

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

Friday, 15th January, 2021

10.00 am

Online

Members are asked to refer to the Budget report which was published on 6 January 2021.



AGENDA

CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE

Friday, 15 January 2021 at 10.00 am
Online

Ask for: **Emily Kennedy**
Telephone: **03000 419625**

Membership (18)

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

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)

UNRESTRICTED ITEMS

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

- 1 Introduction/Webcast announcement
- 2 Apologies and Substitutes
- 3 Declarations of Interest by Members in items on the Agenda
- 4 Minutes of the meeting held on 18 November 2020 (Pages 1 - 8)
- 5 20/00117 - Admission Arrangements and Scheme for 2022-23 Academic Year
(Pages 9 - 124)
- 6 20/00119 - SIMS Contract for LA Maintained Schools (Pages 125 - 146)
- 7 20/00123 - Liquidlogic Contract for Integrated Children's Services and Disabled
Children's Services (Pages 147 - 168)
- 8 20/00124 - Provision of therapeutic practitioners for Kent's post adoption support
service (Pages 169 - 186)
- 9 The Education People (TEP) Update (Pages 187 - 202)

School Expansions/Alterations

- 10 20/00113 - Proposal to allocate £6,187,241 to permanently expand Simon Langton Grammar School for Boys, Nackington Lane, Canterbury Kent CT4 7AS from 120 places to 150 places from September 2022 (Pages 203 - 210)
- 11 20/00114 - Proposal to expand Whitstable and Seasalter Endowed CE Junior School from 192 places to 240 places, increasing the published admission number (PAN) from 48 to 60 for Year three entry in September 2021 (Pages 211 - 224)
- 12 20/00115 - Proposal to permanently expand Highsted Grammar School, Highsted Road, Sittingbourne, ME10 4PT from 120 places to 150 places for September 2022 (Pages 225 - 238)
- 13 20/00116 - Proposal to allocate Basic Need funding and enter necessary contracts to enable the second phase of expansion at Broomhill Bank School (Pages 239 - 254)
- 14 Performance Monitoring (Pages 255 - 312)
- 15 Draft Capital Programme 2021-24 and Revenue Budget 2021-22 (Pages 313 - 314)
Members are asked to refer to the Budget report which was published on 6 January 2021.
- 16 Verbal Update by Cabinet Member and Corporate Director
- 17 Work Programme (Pages 315 - 316)

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
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Thursday, 7 January 2021

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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 Online on Wednesday, 18th November, 2020.

PRESENT: Mrs L Game (Chairman), Mr D Murphy (Vice-Chairman), Mrs A D Allen, MBE, Mr M J Angell, Mr D L Brazier, Mrs P T Cole, Mr G Cooke, Mr J Constanti, Mrs T Dean, MBE, Ms S Hamilton, Mr R C Love, OBE, Mr S C Manion, Mr M Reidy and Mr Q Roper

OTHER MEMBERS: Mrs Sue Chandler

UNRESTRICTED ITEMS

206. Membership
(Item 2)

It was noted that Mr Reidy had joined the Committee as a Co-Optee.

207. Apologies and Substitutes
(Item 3)

Apologies were received from Ms Linfield, for whom Mr Bird was present.

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

- (1) Mr Manion declared an interest as his partner worked for a special school in Dover.
- (2) Dr Sullivan declared an interest as her husband worked as an Early Help Worker for Kent County Council.

209. Minutes of the meeting held on 22 September 2020
(Item 5)

- (1) Mr D Adams (Director of Education) reported that all laptops received by KCC as part of the laptop scheme had been distributed.
- (2) It was confirmed that Members were sent an email with additional information regarding Kent's virtual youth offer as agreed at the last meeting.
- (3) RESOLVED that the minutes of the meeting of the Children's, Young People and Education Cabinet Committee held on 22 September 2020 are correctly recorded and that they be signed by the Chairman.

210. 20/00107 - Educational Psychology - increased capacity of assessments
(Item 6)

Ms C Holden (Lead Commissioning Manager – Children’s), Mr M Walker (Interim Director for SEND and Disabled Children and Young People) and Dr D Jones (Interim Head of Educational Psychology) were in attendance for this item.

(1) Ms Holden introduced the report which set out recommendations regarding the award of a contract to deliver increased capacity of Educational Psychology assessments. It had been identified that additional support was required and a contract was to be awarded to a service provider in order to clear a backlog of assessments.

(2) Officers responded to questions and comments from Members and it was noted:

- It was anticipated that the backlog of assessments would be cleared by March 2021, if the level of demand were sustained. It was reported that the contract was for 1 year but there would be some flexibility around extending the contract. There would be a minimum of 40 assessments per month from the provider but an average of 70 assessments per month was anticipated.
- There was a national shortage of Educational Psychologists and difficulties in filling 10 vacant posts at KCC. However, 3 permanent Educational Psychologists had been recruited and were starting in September 2021.
- It was clarified for Members that ‘pieces of work’ referred to advice given outside of a full report being produced.
- There had been a large increase in demand for Educational Psychology assessments since 2014 but core staffing had not been increased and locum staff had been used. Early help and advice in the school setting would mean that some children’s needs would be met without an Educational Psychology assessment.
- There was discussion around whether a Special Educational Needs group for Members should be re-established as the previous group was not well attended.
- Dr Jones advised that he would report to Members what the longest waiting time had been for an assessment for an individual.

(3) It was RESOLVED that the decision proposed to be taken by the Cabinet Member for Integrated Children’s Services to:

- (i) Award a contract (or contracts) in order to deliver Educational Psychology Assessments on behalf of Kent County Council to support the reduction of waiting times for the service; and,
- (ii) Delegate authority to the Corporate Director for Children, Young People and Education, in consultation with the Cabinet Member for Integrated Children’s Services to take relevant actions, as necessary to implement this decision,

be endorsed.

Ms Karen Stone (Interim Finance Business Partner for CYPE, Strategic and Corporate Services) was in attendance for this item

(1) Ms Stone introduced the report and updated the Cabinet Committee regarding the consultation. It was a requirement to consult on all changes made to the School Funding Formula including the notional SEN budget calculation to reflect more recent changes to the formula. Normally, responses are received from 150 schools and it was being considered whether to extend the deadline in order that more responses be received. Those schools that had responded had supported the changes proposed.

(2) In response to questions, the following was noted:

- It was explained that schools must account for spending. OFSTED inspections had been halted due to the pandemic but it was reported that inspections were likely to resume after Christmas.
- Concerns were raised around funding rate for school meals and it was noted that prior attainment has been prioritised as it was generally considered to be a better measure of education disadvantage rather than children in receipt of free school meals.
- The School Funding Formula was only able to be adjusted within the national guidelines and boundaries were in place limiting how funding could be distributed. A minimum had been set for how much funding could be given to schools for each pupil.

(3) RESOLVED that the report be noted.

212. 20/00097 - Commissioning Plan for Education Provision in Kent 2021-25
(Item 8)

Mr Lee Round (Area Schools Organisation Officer) and David Adams (Interim Director Education) were in attendance for this item.

(1) Mr Round introduced the report.

(2) In response to questions, it was noted that:

- KCC consistently worked with districts and developers through Section 106 Agreements to get the contributions required for both primary and secondary provision.
- It was anticipated that further capacity in schools would be needed over the following 5 years. There were difficulties due to the mechanism used with forward funding management. It was reported that it was easier to evidence the need for secondary places than primary places at the present time. There was a lag in timeframe between when the agreements were made and when contributions were available for the delivery of provision.
- Concerns were raised about provision of post-16 education and T-levels. KCC was not the provider of capital funding and revenue funding in the system for post-16 education but in some cases, did act as the provider and did have a role in influencing via the Post-16 Review. Further Education

colleges in Kent were the providers of T-levels as part of the national programme. There were fewer schools and colleges offering lower level qualifications and this was due to a change in requirements by the Education and Skills Funding Agency (ESFA).

- Housebuilding in villages made education provision more difficult, particularly in the case of primary schools. When agreeing contributions, the displacement argument might be used in these cases. Local Plans were important in securing developer contributions. Flexibility was increasingly possible due to the change in regulations, so contributions through Section 106 Agreements no longer had to be tied to a single project.
- Concerns were raised around travel to schools where provision is outside of the area that children are living, this was particularly a concern for those living in rural areas and for families with children in different schools.

(3) RESOLVED to endorse:

The Commissioning Plan for Education Provision in Kent 2021-25, prior to the final version being considered and approved by Cabinet on 27 January 2021.

213. SEND Implementation Programme *(Item 9)*

Mr Mark Walker (Interim Director of SEND) was in attendance for this item

(1) Mr Walker introduced the report and in response to questions it was noted:

- Mrs Chandler gave reassurances around the continuity of the Improvement Board and that specialist expertise would be drawn on as appropriate to maintain progress with improvements.
- The draft SEND Strategy was to go out for consultation but would come to the Cabinet Committee for comment.
- There had been some issues with school nursing in some areas but every school would have sufficient nursing for their needs across the county.
- Mrs Chandler asked for emphasis to be given to the points made in the report regarding the progress that had been made with the SEND Implementation Programme, despite the effects of the pandemic. The significant progress made had been noted by the Department for Education (DFE) and National Health South East (NHSE).

(2) RESOLVED that the report and the updates provided by officers be noted.

214. Progress update re the provision of Supported Lodgings and Staying Put accommodation for Children and Young People aged 16-21 years (or up to 25 if in further education) *(Item 10)*

(1) RESOLVED that the report be noted.

215. School Alterations/Expansions

(Item 11)

(Item 11a)

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216. Performance Management Scorecard

(Item 12)

Mr M Dunkley (Corporate Director, Children Young People and Education) and Ms Atkinson (Assistant Director of Management Information and Intelligence) were in attendance for this item.

(1) The scorecard was largely unchanged from the previous meeting due to the summer period and the pandemic.

Members were advised that information on those “Not in Education, Employment, or Training” (NEETs) had been added on a monthly basis and was indicated in red but this was subject to seasonal and will change as position settles in the autumn

(2) In response to questions, it was noted:

- Enrolment data was to be updated to show the impact of pandemic. It was unclear from the available data if the attainment gap had widened. It was thought that there were attainment gaps at Key Stages 2 and 4. However, it was not possible to confirm this without the national data.
- Mr Cooke asked for further information about the reach the Education People had with NEETs.

(3) RESOLVED that the information contained within the Performance Scorecard be noted.

217. Verbal Update by Cabinet Members and Corporate Director

(Item 13)

Mr M Dunkley (Corporate Director, Children Young People and Education) was in attendance for this item.

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

- **Kent Foster Carer Awards** - KCC held a virtual ceremony for annual Kent Foster Carer Awards, recognising the wonderful work undertaken by foster carers and staff. A record 149 nominations had been received and the nominations were open to others such as social workers, nurses and teachers, in addition to foster carers.

It was reported that more foster carers were needed in Kent and emphasis was given to the support that Kent foster carers received. Members were asked to encourage the recruitment of foster carers.

- **Adoption Partnership South East** - There was a virtual launch for the Adoption Partnership South East. Whilst it was formed in response to a government mandate that all local authorities must join a regional adoption agency by 2020, the agency brings together knowledge and expertise from the London Borough of Bexley, Medway Council and KCC. The focus was recruiting more adopters across the South East and accelerating the processes. More adopters were needed for children with additional needs.
- **Unaccompanied Asylum Seeking Children (UASC)** – Numbers of UASCs had dropped slowly but were double the safe level recommended by the Home Office. KCC was liaising with the Department for Education and the Home Office on an ongoing basis. The consultation had closed on the National Transfer Scheme and the results of were awaited.
- **Corporate Parenting Christmas Appeal** – In collaboration with the Young Lives Foundation, a fundraiser had been set up to give 1900 care leavers a Christmas gift and good progress had been made towards the fundraising target.

(2) Ms Hamilton gave a verbal update on behalf of Mr Long (Cabinet Member for Education and Skills) on the following issues:

- **Free School Meals Scheme** - KCC had implemented its free school meals scheme, through a helpline and webpage to provide vouchers to eligible families over half term. This was done at very short notice by working with partners and they were able to reach out to those the scheme was intended to help and approximately 20,000 £15 food vouchers, redeemable at Asda or Tesco, were issued to families.
- **The Kent Test** – The Kent Test dates went ahead as planned but for those who were not able to sit tests due to Covid-19, further sessions were arranged to ensure all registered applicants could be tested. The process was designed in order that wider individual circumstances were considered and minimised risks of children being at a disadvantage in comparison to their peers.

The Headteacher Assessment process had been fully digitised and panels were meeting. The results of the Kent Test were on track to be released to parents by the 26 November 2020.

(3) Mr Dunkley gave a verbal update on the following issues:

- **Covid-19 Pandemic** – The effects on schools had been harder during the second wave of the pandemic and due to rises in infections, decisions had been made around closing to year groups or closing schools very rapidly. It was recognised that schools would struggle in the period up to Christmas as there would be a 'knock on' effect with years groups being sent home, schools closing, staff illness and staff self-isolating, working from home. Tributes were paid and thanks given to schools and the teams supporting schools, for the work and the resilience staff had shown.

(4) In response to the updates, the following points were noted:

- The Free School Meals Scheme at half term was implemented at short notice in around 48 hours, using existing arrangements with Asda and Tesco. The teams were looking ahead to Christmas with options to support families and to make it easy for families to benefit from the vouchers. It was queried whether links could be made with foodbanks and links were being considered through district councils to foodbanks.
- Close work was being undertaken with schools to help them to manage Covid-19 outbreaks and to encourage a consistent approach. KCC was offering consistent advice to schools but school closures had been rare. Work was being done with schools on the offer for key worker children, where year groups had been sent home or school closure was necessary.

(5) RESOLVED that the verbal updates be noted.

218. Work Programme 2020/21
(Item 14)

(1) RESOLVED that the Work Programme for 2020/21 be noted

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From: Richard Long TD, Cabinet Member for Education and Skills
 Matt Dunkley, Corporate Director for Children, Young People and Education

To: Children’s, Young People and Education Cabinet Committee – 15 January 2021

Subject: Proposed Co-ordinated Schemes for Primary and Secondary Schools in Kent and Admission Arrangements for Primary and Secondary Community and Voluntary Controlled Schools 2022/23

Decision Number: 20/00117

Key decision: It affects more than 2 Electoral Divisions

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 2022 including the proposed process for non-coordinated In-Year Admissions. The Cabinet Member for Education and Skills 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 2022/23 school year.

Recommendations:

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

- a) The Coordinated Primary Admissions Scheme 2022/23 incorporating the In-Year admissions process as detailed in Appendix A
- b) The Co-ordinated Secondary Admissions Scheme 2022/23 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 2022/23 as detailed in Appendix C (1)
- d) The oversubscription criteria relating to Community and Voluntary Controlled Secondary Schools in Kent 2022/23 as detailed in Appendix D (1)
- e) The Published Admissions Number for Community and Voluntary Controlled Infant,

Junior and Primary Schools 2022/23 as set out in Appendix C (2)

- f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2022/23 as set out in Appendix D (2)
- g) The relevant statutory consultation areas for Kent Infant, Junior and Primary Schools 2022/23 as detailed in Appendix A (2) and the relevant statutory consultation areas for Kent Secondary Schools 2022/23 as set out in Appendix B (2)

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 2022/23 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 2022. 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 2 November 2020 until 14 December 2020 and considered the following aspects:

- a) The Primary Co-ordinated Admission Scheme including the In-Year admissions process for 2022/23;
- b) The Secondary Co-ordinated Admission Scheme including the In-Year admissions process for 2022/23;

2.2 A further LA consultation ran from 2 November 2020 until 14 December 2020 for the reduction to the Published Admissions Number for Hythe Bay Church of England Primary.

3. Outcome

(a) The Co-ordinated Primary Admissions Scheme 2022/23 incorporating In-Year admissions process

a.i) All Admissions Authorities within Kent agreed to the proposed Co-ordinated Primary Admissions Scheme for 2022/23. 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 to enable 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 in Appendix A.

(b) The Co-ordinated Secondary Admissions Scheme 2022/23 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 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) On 22 July 2020, a decision was taken by the Cabinet Member for Education and Skills to vary the Kent Test and Secondary Admissions scheme to accommodate the impact of school closures for the majority of children as a result of COVID-19 (Decision No: 20/00060). This decision included a delay to the Kent Test schedule by roughly one month and increasing the number of school preference options available to parents from four to six. This year's Secondary scheme reverts to Kent's normal processing timeline and preference options, however, wording has been adapted in paragraph 15 to enable potential adjustments to be made more easily, by acknowledging that events may make planned processes untenable and that amendments will be communicated to all interested parties should that prove necessary.

b.iii) 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 to enable the LA to carry out its statutory duty to ensure every eligible child has a school place.

b.iv) The details of the proposed scheme for determination are in Appendix B.

(c) The Over-subscription Criteria for Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2022/23

c.i) The proposed over-subscription criteria for Community and Voluntary Controlled Infant, Junior and Primary Schools are the same as those used in 2021. 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 in appendix C (1).

(d) The Over-subscription Criteria for Community and Voluntary Controlled Secondary schools in Kent 2022/23

d.i) The proposed over-subscription criteria for Community and Voluntary Controlled Secondary Schools is the same as that used in 2021. 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 in appendix D (1).

(e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2022/23

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 the relevant Area Education Officer when taking into account local pupil forecasts for the coming year, the LA consulted to reduce the PAN for Hythe Bay Church of England Primary school from 60 to 45. 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. No objections were received.

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 2022/23

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 2022/23

g.i) Relevant statutory consultation areas have not changed for 2022/23. Details for the Primary arrangements are in Appendix A (2) and Secondary arrangements in Appendix B (2).

4. Recommendations:

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

- a) The Coordinated Primary Admissions Scheme 2022/23 incorporating the In-Year admissions process as detailed in Appendix A
- b) The Co-ordinated Secondary Admissions Scheme 2022/23 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 2022/23 as detailed in Appendix C (1)
- d) The oversubscription criteria relating to Community and Voluntary Controlled Secondary Schools in Kent 2022/23 as detailed in Appendix D (1)
- e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2022/23 as set out in Appendix C (2)
- f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2022/23 as set out in Appendix D (2)
- g) The relevant statutory consultation areas for Kent Infant, Junior and Primary Schools 2022/23 as detailed in Appendix A (2) and the relevant statutory consultation areas for Kent Secondary Schools 2022/23 as set out in Appendix B (2)

Lead Officer Contact details

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Relevant Director:

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Background documents

Appendix A - Coordinated Primary Admissions Scheme 2022/23 (including relevant statutory consultation areas)

Appendix B - Coordinated Secondary Admissions Scheme 2022/23 (including relevant statutory consultation areas)

Appendix C – Admission Arrangements for Community and Voluntary Controlled Infant, Junior and Primary Schools 2022/23 (including oversubscription criteria and published admission numbers)

Appendix D – Admission Arrangements for Community and Voluntary Controlled Secondary Schools 2022/23 (including oversubscription criteria and published admission numbers)

Appendix E – Scheme Equality Impact Assessment

Appendix F – Admission Arrangements Equality Impact Assessment



Appendix A

**Kent County Council
Proposed Co-ordinated Scheme for
Primary Admissions
Academic Year 2022/23**

**Incorporating Entry to Year R,
Transfer from Infant School to Junior School
(Year 2-3)
and
Proposed Primary In-Year Admissions
Process for Schools**

Produced by:
Fair Access - Admissions

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Contact Details

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Introduction / Background

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 2 November 2020 until midnight on 14 December 2020. 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 2022.

Year R applications are normally for children born between 1 September 2017 and 31 August 2018.

Year 3 applications are normally for children born between 1 September 2014 and 31 August 2015.

The Key Scheme dates are:

Key Action	Scheme Date
Application for Primary Intake/Junior Transfer opens	Friday 5 November 2021
National closing date for application forms	Monday 17 January 2022
Summary of applicant numbers sent to all Kent Primary, Infant and Junior schools	By Friday 11 February 2022
Full applicant details sent to all Kent Primary, Infant and Junior schools for ranking against their over-subscription criteria	By Wednesday 16 February 2022 (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 4 March 2022
Primary, Infant and Junior schools sent list of allocated pupils	Friday 1 April 2022
National Offer Day: e-mails sent after 4pm and letters sent 1st class post	Tuesday 19 April 2022
Schools send out welcome letters no earlier than	Thursday 21 April 2022
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 4 May 2022
Kent County Council will send schools reallocation waiting lists for ranking against their over-subscription criteria	Monday 9 May 2022
Deadline for lodging of appeals	Tuesday 17 May 2022
Schools to send their ranked reallocation waiting list and acceptance and refusals to KCC	Monday 16 May 2022
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 8 June 2022

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 **8 June 2022** 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 25 to 34. After **8 June 2022**, 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 using a Reception Common Application Form (RCAF) or Junior Common Application Form (JCAF) via an alternate method available on request. 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 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.

