirements on the basis of the admissions criteria given above.

## **The North School:**

For Post 16 admissions, priority will be given to existing students transferring from Year 11. The PAN for external candidates will be 25, but this figure may be exceeded in the event that this, and the number of internal students transferring into Year 12, is less than the overall total figure for the year group, which is 150.

To undertake A Level courses you must have five A\*- C/9-4 grades (including a 4+ in English and Maths) and a B or grade 6 in the subject you wish to study. Some A level subjects will have higher entry requirements and these are detailed in the Entry Requirements section of the Course Information.

Students may select all A Level Pathway courses, all BTEC Pathway courses, or a combination of these. Students wishing to follow a BTEC pathway must have five A\*-C/9-4 grades (including a 4+ in English and Maths) and at least a C or a Merit in the subject they wish to study.

Any student who does not achieve Maths or English at Level 4 or above will be expected to study these alongside their other courses.

Where learners have achieved a better result than the predicted grades, they will be considered based on the grades achieved and ranked accordingly for any places that become available as a result of other learners failing to meet the required entry levels.

### **Oversubscription Criteria**

In the case of oversubscription, the following criteria will apply in the order below:

- children in the care of a local authority/previously in local authority care
- students with a sibling living at the same address and attending the
- school at the time of entry
- health and special access reasons
- nearness of children's homes to the College

## **Simon Langton Girls' Grammar School:**

The School has a mixed Sixth Form. Priority will be given to existing students transferring from Year 11. The admission number for external candidates will be 80, but this figure may be exceeded in the event that this, the number of internal students transferring into Year 12 and the number of students transferring into Year 13 are less than the overall total figure for the Sixth Form, which is 400.

The admissions criteria for the Sixth Form are as follows:

- Students should study 3 or 4 A Level subjects, an Extended Project Qualification (EPQ) and take part in the Intellectual Vision and Endeavour (IVE) Programme as part of the Langton Extended Curriculum.
- Students should achieve eight GCSE passes in full courses at grade 9 – 5 (A\* - C in unreformed GCSE subjects), including Mathematics and English Languages
- Students should achieve a Grade 7 (A) or better to guarantee a place on his or her chosen course and a Grade 6 (B) means that a student may be accepted on to the course.
- Students should achieve a Grade 7 7 in Dual Science and a Grade 6 in Maths to study Science A levels.
- Students who have not studied a subject at GCSE and who wish to take up that subject at A level will be talked to on a case by case basis.
- Students who have studied non-GCSE qualifications will be assessed on a case-by-case basis.

### **Oversubscription Criteria**

Following the admission of internal students transferring from Year 11, all remaining places will be allocated to learners who have met the entry requirements for the particular course of study. Where there are more learners seeking places than the number of places available, the above over-subscription criteria will be applied in the order set out to rank pupils until the overall figure for the year group is reached.

Parents have a statutory right of appeal, should an application for a place be refused, by writing to the Local Authority, Legal & Democratic Services.

## **Tunbridge Wells Grammar School for Boys:**

For entry in September 2021 the academic entry requirements will be at least 48 points from your best 8 GCSE grades with no less than a grade 5 in English Language and Mathematics. Students wishing to study Mathematics at A level must have a minimum of grade A equivalent (9-7) at GCSE. For other subjects at least a grade B or equivalent at GCSE is required in the subject you wish to study at A Level or in a closely related subject for those subjects which are new to the curriculum in the Sixth Form.

Offers of places will be made on the basis of forecast (and any actual) grades meeting these standards. Admission is dependent upon achieving the grades set out in these criteria.

Our Planned Admission Number (PAN) for Year 12 is 180 and for external applicants is 30. We may exceed that number if internal applicants and Y13 numbers allow resulting in a Sixth Form of no more than 360 students. If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order. In the event of any of the criteria being oversubscribed, priority will be given initially to children in receipt of pupil premium who have completed and returned the attached Supplementary Information Form and then on the basis of distance with those closest being given higher priority, as described below.

Following the admission of internal students transferring from Year 11, all remaining places will be allocated to learners who have met the entry requirements for the particular course of study. Where there are more learners seeking places than the number of places available, the above over-subscription criteria will be applied in the order set out to rank pupils until the overall figure for the year group is reached.

## Appendix D (2)

### Determined Published Admission Numbers for Entry into Year 7 for Community and Voluntary Controlled Secondary Schools in Kent:

DfE no.	School name	District	Sub Type	Status	2021 Published Admission Number
4109	Dover Grammar School for Girls	Dover	Grammar	Community	140
4246	<i>North School***</i>	<i>Ashford</i>	<i>High</i>	<i>Community</i>	215
4534	Simon Langton Girls' Grammar School	Canterbury	Grammar	Voluntary Controlled	165
4045	Tunbridge Wells Grammar School for Boys	Tunbridge Wells	Grammar	Community	210

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

## Appendix D (3)

### Determined Statutory Consultation Area for Kent Secondary schools

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

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

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



**From:** Sue Chandler, Cabinet Member for Integrated Children's Services

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

**To:** Children's, Young People and Education Cabinet Committee - 10 January 2020

**Decision No:** 20/00005

**Subject:** Funding for Council Tax payments for Kent young people who are Care Leavers aged 18-21 years

**Classification:** Unrestricted

**Electoral Division:** All

**Summary:** This is a proposal for Kent County Council to fund council tax payments for all young people eligible to pay council tax, who are Kent Care Leavers aged from 18 years, up to the age of 21 years.

**Recommendation:** The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER, ENDORSE** or **MAKE RECOMMENDATIONS** to the Cabinet Member for Integrated Children's Services on the proposed decision to:

- a) Agree that Kent County Council will fund the council tax payments for Kent young people who are Care Leavers from the age of 18 years, up to the age of 21 years. All young people will be supported and expected to claim any council tax benefit/discount entitlement that they are eligible for. e.g. singled person, student, severe impairment of mental capacity etc. No back dated payments or arrears will be funded by Kent County Council.
- b) Implement from 1st April 2020 and to be published in the Kent Local Offer for Care Leavers.
- c) Delegate authority to the Corporate Director of Children, Young People and Education, or other nominated officer, to undertake the necessary actions to implement the decision.

## 1. Introduction

- 1.1 On 27<sup>th</sup> March 2019 at the Corporate Parenting Panel, members received a new Challenge Card from our young people's council "**That all Kent Care Leavers living in Kent be exempt from paying Council Tax, up to the age of 25 years where they are still engaging with the service**". Members of

the Corporate Parenting Panel accepted the Challenge Card and officers have supported the work to progress this.

- 1.2 The Children and Social Work Act (2017) implemented on 1<sup>st</sup> April 2018, placed corporate parenting responsibilities on district councils for the first time, requiring them to have regard to children in care and care leavers when carrying out their functions. Councils have the power to introduce exemptions for council tax for certain groups under section 13A of the Local Government Finance Act 1992. The complication in Kent is that, if an exemption was agreed as part of a district councils offer as a Corporate Parent, it would require agreement and implementation across all 12 District Borough Councils. Research into the administration process and costs for this have resulted in the proposal to support young people by Kent County Council directly funding their council tax bill from the age of 18-21 years.
- 1.3 Corporate Parenting is a statutory function of the Council with the underlying principle that every local authority will seek the same outcomes for children and young people in care that every good parent would want for their own children; for example, successful transition to young adulthood and financial independence.
- 1.4 The children's social care inspectorate, Ofsted, has the 'Experience of Looked After Children and Care Leavers' as a key judgement area in its evaluation of local performance, and expects Councils and children's services to provide clear evidence that it supports its young people leaving care up to the age of 25, in a way that optimises their outcomes.
- 1.5 The Government's care leavers' strategy, *Keep on Caring*, published in July 2016, encouraged councils to consider the role of a corporate parent, '*through the lens of what any reasonable parent does to give their child the best start in life*'. As a further development of this local authorities were encouraged to consider exempting care leavers from council tax using the powers already at their disposal, to be aspirational for care leavers in achieving financial independence.

<https://www.childrensociety.org.uk/sites/default/files/fairer-start-for-care-leavers-campaigner-resource-pack.pdf>

## **2 Kent County Councils Strategic statement**

- 2.1 The proposal meets the objectives of 'Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement (2015-2020)' as follows:

- The Strategic Statement underpins the proposal for funding council tax payments in our aim to improve the lives of children and young people by giving them the best start in life. It meets our responsibility of being the best Corporate Parent we can be and being aspirational for our Care Leavers as they transition into adulthood.
- An agreement would improve the outcomes of Care Leavers by ensuring that they are financially supported and give them the best possible opportunities for their futures as adults.

### **3 Research**

3.1 The Children's Society report 'The cost of being care free' published in June 2016 contained several recommendations, one of which was that 'care leavers should be exempt from paying council tax until the age of 25 to avoid them getting into debt after leaving care'.

3.2 The Children's Society's 'Wolf at the Door' report into council tax debt showed that the pace of escalation of debt by local authorities could be frightening for care leavers; what can start out for many young people as falling slightly behind can very quickly escalate to a court summons and enforcement action being taken.

#### **3.3 The Children's Society 'Wolf at the door'.**

[https://www.childrenssociety.org.uk/sites/default/files/wolf-at-the-door\\_council-tax-debt-collection-is-harming-children\\_PCR027a\\_WolfAtTheDoor\\_Web.pdf](https://www.childrenssociety.org.uk/sites/default/files/wolf-at-the-door_council-tax-debt-collection-is-harming-children_PCR027a_WolfAtTheDoor_Web.pdf)

The Children's Society report that more than a third of local authorities have introduced measures to exempt care leavers from council tax, to date there are 76. As a leading Local Authority, rated as Ofsted GOOD, Kent would want to be at the forefront of this, to secure an agreement for their Kent Care Leavers and add it to their Local Offer.

3.4 Care leavers can find themselves grappling with the challenges of living independently; managing a household, continuing education or seeking employment, as well as managing their personal finances and paying household bills for the first time, often on a very low income and without the support of family or previous financial education to help them navigate this. This can make care leavers a particularly vulnerable group when it comes to the collection of council tax when moving into independent accommodation.

3.5 Further evidence shows spiralling debt and the threat to their tenancies are amongst the biggest issues in care leaver's lives, often leading to abandonment and tenancy loss, making it extremely difficult for young people to access accommodation at a later stage. This can have a great impact on not only the young person's health and wellbeing but the wider

community i.e. homelessness, health, crime and the prison service. As of 1<sup>st</sup> July 2018, Kent County Council introduced a guarantor scheme to our Care Leavers to assist them accessing good quality privately rented accommodation. Kent County Council have a pilot scheme for care leavers, in which they will act as a guarantor for them, plus offer a deposit and initial rent scheme. An agreement to fund Council Tax payments would further enhance this offer.

#### **4 Proposal and Eligibility**

- 4.1 The scheme for funding Council Tax payments will apply to care leavers who are the responsibility of Kent County Council as their Corporate Parent, living both in Kent and those Kent young people now living outside of the county, aged 18 to 21 years.

All young people who are Kent care leavers will be responsible for:

- Applying for any universal and applicable Council Tax Exemption, discounts or Council Tax Support.
- Paying any historic Council Tax liability.

#### **5 Conditionality:**

- The Scheme will cease to be apply when a care leaver reaches the age of 21 years or when the education or training activity being undertaken on the 21st birthday is completed.
- In situations where a care leaver is part of a couple, and where the partner is not a care leaver, 50% of the joint liability (after any Council Tax Exemption or Council Tax Support subsidy has been applied) may be reclaimed.
- Where the care leaver or their partner is a full-time student and therefore one party is exempt from a Council Tax Liability, 50% of the liability will be paid; this approach is taken for ease of administration.
- In situations where a care leaver is part of a couple and both are care leavers, the 100% refund will continue until the oldest care leaver reaches the age of 21 years. Thereafter a 50% approach will be taken, unless the youngest care leaver is a full-time student, in which case eligibility for the Scheme will cease.
- Where the care leaver experiences a change of circumstances and therefore their Council Tax Exemption or Council Tax Support subsidy needs to be reassessed, the care leaver should make sure the adjustment is applied immediately. The Scheme will then pay the new applicable liability or (50% of the liability, if a couple) subject to the care leaver paying the new liability and presenting evidence of the new payment rate (as above, quarterly in arrears).

- Where a care leaver is living in a Staying Put or Supported Lodgings arrangement with a single carer, and the carer loses their 25% single person discount, any increased Council Tax Liability that is accrued by the Staying Put or Supported Lodgings carer will be covered by KCC.
- Where a care leaver is living in a commissioned/private semi-independent placement (aged 18 and over) the Council Tax Liability will be covered in the contract value.

## 6. Data and Financial Implications in relation to young people aged 18-21 year olds who are Care Leavers

6.1 Data as of 1<sup>st</sup> December 2019 shows that Kent County Council has 1515 open cases for care leavers aged between 18-21 years. Of this, there are 580 currently paying a council tax liability of either full or part payment of council tax.

**Table 1: Young People who are Care Leavers aged 18-21 years open to the service.**

Total number of care leavers aged 18-21 years	1515
Number of care leavers living in Kent aged 18-21 years	1017
Number of care leavers living in Medway aged 18-21 years	142
Number of care leavers living out of county aged 18-21 years	356
Number of care leavers aged 18 – 21 years either not currently liable for council tax or claiming entitlements/discounts so no cost	935
Number of care leavers paying council tax aged 18-21 years	580
Estimated Council tax paid by Care Leavers aged 18-21 years	£594,230

6.2 Therefore, the estimated cost implication for Kent County Council paying council tax for Care Leavers aged 18-21 years would be **£594,230** per annum.

## 7. Data and Financial Implications in relation to young people aged 22-25 year olds who are Care Leavers

7.1 The Children and Social Work Act (2017) introduced a responsibility on Local Authorities to extend duties to support young people up until the age of 25 years, where they are Care Leavers. Since this change on 1<sup>st</sup> April 2018, there are currently 201 young people between the ages of 22-25 years open to the Care Leavers 18+ Service. This is a combination of young people who have decided at aged 21 years, to continue to receive support, alongside a number

of young people who had previously been closed, that have returned to the service.

**Table 2: Young People who are Care Leavers aged 22-25 years open to the service.**

Total number of care leavers open to the service aged 22- 25 years	201
Number of care leavers living in Kent open to the service aged 22- 25 years	137
Number of care leavers living in Medway open to the service aged 22- 25 years	12
Number of care leavers living out of county open to the service aged 22- 25 years	52
Number of care leavers open to the service aged 22- 25 years either not currently liable for council tax or claiming entitlements/discounts so no cost	88
Number of Care Leavers aged 22-25 years paying council tax	113
Estimated Council tax paid by Care Leavers open to the service aged 22- 25 years aged	£85,236

7.2 There are currently 1,264 young people aged 22-25 years who are Care Leavers not open or in touch with the service. This is at their choice. For these young people, we are unable to ascertain as to whether they are currently paying council tax. At this age, most of our young people will have finished education and be in some form of employment or eligible for benefits, dependent upon their circumstances.

7.3 For the 1,264 young people KCC are not in touch with, the figures have been estimated using an average figure of £998.00 per annum for council tax. In reality some young people will pay more than this, depending on where they are living and the type of accommodation.

**Table 3: Young People who are Care Leavers aged 22-25 years not currently open to the service.**

Total number of former care leavers not currently open to the service aged 22- 25 years (eligible to return and receive a service)	1,264
Estimated cost if all former care leavers aged 22-25 years were	£1,261,472

paying council tax	
Estimated cost if half former care leavers aged 22-25 years were paying council tax	£630,736
Estimated cost if one third of former care leavers aged 22- 25 years were paying council tax	£420,490

- 7.4 Therefore, the estimated cost implication for Kent County Council paying council tax for Care Leavers aged 22-25 years if all were liable to pay full council tax would be estimated at **£1,261, 472** per annum.
- 7.5 There is a further financial implication on the Care Leavers 18+ Service, if there was an offer made to 22-25 year olds not currently open to the service. To receive funding for their council tax, each young person would need to be re-opened to the service and allocated a Personal Advisor.
- 7.6 Based on a Personal Advisor having a caseload of 25 young people, there would need to be an additional 50 Personal Advisors within the service, to meet this demand. This would be the equivalent of 6 new teams and require an additional 6 Team Managers to manage the workload, alongside business support staff to support with the administration.
- 7.7 The cost of one Team Manager and 6 Personal Advisors would cost approximately £319,780 excluding business support costs. The cost for 6 new teams would therefore be **£1,918,680**.
- 7.8 The combined cost of paying council tax for young people who are Care Leavers aged 22-25 years old and the staffing resource to do this, would be a cost of **£3,180,152**.

## **8 Conclusion**

- 8.1 The original challenge card from our Kent young people, was exemption of council tax up until the age of 25 years. As part of the work and research completed, the Care Leavers 18+ Service reviewed the potential impact of offering the funding of council tax payments up to the age of 25 years, as opposed to 21 years, in line with some smaller Local Authorities. Financially this would put considerable pressure on Kent County Council within the Care Leavers 18+ Service budget, as there would likely to be a large number of young people returning to the service, purely to access their council tax being funded. They would need to be allocated to a Personal Advisor which would have significant impact upon caseloads and the capacity to work with our most vulnerable young people.
- 8.2 The majority of our young people have completed their education or training by the age of 21 years and are likely to be more settled and at the start of their paid employment. This would give young people 3 years to qualify or complete training, learn to budget and prepare for taking on their own council tax

payment at the age of 21 years. Those that are more vulnerable and not able to maintain paid employment, are those more likely to be eligible to claim council tax discounts or benefits, so are unlikely to be liable for the full council tax payment. They would therefore still be able to access these entitlements at age 22-25 years.

- 8.3 Within this proposal, Kent County Council have taken into account that due to the numbers of unaccompanied asylum young people, they have much higher numbers of Care Leavers compared to other Local Authorities. Therefore, the proposal for payment for council tax for Kent young people who are Care Leavers aged 18-21 years, is a realistic and balanced offer that would not put Kent County Council at a significant budget risk.

## **9. Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to CONSIDER, ENDORSE or MAKE RECOMMENDATIONS to the Cabinet Member for Integrated Children's Services on the proposed decision to:

- a) Agree that Kent County Council will fund council tax payments for Kent young people who are Care Leavers from the age of 18 years, up to the age of 21 years.
- b) Delegate authority to the Corporate Director of Children, Young People and Education, or other nominated officer, to undertake the necessary actions to implement the decision.

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# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

**DECISION TO BE TAKEN BY:**

**Sue Chandler,  
Cabinet Member for Integrated Children’s Services**

**DECISION NO:**

**20/00005**

Unrestricted

Key decision: **YES**

**Subject:** Council tax exemption for Care Leavers

**Decision:**

As Cabinet Member for Integrated Children’s Services, I propose to:

Agree that Kent County Council will fund the council tax payments for Kent young people who are Care Leavers from the age of 18 years, up to the age of 21 years. All young people will be expected to claim any council tax benefit/discount entitlement and no backdated payments will be made. For implementation from 1<sup>st</sup> April 2020. This will be published as part of the Kent Care Leavers Local Offer.

**Reason(s) for decision:**

The Children and Social Work Act (2017) implemented on 1<sup>st</sup> April 2018, places corporate parenting responsibilities on district councils for the first time, requiring them to have regard to children in care and care leavers when carrying out their functions. Councils have the power to introduce exemptions for council tax for certain groups under section 13A of the Local Government Finance Act 1992.

Corporate Parenting is a statutory function of the Council with the underlying principle that every local authority will seek the same outcomes for children and young people in care that every good parent would want for their own children; for example, successful transition to young adulthood and financial independence.

Furthermore, the children’s social care inspectorate, Ofsted, has the ‘Experience of Looked After Children and Care Leavers’ as a key judgement area in its evaluation of local performance, and expects Councils and children’s services to provide clear evidence that it supports it’s young people leaving care, in a way that optimises their outcomes.

This proposal for a council tax exemption for Kent care leavers is in keeping with the aims and aspirations stated in the DfE document “Keep on Caring”, particularly achieving financial independence.

Kent has 1,718 young people who they have corporate parenting responsibility for as Care Leavers aged 18 -25 years. The vast majority are living in Kent, with 155 in Medway and 408 placed outside of the county. The original proposal was to work with the 12 Local District Borough Councils to request an exemption for council tax for all Kent Care Leavers living within the county. After extensive work on the logistics involved in this, the request is to implement a simplified proposal, in which Kent County Council in their role as a Corporate Parent would fund council tax payments where young people who are care leavers are eligible to pay. This would be for young people who are Kent Care Leavers aged 18-21 years, wherever they are living.

The proposal meets the objectives of ‘Increasing Opportunities, Improving Outcomes: Kent County Council’s Strategic Statement (2015-2020)’ through:

- The Strategic Statement underpins the proposal for the payment of council tax in our aim to improve the lives of children and young people by giving them the best start in life. It meets our responsibility of being the best Corporate Parent we can be and being aspirational for our Care Leavers as they

transition into adult hood.

- Agreement to the funding would improve the outcomes of Care Leavers by ensuring that they are financially supported and give them the best possible opportunities for their futures as adults.

For those young people currently paying council tax, it would open up the opportunity to use their own income for more social and leisure activities, promoting and improving their mental health and well-being.

**Equality Implications**

An Equality and Impact Assessment has been completed. This identified that the original proposal for a district exemption would discriminate against those young people who are Kent care leavers but living outside of the county. If agreed, the decision will be published through the Local Offer and will be open to all eligible Kent Care Leavers where Kent County Council are the corporate parent. This offer would not apply to Care Leavers placed into Kent by other Local Authorities

**Financial Implications**

The estimated cost to KCC will be £594,230 per year. This is based on all eligible discounts being applied for by the young person and starting from 1<sup>st</sup> April 2020. No historic council tax arrears would be funded.

**Legal Implications**

There are no known legal implications and there are currently 76 Local Authorities that have implemented or are in the process of implementation of council tax exemption for Care Leavers.

**Cabinet Committee recommendations and other consultation:**

**Any alternatives considered and rejected:**

Consideration was given to funding council tax for young people who are care leavers from the age of 18-25 years. After careful consideration of the budget implications for this, the current service does not have capacity to support the number of young people aged 22-25 years that would be likely to return. The service would have to be funded to meet this need, at a total cost of over 3 million. This would not be a viable option and would be a significant budget risk to Kent County Council.

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

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**signed**

.....

**date**

**From:** Sue Chandler, Cabinet Member for Integrated Children's Services

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

**To:** Children's, Young People and Education Cabinet Committee – 10 January 2020

**Decision No:** 20/00006

**Subject:** The proposal for an updated policy for Emergency Bed In house Foster Care.

**Classification:** Unrestricted

**Electoral Division:** All

**Summary:** This is a proposal to increase the support package including an increase to fostering payments, specifically for Kent County Council foster carers undertaking the Emergency Bed scheme.

**Recommendation:** The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER, ENDORSE or MAKE RECOMMENDATIONS** to the Cabinet Member for Integrated Children's Services on the proposed decision to:

- a) Agree the new payment structure for in house Emergency Bed Foster Carers for immediate implementaion.
- b) Delegate authority to the Corporate Director of Children, Young People and Education, or other nominated officer, to undertake the necessary actions to implement the decision.

## 1. Introduction

- 1.1 The attached report details the proposal for a new policy for Emergency Bed in house foster care. Following a review of the current support package and payment structure, the recommendation is for an increase in the retainer payments and the ability to pay an additional enhanced payment to emergency bed foster carers caring for our most complex young people.
- 1.2 The remit for the Emergency Foster Bed scheme is to provide a safe home for children and young people, 0-17 years old, who need an immediate place of safety at a time of crisis.

- 1.3 The report has been presented to the Directors of Integrated Children's Services at the Divisional Management Team meeting on 19<sup>th</sup> November 2019.
- 1.4 The proposed changes were agreed, with implementation planned prior to the yearly review of foster carer payments in 2020.
- 1.5 If agreed, Kent Fostering would introduce the policy with immediate effect.

## **2 Background**

2.1 The scheme is one that provides a short-term solution for a child or young person who requires a home due to a range of circumstances that may include:

- being made subject to Police Protection.
- a family breakdown and no appropriate matched placement can be identified.
- a foster care or residential home breakdown where they cannot return to or remain in, due to the level of risk.
- A newly arrived unaccompanied asylum-seeking young person aged under 16 years old
- A young person has been arrested or has bail conditions which prevent a return to their current home.

2.2 Kent currently have 4 Foster carers providing 6 emergency bed placements between them. In launching the new policy, the plan would be to recruit an additional 4 foster carers, with a plan to have 10 emergency bed placements across the county (2 in each of our Fostering areas).

2.3 The additional support package including enhanced payments would enhance our offer and aid the recruitment to the scheme, particularly in attracting experienced foster carers to join Kent Fostering.

2.4 The scheme has been reviewed, with a recommendation to update the current policy and implement the following changes:

- Increase the current 7-day placement limit to 10 working days
- Clarify the roles within the Integrated Children Services teams to ensure accountability and ensure appropriate support for children, young people and foster carers
- Clarify processes, timescales and authorisations for specific actions
- Introduce the ability to pay an enhanced payment to emergency bed carers for our most complex children.
- Provide an updated agreement/contract to emergency bed foster carers.
- Support and enhance recruitment of foster carers to the scheme

## **3 Background Documents**

Kent Fostering Emergency Bed Scheme Policy for Children and Young People in Care

## 4 Conclusion

4.1 The emergency bed scheme enables Kent Fostering to support young people at times of crisis by providing them a safe home while alternative arrangements are made for their care.

4.2 The new policy recognises that some of our young people require higher levels of support and supervision and that in paying an enhanced payment to foster carers, it will enable young people to remain within a family home, as opposed to an emergency residential provision.

### 8. Recommendation(s):

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

- a) Agree the new payment structure for in house Emergency Bed Foster Carers for immediate implementation.
- b) Delegate authority to the Corporate Director of Children, Young People and Education, or other nominated officer, to undertake the necessary actions to

#### **Lead Director**

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# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

**DECISION TO BE TAKEN BY:**

**Sue Chandler,  
Cabinet Member for Children’s integrated Services**

**DECISION NO:**

**20/00006**

Unrestricted

Key decision: **YES**

**Subject:** Payment increase for in house Emergency Bed Foster Carers

**Decision:**

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

Agree that Kent County Council will introduce an enhanced payment structure for emergency bed placements within house foster carers. This is to strengthen the placement provision for children and young people at times of crisis and avoid young people going into residential placements.

**Reason(s) for decision:**

The Emergency Bed Scheme is a valuable resource provided by the Kent Fostering Service. It provides children and young people with a time limited home during a period of crisis which can include; a child/young person being placed on remand, family breakdown or a placement break down. The scheme has been in place for several years without any recent revision. The Policy aims to provide a clear and up to date framework on the roles and responsibilities within the service to ensure that the needs of a child/young person are responded to in a timely manner to achieve identification of the most appropriate home for their needs. There is a current fostering recruitment strategy which includes increasing the number of Emergency Bed carers; the revised policy and proposed payment structure will enhance our ability to attract more carers to the scheme.

The scheme has been reviewed, with a recommendation to update the current policy and implement the following changes:

- Increase the current 7-day placement limit to 10 working days
- Clarify the roles within the Integrated Children Services teams to ensure accountability and ensure appropriate support for children, young people and foster carers
- Clarify processes, timescales and authorisations for specific actions
- Introduce the ability to pay an enhanced payment to emergency bed carers for our most complex children.
- Provide an updated agreement/contract to emergency.
- bed foster carers.
- Support and enhance recruitment of foster carers to the scheme

**Equality Implications**

An Equality and Impact Assessment has been completed. It did not identify any areas of concern.

**Financial Implications****1. Proposed Payments**

It is recognised that the Emergency Bed provision is one that requires the foster carers to work with children who present with significant complex emotional and behavioural needs and are required to be available for a placement all hours of a working day. This is therefore recognised in the proposal to increase aspects of the current payments offered in the scheme to foster carers.

**a. Retainer payments**

This is paid to the foster carer regardless of having children in placement to hold a bed open and be

ready for emergencies (24 hours per day). This is a proposed increase:

- i) £250 per week (the current retainer is £221.82 per week, so a proposed increase of £28.18 per week)
- ii) £35.72 per night. (an increase of £2.18 per night)

**b. Payments when a child/young person is placed:**

When a child is placed, both Reward and Maintenance payments are paid at the higher rate regardless of the age of the child. This will be paid as a daily rate and according to the period that the child or young person is in placement. As soon as the child leaves placement the daily payments cease.

Reward:

- i) £221.82 per week
- ii) £31.68 per night

Maintenance:

- i) £234.77 per week
- ii) £33.54 per night

There is no proposed change in the reward and maintenance payments for the emergency bed scheme.

**c. Complex needs enhanced payment:**

Emergency Bed foster carers are requested at times to provide a placement for children or young people whose care plan requires a more specialised environment to meet their holistic needs (i.e. residential care). When such placements are required it is recognised that foster carers are managing a significantly higher level of risk and this will be rewarded with a complex need enhanced payment. This payment would be equal to that received by carers of severely disabled children and was initially based on the higher rate of the Disability Living Allowance payments. The assessment of the complexity of need and authorisation of this payment will be agreed by the Service Manager (or delegated person) in the Total Placement Service.

- i) £87.65 per week
- ii) £12.52 per night

This would be a new payment within the KCC fostering rates and payments. All fostering payments are subject to review on an annual basis regarding increases or decreases, if applicable.

**Legal Implications**

There are no known legal implications to this.

**Cabinet Committee recommendations and other consultation:**

To be added after the meeting on 10 January 2019.

**Any alternatives considered and rejected:**

The only other option considered would be keeping the current payment structure and support for emergency bed foster carers unchanged, this would be a vulnerability as would not meet the current needs of the service or our young people, at a time of crisis.

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

.....

**signed**

.....

**date**



# Kent Fostering Emergency Bed Scheme Policy for Children and Young People in Care

Integrated Children's Services

**Document Author:** Jamie Griggs, Team Manager, South Fostering Support

**Document Owner:** Nicola Anthony, Head of Fostering East

**Version:** 1.1

**Approved:** To Divmt 12.11.19

**Review Date:** October 2022

## **Fostering Emergency Bed Scheme**

### **1. Aim**

The remit for the Emergency Foster Bed scheme is to provide a safe home for children and young people, 0-17 years old, who need an immediate place of safety and for when an appropriately matched placement cannot be identified. The foster home will enable a young person to be cared for by a skilled foster carer who can support them at a time of crisis. The carer will provide the emotional, physical and material needs for the child or young person whilst they are in their care.

### **2. Operation of the Scheme**

The scheme is one that provides a short-term solution for a child or young person who requires a home due to a range of circumstances that may include:

- being made subject to Police Protection.
- a family breakdown and no appropriate matched placement can be identified.
- a foster care or residential home breakdown where they cannot return to or remain in, due to the level of risk.
- A newly arrived unaccompanied asylum-seeking young person aged under 16 years old who is subject to social service intervention
- A young person has been arrested or has bail conditions which prevent a return to their current home.

In such circumstances the Emergency Bed is an interim provision to enable and develop care planning and for further searches for a permanent home to be undertaken which may include support to return to family.

The Emergency Bed provides a short-term home for 10 working days. This can be extended for a period of an additional 5 working days in exceptional circumstances which might include: the child's matched identified placement not being immediately available; to support continued searches for a home, and/or additional work to be completed with families before a rehabilitation home. The 5 days additional period should be authorised by the Service Manager for the Total Placement Service (TPS) after consultation with the respective Fostering Support Team Manager who is responsible for the carer. The identified timeframes provide the children's social work teams time to develop planning, risk assessments and a placement plan referral that captures the child, their needs and how these will be met to support finding a home.

The scheme operates on a rota basis of carers that provide this placement provision. Each carer that provides this resource is on rota for a period of 6 weeks followed by two weeks off rota.

### **3. Emergency Bed Carer Placement Capacity:**

The Emergency Bed is a specialist placement that provides placements for children and young people in times of crisis, which often requires that the carer manage a significant level of risk. Therefore, considering this it is advised that a foster carer provide a maximum of two emergency beds. Ideally, to ensure that all needs can be met, and requirements are achieved a single placement would be preferred. However, it is recognised that a foster carer could achieve working with and managing the risks of two placements if these are appropriately matched. In such circumstances it is important that in the referral process the foster carer and the allocated Fostering Social Worker (FSW) continually review and assess whether the fostering household can meet the needs of two children or young people. It is important that within the foster carers Annual Review the capacity to provide more than one placement is explored, evidenced and confirmed that this can be safely achieved in the forthcoming year.

When matching children and young people to access the Emergency Bed there will be consideration regarding the complexity of emotional and behavioural management of the other child in the foster home. All placement considerations will be linked to risk assessments and the capacity of the foster carer to manage the complex needs of two potentially significant high-risk young people. There may be circumstances where the carer would not be expected to provide a placement for two highly complex children at the same time. e.g. two children who were in residential placement and required at least 1:1 support. Where it is considered appropriate to the level of risk being presented and managed by a foster carer, there is exceptional recourse for a second Emergency Bed to be closed with the foster carer continuing to be paid the agreed rate for the closed placement; in effect a solo placement. The decision making for the second bed being closed in such circumstances will be made by the Service Manager for TPS considering the risk factors and the view of the foster carer and Fostering Team Manager.

### **4. Accessing the Emergency Bed Scheme:**

The remit for accessing the scheme are detailed above in section 2 of the policy. To access the Emergency Bed the allocated social worker (or duty social worker) will complete a placement plan referral and submit to TPS. TPS will explore available placements internally and externally. In circumstances where a placement is required as a matter of urgency and a placement is not able to be identified by 16:00pm on the search day, a decision will be made by the Service Manager of TPS regarding accessing the Emergency Bed provision. Once this decision is made the identified placement officer, foster carer, and child's social worker will be informed so that all necessary processes can be implemented for the foster home to be accessed and payments initiated.

Once a child has been linked to the foster carer on the Liberi system, the allocated children's social worker (or duty worker) will complete an additional placement referral to ensure that new searches can commence for a placement. This must be completed within 48 hours of the placement commencing to avoid delays in further placement searches and effective use of the Emergency Bed.

During Out of Hours, between 17:00pm and 08:30am, Monday – Friday, or weekends and bank holiday's, the decision to access the Emergency Bed provision will fall to the relevant Manager for Kent and Medway's Out of Hours Service.

It is recognised at times that placements are required Out of Hours, or late in a working day and therefore the opportunity to provide the referral is limited. If an Emergency Bed placement is made by County Out of Hours Service, it is expected that they provide the foster carer with the most recent assessment of need and any risks to ensure the foster carer has a level of information to adequately meet the need of the child or young person; and develop an appropriate safe care plan specific to that child or young person's needs.

If the placement is made by TPS late in a business day and there is no capacity for a referral to be completed on the day of placement; a brief overview as to why the placement is required, what is going well, what we are worried about and complicating factors and risks will be submitted by the children's social work team to be shared with the carer prior to agreeing the placement. In addition the children's social work team will provide any relevant information, i.e. latest child in care review, child and family assessment, risk assessment, health medical etc. that would support the emergency bed foster carer to have a level of information to adequately meet the need of the child or young person; and develop an appropriate safe care plan specific to that child or young person's needs.

It is required that the child/young person's social worker will complete and submit a placement plan on the first working day after the placement is made, if as detailed in the above paragraph, so the child can be linked to the foster carer, and processes completed. The social worker is to ensure that the second placement plan is also completed to enable searches for a new placement to commence as a matter of urgency as detailed above.

## **5. Payments and additional support**

It is recognised that the Emergency Bed provision is one that requires the foster carers to work with children who present with significant complex emotional and behavioural needs. It is also recognised that foster carers are required to be available for a placement all hours of a working day. This is therefore recognised in the level of payments offered in the scheme to foster carers.

### **a. Retainer payments**

This is paid to the foster carer regardless of having children in placement.

- i) £250 per week
- ii) £35.72 per night.

**b. Payments when a child/young person is placed:**

Additional Payments, Reward and Maintenance, when a child is placed should be paid at the higher rate regardless of the age of the child. This will be paid as a daily rate and according to the period that the child or young person is in placement. As soon as the child leaves placement the daily payments cease.

**Reward:**

- i) £221.82 per week
- ii) £31.68 per night

**Maintenance:**

- i) £234.77 per week
- ii) £33.54 per night

**c. Complex needs enhanced payment:**

Emergency Bed foster carers are requested at times to provide a placement for children or young people whose care plan requires a more specialised environment to meet their holistic needs (i.e. residential care). When such placements are required it is recognised that foster carers are managing a significantly higher level of risk and this will be rewarded with a complex need enhanced payment. This payment would be equal to that received by carers of severely disabled children and is based on the higher rate of the Disability Living Allowance payments. The assessment of the complexity of need and authorisation of this payment will be agreed by the Service Manager (or delegated person) in TPS.

- i) £87.65 per week
- ii) £12.52 per night

Foster carers who provide an Emergency Bed provision will also receive their Skill Level payment as additional to the identified payments listed.

All Emergency Bed payments are subject to review on an annual basis regarding increases or decreases, if applicable. Foster carers will be updated the first week in March, of each year, if payments are proposed to change.

**d. Additional support available to foster carers to support with attending Support Groups and Training.**

Foster Carers, as part of their annual review and requirements to maintain their fostering registration, are required to attend a certain level of training and attendance at Support Groups. In recognition of the crisis nature of Emergency Bed placements

and a high percentage of young people not in education, it can be difficult for the carer to attend the required level of Support Groups. Therefore, to support foster carers to attend Support Groups an additional package of Day Care support of 6 hours per month will also be factored into the scheme. Day Care support for foster carers can be:

- i) An identified foster carer providing Day Care or sessional work in the Emergency Bed Carer's home.
- ii) The child or young person in placement being transported by the Emergency Bed foster carer to an identified Foster Carers home.

On each of the above the Emergency Bed foster carer must provide their Fostering Team with the name of the identified Foster Carer to ensure this is considered an appropriate match. If it is considered not a match due to the risks presented by the young person an additional carer will need to be identified or a decision that the training or Support Group is missed that day. This will also provide the Fostering Team with information that can be uploaded to the child/young person's file to ensure that professionals are aware of the location of the child/young person (s).

Regarding training attendance, it is expected that foster carers will attend training during the two weeks that they are not on rota for placements. There is also a recognition that at times that one-off training is sourced by the Fostering Service. In such circumstances, if relevant to the carers training and development requirements, the Fostering Service will support with providing day care support to enable the carer to attend.

## **6. Expectation of Emergency Bed Foster Carer**

The scheme provides foster carers who provide a safe home specially for short term and crisis work. The foster carer receives, a retainer payment whilst on rota; and once a child is placed the carer will also receive, on top of the retainer payment, the full Reward Element and Maintenance payment for the child as detailed in section 5 of the policy. Therefore, all expectations required of mainstream foster carers are also expected for Emergency Bed foster carers as outlined within Kent County Council's Policy and Guidance for fostering.

The roles and expectations of Emergency Bed foster carers will include:

- Accepting all placement referrals based on a risk assessment completed by the children's social worker. It is expected that all referrals for children will be accepted unless: there is factual and current risk around fire setting. This includes previous episodes of starting fires and/or that the behaviour of the child/young person's is known to include carrying matches and lighters or where they have made threats that detail the use of fire.
- The other risk in where carers could decline to offer a placement for a child, is where the child or young person has a lengthy and recent history of violence to

adults or carers and this risk is deemed medium or high, then careful consideration to accepting the placement is expected. It is recommended that there is discussion with the foster carer, FSW and the Children's Social Worker as to how this risk may be mitigated and whether the placement should proceed. The same criteria apply where children are currently subject to high levels of staffing supervision and whether a child or young person's behavioural and supervision needs can be met in a foster home. It must be taken into account that foster carers provide care within a family home and should not be expected to provide waking nights or 24-hour supervision of a child, that would usually be provided by a team of residential staff. All other referrals are to be accepted.

- If the child is accessing the Emergency Bed after a foster placement breakdown and they have been in care for more than 13 weeks, the emergency bed carer will be responsible for paying the savings amount applicable to the age of the child as set out in KCC's Pocket Money and Savings Policy.
- The foster carer will ensure that the child is provided with the agreed amount of pocket money related to the child's age as set out in KCC's Pocket Money and Savings Policy.
- If the child or young person does not have access to appropriate clothing and toiletries to meet their self-care needs, the foster carer will provide/or buy these items to ensure the child or young person's immediate physical needs are met.
- Foster carers will provide all reasonable transport needs for the child or young person. This will include attending school, within a 20-mile radius; attending any appointments associated with health needs, attending contact with parents, attending appointments with Youth Justice or police and attending appointments regarding status etc.
- The foster carer is available to be contacted 24 hours a day in relation to the child. However, it is understood that carers have appointments and other commitments. Therefore, carers should respond to communication with 1 hour during the daytime hours, and 30 mins from 17:00pm.
- Foster carers will keep daily records and provide a report (template provided) at the end of the child or young person's time with them. This should include areas such as: How the child or young person presented (physically and emotionally) when entering placement. How the child related to people in placement? What food the child liked? Any hobbies etc the child shared that they liked? Any triggers for behaviours? What strategies worked to support the young person if they felt worried? It will be important to capture the positive elements of the child's stay.
- The foster carer will assist in supporting the transition of the young person from the Emergency Bed to their next identified placement, or a return home. This will include supporting the child's social worker to explain plans and support with gathering the child's belongings for the placement move. Where appropriate the emergency bed foster carer will be involved with the child's next placement plan meeting to provide insight and support for the next foster carer.

- The foster carer will ensure that they inform their allocated FSW or the Duty FSW, immediately, of any changes that may impact their capacity to provide an emergency bed provision.
- The foster carer will inform their allocated social worker and TPS of when the child has moved placement so to ensure that availability is updated regarding the Emergency Bed.
- If the foster carer wishes to end or change their emergency bed capacity, then it is required that they give a 28-day notice of intent to the ending of this provision within their household to their fostering social worker and TPS.

## **7. What is not the foster carer's role**

- The foster carer is not expected to collect a child starting the placement and transport them into placement. All children and young people should be supported and settled into the foster carers home, at the start of their emergency bed placement by a social worker.
- It is not expected that a foster carer will transport a child/young person to their next identified placement or return to their family. This is the role of the child's social worker.

## **8. Training and support group expectations**

- It is expected that foster carers will ensure that they develop their skills and knowledge in working with children in care that are experiencing crisis, potential links to gangs, CSE or criminal exploitation. This should be at least 2 face to face trainings and 4 e-learning trainings a year (the 4 e-learning training are to compensate the reduced support group attendance).
- It is acknowledged that due to the unknown nature of the needs of children/young people in placement that attending support group can present challenges on the day of attendance. However, in line with KCC policy it is expected the carers will attend at the minimum 5 support groups per year.

## **9. The role of the Total Placement Service (TPS)**

Kent County Council have a centralised home finding team to co-ordinate the use of all types of homes for children and young people. As with all placement searches, TPS will receive a placement plan referral from the children's team regarding the care plan needs of the child/young person. When approaching the Emergency Bed foster carers, TPS will share all details contained within the referral to support the carers understanding the needs of the child accessing the placement.

- Once the placement is agreed TPS will send a copy of the referral which will provide the carer will all relevant information to familiarise themselves with the child



- TPS will ensure information regarding risk contained within the referral is highlighted to the carer.
- TPS, if requested by the allocated children's social worker, will also send the foster carer the delegated authority for the child, if a child is subject to a care order, to meet the child's needs.
- If the child is subject to s.20 accommodation, TPS will ensure that they inform the child's social worker to provide signed consent by the child's parents for the carer to meet the child's needs, including medical.
- If the child or young person is not newly received into care when accessing the Emergency Bed, TPS will, if provided by the allocated children's social worker, send the child's last child in care review minutes and the child's last CIC medical to support and inform care of the child or young person.
- If the child is accessing the placement direct from their birth family TPS will provide the Emergency Bed carer with information contained within KCC's Liberi system that has been sent to them by the child's social worker. This would include the most recent Child and Family Assessment or other relevant information to support the Carer to meet the needs of the child/young person.
- TPS will ensure that once a placement is made that the foster carers payments are promptly set up.
- TPS will ensure that they update the carer's fostering social worker to ensure that they receive the necessary support to meet the needs of the child.

#### **10. The Role of the Fostering Support Team:**

The support team Fostering Social Worker (FSW) is the allocated professional to provide the foster carer with supervision, support, guidance and information on service development. Due to the complex nature of being an emergency bed foster carer it is recognised that additional support is required, this will include:

- 4 weekly supervision.
- support by their allocated FSW to identify training that will be most beneficial in developing their skillsets.
- Support to complete the annual review process regarding review of the carer's approval status.
- receiving a phone call from the Fostering Duty Day team within 24 hours of a placement being made, or the next available working day (Fostering Duty Day team is not available at weekends or bank holidays.)
- at least 3 support calls per week from the fostering duty support.
- carers having their Safe Care plans reviewed on a regular basis to ensure that all safeguarding areas are considered in meeting the needs of children/young people.
- carers will have access to the relevant Fostering OOH's contact details when the day support duty end at 17:00pm. The Fostering OOH's support will be available between 17:00pm through to 23:00pm. At this point the Foster Carers will contact

County out of OOH's between 23:00pm through to 08:30am for support and guidance.

- On a weekend, carers will be able to utilise the fostering OOH's service which runs from 08:30am through to 23:00pm on weekends and Bank Holidays throughout the year. At 23:00pm the support available to foster carers will transfer to the County OOH's team
- FSW's will complete at least 2 unannounced visits within a 12 months period to the carer.
- carers will have a placement plan completed by the FSW within 5 days of commencement of a placement.

### **11. The Role of County Out of Hours:**

Kent County Council's County Out of Hours Service is available from 17:00pm through to 08:30am, Monday – Friday. On weekends and Bank Holiday's the County Out of Hours service is available all day until the next working day at 08:30am.

Kent County Council's County Out of Hours Service is the social services main point of contact for Adult and Children's Services, which also includes Medway.

### **12. The County Out of Hours Service will:**

- Provide full information that is available regarding a child being placed to support the foster carer develop safe care planning. This information will be shared via telephone conversation if Fostering Out of Hours support has ended. The information available will also be sent to the emergency bed foster carer via e mail.
- If a child or young person is placed out of Out of Hour's, then the on duty Social Worker will support with placing the child or young person.
- County Out of Hours will provide phone call support for the carer at least once per day over the weekend or bank holiday for any new child in placement.
- Foster carers will have access to the Kent's County Out of Hour's number to report a child or young person missing – providing full CAD reference number from the police; and any other known information about the child or young person.
- Foster carers will contact Kent's County Out of Hour's to inform the service if a child is missing or has returned to the foster home.
- When a placement is made by County Out of Hours a placement plan will be initiated and assigned to the TPS. An email will also be sent to the TPS referrals email to inform them that a placement has been made with an Emergency Bed Foster Carer. This will also include information regarding any agreed Out of Approvals or Exemptions.

### **13. Rota for Emergency Bed Carers**

A rota will be developed for Emergency Bed carers regarding the 6 weeks on two weeks off process. The rota will be developed to ensure that there is always an Emergency Bed foster carer available to take placements. The Fostering Service recognise that there will be times when carers may experience unexpected circumstances, and this will have to be factored into the provision available. However, outside of this, any additional periods of time required to be off rota will require a request to do so to be submitted at least 3 weeks in advance. This provides the Fostering Service the opportunity to ensure that this period is covered with another Emergency Bed foster carer optimising available provision.

The Rota for the foster carers is compiled by a Senior practitioner in TPS. The Rota will be completed for a 12-month period in advance. Once completed the rota will be shared with the relevant Fostering Social Workers and the foster carers. A start time of 08:30am, on their first day, for Emergency Bed carers when they start their rota period. It is expected that the foster carer's rota period will end at 17:00pm on the last day of their availability.

#### **Annual Leave for Emergency Bed Foster Carers:**

All foster carers are entitled to two weeks paid annual leave. Foster carers are to request their annual leave through their allocated FSW at least 4 weeks in advance of the requested period off. Once the request is received the allocated FSW will liaise with TPS to confirm the request can be accommodated.

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**From:** Sue Chandler, Cabinet Member for Integrated Children's Services  
Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

**To:** Children's, Young People and Education Cabinet Committee – 10 January 2020

**Subject:** London Borough of Bexley, Kent County Council & Medway Council Regional Adoption Agency

**Classification:** Unrestricted

**Past Pathway of Paper:** Children's, Young People & Education Cabinet Committee – 28 June 2019

**Future Pathway of Paper:** March 2020

**Electoral Division:** All

**Summary:**

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. Discussions regarding Kent County Council establishing a RAA with the London Borough of Bexley and Medway Council began in 2016.

The most recent paper presented to CYPE Cabinet Committee in June 2019 outlined a plan to establish a RAA using a Local Authority hosted model. However, further discussions have resulted in a move away from a hosted model to a Partnership Model. The Executive Board have agreed that the desired objectives and outcomes of a RAA can be achieved by forming a partnership, which will be less disruptive to staff and allow them to remain working under their current employment terms & conditions.

The Partnership will be underpinned by a Legal Partnership Agreement, based on the Business Case attached.

The RAA plans to 'Go Live' from October 2020, with a phased implementation from 1<sup>st</sup> April 2020.

**Recommendation(s):** The Children's, Young People and Education Cabinet Committee is asked to:

- (i) NOTE and COMMENT on the Business Case; and
- (ii) NOTE the plans to proceed with the drafting of a legal partnership agreement.

## 1. Introduction

1.1 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. This followed a range of national policy changes since 2012, including the 2015 'Regionalising Adoption' paper by the DfE that sought improvements in adoption performance. Following the general election in June 2017, the Minister of State for Children and Families reaffirmed commitment to this policy. In March 2018, the DfE commenced the legislation that allows them to direct a local authority into a RAA if there is no progress being made.

1.2 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 this will be a partnership arrangement, subject to legal agreement.

1.3 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

1.4 The Bexley, Kent & Medway RAA intend to use the Department for Education criteria (2.2) to guide the outline scope and delivery of the model. For the Bexley, Kent & 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. The post holder will be employed and managed by KCC.
- 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 pooled budget
- 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 will engage and consult with wider stakeholders to achieve the best possible service

1.5 Key principles

The principles below which are set out in detail in the business case 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 attached, sets 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 remain an employee of their existing local authority. The business case outlines the implications and activities associated with the formation of the RAA under a partnership agreement.

- **Governance and accountability** – The business case outlines how 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.

## 2. Background

The matter of the development of a Regional Adoption Agency has been presented three times previously to Kent children's cabinet forums. (*previous papers attached*)

- i. 6<sup>th</sup> of September 2016 - Children's Health and Social Care Cabinet Committee was asked to consider and comment on the content of the report and endorse in principle the proposal to enter formal dialogue with Medway Council and the London Borough of Bexley with a view to establishing a Regional Adoption Agency.
  - ii. 7<sup>th</sup> September 2017 - The Children's, Young People and Education Cabinet Committee was asked to note the content of the report and endorse the progress of partnership working and the continued development of a Regional Adoption Agency with the London Borough of Bexley and Medway Council.
  - iii. 28<sup>th</sup> June 2019– Children, Young People's Education Cabinet Committee was asked to note and endorse the Cabinet Member decision to delegate responsibility to the Director for Children's Services and lead member for children's services to complete the full business case for regionalisation and formulate the detailed design of the Regional Adoption Agency model in collaboration with Medway Council and the London Borough of Bexley.
- 2.1 It is proposed that a new Regional Adoption Agency (RAA) is created through combining the adoption services for the three authorities of Bexley, Kent & 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.
  - 2.2 Initially, the region had been pursuing a local authority hosted model in which staff would be TUPE transferred and budgets pooled under Kent as the lead authority. However, subsequent detailed discussions with the regional executive board and the Department for Education have led to a revised proposal.
  - 2.3 The Bexley, Kent & Medway RAA are now formally proposing a partnership model that requires no physical transfer of staff but operates under a robust governance structure where each local authority will delegate to the Head of the Regional Adoption Agency, responsibilities for finance and staffing matters to ensure the effective operation of the partnership and our adoption practice.
  - 2.4 This preferred model is subject to a legal agreement and will rely on the agreement that a key list of functions is delegated to the RAA Head of Service. The delegations of responsibility and operating practices of the RAA will be documented in a partnership agreement that will be a signed, legal document.  
  
This way of working will mean:
    - No TUPE or secondment of staff
    - Pooling of budgets and a clear structure in which the RAA Head of service has final accountability for budgets and staffing across the region
    - Practices will be aligned, over time, through co-design with staff at every level of the business
    - Where functions do need to be led by one Local Authority on behalf of the others, this will be identified and agreed by the Executive Board.
  - 2.5 The business case attached describes how establishing a single agency will allow the three authorities to provide cohesive, efficient and effective use of resources and development of practice to the benefit of children, adopters and others who gain from adoption services. It proposes that, they will work in the spirit of partnership and collaboration and each local authority is equally accountable for the performance and delivery of the service.

This business case is founded on several key assumptions:

- This is an equal partnership.
- There is one Head of Service who is responsible for the management of all the staff assigned to the RAA
- Consistency of adoption practices and processes will be sought and service delivery the same across all three local authority areas, within an agreed period.
- All agencies have the resources available to actively lead on and participate in agreed work streams and achieve the deliverables within agreed timescales set out in the plan;
- The RAA will work in partnership with the Children's social work teams in all partner authorities to ensure early permanence planning
- RAA staff will remain an employee of their current local authority but each partner authority will delegate the ultimate management responsibility for those staff to the Head of Service for the RAA. This post will be an employee of Kent County Council.
- The RAA will be delivered from office bases in all three locality areas. This will ensure continuity of provision as far as possible; close working relationships with children's social workers and easy access for local communities to a service within their community.
- All RAA workers will also be expected to work across all the three local bases if the needs / demands of the service require it
- Staff will retain their local bases.
- The model will be built on existing budgets and FTE numbers and as such will ensure there are no redundancies.
- There will be opportunities for cross-speciality working. This could be on a rotational basis or another method.
- The RAA will have teams providing specialist functions: post adoption support, recruitment and family finding.

### **3. Legal implications**

- 3.1 The RAA will be an entity in its own right underpinned by a partnership agreement setting out how the three local authorities will jointly exercise adoption service functions.
- 3.2 The partnership agreement will be formulated between now and March 2020 at which point, Cabinet members will be provided with a clear summary of legal implications for consideration and the decisions required to implement the partnership. The detail of the partnership agreement will be drafted and agreed in collaboration between legal leads in all three local authorities.
- 3.3 A further report will be presented to Cabinet, which will include details of the formation of the RAA and the delegations to enable the RAA to perform its functions.

### **4.1 Financial Implications**

The DFE criteria states regionalised adoption services must operate under a pooled budget arrangement with a single head of service managing this budget. Although, there will be no transfer of staff within the Kent, Bexley and Medway RAA region, the financial proposal is that all budgets are pooled to ensure the smooth operational management of the RAA going forwards: This will mean:

- Each LA will transfer their annual total adoption budget to the RAA.
- Each LA contribution to the RAA will be set in agreement with both the RAA Executive Board and each LA's own Medium-Term Financial Planning/Budget process.
- The RAA budget will cover all adoption related costs including:
  - Staffing related spend
  - Non-staff costs
- Each partner LA will pay for direct staffing related costs such as salary, on costs or other expenditure administered through the local authorities' payroll and recharge/invoice the RAA staffing related costs to the RAA budget on a quarterly basis.
- All other non-staffing costs or staffing costs not administered through the local authorities' payroll system will be charged directly to the RAA budget.



- The RAA budget will be managed by the RAA Head of Service who will complete monthly monitoring of the RAA budget and will request additional financial information where necessary from partner authorities
- The RAA Head of Service will report the forecast financial position regularly to the Executive Board. The Executive Board will determine how any overspend is managed/funded or how any underspend should be spent/returned to the partner local authorities.

## Budget

The RAA partnership is committed to the principle there will be no overall increase in the total adoption budget across the three local authorities in Year 1 of the RAA. To this end, each LA will contribute its 2019-20 adoption budget plus additional budget for the 2020-21 pay award. The RAA Head of Service will manage this budget in order to affect the smooth running of the RAA. In future years, the RAA will move to a demand led spending model, which may increase / decrease the contribution from each LA, but this will be agreed by the executive board in line with an equitable formula.

The draft annual budget for the RAA and total contributions from each local authority for Year 1 is set out below. This budget is based on 2019-20 budgets only and will be updated to include 2020-21 pay award. The RAA budget will be split into 2 parts. The budgets for recruitment, adoption panels and other management costs will operate as a pooled budget from Year 1. The Adoption Support budget will also be transferred to the RAA from Year 1 but each Local Authorities budget will remain separately managed under the RAA until the commissioning plan for the adoption support service is unified across the three authorities. The total net budget for the RAA is estimated to be £4.2m in 2019-20 of which £1.3m relates to adoption support. These figures do not include expenditure funded from the Adoption Support Fund. ASF income will be generated by the RAA and used to fund specific adoption support costs.

Local Authority Draft Net Budget to be transferred to the RAA £'000s	Total recruitment, adoption panels and management net budget 2019-20 £'000s	Total adoption support net budget 2019-20 £'000s*	Total 2019-20 net adoption budget to be transferred to the RAA £'000s
<b>Bexley</b>	399.9	164.8	564.8
<b>Kent</b>	1,951.1	1,004.8	2,955.9
<b>Medway</b>	552.0	113.8	665.8
<b>Total</b>	2,903.0	1,283.4	4,186.5

\*Expenditure funded from the Adoption Support Fund will also be transferred to the RAA (this is fully funded from the ASF income). Income and expenditure from the ASF is not cash limited by any of the authorities and so is not shown in the figures above.

## Interagency placement budget and approach

Existing budgets for interagency placements will be transferred to the RAA in Year 1. This will be reviewed in future years alongside the demand lead funding model. It is recognised the three partner authorities have different approaches to the use of interagency placements and an equitable formula will be used to ensure local authorities are not disproportionately impacted by the transfer of this service to the RAA. The exact model will be agreed by the RAA Executive Board. However, the principle will be that interagency fees will be abolished between the three partner authorities for new adopters assessed and approved by the RAA from Year 1. At go-live each authority will have a number of approved and waiting adopters to transfer to the RAA, along with a number of children awaiting an adoption placement. The Executive Board will agree an approach to ensure each local authority is suitable financially compensated.

## Future years

The RAA partnership board will need to agree the exact mechanisms and processes for budget review through the partnership agreement. The RAA budgets will be reviewed annually in line with Local Authorities Medium Term Financial Planning process. At the end

of Year 1, this review will include a view of overheads to ensure no partner authority is significantly negatively impacted from the creation of the RAA.

The RAA intends to move towards a fully demand led formula for budget setting by the end of year 3 at the latest. A demand led formula will likely mean the contributions from each local authority will change over time. An equitable formula for demand led budget setting will need to be agreed through the partnership board but early indications suggest that future budgets will be set in line with either the number of placement orders or number of adoptions in each partner authority.

**Recommendation(s):** The Children's, Young People and Education Cabinet Committee is asked to:

- (i) NOTE and COMMENT on the Business Case; and
- (ii) NOTE the plans to proceed with the drafting of a legal partnership agreement.

## 6. Background Documents

- RAA full business case – Appendix 1

## 7. Contact details

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# BUSINESS CASE

Draft Version 0.6

December 2019

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## 1. EXECUTIVE SUMMARY

It is proposed that a new Regional Adoption Agency (RAA) is created through combining the adoption services for the three authorities of London Borough of Bexley, Kent County Council & 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.

The RAA plans to 'Go Live' from October 2020, with a phased implementation from 1<sup>st</sup> April 2020. This phased approach will commence with a "soft launch" comprising of the budgets transferring to the RAA for 2020/21, the implementation plan will provide full details of the work programme up to 'go live'. This structured approach to implementation will ensure there is sufficient time to address harmonisation of practice, post adoption support and wider commissioning arrangements alongside ensuring development of an effective culture and structure to achieve the agreed outcomes.

Initially, the region had been pursuing a local authority hosted model in which staff would be TUPE transferred and budgets pooled under Kent as the lead authority. However, subsequent detailed discussions with the regional executive board and the Department for Education have led to a revised proposal. Many other regional agencies that are in development are now proposing partnership models which aim to achieve improved adoption performance without the need for physically transferring staff under TUPE or secondment.

The Bexley, Kent & Medway RAA are now formally proposing a partnership model that requires no physical transfer of staff but operates under a robust governance structure where each local authority will delegate to the Head of the Regional Adoption Agency, responsibilities for finance and staffing matters to ensure the effective operation of the partnership and our adoption practice. This preferred model is subject to legal agreement.

This model requires trust between the partners and will rely on the agreement that a key list of functions is delegated to the RAA Head of Service. The delegations of responsibility and operating practices of the RAA will be documented in a partnership agreement that will be a signed, legal document

This way of working will mean:

- No TUPE or secondment of staff
- Pooling of budgets and a clear structure in which the RAA Head of service has final accountability for budgets and staffing across the region
- Practices will be aligned, over time, through co-design with staff at every level of the business
- Where functions do need to be led by one Local Authority on behalf of the others, this will be identified and agreed by the Executive Board.

### **Partnership agreement implications**

The defining characteristic of the RAA model will be the partnership agreement and the inherent delegations that each authority will be signing up to through the partnership. Although, the RAA will operate through this partnership arrangement, the RAA will be an entity its own right and the delegations of functions will allow the RAA to be a single service.

The request is for the finer detail and ultimate sign off of the partnership agreement to be delegated to the Director for Children's services, in collaboration with local finance, HR and legal colleagues. However, the key, high level delegations are listed below:

The RAA Head of service will have full delegated authority to:

- Oversee and manage the RAA budget on behalf of the three local authorities
- Recruit to vacant posts across the RAA. In particular, the RAA HOS will have the ability to recruit to new / different types of post, not necessarily replacing like for like, but recruiting staff to roles that best fit the needs and demands of the service at that point in time. This flexibility of moving and changing resources will be key to the RAA succeeding.
- Manage and escalate delays within the existing structures of each partner local authority
- Oversee all adoption staff across all three partner authorities and will hold the ultimate management responsibility for those staff

The Bexley, Kent & Medway 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 for adoption across the region.

This document describes how establishing a single agency will allow the three authorities to provide cohesive, efficient and effective use of resources and development of practice to the benefit of children, adopters and others who gain from adoption services. It proposes that, they will work in the spirit of partnership and collaboration and each local authority is equally accountable for the performance and delivery of the service. There is likely to be a need for one local authority to host key functions e.g. IT. The Executive Board will agree such decisions. The cost of development to be funded by the Department for Education, with ongoing costs met by the partnership. This document also sets out how the RAA will work with its partners to deliver Adoption Services.

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. This followed a range of national policy changes since 2012, including the 2015 'Regionalising Adoption' paper by the DfE that sought improvements in adoption performance. Following the general election in June 2017, the Minister of State for Children and Families reaffirmed commitment to this policy. In March 2018, the DfE commenced the legislation that allows them to direct a local authority into a RAA if there is no progress being made.

The premise of regionalisation is to:

- Promote early permanence planning across the region.
- Improve the timeliness of children's adoption journeys and 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 & effectiveness.

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 sit 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
  - VAA's
  - Adoption support providers
  - Health services
  - Judiciary
  - Schools

The Bexley, Kent & Medway RAA intend to use the Department for Education criteria, above to guide the outline scope and delivery of the model. For the Bexley, Kent & 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 which will be managed by the Head of Service for the RAA.
- 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 will engage and consult with wider stakeholders to achieve the best possible service

The implementation of the new Bexley, Kent & Medway RAA follows on from substantial cross local authority work, which until now has been delivered through consortium arrangements. The project has the benefit of being able to access previous learning from those RAAs across the country that are already live. The Bexley, Kent & Medway RAA will build upon the previous positive practice established within the consortium. There is a recognition that adoption services are already operating very well across the region. So, the model will ensure, in the worst-case scenario, that services are not disrupted and continue to deliver, at least in line with current performance.

During 2019, and prior to formal agreement of this business case work has begun to develop a service delivery model and engage staff in co-production of the model which enable Bexley, Kent & Medway to move towards regionalisation in specific areas where it makes sense to do so. Beginning in October, more detailed planning work has also been underway to support the successful implementation of the RAA. This work will continue with the three partner authorities with transition and implementation planning.

This business case is founded on several key assumptions:

- This is an equal partnership
- There is one Head of Service who is responsible for the management of all the staff assigned to the RAA
- Consistency of adoption practices and processes will be sought and service delivery the same across all three local authority areas, within an agreed period.
- All agencies have the resources available to actively lead on and participate in agreed work streams and achieve the deliverables within agreed timescales set out in the plan;
- The RAA will work in partnership with the Children's social work teams in all partner authorities to ensure early permanence planning
- RAA staff will remain an employee of their current local authority but each partner authority will delegate the ultimate management responsibility for those staff to the Head of Service for the RAA. Kent County Council will employ the post holder
- The RAA will be delivered from office bases in all three locality areas. This will ensure continuity of provision as far as possible; close working relationships with children's social workers and easy access for local communities to a service within their community.
- Staff will retain employed in their local base
- All RAA workers will also be expected to work across all the three local bases if the needs / demands of the service require it
- The model will be built on existing budgets and FTE numbers and as such will ensure there are no redundancies.
- There will be opportunities for cross-speciality working. This could be on a rotational basis or another method.
- The RAA will have teams providing specialist functions: post adoption support, recruitment and family finding.

### **Service delivery model**

The RAA is committed to designing services capable of improving outcomes for children for whom the plan is adoption through:

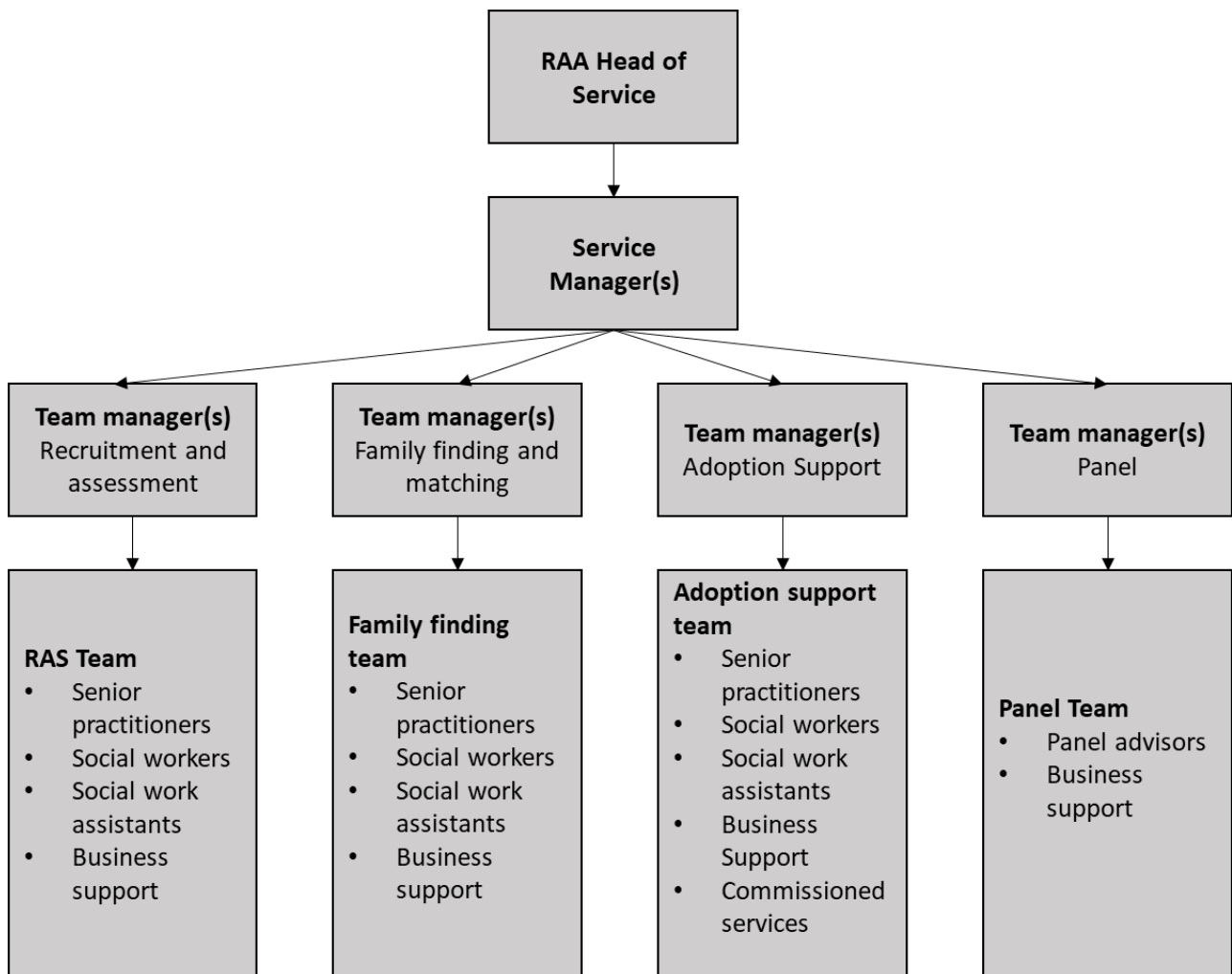
- Securing good and timely adoptive placements for children to avoid delay and unnecessary time spent in care

- Placing more children in an early permanence placement to avoid unnecessary moves
- Compliance with timescales set for adopter assessments and fast track when appropriate
- Produce good quality adopter assessments
- Recognising the impact of early trauma and life experiences for children and providing support to them and their adoptive families to ensure permanence and improve their life chances

### Proposed service delivery model

The proposed service delivery is based on an evidence base of what works in adoption and on initial consultation with the Heads of Service for adoption in all 3 LA's. Below is an outline structure for the RAA. This model is flexible and subject to change and will be informed by consultation with adoption staff from all 3 LA's through a series of workshops between October 2019 and March 2020. The model is also subject to the agreement of the RAA finances.

- One Head of Service
- Service Manager(s)
- 4 thematic team areas; Recruitment and assessment, family finding and matching, adoption support and panels made up of:
  - Advanced practitioners
  - Senior social workers
  - Social workers
  - Social work assistants
  - Specialist practitioners
  - Administration support
- Each team will be managed by a Team Manager and there may be more than one team within a thematic area.





## 2. INTRODUCTION AND OVERVIEW

### 2.1 Purpose of this document

This document sets out the case for creating a new Regional Adoption Agency (RAA) through combining the adoption services for three local authority areas. It describes how establishing a single agency will allow the three authorities to provide a cohesive, efficient and effective use of resources and promote the development of practice to the benefit of children, adopters and others who gain from adoption services.

### 2.2 Work undertaken to date and proposed methodology going forwards

Through the development of this business case a number of priority areas have emerged, taking forward these smaller projects over the last few months has helped develop and iterate the thinking, both making the case for regional working, but also creating a sense of momentum, moving to regional working where it makes sense to do so more quickly.

#### Methodology for service development

The service development plan aims to model a service capable of delivering the best possible outcomes for children and adoptive families. In order to achieve this the methodology includes:

- Co-production with front line adoption staff who know and understand the challenges in their services
- The voice of adopters and adopted young people who know what support they need and what works for them
- Consultation with key partners and stakeholders; especially those who influence outcomes such as the judiciary
- An understanding of current research and evidence-based practice
- An understanding of current performance: locally and nationally
- Development of a learning culture of support and challenge

#### Progress to date

The service delivery model has been developed in collaboration with the service leads in each authority. The service leads know their services well and all have been honest in appraisal of their service and open to change in service delivery. All service leads have agreed in broad terms the outcomes, principles and evolutionary model of service delivery as detailed in the body of the business case.

Service leads identified key staff for several task and finish groups, the purpose of which has been to undertake the detailed design of the RAA model. The service delivery model in this document has been produced in consultation service leads and front-line staff from each of the adoption services.

Initial consultation has been undertaken with adopter voice representatives

The Head of Service is also progressing discussions with several stakeholders who provide a service to each existing adoption service; Panel Chairs; Virtual School Heads and Clinical Commissioning Groups (CCG's.)

In depth analysis of current performance across all Local Authorities has been completed. This will provide the means of identification of best practice within the region and areas where improvements can be made.

### 2.3 Current performance

The latest published adoption performance data (2015-2018) highlights that the Bexley, Kent & Medway region exceeded the national average in relation to the three key, time-based indicators that are used to measure adoption service performance:

- **A1: Average time between a child entering care and moving in with its adoptive family (days)**

All three local authorities performed better than the national average in relation this this key performance indicator with Bexley and Kent performing significantly better than the national average

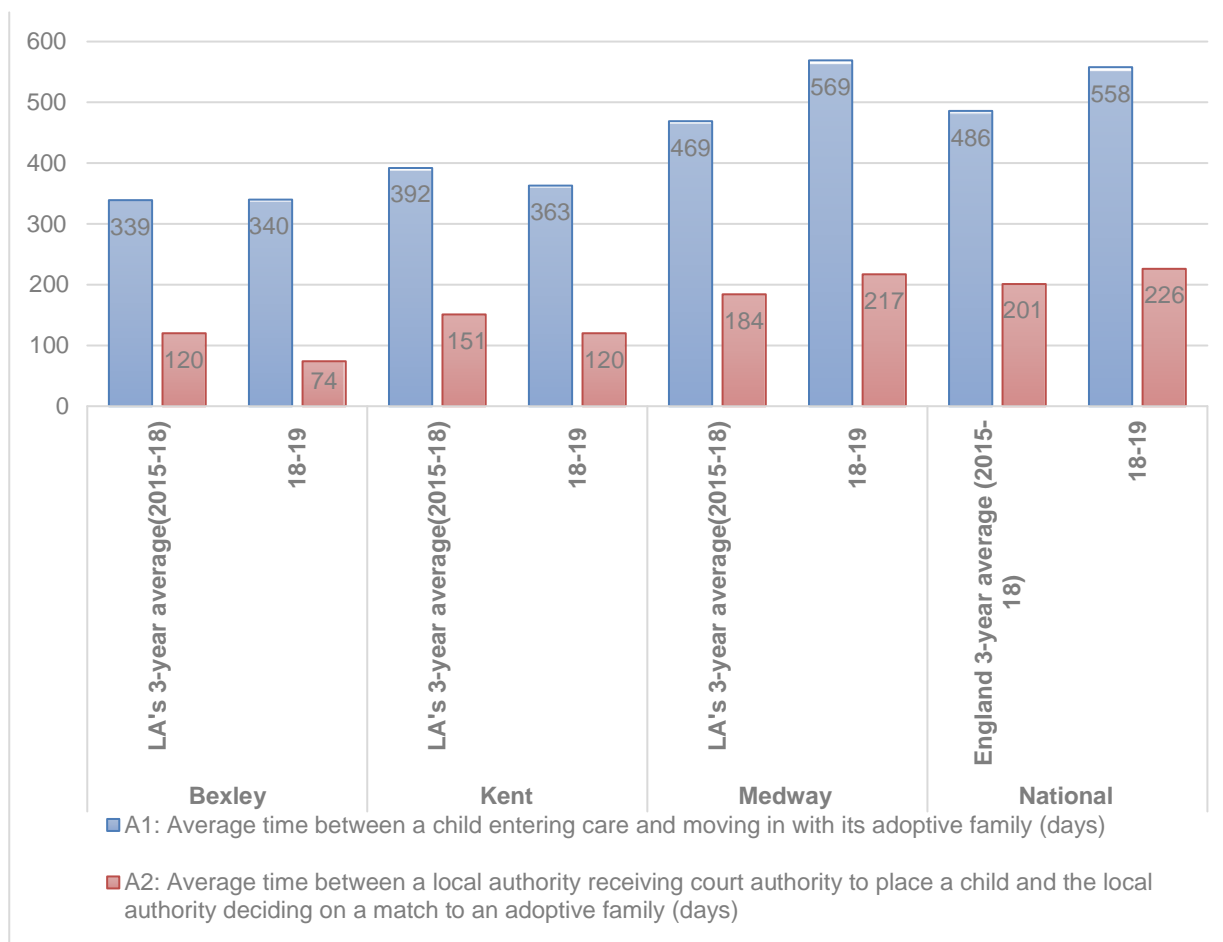
- **A2: Average time between a local authority receiving court authority to place a child and the local authority deciding on a match to an adoptive family (days)**

Again, all three local authorities performed better than the national average of 201 days

- **A3: Children who wait less than 14 months between entering care and moving in with their adoptive family (number and %)**

The latest unpublished performance data (18-19) suggests that performance continues to significantly exceed national averages in both Bexley and Kent in relation to all the above indicators. In Medway, however, timescales have increased against the A1, A2 and A3 indicators.