3.

The RCAF/JCAF 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.

RCAFs /JCAFs 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 **11 February 2022**.
- (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/JCAF 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) An alternate method is readily available on request from Kent County Council.
- (c) a composite prospectus of all Kent Primary and Junior 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 by **17 January 2022**.

Supplementary Information Forms (SIFs)

8.

Only applications submitted on a RCAF/JCAF 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.

9.

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.

10.

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.

Determining Offers in Response to the RCAF/JCAF

11.

Kent County Council will act as a clearing house for the allocation of places by the relevant admission authorities in response to RCAFs/JCAFs 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 16.

12.

By 11 February 2022 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.

13.

By 16 February 2022 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.

14.

By 4 March 2022 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.

15.

4 March 2022 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.

16.

By 31 March 2022 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.

17.

By 31 March 2022 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.

18.

By 1 April 2022 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 **19 April 2022**.

19.

On Offer day, 19 April 2022 Kent County Council will:

Kent County Council will send an offer email after 4pm to those parents who have provided a valid email address and post an offer letter via first class post for all other parents. The offer notification will detail:

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 application 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, 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.

20.

The email/letter 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.

21.

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 **19 April 2022**.

22.

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 **19 April 2022**.

23.

Schools will send their welcome letters **no earlier than 21 April 2022**.

Acceptance/Refusal of Places - 4 May 2022

24.

By 4 May 2022 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 **4 May 2022**, the school **must** remind the parent in writing of the need to respond within a further ten school 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

25.

Kent County Council will collect a reallocation list for all schools up to **4 May 2022**. 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 **19 April 2022** 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 **4 May 2022**.

26.

By 9 May 2022 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 **4 May 2022**. 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.

27.

By 16 May 2022 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.

28.

On 8 June 2022 Kent County Council will re-allocate any places that have become available since offer day using the same process described in paragraph 16. Applicants will be sent offers using the same process described in paragraph 19. 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

29.

After **8 June 2022** 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 **19 April 2022**, who asked to be included on the school's waiting list and who subsequently were not offered a place on **8 June 2022** (children on the waiting list described in paragraph 28);
- (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).

30.

After 8 June 2022 Schools will make offers from their waiting lists for any spaces available. Kent advises schools to wait until **10 June 2022** before making offers to allow all parents an opportunity to receive their email/letter 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 RCAF/JCAF closing date until 11 February 2022

31.

The closing date for applications in the normal admissions round (as above) is **17 January 2022**. 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 in the same way as 'on time' applications, provided they are received by Kent County Council by **11 February 2022**. On time applicants can also request to amend their application up to this point for a good reason, but these requests must be made in writing to the admissions team as amendments made to the online system after **17 January 2022** will be ignored.

32.

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 February 2022**, where it is confirmed in writing by the appropriate authority that the family will be resident in Kent by **1 September 2022**. 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 February 2022 but before 4 May 2022

33.

Applications received after **11 February 2022** but before **4 May 2022** (the deadline for inclusion in any reallocation made on **8 June 2022**) will not be considered for places on **19 April 2022**, but will be included in the re-allocation of places on **8 June 2022** as defined above.

Applications received after 4 May 2022

34.

Late applications received after **4 May 2022** (the deadline for inclusion in any reallocation made on **8 June 2022**) 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 **8 June 2022**, in accordance with a process similar to the in year admissions process (detailed in Section 2).

Cancelling applications

35.

Applications considered as 'on time' detailed in paragraph 7 and 31 can be cancelled or individual preferences can be removed by the applicant up to **4 May 2022** (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.

36.

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 **4 May 2022**.

37.

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 **8 June 2022**.

Appeals

38.

All parents have the statutory right to appeal against any decision refusing them a school place and must lodge their appeal by **17 May 2022** for it to be considered as on time.

39.

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.

40.

Appeals are not to be heard prior to the Kent Reallocation Day on **8 June 2022**.

Summer Born Applications

41.

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. Parents are advised to talk to schools no later than **5 November 2021** to enable a decision to be made before the closing date of the round on **17 January 2022**.

Section 2 – Details of the Primary In-Year Admissions Process for Schools

In-Year Admission Form.

1.

The scheme shall apply to every maintained school, Academy and co-ordinating Free school 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). 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 with 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.

Appendix B (2)

Section 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.

Glossary of Terms

Term	Definition
LA	A Local Authority
The LA	Kent County Council
The LA area	The area in respect of which Kent County Council is the Local Authority
Primary Education	Has the same meaning as in section 2(1) of the Education Act 1996
Primary School	Has the same meaning as in section 5(1) of the Education Act 1996
School	A Community, Foundation, Voluntary Aided or Voluntary Controlled school and Academy (but not a special school) which is maintained.
Foundation school	Such of the schools as are Foundation schools. The governing body is the admissions authority for these schools.
Voluntary Aided schools	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.
VC schools	Such of the schools as are Voluntary Controlled schools
Academies	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.
Free Schools	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.
Admission authority	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
Admission arrangements	The arrangements for a particular school or schools which govern the procedures and decision making for the purposes of admitting pupils to the school
Eligible for a place	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.
RCAF	Reception Common Application Form, completed online or via alternate method
JCAF	Junior Common Application Form, completed online or via alternate method
IYAF	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.
SIF	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.
Summer Born	A child born between the months of April to August
PAN	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.
Late Application	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.
Reallocation Process	the process by which vacant places are offered by the local authority to late applicants and pupils on school waiting lists.



Appendix B

Kent County Council
Determined Co-ordinated Scheme for
Secondary Admissions
Academic Year 2022/23

Incorporating Transfer to Year 7
and
Determined Secondary In-Year Admissions
Process for Schools

Produced by:
Fair Access - Admissions

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Introduction / Background

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 was open from 9.00 am on 2 November 2020 until midnight on 14 December 2020. 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 2022.

Year 7 applications are normally for children born between 1 September 2010 and 31 August 2011.

The Key Scheme dates are:

Key Action	Scheme Date
Registration for testing opens	Tuesday 1 June 2021
Closing date for registration	Thursday 1 July 2021
Application for Secondary Transfer opens	Wednesday 1 September 2021
Test date for pupils in Kent Primary schools	Thursday 9 September 2021
Test date for pupils not in Kent Primary schools	Saturday 11 September 2021
Assessment decision sent to parents	Thursday 14 October 2021
National closing date for application forms	Monday 1 November 2021
Summary of applicant numbers sent to Secondary schools (plus info for those needing to arrange additional testing)	By Friday 10 December 2021
Full applicant details sent to all Kent Secondary schools for ranking against their over-subscription criteria	By Tuesday 4 January 2022
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	No later than Friday 14 January 2022
Secondary schools sent list of allocated pupils - Primary schools informed of destination of pupils	Thursday 24 February 2022
National Offer Day: e-mails sent after 4pm and letters sent 1st class	Tuesday 1 March 2022
Schools send out welcome letters no earlier than	Thursday 3 March 2022
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.	Tuesday 15 March 2022
Date Kent County Council will send schools reallocation waiting lists for ranking against their over-subscription criteria	Friday 18 March 2022
Schools to send their ranked reallocation waiting list and acceptance and refusals to KCC	Friday 25 March 2022
Deadline for lodging appeals	Monday 28 March 2022
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.	Tuesday 26 April 2022

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 **26 April 2022** 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 40 to 49. After **26 April 2022**, 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, 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 using a Secondary Common Application Form (SCAF) either online at www.kent.gov.uk/ola or via an alternate method available on request. 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 and has access to a written explanation of the co-ordinated admissions scheme.

2.

The SCAF will be used for the purpose of admitting pupils to the first year of Secondary education.

3.

The SCAF 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.

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 **10 December 2021**.
- (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 SCAFs can be submitted, in accordance with paragraph 7.

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) An alternate method is readily available on request to Kent County Council.
- (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 by **1 November 2021**.

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 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.

Supplementary Information Forms (SIFs)

9.

Only applications submitted on a SCAF 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.

10.

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.

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.

Assessment

12.

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 process, most usually via testing. Receiving a Grammar assessment in the Kent Test does not guarantee a Grammar school place at offer day as they may be oversubscribed.

13.

The Kent schools that require children to sit the Kent Grammar school assessment are listed below. Schools which hold alternative assessments will also be highlighted. It is not possible to include details of schools that added alternative tests during their 2022 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	Skinners' 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".

14.

Registration for the Kent Grammar school assessment will open on **1 June 2021**. Parents wishing their children to sit the Kent Grammar school assessment are required to register with the Kent Admissions Team (either online or using an alternate method available from the team) no later than **1 July 2021**.

15.

Details regarding the administration of the Kent test for Grammar school will be made available to parents in time for the registration. Where a significant event impedes Kent County Council's ability to provide the assessment process to the following timescales, revised dates will be made available as soon as it is possible to do so.

16.

Kent test will take place:

for pupils attending a Kent school on **Thursday 9 September 2021**

for pupils not attending a Kent school on **Saturday 11 September 2021**

17.

Registration is open to parents of children resident in the UK (not including Crown Dependencies, e.g. Jersey, Guernsey, Isle of Man), and the children of UK service personnel and other Crown Servants returning to the UK, who will transfer to Secondary school in **September 2022**.

18.

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.

19.

By **3 July 2021** 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 2021** to contact parents of children who are interested in Grammar school and who have not yet applied.

20.

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 an alternate method for registration is received by Kent County Council before **30 July 2021**. 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, and it is practicable to do so. 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.

21.

If the parent chooses to name a Kent Grammar school on the SCAF for a child who has not taken the appropriate assessment, this preference will be treated as invalid for National Offer Day (**1 March 2022**) because the child will not have met the entry criteria.

22.

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 **7 January 2022**:

- (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 **10 December 2021**.)

23.

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 **26 April 2022** when parents can submit a further application through the post reallocation process (detailed in paragraph 49) 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.

24.

Following the conclusion of the assessment process Kent County Council will contact parents of all registered children advising them of the assessment decision. Where a parent has provided a valid email address on their Kent Test registration, assessment decision e-mails will be sent after 4pm on **14 October 2021**. Parents who have not provided an email address will be sent a letter by 1st class post on **14 October 2021**

25.

There is no right of appeal against the assessment decision, however, after **1 March 2022** 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

26.

Kent County Council will act as a clearing house for the allocation of places by the relevant admission authorities in response to SCAFs. 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 31.

27.

By 10 December 2021 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.

28.

By 4 January 2022 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.

29.

By 14 January 2022 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.

30.

14 January 2022 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.

31.

By 23 February 2022 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.

32.

By 23 February 2022 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.

33.

By 24 February 2022 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 2022**.

34.

On Offer Day - 1 March 2022 Kent County Council will send an offer email after 4pm to those parents who have provided a valid email address and post an offer letter via first class post for all other parents. The offer notification will detail:

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.

35.

The email/letter 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.

36.

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 2022**.

37.

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 2022**.

38.

Schools will send their welcome letters **no earlier than 3 March 2022**.

Acceptance/Refusal of Places - 15 March 2022

39.

By 15 March 2022 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 2022**, the school **must** remind the parent in writing of the need to respond within a further ten school 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

40.

Kent County Council will collect a reallocation list for all schools up to **15 March 2022**. 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 2022** 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 2022**.

(A Grammar school can only put children on its waiting list if they have been assessed as suitable for a Grammar school.)

41.

By 18 March 2022 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 2022**. 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.

42.

By 25 March 2022 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.

43.

On 26 April 2022 Kent County Council will re-allocate any places that have become available since offer day using the same process described in paragraph 31. Applicants will be sent offers using the same process described in paragraph 34. 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

44.

After **26 April 2022** 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 2022** and who have asked to be included on the school's waiting list and who subsequently were not offered a place on **26 April 2022** (children on the waiting list described in paragraph 43);
- (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).

45.

After 26 April 2022 Schools will make offers from their waiting lists for any spaces available. Kent advises schools to wait until **28 April 2022** before making offers to allow all parents an opportunity to receive their email/letter 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 2021

46.

The closing date for applications in the normal admissions round (as above) is **1 November 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 in the same way as 'on time' applications, provided they are received by Kent County Council by **11 December 2021**. On time applicants can also request to amend their application up to this point for a good reason, but these requests must be made in writing to the admissions team as amendments made to the online system after **1 November 2021** will be ignored.

47.

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 **10 December 2021**, where it is confirmed in writing by the appropriate authority that the family will be resident in Kent by **1 September 2022**. A confirmed address, or, in the absence of this, a Unit or "quartermaster" 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 10 December 2021 but before 15 March 2022

48.

Applications received after **10 December 2021** but before **15 March 2022** (the deadline for inclusion in any reallocation made on **26 April 2022**) will not be considered for places on **1 March 2022**, but will be included in the re-allocation of places on **26 April 2022** as defined above.

Applications received after 15 March 2022

49.

Late applications received after **15 March 2022** (the deadline for inclusion in any reallocation made on **21 April 2022**) 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 after **26 April 2022**, in accordance with a process similar to the in year admissions process (detailed in Section 2).

Cancelling applications

50.

Applications considered as 'on time' detailed in paragraph 7 and 46 can be cancelled or individual preferences can be removed by the applicant up to **15 March 2022** (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.

51.

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 2022**.

52.

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 **26 April 2022**.

Appeals

53.

All parents have the statutory right to appeal against any decision refusing them a school place and must lodge their appeal by **28 March 2022** for it to be considered as on time.

54.

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.)*

55.

Appeals are not to be heard prior to the Kent Reallocation Day on **26 April 2022**.

Section 2 – Details of the Secondary In-Year Admissions Process for Schools

In-Year Admission Form.

1

The scheme shall apply to every maintained school, Academy and co-ordinating Free school 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). 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 with 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.*)

Appendix B (2)

Section 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 below:

Thanet	Thanet District plus Herne Bay, Chislet, Preston, Ash, Sandwich and Worth parishes.
Dover	Dover District plus Folkestone, Hawkinge, Swingfield, Elham, Barham, Adisham Wickhambreaux, Chislet, Monkton, Minster, Ramsgate.
Canterbury	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.
Swale	Swale Borough plus St Cosmas and St Damian in the Blean, Whitstable.
Folkestone & Hythe	Shepway District plus Capel-le-Ferne, Lydden, Barham, Bradbourne, Smeeth, Aldington, Orlestone.
Ashford	Ashford Borough plus Brenzett, Lympne, Sellindge, Stowting, Elmsted, Petham, Chartham, Dunkirk, Selling, Sheldwich, Lenham, Headcorn, Frittenden, Cranbrook, Benenden, Sandhurst.
Maidstone	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.
Gravesham	Gravesham Borough plus Dartford Borough, Snodland, Ryarsh, Trottiscliffe, Stansted & Fairseat, Ash-cum-Ridley, Hartley, Fawkham, West Kingsdown, Horton Kirby, Farningham, Eynsford, Swanley, Crockenhill.
Dartford	Dartford Borough plus Ash-cum-Ridley, Hartley, West Kingsdown, Fawkham, Eynsford Swanley, Crockenhill.
Sevenoaks	Sevenoaks District plus Dartford Borough, Stansted & Fairseat, Wrotham, Ightham, Southborough, Borough Green, Tunbridge Wells, Plaxtol, Pembury, Shipbourne, Speldhurst.
Tonbridge	Tonbridge and Malling Borough plus Sevenoaks District (excluding Swanley, Farningham, Horton Kirby, Fawkham and Hartley), Tunbridge Wells Borough, Yalding.
Malling	Tonbridge and Malling Borough plus, Boxley, Maidstone, Barming, Meopham, Ash-cum-Ridley, West Kingsdown, Kemsing.
Tunbridge Wells	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.
Cranbrook	Tunbridge Wells plus Marden, Staplehurst, Headcorn, Biddenden, Tenterden, Rolvenden.

Glossary of Terms

Term	Definition
LA	A Local Authority
The LA	Kent County Council
The LA area	The area in respect of which Kent County Council is the Local Authority
Primary education	Has the same meaning as in section 2(1) of the Education Act 1996
Secondary education	Has the same meaning as in section 2(2) of the Education Act 1996
Primary school	Has the same meaning as in section 5(1) of the Education Act 1996
Secondary school	Has the same meaning as in section 5(2) of the Education Act 1996
School	A Community, Foundation, Voluntary Aided or Voluntary Controlled school and Academy (but not a special school) which is maintained.
Foundation schools	Such of the schools as are Foundation schools. The governing body is the admissions authority for these schools.
Voluntary Aided schools	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.
VC schools	Such of the schools as are Voluntary Controlled schools
Academies	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.
Free Schools	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.
UTC	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.
Admission authority	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
Admission arrangements	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
Eligible for a place	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.

SCAF	Secondary Common Application Form, completed online or via alternate method
IYAF	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.
SIF	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.
PAN	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.
Late Application	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.
Reallocation Process	the process by which vacant places are allocated
The Kent Grammar school tests	Tests in English, Mathematics and Reasoning devised by an external body (GL Assessment) for admission to Kent Grammar schools
The Kent Procedure for Entrance to Secondary Education (PESE)	the system for determining entry to Kent Grammar Schools



Appendix C(1)

Kent County Council

Determined Admissions Arrangements for Academic Year 2022/23

Community and Voluntary Controlled Primary, Infant, Junior Schools in Kent

Produced by:
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Introduction / Background

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.

Determined Oversubscription Criteria for Community and Voluntary Controlled Infant Junior and Primary Schools *(except 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

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.

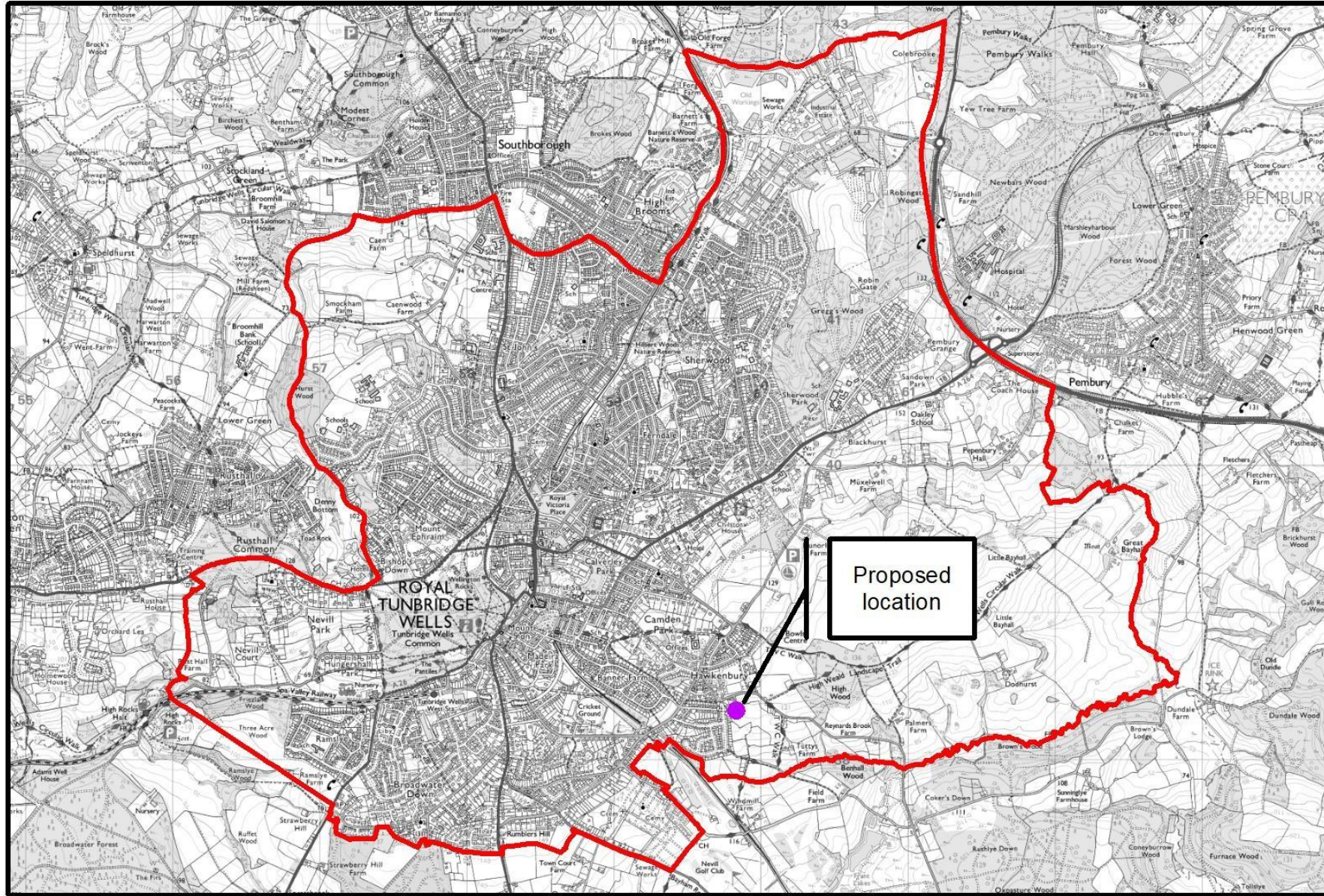
Waiting list will be held for at least the first term of the academic year in oversubscription criteria order.