		A1: Average time between a child entering care and moving in with its adoptive family (days)  <b>DfE Target 425 days</b>	A2: Average time between a local authority receiving court authority to place a child and the local authority deciding on a match to an adoptive family (days)  <b>DfE Target 121 days</b>	A3: Children who wait less than 14 months between entering care and moving in with their adoptive family (number and %)
Medway	LA's 3-year average (2015-18)	469	184	75 (51%)
	18-19 Average	569	217	8 (37%)
Bexley	LA's 3-year average (2015-18)	339	120	55 (81) %
	18-19 Average	340	74	(1) 100%
Kent	LA's 3-year average (2015-18)	392	151	285 (73%)
	18-19 Average	363	120	73 (77%)
National	England 3-year average (2015-18)	486	201	11010 (56%)
	18-19 Average	558	226	47%



## Future RAA Performance

When the RAA goes live, its performance will be measured through a new framework which will consider the performance of both the RAA and local authority in relation to different aspects of the child and adopter journey, see below:

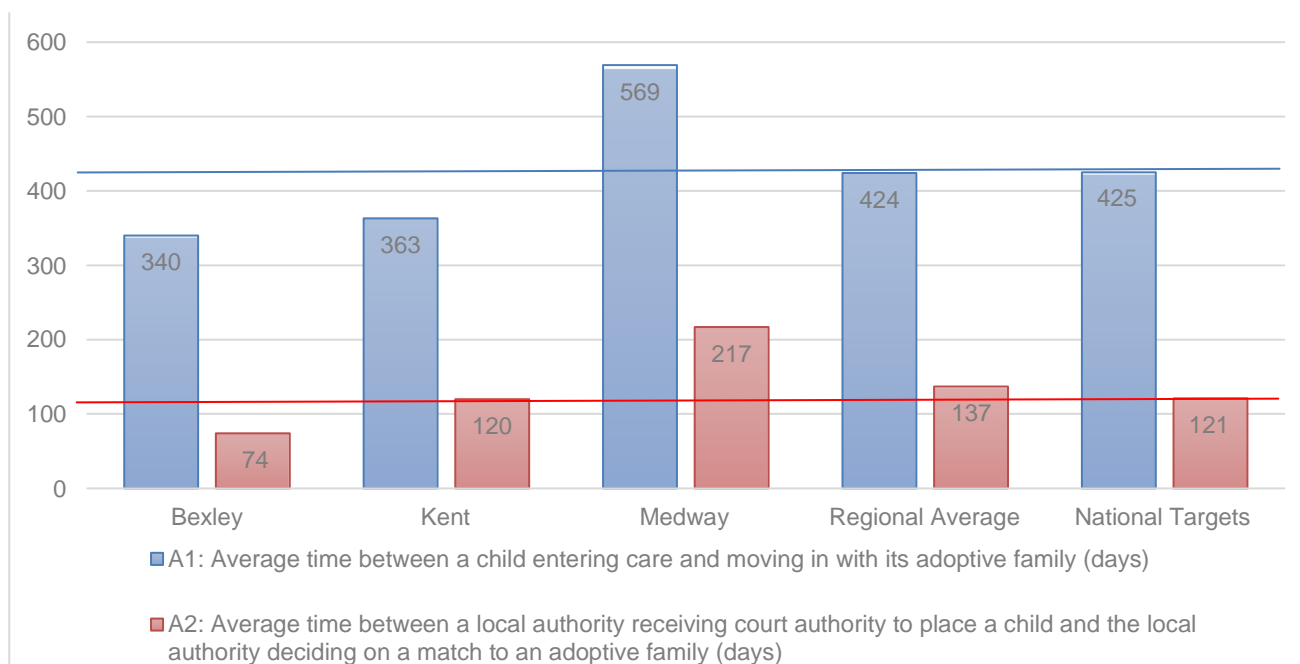
Timeliness*	Local Authority	Matching (RAA)	Recruitment (RAA)	Support (RAA)
<b>LA and RAA</b> Average time (in days) between a child entering care and moving in with its adoptive family adjusted for foster carer adoptions. <b>(A.10)</b> <b>RAA</b> Average time (in days) between a local authority receiving court authority to place a child and the local authority deciding on a match to an adoptive family. <b>(A.2)</b> <b>LA</b> Average time (in days) between entering care and placement order. <b>(New)</b>  * Both a single year average and a three yearly average.	Number of ADM decisions. <b>(A.15)</b>  Number of new placement orders granted. <b>(A.16)</b>  Children for whom permanence decisions has changed away from adoption. <b>(A.5)</b>  Number of children in a Fostering for Adoption / Concurrent Planning foster placement. <b>(A.17)</b>	Total number of children not placed after placement order after 3, 6, 12, 18 months. <b>(New)</b>  Number of approved adoptive families waiting to be matched after 3, 6, 12, 18 months. <b>(New)</b>  Percentage of adoptive families matched to a child who waited at least 3 months from approval to matching decision. <b>(A.12)</b>	Number of applications to become an adoptive family still to be assessed (not yet approved or rejected). <b>(A.13)</b>  Number of adopter approvals. <b>(New)</b>  Number of applications commencing Stage 1. <b>(New)</b>	Average time (in days) from request from adopter to assessment. <b>(New - subject to ASGLB data collection)</b>  Number of disruptions. <b>(New - subject to ASGLB data collection)</b>

The Department for education has set some clear targets for timeliness around the key indicators

- **A1: Average time between a child entering care and moving in with its adoptive family (days)**
- **A2: Average time between a local authority receiving court authority to place a child and the local authority deciding on a match to an adoptive family (days)**

The table and chart below show the local authorities and regional current performance against these targets:

		A1:	A2:
		Average time between a child entering care and moving in with	Average time between a local authority receiving court
Bexley	18-19	340	74
	Difference to national targets	-85	-47
Kent	18-19	363	120
	Difference to national targets	-62	-1
Medway	18-19	569	217
	Difference to national targets	144	96
Regional Average	18-19	424	137
	Difference to national targets	-1	16
National Targets		425	121



The Bexley, Kent & Medway RAA aims to place itself at the forefront of adoption services nationally and this applies to timescales and performance as much as it does quality. The intention is to ensure that in year 1 of the RAA going live, performance continues *at the very least* in line with the previous year's performance. This would mean that regionally, the RAA is meeting the national targets for the A1 and A2 indicators. The RAA also intends to ensure that all local authority performance moves towards the best performing local authority in the partnership to ensure regional performance that competes with the highest performing RAA's nationally by year 2 of the model.

## 2.4 Strategic benefits

The key aim in combining services to create a single Regional Adoption Agency is to achieve the highest possible quality outcomes for all children and young people with adoption plans in the region. Local Authorities will come together and combine adoption services into a new regional agency to benefit

children and their adoptive families, with larger operating areas giving a wider pool of adopters and children, more effective matching and better support services.

## 2.5 Strategic risks

- There is a risk to all Local Authorities who fail to join a regional agency. This would include central government directing how its services would be delivered. In addition, failure to do so through collaboration would mean being directed by the DfE and bearing all the financial burdens associated with the establishment of the RAA.
- The introduction of RAA's in other parts of the country has seen some short-term risks in relation to performance due to major reorganisation of adoption services. To mitigate these risks, each local authority in this partnership will monitor their performance carefully during the transition phase, identify and respond accordingly to any risks to performance or service delivery.
- Performance measures aligned with the revised operating model and regular monitoring arrangements will be established between the partnership as quickly as possible and before go-live for the new arrangements. This approach to governance, quality assurance and performance management will draw on lessons learned and best practice
- Obstacles to data sharing could cause delay through ineffective communication in the short term but the service delivery model promotes location of staff and local delivery in all three Local Authority areas. Effective information sharing agreements, compliance with data protection legislation and close working relationships between children's and adoption social workers will mitigate against this risk.
- Any future difference in opinion across the partnership as to the role and scope of the RAA and future governance arrangements could delay implementation.
- Any change management process can be unsettling for staff. The proposed changes to ways of working could lead to a risk of recruitment challenges and the retention of existing experienced and qualified adoption team workforce for the RAA. The engagement of staff directly involved in the delivery of adoption services, and the involvement of current service users will be essential mitigation alongside keeping colleagues in partner organisations informed. The project team have been engaging with staff at service and operational levels to ensure they are engaged and enthused about the opportunities of a joint agency.
- The RAA will need to quickly find ways to meet the reporting demands of external (Ofsted) inspections of the constituent authorities.

All the above risks and specific local risks will be considered during set and implementation of the RAA. The executive board will review and mitigate for both new and existing risks and issues as they arise.

## 2.6 Realising the benefits of the RAA

Benefits expected to be realised through the project include:

- Improved permanency planning and early identification of children with potential adoption plans
- Improved performance monitoring of children's care plans and escalation of delays
- Increase in the number of children placed on an Early Permanence (Fostering to Adopt) basis
- Reduction in the number of children for whom the permanence plan has changed away from adoption
- Improved timescales for adopter assessments
- Higher conversion rate from enquiry to approval of prospective adopters based on better understanding of the most successful routes to adoption
- Improved timescales for placing children with their adoptive families
- Improved adoption support reducing the return of children and teenagers back into care
- Improved performance measurement and management across the service
- Reduced interagency placements and fees

## 2.7 Stakeholder engagement and involvement

Consultation with stakeholders is an integral part of the Regional Adoption Agency project. The list below sets out the stakeholders that will be engaged during the project set-up phase. Their feedback will be incorporated into the future model and will continue to lay the basis for service design and amendments going forwards. It is also worth noting that many of the workstreams listed below have been engaged on this project from as early as 2016 and their feedback has informed the emerging model:

- Practice / task and finish groups: This workstream is made up of Heads of Service/Service Managers and frontline adoption staff. It includes developing the structure and practice model of the RAA.
- HR: This workstream includes mapping the as-is workforce, identifying roles, partial roles and functions that will move to the RAA, developing a new structure and job descriptions.
- IT: This includes mapping as-is IT systems, developing a practical and immediate solutions drawing on learning from other RAAs where different IT systems are used, develop approach to data sharing and scoping a future IT solution.
- Commissioning: This includes identifying existing externally commissioned services across the authorities within the scope of the RAA and making recommendations about transition arrangements.
- Finance: This includes mapping existing cost of in-scope functions, developing financial model for new RAA and proposals for reviewing the financial arrangements.
- Legal and governance: This includes ensuring the new proposed approach meets legal requirements via a partnership agreement and an agreed governance structure of the new RAA.
- Communications and engagement: This will ensure that all key stakeholders are kept up to date and are engaged in the design of the new RAA arrangements. It will include delivery of events, newsletters, workshops and communications.
- Adopter and adopted people's voice: This workstream will ensure that the voice of both adopters and adopted peoples informs the RAA delivery model. There will be several events with adopters and adopted people during both the design phase of the project, but they will also form part of the RAA governance going forwards

These on-going workstreams have multiple representations from each local authority. The involvement of staff across the wider service has been an effective way of extracting specialist knowledge, skills and tools into the development of this model in order to develop a realistic implementation plan.

### 3. RAA OPERATING MODEL

#### 3.1 Scope

The target operating model for the new RAA considers its role in the delivery of the following main services across the region:

- Recruitment and Assessment – to ensure sufficiency of adopters who can meet the needs of children requiring adoption within the region
- Permanence Planning – Identifying children whose needs would be best met through adoption
- Matching and Placement – to match prospective adopters with children in need of adoption;
- Pre and Post Placement Support – to support in a timely way children and families affected by adoption within the RAA area.

The table below sets out the RAA and LAs will work together, summarising roles and responsibilities for each:

Function	Regional Adoption Agency	Local Authority
<b>RECRUITMENT AND ASSESSMENT</b>		
Marketing and Recruitment Strategy	✓	
Adopter Recruitment and Enquiries	✓	
Assessment of Prospective Adopters – all Stage One and Stage Two functions	✓	
Completion of Prospective Adopter Report	✓	
Agency Decision Maker for approval of adopters	✓	
Post approval training	✓	
Matching	✓	

Function	Regional Adoption Agency	Local Authority
Post Placement training for Prospective Adopters	✓	
<b>PERMANENCE PLANNING</b>		
Early identification of a child possibly requiring adoption	✓	✓
Tracking and monitoring the child possibly requiring adoption	✓	✓
Support and advice to childcare social worker on the adoption process	✓	✓
Sibling or other specialist assessments if commissioned by LA	✓	✓
Direct work to prepare child prior to placement	✓	✓
Preparation of the Child Permanence Report		✓
Agency Decision Maker for "Should be placed for Adoption" decisions		✓
Case management prior to the point agreed by the LA ADM		✓
Case management from point agreed by the LA ADM		✓
<b>MATCHING AND PLACEMENT</b>		
Family finding	✓	
Looked After Child reviews	✓	✓
Shortlist potential families	✓	
Visit potential families	✓	✓
Organising child appreciation day	✓	
Ongoing direct work to prepare child prior to placement		✓
Adoption Panel administration and management	✓	
Agency adviser role (for adopter approvals)	✓	
Agency Decision Maker for Matching prospective adopters and child		✓
Placement Planning meeting administration and management of introductions	✓	✓
Support to family post placement and planning and delivery of adoption support	✓	✓
Ongoing life story work and preparation of Life story book	✓	✓
Independent Review Officer monitoring of quality of child's care and care plan		✓
Support prospective adopters in preparation and submission of application for Adoption Order – including attending at court	✓	✓
Preparation of later life letter	✓	✓
<b>ADOPTION SUPPORT</b>		
Assessment for adoption support	✓	
Developing and delivering adoption support plans	✓	
Agree and administer financial support to adoptive families pre and post Adoption Order		✓

Function	Regional Adoption Agency	Local Authority
Adoption support delivery including: <ul style="list-style-type: none"> <li>• Support groups</li> <li>• Social events</li> <li>• Post adoption training</li> <li>• Independent Birth Relative services</li> <li>• Support with ongoing birth relative contact</li> <li>• Adoption counselling and training</li> </ul>	✓	
Financial support to adopters including adoption allowances		✓
<b>NON-AGENCY ADOPTIONS</b>		
Stepparent/partner adoption assessments	✓	
Inter-country adoption assessments and post approval and post order support	✓	

### 3.2 Overview of the Proposed Organisation and design principles of the RAA

#### Design Principles

Several principles have influenced the delivery model:

#### Close relationships with children's social workers

These will be promoted through the maintenance of the local base alongside; joint tracking, monitoring meetings and joint practice workshops. In order to ensure identification of children who may require adoption, a single permanence tracker and information sharing process will be developed on best practice principles. The RAA will aim to provide a seamless service working in partnership with children's social workers. The service will also provide training, advice and support for workers in each Local Authority on all adoption matters, including completion of Child Permanence Reports and Life Story Books.

#### Innovation and service improvement

The increased size of the service allows for innovation in all areas. Recruitment of adopters across a wider geographical area allows for a targeted approach based on an understanding of local need. A dedicated communications service will be able to provide low cost and effective promotions. As well as improved options for matching, the family finding team will be able to focus on development and promotion of early permanence options. Adoption support will benefit from the development of a core early intervention offer across the region through use of a team of workers with specialist skills. It will encourage the use of creative packages of support, including working with voluntary adoption agencies and clinicians. Innovation through co-production; investment in staff and an understanding of research and the evidence base will be developed as part of a learning culture within the organisation.

#### Flexible and responsive service

The service will develop an ability to provide a flexible response through service review; innovation; cross team working and development of strong partnerships.

#### Investment in Staff

Development of a Regional Adoption Agency allows staff to develop skills within a larger organisation with a single focus on Adoption. The larger service also provides a clear promotion route for adoption specialist workers. The organisation will embed a learning culture and ensure investment in staff to meet the ever-changing demands for adoption services. The service commitment to co-production of service development reflects the value placed on the voice of staff.

#### Adopter Voice and the voice of the child

The service will incorporate the adopter and child voice at the heart of all activity. All best practice evidence shows that development of direct and virtual adopter forums and means of direct communication with children improves service delivery and has a positive effect on adoptive family



satisfaction. Adopters often comment on the importance for them of peer networks and safe places for adopters and adopted children to meet.

### **Positive engagement with all partners and stakeholders**

The service will engage positively with all partners in both statutory and voluntary sectors to ensure service providers meet their obligations and provide the best possible services to our adopters. The service will also work with agencies such as the courts and CAFCAS to develop mutual understanding, improve services and challenge where appropriate.

### **Provision of Value for Money**

Economies of scale will reduce spend on areas where efficiencies may be made. Improved adopter recruitment will reduce spend on inter-agency fees. Improved rates of leaving care for adoption and timeliness in placement for adoption will provide savings in in-house budgets for all Local Authorities.

## **3.3 Property Implications**

### **Property Implications**

The property implications for each of the local authorities remain unchanged as staff will be retaining their local bases and there will be no need for extra space. Each local authority will agree this amount of desk space in the RAA partnership agreement.

## **3.4 IT implications**

### **Proposal regarding Adopters records**

- The number of open adopter records (households) is estimated at 40 for both Medway and Bexley, and 164 for Kent.
- Due to the volume of adopter's data with each Local Authority, and the desire for minimal disruption with the implementation of the RAA, it is proposed that Kent's version of the Liquid Logic Children's system (referred to as 'Liberi') is used. This system has been in use within Kent County Council since 2013 and there are robust processes already in place for recording, reporting and identifying data quality issues. Use of one system is the simplest approach, and will simplify the processes for reporting, both across the RAA and for the statutory reporting to the Adoption Leadership Board. It will also ensure that performance monitoring and case tracking can be put in place within a very short timescale and is achievable for 1<sup>st</sup> April 2020.
- If this proposal is accepted all adopters' records to 31st March 2020 will be held by the individual Local Authorities, but all new adopters from 1st April 2020 and those in the adoption process at that time will be recorded on the Liberi system.
- This will require a migration of current adopters and those in the recruitment process within Bexley and Medway onto the Liberi System. Given the relatively low volume it is proposed that this is done manually. This will also ensure that all required information is obtained and validated prior to data loading.

### **Proposal regarding Children's Adoption Records**

- For Children's Adoption records it is recommended that each Local Authority retain the use (and maintenance) of their existing system but that information is shared to provide a "view" of the data for the purposes of matching children to prospective adopters, for tracking of adoption milestones and to provide an overview for performance monitoring.
- The proposed solution will be provided with Power BI and will be developed by Kent County Council. This will require all three Local Authorities to populate a shared "work area" within Power BI with their children in the adoption process. The frequency of the updates will need to be agreed but the minimum requirement will be weekly.
- This solution will be the first of its kind within Kent County Council (utilising Power BI to share data across partners) and as such will require a formal Data Protection Impact Assessment and information sharing agreement. It will also require a security risk assessment.
- The solution will depend on available resourcing within Cantium Business Solutions so formal agreement on this as the preferred approach is required as soon as possible. This will allow for resources to be identified.

### 3.5 HR Implications and activities

Although there will be no TUPE transfer or secondment of staff and therefore no *formal* consultation on the RAA model, there remain several HR implications and activities associated with the formation of the RAA under a partnership arrangement:

Implication	Activity
Staff will be on different terms and conditions performing the same / similar roles across the RAA footprint	The HOS and HR leads will undertake informal consultation with staff to explain
Administration and support roles are corporately provided	The RAA will need to consider whether it wants to ringfence admin posts or continue with corporately provided admin from all 3 LA's
There are 3 sets of HR procedures for the HOS to work with and manage the staff under	The RAA will have to work within this structure. Initial indications suggest that this will not create extra work or delay
A few staff may be working across both the RAA and their LA, with 2 managers. For example, as SGO is not in scope of the model some staff may be split 0.5FTE and 0.5 FTE across both the RAA and LA.	Ensure this is covered in consultation with staff. The HOS will build relationships with local authority managers to ensure time is allocated appropriately for these staff
There will need to be a process for agreeing who employs new starters when a member of staff leaves, or a new role is created. Similarly, there will need to be a process for merging posts.	The HOS, HR leads, and partnership board will agree a process for this
There are 3 separate change management procedures	HR leads have agreed that there will be a single approach for some situations. HR leads will agree this with HOS prior to go-live
The RAA HOS will need delegated authority to determine staffing structures, job functions and descriptions, and adoption operational practices	The RAA executive board will agree this delegation and requirements for any approval through the partnership agreement

### 3.6 Communications, Marketing and PR

The Executive Board will agree which Local authority will lead on the Communications, Marketing and PR work stream for the partnership. The development work will be funded through the DfE grant funding and once the RAA is established through a centralised budget, composed of the funds that currently go towards this activity, locally in each of the partner LA's. Work is currently being undertaken, in consultation with staff from all three authorities to design and shape the communications and marketing strategy and delivery for the RAA going forwards. The RAA intends to use the approaches listed below and other models of good practice to ensure the RAA has an effective communications and marketing strategy.

In 2013, the Department for Education commissioned Kindred to carry out a research study to identify effective communication and marketing channels that should be used when engaging with potential adopters in order to, ultimately, encourage them to adopt a child. Their findings provide insight into the common demographics, motivations and attitudes towards adoption. They have also developed six key phases of the adoption journey and have recommended the use of different channels and messages for each phase. The idea being, an appropriate mix of channels is an important factor to a successful marketing campaign. For example, one agency ran a press advertising campaign in local newspapers and lifestyle magazines. A radio and digital advertising campaign ran alongside this; all contributing to a 65% increase in enquiries on same period in the previous year.

Kindred's Journey Phase:

Role of marketing/communications	Key channels
<b>PHASE ONE: Initial trigger/motivation</b>	
Raise awareness to prompt consideration	Editorial coverage Advertising Friends and family
<b>PHASE TWO: Fact-finding and research</b>	
Inform potential adopters about the process	Websites Online search Information packs Information events
<b>PHASE THREE: Deeper engagement</b>	
Provide information about the realities of adoption	Social media Online forums
<b>PHASE FOUR: The decision</b>	
Reinforce a positive decision	May revisit channels and information accessed previously  'Keeping in touch' channels e.g. newsletters
<b>PHASE FIVE: The process and adoption</b>	
Keep updated and provide emotional support	Agency channels Peers
<b>PHASE SIX: After care</b>	
Create advocates for use in future communications	Mentor schemes Networking opportunities

Kindred's findings have been used to benchmark the effectiveness of marketing campaigns in reaching key audiences, tackling their barriers towards adoption and motivating them to engage. Drawing on best practice from Kindred's evidence-based research and in line with this regionalised model, the RAA will facilitate a coordinated delivery of marketing and recruitment and use a number of communication platforms to appeal to prospective adopters. This may include:

- **Radio advertising:** A call-to-action via a local radio station that matches the RAA target audience
- **Poster campaigns:** Posters placed in local libraries, community centres and other areas with a community focus.
- **Direct mail/leafleting:** Distributed at libraries, sports centres, cultural venues, post offices and doctors' surgeries, religious or community groups.
- **Branding:** An RAA logo will be developed and this will be followed with a catchy strapline to be used on all marketing materials.

- **Editorial content:** Feature in magazine articles and newspapers.
- **Single door:** A centralised specialist marketing team to receive all recruitment enquiries via the website, email dedicated phone line.
- **Website:** A centralised, digital platform for potential adopters to have access to information, advice and guidance as well as connect with other adopters. Based on best practice research the website will feature:
  - Networking forum for adopters/potential adopters
  - FAQ page
  - Use of visual images for adoption processes
  - Information on upcoming events & training sessions
  - Adoption support tools & techniques
  - Search engine optimisation
  - Engaging Blogs posted by adopters
  - Sophisticated, modern design and layout
  - Bitesize information with easy to understand language
  - Real life stories & experiences of people who have successfully adopted
  - Videos/vlogs
- **Other Social media Channels:** Strong emphasis on digital marketing via social media channels including Facebook, Twitter and YouTube.
  - Facebook & Twitter: Interactive platform to share real-life stories and facilitate deeper engagement use of visual images, blogs and hashtags.
  - The most used adoption-related hashtags over the past 12 months on social media in the UK are:
    - #adoption (208,000 mentions)
    - #familylaw (50,900 mentions)
    - #adoptionprocess (35,600 mentions)
    - #adoptionawareness (12,000 mentions)
    - #nationaladoptionweek (3,500 mentions)

YouTube: based on Kindred's recommendations, YouTube can have a key

### 3.7 Proposed Governance Arrangements

The governance structure and arrangements will be comprised of the following forums:

#### ➤ RAA Partnership Board

The Partnership Board will be responsible for providing effective oversight of the partnership agreement.

The Board will approve the Annual Report of the RAA to be presented to the Partner Council's Cabinet Committees.

The Board will also enable effective overview and support for the collaborative working arrangements between the Voluntary Adoption Agencies (VAA's), Adopters and partner local authorities.

The Board will set and review the strategic objectives of the RAA and monitor service delivery of the key priorities of the partnership, that is to:

- Securing good and timely adoptive placements for children to avoid delay and unnecessary time spent in care
- 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 & effectiveness.

The Head of the RAA will provide the Partnership Board with a report on a regular basis to be agreed detailing summary management information as part of the performance monitoring agreement that will include:

- Service delivery performance; including local area performance
- Financial performance
- Audit and assurance activities

Partner Councils will individually provide the RAA Partnership Board with a report on a quarterly basis detailing their Council's performance of the co-dependencies that will include:

- Key performance indicators relating to safeguarding pressures and overall children's services demand; and
- Pre-court proceedings activities and performance

Partner Councils will produce a joint update at a frequency to be agreed by the partnership board, on:

- Joint working arrangements
- Inspection readiness

The Partnership Board will also:

- Provide a forum to discuss and agree strategic issues relating to the delivery of adoption services.
- Provide a forum to discuss and agree future budget setting
- To provide constructive support and challenge of the adoption system within the Kent, Bexley and Medway region, with reference to national best practice / emergent practice, to provide an opportunity for sharing, learning and continuous improvement.
- To engage with national adoption services providers, voluntary adoption agencies and broader stakeholders, to inform regional service development.
- Authorise the commissioning and initiation of new business cases and assess opportunities for future service development.
- Confirm appropriate adjustments to the Contract Baseline regarding Target Performance Levels so that they are aligned with the updated Statistical Neighbour data.
- Consider any changes to the services that arise out of proposals and ensure that they are dealt with as a Variation in accordance with the Partnership Agreement.

#### Decision Making

- Made by consensus between the Directors of Children's Services.
- This cohort are primary funding partners and have shared responsibility for performance of adoption services as measured in published statutory performance information and in Ofsted inspection. They therefore form the voting members of the group.
- In the event of a continuing dispute, the Board will refer to the formal dispute resolution process detailed within the Partnership Agreement.

#### Chair

- A Director of Children's Services of one of the partners will Chair the Partnership Board and this role may be rotated at agreed intervals.

Membership will consist of voting representatives, who are the Directors of Children's Services and advisory representatives, such as:

- Finance Leads for each Partner Council
- Chair of Quality Assurance Group
- Performance Lead for the RAA
- Adopter representative
- Head of RAA
- Assistant Director for each partner

### ➤ **Quality Assurance Group – a sub-group of the Partnership Board**

The Quality Assurance Group will be responsible for monitoring performance and identifying performance issues at an early stage so that potential issues can be resolved in an efficient and effective manner. It will be responsible for holding all partners to account in respect of performance outcomes for children and adopters and financial management.

The precise details of the group, including roles & responsibilities will be determined by the Partnership Board.

### ➤ **Annual Review**

The Annual Review Meeting will be an expansion of the RAA Partnership Board meeting. This meeting will act as the primary vehicle to discuss, further develop and agree the strategic and specific objectives for the year ahead.

The Annual Review meeting will be held in accordance with the terms detailed within the Partnership Agreement. Past performance will be reported, with summary of the highlights and lowlights of the year, but the focus will be on supporting the continued development of adoption services within Kent, Bexley and Medway, whilst ensuring alignment with partner organisations aims, objectives, and budgetary capacity.

## **3.8 Legal Implications**

The RAA will be an entity in its own right underpinned by a partnership agreement setting out how the three local authorities will jointly exercise adoption service functions.

The partnership agreement will be formulated between now and March 2020 at which point, Cabinet members will be provided with a clear summary of legal implications for consideration and the decisions required to implement the partnership. The detail of the partnership agreement will be drafted and agreed in collaboration between legal leads in all three local authorities.

A further report will be presented to Cabinet, which will include details of the formation of the RAA and the delegations to enable the RAA to perform its functions.

### **A Focus on Risk Sharing**

The partnership agreement will also have a strong focus on risk sharing and financial equitability. It is crucial that no authority stands to benefit or lose out significantly as a result of the new model. The detail of the agreement will include but not be limited to the following:

- Budget setting and review
- How targets are affecting financial contributions
- Financial equitability (at the outset and over time)
- Savings reviews
- How surpluses/savings/efficiencies will be managed, drawn down and reinvested in the model

### **A Focus on Information sharing**

The IT and governance work stream will establish a clear information sharing agreement alongside the IT transition plan. The agreement will focus on how data flows will be managed in the new system to ensure timely and accurate information continues to inform the RAA performance and outcomes framework. There will be data protection impact assessments undertaken to ensure legalisation regarding data sharing and privacy are upheld.

### 3.9 Commissioning arrangements

Most commissioned services within the region fall under adoption support but the three partner authorities have very different commissioning arrangements currently. Commissioned services and adoption support in general are likely to take the longest time to align due to the complexity of the offer and the current differences in that offer. However, the following steps are being proposed to align all commissioned activity, over time, to ensure the consistency of service

- The RAA intends to align some services and subscriptions at or before 'go live' where it is possible to do so
- Where contracts allow for variations, the support offered through those contracts will be extended to the region
- In year 1 the RAA will operate "as-is" with some variations to contracts where they are both; possible and in the interests of the region
- Further transition work over years 2 and 3 to reach an aligned commissioned offer by year 3 of the model

## 4 FINANCIAL ASSESSMENT

The DFE criteria states regionalised adoption services must operate under a pooled budget arrangement with a single Head of Service managing this budget. Although, there will be no transfer of staff within the Bexley, Kent & Medway RAA region, the financial proposal is that all budgets are pooled to ensure the smooth operational management of the RAA going forwards. This will mean:

- Each LA will transfer their annual total adoption budget to the RAA.
- Each LA contribution to the RAA will be set in agreement with both the RAA Executive Board and each LA's own Medium-Term Financial Planning/Budget process.
- The RAA budget will cover all adoption related costs including:
  - Staffing related spend
  - Non-staff costs
- Each partner LA will pay for direct staffing related costs such as salary, on costs or other expenditure administered through the local authorities' payroll and recharge/invoice the RAA staffing related costs to the RAA budget on a quarterly basis.
- All other non-staffing costs or staffing costs not administered through the local authorities' payroll system will be charged directly to the RAA budget.
- The RAA budget will be managed by the RAA Head of Service who will complete monthly monitoring of the RAA budget and will request additional financial information where necessary from partner authorities
- The RAA Head of Service will report the forecast financial position regularly to the Executive Board/Partnership Board. The Board will determine how any overspend is managed/funded or how any underspend should be spent/returned to the partner local authorities.

It is proposed the RAA budgets will be pooled from 1<sup>st</sup> April 2020 in line with the phased implementation of the RAA ahead of the proposed "Go Live" date in October. Therefore, the Head of the RAA will be delegated authority to manage the RAA budget from April 2020.

### Budget

The RAA partnership is committed to the principle there will be no overall increase in the total adoption budget across the three local authorities in year one of the RAA. To this end, each LA will contribute its 2019-20 adoption budget plus additional budget for the 2020-21 pay award. The RAA Head of Service will manage this budget in order to affect the smooth running of the RAA. In future years, the RAA will move to a demand led spending model, which may increase / decrease the contribution from each LA, but this will be agreed by the executive board in line with an equitable formula.

The draft annual budget for the RAA and total contributions from each local authority for year one is set out below. This estimated budget is based on 2019-20 budgets only and will need to be updated to reflect final budgets including the 2020-21 pay award. The budget for the RAA will be set using the following principles:

- Adoption budgets relating to recruitment, family finding, adoption panels, post adoption support and management costs will be transferred to the RAA in year 1
- The following budgets will not be transferred to the RAA in year 1 and will remain the responsibility of the respective local authority. This position will be reviewed on an annual basis to agree the future options:
  - Special Guardianship orders and associated support
  - Adoption administration services
  - General Overheads/ Centralised costs including building costs, ICT, HR & finance support, Training
  - Adoption allowances
  - Senior management costs (Director & Assistant Director)
- Staffing budgets are based on actual costs of permanent staff, and vacant posts will be set at mid-point.
- It is expected the RAA will be responsible for all costs of running the after 1<sup>st</sup> April 2020, this would include additional staffing costs resulting from maternity cover, sickness or agency usage. An exception to this is where an authority is using agency staff to cover a vacancy as at 1<sup>st</sup> April 2020, this is expected to be a temporary arrangement and the respective authority will cover the additional costs of the agency staff member until a longer-term solution is agreed.
- The RAA budget will be split into two parts:
  - The budgets for recruitment, adoption panels and other management costs will operate as a pooled budget from year one.
  - The Adoption Support budget will also be transferred to the RAA from year one, but each Local Authorities budget will remain separately managed under the RAA until the commissioning plan for the adoption support service is unified across the three authorities.

The total net budget for the RAA is estimated to be £4.2m in 2019-20 of which £1.3m relates to adoption support. These figures do not include expenditure funded from the Adoption Support Fund. ASF income will be generated by the RAA and used to fund specific adoption support costs.

Local Authority Draft Net Budget to be transferred to the RAA £'000s	Total recruitment, adoption panels and management net budget 2019-20 £'000s	Total adoption support net budget 2019-20 £'000s*	Total 2019-20 net adoption budget to be transferred to the RAA £'000s
Bexley	399.9	164.8	564.8
Kent	1,951.1	1,004.8	2,955.9
Medway	552.0	113.8	665.8
Total	2,903.0	1,283.4	4,186.5

\*Expenditure funded from the Adoption Support Fund will also be transferred to the RAA (this is fully funded from the ASF income). Income and expenditure from the ASF is not cash limited by any of the authorities and so is not shown in the figures above.

### Interagency placement budget and approach

Existing budgets for interagency placements will be transferred to the RAA in year one. This will be reviewed in future years alongside the demand lead funding model. It is recognised the three partner authorities have different approaches to the use of interagency placements and a process will be used to ensure local authorities are not disproportionately impacted by the transfer of this service to the RAA in year one. At 'go-live' each authority will have a number of approved and waiting adopters to transfer to the RAA, along with a number of children awaiting an adoption placement. The Executive Board will agree an approach to ensure each local authority is suitably financially compensated.



## **Future years**

The RAA Partnership Board will decide the exact mechanisms and processes for budget review through the partnership agreement. The RAA budgets will be reviewed annually in line with Local Authorities Medium Term Financial Planning process. At the end of year one, this review will include a view of overheads to ensure no partner authority is significantly negatively impacted from the creation of the RAA and the expansion of the RAA to include other services such as administration.

The RAA intends to move towards a fully demand led formula for budget setting by the end of year three at the latest. A demand led formula will likely mean the contributions from each local authority will change over time, as the contribution will more closely reflect usage of the RAA between the three authorities. An equitable formula for demand led budget setting will need to be agreed through the partnership board but early indications suggest that future budgets will be set in line with either the number of placement orders or number of adoptions in each partner authority.

**Bexley, Kent & Medway RAA - Project Plan**

Workstream	Action	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20
Executive Board	Monthly meetings												
	Establish new-partnership board / governance												
	Monthly partnership board meetings ahead of implementation												
	Draft and agree cabinet reports												
	Cabinet report sign-off												
Operational Board	Head of RAA to meet with Heads of Service and key workstream leads												
	Task and finish groups												
Finance	Agree financial envelope for RAA through executive board												
	Agree approach to interagency fees												
	Hosted comms, IT, finance and performance functions mapped, costed and agreed												
	Agree budget review process and transfer mechanisms												
Commissioning	Scope commissioned offer												
	Agree commissioning approach for RAA												
	Agree commissioning plan for RAA through executive board												
ICT	Source information on current systems												
	Agree system solution to joint IT												
	Implement changes to IT systems												
Engagement	Staff engagement forums												
Communication (external / partners)	Identify all partner / external stakeholders												
	Meet with stakeholders pre and post sign-off												
Governance	Draft partnership agreement												
	Agreement approved by Operational Board												
	DCS sign-off												
HR	Design service model												
	Draft change management protocols												

	Informal staff consultation																	
	HOS recruitment																	
Performance	Develop schedule of required performance																	
	Begin cross LA quality assurance meetings																	

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**From:** Richard Long, Cabinet Member for Education and Skills  
 Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

**To:** Children's, Young People and Education Cabinet Committee – 10 January 2020

**Subject:** Proposal to expand Pilgrims Way Primary school, Pilgrims Way, Canterbury, Kent, CT1 1XU by increasing the Published Admissions Number (PAN) from 45 places to 60 places from September 2021.

**Decision No:** 20/00007

**Classification:** Unrestricted

**Past Pathway of Paper:** None

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

**Electoral Division:** Canterbury City South – Ida Linfield

**Summary:** This report informs members of a proposal to expand Pilgrims Way Primary School from 45 place to 60 places in September 2021.

**Recommendation(s):**

The Children, Young People and Education Cabinet Committee is asked to consider and endorse, or make recommendations to the Cabinet Member for Education and Skills on the proposal to expand Pilgrims Way Primary School, Pilgrims Way, Canterbury CT1 1XU increasing the Published Admissions Number (PAN) from 45 places to 60 places from September 2021.

**1. Introduction**

- 1.1. Kent County Council (KCC) as the Local Authority has a duty to ensure sufficient school places are available. The County Council's commissioning plan for Education Provision in Kent 2019-2023 is a five-year rolling plan which is updated annually. It sets out our future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent. A copy of the plan can be viewed from this link:

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

- 1.2. The Kent Commissioning Plan for Education 2019-2023 identifies a need for additional places in the Canterbury City Planning Area from 2021 this is due to pressures from new housing developments in Canterbury City and specifically the private development on the former Howe Barracks Site. This development will produce a total of 500 new homes. In addition to this, the refurbishment of former army houses by Redbridge Council is resulting in 38 new families moving in from November 2019. To mitigate the need for places, it is proposed that Pilgrims Way will expand by 0.5 forms of entry (FE) to become a 2FE

Primary school. Pilgrims Way is the nearest primary school to these developments and was named for any developer contributions linked to the development of private housing on the former barracks site

- 1.3. Canterbury City Council Local Plan identifies 16,000 new homes over the plan period to 2031. 8,737 are planned for the Canterbury area, with 6,533 in the Canterbury City Primary planning area where Pilgrims Way Primary School is located.
- 1.4. Pilgrims' Way Primary School was registered as a new school on 1st May 2018 and is part of the Veritas Academy Trust. They are awaiting their first Ofsted inspection. Currently Pilgrims Way has 261 on the school roll with 31 on the nursery roll totalling 292 (May school census 2019)

## **2. Proposal**

- 2.1. It is proposed to permanently expand Pilgrims Way Primary School from 315 places (1.5FE) to 420 places (3FE). The PAN for the school will increase from 45 to 60 for Reception Year entry in September 2021 and subsequent years.
- 2.2. A planning application is expected to be submitted in January 2020 and will provide the school with 2 new classrooms, refurbishment of current classes and facilities and an extension to the main hall. It also includes relocation of the reception area to enable the creation of a community/meeting room. This work would be completed before September 2021 and will enable the school to offer 60 Year R places for September 2021.
- 2.3. This report sets out the results of the public consultation, which took place between 4 October 2019 and 22 November 2019. The consultation was carried out by the Governing Body and Veritas Academy Trust.

## **3. Alternative Proposals**

- 3.1. Pilgrims Way Primary School has the capacity on its current site to expand by 0.5FE and meet the needs of the planned housing in the Primary Planning Area. Other schools in the planning area do not have the capacity to expand.
- 3.2. Pilgrims Way is the nearest primary school to the Howe Barracks developments and was named for any developer contributions linked to the development of private housing on the former barracks site

## **4. Financial Implications**

### **4.1. Capital**

- 4.1.1. A feasibility study has been carried out which estimates the costs for this proposal to be £1.9m. funded by the CYPE Basic Need Capital Budget and Developer Contributions.
- 4.1.2. £81,473.63 in developer contributions has been collected by Canterbury City Council towards the 0.5FE expansion of Pilgrims Way Primary School. A further £843,560 is expected but not received and £4,986 has been requested but not agreed. A total of £930,019.63 is therefore expected from developer contributions towards the expansion.

4.1.3. Up to £2,500 is provided for each newly provided learning space for ICT equipment from the Capital budget. Totalling £10,000 for this project.

4.1.4. In line with the agreement of the Cabinet Committee on 7 May 2019, the capital figure here is an estimate for information only. Subject to Members support for the proposal to progress, these estimates will be refined as detailed work is undertaken and the scheme progresses through the planning process. Following receipt of planning permission, the refined cost estimate will be presented to the Infrastructure Commissioning Board and the Cabinet Member for Education and Skills for a key decision to be made.

#### **4.2. Revenue**

Should the scheme progress, £6,000 per new learning space will be provided to the school from the DSG revenue budget towards the cost of furniture and equipment. For this proposal it is estimated that a total of £24,000 will be provided.

#### **4.3. Human**

The school will appoint staff as appropriate as it grows over the years.

### **5. Vision and Priority for Improvement**

This proposal 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)’.

### **6. Consultation**

6.1. An education consultation was held undertaken from 4 October 2019 to 22 November 2019, with a drop-in event was held on the 18 November and included the pre planning consultation.

6.2. The consultation document was distributed to parents/carers, school staff and governors, schools in the Canterbury District, County Councillors, Local MP, Diocesan Authorities, Canterbury City Council and other interested parties. The consultation document was posted on the School’s website and on KCC’s website and the link to the website was widely circulated.

6.3. A total of 5 written response were received by Vertitas Academy Trust during the consultation period. All were supportive of the proposal and a summary and analysis of the responses is provided in appendix 1

6.4. A total of 28 local residents attended the drop-in session on 18 November with 8 written responses received. A summary of the responses received at the drop-in session is provided in appendix 2.

### **7. Views**

#### **7.1. The Local Member**

The Local Member supports the proposed expansion of Pilgrims Way Primary School on condition a Road Crossing is provided to ensure the safety of pupils crossing the A257.

#### **7.2. The view of the Headteacher and Governing Body:**

Pilgrims Way Primary School its Governing Body and Veritas Academy Trust support the plans to expand the school and build two additional classrooms Moving to 2 form entry, will provide school places for local children, enabling the LA to meet the need for extra school places in the locality and will secure the long- term financial viability of the school.

### **7.3. Area Education Officer**

The Area Education Officer for East Kent fully supports this proposal and, having considered other commissioning options, is of the belief that this enlargement is not only necessary, but the most cost-effective and sustainable solution to increased demand in the local area.

### **8. Conclusions**

The proposed expansion of Pilgrims Way Primary School will provide additional primary places in the Canterbury City planning area, where pressure on places has been identified. The increase is also linked to new housing proposed at the former Howe Barracks Site. This Proposal will add an additional 105 places to the school's capacity and is in line with our vision to ensure that children and young people in Kent get the best start in life as set out in KCC's Strategic Statement 2015-20 'Increasing Opportunities, Improving Outcomes' and the 'Commissioning Plan for Education – Kent' (2019 – 2023).

### **9. Recommendations**

The Children's, Young People and Education Committee is asked to consider and endorse, or make recommendations to the Cabinet Member for Education and Skills on the proposal to expand Pilgrims Way Primary School, Pilgrims Way, Canterbury CT1 1XU increasing the Published Admissions Number (PAN) from 45 places to 60 places from September 2021.

### **10. Background Documents (plus links to document)**

- 10.1. Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020  
[https://www.kent.gov.uk/\\_data/assets/pdf\\_file/0005/29786/Kent-County-Council-Strategic-Statement.pdf](https://www.kent.gov.uk/_data/assets/pdf_file/0005/29786/Kent-County-Council-Strategic-Statement.pdf)
- 10.2. Kent Commissioning Plan for Education Provision  
<https://www.kent.gov.uk/education-and-children/schools/education-provision/education-provision-plan>
- 10.3. Equality Impact Assessment – Attached
- 10.4. DPIA Screening Assessment – Attached

### **11. Contact Details**

Report Author:  
Marisa White  
Area Education Officer – East Kent  
Tel number 03000418794  
[Marisa.white@kent.gov.uk](mailto:Marisa.white@kent.gov.uk)

Relevant Director:  
Keith Abbott  
Director of Education Planning and Access  
03000 417008  
[Keith.Abbott@kent.gov.uk](mailto:Keith.Abbott@kent.gov.uk)



**Summary of Written Responses**

- **Proposal to expand Pilgrims Way Primary school by 0.5FE from 1.5FE t 2FE**

Consultation information was distributed to:

- All Parents/Carers, Governors and Members of Staff at Pilgrims Way Primary School, Canterbury
- All schools in the Canterbury District;
- Elected representatives;
- Diocesan Authorities
- Other interested parties.

**School Responses**

A total of 5 written responses were received by Pilgrims Way Primary School and they were all supportive of the proposal.

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

No additional comments were made on the response forms.

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## Pilgrims' Way Primary School Expansion

Feedback from Pre-planning Application Public Consultation 19<sup>th</sup> November 2019

Are you:

Activity	Number of drop ins	Number of respondents
	28	8
<b>Of which: Parent</b>		
<b>School Staff</b>		
<b>Site User</b>		
<b>Neighbour</b>	28	8
<b>Other</b>		
<b>Not Noted</b>		

Please select one of the following – space is available overleaf if you would like to add more detail, please ask for extra paper if you require it:

I support the plans	2
I generally support the plans but have some concerns	6
I do not support the plans	
I don't know / don't mind	

Comments, concerns and feedback:

Respondent	Comment
1	Currently there are many cars parked when school starts and finishes. Often parking across driveways, albeit with drive in occupation.
2	We would like to see improvements in environmentally public transport, perhaps with the use of electric eco buses
3	No comments
4	I am concerned about construction traffic using the land adjacent to the allotments
5	I don't have an issue with the new build and refurbishment, but I am concerned about construction traffic and additional drop off and pick up.
6	My only concern is additional traffic from new parents
7	Parkside is 150 pupils undersubscribed
8	Review bus times. Currently there is a bus a 3pm when school finishes at 3.15pm then no bus until 5.15pm

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

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

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

Proposal to make the following changes to Pilgrims Way Primary School

- expand the school from 315 places to 420 places increasing the published admission number (PAN) from 45 to 60 for Reception Year entry in September 2021.

**Responsible Owner/ Senior Officer:** Marisa White

**Version:** 1

**Author:** Lorraine Medwin

**Pathway of Equality Analysis:** N/A

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

- **Context**

KCC as the Local Authority has a statutory duty to ensure sufficient school places are available. The County Council's Commissioning Plan for Education Provision in Kent 2019-23 is a five-year rolling plan which is updated annually. It sets out our future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent. A copy of the plan can be viewed from this link:

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

The project is for the provision of additional primary school places in an area identified as needing additional places. Canterbury City Council in their Local Plan identifies 16,000 new homes over the plan period to 2031. 8,737 have been identified in Canterbury area, with 6,533 in the Canterbury City Primary planning area where Pilgrims Way is located. The 2019-2023 Kent Commissioning Plan identifies the need for addition Year R place from 2021 in the Canterbury City Primary Planning Area (see table 1.1)

Table 1.1

Planning Group name	2017-18 capacity	2017-18 (A)	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Canterbury City	475	67	73	39	37	-23	-41	465
Marshside	104	2	7	2	0	-19	-24	104
Bridge, Barham & Adisham	110	11	14	7	10	10	4	110
Littlebourne & Wickhambreaux	35	5	-3	0	-2	-2	-3	30

Pilgrims Way has been identified as a school which can be expanded from 1.5 forms of entry (FE) to 2FE to meet this need.

We are proposing to permanently increase the size of the school to provide 15 additional places per year group, so the school will have two classes of 30 in each year. It is planned that the expansion would be gradual, in order to maintain the character and ethos of the school. An extra 15 places in reception year would be added each year starting in September 2021, when the published admission number would increase from 45 to 60. The school capacity would grow each year as indicated in the table below, finally reaching a capacity of 420 in 2027.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
2021/22	60	45	45	45	45	45	45	330
2022/23	60	60	45	45	45	45	45	345
2023/24	60	60	60	45	45	45	45	360
2024/25	60	60	60	60	45	45	45	375
2025/26	60	60	60	60	60	45	45	390
2026/27	60	60	60	60	60	60	45	405
2027/28	60	60	60	60	60	60	60	420

### Aims and Objectives

- Ensure that there are sufficient Primary School places for children in Canterbury.
- Ensure the future financial viability of the school as a 2FE Primary school.

### Summary of equality impact

No adverse impacts have been identified at this stage; however, the outcome of the public consultation and community consultation will enable the Local Authority to test out these assumptions.

Positive impacts have been identified are:

- Sufficient local primary provision for children in Canterbury to meet the growing need from new housing.
- Future financial viability of the school.

### Adverse Equality Impact Rating **Low**

#### Attestation

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

#### Head of Service

Signed:

Name: Marisa White

Job Title: Area Education Officer – East Kent

Date:

#### DMT Member

Signed:

Name: Keith Abbott

Job Title: Director

Date:

**Part 1 Screening**

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

Protected Group	Please provide a <b>brief</b> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqlA	Medium negative impact Screen	Low negative impact Evidence	High Positive Impact Evidence
<b>Age</b>				Positive for the local community and therefore local children as the proposed enlargement will allow more families to access their local school.
<b>Disability</b>				There will be more places available to meet the needs of children in the local area, including those with SEN and/or disability. The new accommodation to provide facilities for the additional pupils will be compliant with the Equality Act 2010
<b>Gender</b>				Positive for <b>all</b> primary aged children within the local community including white British boys from lower socio-economic backgrounds (lowest achieving groups in educational outcomes in Kent)
<b>Gender identity/ Transgender</b>				Positive for <b>all</b> primary aged children within the local community
<b>Race</b>				Positive for <b>all</b> primary aged children within the local community
<b>Religion and Belief</b>				The school curriculum covers all religions.
<b>Sexual Orientation</b>				n/a
<b>Pregnancy &amp; Maternity</b>				n/a
<b>Marriage &amp; Civil Partnerships</b>				n/a
<b>Carer's Responsibilities</b>				n/a

## **Part 2**

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

#### **Protected groups**

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

The Information and Data used to carry out the assessment is published data on pupil numbers.

- 2018 School Summary Sheet
- 2019 Census data
- School performance data
- Data relating to children and young people with specialist educational needs and /or disabilities.

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

Consultation on the proposal and pre planning consultation will be with the community and other stakeholders including the following groups:-

- Parents/carers at Sunny Bank Primary school.
- Primary Schools in Swale
- Nursery Schools in Sittingbourne
- KCC Members
- Canterbury City Council.
- General public.

#### **Analysis and information on Pilgrims Way Primary School**

Pilgrims' Way Primary School was registered as a new school on 1st May 2018 and are awaiting their first inspection.

Currently Pilgrims way has 261 on the school roll with 31 on the nursery roll totalling 292 (May school census 2019)

33.9% Free School Meals  
11.3% SEN Support  
29.1% EAL

#### **The Community**

Pilgrims Way Primary School comes within the Barton ward in Canterbury

For more detail on the community visit –  
<http://www.kent.gov.uk/about-the-council/information-and-data/Research-and-figures-about-Kent/area-profiles>



**Adverse Impact,**

No adverse impact identified.

Positive Impact:

- Sufficient local primary provision for children in Canterbury to meet the growing need from new housing.
- Future financial viability of the school.

**JUDGEMENT**

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

**Internal Action Required**            ~~YES/NO~~

There is potential for adverse impact on particular groups and we have found scope to improve the proposal...

**Equality Impact Analysis/Assessment Action Plan**

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

**Have the actions been included in your business/ service plan?**

Yes/No

Appendix

Please include relevant data sets

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

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

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

From: **Richard Long, Cabinet Member for Education and Skills**  
**Matt Dunkley, CBE, Corporate Director of Children, Young People and Education**

To: **Children's, Young People and Education Cabinet Committee – 10 January 2020**

Subject: **Proposal to expand Water Meadows Primary school, Shaftesbury Road, Hersden, Canterbury, Kent, CT3 4HS by increasing the Published Admissions Number (PAN) from 15 places to 30 places from September 2020.**

Decision No: 20/00008

Classification: **Unrestricted**

Past Pathway of Paper: **None**

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

Electoral Division: **Herne Village and Sturry – Allan Marsh**

**Summary:** This report informs members of a proposal to expand Pilgrims Way Primary School from 15 places to 30 places in September 2021.

**Recommendation(s):**

The Children, Young People and Education Cabinet Committee is asked to consider and endorse, or make recommendations to the Cabinet Member for Education and Skills on the proposal to expand Water Meadows Primary school, Shaftesbury Road, Hersden, Canterbury, Kent, CT3 4HS increasing the Published Admissions Number (PAN) from 15 places to 30 places from September 2020.

**1. Introduction**

1.1. Kent County Council (KCC) as the Local Authority has a duty to ensure sufficient school places are available. The County Council's commissioning plan for Education Provision in Kent 2019-2023 is a five year rolling plan which is updated annually. It sets out our future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent. A copy of the plan can be viewed from this link:

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

1.2. The Kent Commissioning Plan for Education 2019 -2023 identifies a need for additional places in the Marshside Primary Planning Area from 2020. This is due to pressure from new housing in Sturry and Hersden which has already commenced build-out. This proposal to expand Water Meadows Primary school by 0.5FE will provide the additional places needed to accommodate pupils from these new housing developments coming forward in the planning area.

- 1.3. An additional 800 houses (currently submitted for planning) will be built adjacent to Water Meadows Primary School (Persimmon development) and land will be provided by the developer to expand the school by a further form of entry to become a 2FE primary school in the future as the need arises. Canterbury District's Local Plan proposes a total of 2055 new homes for the Marshside primary planning area for the period 2018 to 2031.

## 2. **Proposal**

- 2.1. It is proposed to permanently expand Water Meadows Primary School from 105 places (0.5FE) to 210 places (1FE). The PAN for the school will increase from 15 to 30 for Reception Year entry in September 2021 and subsequent years.
- 2.2. Water Meadows Primary school is part of Stour Academy Trust and is a 0.5FE school with a current capacity of 120 with 82 on roll, 37.1% of whom are eligible for free school meals. (May 2018 School census) Water Meadows obtained an Ofsted judgement of good in March 2019 with outstanding in Leadership and Early Years. The popularity of the school is growing year on year and for September 2019 there were 15 pupils on roll in reception.
- 2.3. A planning application has been submitted (application no: CA/19/2221 (KCC/CA/0244/2019)) and it is anticipated it will be granted mid-January. It will provide the school with 4 new classrooms and refurbishment of ICT suite and extension to the Hall. Upgrades to the drainage, water and power will be needed to accommodate both the initial 0.5FE expansion and the further 1FE expansion. The build work is scheduled to commence before the September 2020 to enable the school to offer 30 Year R places for September 2020.

## 3. **Alternative Proposals**

- 3.1. Water Meadows Primary School has the capacity on its current site to expand and meet the needs of the planned housing in the Primary Planning Area. Other schools in the planning area do not have the capacity to expand as they are on restricted sites.
- 3.2. Water Meadows is the nearest primary school to the current and future housing development. It is also adjacent to the proposed development of 800 new housing where land has been secured from the developer. Water Meadows has also been named for any developer contributions in the area.

## 4. **Financial Implications**

### 4.1. **Capital**

- 4.1.1. A feasibility study has been carried out which estimates the costs for this proposal to be £2.3m. This would be funded by the CYPE Basic Need Capital Budget and Developer Contributions.
- 4.1.2. £73517.98 in developer contributions has been collected by Canterbury City Council towards the 2 phases of expansion of Water Meadows Primary School.
- 4.1.3. An additional £955,211.32 in developer contributions is being sought for the two phases of expansion of Water Meadows Primary School.

- 4.1.4. A total of £1,028,729.30 should therefore be secured for the two phases of expansion: (1) by 0.5FE and, (2) the further 1FE expansion
- 4.1.5. Up to £2,500 is provided for each newly provided classroom for ICT equipment from Capital budget. Totalling £12,500 for this project
- 4.1.6. In line with the agreement of the Cabinet Committee on 7 May 2019, the capital figure here is an estimate for information only. Subject to Members support for the proposal, these estimates will be refined as detailed work is undertaken and the scheme progresses through the planning process. Following receipt of planning permission, the refined cost estimate will be presented to the Infrastructure Commissioning Board and the Cabinet Member for Education and Skills for a key decision to be made.

#### **4.2. Revenue**

£6,000 per new learning space will be provided to the school from the DSG revenue budget towards the cost of furniture and equipment. For this proposal it is estimated that a total of £30,000 will be provided.

#### **4.3. Human**

The school will appoint staff as appropriate as it grows over the years.

#### **5. Vision and Priority for Improvement**

This proposal 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)’.

#### **6. Consultation**

- 6.1. Water Meadows Primary School undertook a consultation during the ‘In Round’ admissions consultation in 2018/2019 to increase their PAN to 30 from September 2020. No responses were received to the consultation. A business case was submitted to the Department for Education for approval and in April 2019 Dominic Herrington, Regional Schools Commissioner approved the school request to expand by 0.5FE from September 2020.
- 6.2. A pre-planning letter drop to local residents was circulated on 13 September 2019 by Gen2. No responses were received from the pre-planning letter drop.

#### **7. Views**

##### **7.1. The Local Member**

The Local Member has been informed of the proposal.

##### **7.2. The view of the Headteacher and Governing Body:**

Water Meadows Primary School its Governing Body and The Stour Academy Trust support the plans to expand the school and build four additional classrooms. Moving to 1 form entry, will provide school places for local children, enabling the LA to meet the need for extra school places in the locality and will secure the long -term financial viability of the school.

### 7.3. Area Education Officer

The Area Education Officer for East Kent fully supports this proposal and, having considered other commissioning options, is of the belief that this enlargement is not only necessary, but the most sustainable solution to increased demand in the local area.

### 8. Conclusions

The proposed expansion of Water Meadows Primary School will provide additional primary places in the Marshside planning area, where pressure on places has been identified. The increase is also linked to new housing development in Hersden and Sturry. This Proposal will add an additional 105 places to the school's capacity and is in line with our vision to ensure that children and young people in Kent get the best start in life as set out in KCC's Strategic Statement 2015-20 'Increasing Opportunities, Improving Outcomes' and the 'Commissioning Plan for Education – Kent' (2019 – 2023).

### 9. Recommendations

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

The Children's, Young People and Education Committee is asked to consider and endorse, or make recommendations to the Cabinet Member for Education and Skills on the proposal to expand Water Meadows Primary School, Pilgrims Way, Canterbury CT1 1XU increasing the Published Admissions Number (PAN) from 15 places to 30 places from September 2020.

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

10.1. Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020

[https://www.kent.gov.uk/data/assets/pdf\\_file/0005/29786/Kent-County-Council-Strategic-Statement.pdf](https://www.kent.gov.uk/data/assets/pdf_file/0005/29786/Kent-County-Council-Strategic-Statement.pdf)

10.2. Kent Commissioning Plan for Education Provision

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

10.3. Equality Impact Assessment – Attached

10.4. DPIA Screening Assessment – Attached

### 11. Contact Details

Report Author:

Marisa White

Area Education Officer – East Kent

Tel number 03000418794

[Marisa.white@kent.gov.uk](mailto:Marisa.white@kent.gov.uk)

Relevant Director:

Keith Abbott

Director of Education Planning and Access

03000 417008

[Keith.Abbott@kent.gov.uk](mailto:Keith.Abbott@kent.gov.uk)

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

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

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

Proposal to permanently increase the capacity at Water Meadows (Hersden Village) Primary School, Hersden, Canterbury CT3 4HS by 0.5FE from 15 PAN to 30PAN (105 to 210 places)

**Responsible Owner/ Senior Officer:** Marisa White

**Version:** 1

**Author:** Lorraine Medwin

**Pathway of Equality Analysis:** N/A

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

- **Context**

The Kent Commissioning Plan for Education provision in Kent 2019-2023 sets out our commissioning intentions for School place planning and it identifies the need for additional primary school places for Marshside primary planning area from 2021. This proposal for expansion of Water Meadows Primary school will provide the additional places needed to accommodate the additional pupils from new housing developments coming forward in the planning area.

**Aims and Objectives**

- Create additional primary school places to meet the forecast need in Marshside planning area due to new housing developments.
- Expansion of a Good Ofsted rated school
- Increase choice for families and their children.

**Summary of equality impact**

No adverse impacts have been identified at this stage; however, the outcome of the public consultation and community consultation will enable the Local Authority to test out these assumptions.

Positive impacts have been identified are:

- Sufficient local primary provision for children in Canterbury to meet the growing need from new housing.

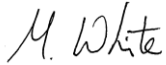
**Adverse Equality Impact Rating** **Low**

**Attestation**

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning Water Meadows (Hersden) Primary School. I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

**Head of Service**

Signed:



Name: Marisa White

Job Title: Area Education Officer

Date:

**DMT Member**

Signed:

Name: Keith Abbott

Job Title: Director of Education Planning and Access

Date:



**Part 1 Screening**

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

Protected Group	Please provide a <b>brief commentary on your findings. Fuller analysis should be undertaken in Part 2.</b>			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High Positive Impact Evidence
<b>Age</b>				The proposed enlargement will allow more families to access their local school.
<b>Disability</b>				The new buildings will be DDA compliant and will be available to meet the needs of children in the local area, including those with SEN and/or disability.
<b>Gender</b>				The provision is to be for boys and girls aged between 4 and 11 years.
<b>Gender identity/ Transgender</b>				The provision is to be for boys and girls aged between 4 and 11 years.
<b>Race</b>				All primary aged children within the local community including white British boys from lower socio economic backgrounds (lowest achieving groups in educational outcomes in Kent)
<b>Religion and Belief</b>				The school will accept all children of faith or no faith. The curriculum covers all religions.
<b>Sexual Orientation</b>				N/A
<b>Pregnancy and Maternity</b>				N/A
<b>Marriage and Civil Partnerships</b>				N/A
<b>Carer's Responsibilities</b>				N/A

**Part 2**

**Equality Analysis /Impact Assessment**

**Protected groups**

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

The Information and Data used to carry out the assessment is published data on pupil numbers.

- SEN Needs Analysis
- 2018 Special School Summary Sheet
- School Census data May 2019
- School performance data

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

Water Meadows Primary School conducted an ‘In Round’ consultation on increasing their PAN and capacity from September 2020. The Stour Academy Trust received no responses to the consultation and submitted a business case to the DfE to increase their PAN and capacity, which was approved on 30 April 2019 by Dominic Herrington, Regional Schools Commissioner, South East and London.

**Analysis and information on school place planning in Canterbury District.**

The Kent Commissioning Plan for Education in the Provision in Kent 2019 - 2023 identifies a need for additional places in the Marshside Primary Planning Area from 2020 this is due to pressures from new housing in Sturry and Hersden.

It is proposed in the Canterbury Local Plan for 2018 to 2031 period a total of 2055 new homes to be built in this period in the Marshside primary planning area.

Year R Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group name	2017-18 capacity	2017-18 (A)	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Marshside	104	2	7	2	0	-19	-24	104

Year R-6 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group name	2017-18 capacity	2017-18 (A)	2018-19 (A)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Marshside	689	18	28	-10	-53	-108	-158	728

It is therefore proposed that Water Meadows Primary School will expand by 0.5FE to a 1FE Primary school to meet this need

### **Analysis and information on Water Meadows Primary School.**

Water Meadows obtained a Good Ofsted in March 2019 with outstanding in Leadership and Early Years. The popularity of the school is increasing with 15 offers for September 2019 intake.

Water Meadow Primary school is a 0.5FE with a current capacity of 119 with 82 on roll. (May 2019 School Census data)

- 37.1% eligible for free school meals.
- 13.4 % EAL
- 21.8% SEN Support.

### **The Community**

Water Meadows Primary School comes within the Sturry ward in Canterbury District.

For more detail on the community visit –

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

### **Adverse Impact,**

No adverse impact identified.

### **Positive Impact:**

### **JUDGEMENT**

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

### **Internal Action Required      ~~YES/NO~~**

There is no potential for adverse impact on particular groups.

**Equality Impact Analysis/Assessment Action Plan**

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

**Have the actions been included in your business/ service plan?**

Yes/No

Appendix

Please include relevant data sets

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

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

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

**From:** Richard Long, Cabinet Member for Cabinet Member for Education and Skills  
Matt Dunkley CBE, Corporate Director for Children, Young People and Education

**To:** Children, Young People and Education Cabinet Committee, 10 January 2020

**Subject:** Proposal to Expand Tunbridge Wells Grammar School for Boys, by increasing the Published Admission Number (PAN) from 210 places to 300 places from September 2021.

**Classification:** Unrestricted

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

**Electoral Division:** Sevenoaks, Margaret Crabtree

**Summary and Recommendation:**

This report asks the Children, Young People and Education Committee to consider and endorse, or make recommendations to the Cabinet Member for Education and Skills on the proposed decision to expand Tunbridge Wells Grammar School for Boys, by increasing the Published Admission Number (PAN) from 210 places to 300 places, facilitated by the establishment of a satellite of the school on the Wildernesse site in Sevenoaks, from September 2021.

**1. Introduction**

1.1. Kent County Council (KCC) as the Local Authority has a statutory duty to ensure sufficient school places are available. The County Council's Commissioning Plan for Education Provision in Kent 2019-23 is a five-year rolling plan which is updated annually. It sets out our future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent. A copy of the plan can be viewed from this link:

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

1.2. KCC forecasts that there will be significant short and medium-term pressure for additional Year 7 places in the West Kent Selective Planning Group which indicates that additional capacity will be needed for 2020/21 and in later years. The planning group includes all Grammar schools in the districts of Sevenoaks, Tonbridge and Tonbridge Wells

- 1.3. Tunbridge Wells Grammar School for Boys has a Published Admission Number of 210. The school has recently accommodated an expansion on their site in Tunbridge Wells and there is no scope for further expansion on that site.
- 1.4. In order to expand Tunbridge Wells Grammar School for Boys by 3FE, KCC are proposing that a satellite of the school is established on the Wilderness site in Sevenoaks.
- 1.5. To facilitate this expansion, a new block, which adjoins the building currently occupied by the Weald of Kent Grammar Annex is proposed, together with work to update and refurbish the outdoor sporting facilities and social spaces. This work would need to be completed before the September 2021 intake to the school to offer 90 additional Year 7 places for September 2021.
- 1.6. In 2012, Kent County Council agreed to identify and pursue options to increase Grammar provision in Sevenoaks area.

## **2. Alternative Proposals**

- 2.1. Tunbridge Wells Grammar School for Boys was judged “Good” by Ofsted in January 2017. It is a popular school with parents. It is the nearest selective school to Sevenoaks town, that is not ‘super-selective’.
- 2.2. Tunbridge Wells Grammar School for Boys has indicated that they would be committed to expanding their school on to the Sevenoaks site, subject to plans being agreed between KCC and the Governing Body. No other school is being proposed or suggested as being the subject of a proposal to expand onto the Wilderness site.
- 2.3. The majority of Kent Grammar schools are now Academies. Tunbridge Wells Grammar School for Boys remains a community Grammar school maintained by KCC and it is therefore entirely within the purview of KCC to propose an expansion and to make a determination to proceed.
- 2.4. If no action is taken, Kent County Council will find it extremely difficult to fulfil the Council decision made in March 2012 to provide local selective secondary school places in Sevenoaks.

## **3. Financial Implications**

### **Capital**

- 3.1. A feasibility study has been carried out which estimates the cost of delivery of buildings and appropriate site infrastructure, being approximately £15m, wholly funded by the CYPE Basic Need Capital Budget.
- 3.2. In line with the agreement of Cabinet Committee on 7 May 2019, the capital figure reported here is a budget estimate for information only. Subject to Members support for the proposal to progress, these estimates will be refined as detailed

design work is undertaken and the scheme progresses through the planning process.

- 3.3. Following receipt of planning permission, the refined cost estimate will be presented to Infrastructure Commissioning Board and the Cabinet Member for Education and Skills for a key decision to be made.
- 3.4. Should that decision be taken, a public notice will be published for four weeks. A final decision to fund, can only be made once the Public Notice period has expired.
- 3.5. If Members support the progression of this proposal, capital will be spent developing the design. This expenditure will be below the level requiring a key decision and within that delegated to officers.
- 3.6. In addition, an allowance of up to £2500 may be payable to outfit each teaching room, within the satellite provision, with appropriate ICT equipment, such as touch screens or projection equipment.

### **Revenue**

- 3.7. For each of the first five years following the opening of the satellite, the school's revenue budget will increase by c£423,000 every year from the following April, to reflect the additional 90 pupils per year. This is because school budgets are set on a financial year which runs from April to March.
- 3.8. The current funding formula uses the current Minimum Funding Level of £4,700 per child for Kent schools. As the academic year starts from September there will be additional funding protection to cover the period from September 2021 to March 2022 in line with the Kent Schools' Growth Policy. This is currently set at £2,254.77 per child equating to a total of £202,929 per year for the first three years.
- 3.9. In addition, a one-off revenue grant of £143,000 is available plus a one-off sum of £6,000 for each new classroom.
- 3.10. There is an ongoing consultation being undertaken by the Department for Education that is considering an increase in per-pupil funding. The exact rates paid to the school will be dependent on the schools' current local funding formula at that time.
- 3.11. Once years 7 to 11 are full, the anticipated 6th form increases would attract additional funding from the Department for Education.

### **Human**

- 3.12. The school will appoint additional staff as it grows over the years

#### **4. Kent Policy Framework**

- 4.1. The 'Kent Commissioning Plan for Education Provision, 2019-23 identified a pressure on 'Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement (2015-2020)'.
- 4.2. The provision of sufficient school places is a statutory duty and contributes to the Strategic Business Plan Priorities to ensure that "Children and Young People in Kent get the best start in life".

#### **5. Consultation**

- 5.1. KCC has completed a Public Consultation that ran from 28 October 2019 to 6 December 2019.
- 5.2. The consultation was held for the community and other stakeholders, and included the following groups: all schools in the Sevenoaks District, Elected Members (Kent County Council, Sevenoaks District Council), Parish and Town Councils, Local MPs, Dioceses of Rochester and Southwark, Residents groups where known and Children's Centres.
- 5.3. A drop-in session was held at Tunbridge Wells Grammar School for Boys on 12 November 2019. The head teacher, Chair of Governors, KCC Officers and Gen2 were on hand to answer any questions.
- 5.4. A full Public Meeting was held on the Wilderness site on 20 November 2019. The meeting was chaired by Sarah Hamilton, with a panel of Ian Watts, Amanda Simpson, the Head Teacher and Philip Drew, the Chair of Governors. In addition, colleagues from Gen2, Weald of Kent Grammar and Trinity School were on hand to answer any specific questions about the site. 62 people attended. A Speech to Text facility for a deaf respondent was in operation throughout.

#### **Responses**

- 5.5. 457 responses were received for this consultation. A full report is given at Annex A. In summary:
  - 410 were in favour (89.7%)
  - 15 were undecided (3.3%)
  - 32 were opposed (7.0%)
- 5.6. All of the responses, together with a transcript of the Public Meeting were made available to the Cabinet Member, as decision maker.

#### **6. Views**

##### **The Local Member**



- 6.1. Margaret Crabtree has been informed of the proposal, and has said, “I fully support the Tunbridge Wells Boys Grammar School expansion into the annexe on the Wildernesse site in Seal Hollow Road, Sevenoaks.”

### **Area Education Officer**

- 6.2. Legislation prohibits the establishment of new grammar schools. Expansion of any existing grammar school onto a satellite site can only happen if the new site is genuinely part of the existing school.
- 6.3. The Department for Education publishes a guide and criteria to consider when assessing a satellite expansion:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/756572/Maintained\\_schools\\_prescribed\\_alterations\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/756572/Maintained_schools_prescribed_alterations_guidance.pdf))

This guidance advises that decision makers need to consider a list of criteria which are intended to expose the extent to which the new site is integrated with the existing site, and the extent to which it will serve the same community as the existing site. I am satisfied that KCC and the school are completely compliant with this list:

#### 6.3.1. The reasons for the expansion

KCC forecasts indicate that there will be significant short and medium-term pressure for additional Year 7 places in the West Kent Selective Planning Group which indicates that additional capacity will be needed for 2020/21 and in later years.

#### 6.3.2. What is the rationale for this approach and this particular site?

In March 2012, following a petition from Sevenoaks residents, KCC resolved to pursue proposals to establish a Grammar provision in Sevenoaks. Extensive analysis was carried out in the period 2013 to 2016 to determine how many students travelled outside of Sevenoaks district to access selective education.

Although there was a small amount of annual variation, every year more than 40% of secondary school aged students, who were resident in Sevenoaks, travelled outside of Sevenoaks District to access their choice of education.

Analysis of all the grammar school sites in the West Kent selective planning group showed that 3FE could not be accommodated on the existing boys grammar school sites in the planning group so a satellite was the only

alternative. No other site could be identified in the Sevenoaks district area that could accommodate a selective school satellite.

KCC determined that the Wilderness site could accommodate 3FE of girls selective provision and 3FE of boys selective provision. The girls provision was established in 2017. This site is therefore the only option available.

#### 6.3.3. How will the of new site be used (e.g. which age groups/pupils will it serve)?

The governors of Tunbridge Wells Grammar School for Boys have determined that the satellite will accommodate 3FE of secondary provision, at Years 7, 8, 9, 10 and 11, offering the same range of subjects and activities that are available to students in the main school.

In addition, the school will maintain a sixth form provision. The school offers a really wide curriculum with 26 A-level courses available. A blended approach will be introduced where some subjects could be delivered on the satellite site but with the majority being delivered on the Tunbridge Wells site

#### 6.3.4. What will the admission arrangements be?

Tunbridge Wells Grammar School for Boys will have a new campus but remains one school. Based on the current pattern of admissions to Tunbridge Wells Grammar School for Boys, there is no need to amend the existing admissions criteria for the school for 2021/22, as the current criteria already includes the ability for pupils who are residents of Sevenoaks to apply for a place at the school. Under the current criteria, many Sevenoaks pupils have received a place in previous admission rounds.

Children will be ranked in accordance with the existing school oversubscription criteria and when all offers are known, the school will determine which site children will be based at, for the majority of their school activities.

Families will have an opportunity to make a site preference once they receive an offer of a place, but this will be determined by the school based primarily on the proximity of learners to the different school sites.

#### 6.3.5. Will there be movement of pupils between sites?

There would be no requirement for students who attend the Sevenoaks Satellite to travel to the Tonbridge site for specific subjects or lessons as part of main curriculum timetable. This is because Tunbridge Wells Grammar School for Boys would have the facilities and teaching capacity to ensure the school is able to deliver, in a manner that represents best use of public funds, the same timetable and standard of teaching at both sites.