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

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. 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.

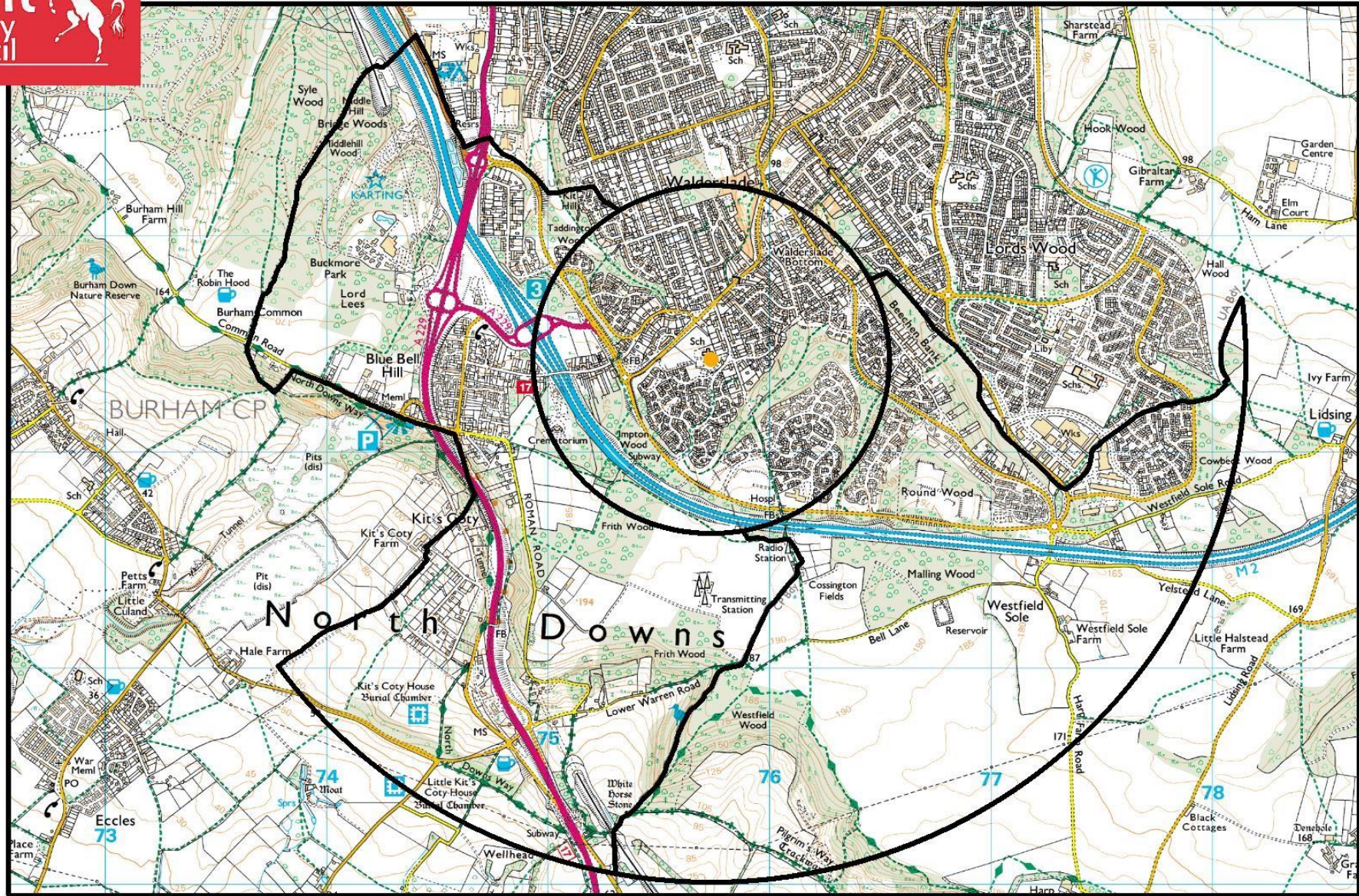
Where an offer has been made, the school will provide for the admission of all children in the September following their fourth birthday. Parents can choose to defer

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

Tunbury Primary, half mile zone and 1.5 mile (Boxley & Aylesford only)



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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

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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

Linked Infant and Junior Schools

DFE NO	Infant School Name	Linked With	DFE NO	Junior School Name
2514	Brookfield Infant School	Linked With	5223	Brookfield Junior School
2329	Callis Grange Nursery and Infant School	Linked With	3360	St Peter-in-Thanel Church of England Junior School*
2574	Downs View Infant School	Linked With	2052	Kennington Church of England Junior School*
2263	Herne Bay Infant School	Linked With	5206	Herne Bay Junior School *
3295	Herne CE Infant & Nursery School	Linked With	3338	Herne CE (Aided) Junior School *
2459	Riverhead Infant School	Linked With	2141	Amherst School (Academy) Trust *
2626	Sandwich Infant School	Linked With	2627	Sandwich Junior School
2337	St Crispin's Community Infant School	Linked With	3181	St Saviour's Church of England Junior School
3073	St Michael's Church of England Infant School	Linked With	3072	St Michael's Church of England Junior School
2328	St Mildred's Infant School*	Linked With	2523	Upton Junior School*
2474	St Paul's Infant School	Linked With	2175	North Borough Junior School
2611	St Stephen's Infant School	Linked With	2608	St. Stephen's Junior School *
3081	Thurnham Church of England Infant School	Linked With	5203	Roseacre Junior School*
2276	Willesborough Infant School	Linked With	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	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
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 & Patricbourne CEP School	Canterbury	Primary	Voluntary Controlled	60
2259	<i>Chartham Primary School</i>	<i>Canterbury</i>	<i>Primary</i>	<i>Community***</i>	60
3123	Chislet CEP School	Canterbury	Primary	Voluntary Controlled	14
2263	Herne Bay Infant School	Canterbury	Infant	Community	90
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	<i>St. Stephen's Infant School</i>	<i>Canterbury</i>	<i>Infant</i>	<i>Community***</i>	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
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	<i>Kingsdown & Ringwold CEP School</i>	<i>Dover</i>	<i>Primary</i>	<i>Voluntary Controlled***</i>	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	<i>Worth Primary School</i>	<i>Dover</i>	<i>Primary</i>	<i>Community***</i>	10
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	45
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	30
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
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
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	15
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	30
3282	Boughton-under-Blean & Dunkirk Primary School	Swale	Primary	Voluntary Controlled	30
2254	Canterbury Road Primary School	Swale	Primary	Community	30
2228	Davington Primary School	Swale	Primary	Community	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
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
2239	Rodmersham School	Swale	Primary	Community	10
2245	Rose Street School	Swale	Primary	Community	60
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	60
2329	Callis Grange Nursery & Infant School	Thanet	Infant	Community	90
2340	Ellington Infant School	Thanet	Infant	Community	60

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
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
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
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

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Appendix D (1)

Kent County Council

Determined Admissions Arrangements for Academic Year 2022/23

Community and Voluntary Controlled Secondary Schools in Kent

Produced by:
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Introduction / Background

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.

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

Dover Grammar School for Boys (a Foundation School) uses a dual testing arrangement to determine eligibility for admission (boys may be found eligible through the school's own "Dover" test and/or Kent's 11+ process), a practice most recently confirmed by the Schools Adjudicator in 2019 (ref: ADA 3581). The Dover Grammar School for Girls remains a Community School, but provision has been made for a matching arrangement, also confirmed by the Schools Adjudicator in 2019 (ref: ADA3580) so Dover Grammar School for Girls will include in its oversubscription criteria that "Entry is through the Kent age 11 assessment procedure or the school's own "Dover" test." The tests for the Dover grammar schools normally take place on a Saturday in September. Both schools will make provision for an alternative date for candidates who are unable to take their test on the published date because of illness or by reason of religious observance.

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



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/ols 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
----------------	----	-----	-------------

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

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



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 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—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.

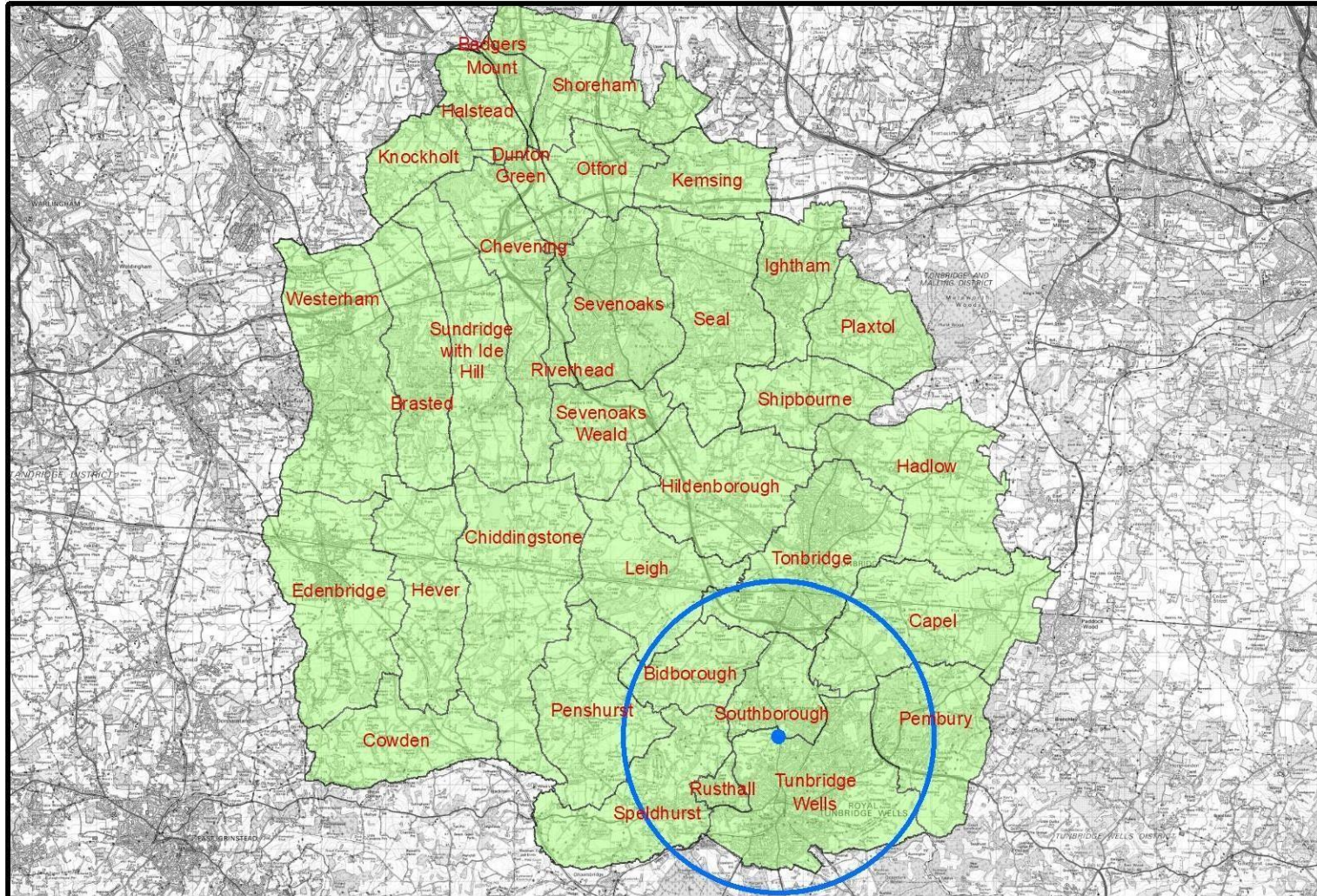
Where a parent is requesting for their child to apply a year later than expected, they should make their request shortly before the opening of the Kent Test registration process associated with the child's date of birth. Parents are advised to complete a Kent test registration for the normal point of 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

A map displaying the priority catchment area is provided below:

Tunbridge Wells Grammar School for Boys Priority Areas



Page 96

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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 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 4th 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 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 2022 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	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	300

**** Please note at time of going to consultation these schools are awaiting an academy order*

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

Directorate/ Service: Education, Learning and Skills

Name of decision, policy, procedure, project or service: School Admission Scheme

Responsible Owner/ Senior Officer: Craig Chapman

Last Review Date: 12/10/2020

Author: Craig Chapman

Pathway of Equality Analysis: Initial analysis at service level, Education Cabinet consideration and final sign off by Cabinet Member

Summary and recommendations of equality analysis/impact assessment.

- **Context**

The school admissions process is the primary mechanism to ensure children in Kent have a place of education. This process targets children that will require a new school place for the following school year (either because they have no current school in the case of reception children, or that they there is no new year for them to progress to in the school in the case of year 2 infant school children and year 6 primary school children). Parents are invited to express a preference for 3 (primary/junior) or 4 (secondary) schools and the admissions team processes all applications until each child is offered their highest available preference.

The Admissions Scheme details the timeline this process will follow and how the authority will manage this function. A companion process is in place to manage all other applications made throughout the school year, known as the 'In-Year Admissions Process', which is managed directly by schools and monitored centrally by KCC.

- **Aims and Objectives**

The aim of this mechanism is to provide every child in Kent with a place of education at the normal point of entry. Where a place is not available at one of a parent's preferred schools, the local authority will ensure that a place is found at the nearest appropriate school that can accept the child. The local authority will follow the timeline set down in the Admissions Scheme, so parents, other local authorities and interested parties can participate and know when to expect the local authority to complete each stage

- **Summary of equality impact**

No expected negative impact. All applicants are treated in a consistent manner to ensure fairness, therefore no adverse impact is expected on protected groups. Support is available to ensure applications can be made by all required parents and contingencies are in place to ensure late appliers can still secure educational provision for their children.

**Adverse Equality Impact Rating Low
Attestation**

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning 2021-22 School Admission Arrangements. I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

Head of Service

Signed: Name: Craig Chapman

Job Title: Interim Head of Fair Access Date: 14/12/2020

DMT Member

Signed: Name: David Adams

Job Title: Interim Director of Education Date: 14/12/2020

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 <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			School admissions procedure relates to children entering school in reception year, year 3 and year 7 in the transfer window. Outside of this legislative restriction, age of parent or child is not a deciding factor	
Disability			Scheme relates to procedural timeline only.	Where necessary, officers can aid parents to complete the application via telecom technology or in person
Gender/Sex			Scheme relates to procedural timeline only.	
Gender identity/ Transgender			Scheme relates to procedural timeline only.	
Race			Scheme relates to procedural timeline only.	Processes available where guidance material needs to be completely translated.
Religion and Belief			Scheme relates to procedural timeline only.	
Sexual Orientation			Scheme relates to procedural timeline only.	
Pregnancy and Maternity			Scheme relates to procedural timeline only.	

Marriage and Civil Partnerships			N/A	N/A
Carer's Responsibilities			Scheme relates to procedural timeline only.	

Part 2

Equality Analysis /Impact Assessment

Protected groups

No protected group will be negatively impacted by the proposed admission scheme. Admission's legislation provides strict framework within which scheme can be designed. Legislation is designed to protect protected groups and ensure they are given the same chance of securing a place as those not in a protected group.

Information and Data used to carry out your assessment

This is a yearly process that is improved over time from previous experience and yearly public consultations.

Yearly iteration helps to ensure process is fair and underlying legislation ensures process does not prejudice a particular group.

Who have you involved consulted and engaged?

- parents of children between the ages of two and eighteen;
- other persons in the relevant area who in the opinion of the admission authority have an interest in the proposed admissions;
- all other admission authorities within the relevant area (except that primary schools need not consult secondary schools);
- whichever of the governing body and the local authority who are not the admission authority;
- any adjoining neighbouring local authorities where the admission authority is the local authority; and
- in the case of schools designated with a religious character, the body or person representing the religion or religious denomination.

Analysis

No expected negative impact. All applicants are treated in a consistent manner to ensure fairness, therefore no adverse impact is expected on protected groups.

Adverse Impact,

No expected negative impact

Positive Impact:

Support is available to ensure applications can be made by all required parents and contingencies are in place to ensure late appliers can still secure educational provision for their children

JUDGEMENT

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

Equality Impact Analysis/Assessment Action Plan

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

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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

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.

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

Directorate/ Service: Education, Learning and Skills

Name of decision, policy, procedure, project or service: School Admission Arrangements

Responsible Owner/ Senior Officer: Craig Chapman

Last Review Date: 12/10/2020

Author: Craig Chapman

Pathway of Equality Analysis: Initial analysis at service level, Education Cabinet consideration and final sign off by Cabinet Member

Summary and recommendations of equality analysis/impact assessment.

- **Context**

The school admissions process is the primary mechanism to ensure children in Kent have a place of education. This process targets children that will require a new school place for the following school year (either because they have no current school in the case of reception children, or that there is no new year for them to progress to in the school in the case of year 2 infant school children and year 6 primary school children). Parents are invited to express a preference for 3 (primary/junior) or 4 (secondary) schools and the admissions team processes all applications until each child is offered their highest available preference. The Admissions Arrangements detail how priority will be assigned to applicants for each school place.

- **Aims and Objectives**

The aim of this mechanism is to provide every school age child in Kent with a place of education at the normal point of entry. Admissions arrangements allow schools to prioritise applications from local children, or children more appropriate for that particular school environment (e.g. children assessed suitable for a place at a grammar school). These prioritisations are in line with the School Admissions Code and the Equality Act 2010 and do not disadvantage any particular protected group.

- **Summary of equality impact**

No expected negative impact. Children and Parents with disabilities may be targeted in positive ways to increase their chances of securing schools that will fulfil their requirements more fully, in line with requirements in legislation. Other group characteristics have no adverse effect on process, so no adverse impact is expected.

Adverse Equality Impact Rating **Low**

Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning 2022-23 School Admission Arrangements. I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

Head of Service

Signed:

Name: Craig Chapman

Job Title: Interim Head of Fair Access

Date: 14/12/2020

DMT Member

Signed:

Name: David Adams

Job Title: Interim Director of Education

Date: 14/12/2020

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 <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			N/A as relates solely to children who are provided under The Education Act and The Children's Act	
Disability			Children or parents with disabilities would not be negatively affected by the process.	Where a parental/child disability makes a particular school more suitable, priority is given to that applicant over children/parents with no disability. Parents with disabilities that limit their ability to access information have alternative avenues for application. Information is available online or via telephone. KCC provides yearly admissions training to ensure schools can aid applicants. Where necessary, officers can aid parents to complete the application via telecom technology or in person
Gender/Sex			Only limitation relating to gender for children applying to same sex	

			schools. Parental gender has no limiting impact	
Gender identity/ Transgender			Child gender information provided by adult with parental responsibility and parental gender identity not questioned. While children may be impacted when they subsequently start school, the Admission process does not consider gender identity so this impact falls outside the scope of this evaluation.	
Race			Race is not a qualifying factor in admissions process. Applicant's race is not collected and is not included in allocation process. Parents with English as an additional language can get help from schools or the LA to complete applications.	Processes available where guidance material needs to be completely translated.
Religion and Belief			Legislation allows some schools to give priority to children of families of a particular faith. These schools can only rank	

			<p>children of a particular faith higher, children from any faith/no faith are not excluded from gaining a place at these schools where one is available.</p> <p>Schools that have KCC as an admissions authority do not utilise this option and do not take faith and belief into account when offering places</p>	
Sexual Orientation			<p>Sexual Orientation is not a qualifying factor in admissions process. Applicant's and parent's sexual orientation is not collected and is not included in allocation process.</p>	
Pregnancy and Maternity			<p>Pregnancy/Maternity is not a qualifying factor in admissions process. This data is not collected and is not included in allocation process.</p>	
Marriage and Civil Partnerships			N/A	N/A

Carer's Responsibilities			Carer status is not a qualifying factor in admissions process. This data is not collected and is not included in allocation process.	
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Part 2

Equality Analysis /Impact Assessment

Protected groups

No protected group will be negatively impacted by the proposed admission arrangements. Admission's legislation provides strict framework within which arrangements can be designed. Legislation is designed to protect protected groups and ensure they are given the same chance of securing a place as those not in a protected group.

Information and Data used to carry out your assessment

This is a yearly process that is improved over time from previous experience and yearly public consultations.

Yearly iteration helps to ensure process is fair and underlying legislation ensures process does not prejudice a particular group.

Who have you involved consulted and engaged?