Therefore, the curriculum at KS3 & KS4 would remain the same as it is currently and offered on both sites. This can only benefit the students who are resident in Sevenoaks, due to the considerable reduction in travel that they would otherwise experience.

However, the house system would enable students across both sites to share a common set of values and enjoy representing their house in a range of competitions and activities. Extra-curricular clubs and events would also be shared. The breadth of the KS5 curriculum with 26 different A levels on offer, would also mean that the majority of A level classes would take place on the Tunbridge Wells site.

#### 6.3.6. How will whole school activities be managed?

Key stage activities will run concurrently across both sites and provide, where appropriate, an opportunity for students to mix and experience the learning environment on each campus. Examples of such could include sports day, PSHE, activities week and house activities.

#### 6.3.7. Will staff be employed on contracts to work on both sites? How frequently will they do so?

As stated in the consultation document, certain staff will be expected to work across both sites where it is deemed appropriate. There will be a minimum expectation that members of SLT work across both sites regularly.

However, where there are staff meetings, CPD events or whole school/year group/house events, wider staffing groups will be required to travel between sites on those occasions.

#### 6.3.8. What governance, leadership and management arrangements will be put in place to oversee the new site (e.g. will the new site be governed by the same GB and the same school leadership team)?

There are no planned changes to the existing governance arrangements for Tunbridge Wells Grammar School for Boys. Existing Governors will oversee both sites and will visit either site to ensure they fulfil their respective responsibilities.

#### 6.3.9. How will facilities across the two sites be used (e.g. sharing of the facilities and resources available at the two sites, such as playing fields)?

There will be many opportunities for pupils and staff to access both sites. The school will work with both providers on site to improve the facilities

available and ensure they are available for use by any pupil from those schools.

6.3.10. Is the new site in an area that is easily accessible to the community that the current school serves?

This proposal provides greater opportunity and much reduced travelling times for any pupil who is able to access the satellite provision, who would otherwise have sought a place in Tunbridge Wells.

This is evidenced by the map at Annex B, which shows the numbers and locations of students resident in Sevenoaks district, who currently travel many miles to access a grammar education in Tunbridge Wells. The map shows how much closer the satellite provision would be to their homes. This would reduce travelling time and would promote more walking and cycling to school. This would be reflected in an update to the school's travel plan.

6.4. A further assessment has been undertaken to consider whether the proposal has a positive benefit for children in local authority care or who receive free school meals.

6.5. KCC believes in keeping children at the centre of everything that we do. We believe in being ambitious for all Kent children and celebrating their achievements, regardless of their circumstances.

6.6. A cornerstone to this ambition is to ensure that education needs are appropriately assessed, supported, and maximized for future life chances. KCC does not believe that the circumstances of a child's upbringing should impact negatively on the fulfilment of their potential. Grammar schools are one of several ways that KCC seeks to ensure that this ambition is met, and it is therefore important to show that this proposal can provide a positive impact on these core KCC beliefs.

### **Children in Care**

6.7. Tunbridge Wells Grammar School for Boys is a Community Grammar School and therefore uses the KCC common admission criteria. When considering the admission of Grammar eligible children, the first criterion, i.e, the children who are placed first on the offer list, are children in local authority care.

6.8. On 9 December 2019, there were 19 children in care in the Sevenoaks district area (0.7% of the total secondary cohort in Sevenoaks). There is no standalone grammar provision in Sevenoaks, so none of these 19 children have an opportunity to attend Grammar education. The establishment of a satellite of Tunbridge Wells Grammar School for Boys would increase the opportunities for these children to attend a Grammar school.

- 6.9. In addition, if this proposal goes forward, there will be additional grammar capacity available for children in Tunbridge Wells and Tonbridge & Malling which will provide opportunities for more children in local authority care.

### **Children Eligible for Free School Meals**

- 6.10. Across Kent, 4.2% of children who attend Grammar schools are entitled to Free School Meals (FSM). Of the three boys grammar schools in the West Kent Selective Planning Group, Tunbridge Wells Grammar School for Boys has the highest percentage of children eligible for FSM, at 2.9%. Skinners School and Judd School are 2.1% and 1.9%, respectively.
- 6.11. Across the Sevenoaks district, the percentage of secondary aged children entitled to FSM is 12.7%. Some of these children will attend a Grammar provision in the West Kent Planning Group, but clearly, the establishment of a new provision that is accessible to Sevenoaks children will provide more opportunity for FSM-eligible children to attend a Grammar school.
- 6.12. Tunbridge Wells Grammar School for Boys is a Local Authority maintained schools and adheres to the admissions criteria determined by Kent. Within the determined admissions arrangements for the school, it states “In the event of any of the criteria being oversubscribed, priority will be given initially to children in receipt of pupil premium”.

### **Area Education Officer Summary**

- 6.13. The analysis of the demand for secondary selective provision in the area, indicates that there are immediate and future pressures and we need the additional capacity provided by this proposed expansion. This satellite site offers the opportunity to address the forecasted demand, the Council’s decision to pursue Grammar school education in Sevenoaks and crucially, to reduce the need for c500 Sevenoaks students to travel excessive distances.
- 6.14. In addition, this proposal would increase opportunities for children in Sevenoaks, Tunbridge Wells and Tonbridge and Malling, regardless of their circumstances. I therefore, fully support the proposal.

## **7. Conclusions**

- 7.1. The Council has determined that it wants a boys grammar provision in Sevenoaks. This is to reduce the time spent by students travelling to school.
- 7.2. The demand in the planning group cannot be adequately met using other sites.
- 7.3. The Head teacher and Chair of Governors of Tunbridge Wells Grammar School for Boys are in favour and have put in the necessary planning to ensure that the satellite can be integrated with the main school site.

- 7.4. The consultation returned an overwhelming response in favour of the proposal. Most of those favourable responses were from parents and carers resident in Sevenoaks, with boys currently at primary school.
- 7.5. The proposal has been tested against the Department for Education criteria for a satellite expansion and found to be well within the bounds of acceptability that the provision is part of an existing school in every way.

## 8. Recommendation:

This report asks the Children, Young People and Education Committee to consider and endorse, or make recommendations to the Cabinet Member for Education and Skills on the proposed decision to expand Tunbridge Wells Grammar School for Boys, by increasing the Published Admission Number (PAN) from 210 places to 300 places, facilitated by the establishment of a satellite of the school on the Wildernesse site in Sevenoaks, from September 2021.

## 9. Background Documents

- 9.1. 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>

- 9.2. Kent Commissioning Plan for Education Provision

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

- 9.3. Equality Impact Assessment

[https://kccconsultations.inconsult.uk/gf2.ti/f/1080450/58011205.1/DOCX/-/TW\\_Grammar\\_EqIA.docx](https://kccconsultations.inconsult.uk/gf2.ti/f/1080450/58011205.1/DOCX/-/TW_Grammar_EqIA.docx)

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## Proposal to expand Tunbridge Wells Grammar School for Boys Consultation Summary

### Public Engagement

#### 1. Drop in session.

Held at Tunbridge Wells Grammar School for Boys, on 12 November 2019

1 person attended

#### 2. Public Meeting

A full public meeting was hosted by the Weald of Kent Grammar School on the Wilderness site on 20 November 2019. It was chaired by Sarah Hamilton, Deputy Cabinet Member for Education and Skills. The Panel comprised:

- Ian Watts, Area Education Officer for North Kent, KCC
- Amanda Simpson, Head Teacher at Tunbridge Wells Grammar School for Boys
- Philip Drew, Chair of Governors at Tunbridge Wells Grammar School for Boys

62 people attended.

### Consultation Responses

Summary of the responses received:

	In Favour	Undecided	Opposed	Totals	Percent
Governors	1			1	0.2%
Staff	3	1		4	0.7%
Parent / carer	352	4	17	373	77.0%
Pupils	2			2	0.4%
Other	52	10	15	77	11.4%
<b>Totals</b>	<b>410</b>	<b>15</b>	<b>32</b>	<b>457</b>	
Percent	89.7%	3.3%	7.0%		

### Equality of provision

We received many comments in support of the proposal that said that the expansion of Tunbridge Wells Grammar School for boys into Sevenoaks would result in there being parity between Sevenoaks girls and boys who are seeking a selective education.

Comments from those not in support of the proposal were also received. Some examples are:

- We fully support the proposal to open a Sevenoaks-based annexe of TWGSB to enable boys from Sevenoaks and surrounding villages to equally benefit (as girls do) from a LOCAL grammar provision.
- The Sevenoaks region lacks enough provision for boys suitable for grammar.
- As a resident of Sevenoaks in close proximity to the Wildernesse site, I strongly agree that it is crucial that better Grammar School provision is made for boys in Sevenoaks, in the same way the Weald of Kent has provided for girls in the area.
- The Sevenoaks region lacks enough provision for boys suitable for grammar. My daughter has the opportunity of 5 schools in which we are in the catchment area of, two of which are super selective. However, my son will only have one grammar school option or two super selectives. This addition would make a huge difference to the lives of many parents and boys who do not want to move to get into catchment areas.
- I truly hope this goes ahead and we increase the number of grammar places available to boys in the area.
- I fully support this plan of an extension of grammar provision to include a boy's annex in Sevenoaks. I think it's awful for young children in the area who pass the 11+ to have to travel such a long way just to get to school. Leaving home at 7.15 to get the school bus to Tonbridge or further afield and arriving back home at 5pm as children in the village have to do, in order to be able to attend a grammar school is such a strain on them, and that's without them attending any after school clubs, which with the limited school bus options is extremely difficult. Sevenoaks is a big community, with 1000s of children, many of who pass the 11+ and to have all these children travel so far is crazy, local provision is required for our boys to benefit from in the same way that our local Sevenoaks girls have been able to do.
- It is unfair if boys have a more difficult time than girls getting into a school that is appropriate to their ability. This has been a long-term issue in West Kent, so I fully support the proposal to remedy it.
- Our village appears to be in something of a "black hole" for non-super selective grammar school education for boys. Despite being in the catchment area for Wilmington Grammar School for Boys, recently boys have been unable to gain a place there despite passing the Kent test. There is no other local non-super selective grammar school for boys in the area. Boys are at a distinct disadvantage to girls in this part of Kent and I believe this to be grossly unfair and quite discriminatory.
- Following the admission criteria changes in Skinners School in 2019, the shortage has been even more severe for boys from the Sevenoaks area. Comparing the admissions between boys and girls, there is also a clearly visible disparity (bordering on discrimination) based on the sex of the child. The proposed annexe would go some way to alleviating the problem.



- We would not be supportive of any expansion of the grammar school system as we believe that selective education essentially favours children who can be supported with the Kent Test process, impairs social mobility and is non-progressive. There are some parents who don't send their sons to grammar schools as they feel they are too far away and for these boys, it opens up new opportunities for them. It won't only benefit those who choose to go there – it will also free up some places for oversubscribed Sevenoaks secondary schools e.g. Trinity. I wholeheartedly urge the KCC to move forward with these plans.
- One of the reasons for the application by Tunbridge Wells Grammar School for Boys is that Sevenoaks boys who pass the Kent test should have the opportunity to attend a grammar school closer to them. Whilst this may seem commendable because Sevenoaks children may benefit from the new provision, it will have an adverse impact on children attending other schools in Tunbridge Wells and elsewhere in and out of the county. The places that will go to Sevenoaks children will inevitably reduce the number of higher attaining pupils entering the other schools/academies in Tunbridge Wells and consequently have a significant adverse impact on the results of those schools/academies can hope to secure, particularly given the weighting of top grades at GCSE favouring the most able students.

### **Bus Service**

The consultation returned a significant number of comments that highlighted that the bus services were already overloaded and sought assurances that additional bus provisions would be laid on. For example:

- Students currently struggle to get on certain buses because Weald finishes later than Trinity and the buses then leave without them and won't wait. Discussions with the bus companies need to take place to ensure that the boys will actually be able to get to and from school.
- Need improved bus links from surrounding areas, specifically Eynsford, Edenbridge, Four Elms, Ide Hill to Sevenoaks.
- Will there be adequate buses to serve an additional school? The car park is very overcrowded at the moment, how will this be improved.
- Increasingly concerned about travel to schools by public transport. Apart from the wasted time, it's not appropriate for 11-year-old children to be spending such lengths of unsupervised time with older children. Already aware of issues of bullying and what with winter months travel happens in dark making long journeys risky for young children.
- Buses overcrowded with standing room only which surely is a huge safety issue?

- There is conflict between pupils at Trinity & Weald, particularly on the buses. They are overcrowded, as is the car park, so the addition of another annexe is a concern from a capacity perspective. The bus companies need to put on additional services.
- Shared schools' area very congested, buses overcrowded as full of Trinity pupils whose timetable ends at 3.30pm and Weald's at 3.40pm so concerned about safety.
- How do KCC propose to manage extra load to existing overloaded transport provision.
- Buses are congested to the point pupils refuse to get. Bus sailed past stop leaving a group of girls stranded.
- Request guarantee that additional bus services will be provide on all routes as current provision is inadequate and there is a dangerous level of overcrowding on some routes.
- The buses are packed to capacity and pupils can sometimes struggle to get on. One thing that perhaps could help would be to have a dedicated shuttle bus between Sevenoaks station and the Wildernesse site. This would provide easier access to the school for pupils who are travelling by train, without having to cram on to buses that are already full of pupils travelling from further away.

### **KCC Grammar Education Policy**

This consultation returned some comments that were critical of national and KCC policies towards grammar education.

- The council appears to be offering a school system that breeds inequality. There is a progress 8 score of -0.31% in Kent High Schools and a progress score of +0.45 in Kent Grammar Schools. How can this be fair? KCC should address the fact that their selective school system is offering inequality of opportunity. The Council should not expand selective schools when there are clear evidence grammar schools suppress the performance of other local schools.
- Don't support this proposal because the evidence is that grammar schools do not improve education standards and because they create bigger divisions between advantaged and disadvantaged young people. The free school meals data alone makes this clear.
- Can't support a system that selects children based on one test they do on one day rather than a system that brings together children from all backgrounds for a high quality comprehensive education, which has been proven to work throughout the UK since most counties abolished grammar schools in the 1970s.
- It is highly likely that the proposed "annex" arrangement risks KCC being involved in an expensive legal challenge. The current Sevenoaks "annex" no longer complies with its commitment to operate as an integrated shared facility dual site school. The existing Sevenoaks "annex" is also vulnerable to a legal challenge

to continue operating as an academically selective school. The Schools Admission Code prohibits new schools adopting academic selection as part of its admission arrangements. The attempt to set up another “annex” can be seen as an attempt to circumvent the law, which prohibits new selective schools.

- Most Kent non-selective schools have sets and streams to meet high attainers needs. This dispels any need for an entire school system to revolve around divided 25/75 school places. The council is prioritising ‘parental choice’ rather than looking at this logically.
- Kent should halt spending on grammar school expansion until it can demonstrate that the Kent Test is supported by Kent residents.
- Figures provided by KCC show that TWGSB have for the last five years, consistently offered a significant number of places, via the appeals process, to boys who were not assessed as suitable for grammar. The admission of these non-grammar assessed boys has, on average, resulted in an additional class each year, with students who would have otherwise attended a non-selective school.
- The new reinvigorated push for illegal so called 'annexe or satellite' grammar schools is based on two criteria; snobbery and prejudiced educational apartheid. In my view, every child in the state system should have access to a non-selective, universally available education of an equal high standard.
- I believe that KCC should halt spending on grammar school expansion until it can demonstrate that the Kent Test is supported by Kent residents. A review of the test would help do that and should be carried out before any further money is spent.
- KCC supports damaging equal opportunities and social cohesion by promoting the segregation of children from the age of 10, many sitting the 11+ when they are 9 and a few weeks old.
- Oppose the proposal of introducing grammar schools by stealth. It is all about divide and rule for the Tory Party.
- It is absolutely disgusting in this day and age that grammar schools are still in existence, let alone being expanded (possibly illegally).

### **Availability of Grammar School Places in Sevenoaks**

There were a couple of comments that highlighted concerns about the availability of sufficient selective places.

- I am the headteacher of a local primary school and am very concerned about the availability and allocation of selective places in North West Kent. Over the past few years it has become increasingly apparent that there are insufficient selective places, particularly for boys, in the Sevenoaks area. Our specific location, between Dartford and Sevenoaks/Tunbridge Wells, is out of most school catchment areas and this has been detrimental to several of our pupils who, having passed the selection test, have not been able to access a Grammar

school place, even after the appeals process. Last year NONE of our pupils were offered a place at Wilmington Boys Grammar School, despite having passed the selection test with scores well over the aggregate. The proposal to open a satellite, 3 form entry school, based on the former Wildernessee site, may go some way to providing a medium term solution to the problem, but it is imperative that more places are made available by September 2020 if we are not going to be faced again with the situation of selective pupils being placed in non-selective schools. This renders the entire process meaningless and removes any parental faith in the system.

- Acutely aware that spaces for grammar school are limited, more so for Sevenoaks applicants given the changes in entry criteria for Skinners that will actively disadvantage children living in Sevenoaks.
- Desirable but should be addressed via a separate grammar school being created, with its own headteacher and complement of teaching staff. It is not a good idea to run a school over two sites. This experiment has been tried by WoK and it is not working. The scheme should be changed to operate a mixed sex grammar school separate from both WoK and TWBG – leaving those heads free to concentrate on their already large and complex education facilities

## **Traffic**

Traffic concerns featured several times, particularly from local residents. For example:

- As a local resident I understand there may be traffic issues, but this should be considered in the context of a reduction in commuting traffic for boys attending grammar schools outside the district.
- A good idea in theory to allow a boys grammar onto this site, due to the expansion of Trinity and the significant traffic problems this current site is causing to the area, I am against a further 90 boys being put on this particular site, and as such am against this proposal.
- The traffic lights outside the school by the A25 do not have a crossing on them for pedestrians so children wanting to cross the road have to run across when the lights change direction. This is not safe but if adjusted perhaps more children would walk to school.
- Seal Hollow road entrance & junction with the A25 is already very congested and surrounding roads with parents dropping off/picking up children, how will this be addressed?
- Need to work with Highways in relation to cycle paths as its certainly a viable transport option and all 3 schools would benefit from this.
- As residents we have on occasion been unable to get into our own driveway, without having to queue when it is school going home/pick up and set down times.

- Concerned with a third school joining the site would result in additional bus and car journeys to the site, adding further delays. The new bus drop-off and parking area (currently under construction) will remove the problem of buses crossing the A25 into Seal Hollow Road but will only shift the problem further down the road. How can you assure us that there will be no further impact?

### **Travel to School Time**

This subject featured very frequently with respondents being generally supportive of anything that reduced the student travelling time. For example:

- Far too many boys have to travel out of the Sevenoaks area to attend school
- Boys from our village currently have to leave home at around 7.10am every day to get to the nearest non super-selective grammar school and often don't return home until after 5pm which is unacceptable at such a young age.
- I do not see how it is appropriate to expect children of 11 years and up to commute to Tunbridge Wells; this is further than many people commute for their jobs.
- Sevenoaks and Kent need to meet increased demand for secondary schools. Leaving aside the debate on selective education, this should address the ludicrous situation of children being forced to do a journey of up to 25 miles (up to three hours) every day. These journeys are dangerous, time-consuming, environmentally unfriendly, cause congestion, for students, parents and teachers.
- Expecting children to travel 2-3 hours per day, (dependent on often unreliable public transport) to attend school is unacceptable and should not be a barrier, as it currently is, for boys striving to achieve a place at a Kent grammar school.
- The requirement to travel from Sevenoaks to Tonbridge or Tunbridge Wells for grammar school provision seriously impacts the school day lives of affected boys (it reduces opportunity for extra-curricular activities, make them more tired, has safety consequences etc). It is right and fair that there should be a boy's grammar annexe in Sevenoaks.
- Commuting to Tunbridge Wells means my sons are up to 6.30am for the 7.30am bus and get back to the house around 5pm which is quite a long day considering that homework still needs to be completed, they need to eat, relax and prepare themselves for the next day!
- Whilst I fully recognize the argument that many boys have to travel at cost and time to Tunbridge Wells for secondary grammar education and can see the sense in the provision in Sevenoaks, my view is that there simply isn't sufficient space on the Wildernesse site for 3 secondary schools, let alone the local infrastructure or capacity amongst the community for another expansion.

## **Internal Facilities**

There were several comments raised about the pressures on the internal facilities, and the positive and negative opinions of sharing outside social space.

- The lack of any additional space in the canteen, it is already full of long queues and the girls' school only have years 7-9 attending. They don't have enough space to eat, often having to sit on the floor to have their lunch! Sharing of the main hall will also be stretching the use of this space. Surely the boys school should have their own hall that they can use for their own activities and assemblies so as not to impact on the girls using this space and timetable conflicts.
- I would fully support the proposal if it was modified to ensure that each of the TW Grammar and Weald Grammar had their own separate cafeteria/dining area and separate school halls. The cafeteria/dining area at the Sevenoaks site is already very congested at lunch time. I'm concerned that having two schools sharing the lunch space would be disruptive. I also think it is important that each school preserves its own identity and culture through separate school halls and dining areas.
- I am a member of staff at Weald so I understand the logistics behind a dual site school but also believe it truly is one school. I therefore suggest the same model for TWGSB. Knowing the size of the dining room and canteen and hall at Weald Sevenoaks campus I do believe it is essential TWGSB are given their own dining room, but I do support some integration of girls and boys.
- In favour of the boy's grammar sharing the site with the girls grammar school as this will help their social skills and their personal development.
- Boys annexe should be entirely separate to the girl's school, so they remain single sex. The boys will need their own separate dining areas as there is already limited space.
- Having chosen a single sex environment, I do not wish there to be any shared spaces. Need separate dining space for the boys.

## **Sports and Outdoor Facilities**

The provision of sufficient sports facilities featured in some responses. Other responses indicated concerns about how the facilities will be shared between all three schools.

- My concerns for the proposal are how the outside space will be shared.
- Outdoor space is already limited and share with Trinity. Will additional space be provided?
- The astro pitch is currently shared between Trinity and Weald. I am concerned that the demands of another school would impact on the availability of the facility for both schools. There should be a proposal to increase external play space on site.

- In order to accommodate the numbers and preserve the girls access to PE as an essential part of their education and health, a separate multi-use sports pitch should be made available for use of both schools.
- There couldn't possibly be all the clubs available in Sevenoaks for only 90 boys compared to what is available in Tunbridge Wells. But I feel that these are so important that there should be at least be some for the first boys to come through the school to attend, perhaps a choir and some sports clubs.
- The existing sports hall would presumably be shared between Weald of Kent and Tunbridge Wells Grammar. How would this managed to ensure that this is timetabled to provide unrestricted indoor sports facilities for both schools, separate changing facilities and that there is no security risk to personal possessions between pupils of different schools.

### **General comments and support**

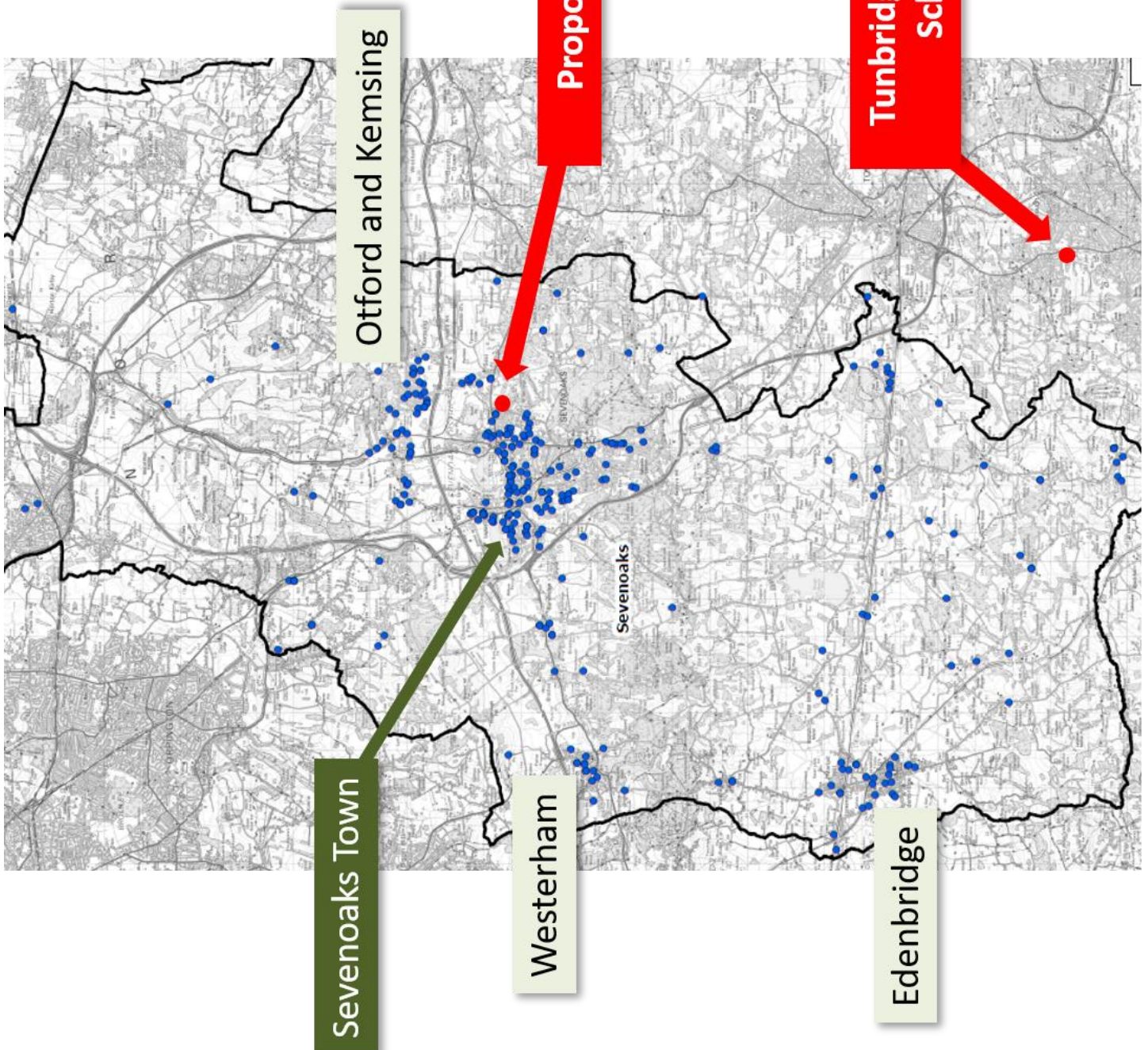
Lastly, many responses made more general comments about the proposal. These included messages of support, school management issues, local infrastructure and the distances between the two sites.

- I fully support this proposal; it makes absolute sense to have a Boys Grammar Annexe in Sevenoaks.
- I wholeheartedly support the proposal. It is long overdue in Sevenoaks to provide a grammar school for boys. Not only will this be better for the boys it will save families expensive fares and unreliable buses. It will be better for the climate as they will be able to walk to school and healthier for the boys.
- These proposals will have a number of positive impacts; reduced travel time for pupils, reduced travel costs, reduced pollution, reduced child safety risks. These are real benefits to real pupils. Child safety and welfare issues combined with environmental benefits must surely trump the politically motivated views of those trying to prevent access to grammar school education.
- Concerned that an annex in a town some distance away will take away resources and staffing from the Tunbridge Wells site. Since starting at TWGSB my son has been taught by a variety of supply teachers because of staff shortages so I think energy and money would be better improving the Tunbridge Wells site instead of siphoning away funds. Think school should just concentrate on the pupils they have already.
- Will construction noise be limited, especially during exam time, so as not to disturb the students.
- After witnessing the real growth & popularity of local schools, the demand for entry into infant & primary level must put pressure on local schools. With this in mind, satellite annexe departments if not 'whole secondary schools' are required.

- There is a large number of new homes being built in the area, Ryewood, Rye Lane, development of MoD site at Knockholt providing circa 1,000 new homes so we need more infrastructure to support.
- Chose WoK grammar due to excellent progress 8 score and GCSE/A level results it achieves but are concerned that the results of TWGSB not nearly as strong and appear on the decline; hence I would like reassurance that the teaching aspects of the schools will remain separate.
- Do not believe it is possible for HT to fully support two school sites which are geographically more than 10 miles apart.
- Teaching staff will need to travel to and from sites. This will be a waste of time and money as well as being harmful to the environment.
- Students at the Sevenoaks annexe will not feel that they belong to Tunbridge Wells Grammar School as they are too far away geographically. Sevenoaks students visiting the Tunbridge Wells site fortnightly is unlikely to be practical, as proved by the Weald annexe.
- Creating a shared campus for Trinity and two grammar annexes seems to make sense in a time of squeezed resources and limited availability of land and could offer further opportunities in the future for the schools to share resources that might not otherwise be affordable for three schools on separate sites.



# Students Resident in Sevenoaks attending TWGSB



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

**Directorate:**

- *Children, Young People and Education*

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

- *Proposal to expand Tunbridge Wells Grammar School for Boys, by increasing the Published Admission Number (PAN) from 210 places to 300 places and facilitated by the establishment of a satellite of the school on the Wilderness site in Sevenoaks, from September 2021*

**What is being assessed?**

- *School Project*

**Responsible Owner / Senior Officer**

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

**Date of Initial Screening**

*01 August 2019*

<b>Version</b>	<b>Author</b>	<b>Date</b>	<b>Comment</b>
1	Ian Watts	01 08 19	Final draft
2	David Hart	11/12/19	Edit to include commentary on positive impact on FSM-eligible and CIC



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

### Proposal

This EIA assesses the KCC proposal to expand Tunbridge Wells Grammar School for Boys, by increasing the Published Admission Number (PAN) from 210 places to 300 places and facilitated by the establishment of a satellite of the school on the Wilderness site in Sevenoaks, from September 2021

### Background

Kent County Council (KCC) as the Local Authority has a statutory duty to ensure sufficient school places are available. The County Council's Commissioning Plan for Education Provision in Kent 2019-23 is a five-year rolling plan which is updated annually. It sets out our future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent. A copy of the plan can be viewed from this link:

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

It is anticipated that there will be significant short and medium-term pressure for additional Year 7 places in the West Kent Selective Planning Group which indicates that additional capacity will be needed for 2019/20, continuing for later years.

KCC forecasts indicate a growing demand for Year 7 places in West Kent from the start of the 2020-21 academic year. The West Kent Selective Planning Group is forecast to have a deficit of 98 Year 7 places (c3.5FE) from 2019-20 that increases to a peak of 242 places (c7.5FE) by 2022/23.

The Kent Commissioning Plan 2019-2023 shows:

#### *Year 7 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered*

	2017-18 capacity	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2024-25 capacity
West Kent Selective	1,170	-98	-114	-165	-242	-220	-220	1,140

The Kent Commissioning Plan 2019-2023 has referenced this need as follows:

Planning Group	By 2019-20	By 2020-21	By 2021-22	By 2022-23	Between 2023-27	Between 2027-2030
West Kent Selective	Up to 60 temporary Year 7 selective places	3FE boys' selective provision at the Wilderness site 2 FE of girls' selective provision		2 FE of girls' selective provision (subject to demand from new housing)		

As part of the measures being taken to address the capacity issues illustrated above, KCC is proposing that Tunbridge Wells Grammar School for Boys increase their PAN to 300 for 2021, by establishing a 3FE satellite provision in Sevenoaks district.

### **Summary of equality impact**

No adverse impacts have been identified at this stage; however, the outcome of the public consultation will enable KCC to test out these assumptions.

KCC Background documents are:

Kent's Commissioning Plan for Education Provision 2019-23

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

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>

Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND Strategy)

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

## Screening Grid

Characteristic	Could this policy, procedure, project or service affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact HIGH/MEDIUM LOW/NONE UNKNOWN		Provide details: a) Is internal action required? If yes what?  b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative		
Age	No	None	None		Yes. This project will have a positive impact on the families living in the Sevenoaks district. It will provide additional secondary places for the community, giving local children greater opportunity to attend a local school.
Disability Page 440	No	None	None		Yes. The school is fully inclusive. The new accommodation will be compliant with the Equality Act 2010 and be fully accessible. It will meet the needs of children in Sevenoaks and in the local area, including those with SEN and/or disability.  This provision is included in Kent's Commissioning Plan which sets out future plans across all types of phases of education, including specialist provision. <a href="http://www.kent.gov.uk/educationprovision">www.kent.gov.uk/educationprovision</a>
Gender	No	None	None	N/A	The school will be for boys, but this balances the provision in the local area, because there is already a 3FE provision for girls.
Gender identity	No	None	None	N/A	Yes, the school has an open and supportive outlook towards gender identity

Characteristic	Could this policy, procedure, project or service affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact HIGH/MEDIUM LOW/NONE UNKNOWN		Provide details: a) Is internal action required? If yes what?  b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative		
Race	No	None	None	N/A	Yes. Positive for all secondary aged children within the local community providing more options and choices for their future.
Religion or belief	No	None	None	N/A	Yes, the school uses admission criteria that will not disadvantage any faith, or people of no faith.
Sexual orientation	No	None	None	N/A	Yes, the school has an open and supportive outlook towards the sexual orientation of students
Pregnancy and maternity	No	None	None	N/A	N/A
Marriage and Civil Partnerships	No	None	None	N/A	N/A
Children in Local Authority Care	No	None	None	N/A	The establishment of a satellite of Tunbridge Wells Grammar School for Boys would increase the opportunities for children in care to attend a Grammar school. In addition, there will be additional grammar capacity available for children in Tunbridge Wells and Tonbridge & Malling which will provide opportunities for more children in local authority care.
Free School	No	None	None	N/A	The establishment of a new provision that

Characteristic	Could this policy, procedure, project or service affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact HIGH/MEDIUM LOW/NONE UNKNOWN		Provide details: a) Is internal action required? If yes what?  b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative		
Meals - eligible children					is accessible to Sevenoaks children will provide more opportunity for FSM-eligible children to attend a Grammar school.



## Part 1: INITIAL SCREENING

### Proportionality

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

Based on the answers in the above screening grid what weighting would you ascribe to this function?

LOW
-----

### Beneficiaries

- Local children and their families
- The Local Authority

### Information about the School

Tunbridge Wells Grammar School for Boys is a popular school and the proposal to increase the number of secondary places at the school is therefore, in line with the expectation of expanding popular & successful schools. The proposal will increase the school's admission number from 210 to 300, adding an additional 90 places for September 2021. It will be achieved through building additional accommodation and service space on the Wilderness site.

### Data

- Tunbridge Wells Grammar School for Boys provides selective secondary school for students aged 11-16.
- The School is single sex but will share certain facilities with students from the Weald of Kent Grammar School for girls.
- Has an inclusive admission policy, using KCC criteria.
- The school is judged 'Good' by Ofsted.
- <https://www.twgsb.org.uk>

### The Community - Sevenoaks

BME	4,864	4.2%
English as an additional language	893	7.2%
Children in "Poverty"		11.8%
Children In Care (including Unaccompanied Asylum Seeking Children)		1.6%
Number of school age children	12,323	
Free school meals	1,129	9.2%
Primary SEN Need	1,669	13.5%
SEN - No statement	1,106	9.0%
SEN - Statement	563	4.6%
Autistic Spectrum Disorder	305	18.3%

Hearing Impairment	7	0.4%
Moderate Learning Difficulties	182	10.9%
Multi Sensory Impairment	6	0.4%
SEN Support	73	4.4%
Other	49	2.9%
Physical Disability	150	9.0%
Profound & Multiple Learning Difficulties	66	4.0%
Social, Emotional & Mental Health	233	14.0%
Speech, Language & Communication Needs	313	18.8%
Severe Learning Difficulties	63	3.8%
Specific Learning Difficulties	199	11.9%
Visual Impairment	12	0.7%

For more detail on the community, visit:

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

## Proposal Consultation

The consultation will run from 28 October 2019 to 6 December 2019, with a drop in session at Tunbridge Wells Grammar School for Boys on 12 November 2019. This will be followed with a formal public meeting for stakeholders to raise issues and concerns on 20 November 2019. The consultation will be with the community and other stakeholders, including the following groups:

- Families of students who attend Tunbridge Wells Grammar School for Boys
- All schools in Sevenoaks District
- All Schools in Tonbridge & Malling and Tunbridge Wells Districts
- Kent County Council Elected Members
- Sevenoaks District Council
- Parish and Town Councils
- Local MPs
- Dioceses of Rochester and Southwark
- Church Groups
- Residents Groups
- Children's Centres, Community and Voluntary Groups, Youth Groups
- Unions
- Education interest groups and organisations

## Potential Impact

### Adverse Impact:

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

### Positive Impact:

Some positive impacts identified are:

- An increase in total number of places available to meet the needs of students with disabilities and/or SEN
- More families able to access good school places
- School places available to students with and without faith-based backgrounds.
- An increase in the number of opportunities for FSM-eligible and CIC to attend a grammar school.

## JUDGEMENT

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

Justification:

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

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

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

Equality and Diversity Team Comments

Sign Off

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

### **Senior Officer**

Signed:                      Name:

Job Title:                      Date:

### **DMT Member**

Signed:                      Name:

Job Title:                      Date:

### Equality Impact Assessment Action Plan

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

Children, Young People and Education Performance Management

# Children, Young People and Education Directorate Scorecard

October 2019

Produced by: Management Information & Intelligence, KCC

Publication Date: 11th December 2019



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## Guidance Notes

**Notes:** 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. 2018-19 attainment data is not yet available for selected indicators. Where 2018-19 outcomes are not yet available, data is shown in italics to indicate 2017-18 data is being used. Further updates will be included in the next scorecard release. Education and Early Help targets have been reviewed as they were out of date - please see Kent KPIs page for further details.

### POLARITY

H	The aim of this indicator is to achieve the highest number/percentage possible
L	The aim of this indicator is to achieve the lowest number/percentage possible
T	The aim of this indicator is to stay close to the target that has been set

### RAG 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

Wendy Murray	03000 419417
Maureen Robinson	03000 417164
Matt Ashman	03000 417012
Chris Nunn	03000 417145
Sam Heath	03000 415676
Nicola Willsher	03000 417203
<a href="mailto:MIEducation&amp;WiderEH@kent.gov.uk">MIEducation&amp;WiderEH@kent.gov.uk</a>	
<a href="mailto:MIIntensiveEH&amp;SocialCare@kent.gov.uk">MIIntensiveEH&amp;SocialCare@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
EY	Early Years Scorecard
NEET	NEET Monthly Scorecard
SEND	Special Educational Needs & Disabilities Scorecard
ICS	Intensive EH and CSWS Monthly Performance 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 May 2019




128,137 pupils in 455 primary schools  
 15.3 % with free school meals

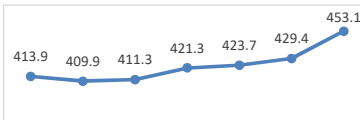
102,013 pupils in 99 secondary schools  
 12.4 % with free school meals

4,538 pupils in 22 special schools  
 34.5 % with free school meals

as at Oct 2019




Rate of notifications received into EH per 10,000 of the 0-17 population (inclusive, rolling 12 months)



413.9
409.9
411.3
421.3
423.7
429.4
453.1


as at Oct 2019



Open cases

Intensive Early Help	2,416
Open Social Work Cases	10,602
<i>Including:</i>	
• Child Protection	1,447
• Children in Care	1,813
• Care Leavers	1,708


as at Sept 2019



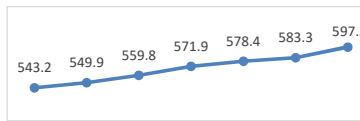
Ofsted good or outstanding

EY providers	97.8%
Primary	94.1%
Secondary	87.4%
Special	90.9%

as at Oct 2019




Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)

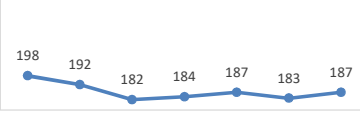


543.2
549.9
559.8
571.9
578.4
583.3
597.3

as at Oct 2019




Number of First Time Entrants into the Youth Justice system

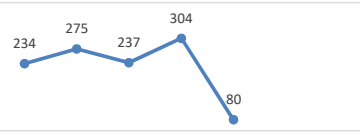


198
192
182
184
187
183
187

as at Aug 2019




Requests for SEND statutory assessment



234
275
237
304
80


as at Oct 2019



Activity at the Front Door (children)

Total contacts	7,801
Number resolved at FD	3,545
Number to CSWS	1,969
Number to EH Units	1,590

Open Access Indicators



To be added in early 2020



Directorate Scorecard - Kent KPIs

Integrated Children's Services 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	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19							SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		26.4	26.4	26.5	26.7	27.1	27.2	27.2	↔	25.0	AMBER	26.1	25.0	AMBER	22.3	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		92.5	92.3	92.8	92.1	92.1	91.3	90.5	↓	90.0	GREEN	92.6	85.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	19.4	19.8	20.2	19.8	19.9	20.4	21.4	↓	20.0	GREEN	18.9	20.0	GREEN	21.1	20.8	
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	✓	73.9	73.8	72.7	73.2	72.8	74.3	74.2	↓	70.0	GREEN	72.5	70.0	GREEN	67	N/A	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	82.2	82.3	81.9	81.4	80.8	80.4	79.8	↓	85.0	AMBER	82.3	85.0	AMBER	N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	368.4	350.3	357.0	359.1	366.5	355.7	349.0	↑	426.0	GREEN	363.4	426.0	GREEN	413	N/A	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	65.1	65.4	65.2	64.7	64.7	64.3	64.5	↑	65.0	AMBER	65.5	65.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	85.3	85.0	84.0	84.2	83.5	90.0	89.7	↓	85.0	GREEN	85.7	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		15.8	15.1	15.7	15.9	16.2	14.4	14.5	↓	15.0	GREEN	15.9	15.0	AMBER	N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		21.5	22.1	22.8	22.5	21.5	20.0	20.2	↓	18.0	AMBER	22.5	18.0	RED	N/A	N/A	
ICS new	<i>With new QAF consider new audit indicators across the service</i>																			
EH16-F	Percentage of cases closed by Early Help Units with outcomes achieved	H	MS	✓	77.2	76.6	76.1	75.2	74.9	74.7	74.2	↓	75	AMBER	82.5	80	GREEN	N/A	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		58.5	57.5	57.1	56.4	56.2	55.7	56.1	↑	70	RED	50.8	N/A	N/A	N/A	N/A	Yes
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	L	R12M		22.8	23.5	23.7	24.4	25.0	25.2	25.4	↓	25	AMBER	15.9	N/A	N/A	N/A	N/A	Yes
EH new	<i>Average caseloads in the EH Units (based on number of children)</i>																			

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Integrated Children's Services Quarterly Indicators		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2019-20	RAG	Kent Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q2 18-19	Q3 18-19	Q4 18-19	Q1 19-20							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		33.3	35.5	33.8	33.9	↓	35	GREEN	33.8	36	GREEN	40.5	40.9		

Directorate Scorecard - Kent KPIs

Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2019-20	RAG	Kent Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19										
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	34.4	30.7	25.9	24.7	34.6	14.5	31.1	↑	40	AMBER	40.0	35	GREEN	52.8	64.9	Yes
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		935	942	951	955	806	956	976	↓	950	AMBER	806	325	RED	N/A	N/A	Yes
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		20	16	17	13	14	15	12	↑	9	AMBER	14	12	AMBER	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		31	32	28	26	29	26	22	↑	30	GREEN	29	35	GREEN	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		89.4	89.8	87.8	88.3	88.2	88.7	89.7	↑	90	AMBER	88.2	85	GREEN	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		96.8	98.0	98.1	98.0	97.9	98.2	98.5	↑	100	AMBER	97.9	100	AMBER	N/A	N/A	

Education Annual Indicators		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2018-19	RAG	Target 2019-20	DOT	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2016-17	2017-18	2018-19								
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place <i>[seasonally impacted indicator]</i>	H	A		74.0	72.8	74.4	72	GREEN	73	↑	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		74.2	75.1	74.0	75	AMBER	75	↓	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		21	17	21	20	AMBER	20	↓	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		65	67	68	68	GREEN	69	↑	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		26	21	22.8	22	AMBER	21	↓	26	22	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		46.3	47.1	47.2	48	AMBER	48.5	↑	47.9	46.6	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.4	18.8	18.2	14	RED	13	↑	17.7	13.9	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		31.00	32.02	33.10	34	AMBER	35	↑	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		39.37	32.74	26.86	29	AMBER	30	↓	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		37.61	27.91	30.51	32	AMBER	33	↑	30.81	32.12		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.0	3.1	3.4	3.1	AMBER	3.0	↓	3.3	3.1	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		89.0	89.5	89.3	91	AMBER	91	↓	90.2	91.0		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		80.5	79.6	79.0	77	GREEN	76	↓	84.2	82.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.7	9.1	9.3	8.3	AMBER	8.0	↓	8.1	8.4		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.6	14.7	14.2	13.5	AMBER	13.0	↑	12.9	12.7		
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) <i>[seasonally impacted indicator]</i>	L	MS	✓	3.1	2.6	2.8	2.6	AMBER	2.6	↓	2.4	2.6	Yes	

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## Directorate Scorecard - Kent KPIs

**Education and Early Help targets have been reviewed as they were out of date. Many of the targets were set when new measures were introduced, without any trend or comparative data to support this process. Targets now take into account the national position, where this is available, and the year on year improvements seen to date, and seek to drive continuous improvement.**

**Commentary on Integrated Children's Services Indicators:**

**RED:** There was a slight improvement in the percentage of Early Help Assessments completed in the given month, within 6 weeks of allocation, from 55.7% to 56.1%. and it remains below the 70.0% Target

**AMBER:** Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral has remained the same - 27.2%, which is 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 79.8% which is below the target of 85.0% and a slight reduction in performance in September (80.4%). Performance levels for this indicator have shown month-on-month reductions in the reporting year-to-date. 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 and a significant recruitment drive has been underway to recruit additional foster carers.

**AMBER:** Percentage of care leavers in education, employment or training (of those KCC is in touch with) is 64.5%. Performance has remained consistently close to, or just above, the 65.0% target throughout the year.

**AMBER:** The average caseloads in the CSWT Teams is 20.2, which is above the target caseload of no more than 18 children/young people. Reducing caseloads remains a key priority for the Service.

**AMBER:** The percentage of cases closed by Early Help Units with outcomes achieved continues to show a slight month-on-month decrease in performance. October performance was 74.2%, against a Target of 75.0%, which is a 0.05% reduction from the 74.7% achieved in September 2019.

**GREEN:** Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 90.5% 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 21.4%. 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 74.2%. 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 349 days, which remains significantly below the nationally set target of 426 days.

**GREEN:** The percentage of case holding posts filled by permanent qualified social workers is 89.7%, which above 85.0% target.

**GREEN:** The average caseloads in the CIC Teams is 14.5 cases, which is below the target caseload of no more than 15 children/young people.

**Commentary on Education Indicators:**

**RED:** The red Key Stage 2 gap indicators include the progress score in reading for SEN support and the progress score in maths for all pupils, FSM, Kent CIC, SEN Support and SEN EHCP and are all below the national outcomes for these groups.

**RED:** The average score at KS4 in Attainment 8 for FSM at 18.2 is both below the target, Kent's benchmarking group and national is the average score at KS4 in Progress 8 for SEN EHCP.

**AMBER:** In the Early Years Foundation Stage 74.0% of children attending a school in Kent achieved a good level of development which is just below the target of 75% but is higher than the national figure of 71.8%. The FSM gap has widened to 21 percentage points but is narrower than Kent's benchmarking group. The Kent CIC gap has diminished from 46.8 to 24.1.

**AMBER:** The amber Key Stage 2 gap indicators include the percentage of pupils achieved the expected standard in reading, writing and maths for FSM, Kent CIC, SEN Support and EHCP. The progress score in reading for all pupil was just below the target of 0.1 but in line with national performance. The reading progress score for FSM and SEN EHCP were also only just below the targets. The SEN indicators for progress in writing were also just below target but in line with national.

**AMBER:** The average score at KS4 in Attainment 8 at 47.2 is below the target of 53 but above the national figure of 46.7 but is above the national figure of 46.6. The SEN Support and EHCP gaps are also amber as are the average score at KS4 in Progress 8 all pupils and SEN support.

**AMBER:** The percentage of EHCP issued in 20 weeks has increased to 31.1% but remains below the target of 40% and is below national performance of 64.9% and Kent's benchmark group of 52.8%

**AMBER:** The number of permanent exclusions of Primary aged pupils at twelve is three pupils higher than the target. However, exclusions from Kent schools are still lower than the national figure (reported as a rate of the school population).

**GREEN:** In the Early Years Foundation Stage the SEN support gap is narrowed from 56 to 50 and is one point wider than Kent's benchmarking group. The SEN EHCP gap at 74 has also narrowed compared to the previous year and is inline with Kent's benchmarking group.

**GREEN:** At Key Stage 2, 68% of pupils achieved the expected standard in reading, writing and maths compared to the national figure of 65%. The Progress score in Reading for Kent CIC at -0.8 equals the target as does the progress score in writing for all pupils, FSM and Kent CIC.

**GREEN:** The number of permanent exclusions from Secondary schools in October has fallen to the lowest level in the last 7 months at 22.

**GREEN:** The rate of proven re-offending by CYP for Quarter 1 in 2019/20 at 33.9 is above the target of 35 and is better than the outcome for England & Wales.

**GREEN:** The percentage of eligible 2 years olds taking up a free early education place at 74.4% is higher than the target of 72.

Directorate Scorecard - Kent KPIs - Vulnerable Learners

Annual Indicators - Primary		Polarity	Data Period	QPR	Annual Trends			Latest Year (provisional)	Target 2018-19	RAG	Target 2019-20	DOT	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2016-17	2017-18	2018-19								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development - all pupils	H	A		74.2	75.1	74.0	75	AMBER	75	⇩	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		21	17	21	20	AMBER	20	⇩	22	17	Yes	
	Percentage of pupils at EYFS achieving a Good Level of Development - Kent CIC gap	L	A		49.4	46.8	24.1	24	AMBER	23	⇩				
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN Support gap	L	A		54	56	50	50	GREEN	50	⇩	49	48		
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN EHCP gap	L	A		76	76	74	74	GREEN	74	⇩	74	72		
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - all pupils	H	A		65	67	68	68	GREEN	69	⇩	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		26	21	22.8	21	AMBER	20	⇩	26	22	Yes	
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - Kent CIC gap	L	A		30.1	33.0	30.7	30	AMBER	29	⇩				
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN Support gap	L	A		51.0	51.0	49.7	49	AMBER	48	⇩	55	50		
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN EHCP gap	L	A		63.0	67.0	68.0	65	AMBER	64	⇩	66	65		
	Progress score in Reading at KS2 - all pupils	H	A		0.3	0.0	0.0	0.1	AMBER	0.2	⇔	0.0	0.0		
	Progress score in Reading at KS2 - FSM Eligible	H	A		-0.4	-1.0	-0.9	-0.8	AMBER	-0.7	⇩	-1.3	-0.8	Yes	
	Progress score in Reading at KS2 - Kent CIC	H	A		-1.5	-0.4	-0.8	-0.8	GREEN	-0.7	⇩				
	Progress score in Reading at KS2 - SEN Support	H	A		-1.1	-1.2	-1.4	-1.1	RED	-1.0	⇩	-1.4	-1.0		
	Progress score in Reading at KS2 - SEN EHCP	H	A		-3.5	-3.3	-3.9	-3.8	AMBER	-3.7	⇩	-4.0	-3.8		
	Progress score in writing at KS2 - all pupils	H	A		0.3	0.4	0.3	0.3	GREEN	0.3	⇩	-0.3	0.0		
	Progress score in writing at KS2 - FSM	H	A		-0.5	-0.5	-0.7	-0.7	GREEN	-0.6	⇩	-1.4	-0.7	Yes	
	Progress score in writing at KS2 - Kent CIC	H	A		-1.9	-1.3	-0.8	-0.8	GREEN	-0.7	⇩				
	Progress score in writing at KS2 - SEN Support	H	A		-2.0	-1.7	-1.7	-1.6	AMBER	-1.5	⇔	-2.6	-1.8		
	Progress score in writing at KS2 - SEN EHCP	H	A		-3.9	-3.1	-4.1	-4.0	AMBER	-3.9	⇩	-4.4	-4.1		
	Progress score in maths at KS2 - all pupils	H	A		-0.2	-0.3	-0.4	0.0	RED	0.1	⇩	-0.4	0.0		
	Progress score in maths at KS2 - FSM	H	A		-1.1	-1.6	-1.7	-0.8	RED	-0.7	⇩	-1.7	-0.8	Yes	
	Progress score in maths at KS2 - Kent CIC	H	A		-1.2	-2.0	-1.5	-0.8	RED	-0.7	⇩				
	Progress score in maths at KS2 - SEN Support	H	A		-1.6	-1.7	-2.0	-1.6	RED	-1.5	⇩	-1.6	-1.0		
	Progress score in maths at KS2 - SEN EHCP	H	A		-3.9	-4.0	-4.6	-3.8	RED	-3.7	⇩	-4.1	-3.8		

Directorate Scorecard - Kent KPIs - Vulnerable Learners

Annual Indicators - Secondary		Polarity	Data Period	QPR	Annual Trends			Latest Year (provisional)	Target 2018-19	RAG	Target 2019-20	DOT	Benchmark Group 2017-18	England 2017-18	Linked to SDP?
					2016-17	2017-18	2018-19								
												SE Region			
SISE12	Average score at KS4 in Attainment 8 - all pupils	H	A		46.3	47.1	47.2	48	AMBER	48.5	↑	47.8	46.6	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.4	18.8	18.2	14	RED	13.5	↑	17.7	13.9	Yes	
	Average score at KS4 in Attainment 8 - Kent CIC gap	L	A		27.4	25.0		24		23.5					
	Average score at KS4 in Attainment 8 - SEN Support gap	L	A		15.1	16.2	15.8	15	AMBER	14.5	↑	18.5	17.7		
	Average score at KS4 in Attainment 8 - SEN EHCP gap	L	A		37.0	37.2	38.8	36	AMBER	35.5	↓	37.3	36.4		
	Average score at KS4 in Progress 8 - all pupils	H	A		-0.11	-0.08	-0.11	-0.02	AMBER	-0.01	↓	0.01	-0.02		
	Average score at KS4 in Progress 8 - FSM	H	A		-0.80	-0.81		-0.50		-0.40		-0.70	-0.53	Yes	
	Average score at KS4 in Progress 8 - Kent CIC	H	A		-0.14	-0.91		-0.80		-0.70					
	Average score at KS4 in Progress 8 - SEN Support	H	A		-0.61	-0.62	-0.68	-0.50	AMBER	-0.40	↓	-0.47	-0.43		
	Average score at KS4 in Progress 8 - SEN EHCP	H	A		-1.22	-1.20	-1.44	-1.10	RED	-1.00	↓	-1.07	-1.09		

## 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	May 2019 School Census	Aug 2019
CYPE11	Number of Secondary Schools	MI School Census Database	May 2019 School Census	Aug 2019
CYPE12	Number of Special Schools	MI School Census Database	May 2019 School Census	Aug 2019
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	May 2019 School Census	Aug 2019
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	May 2019 School Census	Aug 2019
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	May 2019 School Census	Aug 2019
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	May 2019 School Census	Aug 2019
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	May 2019 School Census	Aug 2019
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	May 2019 School Census	Aug 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 September 2019	Oct 2019
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of September 2019	Oct 2019
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of September 2019	Oct 2019
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of September 2019	Oct 2019
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of October 2019	Nov 2019
EH71-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 Oct 2019	Nov 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 Oct 2019	Nov 2019
FD01-C	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of Oct 2019	Nov 2019
FD02-C	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of Oct 2019	Nov 2019
FD03-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 Oct 2019	Nov 2019
FD04-C	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of Oct 2019	Nov 2019
EH05-F	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of Oct 2019	Nov 2019
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of Oct 2019	Nov 2019
	Number of Child Protection cases	Liberi	Snapshot data as at end of Oct 2019	Nov 2019
	Number of Children in Care	Liberi	Snapshot data as at end of Oct 2019	Nov 2019
	Number of Care Leavers	Liberi	Snapshot data as at end of Oct 2019	Nov 2019
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to Oct 2019	Nov 2019
<b>Key Performance Indicators</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 Oct 2019	Nov 2019
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to Oct 2019	Nov 2019
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to Oct 2019	Nov 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 Oct 2019	Nov 2019
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at Oct 2019	Nov 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 Oct 2019	Nov 2019
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to Oct 2019	Nov 2019
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at Oct 2019	Nov 2019
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Oct 2019	Nov 2019
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Oct 2019	Nov 2019
<i>ICS new</i>	<i>With new QAF consider new audit indicators across the service</i>			
EH16-F	Percentage of cases closed by Early Help Units with a positive outcome	Early Help module	Snapshot as at Oct 2019	Nov 2019
EH52-F	Percentage of Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at Oct 2019	Nov 2019
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	Early Help module	Snapshot as at Oct 2019	Nov 2019
<i>EH new</i>	<i>Average caseloads in the EH Units (based on number of children)</i>			
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for Oct 2016 to Sept 2017 cohort	Aug 2019

## Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
<b>Key Performance Indicators (Continued)</b>				
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Impulse database - monthly reported data	Snapshot as at Oct 2019	Nov 2019
CYPE1	Number of pupils being placed in independent or out-of-county special schools	Education Finance reporting	Snapshot as at Oct 2019	Nov 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 Oct 2019	Nov 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 Oct 2019	Nov 2019
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to Oct 2019	Nov 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 Oct 2019	Nov 2019
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	FF2 Team in Early Years & Childcare	Snapshot as at 19th December 2018	Dec 2018
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2018-19 MI DfE published	Oct 2019
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	End of year assessments based on EYFSP framework	2018-19 MI Calculations	Sept 2019
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	Test/TA results for end of academic year	2018-19 DfE provisional (LA) MI Calcs (Distr)	Sep 2019
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	Test/TA results for end of academic year	2018-19 MI Calculations	Aug 2019
SISE12	Average score at KS4 in Attainment 8	Test results for end of academic year	2018-19 DfE prov (LA) 2017-18 MI Calcs (Distr)	Oct 2019
SISE19	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	2017-18 DfE published (LA), MI Calcs (Distr)	Jan 2019
CYPE23	Average point score per A Level entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE Performance Tables Checking Data	Oct 2019
CYPE24	Average point score per Applied General entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE Performance Tables Checking Data	Oct 2019
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE Performance Tables Checking Data	Oct 2019
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	DfE annual snapshot based on school census	Snapshot as at January 2019	July 2019
CYP2	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2019-20	April 2019
CYP5	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2019-20	April 2019
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Aut & Spring data for academic year 2018-19	2018-19 DfE SFR (LA) MI Calculations (Distr)	Oct 2019
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Aut & Spring data for academic year 2018-19	2018-19 DfE SFR (LA) MI Calculations (Distr)	Oct 2019
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	MI monthly reporting	Monthly average Dec 2018 to Feb 2019	March 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.
EH71-C	Rate of notifications received into Early Help per 10,000 of the 0-17 population (inclusive, rolling 12 months)	The total number of referrals to an Early Help Unit completed during the corresponding reporting month per 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year population estimates). 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. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. 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 with a contact outcome of "Information, Advice & Guidance" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. 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 with a contact outcome of "Threshold met for CSWS" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. 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 with a contact outcome of "Proceed to Early Help Unit" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
EH05-F	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 prior to the end of the month. This is a family 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.
EH34	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>		
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.
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	The percentage of children who become subject to a Child Protection Plan during the last 12 months who have been subject to a previous plan.
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	The percentage of Children in Care aged under 16 at the snapshot date who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years, or are placed for adoption and their adoptive placement together with their previous placement together last for at least 2 years.
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	The percentage of Kent Children in Care at the snapshot date who are in Foster Care and are placed with KCC Foster Carers or with Relatives and Friends. UASC are excluded
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	The average number of days between becoming a Looked After Child and moving in with Adoptive Family (for children who have been Adopted in the last 12 months)
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	The percentage of relevant and former relevant care leavers who we were in contact with in a 4 month window around their birthday who were aged 17, 18, 19, 20 or 21 and were in education, employment or training.
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.

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Indicator Definitions

Code	Indicator	Definition
<b>Key Performance Indicators (Continued)</b>		
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.
EH16-F	Percentage of cases closed by Early Help Units with a positive outcome	The percentage of all cases closed by Units with outcomes achieved for the corresponding reported month. The data includes all cases that were sent to Units at Early Help Record stage, excluding those with a closure reason of "No Unit Involvement" and "Advice and Guidance". It is calculated from the completion date of the closure form. Closure outcomes used in the numerator
EH52-F	Percentage of Assessments completed in the given month, within 6 weeks of allocation	The percentage of assessments completed in the reporting month, where the assessment was completed within 30 working days of allocation.
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	The percentage of referrals into an EH Unit (R12M) that previously had an episode open to an Early Help Unit in the preceding 12 months. The data only looks at referrals allocated to a Unit. It is calculated using a comparison between the episode end date of the previous episode and the episode start date of the subsequent referral.
<i>EH new</i>	<i>Average caseloads in the EH Units (based on number of children)</i>	Definition to be confirmed.
CYPE6	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>
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.

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Indicator Definitions

Code	Indicator	Definition
<b>Key Performance Indicators (Continued)</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).
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.
SISE12a	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.
CYPE21	Average point score per A Level entry at KS5 [School students only]	The total number of points achieved in A-Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all A-Level qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE24	Average point score per Applied General entry at KS5 [School students only]	The total number of points achieved in Applied General qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Applied General qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	The total number of points achieved in Tech Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Tech Level qualifications. Outcomes are for Kent maintained schools and academies only.
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	Percentage of pupils with a statement of Special Educational Needs or an Education, Health and care Plan (EHCP) as a proportion of all pupils on roll in all schools as at January school census. Includes maintained schools and academies, Pupil Referral Units, Free schools and Independent schools (DfE published data).
CYPE2	Percentage of parents getting first preference of primary school	The percentage of parents who got their first preference of Primary school (out of their three ordered preferences) for their child.
CYPE3	Percentage of parents getting first preference of secondary school	The percentage of parents who got their first preference of Secondary school (out of their three ordered preferences) for their child.
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.

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Children, Young People and Education Performance Management

# Children, Young People and Education Directorate Scorecard

October 2019

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Produced by: Management Information & Intelligence, KCC

Publication Date: 11th December 2019



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## Guidance Notes

**Notes:** 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. 2018-19 attainment data is not yet available for selected indicators. Where 2018-19 outcomes are not yet available, data is shown in italics to indicate 2017-18 data is being used. Further updates will be included in the next scorecard release. Education and Early Help targets have been reviewed as they were out of date - please see Kent KPIs page for further details.

### POLARITY

H	The aim of this indicator is to achieve the highest number/percentage possible
L	The aim of this indicator is to achieve the lowest number/percentage possible
T	The aim of this indicator is to stay close to the target that has been set

### RAG 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

Wendy Murray	03000 419417
Maureen Robinson	03000 417164
Matt Ashman	03000 417012
Chris Nunn	03000 417145
Sam Heath	03000 415676
Nicola Willsher	03000 417203
<a href="mailto:MIEducation&amp;WiderEH@kent.gov.uk">MIEducation&amp;WiderEH@kent.gov.uk</a>	
<a href="mailto:MIIntensiveEH&amp;SocialCare@kent.gov.uk">MIIntensiveEH&amp;SocialCare@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
EY	Early Years Scorecard
NEET	NEET Monthly Scorecard
SEND	Special Educational Needs & Disabilities Scorecard
ICS	Intensive EH and CSWS Monthly Performance 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 May 2019




128,137 pupils in 455 primary schools  
 15.3 % with free school meals

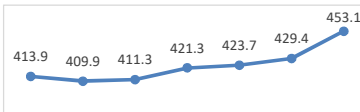
102,013 pupils in 99 secondary schools  
 12.4 % with free school meals

4,538 pupils in 22 special schools  
 34.5 % with free school meals

as at Oct 2019




Rate of notifications received into EH per 10,000 of the 0-17 population (inclusive, rolling 12 months)



May 2019	413.9
Jun 2019	409.9
Jul 2019	411.3
Aug 2019	421.3
Sep 2019	423.7
Oct 2019	429.4
Nov 2019	453.1


as at Oct 2019



Open cases

Intensive Early Help	2,416
Open Social Work Cases	10,602
<i>Including:</i>	
• Child Protection	1,447
• Children in Care	1,813
• Care Leavers	1,708


as at Sept 2019



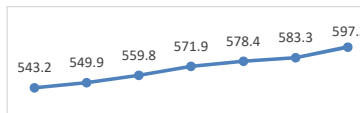
Ofsted good or outstanding

EY providers	97.8%
Primary	94.1%
Secondary	87.4%
Special	90.9%

as at Oct 2019




Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)

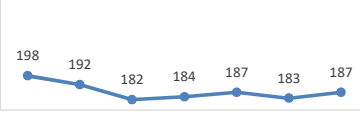


May 2019	543.2
Jun 2019	549.9
Jul 2019	559.8
Aug 2019	571.9
Sep 2019	578.4
Oct 2019	583.3
Nov 2019	597.3

as at Oct 2019




Number of First Time Entrants into the Youth Justice system

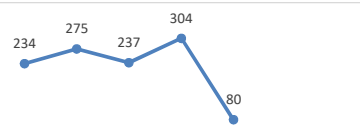


May 2019	198
Jun 2019	192
Jul 2019	182
Aug 2019	184
Sep 2019	187
Oct 2019	183
Nov 2019	187

as at Aug 2019




Requests for SEND statutory assessment



May 2019	234
Jun 2019	275
Jul 2019	237
Aug 2019	304
Sep 2019	80


as at Oct 2019



Activity at the Front Door (children)

Total contacts	7,801
Number resolved at FD	3,545
Number to CSWS	1,969
Number to EH Units	1,590

Open Access Indicators



To be added in early 2020



Directorate Scorecard - Kent KPIs

Integrated Children's Services 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	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19										
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		26.4	26.4	26.5	26.7	27.1	27.2	27.2	↔	25.0	AMBER	26.1	25.0	AMBER	22.3	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		92.5	92.3	92.8	92.1	92.1	91.3	90.5	↓	90.0	GREEN	92.6	85.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	19.4	19.8	20.2	19.8	19.9	20.4	21.4	↓	20.0	GREEN	18.9	20.0	GREEN	21.1	20.8	
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	✓	73.9	73.8	72.7	73.2	72.8	74.3	74.2	↓	70.0	GREEN	72.5	70.0	GREEN	67	N/A	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	82.2	82.3	81.9	81.4	80.8	80.4	79.8	↓	85.0	AMBER	82.3	85.0	AMBER	N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	368.4	350.3	357.0	359.1	366.5	355.7	349.0	↑	426.0	GREEN	363.4	426.0	GREEN	413	N/A	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	65.1	65.4	65.2	64.7	64.7	64.3	64.5	↑	65.0	AMBER	65.5	65.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	85.3	85.0	84.0	84.2	83.5	90.0	89.7	↓	85.0	GREEN	85.7	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		15.8	15.1	15.7	15.9	16.2	14.4	14.5	↓	15.0	GREEN	15.9	15.0	AMBER	N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		21.5	22.1	22.8	22.5	21.5	20.0	20.2	↓	18.0	AMBER	22.5	18.0	RED	N/A	N/A	
ICS new	<i>With new QAF consider new audit indicators across the service</i>																			
EH16-F	Percentage of cases closed by Early Help Units with outcomes achieved	H	MS	✓	77.2	76.6	76.1	75.2	74.9	74.7	74.2	↓	75	AMBER	82.5	80	GREEN	N/A	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		58.5	57.5	57.1	56.4	56.2	55.7	56.1	↑	70	RED	50.8	N/A	N/A	N/A	N/A	Yes
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	L	R12M		22.8	23.5	23.7	24.4	25.0	25.2	25.4	↓	25	AMBER	15.9	N/A	N/A	N/A	N/A	Yes
EH new	<i>Average caseloads in the EH Units (based on number of children)</i>																			

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Integrated Children's Services Quarterly Indicators		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2019-20	RAG	Kent Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q2 18-19	Q3 18-19	Q4 18-19	Q1 19-20										
CYPE8	Rate of proven re-offending by CYP	L	Q		33.3	35.5	33.8	33.9	↓	35	GREEN	33.8	36	GREEN	40.5	40.9		

Directorate Scorecard - Kent KPIs

Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2019-20	RAG	Kent Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19										
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	34.4	30.7	25.9	24.7	34.6	14.5	31.1	↑	40	AMBER	40.0	35	GREEN	52.8	64.9	Yes
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		935	942	951	955	806	956	976	↓	950	AMBER	806	325	RED	N/A	N/A	Yes
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		20	16	17	13	14	15	12	↑	9	AMBER	14	12	AMBER	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		31	32	28	26	29	26	22	↑	30	GREEN	29	35	GREEN	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		89.4	89.8	87.8	88.3	88.2	88.7	89.7	↑	90	AMBER	88.2	85	GREEN	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		96.8	98.0	98.1	98.0	97.9	98.2	98.5	↑	100	AMBER	97.9	100	AMBER	N/A	N/A	

Education Annual Indicators		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2018-19	RAG	Target 2019-20	DOT	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2016-17	2017-18	2018-19								
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place <i>[seasonally impacted indicator]</i>	H	A		74.0	72.8	74.4	72	GREEN	73	↑	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		74.2	75.1	74.0	75	AMBER	75	↓	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		21	17	21	20	AMBER	20	↓	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		65	67	68	68	GREEN	69	↑	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		26	21	22.8	22	AMBER	21	↓	26	22	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		46.3	47.1	47.2	48	AMBER	48.5	↑	47.9	46.6	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.4	18.8	18.2	14	RED	13	↑	17.7	13.9	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		31.00	32.02	33.10	34	AMBER	35	↑	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		39.37	32.74	26.86	29	AMBER	30	↓	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		37.61	27.91	30.51	32	AMBER	33	↑	30.81	32.12		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.0	3.1	3.4	3.1	AMBER	3.0	↓	3.3	3.1	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		89.0	89.5	89.3	91	AMBER	91	↓	90.2	91.0		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		80.5	79.6	79.0	77	GREEN	76	↓	84.2	82.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.7	9.1	9.3	8.3	AMBER	8.0	↓	8.1	8.4		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.6	14.7	14.2	13.5	AMBER	13.0	↑	12.9	12.7		
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) <i>[seasonally impacted indicator]</i>	L	MS	✓	3.1	2.6	2.8	2.6	AMBER	2.6	↓	2.4	2.6	Yes	

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## Directorate Scorecard - Kent KPIs

**Education and Early Help targets have been reviewed as they were out of date. Many of the targets were set when new measures were introduced, without any trend or comparative data to support this process. Targets now take into account the national position, where this is available, and the year on year improvements seen to date, and seek to drive continuous improvement.**

**Commentary on Integrated Children's Services Indicators:**

**RED:** There was a slight improvement in the percentage of Early Help Assessments completed in the given month, within 6 weeks of allocation, from 55.7% to 56.1%. and it remains below the 70.0% Target

**AMBER:** Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral has remained the same - 27.2%, which is 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 79.8% which is below the target of 85.0% and a slight reduction in performance in September (80.4%). Performance levels for this indicator have shown month-on-month reductions in the reporting year-to-date. 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 and a significant recruitment drive has been underway to recruit additional foster carers.

**AMBER:** Percentage of care leavers in education, employment or training (of those KCC is in touch with) is 64.5%. Performance has remained consistently close to, or just above, the 65.0% target throughout the year.

**AMBER:** The average caseloads in the CSWT Teams is 20.2, which is above the target caseload of no more than 18 children/young people. Reducing caseloads remains a key priority for the Service.

**AMBER:** The percentage of cases closed by Early Help Units with outcomes achieved continues to show a slight month-on-month decrease in performance. October performance was 74.2%, against a Target of 75.0%, which is a 0.05% reduction from the 74.7% achieved in September 2019.

**GREEN:** Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 90.5% 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 21.4%. 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 74.2%. 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 349 days, which remains significantly below the nationally set target of 426 days.

**GREEN:** The percentage of case holding posts filled by permanent qualified social workers is 89.7%, which above 85.0% target.

**GREEN:** The average caseloads in the CIC Teams is 14.5 cases, which is below the target caseload of no more than 15 children/young people.

**Commentary on Education Indicators:**

**RED:** The red Key Stage 2 gap indicators include the progress score in reading for SEN support and the progress score in maths for all pupils, FSM, Kent CIC, SEN Support and SEN EHCP and are all below the national outcomes for these groups.

**RED:** The average score at KS4 in Attainment 8 for FSM at 18.2 is both below the target, Kent's benchmarking group and national is the average score at KS4 in Progress 8 for SEN EHCP.

**AMBER:** In the Early Years Foundation Stage 74.0% of children attending a school in Kent achieved a good level of development which is just below the target of 75% but is higher than the national figure of 71.8%. The FSM gap has widened to 21 percentage points but is narrower than Kent's benchmarking group. The Kent CIC gap has diminished from 46.8 to 24.1.

**AMBER:** The amber Key Stage 2 gap indicators include the percentage of pupils achieved the expected standard in reading, writing and maths for FSM, Kent CIC, SEN Support and EHCP. The progress score in reading for all pupil was just below the target of 0.1 but in line with national performance. The reading progress score for FSM and SEN EHCP were also only just below the targets. The SEN indicators for progress in writing were also just below target but in line with national.

**AMBER:** The average score at KS4 in Attainment 8 at 47.2 is below the target of 53 but above the national figure of 46.7 but is above the national figure of 46.6. The SEN Support and EHCP gaps are also amber as are the average score at KS4 in Progress 8 all pupils and SEN support.

**AMBER:** The percentage of EHCP issued in 20 weeks has increased to 31.1% but remains below the target of 40% and is below national performance of 64.9% and Kent's benchmark group of 52.8%

**AMBER:** The number of permanent exclusions of Primary aged pupils at twelve is three pupils higher than the target. However, exclusions from Kent schools are still lower than the national figure (reported as a rate of the school population).

**GREEN:** In the Early Years Foundation Stage the SEN support gap is narrowed from 56 to 50 and is one point wider than Kent's benchmarking group. The SEN EHCP gap at 74 has also narrowed compared to the previous year and is inline with Kent's benchmarking group.

**GREEN:** At Key Stage 2, 68% of pupils achieved the expected standard in reading, writing and maths compared to the national figure of 65%. The Progress score in Reading for Kent CIC at -0.8 equals the target as does the progress score in writing for all pupils, FSM and Kent CIC.

**GREEN:** The number of permanent exclusions from Secondary schools in October has fallen to the lowest level in the last 7 months at 22.

**GREEN:** The rate of proven re-offending by CYP for Quarter 1 in 2019/20 at 33.9 is above the target of 35 and is better than the outcome for England & Wales.

**GREEN:** The percentage of eligible 2 years olds taking up a free early education place at 74.4% is higher than the target of 72.