- parents of children between the ages of two and eighteen;
- other persons in the relevant area who in the opinion of the admission authority have an interest in the proposed admissions;
- all other admission authorities within the relevant area (except that primary schools need not consult secondary schools);
- whichever of the governing body and the local authority who are not the admission authority;
- any adjoining neighbouring local authorities where the admission authority is the local authority; and
- in the case of schools designated with a religious character, the body or person representing the religion or religious denomination.

Analysis

No expected negative impact. Children and Parents with disabilities may be targeted in positive ways to increase their chances of securing schools that will fulfil their requirements more fully, in line with requirements in legislation. Other group characteristics have no adverse effect on process, so no adverse impact is expected.

Adverse Impact,

No expected negative impact

Positive Impact:

Applicants that can demonstrate that their or their child's disability or needs require the support of a specific school can be given priority under the proposed criteria. This fulfils KCC responsibilities under the Equality Act 2010 and are also in line with admission legislation requirements.

JUDGEMENT

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

Equality Impact Analysis/Assessment Action Plan

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

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Have the actions been included in your business/ service plan?

N/A

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

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 TD, Cabinet Member for Education and Skills

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

To: Children's, Young People's and Education Cabinet Committee – 15th January 2021

Subject: SIMS Contract for LA Maintained Schools

Decision Number and Title: 20/00119 - To award a contract to Capita ESS for 5 (3+2) years for the provision of SIMS to LA maintained schools in Kent

Key decision: yes - – for the reasons that:

- *It affects more than 2 Electoral Divisions*
- *It involves expenditure or savings of maximum £1m – including if over several phases*

Classification: **Unrestricted version**

Past Pathway of report: N/A

Future Pathway of report: Cabinet member decision

Electoral Division: list the electoral division/s, and local Member/s affected:

Identify Members using this link:

<https://democracy.kent.gov.uk/mgMemberIndex.aspx?bcr=1>

Summary:

The current SIMS contract has been in place for Kent maintained schools since 2014. Most Kent schools use SIMS, provided by Capita, which is the market leading schools information management system.

The contract end date of the current contract is March 2021, so a new contract needs to be in place for April 2021. The contract is solely for maintained schools, as it is a Local Authority (LA) contract. If schools convert to academy status, they are no longer LA schools, and at that point they are obliged to move to SIMS standard pricing. For this reason, the cost per year changes due to the number of maintained schools in the LA.

Stakeholder engagement took place in October and November 2019. Schools that currently use SIMS provided by the Local Authority were surveyed by the Analytics team within Strategic Commissioning. Most schools are happy with SIMS and are not looking to move away from it.

It is recommended that Kent reprocures SIMS for its maintained schools, as if schools buy direct from SIMS the cost is significantly higher (between 2 and 10 times the current cost depending on size and phase of school).

Under the current SIMS contract funding has been de-delegated from maintained

schools based on the number of pupils in each school. The Schools' Funding Forum has agreed that this model of de-delegation for SIMS should continue.

Recommendation:

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

- (i) award a contract to Capita ESS for 5 (3+2) years for the provision of SIMS to LA maintained schools in Kent, attached as appendix A.
- (ii) Delegate authority to the Corporate Director for Children, Young People and Education, in consultation with the Cabinet Member for Education and Skills, to take relevant actions, as necessary to implement this decision.

1. Introduction

- 1.1 Every school has a management information system (MIS) that handles key attendance and performance data on its pupils. It supports the day to day running of the school and produces statutory returns throughout the school year such as the school census. Most schools manage their finance and budget within the same system.
- 1.2 This report outlines the current usage of SIMS in Kent Maintained schools, explores a range of options for future contract award, and makes a proposal to ensure ongoing system continuity for schools with the best possible value.

2. Use of SIMS by Kent Maintained Schools

- 2.1 The current SIMS contract has been in place since 01/04/2014, and ends on 31/03/2021, so a new contract needs to be in place for 01/04/2021.
- 2.2 Most Kent schools use SIMS, though they are free to use whatever software they like (some academy chains have adopted alternative school software).
- 2.3 The contract is solely for maintained schools, as it is a Local Authority (LA) contract. If schools convert to academy status, they are no longer LA schools, and at that point they are obliged to move to SIMS standard pricing. For this reason, the cost per year changes due to the number of maintained schools in the LA.
- 2.4 Further information in this section includes commercially sensitive information and is exempt under Paragraph 3 of Part 1 of Schedule 12A of the Local Government Act 1972, as amended, refers.

3. Stakeholder Engagement and Findings

- 3.1 Stakeholder engagement took place in October and November 2019. Schools that currently use SIMS provided by the Local Authority were surveyed by the Analytics team within Strategic Commissioning. Most schools are happy with SIMS and are not looking to move away from it. Further details in this section include commercially sensitive information and is exempt - Paragraph 3 of Part 1 of Schedule 12A of the Local Government Act 1972, as amended, refers.

4. Contract Award

- 4.1 It is proposed that Kent enters a five-year contract with Capita ESS, for an initial three year agreement with an option for a further two years. The contract is for the current SIMS platform, SIMS 7.
- 4.2 The contract is solely for maintained schools, as it is a Local Authority (LA) contract (a group contract is not available for academies). If schools convert to academy status, they are no longer LA schools, and at that point they are obliged to move to SIMS standard pricing. For this reason, the cost per year changes due to the number of maintained schools in the LA.
- 4.3 Capita ESS are developing a new cloud-based SIMS system, SIMS 8. This is currently being piloted. As it gets rolled out more widely there will be associated cost changes. However, it is not yet known at which point in the contract schools may move over and in what numbers, but there will be provision for this within the contract and will be managed with contract variations.

5. System Stability and Business Continuity

- 5.1 Resources in Kent schools are very stretched currently, and may be for the foreseeable future due to Covid-19, so it is vital that schools can be managed efficiently and smoothly. System stability is vital at a time when Kent schools are so focused on the impact of the pandemic on its pupils, to ensure children are supported and safeguarded. These systems support the accurate recording and monitoring of pupil sickness and absence.
- 5.2 By remaining with SIMS, the schools workforce remains well supported as both Cantium (technical support and hosting), The Education People (Schools Financial Services support) and Management Information (support, guidance and data quality for statutory key stage returns and school census) know SIMS systems well.
- 5.3 Remaining with SIMS also ensures business continuity for KCC. There would be a significant impact of moving away from SIMS on Cantium, TEP and MI, with significant loss of income, or significant resources and time required to re-train in other systems to be able to support them as well.

6. Financial Implications

- 6.1 The total contract value over five years, is £2,191,919.98, which is the full contract period (an initial term of 3 Years with 1 x 2-Year extension option). Further information in this section includes commercially sensitive information – Paragraph 3 of Part 1 of Schedule 12A of the Local Government Act 1972, as amended, refers..

7. Legal implications

7.1 Contract award will be made using direct award against the Kent Commercial Services Y20011 framework, which is in line with the framework terms and conditions.

8. Equalities implications

8.1 EqIA screening has indicated this to be low risk, as there is no change to the information that is recorded, the way it is recorded, or the software on which it is held.

9. Other corporate implications

9.1 Re-procuring with SIMS ensures ongoing system functionality and stability for Kent's LA Maintained schools, which supports Kent to fulfil its statutory duties around education provision and safeguarding of pupils.

10. Governance

10.1 The Corporate Director for Children, Young People and Education will be authorised to be the delegated officer to enter into the relevant contracts on behalf of the Council. As determined in 25. (d) of the County Council Constitution: Ensuring that all applicable obligations and responsibilities are complied with by the Directorate as well as internal and external commissioned providers.

11. Conclusions

11.1 Kent seeks to continue buying SIMS for maintained schools at a reduced rate, for a contract term of 3+2 years.

11.2 The contract value will be funded by de-delegation of maintained schools' budgets, in line with the current de-delegation arrangements, as agreed by the Schools' Funding Forum.

12. Recommendation(s):

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

- (i) award a contract to Capita ESS for 5 (3+2) years for the provision of SIMS to LA maintained schools in Kent, attached as appendix A.
- (ii) Delegate authority to the Corporate Director for Children, Young People and Education, in consultation with the Cabinet Member for Education and Skills, to take relevant actions, as necessary to implement this decision.

13. Background Documents

13.1 None.

14. Contact details

Report Author:

Katherine Atkinson

Job title: Assistant Director of
Management Information and Intelligence

Telephone number: 03000 417013

Email address:

katherine.atkinson@kent.gov.uk

Relevant Director:

Stuart Collins

Job title: Director of Integrated Children's
Services (West Kent and EHPS Lead)

Telephone number: 03000 410519

Email address:

stuart.collins@kent.gov.uk

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By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Richard Long TD

Cabinet Member for Education and Skills

DECISION NO:

20/00119

For publication [Do not include information which is exempt from publication under schedule 12a of the Local Government Act 1972]

Key decision: YES / NO

Key decision criteria. The decision will:

- a) result in savings or expenditure which is significant having regard to the budget for the service or function (currently defined by the Council as in excess of £1,000,000); or
- b) be significant in terms of its effects on a significant proportion of the community living or working within two or more electoral divisions – which will include those decisions that involve:
 - the adoption or significant amendment of major strategies or frameworks;
 - significant service developments, significant service reductions, or significant changes in the way that services are delivered, whether County-wide or in a particular locality.

Subject Matter / Title of Decision

To award a contract to Capita ESS for 5 (3+2) years for the provision of SIMS to LA maintained schools in Kent

Decision:

As Cabinet Member for Education and Skills, I agree to:

- (i) award a contract to Capita ESS for 5 (3+2) years for the provision of SIMS to LA maintained schools in Kent, attached as appendix A.
- (ii) Delegate authority to the Corporate Director for Children, Young People and Education, in consultation with the Cabinet Member for Education and Skills, to take relevant actions, as necessary to implement this decision.

Reason(s) for decision:

Background

- 1.1 Every school has a management information system (MIS) that handles key attendance and performance data on its pupils. It supports the day to day running of the school and produces statutory returns throughout the school year such as the school census. Most schools manage their finance and budget within the same system.
- 1.2 The current SIMS contract has been in place since 01/04/2014, and ends on 31/03/2021, so a new contract needs to be in place for 01/04/2021.
- 1.3 Most Kent schools use SIMS, though they are free to use whatever software they like (some academy chains have adopted alternative school software).
- 1.4 The contract is solely for maintained schools, as it is a Local Authority (LA) contract. If

schools convert to academy status, they are no longer LA schools, and at that point they are obliged to move to SIMS standard pricing. For this reason, the cost per year changes due to the number of maintained schools in the LA.

- 1.5 The majority of schools on the current contract are supported and hosted by Cantium Business Solutions (previously EiS), but this is not a requirement of the contract, and is a separate contractual agreement between the school and Cantium, and is not part of this contract proposal.
- 1.6 The SIMS Management Information System from Capita ESS is the market leading schools information management system and is used by 22,000 schools.
- 2. Financial Implications
 - 2.1 The total contract value over five years, is £2,191,919.98, which is the full contract period (an initial term of 3 Years with 1 x 2-Year extension option)
- 3. Legal implications
 - 3.1 Contract award will be made using direct award against the Kent Commercial Services Y20011 framework, which is in line with the framework terms and conditions.
- 4. Equalities implications
 - 4.1 EqIA screening has indicated this to be low risk, as there is no change to the information that is recorded, the way it is recorded, or the software on which it is held

Cabinet Committee recommendations and other consultation:

The Children’s and Young People Cabinet Committee consider the decision on (date)

The Children’s and Young People’s Cabinet Committee will consider the proposal on 15 January 2021

Stakeholder engagement took place in October and November 2019. Schools that currently use SIMS provided by the Local Authority were surveyed by the Analytics team within Strategic Commissioning.

Any alternatives considered and rejected:

Resources in Kent schools are very stretched currently, and may be for the foreseeable future due to Covid-19, so it is vital that schools can be managed efficiently and smoothly. System stability is vital at a time when Kent schools are so focused on the impact of the pandemic on its pupils, to ensure children are supported and safeguarded. These systems support the accurate recording and monitoring of pupil sickness and absence.

Re-procuring with SIMS ensures ongoing system functionality and stability for Kent’s LA Maintained schools, which supports Kent to fulfil its statutory duties around education provision and safeguarding of pupils.

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

.....
signed

.....
date

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

Directorate/ Service: Management Information & Intelligence

Name of decision: SIMS Contract for LA Maintained Schools

Responsible Owner/ Senior Officer: Katherine Atkinson

Version: 1

Author: Katherine Atkinson

Pathway of Equality Analysis: Papers went to CYPE DMT (02/12/2020) and then will go to CYPE Cabinet Committee (15/01/2021)

Summary and recommendations of equality analysis/impact assessment.

- **Context:** The current SIMS contract has been in place for Kent maintained schools since 2014. Most Kent schools use SIMS, provided by Capita. The proposal is to continue with these systems, so no changes are being proposed.
- **Aims and Objectives:** The contract end date of the current contract is March 2021, so a new contract needs to be in place for April 2021.
- **Summary of equality impact:** EqIA screening has indicated this to be low risk, as there is no change to the information that is recorded, the way it is recorded, or the software on which it is held.

Adverse Equality Impact Rating **Low**

Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning the SIMS Contract for LA Maintained Schools. I agree with risk rating and the actions to mitigate any adverse impact(s) that have been identified.

Head of Service



Signed:

Name: Katherine Atkinson

Job Title: Assistant Director of Management Information & Intelligence

Date: 30/11/20

DMT Member



Signed:

Name: Stuart Collins

Job Title: Director of Integrated Children's Services (West Kent and EHPS Lead)

Date: 30/11/20

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 <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	Medium Positive Impact Evidence
Age			Information is recorded within the system	Supports education provision to improve outcomes; statutory data item
Disability			Information is recorded within the system for Special Educational Needs and Disabilities, where appropriate	Supports education provision to improve outcomes; statutory data item
Sex			Information is recorded within the system	Supports education provision to improve outcomes; statutory data item
Gender identity/ Transgender			There is no field to collect this. This is not down to the supplier but to the DfE's Common Basic Dataset. Kent has requested that this is added.	N/A
Race			Information is recorded within the system	Supports education provision to improve outcomes; statutory data item
Religion and Belief			N/A	N/A
Sexual Orientation			N/A	N/A

Pregnancy and Maternity			N/A	N/A
Marriage and Civil Partnerships			N/A	N/A
Carer's Responsibilities			N/A	N/A

Part 2

Equality Analysis /Impact Assessment

Protected groups

No changes are being made to what is recorded, how it is being recorded, or the software on which it is recorded, so no negative impact.

School SIMS systems record statutory information.

Information and Data used to carry out your assessment

System recording and statutory requirements

Who have you involved consulted and engaged?

No changes are being made, so no consultation has been required.

Analysis

N/A

Adverse Impact

N/A

Positive Impact

Information will continue to be recorded and updated as pupil circumstances change. Information is captured in line with the schools' privacy notices, and ensures the most appropriate education and support is provided to children to improve outcomes

JUDGEMENT

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

Internal Action Required

NO

Please forward a final signed electronic copy and Word version to the Equality Team by emailing 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

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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 – 15th January 2021

Subject: Liquidlogic Contract for Integrated Children's Services and Disabled Children's Services

Decision Number and Title: 20/00123 - Liquidlogic Contract for Integrated Children's Services and Disabled Children's Services

Key decision; yes– for the reasons that:

- It affects more than 2 Electoral Divisions
- It involves expenditure or savings of maximum £1m – including if over several phases

Classification: **Unrestricted version**

Past Pathway of report: N/A

Future Pathway of report: Cabinet Member decision

Electoral Division: list the electoral division/s, and local Member/s affected:

Identify Members using this link:

<https://democracy.kent.gov.uk/mgMemberIndex.aspx?bcr=1>

Summary:

Liquidlogic's LCS system (named Liberi in Kent), was implemented in 2013 and went live in December 2013. This replaced the previous Capita ICS system. The Liquidlogic suite has been added to extensively over the last six years and is used across all of children's social care, intensive early help, and disabled children's services.

The contract end date of the current contract is March 2021, so a new contract needs to be in place for April 2021.

It is recommended that Kent re-procures Liquidlogic's systems for Integrated Children's Services with a contract end date in line with the end date for the Mosaic system in Adults (to support a coordinated approach to future contract awards), and continues to host the system internally, but moves the hosting to the Microsoft Azure cloud, in line with KCC's cloud-first ICT strategy.

Re-procuring with Liquidlogic ensures ongoing system functionality and stability, which supports Kent to fulfil its statutory safeguarding duties.

Recommendation(s):

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

- I. award a contract to Liquidlogic for 7 (5+1+1) years for the provision of case management systems within Integrated Children's Services and Disabled Children's Services, attached as appendix A.
- II. Delegate authority to the Corporate Director for Children, Young People and Education, in consultation with the Cabinet Member for Integrated Children's Services, to take relevant actions, as necessary to implement this decision.

1. Introduction

- 1.1 Liquidlogic's LCS system (named Liberi in Kent), was implemented in 2013 and went live in December 2013. This replaced the previous Capita ICS system. The Liquidlogic suite has been added to extensively over the last six years and is used across all of children's social care, intensive early help, and disabled children's services, to include EHM and LAS.
- 1.2 The contract end date of the current contract is March 2021, so a new contract needs to be in place for April 2021. It is vital that the service has a system that will meet all of its needs and continue to deliver the ability to record high quality case records to inform decision making in our work with children and safeguarding, and fulfil a key safeguarding function.
- 1.3 In May 2020, Members of CYPE Cabinet Committee were consulted prior to the Cabinet Member for Integrated Services taking decision 20/00036, which agreed a contract extension to the current contract for the Liquidlogic system to supports practice recording and decision making across integrated children's services.

2. Use and Development of Liquidlogic systems in Kent

- 2.1 The Liquidlogic system has been extended significantly to create a complete system solution across Integrated Children's Services. This has involved significant staff and financial resource over the last 7 years to invest in a system that fully supports safeguarding practice in Kent.
- 2.2 A series of workspaces have been added to Liberi to support specific areas of work that have their own key processes. These include the Legal, Missing, and Allegations workspaces. Kent is currently exploring whether a workspace would be a good solution for recording within the Total Placement Service.
- 2.3 In autumn 2015 Kent went live with the Early Help Module (EHM) following the creation of Early Help and Preventative Services. EHM and Liberi have a separate front end but share a database, and two years ago Kent implemented

Linked Application Access (LAA) so users can move easily between different parts of the Liquidlogic suite without logging in more than once.

- 2.4 This expansion has continued with the Disabled Children's Service implementing LAS in 2017 (the Adults module) to record their work and cover their statutory requirements. This covers the recording, reporting and statutory returns for the 18-25 cohort within the Disabled Children's Service.
- 2.5 The previous Foster Payments System was replaced by ContrOCC, a financial system (and associated portal) which is fully embedded within Liberi. This was initially to enable payments to foster carers but has since been expanded to pay providers for placement costs, and there is ongoing development and expansion in this area to reduce manual payment processes and increase efficiency. Kent also has the Adults ContrOCC system embedded within LAS to facilitate payments within the Disabled Children's Service. These are interdependent systems and if Liquidlogic is replaced then Kent must also replace ContrOCC. The ContrOCC costs are part of the Liquidlogic contract.
- 2.6 Following the successful implementation of EHM Kent then worked with Liquidlogic as a development partner to develop and build the Troubled Families module to Kent's specification in order to embed the requirements of the Troubled Families programme within its Early Help case recording, as it was embedded within practice. This development was integral to Kent's high performance on the Troubled Families programme and in successfully gaining Earned Autonomy status from the MHCLG.
- 2.7 Mobile apps were developed to work with Liberi and EHM to enable frontline workers to download key caseload information from the main system prior to family visits, enable input of key information offline, which can then be uploaded later once there is internet connectivity. These apps support flexible working for those staff that find them useful.
- 2.8 In the last year Kent has been working to improve the interface between its system and its partners, families and carers, through use of Liquidlogic's portals. The Delegation portal went live in June 2019, which replaced Virtual School Kent's ePEP system with schools. In October 2010 Kent implemented the Children's Portal which automates information flow into EHM at the Front Door when partners make Requests for Support for intensive early help and children's social work services. Kent has recently completed successful testing with the Front Door of SingleView, Liquidlogic's product for joining up information with other systems, and a full Front Door go-live is being planned.
- 2.9 Kent is currently scoping future portal and module developments and building a development timeline based on service priorities including contextual safeguarding, developing a partnership post adoption service for the RAA, modernising social care, and supporting CYPE's digital strategy. Many of these developments will take place during the next contract, and are in line with Liquidlogic's roadmap for system development.

3. System Reprourement vs. System Replacement

- 3.1 This section includes commercially sensitive information – Exempt - Paragraph 3 of Part 1 of Schedule 12A of the Local Government Act 1972, as amended, refers.