Directorate Scorecard - Kent KPIs - Vulnerable Learners

Annual Indicators - Primary		Polarity	Data Period	QPR	Annual Trends			Latest Year (provisional)	Target 2018-19	RAG	Target 2019-20	DOT	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2016-17	2017-18	2018-19								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development - all pupils	H	A		74.2	75.1	74.0	75	AMBER	75	⇩	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		21	17	21	20	AMBER	20	⇩	22	17	Yes	
	Percentage of pupils at EYFS achieving a Good Level of Development - Kent CIC gap	L	A		49.4	46.8	24.1	24	AMBER	23	⇩				
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN Support gap	L	A		54	56	50	50	GREEN	50	⇩	49	48		
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN EHCP gap	L	A		76	76	74	74	GREEN	74	⇩	74	72		
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - all pupils	H	A		65	67	68	68	GREEN	69	⇩	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		26	21	22.8	21	AMBER	20	⇩	26	22	Yes	
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - Kent CIC gap	L	A		30.1	33.0	30.7	30	AMBER	29	⇩				
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN Support gap	L	A		51.0	51.0	49.7	49	AMBER	48	⇩	55	50		
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN EHCP gap	L	A		63.0	67.0	68.0	65	AMBER	64	⇩	66	65		
	Progress score in Reading at KS2 - all pupils	H	A		0.3	0.0	0.0	0.1	AMBER	0.2	↔	0.0	0.0		
	Progress score in Reading at KS2 - FSM Eligible	H	A		-0.4	-1.0	-0.9	-0.8	AMBER	-0.7	⇩	-1.3	-0.8	Yes	
	Progress score in Reading at KS2 - Kent CIC	H	A		-1.5	-0.4	-0.8	-0.8	GREEN	-0.7	⇩				
	Progress score in Reading at KS2 - SEN Support	H	A		-1.1	-1.2	-1.4	-1.1	RED	-1.0	⇩	-1.4	-1.0		
	Progress score in Reading at KS2 - SEN EHCP	H	A		-3.5	-3.3	-3.9	-3.8	AMBER	-3.7	⇩	-4.0	-3.8		
	Progress score in writing at KS2 - all pupils	H	A		0.3	0.4	0.3	0.3	GREEN	0.3	⇩	-0.3	0.0		
	Progress score in writing at KS2 - FSM	H	A		-0.5	-0.5	-0.7	-0.7	GREEN	-0.6	⇩	-1.4	-0.7	Yes	
	Progress score in writing at KS2 - Kent CIC	H	A		-1.9	-1.3	-0.8	-0.8	GREEN	-0.7	⇩				
	Progress score in writing at KS2 - SEN Support	H	A		-2.0	-1.7	-1.7	-1.6	AMBER	-1.5	↔	-2.6	-1.8		
	Progress score in writing at KS2 - SEN EHCP	H	A		-3.9	-3.1	-4.1	-4.0	AMBER	-3.9	⇩	-4.4	-4.1		
	Progress score in maths at KS2 - all pupils	H	A		-0.2	-0.3	-0.4	0.0	RED	0.1	⇩	-0.4	0.0		
	Progress score in maths at KS2 - FSM	H	A		-1.1	-1.6	-1.7	-0.8	RED	-0.7	⇩	-1.7	-0.8	Yes	
	Progress score in maths at KS2 - Kent CIC	H	A		-1.2	-2.0	-1.5	-0.8	RED	-0.7	⇩				
	Progress score in maths at KS2 - SEN Support	H	A		-1.6	-1.7	-2.0	-1.6	RED	-1.5	⇩	-1.6	-1.0		
	Progress score in maths at KS2 - SEN EHCP	H	A		-3.9	-4.0	-4.6	-3.8	RED	-3.7	⇩	-4.1	-3.8		

Directorate Scorecard - Kent KPIs - Vulnerable Learners

Annual Indicators - Secondary		Polarity	Data Period	QPR	Annual Trends			Latest Year (provisional)	Target 2018-19	RAG	Target 2019-20	DOT	Benchmark Group 2017-18	England 2017-18	Linked to SDP?
					2016-17	2017-18	2018-19								
												SE Region			
SISE12	Average score at KS4 in Attainment 8 - all pupils	H	A		46.3	47.1	47.2	48	AMBER	48.5	↑	47.8	46.6	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.4	18.8	18.2	14	RED	13.5	↑	17.7	13.9	Yes	
	Average score at KS4 in Attainment 8 - Kent CIC gap	L	A		27.4	25.0		24		23.5					
	Average score at KS4 in Attainment 8 - SEN Support gap	L	A		15.1	16.2	15.8	15	AMBER	14.5	↑	18.5	17.7		
	Average score at KS4 in Attainment 8 - SEN EHCP gap	L	A		37.0	37.2	38.8	36	AMBER	35.5	↓	37.3	36.4		
	Average score at KS4 in Progress 8 - all pupils	H	A		-0.11	-0.08	-0.11	-0.02	AMBER	-0.01	↓	0.01	-0.02		
	Average score at KS4 in Progress 8 - FSM	H	A		-0.80	-0.81		-0.50		-0.40		-0.70	-0.53	Yes	
	Average score at KS4 in Progress 8 - Kent CIC	H	A		-0.14	-0.91		-0.80		-0.70					
	Average score at KS4 in Progress 8 - SEN Support	H	A		-0.61	-0.62	-0.68	-0.50	AMBER	-0.40	↓	-0.47	-0.43		
	Average score at KS4 in Progress 8 - SEN EHCP	H	A		-1.22	-1.20	-1.44	-1.10	RED	-1.00	↓	-1.07	-1.09		

Directorate Scorecard - Ashford District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2019-20	RAG 2019-20	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
Ashford CSWT					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19								SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		25.3	26.0	26.2	25.9	26.9	27.0	27.3	↓	25.0	AMBER	25.3	25.0	AMBER	22.3	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		92.3	92.7	91.8	91.0	93.0	91.0	90.9	↓	90.0	GREEN	93.3	85.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	16.9	17.9	21.1	19.7	18.2	19.3	20.7	↑	20.0	GREEN	14.6	20.0	AMBER	21.1	20.8		
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	✓	N/A							N/A	N/A	N/A		67	N/A				
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A							N/A	N/A	N/A		N/A	N/A				
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A							N/A	N/A	N/A		413	N/A				
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A							N/A	N/A	N/A		N/A	N/A				
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	95.0	95.0	99.2	95.0	91.7	104.2	104.2	↔	85.0	GREEN	90.9	85.0	GREEN	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS		N/A							N/A	N/A	N/A		N/A	N/A				
SCS43	Average caseloads in the CSWT Teams	L	MS		20.4	21.3	19.2	21.0	23.1	19.1	17.9	↑	18.0	GREEN	21.4	18.0	AMBER	N/A	N/A		
ICS new	<i>With new QAF consider new audit indicators across the service</i>																	N/A	N/A		
Ashford EHU					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19										
EH16-F	Percentage of cases closed by Early Help Units with outcomes achieved	H	MS	✓	78.6	77.6	75.8	73.1	72.4	72.4	71.6	↓	75	RED	83.9	80	GREEN	N/A	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		53.3	51.5	51.1	48.1	44.8	42.2	45.2	↑	70	RED	40.0	N/A	N/A	N/A	N/A	Yes	
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	L	R12M		20.5	22.3	23.3	23.8	24.6	25.9	25.3	↑	25	AMBER	17.0	N/A	N/A	N/A	N/A	Yes	
EH new	<i>Average caseloads in the EH Units (based on number of children)</i>																	N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Ashford		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2019-20	RAG	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q2 18-19	Q3 18-19	Q4 18-19	Q1 19-20							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		39.5	41.5	43.9	38.3	↑	35	RED	43.9	36	RED	40.5	40.9		

Directorate Scorecard - Ashford District

Education Monthly Indicators - Ashford		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2019-20	RAG	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19							SN or SE			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	19.5	13.3	16.7	8.7	0.0	12.5	28.6	↑	40	RED	27.3	35	AMBER	52.8	64.9	Yes	
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		77	77	79	78	67	86	87	↓	N/A	N/A	67	N/A	N/A	N/A	N/A	Yes	
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		1	1	1	1	1	1	1	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes	
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes	
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		87.0	86.1	79.8	81.8	81.3	81.7	82.0	↑	90	RED	81.3	85	RED	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		96.3	97.1	97.0	96.6	96.7	95.8	95.6	↓	100	RED	96.7	100	RED	N/A	N/A		

Education Annual Indicators - Ashford		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2018-19	RAG	Target 2019-20	DOT	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2016-17	2017-18	2018-19					SN or SE			
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place <i>[seasonally impacted indicator]</i>	H	MS		79.9	75.6	78.6	72	GREEN	73	↑	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		73.7	75.3	73.3	75	AMBER	75	↓	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		24.2	16.4	21.1	20	AMBER	20	↓	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		60.1	63.3	64.9	68	RED	69	↑	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		26.2	25.0	24.7	22	AMBER	21	↑	26	22	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		44.4	44.8	44.9	48	RED	48.5	↑	47.9	46.6	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		19.2	16.9	18.8	14	RED	13	↓	17.7	13.9	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.35	30.74	34.13	34	GREEN	35	↑	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		36.56	28.17	27.52	29	AMBER	30	↓	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		35.81	26.67	22.11	32	RED	33	↓	30.81	32.12		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		2.6	2.8	3.1	3.1	GREEN	3.0	↓	3.3	3.1	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A					91	RED	91	↔	90.2	91.0		
CYPE3	Percentage of parents getting first preference of secondary school	H	A					77	RED	76	↔	84.2	82.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		7.8	8.7	8.4	8.3	AMBER	8.0	↑	8.1	8.4		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		15.6	14.9	14.5	13.5	AMBER	13.0	↑	12.9	12.7		
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) <i>[seasonally impacted indicator]</i>	L	MS	✓	3.0	2.1	2.5	2.6	GREEN	2.6	↓	2.4	2.6	Yes	

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Directorate Scorecard - Canterbury District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2019-20	RAG 2019-20	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
Canterbury CSWT					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19								SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		27.1	25.7	27.0	26.8	26.9	28.4	28.3	↑	25.0	AMBER	27.2	25.0	AMBER	22.3	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		93.9	93.8	94.2	95.7	97.0	96.8	93.4	↓	90.0	GREEN	94.4	85.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	22.0	21.6	25.9	24.3	23.0	21.3	17.4	↓	20.0	AMBER	22.5	20.0	GREEN	21.1	20.8		
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	✓	N/A							N/A	N/A	N/A	N/A		67	N/A			
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A							N/A	N/A	N/A	N/A		N/A	N/A			
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A							N/A	N/A	N/A	N/A		413	N/A			
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A							N/A	N/A	N/A	N/A		N/A	N/A			
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	73.8	73.8	73.8	73.3	68.7	86.9	80.0	↓	85.0	AMBER	77.3	85.0	AMBER	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS		N/A							N/A	N/A	N/A	N/A		N/A	N/A			
SCS43	Average caseloads in the CSWT Teams	L	MS		24.4	25.8	25.8	24.0	26.7	22.0	24.2	↓	18.0	RED	24.3	18.0	RED	N/A	N/A		
ICS new	<i>With new QAF consider new audit indicators across the service</i>																	N/A	N/A		
Canterbury EHU					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19										
EH16-F	Percentage of cases closed by Early Help Units with outcomes achieved	H	MS	✓	83.3	83.5	82.5	82.5	82.4	82.1	77.8	↓	75	GREEN	77.4	80	AMBER	N/A	N/A		
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		46.9	47.9	48.5	47.2	50.3	49.7	49.7	↓	70	RED	22.2	N/A	N/A	N/A	N/A		
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	L	R12M		21.4	22.8	24.6	25.4	26.0	25.6	26.1	↓	25	AMBER	16.5	N/A	N/A	N/A	N/A		
EH new	<i>Average caseloads in the EH Units (based on number of children)</i>																				

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Integrated Children's Services Quarterly Indicators - Canterbury		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2019-20	RAG	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q2 18-19	Q3 18-19	Q4 18-19	Q1 19-20							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		44.2	43.4	42.6	51.2	↓	35	RED	42.6	36	RED	40.5	40.9		



Directorate Scorecard - Canterbury District

Education Monthly Indicators - Canterbury		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2019-20	RAG	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	11.3	8.3	8.7	6.5	0.0	0.0	17.4	↑	40	RED	12.5	35	RED	52.8	64.9	Yes
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		89	89	88	90	84	99	101	↓	N/A	N/A	84	N/A	N/A	N/A	N/A	Yes
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		92.9	90.3	89.9	88.7	89.6	90.7	89.9	↓	90	AMBER	89.6	85	GREEN	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		97.8	100.0	100.0	100.0	100.0	100.0	100.0	↔	100	GREEN	100.0	100	GREEN	N/A	N/A	

Education Annual Indicators - Canterbury		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2018-19	RAG	Target 2019-20	DOT	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2016-17	2017-18	2018-19						SN or SE		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		88.1	74.7	72.4	72	GREEN	73	↓	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		73.9	75.3	74.9	75	AMBER	75	↓	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		24.2	20.7	25.3	20	RED	20	↓	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		69.1	73.5	74.3	68	GREEN	69	↑	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		30.6	25.3	28.1	22	RED	21	↓	26	22	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		43.7	45.5	45.5	48	AMBER	48.5	↔	47.9	46.6	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		16.7	16.4	17.9	14	RED	13	↓	17.7	13.9	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		29.69	30.61	32.52	34	AMBER	35	↑	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		40.04	29.28	26.86	29	AMBER	30	↓	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		30.16	22.09	27.29	32	RED	33	↑	30.81	32.12		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.3	3.5	3.7	3.1	RED	3.0	↓	3.3	3.1	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A					91	RED	91	↔	90.2	91.0		
CYPE3	Percentage of parents getting first preference of secondary school	H	A					77	RED	76	↔	84.2	82.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.2	9.8	9.5	8.3	RED	8.0	↑	8.1	8.4		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.3	17.4	16.3	13.5	RED	13.0	↑	12.9	12.7		
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS	✓	3.2	2.3	2.4	2.6	GREEN	2.6	↓	2.4	2.6	Yes	

Directorate Scorecard - Dartford District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2019-20	RAG 2019-20	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19							SN or SE		
Dartford & Sevenoaks CSWT																				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		29.1	29.4	30.1	31.6	33.1	32.6	33.3	↓	25.0	RED	28.2	25.0	AMBER	22.3	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		94.4	93.1	94.7	92.2	92.6	94.3	94.3	↔	90.0	GREEN	92.6	85.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	17.6	21.7	22.0	19.6	19.9	21.4	21.7	↓	20.0	GREEN	15.6	20.0	AMBER	21.1	20.8	
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	✓	N/A						N/A	N/A	N/A	N/A			67	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A			413	N/A		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	96.6	96.6	97.3	97.3	97.3	105.4	112.8	↑	85.0	GREEN	97.7	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		23.0	22.8	23.0	23.1	22.6	21.6	20.7	↑	18.0	AMBER	23.2	18.0	RED	N/A	N/A	
<i>ICS new With new QAF consider new audit indicators across the service</i>																		N/A	N/A	
Dartford EHU																				
EH16-F	Percentage of cases closed by Early Help Units with outcomes achieved	H	MS	✓	67.0	67.8	69.0	68.9	67.8	68.2	68.2	↑	75	RED	83.3	80	GREEN	N/A	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		57.2	56.5	54.1	53.9	55.0	56.8	59.3	↑	70	RED	62.5	N/A	N/A	N/A	N/A	Yes
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	L	R12M		21.1	22.5	22.3	23.6	26.3	25.7	26.4	↓	25	AMBER	12.3	N/A	N/A	N/A	N/A	Yes
<i>EH new Average caseloads in the EH Units (based on number of children)</i>																				

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Integrated Children's Services Quarterly Indicators - Dartford		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2019-20	RAG	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q2 18-19	Q3 18-19	Q4 18-19	Q1 19-20							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		36.8	41.0	33.3	29.5	↑	35	GREEN	33.3	36	GREEN	40.5	40.9		

Directorate Scorecard - Dartford District

Education Monthly Indicators - Dartford		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2019-20	RAG	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19							SN or SE			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	27.5	44.4	58.8	47.6	44.4	66.7	50.0	↓	40	GREEN	36.6	35	GREEN	52.8	64.9	Yes	
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		60	59	59	59	47	57	57	↔	N/A	N/A	47	N/A	N/A	N/A	N/A	Yes	
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		3	2	3	2	2	2	2	↔	N/A	N/A	2	N/A	N/A	N/A	N/A	Yes	
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	-1	-3	-2	0	1	0	↑	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes	
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		90.7	91.7	89.3	90.8	90.7	92.7	94.2	↑	90	GREEN	90.7	85	GREEN	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		98.4	98.3	98.3	99.1	99.2	99.2	100.0	↑	100	GREEN	99.2	100	AMBER	N/A	N/A		

Education Annual Indicators - Dartford		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2018-19	RAG	Target 2019-20	DOT	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2016-17	2017-18	2018-19					SN or SE			
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		73.1	65.9	64.7	72	RED	73	↓	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		74.6	76.1	73.5	75	AMBER	75	↓	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		18.2	15.5	18.3	20	GREEN	20	↓	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		64.3	68.0	70.4	68	GREEN	69	↑	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		26.2	23.0	21.1	22	GREEN	21	↑	26	22	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		51.0	51.8	52.7	48	GREEN	48.5	↑	47.9	46.6	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		17.2	17.1	18.1	14	RED	13	↓	17.7	13.9	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.70	31.69	31.07	34	AMBER	35	↓	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		37.74	27.33	27.97	29	AMBER	30	↑	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		43.28	30.00	27.58	32	RED	33	↓	30.81	32.12		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		1.7	1.7	1.9	3.1	GREEN	3.0	↓	3.3	3.1	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A					91	RED	91	↔	90.2	91.0		
CYPE3	Percentage of parents getting first preference of secondary school	H	A					77	RED	76	↔	84.2	82.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.3	9.9	9.9	8.3	RED	8.0	↔	8.1	8.4		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		10.4	11.3	10.9	13.5	GREEN	13.0	↑	12.9	12.7		
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS	✓	2.7	2.5	2.3	2.6	GREEN	2.6	↑	2.4	2.6	Yes	

Directorate Scorecard - Dover District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2019-20	RAG 2019-20	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
Dover CSWT					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19							SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		27.5	26.7	27.2	27.8	27.9	28.6	28.6	↔	25.0	AMBER	26.8	25.0	AMBER	22.3	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		100.0	98.8	97.6	97.4	97.4	97.3	97.4	↑	90.0	GREEN	98.8	85.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	23.1	21.1	23.0	23.3	23.9	20.7	17.7	↓	20.0	GREEN	22.9	20.0	AMBER	21.1	20.8	
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	✓	N/A						N/A	N/A	N/A	N/A		67	N/A			
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A		413	N/A			
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	104.2	100.0	100.0	100.0	91.7	91.7	87.5	↓	85.0	GREEN	95.8	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS43	Average caseloads in the CSWT Teams	L	MS		19.7	19.8	20.0	19.0	16.0	19.2	23.6	↓	18.0	RED	21.1	18.0	AMBER	N/A	N/A	
ICS new	With new QAF consider new audit indicators across the service																	N/A	N/A	
Dover EHU					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19									
EH16-F	Percentage of cases closed by Early Help Units with outcomes achieved	H	MS	✓	77.6	77.4	77.5	77.3	77.3	78.0	78.1	↑	75	GREEN	85.7	80	GREEN	N/A	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		86.5	82.4	78.8	76.1	72.2	68.7	65.8	↓	70	RED	70.5	N/A	N/A	N/A	N/A	Yes
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	L	R12M		30.4	30.7	30.6	30.5	29.9	29.5	28.2	↑	25	RED	19.1	N/A	N/A	N/A	N/A	Yes
EH new	Average caseloads in the EH Units (based on number of children)																			

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Integrated Children's Services Quarterly Indicators - Dover		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2019-20	RAG	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q2 18-19	Q3 18-19	Q4 18-19	Q1 19-20							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		33.3	41.7	35.9	36.4	↓	35	AMBER	35.9	36	GREEN	40.5	40.9		

Directorate Scorecard - Dover District

Education Monthly Indicators - Dover		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2019-20	RAG	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19							SN or SE			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	21.7	0.0	0.0	18.8	9.1	13.3	7.7	↓	40	RED	33.0	35	AMBER	52.8	64.9	Yes	
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		79	80	80	82	73	81	83	↓	N/A	N/A	73	N/A	N/A	N/A	N/A	Yes	
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		1	1	1	0	0	1	0	↑	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes	
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		1	1	1	-1	0	1	0	↑	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes	
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		85.7	86.8	84.3	82.5	79.2	79.1	80.9	↑	90	RED	79.2	85	RED	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		96.1	98.2	99.1	98.0	97.1	97.2	97.1	↓	100	AMBER	97.1	100	AMBER	N/A	N/A		

Education Annual Indicators - Dover		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2018-19	RAG	Target 2019-20	DOT	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2016-17	2017-18	2018-19					SN or SE			
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place <i>[seasonally impacted indicator]</i>	H	MS		75.2	77.7	73.1	72	GREEN	73	↓	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		74.4	74.6	75.0	75	GREEN	75	↑	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		18.0	16.8	13.8	20	GREEN	20	↑	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		66.7	68.8	69.0	68	GREEN	69	↑	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		20.5	18.8	16.6	22	GREEN	21	↑	26	22	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		44.5	43.9	44.5	48	RED	48.5	↑	47.9	46.6	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		15.7	17.4	13.0	14	GREEN	13	↑	17.7	13.9	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		27.71	29.88	30.87	34	RED	35	↑	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		35.25	22.88	23.48	29	RED	30	↑	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		36.81	29.50	22.78	32	RED	33	↓	30.81	32.12		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		2.6	2.9	3.2	3.1	AMBER	3.0	↓	3.3	3.1	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A					91	RED	91	↔	90.2	91.0		
CYPE3	Percentage of parents getting first preference of secondary school	H	A					77	RED	76	↔	84.2	82.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.3	9.1	9.2	8.3	AMBER	8.0	↓	8.1	8.4		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		16.4	17.4	17.0	13.5	RED	13.0	↑	12.9	12.7		
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) <i>[seasonally impacted indicator]</i>	L	MS	✓	2.5	3.1	2.8	2.6	AMBER	2.6	↑	2.4	2.6	Yes	

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Directorate Scorecard - Folkestone and Hythe District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2019-20	RAG 2019-20	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19										
Folkestone and Hythe CSWT																				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		21.6	20.7	20.2	20.3	20.8	21.9	22.4	↓	25.0	GREEN	20.8	25.0	GREEN	22.3	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		88.9	89.7	90.6	91.4	91.1	90.2	94.1	↑	90.0	GREEN	88.9	85.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	29.5	23.7	22.4	23.3	24.2	23.6	30.2	↓	20.0	RED	29.4	20.0	RED	21.1	20.8	
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	✓	N/A						N/A	N/A	N/A	N/A		67	N/A			
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A		413	N/A			
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	88.8	88.8	88.8	88.8	96.8	108.0	108.0	↔	85.0	GREEN	88.8	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS43	Average caseloads in the CSWT Teams	L	MS		20.8	20.6	23.4	21.6	20.1	19.6	19.1	↑	18.0	AMBER	21.7	18.0	AMBER	N/A	N/A	
<i>ICS new</i>																	N/A	N/A		
Folkestone and Hythe EHU																				
EH16-F	Percentage of cases closed by Early Help Units with outcomes achieved	H	MS	✓	73.3	72.0	72.5	72.2	74.0	72.0	73.2	↑	75	AMBER	85.3	80	GREEN	N/A	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		63.2	61.4	59.9	55.7	54.2	52.3	49.2	↓	70	RED	53.8	N/A	N/A	N/A	N/A	Yes
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	L	R12M		19.7	19.8	20.8	21.3	20.1	20.3	19.8	↑	25	GREEN	19.0	N/A	N/A	N/A	N/A	Yes
<i>EH new</i>																				

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Integrated Children's Services Quarterly Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2019-20	RAG	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q2 18-19	Q3 18-19	Q4 18-19	Q1 19-20										
CYPE8	Rate of proven re-offending by CYP	L	Q		31.0	31.8	42.6	26.7	↑	35	GREEN	42.6	36	RED	40.5	40.9		

Education Monthly Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2019-20	RAG	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	18.0	10.0	0.0	21.7	0.0	0.0	22.2	↑	40	RED	26.2	35	AMBER	52.8	64.9	Yes
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		45	45	46	45	40	47	47	↔	N/A	N/A	40	N/A	N/A	N/A	N/A	Yes
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		1	1	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		80.0	82.9	77.7	75.5	78.5	77.4	81.2	↑	90	RED	78.5	85	RED	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		97.0	96.0	97.9	97.7	98.9	98.9	100.0	↑	100	GREEN	98.9	100	AMBER	N/A	N/A	

Education Annual Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2018-19	RAG	Target 2019-20	DOT	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2016-17	2017-18	2018-19						SN or SE		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place <i>[seasonally impacted indicator]</i>	H	MS		88.9	80.0	78.7	72	GREEN	73	↓	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		74.0	75.7	75.0	75	GREEN	75	↓	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		25.1	16.6	16.5	20	GREEN	20	↑	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		63.3	64.1	67.6	68	AMBER	69	↑	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		21.6	22.9	18.4	22	GREEN	21	↑	26	22	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		45.0	42.1	43.7	48	RED	48.5	↑	47.9	46.6	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		14.2	18.7	14.0	14	GREEN	13	↑	17.7	13.9	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		28.57	30.28	31.21	34	AMBER	35	↑	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		43.17	28.50	22.77	29	RED	30	↓	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		33.79	39.80	22.69	32	RED	33	↓	30.81	32.12		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.2	3.3	3.6	3.1	AMBER	3.0	↓	3.3	3.1	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A					91	RED	91	↔	90.2	91.0		
CYPE3	Percentage of parents getting first preference of secondary school	H	A					77	RED	76	↔	84.2	82.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.1	9.5	10.5	8.3	RED	8.0	↓	8.1	8.4		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		16.7	20.5	19.1	13.5	RED	13.0	↑	12.9	12.7		
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) <i>[seasonally impacted indicator]</i>	L	MS	✓	2.9	2.4	3.6	2.6	AMBER	2.6	↓	2.4	2.6	Yes	

Directorate Scorecard - Gravesham District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2019-20	RAG 2019-20	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19										
Gravesham CSWT																				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		22.8	23.7	23.2	24.0	24.6	24.3	23.7	↑	25.0	GREEN	22.4	25.0	GREEN	22.3	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		93.1	93.5	93.8	93.8	94.3	100.0	100.0	↔	90.0	GREEN	92.9	85.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	10.4	10.6	12.4	15.7	16.4	16.1	19.6	↑	20.0	GREEN	10.0	20.0	RED	21.1	20.8	
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	✓	N/A						N/A	N/A	N/A	N/A		67	N/A			
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A		413	N/A			
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	94.8	94.8	90.2	81.1	72.1	90.2	86.5	↓	85.0	GREEN	98.1	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS43	Average caseloads in the CSWT Teams	L	MS		22.3	21.2	21.7	25.1	24.6	18.3	22.2	↓	18.0	RED	23.2	18.0	RED	N/A	N/A	
ICS new	With new QAF consider new audit indicators across the service																N/A	N/A		
Gravesham EHU																				
EH16-F	Percentage of cases closed by Early Help Units with outcomes achieved	H	MS	✓	76.0	74.9	75.0	74.8	73.4	73.1	73.4	↑	75	AMBER	72.4	80	RED	N/A	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		68.6	68.8	69.5	69.6	69.8	71.1	69.5	↓	70	AMBER	50.0	N/A	N/A	N/A	N/A	Yes
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	L	R12M		21.3	20.6	20.1	20.7	22.4	22.1	23.5	↓	25	GREEN	14.1	N/A	N/A	N/A	N/A	Yes
EH new	Average caseloads in the EH Units (based on number of children)																			

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Integrated Children's Services Quarterly Indicators - Gravesham		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2019-20	RAG	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q2 18-19	Q3 18-19	Q4 18-19	Q1 19-20										
CYPE8	Rate of proven re-offending by CYP	L	Q		41.0	36.4	23.2	42.0	↓	35	RED	23.2	36	GREEN	40.5	40.9		



Directorate Scorecard - Gravesham District

Education Monthly Indicators - Gravesham		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2019-20	RAG	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19							SN or SE			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	25.0	30.8	71.4	42.1	83.3	60.0	50.0	↓	40	GREEN	33.0	35	AMBER	52.8	64.9	Yes	
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		53	53	53	53	42	47	50	↓	N/A	N/A	42	N/A	N/A	N/A	N/A	Yes	
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		4	4	4	4	3	2	1	↑	N/A	N/A	3	N/A	N/A	N/A	N/A	Yes	
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		11	10	8	7	7	4	4	↔	N/A	N/A	7	N/A	N/A	N/A	N/A	Yes	
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		91.3	92.1	89.1	90.1	90.7	90.7	91.6	↑	90	GREEN	90.7	85	GREEN	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		100.0	99.0	99.1	99.0	97.9	98.1	98.2	↑	100	AMBER	97.9	100	AMBER	N/A	N/A		

Education Annual Indicators - Gravesham		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2018-19	RAG	Target 2019-20	DOT	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2016-17	2017-18	2018-19					SN or SE			
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		53.3	55.2	55.8	72	RED	73	↑	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		72.4	74.2	75.4	75	GREEN	75	↑	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		11.5	12.8	12.9	20	GREEN	20	↓	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		57.9	60.8	65.0	68	AMBER	69	↑	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		29.4	26.9	20.5	22	GREEN	21	↑	26	22	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		45.8	47.0	47.5	48	AMBER	48.5	↑	47.9	46.6	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		15.8	13.6	16.0	14	AMBER	13	↓	17.7	13.9	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		29.22	30.73	30.61	34	RED	35	↓	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		38.80	26.19	25.66	29	RED	30	↓	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		38.13	35.00	28.56	32	RED	33	↓	30.81	32.12		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		2.0	2.2	2.2	3.1	GREEN	3.0	↔	3.3	3.1	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A					91	RED	91	↔	90.2	91.0		
CYPE3	Percentage of parents getting first preference of secondary school	H	A					77	RED	76	↔	84.2	82.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		10.3	10.2	10.0	8.3	RED	8.0	↑	8.1	8.4		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.6	12.7	11.9	13.5	GREEN	13.0	↑	12.9	12.7		
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS	✓	3.5	3.0	3.0	2.6	AMBER	2.6	↓	2.4	2.6	Yes	

Directorate Scorecard - Maidstone District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2019-20	RAG 2019-20	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
Maidstone CSWT					Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19							SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		28.6	29.0	29.9	29.0	29.1	28.6	27.9	↑	25.0	AMBER	28.8	25.0	AMBER	22.3	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		95.5	96.9	98.3	98.2	98.0	98.0	98.1	↑	90.0	GREEN	95.2	85.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	20.9	22.9	20.6	17.8	18.4	19.7	18.7	↓	20.0	GREEN	20.9	20.0	GREEN	21.1	20.8	
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	✓	N/A						N/A	N/A	N/A	N/A			67	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A			413	N/A		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	63.0	55.6	59.3	59.3	70.4	70.4	63.0	↓	85.0	RED	63.0	85.0	RED	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		23.8	27.3	29.0	27.1	22.2	22.5	22.0	↑	18.0	AMBER	26.3	18.0	RED	N/A	N/A	
ICS new	<i>With new QAF consider new audit indicators across the service</i>																			
Maidstone EHU					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19									
EH16-F	Percentage of cases closed by Early Help Units with outcomes achieved	H	MS	✓	70.5	69.5	68.8	69.8	70.8	71.3	72.2	↑	75	AMBER	80.0	80	GREEN	N/A	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		59.7	57.4	56.1	53.7	55.7	57.3	60.6	↑	70	RED	47.8	N/A	N/A	N/A	N/A	Yes
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	L	R12M		21.6	21.7	21.1	20.9	20.8	20.9	19.6	↑	25	GREEN	15.7	N/A	N/A	N/A	N/A	Yes
EH new	<i>Average caseloads in the EH Units (based on number of children)</i>																			

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Integrated Children's Services Quarterly Indicators - Maidstone		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2019-20	RAG	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q2 18-19	Q3 18-19	Q4 18-19	Q1 19-20							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		25.4	25.0	28.0	27.9	↑	35	GREEN	28.0	36	GREEN	40.5	40.9		

Directorate Scorecard - Maidstone District

Education Monthly Indicators - Maidstone		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2019-20	RAG	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19							SN or SE			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	75.7	70.8	55.6	60.0	35.7	15.4	45.5	↑	40	GREEN	81.7	35	GREEN	52.8	64.9	Yes	
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		64	65	67	67	52	61	61	↔	N/A	N/A	52	N/A	N/A	N/A	N/A	Yes	
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		5	4	4	3	3	3	3	↔	N/A	N/A	3	N/A	N/A	N/A	N/A	Yes	
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		5	8	6	4	4	4	4	↔	N/A	N/A	4	N/A	N/A	N/A	N/A	Yes	
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		84.4	84.8	83.3	83.7	84.5	85.8	84.7	↓	90	RED	84.5	85	AMBER	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		94.9	94.9	95.1	95.7	95.7	99.5	99.5	↑	100	AMBER	95.7	100	RED	N/A	N/A		

Education Annual Indicators - Maidstone		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2018-19	RAG	Target 2019-20	DOT	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2016-17	2017-18	2018-19					SN or SE			
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		71.3	71.4	69.3	72	AMBER	73	↓	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		73.9	76.3	72.9	75	AMBER	75	↓	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		22.5	13.5	22.1	20	AMBER	20	↓	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		63.0	63.7	66.0	68	AMBER	69	↑	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		26.9	24.9	23.1	22	AMBER	21	↑	26	22	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		49.1	49.7	50.7	48	GREEN	48.5	↑	47.9	46.6	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		20.0	20.0	18.2	14	RED	13	↑	17.7	13.9	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		31.79	32.69	34.38	34	GREEN	35	↑	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		38.82	27.97	26.60	29	AMBER	30	↓	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		41.45	31.88	36.50	32	GREEN	33	↑	30.81	32.12		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.0	3.1	3.6	3.1	AMBER	3.0	↓	3.3	3.1	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A					91	RED	91	↔	90.2	91.0		
CYPE3	Percentage of parents getting first preference of secondary school	H	A					77	RED	76	↔	84.2	82.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.1	8.9	8.9	8.3	AMBER	8.0	↔	8.1	8.4		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.3	12.9	12.8	13.5	GREEN	13.0	↑	12.9	12.7		
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS	✓	2.8	2.4	2.3	2.6	GREEN	2.6	↑	2.4	2.6	Yes	

Directorate Scorecard - Sevenoaks District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2019-20	RAG 2019-20	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19										
Dartford & Sevenoaks CSWT					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19							SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		29.1	29.4	30.1	31.6	33.1	32.6	33.3	↓	25.0	RED	28.2	25.0	AMBER	22.3	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		94.4	93.1	94.7	92.2	92.6	94.3	94.3	↔	90.0	GREEN	92.6	85.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	17.6	21.7	22.0	19.6	19.9	21.4	21.7	↓	20.0	GREEN	15.6	20.0	AMBER	21.1	20.8		
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	✓	N/A							N/A	N/A	N/A	N/A		67	N/A			
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A							N/A	N/A	N/A	N/A		N/A	N/A			
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A							N/A	N/A	N/A	N/A		413	N/A			
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A							N/A	N/A	N/A	N/A		N/A	N/A			
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	96.6	96.6	97.3	97.3	97.3	105.4	112.8	↑	85.0	GREEN	97.7	85.0	GREEN	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS		N/A							N/A	N/A	N/A	N/A		N/A	N/A			
SCS43	Average caseloads in the CSWT Teams	L	MS		23.0	22.8	23.0	23.1	22.6	21.6	20.7	↑	18.0	AMBER	23.2	18.0	RED	N/A	N/A		
ICS new	With new QAF consider new audit indicators across the service																	N/A	N/A		
Sevenoaks EHU					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19										
EH16-F	Percentage of cases closed by Early Help Units with outcomes achieved	H	MS	✓	78.6	77.8	77.3	76.9	80.1	82.3	84.5	↑	75	GREEN	85.7	80	GREEN	N/A	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		85.7	84.4	82.6	81.6	81.6	82.0	81.4	↓	70	GREEN	73.7	N/A	N/A	N/A	N/A	Yes	
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	L	R12M		21.9	20.9	21.8	23.5	24.4	23.9	25.5	↓	25	AMBER	15.4	N/A	N/A	N/A	N/A	Yes	
EH new	Average caseloads in the EH Units (based on number of children)																				

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Integrated Children's Services Quarterly Indicators - Sevenoaks		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2019-20	RAG	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q2 18-19	Q3 18-19	Q4 18-19	Q1 19-20										
					SN or SE													
CYPE8	Rate of proven re-offending by CYP	L	Q		24.1	27.2	27.5	29.4	↓	35	GREEN	27.5	36	GREEN	40.5	40.9		

Directorate Scorecard - Sevenoaks District

Education Monthly Indicators - Sevenoaks		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2019-20	RAG	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19							SN or SE			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	38.8	68.8	71.4	66.7	64.3	12.5	42.9	↑	40	GREEN	45.8	35	GREEN	52.8	64.9	Yes	
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		92	93	93	93	74	95	98	↓	N/A	N/A	74	N/A	N/A	N/A	N/A	Yes	
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		2	2	3	2	2	2	2	↔	N/A	N/A	2	N/A	N/A	N/A	N/A	Yes	
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		3	3	4	4	5	4	3	↑	N/A	N/A	5	N/A	N/A	N/A	N/A	Yes	
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		80.2	85.5	82.3	86.7	86.4	90.5	91.6	↑	90	GREEN	86.4	85	GREEN	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		96.8	100.0	100.0	99.2	98.4	98.4	98.4	↓	100	AMBER	98.4	100	AMBER	N/A	N/A		

Education Annual Indicators - Sevenoaks		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2018-19	RAG	Target 2019-20	DOT	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2016-17	2017-18	2018-19						SN or SE		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		68.3	64.9	71.0	72	AMBER	73	↑	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		78.1	78.5	76.8	75	GREEN	75	↓	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		25.8	15.9	19.1	20	GREEN	20	↓	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		71.9	69.3	73.1	68	GREEN	69	↑	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		20.4	24.6	18.4	22	GREEN	21	↑	26	22	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		38.7	38.2	41.4	48	RED	48.5	↑	47.9	46.6	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		11.4	15.8	12.1	14	GREEN	13	↑	17.7	13.9	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		27.41	24.33	31.51	34	AMBER	35	↑	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		41.48	30.35	29.36	29	GREEN	30	↓	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		39.34	27.50	32.86	32	GREEN	33	↑	30.81	32.12		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		4.1	4.4	4.6	3.1	RED	3.0	↓	3.3	3.1	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A					91	RED	91	↔	90.2	91.0		
CYPE3	Percentage of parents getting first preference of secondary school	H	A					77	RED	76	↔	84.2	82.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.0	10.0	8.4	8.3	AMBER	8.0	↑	8.1	8.4		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		12.1	14.2	13.1	13.5	GREEN	13.0	↑	12.9	12.7		
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS	✓	1.5	1.5	1.7	2.6	GREEN	2.6	↓	2.4	2.6	Yes	

Directorate Scorecard - Swale District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2019-20	RAG 2019-20	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19							SN or SE			
Swale Central CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		28.3	27.0	27.3	26.9	27.3	27.2	27.8	↓	25.0	AMBER	29.3	25.0	AMBER	22.3	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		96.4	96.7	97.0	97.3	100.0	100.0	97.9	↓	90.0	GREEN	96.0	85.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	10.5	11.8	17.6	22.0	22.6	22.2	25.0	↓	20.0	AMBER	11.2	20.0	RED	21.1	20.8		
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	✓	N/A							N/A	N/A	N/A	N/A			67	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A							N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A							N/A	N/A	N/A	N/A			413	N/A		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A							N/A	N/A	N/A	N/A			N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	66.7	72.2	72.2	72.2	77.8	72.2	77.8	↑	85.0	AMBER	76.5	85.0	AMBER	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS		N/A							N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		19.4	20.2	17.2	16.8	18.2	21.9	18.1	↑	18.0	AMBER	16.5	18.0	GREEN	N/A	N/A		
ICS new		With new QAF consider new audit indicators across the service																			
Swale Island & Rural CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		25.4	27.7	28.6	29.6	30.6	31.0	32.0	↓	25.0	RED	24.7	25.0	GREEN	N/A	N/A		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		95.0	93.8	94.1	95.0	95.0	95.2	95.2	↔	90.0	GREEN	94.4	85.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	13.0	9.6	8.0	7.1	17.9	17.7	19.4	↑	20.0	GREEN	13.0	20.0	AMBER	N/A	N/A		
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	✓	N/A							N/A	N/A	N/A	N/A			N/A	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A							N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A							N/A	N/A	N/A	N/A			N/A	N/A		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A							N/A	N/A	N/A	N/A			N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	94.4	94.4	94.4	88.9	88.9	88.9	94.4	↑	85.0	GREEN	94.1	85.0	GREEN	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS		N/A							N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		15.9	17.1	17.5	20.0	17.1	17.8	17.4	↑	18.0	GREEN	17.3	18.0	GREEN	N/A	N/A		
ICS new		With new QAF consider new audit indicators across the service																			

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Directorate Scorecard - Swale District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2019-20	RAG 2019-20	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
Swale EHU					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19								SN or SE		
EH16-F	Percentage of cases closed by Early Help Units with outcomes achieved	H	MS	✓	83.1	83.3	82.3	80.2	77.9	77.6	76.1	↓	75	GREEN	86.8	80	GREEN	N/A	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		49.0	48.7	49.2	50.2	53.7	53.7	53.3	↓	70	RED	42.2	N/A	N/A	N/A	N/A	Yes	
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	L	R12M		20.1	21.5	22.6	22.6	22.3	23.2	24.4	↓	25	GREEN	15.0	N/A	N/A	N/A	N/A	Yes	
EH new	Average caseloads in the EH Units (based on number of children)																				

Integrated Children's Services Quarterly Indicators - Swale		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2019-20	RAG	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q2 18-19	Q3 18-19	Q4 18-19	Q1 19-20								SN or SE		
CYPE8	Rate of proven re-offending by CYP	L	Q		38.5	38.0	38.5	34.4	↑	35	GREEN	38.5	36	AMBER	40.5	40.9		

Directorate Scorecard - Swale District

Education Monthly Indicators - Swale		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2019-20	RAG	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	12.9	0.0	0.0	4.2	11.1	4.3	21.9	↑	40	RED	15.4	4.2	GREEN	52.8	64.9	Yes
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		88	91	92	94	83	97	101	↓	N/A	N/A	83	N/A	N/A	N/A	N/A	Yes
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		-2	-1	-1	-1	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	1	0	↑	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		87.7	89.7	87.1	87.7	85.9	87.8	88.9	↑	90	AMBER	85.9	85	GREEN	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		94.4	98.5	99.0	99.0	100.0	100.0	100.0	↔	100	GREEN	100.0	100	GREEN	N/A	N/A	

Education Annual Indicators - Swale		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2018-19	RAG	Target 2019-20	DOT	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2016-17	2017-18	2018-19						SN or SE		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place <i>[seasonally impacted indicator]</i>	H	MS		71.2	72.0	72.1	72	GREEN	73	↑	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		73.6	72.5	74.2	75	AMBER	75	↑	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		21.9	14.4	15.9	20	GREEN	20	↓	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		61.1	67.3	67.0	68	AMBER	69	↓	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		21.5	19.6	28.5	22	RED	21	↓	26	22	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		43.2	43.2	41.9	48	RED	48.5	↓	47.9	46.6	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		16.2	15.1	16.0	14	AMBER	13	↓	17.7	13.9	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		28.52	31.30	30.88	34	RED	35	↓	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		39.67	28.85	28.11	29	AMBER	30	↓	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		37.51	34.07	29.94	32	AMBER	33	↓	30.81	32.12		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.0	3.2	3.5	3.1	AMBER	3.0	↓	3.3	3.1	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A					91	RED	91	↔	90.2	91.0		
CYPE3	Percentage of parents getting first preference of secondary school	H	A					77	RED	76	↔	84.2	82.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.9	9.6	10.9	8.3	RED	8.0	↓	8.1	8.4		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		16.0	15.6	17.9	13.5	RED	13.0	↓	12.9	12.7		
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) <i>[seasonally impacted indicator]</i>	L	MS	✓	4.4	3.5	3.7	2.6	RED	2.6	↓	2.4	2.6	Yes	

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Directorate Scorecard - Thanet District

Integrated Children's Services 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	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19										
Thanet Margate CSWT					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19							SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		25.3	26.4	24.2	24.6	25.3	24.4	23.1	↑	25.0	GREEN	25.4	25.0	AMBER	22.3	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		91.3	92.9	93.5	95.5	95.5	95.3	95.1	↓	90.0	GREEN	90.9	85.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	6.8	7.4	8.7	4.5	4.2	7.7	7.8	↑	20.0	RED	5.8	20.0	RED	21.1	20.8		
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	✓	N/A							N/A	N/A	N/A	N/A			67	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A							N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A							N/A	N/A	N/A	N/A			413	N/A		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A							N/A	N/A	N/A	N/A			N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	97.2	97.2	92.9	92.9	98.2	104.5	99.2	↓	85.0	GREEN	84.4	85.0	AMBER	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS		N/A							N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		18.9	18.8	21.3	21.5	19.4	16.4	18.0	↓	18.0	GREEN	22.7	18.0	RED	N/A	N/A		
ICS new With new QAF consider new audit indicators across the service																					
Thanet Ramsgate CSWT					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19										
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		31.5	31.4	30.3	31.8	31.8	32.1	31.5	↑	25.0	RED	30.0	25.0	AMBER	N/A	N/A		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		98.6	100.0	100.0	100.0	98.3	96.6	95.3	↓	90.0	GREEN	98.6	85.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	34.7	35.9	34.3	34.7	28.6	28.9	30.1	↓	20.0	RED	38.9	20.0	RED	N/A	N/A		
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	✓	N/A							N/A	N/A	N/A	N/A			N/A	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A							N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A							N/A	N/A	N/A	N/A			N/A	N/A		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A							N/A	N/A	N/A	N/A			N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	83.4	78.1	72.8	67.6	72.8	80.2	90.7	↑	85.0	GREEN	78.1	85.0	AMBER	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS		N/A							N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		22.1	22.5	22.0	22.7	21.0	22.2	20.6	↑	18.0	AMBER	26.2	18.0	RED	N/A	N/A		

Directorate Scorecard - Thanet District

Integrated Children's Services 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	Linked to SDP?
Thanet EHU					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19							SN or SE		
EH16-F	Percentage of cases closed by Early Help Units with outcomes achieved	H	MS	✓	75.8	76.2	76.4	75.2	75.8	75.3	76.0	↑	75	GREEN	77.1	80	AMBER	N/A	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		35.9	36.0	39.9	44.4	46.0	48.7	51.4	↑	70	RED	50.9	N/A	N/A	N/A	N/A	Yes
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	L	R12M		29.7	29.8	28.7	28.7	29.6	29.4	29.5	↓	25	RED	19.5	N/A	N/A	N/A	N/A	Yes
EH new	Average caseloads in the EH Units (based on number of children)																			

Integrated Children's Services Quarterly Indicators - Thanet		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2019-20	RAG	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q2 18-19	Q3 18-19	Q4 18-19	Q1 19-20							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		33.0	34.1	28.7	25.9	↑	35	GREEN	28.7			40.5	40.9		

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Directorate Scorecard - Thanet District

Education Monthly Indicators - Thanet		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2019-20	RAG	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	12.4	0.0	4.5	3.7	27.3	6.7	14.8	↑	40	RED	12.6	35	RED	52.8	64.9	Yes
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		131	132	135	135	113	132	137	↓	N/A	N/A	113	N/A	N/A	N/A	N/A	Yes
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		3	3	3	3	3	1	2	↓	N/A	N/A	3	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		89.4	88.3	86.0	87.0	87.1	86.0	89.1	↑	90	AMBER	87.1	85	GREEN	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		95.8	97.2	96.7	95.8	95.2	95.1	96.1	↑	100	RED	95.2	100	RED	N/A	N/A	

Education Annual Indicators - Thanet		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2018-19	RAG	Target 2019-20	DOT	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2016-17	2017-18	2018-19						SN or SE		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place <i>[seasonally impacted indicator]</i>	H	MS		73.6	75.4	75.2	72	GREEN	73	↓	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		69.9	69.8	64.9	75	RED	75	↓	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		19.3	18.3	24.7	20	RED	20	↓	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		60.2	62.8	61.5	68	RED	69	↓	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		20.2	20.7	14.5	22	GREEN	21	↑	26	22	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		39.2	41.0	40.7	48	RED	48.5	↓	47.9	46.6	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		14.8	16.9	14.2	14	AMBER	13	↑	17.7	13.9	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		28.57	27.56	25.95	34	RED	35	↓	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		40.17	28.43	24.86	29	RED	30	↓	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		37.26	33.25	25.96	32	RED	33	↓	30.81	32.12		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.7	3.9	4.3	3.1	RED	3.0	↓	3.3	3.1	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A					91	RED	91	↔	90.2	91.0		
CYPE3	Percentage of parents getting first preference of secondary school	H	A					77	RED	76	↔	84.2	82.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		10.1	11.2	11.2	8.3	RED	8.0	↔	8.1	8.4		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		17.1	18.2	15.1	13.5	RED	13.0	↑	12.9	12.7		
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) <i>[seasonally impacted indicator]</i>	L	MS	✓	4.2	4.2	4.5	2.6	RED	2.6	↓	2.4	2.6	Yes	

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Directorate Scorecard - Tonbridge and Malling District

Integrated Children's Services 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	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19										
The Weald CSWT					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19										
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		27.0	27.9	27.3	26.6	26.5	26.6	26.8	↓	25.0	AMBER	26.8	25.0	AMBER	22.3	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		94.1	94.4	94.6	93.3	94.0	93.8	92.7	↓	90.0	GREEN	94.0	85.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	20.2	21.3	20.9	19.7	19.2	22.4	24.3	↓	20.0	AMBER	18.8	20.0	GREEN	21.1	20.8		
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	✓	N/A							N/A	N/A	N/A		67	N/A				
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A							N/A	N/A	N/A		N/A	N/A				
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A							N/A	N/A	N/A		413	N/A				
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A							N/A	N/A	N/A		N/A	N/A				
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	80.0	72.6	72.6	72.6	65.2	87.4	83.7	↓	85.0	AMBER	80.0	85.0	AMBER	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS		N/A							N/A	N/A	N/A		N/A	N/A				
SCS43	Average caseloads in the CSWT Teams	L	MS		25.2	26.4	31.3	26.4	26.0	19.4	19.2	↑	18.0	AMBER	25.0	18.0	RED	N/A	N/A		
<i>ICS new With new QAF consider new audit indicators across the service</i>																		N/A	N/A		
Tonbridge and Malling EHU					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19										
EH16-F	Percentage of cases closed by Early Help Units with outcomes achieved	H	MS	✓	86.0	84.0	82.2	80.0	78.2	78.3	78.2	↓	75	GREEN	86.7	80	GREEN	N/A	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		55.4	53.8	53.5	53.9	52.1	52.5	54.4	↑	70	RED	63.3	N/A	N/A	N/A	N/A	Yes	
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	L	R12M		18.6	19.9	19.6	19.8	21.1	22.0	22.4	↓	25	GREEN	11.2	N/A	N/A	N/A	N/A	Yes	
<i>EH new Average caseloads in the EH Units (based on number of children)</i>																					

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Integrated Children's Services Quarterly Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2019-20	RAG	Kent Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q2 18-19	Q3 18-19	Q4 18-19	Q1 19-20										
CYPE8	Rate of proven re-offending by CYP	L	Q		17.4	30.0	27.8	34.2	↓	35	GREEN	27.8	36	GREEN	40.5	40.9		

Directorate Scorecard - Tonbridge and Malling District

Education Monthly Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2019-20	RAG	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	74.1	70.0	41.7	45.5	64.3	20.0	35.3	↑	40	AMBER	74.7	35	GREEN	52.8	64.9	Yes
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		82	83	84	84	71	81	82	↓	N/A	N/A	71	N/A	N/A	N/A	N/A	Yes
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		2	1	1	1	2	2	1	↑	N/A	N/A	2	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		4	4	5	5	5	5	6	↓	N/A	N/A	5	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		80.6	82.1	82.0	83.6	85.9	87.8	88.8	↑	90	AMBER	85.9	85	GREEN	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		98.1	98.2	98.3	98.3	98.4	98.5	98.5	↓	100	AMBER	98.4	100	AMBER	N/A	N/A	

Education Annual Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2018-19	RAG	Target 2019-20	DOT	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2016-17	2017-18	2018-19						SN or SE		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place <i>[seasonally impacted indicator]</i>	H	MS		75.5	79.3	76.6	72	GREEN	73	↓	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		78.0	79.0	77.6	75	GREEN	75	↓	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		29.2	29.4	31.7	20	RED	20	↓	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		68.1	69.3	71.0	68	GREEN	69	↑	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		29.5	26.7	26.5	22	RED	21	↑	26	22	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		49.6	50.7	51.4	48	GREEN	48.5	↑	47.9	46.6	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		20.7	22.5	22.5	14	RED	13	↔	17.7	13.9	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		35.27	36.96	39.63	34	GREEN	35	↑	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		41.68	29.46	28.95	29	AMBER	30	↓	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		35.11	34.18	33.55	32	GREEN	33	↓	30.81	32.12		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		2.8	2.9	3.3	3.1	AMBER	3.0	↓	3.3	3.1	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A					91	RED	91	↔	90.2	91.0		
CYPE3	Percentage of parents getting first preference of secondary school	H	A					77	RED	76	↔	84.2	82.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		6.0	6.2	7.1	8.3	GREEN	8.0	↓	8.1	8.4		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		15.7	13.5	12.8	13.5	GREEN	13.0	↑	12.9	12.7		
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) <i>[seasonally impacted indicator]</i>	L	MS	✓	2.7	1.9	2.6	2.6	GREEN	2.6	↓	2.4	2.6	Yes	

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Directorate Scorecard - Tunbridge Wells District

Integrated Children's Services 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	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19										
The Weald CSWT					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19									
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		27.0	27.9	27.3	26.6	26.5	26.6	26.8	↓	25.0	AMBER	26.8	25.0	AMBER	22.3	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		94.1	94.4	94.6	93.3	94.0	93.8	92.7	↓	90.0	GREEN	94.0	85.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	20.2	21.3	20.9	19.7	19.2	22.4	24.3	↓	20.0	AMBER	18.8	20.0	GREEN	21.1	20.8	
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	✓	N/A						N/A	N/A	N/A		67	N/A				
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A		N/A	N/A				
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A		413	N/A				
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A		N/A	N/A				
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	80.0	72.6	72.6	72.6	65.2	87.4	83.7	↓	85.0	AMBER	80.0	85.0	AMBER	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A		N/A	N/A				
SCS43	Average caseloads in the CSWT Teams	L	MS		25.2	26.4	31.3	26.4	26.0	19.4	19.2	↑	18.0	AMBER	25.0	18.0	RED	N/A	N/A	
ICS new	With new QAF consider new audit indicators across the service																N/A	N/A		
Tunbridge Wells EHU					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19									
EH16-F	Percentage of cases closed by Early Help Units with outcomes achieved	H	MS	✓	80.4	79.1	76.8	79.1	77.2	79.0	78.0	↓	75	GREEN	90.0	80	GREEN	N/A	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		62.1	61.9	60.7	60.8	58.4	53.4	53.4	↑	70	RED	7.1	N/A	N/A	N/A	N/A	Yes
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	L	R12M		16.4	17.7	18.2	19.8	21.3	21.7	21.2	↑	25	GREEN	7.9	N/A	N/A	N/A	N/A	Yes
EH new	Average caseloads in the EH Units (based on number of children)																			

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Integrated Children's Services Quarterly Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2019-20	RAG	Kent Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q2 18-19	Q3 18-19	Q4 18-19	Q1 19-20										
CYPE8	Rate of proven re-offending by CYP	L	Q		35.3	36.7	35.7	36.8	↓	35	AMBER	35.7	36	GREEN	40.5	40.9		

Directorate Scorecard - Tunbridge Wells District

Education Monthly Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2019-20	RAG	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	66.4	28.6	66.7	50.0	53.3	30.0	50.0	↑	40	GREEN	74.7	35	GREEN	52.8	64.9	Yes
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		66	66	65	65	53	65	64	↑	N/A	N/A	53	N/A	N/A	N/A	N/A	Yes
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		3	1	1	1	1	2	2	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		4	4	4	6	5	5	3	↑	N/A	N/A	5	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		93.6	91.7	87.7	88.7	87.3	87.8	87.2	↓	90	AMBER	87.3	85	GREEN	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		98.9	100.0	98.9	98.9	98.9	97.8	97.7	↓	100	AMBER	98.9	100	AMBER	N/A	N/A	

Education Annual Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2018-19	RAG	Target 2019-20	DOT	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2016-17	2017-18	2018-19						SN or SE		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place <i>[seasonally impacted indicator]</i>	H	MS		73.7	70.0	71.7	72	AMBER	73	↑	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		78.3	76.7	78.0	75	GREEN	75	↑	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		26.1	17.2	21.1	20	AMBER	20	↓	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		69.7	67.7	70.2	68	GREEN	69	↑	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		35.4	34.0	33.9	22	RED	21	↑	26	22	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		54.3	55.9	54.3	48	GREEN	48.5	↓	47.9	46.6	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		24.5	23.6	21.5	14	RED	13	↑	17.7	13.9	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		36.16	35.99	37.91	34	GREEN	35	↑	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		40.08	28.17	32.28	29	GREEN	30	↑	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		39.10	38.67	40.42	32	GREEN	33	↑	30.81	32.12		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		2.7	2.8	3.0	3.1	GREEN	3.0	↓	3.3	3.1	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A					91	RED	91	↔	90.2	91.0		
CYPE3	Percentage of parents getting first preference of secondary school	H	A					77	RED	76	↔	84.2	82.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		6.6	7.7	7.4	8.3	GREEN	8.0	↑	8.1	8.4		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		11.5	11.3	10.9	13.5	GREEN	13.0	↑	12.9	12.7		
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) <i>[seasonally impacted indicator]</i>	L	MS	✓	2.6	1.7	1.5	2.6	GREEN	2.6	↑	2.4	2.6	Yes	

## 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	May 2019 School Census	Aug 2019
CYPE11	Number of Secondary Schools	MI School Census Database	May 2019 School Census	Aug 2019
CYPE12	Number of Special Schools	MI School Census Database	May 2019 School Census	Aug 2019
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	May 2019 School Census	Aug 2019
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	May 2019 School Census	Aug 2019
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	May 2019 School Census	Aug 2019
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	May 2019 School Census	Aug 2019
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	May 2019 School Census	Aug 2019
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	May 2019 School Census	Aug 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 September 2019	Oct 2019
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of September 2019	Oct 2019
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of September 2019	Oct 2019
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of September 2019	Oct 2019
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of October 2019	Nov 2019
EH71-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 Oct 2019	Nov 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 Oct 2019	Nov 2019
FD01-C	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of Oct 2019	Nov 2019
FD02-C	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of Oct 2019	Nov 2019
FD03-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 Oct 2019	Nov 2019
FD04-C	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of Oct 2019	Nov 2019
EH05-F	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of Oct 2019	Nov 2019
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of Oct 2019	Nov 2019
	Number of Child Protection cases	Liberi	Snapshot data as at end of Oct 2019	Nov 2019
	Number of Children in Care	Liberi	Snapshot data as at end of Oct 2019	Nov 2019
	Number of Care Leavers	Liberi	Snapshot data as at end of Oct 2019	Nov 2019
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to Oct 2019	Nov 2019
<b>Key Performance Indicators</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 Oct 2019	Nov 2019
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to Oct 2019	Nov 2019
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to Oct 2019	Nov 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 Oct 2019	Nov 2019
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at Oct 2019	Nov 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 Oct 2019	Nov 2019
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to Oct 2019	Nov 2019
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at Oct 2019	Nov 2019
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Oct 2019	Nov 2019
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Oct 2019	Nov 2019
<i>ICS new</i>	<i>With new QAF consider new audit indicators across the service</i>			
EH16-F	Percentage of cases closed by Early Help Units with a positive outcome	Early Help module	Snapshot as at Oct 2019	Nov 2019
EH52-F	Percentage of Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at Oct 2019	Nov 2019
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	Early Help module	Snapshot as at Oct 2019	Nov 2019
<i>EH new</i>	<i>Average caseloads in the EH Units (based on number of children)</i>			
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for Oct 2016 to Sept 2017 cohort	Aug 2019



## Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
<b>Key Performance Indicators (Continued)</b>				
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Impulse database - monthly reported data	Snapshot as at Oct 2019	Nov 2019
CYPE1	Number of pupils being placed in independent or out-of-county special schools	Education Finance reporting	Snapshot as at Oct 2019	Nov 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 Oct 2019	Nov 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 Oct 2019	Nov 2019
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to Oct 2019	Nov 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 Oct 2019	Nov 2019
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	FF2 Team in Early Years & Childcare	Snapshot as at 19th December 2018	Dec 2018
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2018-19 MI DfE published	Oct 2019
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	End of year assessments based on EYFSP framework	2018-19 MI Calculations	Sept 2019
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	Test/TA results for end of academic year	2018-19 DfE provisional (LA) MI Calcs (Distr)	Sep 2019
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	Test/TA results for end of academic year	2018-19 MI Calculations	Aug 2019
SISE12	Average score at KS4 in Attainment 8	Test results for end of academic year	2018-19 DfE prov (LA) 2017-18 MI Calcs (Distr)	Oct 2019
SISE19	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	2017-18 DfE published (LA), MI Calcs (Distr)	Jan 2019
CYPE23	Average point score per A Level entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE Performance Tables Checking Data	Oct 2019
CYPE24	Average point score per Applied General entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE Performance Tables Checking Data	Oct 2019
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE Performance Tables Checking Data	Oct 2019
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	DfE annual snapshot based on school census	Snapshot as at January 2019	July 2019
CYP2	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2019-20	April 2019
CYP5	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2019-20	April 2019
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Aut & Spring data for academic year 2018-19	2018-19 DfE SFR (LA) MI Calculations (Distr)	Oct 2019
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Aut & Spring data for academic year 2018-19	2018-19 DfE SFR (LA) MI Calculations (Distr)	Oct 2019
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	MI monthly reporting	Monthly average Dec 2018 to Feb 2019	March 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.
EH71-C	Rate of notifications received into Early Help per 10,000 of the 0-17 population (inclusive, rolling 12 months)	The total number of referrals to an Early Help Unit completed during the corresponding reporting month per 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year population estimates). 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. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. 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 with a contact outcome of "Information, Advice & Guidance" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. 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 with a contact outcome of "Threshold met for CSWS" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. 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 with a contact outcome of "Proceed to Early Help Unit" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
EH05-F	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 prior to the end of the month. This is a family 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.
EH33-F	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>		
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.
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	The percentage of children who become subject to a Child Protection Plan during the last 12 months who have been subject to a previous plan.
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	The percentage of Children in Care aged under 16 at the snapshot date who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years, or are placed for adoption and their adoptive placement together with their previous placement together last for at least 2 years.
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	The percentage of Kent Children in Care at the snapshot date who are in Foster Care and are placed with KCC Foster Carers or with Relatives and Friends. UASC are excluded
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	The average number of days between becoming a Looked After Child and moving in with Adoptive Family (for children who have been Adopted in the last 12 months)
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	The percentage of relevant and former relevant care leavers who we were in contact with in a 4 month window around their birthday who were aged 17, 18, 19, 20 or 21 and were in education, employment or training.
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.

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Indicator Definitions

Code	Indicator	Definition
<b>Key Performance Indicators (Continued)</b>		
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.
EH16-F	Percentage of cases closed by Early Help Units with a positive outcome	The percentage of all cases closed by Units with outcomes achieved for the corresponding reported month. The data includes all cases that were sent to Units at Early Help Record stage, excluding those with a closure reason of "No Unit Involvement" and "Advice and Guidance". It is calculated from the completion date of the closure form. Closure outcomes used in the numerator
EH52-F	Percentage of Assessments completed in the given month, within 6 weeks of allocation	The percentage of assessments completed in the reporting month, where the assessment was completed within 30 working days of allocation.
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	The percentage of referrals into an EH Unit (R12M) that previously had an episode open to an Early Help Unit in the preceding 12 months. The data only looks at referrals allocated to a Unit. It is calculated using a comparison between the episode end date of the previous episode and the episode start date of the subsequent referral.
<i>EH new</i>	<i>Average caseloads in the EH Units (based on number of children)</i>	Definition to be confirmed.
CYPE9	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>
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.

Indicator Definitions

Code	Indicator	Definition
<b>Key Performance Indicators (Continued)</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).
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.
SISE12a	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.
CYPE23	Average point score per A Level entry at KS5 [School students only]	The total number of points achieved in A-Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all A-Level qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE24	Average point score per Applied General entry at KS5 [School students only]	The total number of points achieved in Applied General qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Applied General qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	The total number of points achieved in Tech Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Tech Level qualifications. Outcomes are for Kent maintained schools and academies only.
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	Percentage of pupils with a statement of Special Educational Needs or an Education, Health and care Plan (EHCP) as a proportion of all pupils on roll in all schools as at January school census. Includes maintained schools and academies, Pupil Referral Units, Free schools and Independent schools (DfE published data).
CYPE2	Percentage of parents getting first preference of primary school	The percentage of parents who got their first preference of Primary school (out of their three ordered preferences) for their child.
CYPE3	Percentage of parents getting first preference of secondary school	The percentage of parents who got their first preference of Secondary school (out of their three ordered preferences) for their child.
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.

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## Ofsted Inspection Outcomes since September 2019

District	School	School type	LA / Academy	Previous insp date	Previous Result	Inspection type	First inspection since academising / new school?	Inspection date	Term	OE judgement	Direction of travel since previous inspection
Thanet	St Crispin's Community Primary Infant School	Pri	LA	26 Jan 16	2	8	-	10 Sep 19	1	2	↔
Tonbridge & Malling	Nexus Foundation Special School	Special	LA	26 May 17	3	5	-	11 Sep 19	1	3	↔
Dover	Whitfield Aspen School	Special	LA	26 Jun 12	2	8	-	11 Sep 19	1	2	↔
Swale	Milton Court Primary Academy	Pri	ACA	15 Mar 17	3	5	-	17 Sep 19	1	2	↑
Maidstone	Holy Family Catholic Primary School	Pri	ACA	09 May 17	3	5	-	17 Sep 19	1	3	↔
Tunbridge Wells	Temple Grove Academy	Pri	ACA	26 Apr 17	3	5	-	17 Sep 19	1	2	↑
Tonbridge & Malling	Long Mead CP School	Pri	LA	17 May 17	3	5	-	17 Sep 19	1	2	↑
Maidstone	Bower Grove School	Special	LA	09 Jan 18	2	5	-	18 Sep 19	1	1	↑
Ashford	Smeeth Primary	Pri	LA	20 Sep 18	2	5	-	18 Sep 19	1	3	↓
Dartford	Knockhall Primary	Pri	ACA	-	n/a	5	Yes	18 Sep 19	1	3	n/a
Thanet	St Gregory's Catholic School	Pri	ACA	09 May 17	3	5	-	18 Sep 19	1	2	↑
Thanet	Birchington Church of England Primary School	Pri	LA	13 Jan 16	2	8	-	24 Sep 19	1	2	↔
Dartford	The Craylands School	Pri	LA	12 Feb 16	2	8	-	24 Sep 19	1	2	↔
Dover	Ash Cartwright & Kelsey CoE	Pri	LA	22 Mar 18	3	5	-	24 Sep 19	1	2	↑
Ashford	Homewood School & Sixth Form Centre	Sec	ACA	23 May 17	2	8	-	24 Sep 19	1	3	↓
Thanet	St Nicholas At Wade Church of England Primary School	Pri	LA	26 Mar 09	1	5	-	01 Oct 19	1	2	↓
Tonbridge & Malling	Hadlow Primary School	Pri	LA	22 Mar 16	2	8	-	01 Oct 19	1	2	↔
Canterbury	St Stephen's Infant School	Pri	LA	12 Jan 16	2	8	-	01 Oct 19	1	2	↔
Dartford	The Ebbsfleet Academy	Sec	ACA	27 Sep 16	2	5	-	01 Oct 19	1	2	↔
Ashford	Brook Primary	Pri	LA	21 Jan 16	2	5	-	01 Oct 19	1	3	↓
Folkestone & Hythe	Palmarsh Primary	Pri	LA	15 Mar 16	2	8	-	01 Oct 19	1	2	↔
Folkestone & Hythe	Morehall Primary	Pri	ACA	05 Mar 13	3	5	-	01 Oct 19	1	2	↑
Gravesham	Copperfield Academy	Pri	ACA	29 Jan 19	4	8 (SM monitoring)	-	08 Oct 19	1	Monitoring	N/A
Canterbury	Barham Church of England Primary School	Pri	LA	09 Feb 16	2	8	-	08 Oct 19	1	2	↔
Dover	Elms School	Special	LA	19 Oct 17	2	8	-	09 Oct 19	1	N/A	N/A
Sevenoaks	Sundridge and Brasted Church of England Voluntary Controlled Primary School	Pri	LA	16 Jun 15	1	5	-	05 Nov 19	2	3	↓
Maidstone	Marden Primary School	Pri	LA	09 Mar 16	2	8	-	15 Oct 19	1	2	↔
Dover	Dover Grammar School for Boys	Sec	LA	02 Feb 16	2	8	-	15 Oct 19	1	2	↔
Sevenoaks	Four Elms Primary School	Pri	LA	02 Feb 16	2	5	-	15 Oct 19	1	2	↔
Tonbridge & Malling	Tonbridge Grammar School	Sec	ACA	N/A	N/A	8	-	16 Oct 19	1	1	N/A
Dover	Eastry Church of England Primary School	Pri	LA	14 Oct 09	1	8	-	16 Oct 19	1	3	↓
Swale	Lynsted and Norton Primary School	Pri	ACA	25 Sep 18	3	8 (Monitoring)	-	30 Oct 19	2	3	↔
Folkestone & Hythe	Cheriton Primary	Pri	LA	04 Feb 16	2	8	-	29 Oct 19	2	2	↔
Tonbridge & Malling	Ditton Junior School	Pri	LA	06 Nov 18	2	5	-	29 Oct 19	2	3	↓
Maidstone	Maidstone & Malling Alternative Provision	Special	LA	20 Jun 19	3	5	-	05 Nov 19	2	2	↑

## Ofsted Inspection Outcomes since September 2019

Gravesham	Vigo Village School	Pri	LA	23 Feb 19	2	8	-	05 Nov 19	2	2	↔
Maidstone	Tiger Primary School	Pri	ACA	13 Jan 16	2	5	-	05 Nov 19	2	3	↓
Dartford	Bean Primary School	Pri	LA	28 Jun 17	2	5	-	05 Nov 19	2	2	↔
Maidstone	The Lenham School	Sec	ACA	09 Dec 15	N/A	N/A	-	05 Nov 19	2	2	
Canterbury	Chartham Primary School	Pri	LA	27 Jan 16	2	8	-	06 Nov 19	2	2	↔
Maidstone	New Line Learning	Sec	ACA	07 Mar 19	4	5	-	12 Nov 19	2	2	↑
Folkestone & Hythe	Stowting CoE Primary	Pri	LA	10 Jul 07	1	5	-	12 Nov 19	2	2	↓
Gravesham	Westcourt Primary	Pri	ACA	N/A	N/A	8	-	26 Nov 19	2	awaiting outcome	
Sevenoaks	Chevening, St Botolph's CoE Primary School	Pri	LA	27 Mar 13	1	5	-	26 Nov 19	2	awaiting outcome	
Sevenoaks	Halstead CP School	Pri	LA	03 Mar 16	2	5	-	26 Nov 19	2	awaiting outcome	
Maidstone	Ulcombe CoE Primary School	Pri	LA	27 Apr 16	2	5	-	27 Nov 19	2	awaiting outcome	



**From:** Ben Watts, General Counsel

**To:** Children's, Young People and Education Cabinet Committee – 10 January 2020

**Subject:** **Work Programme 2020/21**

**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 2020/21.

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 2020/21**

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 2020/21.

### 5. Background Documents

None

### 6. Contact details

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## CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE – WORK PROGRAMME 2020/21

**Wednesday 11 March 2020**

Item:	Requested by/when:	Deferred?
<ul style="list-style-type: none"> <li>• 20/00004 - Regional Adoption Agency Development</li> </ul>		
<ul style="list-style-type: none"> <li>• Recommission Early Help Services to support the CYPE integration</li> </ul>	L.Dench – via e-mail on 09/12/2019	
<ul style="list-style-type: none"> <li>• Update on Kent SEND Local Area Inspection by Ofsted/CQC</li> </ul>	CYPE CC – 7 May 2019	
<ul style="list-style-type: none"> <li>• Children &amp; Young Person's Emotional and Mental Health Service (CYPMHS) update</li> </ul>	CYPE CC – 15 Nov 2019	
<ul style="list-style-type: none"> <li>• Post 16 Transport Policy</li> </ul>	Annual report	
<ul style="list-style-type: none"> <li>• Annual presentation of risk reports</li> </ul>	Annual report	
<ul style="list-style-type: none"> <li>• SACRE Report</li> </ul>	Annual report	
<ul style="list-style-type: none"> <li>• School Expansions/Alterations</li> </ul>	Standing Item	
<ul style="list-style-type: none"> <li>• Performance Monitoring</li> </ul>	Standing item	
<ul style="list-style-type: none"> <li>• Ofsted Update</li> </ul>	Standing item	
<ul style="list-style-type: none"> <li>• Work Programme 2020/21</li> </ul>	Standing item	

**Tuesday 5 May 2020**

Item:	Requested by/when:	Deferred?
<ul style="list-style-type: none"> <li>• Kent Commissioning Plan Update</li> </ul>	Bi-annual report	
<ul style="list-style-type: none"> <li>• Post 16 Transport Policy Statement 2020/21</li> </ul>	Annual report	
<ul style="list-style-type: none"> <li>• School Expansions/Alterations</li> </ul>	Standing Item	
<ul style="list-style-type: none"> <li>• Performance Monitoring</li> </ul>	Standing item	
<ul style="list-style-type: none"> <li>• Ofsted Update</li> </ul>	Standing item	
<ul style="list-style-type: none"> <li>• Work Programme 2020/21</li> </ul>	Standing item	

**Tuesday 30 June 2020**

• Strategic Delivery Plan Monitoring	Bi-annual report	
• Annual Equality and Diversity Report	Annual report	
• Performance Monitoring	Standing item	
• Ofsted Update	Standing item	
• Work Programme 2020/21	Standing item	
<b>Tuesday 22 September 2020</b>		
• School Expansions/Alterations	Standing Item	
• Performance Monitoring	Standing item	
• Ofsted Update	Standing item	
• Work Programme 2020/21	Standing item	
<b>Wednesday 18 November 2020</b>		
• Strategic Delivery Plan Monitoring	Bi-annual report	
• Kent Commissioning Plan Update	Bi-annual report	
• School Expansions/Alterations	Standing Item	
• Performance Monitoring	Standing item	
• Ofsted Update	Standing item	
• Work Programme 2020/21	Standing item	
<b>Friday 15 January 2021</b>		
• School Expansions/Alterations	Standing Item	
• Performance Monitoring	Standing item	
• Ofsted Update	Standing item	
• Work Programme 2021/22	Standing item	
<b>Friday 19 March 2021</b>		

• Post 16 Transport Policy	Annual report	
• Annual presentation of risk reports	Annual report	
• SACRE Report	Annual report	
• School Expansions/Alterations	Standing Item	
• Performance Monitoring	Standing item	
• Ofsted Update	Standing item	
• Work Programme 2021/22	Standing item	
<b>Thursday 24 June 2021</b>		
• Strategic Delivery Plan Monitoring	Bi-annual report	
• Kent Commissioning Plan Update	Bi-annual report	
• Post 16 Transport Policy Statement 2021/22	Annual report	
• Annual Equality and Diversity Report	Annual report	
• School Expansions/Alterations	Standing Item	
• Performance Monitoring	Standing item	
• Ofsted Update	Standing item	
• Work Programme 2021/22	Standing item	
<b>Future items for meetings in which the date has not yet been confirmed (excluding the usual annual/bi-annual reports) and standing items:</b>		
•		
•		

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