4. System Hosting

- 4.1 This section includes commercially sensitive information –. Exempt - Paragraph 3 of Part 1 of Schedule 12A of the Local Government Act 1972, as amended, refers.

5. Contract Award and Hosting

- 5.1 It is recommended that Kent reprocures Liquidlogic's systems for Integrated Children's Services with a contract end date in line with the end date for the Mosaic system in Adults, and continues to host the system internally, but moves the hosting to the Microsoft Azure cloud, in line with KCC's cloud-first ICT strategy.
- 5.2 System support remains in-house with experienced staff within Cantium, with overall system control retained by KCC.
- 5.3 It is easier to join data across KCC systems within the Microsoft Azure estate and to report from the system.
- 5.4 It is a trusted and cost-effective solution.
- 5.5 Whilst it continues to add an additional layer of problem-solving and communication with both Cantium and Liquidlogic if there are system performance issues, the partnership between Cantium and Liquidlogic is strong, and there have been no significant performance issues for the last year, due to the system optimisation that was carried out.
- 5.6 There is a medium risk for system down-time when it switches from current servers to Azure servers, but this risk reduced by the fact other KCC systems have been successfully migrated to the Microsoft Azure cloud already e.g. Core+ (the system used for tracking NEETs and Not Knowns, and for Children's Centres and Youth Hubs recording).

6. System Stability and Business Continuity

- 6.1 Resources may be reduced, diverted, and refocused for the foreseeable future due to Covid-19 so it is vital to have continuity of system to ensure children can be safeguarded effectively. System stability is vital at a time when Kent is so focused on the impact of the pandemic on its vulnerable children.
- 6.2 By remaining with Liquidlogic and with internal hosting, the workforce remains well supported as both Cantium (technical support and infrastructure) and Management Information (training, system development, reporting, data quality, and statutory returns) know Liquidlogic systems well. Business continuity remains supported as there are tested technical solutions and backups in place for the current solution.

7. Financial Implications

- 7.1 The total contract value over seven years is £1,115,356.76, which is the full contract period (an initial term of 5 years with 2 x 1-Year Extension options). The quoted total contract value does not include RPI, which will be applied cumulatively as per the market rates each year.
- 7.2 Further information contained in this section includes commercially sensitive information – Exempt - Paragraph 3 of Part 1 of Schedule 12A of the Local Government Act 1972, as amended, refers.

8. Legal implications

- 8.1 Contract award will be made using direct award against the CCS Framework, which is in line with the framework terms and conditions.

9. Equalities implications

- 9.1 EqIA screening has indicated this to be low risk, as there is no change to the information that is recorded, the way it is recorded, or the software on which it is held.

10. Other corporate implications

- 10.1 Re-procuring with Liquidlogic ensures ongoing system functionality and stability, which supports Kent to fulfil its statutory safeguarding duties.
- 10.2 It also ensures payments to commissioned providers and foster carers are made in line with statutory obligations.

11. Governance

- 11.1 The Corporate Director for Children, Young People and Education will be authorised to be the delegated officer to enter into the relevant contracts on behalf of the Council. As determined in 25. (d) of the County Council Constitution: Ensuring that all applicable obligations and responsibilities are complied with by the Directorate as well as internal and external commissioned providers.

12. Conclusions

- 12.1 Kent seeks to continue its usage of Liquidlogic systems that have been developed since 2013, and to continue to host these systems internally whilst moving to the Microsoft Azure cloud.
- 12.2 Work will take place with the Strategic Technology Board to agree a corporate position on whether the focus should be for Kent to move towards a single supplier of social care case management systems, or on the increased use of application plug-ins (APIs) to join up existing systems.

13. Recommendation(s):

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

- I. award a contract to Liquidlogic for 7 (5+1+1) years for the provision of case management systems within Integrated Children's Services and Disabled Children's Services, attached as appendix A.
- II. Delegate authority to the Corporate Director for Children, Young People and Education, in consultation with the Cabinet Member for Integrated Children's Services, to take relevant actions, as necessary to implement this decision.

14. Background Documents

14.1 None

15. Contact details:

Report Author:

Katherine Atkinson

Job title: Assistant Director of
Management Information and Intelligence

Telephone number: 03000 417013

Email address:

katherine.atkinson@kent.gov.uk

Relevant Director:

Stuart Collins

Job title: Director of Integrated Children's
Services (West Kent and EHPS Lead)

Telephone number: 03000 410519

Email address:

stuart.collins@kent.gov.uk

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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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:

20/00123

For publication [Do not include information which is exempt from publication under schedule 12a of the Local Government Act 1972]

Key decision: YES / NO

Key decision criteria. The decision will:

- a) result in savings or expenditure which is significant having regard to the budget for the service or function (currently defined by the Council as in excess of £1,000,000); or
- b) be significant in terms of its effects on a significant proportion of the community living or working within two or more electoral divisions – which will include those decisions that involve:
 - the adoption or significant amendment of major strategies or frameworks;
 - significant service developments, significant service reductions, or significant changes in the way that services are delivered, whether County-wide or in a particular locality.

Subject Matter / Title of Decision

Liquidlogic Contract for Integrated Children's Services and Disabled Children's Services

Decision:

As Cabinet Member for Integrated Children's Services, I agree to:

- I. award a contract to Liquidlogic for 7 (5+1+1) years for the provision of case management systems within Integrated Children's Services and Disabled Children's Services, attached as appendix A
- II. Delegate authority to the Corporate Director for Children, Young People and Education, in consultation with the Cabinet Member for Education and Skills, to take relevant actions, as necessary to implement this decision.

Reason(s) for decision:

Background

- 1.1 Liquidlogic's LCS system (named Liberi in Kent), was implemented in 2013 and went live in December 2013. This replaced the previous Capita ICS system. The Liquidlogic suite has been added to extensively over the last six years and is used across all of children's social care, intensive early help, and disabled children's services, to include EHM and LAS.
- 1.2 The contract end date of the current contract is March 2021, so a new contract needs to be in place for April 2021. It is vital that the service has a system that will meet all of its needs and continue to deliver the ability to record high quality case records to inform decision making in our work with children and safeguarding, and fulfil a key safeguarding function.

Financial Implications

The total contract value over seven years is £1,115,356.76, which is the full contract period (an

initial term of 5 years with 2 x 1-Year Extension options). The quoted total contract value does not include RPI, which will be applied cumulatively as per the market rates each year.

Legal implications

Contract award will be made using direct award against the CCS Framework, which is in line with the framework terms and conditions.

Equalities implications

EqlA screening has indicated this to be low risk, as there is no change to the information that is recorded, the way it is recorded, or the software on which it is held.

Cabinet Committee recommendations and other consultation:

The Children's and Young People Cabinet Committee consider the decision on (date)
The proposal will be discussed by the Children's, Young People and Education Cabinet Committee on 15 January 2021.

Any alternatives considered and rejected:

Re-procuring with Liquidlogic ensures ongoing system functionality and stability, which supports Kent to fulfil its statutory safeguarding duties.

It also ensures payments to commissioned providers and foster carers are made in line with statutory obligations.

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

.....
signed

.....
date

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

Directorate/ Service: Management Information & Intelligence

Name of decision: Liquidlogic Contract for Integrated Children's Services and Disabled Children's Services

Responsible Owner/ Senior Officer: Katherine Atkinson

Version: 1

Author: Katherine Atkinson

Pathway of Equality Analysis: Papers went to CYPE DMT (02/12/2020) and then will go to CYPE Cabinet Committee (15/01/2021)

Summary and recommendations of equality analysis/impact assessment.

- **Context:** Liquidlogic's LCS system (named Liberi in Kent), was implemented in 2013 and went live in December 2013. The Liquidlogic suite has been added to extensively over the last six years and is used across all of children's social care, intensive early help, and disabled children's services. The proposal is to continue with these systems, so no changes are being proposed.
- **Aims and Objectives:** The contract end date of the current contract is March 2021, so a new contract needs to be in place for April 2021.
- **Summary of equality impact:** EqIA screening has indicated this to be low risk, as there is no change to the information that is recorded, the way it is recorded, or the software on which it is held.

Adverse Equality Impact Rating **Low**

Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning the Liquidlogic Contract for Integrated Children's Services and Disabled Children's Services. I agree with risk rating and the actions to mitigate any adverse impact(s) that have been identified.

Head of Service



Signed:

Name: Katherine Atkinson

Job Title: Assistant Director of Management Information & Intelligence

Date: 30/11/20

DMT Member



Signed:

Name: Stuart Collins

Job Title: Director of Integrated Children's Services (West Kent and EHPS Lead)

Date: 30/11/20

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 <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	Medium Positive Impact Evidence
Age			Information is recorded within the system	Supports service provision to improve outcomes
Disability			Information is recorded within the system	Supports service provision to improve outcomes
Sex			Information is recorded within the system	Supports service provision to improve outcomes
Gender identity/ Transgender			Information is recorded within the system in notes where this is known (no field to formally collect. This is not down to the supplier but to the DfE's Common Basic Dataset. Kent has requested that this is added)	Supports service provision to improve outcomes
Race			Information is recorded within the system	Supports service provision to improve outcomes
Religion and Belief			N/A	N/A
Sexual Orientation			N/A	N/A
Pregnancy and Maternity			Information is recorded within the system	Supports service provision to improve outcomes

Marriage and Civil Partnerships			Family members/relationships are recorded on the system to understand the adults involved in a child's care	Supports service provision to improve outcomes
Carer's Responsibilities			Information is recorded within the system	Supports service provision to improve outcomes

Part 2

Equality Analysis /Impact Assessment

Protected groups

No changes are being made to what is recorded, how it is being recorded, or the software on which it is recorded, so no negative impact.

System data quality is high and records statutory information.

Information and Data used to carry out your assessment

System recording and data quality

Who have you involved consulted and engaged?

No changes are being made, so no consultation has been required.

Analysis

N/A

Adverse Impact

N/A

Positive Impact

Information will continue to be recorded and updated as individual circumstances change. Information is captured in line with the relevant services' privacy notices, and ensures the most appropriate services are provided to families to improve outcomes

JUDGEMENT

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

Internal Action Required

NO

Please forward a final signed electronic copy and Word version to the Equality Team by emailing 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

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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 and Young People's Cabinet Committee – 15 January 2021

Subject: Provision of therapeutic practitioners for post adoption support services

Decision Number and Title – 20/00124 - Provision of therapeutic practitioners for Kent's post adoption support service

Key decision – It affects more than 2 Electoral Divisions

Classification: Unrestricted

Past Pathway of report: N/A

Future Pathway of report: Cabinet Member Decision

Electoral Division: all

Summary: To inform the Children, Young People and Education Cabinet Committee of the work undertaken to review Kent's Post Adoption and Support Service in light of the Regional Adoption Agency (RAA) that started operating in November 2020. This outlines the options for ongoing provision of the therapeutic and psychology input when the current contract with Coram ends on 31 March 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 Integrated Children's Services on the proposed decision (attached as Appendix A) to:

- A) Authorise KCC to directly employ therapeutic practitioners to operate as part of the multi-disciplinary team that provides post-adoption support services.
- B) Agree to a short extension of the current contract of up to three months to ensure a smooth transition to inhouse provision
- C) Delegate decisions about the establishment of the new service to the Corporate Director for Children, Young People and Education, or other Officer as instructed by the Corporate Director in liaison with the Cabinet Member for Integrated Children's Services

1. Introduction

- 1.1 KCC has a contract with The Thomas Coram Foundation (Coram) to provide specialist practitioners to work as part of the multi-disciplinary team delivering post adoption support services across Kent. The contract is due to end on 31st March 2021. The annual cost of the contract is £310,000.
- 1.2 This report outlines and summarises the outcome of a review of the current arrangements and a proposal for KCC to provide the therapeutic services in-house from April 2021.

2. Background

- 2.1 Good quality and accessible post-adoption support services are crucial to ensuring and to maintaining stable adoption placements. In Kent, this support is provided by a multi-disciplinary team with social workers as well as other specialists in family systemic therapy, theraplay, clinical psychology and occupational therapy. Whilst KCC employs the social workers in the team, it commissions Coram to provide the therapeutic practitioners and the associated clinical supervision.
- 2.2 In recent years, external funding from the Government's Adoption Support Fund (ASF) has covered most of the costs of the post-adoption support service, meaning that the contract with Coram has been almost cost neutral for KCC. This arrangement is expected to continue for the foreseeable future although it cannot be guaranteed as the government has not yet confirmed future ASF funding levels.
- 2.3 KCC has sought views about post-adoption support services and ideas for the future. The feedback demonstrated strong support for the continuation of a multi-disciplinary team which is able to deliver a range of therapeutic services.
- 2.4 Since the start of November 2020, Kent's adoption services have formed part of Adoption Partnership South East, the Regional Adoption Agency with Medway and Bexley. Although the existing post-adoption support service only covers Kent, it will be important that the service has the flexibility to provide support across the partnership area in the coming months if the appropriate funding is available.

3. Options

- 3.1 KCC has two broad options for continued delivery of the post-adoption support services after March 2021. Both would enable continuation of a multi-disciplinary team and flexibility to provide support across the region. The options are:

Option 1: Commission a post-adoption support team from an external provider via a competitive tendering process

- 3.2 KCC could seek to retender the contract and commission an external provider to provide therapeutic practitioners for the multi-disciplinary team. The provider would be responsible for all clinical supervision requirements. Under TUPE rules, the current therapeutic practitioners employed by Coram would most

likely be eligible to transfer employment to any new provider at the end of their contract.

- 3.3 The tender advert would need to include an option for the service to be expanded to cover Bexley & Medway when necessary. There are additional flexibilities which could also be introduced as part of the tender process including minimum and maximum spends and that all expenditure will be dependent upon ASF income to offset the costs.
- 3.4 The decision to retender the service via a competitive process will require a short-term extension of the existing contract with Coram to allow time for completion of the procurement and transition process.

Option 2: Provide the therapeutic element of the service inhouse from April 2021

- 3.5 The current therapeutic practitioners employed by Coram would likely be subject to TUPE and would therefore transfer to KCC when the current contract expires. This would allow KCC to retain the specialist knowledge and expertise of the existing workforce in the longer term.
- 3.6 KCC would also need to agree arrangements for the clinical supervision of some of the practitioners in order to comply with their professional registration. If the final decision is taken to bring the service inhouse, these negotiations and discussions can take place as part of the transition phase from January to March 2021.
- 3.7 This option allows for a gradual growth to provide support to families in Medway and Bexley when funding is available, either from the ASF or from the local authorities.
- 3.8 This option is likely to have higher staffing costs due to the costs of higher pension contributions. However, these additional costs will be offset by avoiding the costs of a management fee or overheads for an external provider.
- 3.9 This option may also require a short extension (up to three months) of the existing contract in order to allow for any unexpected delays in the transfer process.

4. Legal implications

- 4.1 Option 1 would require a competitive process to be undertaken in line with the Public Contracts Regulations 2015. Both options will have TUPE implications so the therapeutic staff employed by Coram would transfer to the successful external provider (in the case of Option 1), or to KCC (in the case of Option 2).
- 4.2 The receiving organisation would also inherit those individuals' continuous service from their outgoing employer and would be liable for the payment of any future redundancy costs.

5. Financial Implications

- 5.1 Although ASF income has covered most costs of the £310,000 annual cost of the post-adoption support service, this level of income generation cannot be guaranteed in the future. KCC will therefore continue to face the financial risk of a funding shortfall if the ASF is sharply reduced.
- 5.2 There are occasions when some ASF income needs to be returned and this can be for example because a therapeutic intervention ended earlier than planned. The Adoption Service ring fence the ASF income and carry over unused income, so the money is available to be returned and does not come of the adoption service base budget.

6. Equalities implications

- 6.1 An Equality Impact Assessment (EqIA) screening has been completed and has concluded that the proposed decision does not present any adverse equality impact.

7. Other corporate implications

- 7.1 The therapeutic practitioners employed by Coram are already based in KCC offices alongside the rest of the Adoption Service (although currently working remotely). There is no immediate requirement for further equipment.
- 7.2 Pursuing option 2 would require KCC to progress the requirements of TUPE transfer of staff. There would also be impact on HR and payroll.

8. Governance

- 8.1 This service sits within the Integrated Children's Services Division of the Children, Young People and Education Directorate.

9. Conclusion

- 9.1 The Kent post adoption support service provides vital support to adoptive families in Kent as part of a multi-disciplinary team. External income from the ASF covers most of the cost of the service.
- 9.2 Currently, KCC employ the social workers in the team but the therapeutic practitioners are provided via a £310,000 contract with Coram. The expiry of the contract in March 2021 provides an opportunity to consider how best to deliver the service from April onwards. This report has considered alternative options of retendering the service or bringing it inhouse.
- 9.3 Although there is no cost difference between the two options, the ICS consider that Option 2 is the preferable option as it will provide greatest opportunity for further integration and flexibility to meet the evolving needs of Adoption Partnership South East.
- 9.4 The timescales to implement the decision requires some flexibility to make sure the legal implications of TUPE are fully followed. Either option may therefore require a short extension (up to three months) of the current contract.

Recommendation(s):

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

A) Authorise KCC to directly employ therapeutic practitioners to operate as part of the multi-disciplinary team that provides post-adoption support services.

B) Agree to a short extension of the current contract of up to three months to ensure a smooth transition to inhouse provision

C) Delegate decisions about the establishment of the new service to the Corporate Director for Children, Young People and Education, or other Officer as instructed by the Corporate Director in liaison with the Cabinet Member for Integrated Children's Services

10. Contact details

Lead officers:

Name and Job title: Christy Holden
Lead Children's Commissioner
Phone number: 03000 415356
E-mail: Christy.holden@kent.gov.uk

Name and Job title: Sarah Skinner,
Head of Adoption Partnership South East
Phone number: 03000 415090
E-mail: Sarah.skinner@kent.gov.uk

Lead Directors:

Name and Job title: Sarah Hammond and Stuart
Collins, Director Integrated Children's Services
Phone number:
E-mail:
Sarah.hammond@kent.gov.uk
Stuart.collins@kent.gov.uk

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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:

20/00124

For publication [Do not include information which is exempt from publication under schedule 12a of the Local Government Act 1972]

Key decision: YES / NO

Key decision criteria. The decision will:

- a) *be significant in terms of its effects on a significant proportion of the community living or working within two or more electoral divisions – which will include those decisions that involve:*
- *the adoption or significant amendment of major strategies or frameworks;*
 - *significant service developments, significant service reductions, or significant changes in the way that services are delivered, whether County-wide or in a particular locality.*

Subject Matter / Title of Decision

Provision of therapeutic practitioners for Kent's post adoption support service

Decision:

As Cabinet Member for Integrated Children's Services, I agree to:

A) Authorise KCC to directly employ therapeutic practitioners to operate as part of the multi-disciplinary team that provides post-adoption support services.

B) Agree to a short extension of the current contract of up to three months to ensure a smooth transition to inhouse provision

C) Delegate decisions about the establishment of the new service to the Corporate Director for Children, Young People and Education, or other Officer as instructed by the Corporate Director in liaison with the Cabinet Member for Integrated Children's Services

Reason(s) for decision:

Background

- 1.1 Currently, KCC commissions the Thomas Coram Foundation (known as Coram) to employ and provide clinical supervision for five practitioners who provide family systemic therapy, therapy, clinical psychology and occupational therapy that forms part of Kent's post-adoption support offer for adoptive families in Kent.
- 1.2 Although this has worked well, KCC now has the capability and opportunity to bring the therapeutic element of the service inhouse when the current contract expires in March 2021. Kent's adoption services are now part of Adoption Partnership South East, the Regional Adoption Agency for Kent, Medway and Bexley. This means that the therapeutic input will need to be flexible enough to respond to changing needs and potentially to expand the scope of provision to cover Medway and Bexley as and when there is a need and funding is available.

Financial Implications

2.1 Although the Adoption Support Fund (ASF) income has covered most costs of the £310,000 annual cost of the post-adoption support service, this level of income generation cannot be guaranteed in the future. KCC will therefore continue to face the financial risk of a funding shortfall if the ASF is sharply reduced.

2.2 There are occasions when some ASF income needs to be returned and this can be for example because a therapeutic intervention ended earlier than planned. The Adoption Service ring fence the ASF income and carry over unused income, so the money is available to be returned and does not come of the adoption service base budget.
Legal implications

Equalities implications

3.1 An Equality Impact Assessment (EqIA) screening has been completed and has concluded that the proposed decision does not present any adverse equality impact.

Legal implications

4.1 Option 1 would require a competitive process to be undertaken in line with the Public Contracts Regulations 2015. Both options will have TUPE implications so the therapeutic staff employed by Coram would transfer to the successful external provider (in the case of Option 1), or to KCC (in the case of Option 2).

4.2 The receiving organisation would also inherit those individuals' continuous service from their outgoing employer and would be liable for the payment of any future redundancy costs.

Cabinet Committee recommendations and other consultation:

The Children's and Young People Cabinet Committee will consider the decision on 15 January 2021

Any alternatives considered and rejected:

The main alternative to bringing the service inhouse is to retender the contract before it expires in March. This option would not offer the same level of flexibility to adapt and respond to changing the requirements of Adoption Partnership South East over the next few years. Bringing the therapeutic service inhouse will also mean that KCC will no longer need to pay a management fee to an external provider to manage the service on our behalf.

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

.....
signed

.....
date

Please read the guidance before completing this form. Please delete all the instructions in red. Remember this is a public document and needs to be clear about how any proposal will impact on an individual.

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

Directorate/ Service: Integrated Children's Services – Adoption Service

Name of decision, policy, procedure, project or service: Therapeutic practitioners for post adoption support services – change of employment

Responsible Owner/ Senior Officer: Caroline Smith, Assistant Director Corporate Parenting

Version: 0.1

Author: Sarah Skinner & Madeline Bishop

Pathway of Equality Analysis: DivMT

Summary and recommendations of equality analysis/impact assessment.

Context

An important role of the Kent Adoption Service, now part of Adoption Partnership South East is the provision of post-adoption support for families. Since 2012, KCC has commissioned the Thomas Coram Foundation (known as Coram) to employ and provide clinical supervision for five therapeutic practitioners who work as part of the multi-disciplinary team that provides post-adoption support. The current contract is due to expire on 31st March 2021.

Aims and Objectives

KCC now has the capability and opportunity to bring the therapeutic element of the service inhouse when the current contract expires in March 2021. Now that Kent is part of Adoption Partnership South East, the therapeutic input will need to be flexible enough to respond to changing needs and potentially to expand the scope of provision to cover Medway and Bexley as and when there is a need and funding is available.

The proposal is therefore to bring the service inhouse from April 2021 and for KCC yo employ the therapeutic practitioners directly after the current contract expires.

The current therapeutic practitioners employed by Coram would likely be subject to TUPE and would therefore be transferred to become part of the KCC workforce. Separate arrangements would need to be made regarding the clinical supervision of some of the specialties in order to comply with their professional registration, but this does not apply to all.

Summary of equality impact

The EqIA screening detailed below indicates that the proposal has no adverse equality implications.

Adverse Equality Impact Rating Low

A low rating of relevance to the protected characteristics group has been attributed to the process of initial screening.

Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning therapeutic practitioners for post adoption support services – change of employment. I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

Head of Service

Signed: Name: Caroline Smith

Job Title: Assistant Director for Corporate Parenting Date:

DMT Member

Signed: Name: Sarah Hammond

Job Title: Director Integrated Children’s Services 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 <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	None	None	None	Provides an opportunity to promote and show how KCC values its employees and seeks to meet the needs of those with this protected characteristic.
Disability	None	None	Managers will need to be aware of any disabilities and make time available to address any issues through consultation, and ensure staff are not treated less favourably as a result. This will be monitored to make sure any reasonable adjustments are applied where necessary or appropriate.	Provides an opportunity to promote and show how KCC values its employees and seeks to meet the needs of those with this protected characteristic.
Gender	None	None	All relevant policies and procedures in respect of part-time working, flexible working, caring responsibilities will be implemented as appropriate, throughout the	The proposal is not envisaged to effect one gender more than another as gender is not a factor. Agreed policies and procedures will be applied throughout the process, and the principles and arrangements that it sets out

			consultation and engagement exercise.	are applicable to all employees irrespective of their protected characteristic/s.
Gender identity/ Transgender	None	None	KCC agreed policies and procedures will be applied throughout the consultation process	Provides an opportunity to promote and show how KCC values its employees and seeks to meet the needs of those with this protected characteristic.
Race	None	None	No internal action or further assessment required. KCC agreed policies and procedures will be applied throughout the consultation process.	KCC agreed policies and procedures will be applied throughout the consultation process and finalising team structures within the Regional Adoption Agency.
Religion and Belief	None	None	Line managers to make time available to address any issues raised. Exemption to working different hours to be considered. Staff may require time off to observe religious festivals. Flexible working can be used to accommodate these requirements.	KCC agreed policies and procedures will be applied throughout the consultation process.

			Relevant policy and procedure to be applied.	
Sexual Orientation	None	None	If any issues currently unknown are revealed during the consultation process then this will be revisited.	KCC agreed policies and procedures will be applied throughout the consultation process and finalising team structures within the Regional Adoption Agency.
Pregnancy and Maternity	None	None	If any issues currently unknown are revealed during the consultation process then this will be revisited.	KCC agreed policies and procedures will be applied throughout the consultation process and finalising team structures within the Regional Adoption Agency.
Marriage and Civil Partnerships	None	None	If any issues currently unknown are revealed during the consultation process then this will be revisited.	Agreed policies and procedures will be applied throughout the process, and the principles and arrangements that it sets out are applicable to all employees irrespective of their protected characteristic/s.
Carer's Responsibilities	None	None	If any issues currently unknown are revealed during the consultation process then this will be revisited Discussions will be held with staff who identify that they may be potentially adversely affected,	KCC agreed policies and procedures will be applied throughout the consultation process and finalising team structures within the Regional Adoption Agency.

			although the aim is to not change any existing working patterns or office base unless requested by the individual member of staff.	
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Part 2

Equality Analysis /Impact Assessment

Part 2 not required as screening concluded that that the **Adverse Equality Impact Rating is Low**

Protected groups

Information and Data used to carry out your assessment

Who have you involved consulted and engaged?

Analysis

Adverse Impact:

Positive Impact:

Updated 07/01/2021

JUDGEMENT

Internal Action Required YES
Equality Impact Analysis/Assessment Action Plan

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

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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

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

To: Children's and Young People Cabinet Committee – 15 January 2021

Subject: The Education People - 2019-2020

Classification: Unrestricted

Past Pathway of report: N/A

Future Pathway of report: N/A

Electoral Division: All

Summary: This report provides an overview of the performance of The Education People against the KCC Contract for the academic year 2019-20. The company met the majority of its Key Performance Indicators (KPIs) and Performance Indicators (PIs), improving performance in some areas, while responding to the additional demands faced by schools and Early Years settings as a result of the Coronavirus pandemic.

Recommendation(s):

The Children's and Young People Cabinet Committee is asked to note the contents of this report.

1. Introduction

- 1.1 The Education People (TEP) launched in September 2018 as a Kent County Council Local Authority Trading Company (LATCo), incorporated as a company limited by guarantee. The company supports the full age range from Early Years to young adults, offering a variety of services to help education professionals improve learning, wellbeing and children's development.
- 1.2 The core contract between KCC and Edseco Ltd, trading as The Education People, commenced on 1 September 2018 and runs for an initial period of five years and seven months. Subject to satisfactory completion of this initial period, as determined by the Authority through a full Contract Review, the contract will continue to run for a further period of four years and five months.

In December 2019, TEP's governance structure changed when ownership transferred to Kent Holding Company Limited (KCC HoldCo).

- 1.3 As outlined in the company Business Case, The Education People was established with the following aims:
- To continue to deliver services to improve educational outcomes and life chances for children and young people
 - To increase the resilience and long-term sustainability of education services
 - To continue to deliver strategic services to schools, providers, and other partners
 - To maintain and enhance strong partnership between KCC and schools, providers, and other partners
 - To realise the opportunities for growth in traded education services
 - To deliver, at least, an additional annual £1.2m surplus from traded services by year five and to support KCC in delivering its Medium-Term Financial Plan (MTFP) savings targets.
- 1.4 Company performance in line with the service specifications defined in the contract are measured by a series of indicators and reviewed on a monthly and quarterly basis by both parties.

2. Summary of Performance

- 2.1 The KCC contract with TEP currently contains 33 Performance Indicators (PIs) across six of the services provided and 12 of those are Key Performance Indicators (KPIs). The appendix to this report lists the indicators and records the monthly performance against target percentages from April 2020 to September 2020, as well as quarterly figures for the periods April to June 2020 and July to September 2020. The targets were discussed between the KCC and TEP contract teams in light of the Covid-19 pandemic and revised for the period April to September.
- 2.2 The resulting percentages are RAG rated and the direction of travel is recorded to indicate whether the performance is improving, there is no change or it is worsening. The most recent percentage figures show a level of stability, with all indicators currently recorded as no change or improving.
- 2.3 The most recent quarterly figures indicate that of the 12 KPIs, seven are currently Green, one is Amber and two are Red. Of the remaining two KPIs one is reported on annually, which is currently showing an improved percentage compared to the same time last year, and the other relates to a Department for Education return which is due to be produced by 31st May each year but which the DfE cancelled this year in the light of the pandemic.
- 2.4 The Performance Indicators have been subject to much discussion between the KCC and TEP contract teams in an effort to ensure that they reflect the statutory responsibilities of the Council and the capability of TEP to perform the functions necessary to be able to influence the outcome.

3. Scope of services provided

Education Safeguarding Service (ESS)

- 3.1 The service has overall responsibility for all Child safeguarding issues in Kent, including all child deaths (expected and unexpected), school support and emergency phone hotline. The hotline took 3,512 calls over the academic year 2019-20, giving advice and support on all matters related to safeguarding. It should be noted that these figures relate to initial calls, with some requiring significant further contact with schools and settings and multiagency colleagues.
- 3.2 The service continues to act as the Single Point of Contact for education services for all child deaths. In this period, there were 99 child deaths, with 34 being in education. The service support schools and settings in these difficult times, both through the statutory process and offering individual support and advice where necessary.
- 3.3 The service is commissioned by KCC to represent education services in functions related to the work of Kent Safeguarding Children Multiagency Partnership (KSCMP). As such, the service liaises with schools and settings in the event of the need for a wider multiagency review of events. This has recently included the independently authored Teenage Thematic Suicide review, the learning from which has been shared widely.
- 3.4 Recent activity has included working with colleagues in TEP and KCC to provide guidance to schools and Early Years and Childcare (EYC) settings on a range of issues such as curriculum, staffing and the safeguarding and emotional wellbeing of children and young people.
- 3.5 The service continues to work closely with multiagency colleagues to respond to the needs of all children in Kent together with those who have been identified as being particularly vulnerable.

Early Years and Childcare Service (EYC)

- 3.6 Early Years and Childcare provision in Kent continues to be rated by Ofsted as 98% good or outstanding with a breakdown as:

Setting Type	Good or Outstanding	Outstanding
Early years group providers	98.56%	20.70%
Out of school childcare providers	98.15%	19.20%
Childminders	98.70%	18.13%

- 3.7 These outcomes evidence the cumulative impact of the work of the Early Years and Childcare Service in leading, supporting and (where necessary) challenging the quality of provision. Activity this year has included the publication of the Early

- Years and Childcare Strategic Plan 2020 - 2023 as well as the continuation of compliance and business and sustainability visits to providers and childminders.
- 3.8 In the context of Covid-19 the Service continued to support the Sector by providing advice and guidance to service users and service providers, including co-ordinating efforts to ensure recompense for the additional costs associated with PPE, a brokerage service for parents, and supported providers through KCC's Financial Distress Payment applications.
- 3.9 The service will continue to closely monitor the Childcare Market in relation to supply and demand in order to assess its resilience to and recovery from the pandemic.
- 3.10 The Service has produced two products which have received acclaim. The Best Practice Guidance is a document providing an overview of the underpinning knowledge and understanding required to meet the needs of all children at universal, targeted and personalised levels. This is a finalist in the Nursery World Awards 2020. The Service's Early Years Education for Sustainable Development Award supports early education and childcare providers to introduce global sustainability awareness, attitudes and behaviours in an age-appropriate way in their preschool settings. This received an Honourable Mention at the OMEP World Awards 2020.
- 3.11 The Service provides advice, support and training to Kent's children's centres to ensure that they have an ethos and principles in line with the Early Years Foundation Stage (EYFS) and that all 'stay and play' type activities are based on effective practice. The Service assesses practice in the centres against the Good and Outstanding grade descriptors in the original Ofsted framework. In this context (and pre-Covid), all Kent's children's centres were assessed to be Good or better against the grade descriptors.

Primary School Improvement (SIP)

- 3.12 The Percentage of Local Authority maintained schools achieving a Good or Outstanding OFSTED report for the last academic year was 94.91% against a target of 93.59%. National outcomes for the same period, show that 88% of primary schools are Good or Outstanding with only 77% of schools nationally judged as Good or Outstanding within the academic year. This demonstrates the positive impact of the Primary School Improvement service.

NYI is not yet inspected	Totals	Good+	% Good+
All LA schools	275	261	94.91%
All Academies	183	157	85.79%
All Academies excluding NYI	174	157	90.23%
All schools	458	418	91.27%
All inspected schools	449	418	93.10%

- 3.13 During the academic year, 12% of Good schools inspected nationally, dropped in judgement to Requires Improvement and 3% became Inadequate. In Kent, 2.5 % of schools dropped from Good to Requires Improvement.
- 3.14 Nationally, 8% of schools that were previously Requires Improvement declined to an Inadequate judgement. In Kent primary schools, no maintained schools are judged to be Inadequate. This demonstrates our effectiveness in identifying vulnerable schools, holding schools to account and in delivering a range of comprehensive support to improve provision.
- 3.15 Over the academic year, the Covid pandemic has had a significant impact on schools, with a period of school closure and partial lockdown between March and September. Throughout this period, systematic support remained in place, with all primary schools having a named adviser to provide a direct link to support and advice around both the Covid situation and provision. This support was highly responsive, ensuring headteachers had access to weekly catch up calls (daily where needed), advice, guidance, and resources.
- 3.16 Subject specialists were quick to recognise and respond to the impact of Covid, producing a detailed offer of free, funded and traded training and guidance. All schools have received support and guidance around the recovery curriculum with an even more comprehensive offer to every maintained school. This demonstrates our ability to adapt to the needs of our schools, linking support and provision directly to national priorities.
- 3.17 Despite the additional pressures of Covid and lockdown, Senior Advisers have worked with all primary schools to identify those with the capacity to release staff for interim or executive leadership. As a result of this initiative all maintained primary schools continue to have a headteacher. The service has reviewed the headteacher recruitment processes to ensure senior staff are trained to support governors in the delivery of blended headteacher recruitment processes. This again has helped ensure sustained strategic leadership for all our schools.
- 3.18 School leaders have been overwhelmingly positive about the additional support and resources provided and this is reflected in headteacher comments on notes of visit and in school evaluations of our traded support. Where this support links to funded training, high course attendance provides evidence of high levels of engagement.
- 3.19 Fortnightly headteacher briefings and Q and A sessions continued throughout July, with the normal programme of termly headteacher information briefings returning in September. These briefings collate and summarise national advice and guidance for headteachers and provide senior leaders with the opportunity to discuss trends and issues within their districts. These sessions were well attended with very positive course evaluations.
- 3.20 Alongside pupil wellbeing, headteacher and staff wellbeing are key priorities. The service plans to secure funding to provide targeted coaching and support across our primary schools. Building leadership capacity and succession planning are additional leadership priorities to be addressed with trained

advisers offering a comprehensive package of coaching and support to school leaders and the service involvement in the rollout of DFE wellbeing for schools' support.

Secondary School Improvement, Specials and PRUs/ Skills and Employability Service (SSE)

3.21 Secondary School Improvement, Specials and PRUs

Good/Outstanding Ofsted Outcomes (by type)

	Secondary	Special	PRU	Total
Academies and Free Schools	(79) 93.70%	(1) 100.00%	(1) 0.00%	(81) 92.59%
LA Maintained	(22) 81.82%	(21) 95.24%	(5) 66.67%	(48) 87.50%
All Schools	(101) 86.70%	(22) 95.50%	(6) 66.67%	(129) 87.30%

- 3.22 The percentage of secondary schools achieving Good and Outstanding ratings have remained stable in Kent over the academic year 2019 – 2020, at 87.3% compared to 76% nationally. All schools that are currently judged as Requires Improvement are moving towards Good. Of the 22 maintained secondary schools there are currently seven receiving increased levels of support according to their particular need. The Covid suspension of Ofsted inspections means there are a number of secondary schools who are awaiting an inspection which should maintain the Good judgement or who expect to move towards Good. This demonstrates the effectiveness in identifying vulnerable schools, holding schools to account and in delivering a range of comprehensive support to improve provision.
- 3.23 Over the academic year, Covid has had a significant impact on secondary schools, with a period of school closure and partial lockdown between March and September. Throughout this period, enhanced support remained in place, with all secondary schools having a direct link to support and advice around both the Covid situation and provision. This ensured all headteachers had access to regular catch up calls (daily where needed), advice, guidance and resources.
- 3.24 Some Pupil Referral Units (PRUs) remained open throughout the Easter and summer holidays to provide the necessary advice and guidance needed to the most vulnerable students and telephone and virtual support was also available for those provisions as needed.
- 3.25 Subject specialists quickly recognised and responded to the impact of Covid producing an offer of free training and guidance. All schools have received support and guidance around the recovery curriculum with a free toolkit enhanced by a training offer for middle leaders in schools, to support them in delivery. This demonstrates our ability to adapt to the needs of our schools, linking support and provision directly to national and local priorities.

- 3.26 Looking ahead, it is believed that there will be an increase in school vulnerability for some schools. This links to the Covid impact on vulnerable and disadvantaged pupils which, the service believe, will be a future inspection focus as it is integral in the current inspection framework. The service aim is to maintain comprehensive inspection guidance and support for schools to ensure the best possible inspection outcomes.

Governor Services (GOV)

- 3.27 Governor Services has continued to ensure all Local Authority maintained schools are compliant with governance legislation. All schools have Chairs in post or are being supported in this process. All schools have a governance professional, clerk to the Board, in post.
- 3.28 Where Boards are being supported with Chair recruitment, Officers are ensuring succession planning is being promoted. Officers are also working in partnership with the National Governance Association in facilitating the Department for Education Leading Governance Chairs Development programme, ensuring that despite their volunteer status Chairs are upskilled and equipped for their school leadership role. During the last academic year 58 Chairs completed this programme and 54 are participating this year despite the pandemic.
- 3.29 Outside the KCC core contract Governor Services provides clerks to schools with over 150 maintained schools choosing to access clerking services in this way.
- 3.30 The Clerking Service Manager has produced standard agendas for schools to follow on the return to school. This was particularly pertinent this year to ensure Boards were aware of the most up to date position in relation to rapidly evolving legislation over the summer period.
- 3.31 Governor Services officers have supported schools judged to be 'causing concern' and the Head of Service has worked alongside KCC officers on the implementation of Interim Executive Boards.
- 3.32 Local Authority Governor vacancies have been monitored and nominations returned to Boards to appoint. A new process for the removal of Local Authority Governors has been drafted due to the change in how Boards appoint to these positions and is currently being agreed with the Interim Director of Education.
- 3.33 Governor Services' Governor Induction training was accredited by an outside body with training continuing during the pandemic. Demand for this has risen, resulting in greater numbers of being inducted.

Skills and Employability Service

NEET trends

- 3.34 The percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) has risen as per the table below. While there

was a rise which followed a usual pattern, it is anticipated that the full extent of the COVID crisis will manifest itself in the next two quarters.

	2018	2019	2020
July	3.1%	3.2%	3.7%
August	3.2%	3.4%	3.9%
September	1.92%	2.17%	3.30%

3.35 With the closure of schools in March and the subsequent reduction of visitors allowed onto school sites since September, a rapid and significant shift in how the Skills and Employability Service operated was necessary. This ensured communication with young people was maintained, supported them into quality destinations at post 16 and developed new pathways for a cohort of young people who, suddenly, are at higher risk of NEET than ever before.

3.36 The key developments have been:

- A social media campaign with blogs and webinars to communicate with young people and support them with making applications
- A booking system for young people to make appointments and have 1-1 support with a trained Engagement Officer
- Receiving online referrals from schools for young people who are at risk of NEET
- NEET, Participation and Careers meetings for schools being held virtually, which has resulted in almost full attendance as staff no longer have to travel long distances. This means that district wide approaches have the full support of all partner agencies.

3.37 The service invested in its applications website 'KentChoices'. This is the standard platform whereby Year 11 students applied for their post 16 destinations. This investment allows schools and the service to track what applications are being made, to give one to one support during the application process and conduct college interviews. It also allows schools and colleges to see the applications so they can plan rather than relying on face to face contact.

3.38 The service continued to collaborate with The Careers and Enterprise Company (CEC) to engage with schools across Kent providing focused careers education preparing young people for work. Since Covid new ways of delivery have been developed with the use of webinars, webchats and one to one telephone or remote interviews with schools and young people. The number of secondary schools which have a careers enterprise advisor has risen to 80 with schools receiving support from the service to ensure that it makes best use of their advisor.

- 3.39 The service continues to collaborate with five key sector Guilds covering Engineering, Construction, Hospitality, Finance and Healthcare. Since March, the guilds members have needed to concentrate on their own business interests so delaying the Guild agenda. Covid has had a devastating impact on apprenticeships resulting in many apprentices being furloughed and apprenticeship opportunities withdrawn. In some cases KCC school apprentices were furloughed, although none lost their positions. The service is now working with the Employment Task Force to renew and extend apprenticeship opportunities (among other pathways) for Kent young people.
- 3.40 The service is also exploring ways of working with large employers to use the apprenticeship levy to support small and medium business and increase apprenticeship opportunities across the county.
- 3.41 Comparative data for Apprenticeships in Kent by quarter is as follows up to the end of April 2020. Data for the final quarter up to August 2020 is not yet available for Apprenticeships.

	1st Quarter Aug/Oct	2nd Quarter Nov/Jan	3rd Quarter Feb/April
2018/19	3020	4960	7280
2019/20	2930	4680	3210

Professional Development Service (PDS)

- 3.42 On completion of Newly Qualified Teacher (NQT) Induction in July 2020 the service confirmed that 750 NQTs had been able to consistently demonstrate the ability to meet the teacher standards to a satisfactory level.
- 3.43 Each academic year the service undertakes visits to schools to quality assure their provision for NQTs. Between September 2019 and March 2020 ten visits were made to schools. Between March and July 2020 due to Covid restrictions the service switched to making this process virtual, reviewing every assessment made by a school and offering developmental feedback. By reviewing in this way and due to schools' closure, it allowed officers to assess the processes of all registered schools.
- 3.44 Between March 2020 and July 2020, the service was able to adapt quickly to meet the needs of all schools and ensured that schools, mentors and headteachers were kept informed and up to date with the frequently changing guidance. This included moving the training offer to online platforms and enhancing coverage with subject specific support which meant that NQTs, mentors and induction coordinators were not disadvantaged. Attendance was good and remains so as we move into this academic year. The service has also been able to offer guidance to schools regarding recruitment techniques.

Specialist Employment Service (SES)

- 3.45 The Specialist Employment Service delivers the Kent Supported Employment Adult Social Care and Education Contract and provides professional support to clients with learning difficulties, Autism, physical difficulties, and sensory conditions to help them move into employment. The service does this using the Supported Employment Model through professional careers guidance, Training in Systematic Instruction (TSI), vocational profiling, job coaching and independent travel training. There is also a need to provide retention support to clients and re-referrals if for example a client is made redundant or their job role changes.
- 3.46 The service receives referrals from schools, colleges, social care, other professionals, parents and self-referrals, covering clients from 14 to 70 years old. Support is available to those that meet the Care Act 2014 criteria. Over the last academic year, the service has received 367 new referrals with a further 181 clients having moved into paid work, 93 clients moved into supported work placements before employment and 34 moved into further education to gain the skills they need to progress into the workplace. The service works at a pace suitable for each individual and progression to employment can take between 10 weeks to 18 months depending on personal circumstances including the need for travel training and professional coaching in the workplace.
- 3.47 As part of the contract, the service also supports employers across Kent to recruit from this untapped talent pool using techniques such as job carving and job analysis, and Disability Confident Level 3 training. The service helps employers to recruit staff using alternative recruitment practices and continues to support the staff member until they are embedded into the workplace. Over 400 employers are supported across Kent and Medway including Kent Police and NHS Trusts.
- 3.48 In the last two years the number of referrals to the service has doubled, amounting to over 400 referrals each year. This is due, in part, to the ability of clients to now self-refer, along with work taking place with schools to identify clients as they transition from education. As 70% of clients are now under 25, they are benefitting from intervention at an early stage, so preventing possible poor future outcomes.
- 3.49 The proportion of clients referred to the service who move into paid work is 68% against a target 35%. This offers a significant cost saving to the public purse with 98% of those clients sustaining their job role for over 6 months. Those who do not sustain employment may return to education to gain a qualification to enable them to follow their chosen career.
- 3.50 The service was awarded 100% in the Supported Employment Quality Framework by the British Association of Supported Employment, the only service in the country to do so.
- 3.51 Since the outbreak of Covid, referrals have increased as clients have lost jobs, changed roles, or have left school or social care and needed support to take the next step into employment. The success rate of finding employment remains

high with bespoke work taking place with individuals on recognising their transferable skills and helping them to understand the changing job market and labour market information. Job outcomes remain high due to the quality of relationships with employers and the reputation of the service.

- 3.52 The DWP nationally are working with the service to explore good practice across the sector, looking at the access to work requirements and reasonable adjustments that need to take place to make the workplace more accessible for disabled people.

Schools Financial Services (SFS)

- 3.53 The DfE directs all Local Authorities to have a Schools Finance Scheme that provides a set of financial controls that Local Authority schools must comply with to ensure the good financial health of its schools.
- 3.54 The longstanding traded offer to schools helps to generate the financial resource necessary to meet this statutory requirement.
- 3.55 The service has a team of staff that produces financial monitoring and returns purchased by 100 schools, to meet their statutory obligations. Historically this service has been provided through on site visits to schools. Owing to Covid a new remote delivery model was introduced at short notice. Some onsite visits were able to take place in July.

Returns and Compliance (R&C)

- 3.56 The workload of the R&C team is split into two areas.
- 3.57 In accordance with the Schools Finance Scheme, LA schools must complete a number of annual financial returns. 100% of schools submitted six month (October 2019) and nine month (January 2020) financial monitoring returns. Year End closedown of school accounts and three-year budgets were all collected, this took place during Covid and was administered remotely.
- 3.58 Up until March the compliance team were on target to complete 100 school visits for the financial year April 2019 to March 2020. As a result of schools closing 99 out of the 100 schools were visited. Each school annually submits a Schools Financial Value Standard (SFVS) at year end: this with other evidence is used to support the Section 151 officer's schools' financial assurance statement.
- 3.59 In acknowledgement of the restrictions caused by Covid, the DfE relaxed some statutory returns. One such return was the Section 151 schools' financial assurance statement and SFVS individual school returns. Despite this return not being required, all schools still submitted their SFVS return for the period ending 31st March 2020.

Core Delivery

- 3.60 The main function of the Core Delivery team is to provide a help desk to schools, providing financial advice across a number of different areas. Schools

pay a subscription to access this service with around 440 schools subscribing, including maintained and academy schools in both Kent and Medway.

School Support

3.61 The team provides support to schools in financial difficulties. This supports schools in drawing up an action plan to balance its budget by recovering from a deficit position, and to provide a wide range of measures to proactively prevent schools going into deficit. At the 2019-20 year-end (31st March 2020), 2% of primary schools, 32% of secondary schools and 0% of special schools in Kent were in deficit. Nationally the numbers of maintained schools in deficit are Primary 8%, Secondary 32% and Special 10%. The percentage of Kent schools in deficit generally reflects favourably with the national average, especially in primary schools where nationally it is four times the number of Kent schools.

Outdoor Learning Service (OLS)

3.62 The academic year began extremely well for the Outdoor Learning Service, with record numbers of groups visiting the Swattenden Centre and Horton Kirby in the Autumn of 2019, after an extremely busy Spring and Summer across all centres. It also built on its strong foundations to take on its highest level of SLA contracts for outdoor education support and advice and provided training for over 200 teachers and school staff.

3.63 Recent service redesign and efficiencies resulted in increased bookings, which were then severely impacted by the pandemic with the initial restrictions effectively stopping all centre-based activity.

3.64 All centres apart from Bewl Water Outdoor Centre were closed in March and remain in 'hibernation'. The majority of staff have been furloughed. Bewl Water Outdoor Centre reopened in July for school day visits and water sports courses for children and individuals, operating to Government Covid safety guidelines. The self-catering 'Lodge' accommodation at the Kent Mountain Centre (KMC) in Wales was also opened for families to stay in over the summer.

3.65 Horton Kirby Environmental Centre opened in September for day visits and outreach activities in school and has seen some encouraging signs of schools wanting to return.

3.66 Schools are struggling to maintain core education support for their pupils and as a result they are not booking educational day visits at present and continue to prioritise mainstream education and continuity of provision. This situation is unfortunately likely to last throughout the 2021 Spring terms, and potentially into the Summer terms, depending on the progress of the pandemic and vaccinations programme.

3.67 Under the terms of the contract KCC exercised its right from May onwards to make use of the Swattenden Centre to provide much needed accommodation for Unaccompanied Asylum Seeker Children (UASCs).

Inclusion Support Service

- 3.68 The Inclusion Support Service (ISS) provides consultancy, support, and training to Kent schools and settings and for professionals working with children and young people including those working across KCC directorates regarding the public sector equality duties under the Equality Act 2010.
- 3.69 Between September 2019 and the start of the pandemic over 200 referrals were received from schools, parents, and professionals working within Education regarding Equality and Inclusion.
- 3.70 Most of the work delivered against the KCC contract has been advice, support, and training on Local Authority duties under the Equality Act. This has included contributing to the SEND County Working Group and delivering advice and training on GRT and Trans inclusion to Social Workers, Early Help Workers, Specialist Teachers Service, Out of Hours team, Headstart, Early Years and Child Care team, Early Years Setting Managers, and the Kent Health Needs Education Schools.
- 3.71 Since March, most of the work undertaken by the service has involved responding to concerns about learners who had been unable to access learning, those suffering from isolation and those at risk of not returning to school following the Summer break. Referrals have included calls from schools, parents, and colleagues in CYPE and were mostly concerning children and young people with the protected characteristics of Race (including those with English as an additional Language, Gypsy, Roma and Travellers (GRT) and New Arrivals), Gender reassignment and Sexual orientation.
- 3.72 The Service offered advice and strategies to support these vulnerable and often disadvantaged pupils, signposting pupils, parents and schools to research, agencies and resources where appropriate.
- 3.73 In response to Black Lives Matter, the team worked with colleagues in the Early Years and Child Care Service, Libraries and Archives and Children's University to produce a Black Lives Matter resource for schools, which was launched to coincide with Black History Month.

4. Conclusions

- 4.1 The Education People has maintained the level of performance against the majority of KPIs/PIs, with improvement in some areas. This year has clearly been extraordinary, but service leaders in TEP have worked with KCC staff to shift their support and ways of working to adjust to the circumstances faced. Delivery in 2020-21 will continue to be compromised, with some performance indicators, such as Ofsted ratings, being impacted by the decisions of others.
- 4.2 The effect of the Covid-19 pandemic has been felt across all services and the KPIs currently recorded as Red have been indirectly affected, however TEP are working to improve the current performance of those KPIs. The Secondary School Improvement team has been working closely with the four maintained schools currently judged by Ofsted as not Good or Outstanding. The team has

provided additional support, both through the core contract and through the newly formed dedicated Response Team, and good progress is being made. It is expected that the schools will improve their judgements when they receive their scheduled Ofsted inspection.

- 4.3 The KPI related to Skills and Employability, which aims to reduce the number of Not Knowns to below the National average of 3.3%, is currently at 4.1% against a target of 3.3%. This is due to students leaving school in July and not following expected educational/work pathways. The service has a dedicated team to track and trace these young people and on contact offer advice, guidance and assistance in relation to education, work and training.
- 4.4 The fee payable to TEP for delivery of the KCC contract was established on the basis that profitable traded services to schools and Early Years settings would subsidise delivery of the contract. This TEP contribution to the cost of delivering the KCC specification is in the region of £2.25m per annum (£1.3m in 2018-19 due to company launch in September). This compares to circa £2m income generation in 2017/18 by the services while in KCC. In addition to this, the company has supported KCC with MTFP savings of £622k in 2018-19, a further £300k in 2019-20 and a further £400k in 2020-21. As the company achieved an operational surplus in 2018-19 then a further £890k set aside in the CYPE budget for covering company losses was retained within the directorate.

5. Recommendation(s)

Recommendation(s):

- 5.1 The Children's and Young People Cabinet Committee is asked to note the contents of the report.

6. Background Documents

- a. KPI PI return – April-Sept 2020 (attached as appendix).

7. Contact details

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KPI/PI #	Description	Target	Reduced target due to pandemic (April-Sept)	April	May	June	Quarterly outturn	July	August	September	Quarterly outturn
SIP1	Percentage of LA maintained schools achieving a Good or Outstanding OFSTED report (2020-1 – 94%, 2021-2 – 95%)	93.59%	93.59%	94.91%	94.91%	94.91%	94.91%	94.91%	94.91%	94.91%	94.91%
SIP2	Percentage of LA (Good) maintained schools inspected where the Ofsted outcome was lower than the previous outcome, annually.	4.00%	4.00%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
SIP3	Schools receiving an Inadequate Ofsted outcome (YTD - academic year)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
SSE1a	Percentage of LA maintained schools achieving a Good or Outstanding OFSTED report (2020-1 – 94%, 2021-2 – 95%) - secondary schools	90.91%	90.91%	81.82%	81.82%	81.82%	81.82%	81.82%	81.82%	81.82%	81.82%
SSE1b	Percentage of LA maintained schools achieving a Good or Outstanding OFSTED report (2020-1 – 94%, 2021-2 – 95%) - special schools	90.48%	90.48%	95.24%	95.24%	95.24%	95.24%	95.24%	95.24%	95.24%	95.24%
SSE1c	Percentage of LA maintained schools achieving a Good or Outstanding OFSTED report (2020-1 – 94%, 2021-2 – 95%) - PRUs	83.33%	83.33%	66.67%	66.67%	66.67%	66.67%	66.67%	66.67%	66.67%	66.67%
SSE3	Schools receiving an Inadequate Ofsted outcome (YTD - academic year)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
SSE6	Increase participation in education and work-based training for all 16-18 year olds to be above 93.7% by end of 2020, as reported in the DFE annual scorecard released in October.	93.70%	93.70%	n/a	n/a	45.00%	45.00%	n/a	n/a	50.30%	50.30%
SSE7	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	1.50%	1.50%	3.70%	3.70%	3.70%	3.70%	3.70%	3.90%	3.30%	3.63%
SSE8	Reduce Not Knowns to be less than National Average (3.3% in 2018) as reported in the DFE annual scorecard	3.30%	3.30%	2.60%	2.60%	2.60%	2.60%	3.50%	4.40%	4.40%	4.10%
SSE13	The proportion of young people (Years 11 and 12) with a September Guarantee as measured in September to be in line with the National outcome (Kent 93.9 in 2018, National 94.7%, SE 92.4%)	93.80%	93.80%	n/a	n/a	80.00%	80.00%	n/a	n/a	n/a	n/a
SSE14	Kent schools to meet the annual public-sector target, 2.3%, (set by central government) of employed apprentices by March each year.	2.30%	2.30%	n/a	n/a	n/a	n/a	n/a	n/a	0.45%	0.45%
SSE15	Number of apprenticeship starts for young people, 16-24, in Kent measured in October (2020 - 5,750 2021 - 6,500 2022 - 7,000)	5750	5750	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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KEY	
	Denotes Key Performance Indicator
	Denotes an annually reported measurement
EYC	Early Years and Childcare
PDS	Professional Development Service
SES	Specialist Employment Service
SFS	Schools' Financial Service
SIP	Primary School Improvement
SSE	Secondary School Improvement, Specials & PRU/Skills and Employability Service

From: Richard Long TD, Cabinet Member for Education and Skills

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

To: Children’s and Young People’s Cabinet Committee – 15 January 2021

Subject: Proposal to permanently expand Simon Langton Grammar School for Boys, Nackington Lane, Canterbury Kent CT4 7AS from 120 places to 150 places from September 2022.

Decision Number and Title
20/00113 - Proposal to allocate £6,187,241 to permanently expand Simon Langton Grammar School for Boys, Nackington Lane, Canterbury Kent CT4 7AS from 120 places to 150 places from September 2022.

Key decision

- *It affects more than 2 Electoral Divisions*
- *It involves expenditure or savings of more than £1m*

Classification: **Unrestricted**

Past Pathway of report: N/A

Future Pathway of report: N/A

Electoral Division:

Ida Linfield – Canterbury City South
 Graham Gibbens – Canterbury City North
 Michael Northey – Canterbury South
 Robert Thomas – Canterbury North
 Alan Marsh – Herne Villages and Sturry
 Andrew Cook – Herne Bay East
 Mark Dance – Whitstable West
 Anthony Hook – Faversham

Summary: This report sets out the need for additional permanent grammar school capacity in the Canterbury and Faversham Selective planning group. Simon Langton Grammar School for Boys has offered over their 120 PAN since 2019 and in 2019 consulted to increase their PAN to 150 from 2020. The school has capacity to take one more year (September 2021 entry) at 150 before they require additional buildings to accommodate a permanent expansion to a PAN of 150.

Recommendation(s):

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

- i. the allocation of £6,187,241 from the Children’s, Young People and Education Capital Budget to permanently expand Simon Langton Grammar School for

Boys, Nackington Lane, Canterbury Kent CT4 7AS from 120 places to 150 places from September 2022.

- ii. authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with KCC General Counsel and the Director of Education to enter into any necessary agreements on behalf of the County Council.
- iii. delegate authority to the Director for Infrastructure, Strategic and Corporate Services to take necessary actions, including but not limited to entering into necessary contracts or taking other legal actions as required to implement the decision.

1. Introduction

1.1 The Kent Commissioning Plan 2020-2024 identified the need for additional selective places for the Canterbury and Faversham Planning group. Forecasts indicated a deficit of 20 Year 7 places for September 2021 and a continual need through the plan period of up to 37 additional places. However, as Simon Langton increased their PAN in 2020 before the agreed build programme, their expansion has already been factored into the forecast. The expansion at Simon Langton Grammar School for Boys will also ensure that the Boys and Girls Grammar school's PANs are closer in the numbers offered, helping to secure equality of opportunity for boys and girls to attend a grammar school in the planning area. An additional 1FE expansion is required in the planning area to meet the need in addition to the Simon Langton Grammar expansion. A feasibility to expand Queen Elizabeth School in Faversham is currently being undertaken.

1.2 The tables below show the additional places required for selective places if no further action is taken across the Canterbury and Faversham selective planning group. These figures do not include any spare capacity required for in-year admissions, or growth related to housing from any new developments

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 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 and Faversham Selective	2,865	-95	-92	-104	-107	-118	-142	-144	-137	3,025

2. Background

- 2.1 The increase in the birth rate in Swale, plus inward migration and house building across the Swale and Canterbury Districts has increased the forecast need for selective school places in the Canterbury and Faversham selective planning group.
- 2.2 There are four grammar schools in Canterbury and Faversham selective planning group. We have commissioned a feasibility study to explore the expansion of Queen Elisabeth Grammar by 1FE. Barton Court Grammar School was expanded by 1FE in 2017 and Simon Langton Girls Grammar school has a Priority School Building programme nearing completion, rebuilding the majority of the school, and relocating them into new buildings on their current site.
- 2.3 Neighbouring planning groups, including Sittingbourne and Sheppey and Thanet planning groups also have a deficit of year 7 selective places therefore would not be able to accommodate students from Faversham and Canterbury planning group.
- 2.4 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 (2017 - 2022)’.
- 2.5 A curriculum analysis and feasibility has been undertaken at Simon Langton Grammar School for Boys to identify the requirements and scope of the 1FE expansion. The school has already secured agreement to a modernisation programme to replace mobile accommodation that is no longer fit for use as classrooms, and this project would be included within the Basic need expansion programme.
- 2.6 Simon Langton Grammar School for Boys undertook a consultation in the in 2019/20 admissions round to increase their PAN to 150 in 2020 before the agreed build programme. The expansion at Simon Langton Grammar School for Boys will also ensure that the Boys and Girls Grammar school’s PANs are closer in the number of places offered, helping to secure equality of opportunity for boys and girls to attend a grammar school in the planning area.
- 2.7 The Headteacher and Governing body of Simon Langton Grammar School for Boys are fully supportive of the expansion project.
- 2.8 Simon Langton Grammar School for Boys is an outstanding school and is a well-respected and popular school in the local area. The Area Education Officer for East Kent fully supports the expansion.
- 2.9 The Local Members for Canterbury and Faversham Selective Planning Group area were informed of the proposal and comments were received from the following.

Alan Marsh (Herne Villages and Sturry) and Mark Dance (Whitstable West) are supportive of the proposal.

Michael Northey (Canterbury South) is happy to see the expansion but has commented that he has concerns that SLBS is super selective, so defeating the object of general grammar school provision for all those who would benefit from it.

Anthony Hook (Faversham) believes that it would be far more preferable to meet the needs of secondary school age children in Faversham by providing spaces in the two Faversham schools.

Robert Thomas (Canterbury North) declared an interest in the project as an old Langtonian but is fully supportive, subject to a travel plan that can take account for increased travel movements.

Andrew Cook (Herne Bay East) Is supportive of Grammar School provision however he advises the more we increase grammar places in Canterbury we stop the opportunity to have a coastal grammar. I would have thought it a far more sensible solution is to move the schools to where they are needed. I also worry that in an environmental crisis, bussing students around Is not appropriate and also creates the grid lock in Canterbury. All three grammar schools are on the south side of Canterbury in the district. The majority of children live on the north side.

3. Financial Implications

- 3.1 The capital allocation of £6,187,241 is to deliver a programme that will provide the 17 additional classrooms required to meet the additional pupil place need and to replace the mobile accommodation that can no longer be used due to their condition. This will comprise of a new 2 storey teaching block. In addition, it is proposed to extend the dining area and carry out external works to deliver additional carparking facilities. It has been estimated that the costs for the replacement of the mobile accommodation (10 classrooms) will be in the region of £1.82m and the costs associated with the 1FE expansion including 7 additional classrooms, dining hall expansion and car parking facilities to be £4,367,241.
- 3.2 The school will receive increased revenue funding through their Delegated Budget. The rising rolls will be protected in line with KCC Growth Funding Policy. Revenue funding will also be allocated to enable the School to resource each new classroom as they come online. At present this is at a value of £6,000 per classroom.

4. Legal implications

- 4.1 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. Equalities implications

- 5.1 An Equality Impact Assessment has been produced and the assessment identified the following positive impacts:
- Sufficient year 7 places will be provided.
 - Year 7 pupils will be able attend Grammar school provisions in their locality
 - More pupils will be able to attend a good or outstanding school.
- No adverse impacts were identified during the assessment.

6. Other corporate implications

- 6.1 Planning and Highways will be consulted prior to and during the planning application.

7. Governance

- 7.1 The recommendation asks the Cabinet member to agree to authorise the Director of Infrastructure, Strategic and Corporate Services, in consultation with the General Counsel and Director of Education, to enter into any necessary contracts / agreements on behalf of the County Council and authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts, as set out in the Scheme of Delegations.

8. Conclusions

- 8.1 KCC forecasts show a growing demand for selective places across Canterbury and Faversham selective planning group. Without the additional selective capacity created by the permanent building expansion at Simon Langton Grammar School for Boys, there will not be sufficient Year 7 grammar places available to meet demand. This would result in students having to travel to other districts or planning groups for their Grammar education and would further increase transport costs for KCC.

9. Recommendation(s):

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

- a) authorise the allocation of £6,187,241 from the Children's, Young People and Education Capital Budget to permanently expand Simon Langton Grammar School for Boys, Nackington Lane, Canterbury Kent CT4 7AS from 120 places to 150 places from September 2022.
- b) *authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with KCC General Counsel and the Director of Education to enter into any necessary agreements on behalf of the County Council.*
- c) delegate authority to the Director for Infrastructure, Strategic and Corporate

Services to take necessary actions, including but not limited to entering into necessary contracts or taking other legal actions as required to implement the decision.

10. Background Documents

- 10.1 Kent Commissioning Plan for Education Provision
www.kent.gov.uk/educationprovision
- 10.2 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>

11. Contact details

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Richard Long TD,

Cabinet Member for Education and Skills

DECISION NO:

20/00113

For publication**Key decision: YES**

Key decision criteria. The decision will:

- a) *result in savings or expenditure which is significant having regard to the budget for the service or function (currently defined by the Council as in excess of £1,000,000); or*
- b) *be significant in terms of its effects on a significant proportion of the community living or working within two or more electoral divisions – which will include those decisions that involve:*
 - *the adoption or significant amendment of major strategies or frameworks;*
 - *significant service developments, significant service reductions, or significant changes in the way that services are delivered, whether County-wide or in a particular locality.*

Subject Matter / Title of Decision

Proposal to allocate £6,187,241 to permanently expand Simon Langton Grammar School for Boys, Nackington Lane, Canterbury Kent CT4 7AS from 120 places to 150 places from September 2022.

Decision:

- a) authorise the allocation of £6,187,241 from the Children's, Young People and Education Capital Budget to permanently expand Simon Langton Grammar School for Boys, Nackington Lane, Canterbury Kent CT4 7AS from 120 places to 150 places from September 2022.
- b) *authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with KCC General Counsel and the Director of Education to enter into any necessary agreements on behalf of the County Council.*
- c) delegate authority to the Director for Infrastructure, Strategic and Corporate Services to take necessary actions, including but not limited to entering into necessary contracts or taking other legal actions as required to implement the decision.

Reason(s) for decision:**Background**

The Kent Commissioning Plan 2020-2024 identified the need for additional selective places for the Canterbury and Faversham Planning group. Forecasts indicated a deficit of 20 Year 7 places for September 2021 and a continual need through the plan period of up to 37 additional places. However, as Simon Langton increased their PAN in 2020 before the agreed build programme, their expansion has already been factored into the forecast. The expansion at Simon Langton Grammar School for Boys will also ensure that the Boys and Girls Grammar school's PANs are closer in the numbers offered, helping to secure equality of opportunity for boys and girls to attend a grammar school in the planning area.

There are four grammar schools in Canterbury and Faversham selective planning group. We have commissioned a feasibility study to expand Queen Elisabeth Grammar by 1FE. Barton Court Grammar School was expanded by 1FE in 2017 and Simon Langton Girls Grammar school has a Priority School Building programme nearing completion, rebuilding, and relocating the school on their current site.

Financial Implications

The capital allocation of £6,187,241 is to deliver a programme to provide 17 additional classrooms required to meet the additional pupil place need and to replace the mobile accommodation that can no longer be used due to their condition. This will comprise a new 2 storey teaching block, in addition, there is an extension to the dining area and external works for additional carparking facilities. It has been estimated that the costs for the replacement of the mobile accommodation (10 classrooms) will be in the region of £1.82m and the costs associated with the 1FE expansion including 7 additional classrooms, dining hall expansion and car parking facilities to be £4,367,241.

The school will receive increased revenue funding through their Delegated Budget. The rising rolls will be protected in line with KCC Growth Funding Policy. Revenue funding will also be allocated to enable the School to resource each new classroom as they come online. At present this is at a value of £6,000 per classroom.

Legal implications

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”.

Equalities implications

An Equality Impact Assessment has been produced and the assessment identified the following positive impacts:

- Sufficient year 7 places will be provided.
- Year 7 pupils will be able attend Grammar school provisions in their locality
- More pupils will be able to attend a good or outstanding school.

No adverse impacts were identified during the assessment.

Cabinet Committee recommendations and other consultation:

The Children’s and Young People Cabinet Committee consider the decision on 15 January 2021

Any alternatives considered and rejected:

Neighbouring planning groups, including Sittingbourne and Sheppey Selective planning group and Thanet Selective planning group also have a deficit of year 7 places therefore would not be able to accommodate students from Canterbury and Faversham.

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

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signed

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date

From: Richard Long TD, Cabinet Member for Education and Skills
 Matt Dunkley CBE, Corporate Director of Children, Young People and Education

To: Children’s and Young People’s Cabinet Committee – 15 January 2021

Subject: Proposal to expand Whitstable and Seasalter Endowed CE Junior School from 192 places to 240 places, increasing the published admission number (PAN) from 48 to 60 for Year three entry in September 2021

Decision Number and Title
 20/00114 - Proposal to expand Whitstable and Seasalter Endowed CE Junior School from 192 places to 240 places, increasing the published admission number (PAN) from 48 to 60 for Year three entry in September 2021

Key Yes: *Public Notice required*

Classification: **Unrestricted**

Past Pathway of report: N/A

Future Pathway of report:

Electoral Division: Whitstable West – Mark Dance
<https://democracy.kent.gov.uk/mgMemberIndex.aspx?bcr=1>

Summary: This report sets out the need for the expansion of Whitstable and Seasalter Endowed CE primary school from a PAN of 48 to 60. This will ensure the financial viability of both junior schools in Whitstable and ensure that all children attending the infant schools can have the opportunity to move onto a Whitstable Junior school

Recommendation(s):
 The Children’s, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills on the proposed decision to permanently expand Whitstable and Seasalter CE Endowed Junior School from 192 places to 240 places, increasing the published admission number (PAN) from 48 to 60 for Year three entry in 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 2020-2024 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 Commissioning Plan 2020-2024 identified the need to expand Whitstable and Seasalter CE Endowed Junior School to ensure the financial viability of both junior schools in Whitstable and ensure that all children attending the infant schools can have the opportunity to move onto a Whitstable Junior school.
- 1.3 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)’.

2. Background

- 2.1 Whitstable has two junior schools and they historically have operated for many years with inoperable Published Admission Numbers (the number of pupils it can take in each year group). In December 2018 Whitstable Junior School ran a consultation to reduce its Published Admission Number from 75 to 60 with effect from September 2020 onwards. This reduction was agreed but conditional on Whitstable and Seasalter CE Endowed consulting on a proposal to increase its PAN from 48 to 60 to ensure that there were sufficient Junior places to match the number of places in the Whitstable Infant schools.
- 2.2 Whitstable and Seasalter Endowed CE Junior School is a popular school judged “Outstanding” by Ofsted.
- 2.3 An education consultation was undertaken from 21 September to 19 October 2020, due to covid restrictions a consultation event was not permitted, however an on-line response form was devised for the KCC webpage to enable respondents to comment on-line.
- 2.4 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.
- 2.5 A total of 21 response were received during the consultation period with 10 supportive, 2 Undecided and 9 against. A summary table below shows the responses and analysis of the responses is provided in appendix 1

	Support	Undecided	Against	Total
Parents/Carers	8	2	7	17

Pupils			1	1
Members of Staff				
Governor				
Other Interested Parties	2		1	3
Total	10	2	9	21

- 2.6 A feasibility study has been carried out at the school to identify the additional spaces required for the additional pupils. Two new classrooms are to be created using the existing kitchen, dining hall and conservatory space. A new, separate building will house a new kitchen and dining hall together with additional parking spaces and as part of this work, the children's toilets will be refurbished.
- 2.7 The Headteacher and Governing Body are fully supportive of this proposal to expand the school.
- 2.8 The Canterbury Diocesan are fully supportive of the scheme and have advised they have funding to contribute to an element of this proposal. Contribution yet to be advised dependent on a detailed project cost breakdown.
- 2.9 The Area Education Officer for East Kent fully supports the proposal to increase the PAN at Whistable and Seasalter Endowed Junior School to ensure the Published Admission Numbers in the Junior schools in Whitstable match those of the Infant Schools.
- 2.10 Mark Dance, the County Council Member for Whistable West supports the proposal.

3. Financial Implications

- 3.1 The feasibility estimates the costs for this proposal to be £959,926. Final costs will be confirmed as the plans are finalised for submission for planning. The costs will be met through the allocation of funding from the capital budget and Canterbury Diocese have also advised they have additional funding to contribute towards this expansion. Contribution yet to be advised.
- 3.2 As per KCC policy, a total of £6,000 per new classroom will be provided to the school from the DGS revenue budget.
- 3.3 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 Cabinet Member for Education and Skills for a key decision to be made allowing a public notice to be issued.

4. Legal implications

- 4.1 Please include the legal implications of the proposed decision. Legal advice should be sought from Legal Services.

5. Equalities implications

5.1 An Equality Impact Assessment has been produced as part of the consultation process and is attached. The assessment identified the following positive impacts:

- Sufficient local junior provision for children in Whitstable.
- Future financial viability of the school and local Infant schools.

No adverse impacts were identified during the assessment. The outcome of the public consultation and community consultation will enable the Local Authority to test out these assumptions.

6. Other corporate implications

6.1 Planning and Highways will be consulted pre planning and during the planning application.

7. Governance

7.1 The Director for Education will have delegated authority to take necessary actions, including but not limited to entering into necessary contracts or taking other legal actions as required to implement the decision as the proposal is below £1m

8. Conclusions

8.1 The proposal to expand Whitstable and Seasalter Endowed CE Junior School in Whitstable will ensure that there are sufficient Year 3 places in Whitstable and that Junior places match the number of places in the Whitstable Infant schools.

9. Recommendation(s):

9.1 The Children's, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills on the proposed decision to permanently expand Whitstable and Seasalter CE Endowed Junior School from 192 places to 240 places, increasing the published admission number (PAN) from 48 to 60 for Year three entry in September 2021

10. Background Documents

10.1 It is a Kent Commissioning Plan for Education Provision
www.kent.gov.uk/educationprovision

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

10.3 KCC consultation page.
<https://kccconsultations.inconsult.uk/consult.ti/WhitstableandSeasalterEndowed/consultationHome>

11. Contact details

Report Author: Marisa White
Name, job title Area Education Officer –
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Relevant Director: David Adams
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Summary of Written Responses to the Consultation

Proposal to expand Whitstable and Seasalter Endowed CE Junior School from 192 places to 240 places, increasing the published admission number (PAN) from 48 to 60 for Year three entry in September 2021

Consultation information was distributed to:

- All Parents/Carers, Governors and Members of Staff at Whitstable and Seasalter Endowed CE Junior Schools
- All schools in the Canterbury District.
- Elected representatives.
- Diocesan Authorities
- Other interested parties.

Consultation Responses

A total of 21 written responses were received and there were 10 supportive, 2 Undecided and 9 against.

	Support	Undecided/Not stated	Against	Total
Parents/Carers	8	2	7	17
Pupils			1	1
Members of Staff				
Governor				
Other Interested Parties	2		1	3
Total	10	2	9	21

Additional comments were made on the response forms including:

Supportive

I am in favour of the long-term plan to extend the school

It concerns me greatly that there won't be enough places for everyone at the two infants to progress into local junior school following the lowering of Whitstable Juniors. I think it would be damaging in a social sense for them to not move on with their peer and have to go to a school further away

I think it makes a lot of sense to increase numbers in Whitstable Endowed to reflect the numbers currently needing places at St Alphege/Westmeads.

Against

School grounds are too small to take on more

I don't agree ... it's a small pastoral family school and has much less space than Whitstable Juniors so I can't see how it can possibly keep its character.

I can see this will not stop at 12 pupils, as you would not be building a whole classroom. Therefore, I believe this amount will continue for the next 2 years!!

I feel the expansion of 'The Endowed' is of no benefit Whitstable Juniors has many unused rooms at present...

I am concerned that a school with so little space, inside and out, is hoping to take on more pupils...Already too much of the school grounds are taken up by staff parking...

**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 Whitstable and Seasalter Endowed CE Junior School

- expand the school from 192 places to 240 places increasing the published admission number (PAN) from 48 to 60 for Year 3 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 and that they are financially viable for the future. The County Council's Commissioning Plan for Education Provision in Kent 2020-24 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 proposal is for Whitstable and Seasalter Endowed CE Primary school to increase their PAN from 48 to 60 an additional of 12 places per year group. This will ensure the PANs of the two Junior schools match the two infant schools and address the historical inoperable PANs of the Junior schools. Whitstable Junior School has consulted during the in-round admissions round and has reduced their PAN from 75 to 60

We are proposing to permanently increase the size of the school to provide 12 additional places per year group, 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 12 places in Year 3 would be added each year starting in September 2021, when the published admission number would increase from 48 to 60. The school capacity would grow each year as indicated in the table below, finally reaching a capacity of 240 in 2024

	Year 3	Year 4	Year 5	Year 6	Total
2021/22	60	48	48	48	204
2022/23	60	60	48	48	216
2023/24	60	60	60	48	228
2024/25	60	60	60	60	240

Aims and Objectives

- Ensure that there are sufficient Primary School places for children in Whitstable.
- 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 Whitstable.
- 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: David Adams

Job Title: Interim 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 brief 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 Positive Impact Evidence
Age				Positive for the local community, Junior PANs will match the Infant PANs.
Disability				Junior PANs will match the Infant PANs. The new accommodation to provide facilities for the additional pupils will be compliant with the Equality Act 2010
Gender				Positive for 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)
Gender identity/ Transgender				Positive for all primary aged children within the local community
Race				Positive for all primary aged children within the local community
Religion and Belief				The school curriculum covers all religions.
Sexual Orientation				n/a
Pregnancy & Maternity				n/a
Marriage & Civil Partnerships				n/a
Carer's Responsibilities				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.

- 2020 Spring Roll 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
- Primary Schools in Canterbury District
- Nursery Schools in Whitstable
- KCC Members
- MP
- Canterbury City Council.
- General public.

Analysis and information on Pilgrims Way Primary School

Whitstable and Seasalter Endowed CE Junior School is rated as an outstanding provision (January 2017)

Currently Whitstable and Seasalter Endowed CE Junior School has 192 on the school roll (January school census 2020)

The school has the following % of pupils in each category

10.4% Free School Meals

2.1% Education, Health and Care Plans (EHCPs)

13.5% SEN Support.

9.7% EAL

The Community

Whitstable and Seasalter Endowed CE Junior School comes within the Gorrell in Whitstable.

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 Whitstable.
- 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

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 TD, 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 – 15 January 2021

Subject: Proposal to permanently expand Highsted Grammar School, Highsted Road, Sittingbourne, ME10 4PT from 120 places to 150 places for September 2022.

Decision Number and Title

20/00115 - Proposal to permanently expand Highsted Grammar School, Highsted Road, Sittingbourne, ME10 4PT from 120 places to 150 places for September 2022.

Key decision Yes

- *It affects more than 2 Electoral Divisions*
- *It involves expenditure or savings of more than £1m*

Classification: **Unrestricted**

Past Pathway of report: N/A

**Future Pathway of report: Cabinet Member decision
Electoral Division:**

Sittingbourne South – John Wright
Sittingbourne North – Jason Clinch
Sheppey – Andy Booth & Ken Pugh
Swale East - Andrew Bowles
Swale West – Mike Whiting

Summary: This report sets out the need for additional Grammar school capacity in the Sittingbourne and Sheppey Grammar planning area. Forecasts indicate a deficit of up to 60 Year 7 places for 2021 and a continual need through the plan period of between 1.5FE and 2FE in additional selective school places. Discussions have been held with both grammar schools in Sittingbourne and each school has agreed to progress a 1FE expansion, delivering a total of 60 additional places from September 2021.

Recommendation(s):

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

- i. Agree to provide £4m from the Children's, Young People and Education Capital Budget for the permanent expansion of Highsted Grammar School by 1FE for September 2021.

- ii. Authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts / agreements on behalf of the County Council.
- iii. Authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

1. Introduction

1.1 The Commissioning Plan for Education Provision in Kent 2020-24 identifies the need to commission additional capacity in the Sittingbourne and Sheppey selective planning group. Forecasts indicate a deficit of year 7 and year 7-11 places across the plan period. A deficit of -42 for year 7 in 2020 which increases to -69 places by 2023.

1.2 The tables below show the additional selective places required for selective if no further action is taken across both Canterbury and Faversham and Sittingbourne and Sheppey selective planning groups. These figures do not include any spare capacity required for in-year admissions, or growth related to housing from any new developments

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 & 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
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

2. Background

2.1 The increase in the birth rate, inward migration and house building has increased the forecast need for selective school places in the Sittingbourne and Sheppey planning group.

- 2.2 There are two Grammar schools in the Sittingbourne and Sheppey planning group, Borden Grammar School (Boys) and Highsted Grammar School (Girls). For a number of years both grammar schools have offered over their PAN to help meet the need, however they are not able to offer any additional places from September 2022 without a build programme to provide additional classrooms to enable them to expand by 1FE permanently.
- 2.3 Neighbouring planning groups, including Faversham and Canterbury Selective and Maidstone Selective planning groups also have a deficit of year 7 places and therefore would not be able to accommodate students from Sittingbourne and Sheppey.
- 2.4 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 (2017 - 2022)’.
- 2.5 A curriculum analysis and initial feasibility has been undertaken at Highsted Grammar school to identify the requirements and scope of the 1FE expansion. Through discussions with the Trust it has been agreed that the school are willing and able to manage and deliver the project themselves with a funding agreement between the Trust and KCC.
- 2.6 Highsted Grammar School will undertake a consultation as part of the delivery of the project. It is anticipated that this will commence at the beginning of 2021. Consultation results will have to be included in the fast track case for expansion the Trust will be required to submit to the DfE.
- 2.7 The Headteacher and Governing body of Highsted school are fully supportive of the expansion project.
- 2.8 Highsted Grammar School is a well-respected and popular school in the local area. The Area Education Officer for East Kent fully supports the expansion of Highsted.
- 2.9 The Local Members for Sittingbourne and Sheppey Selective Planning Group area were informed of the proposal and comments were received from John Wright, Sittingbourne South.

John Wright: I am a member of the planning committee as well as this school falling within my division. Although broadly supportive, I would raise the long running issue that would need to be addressed as part of any expansion project concerning the unsafe and non-existent footpath at the top end of Highsted road and the need to move the school buses onto the school or a neighbouring school’s site for drop-off and pick-up in order to ensure the safety of the school children and other road users.

3. Financial Implications

- 3.1 The capital allocation of £4m is to deliver a programme to provide the additional general and specialist classrooms required to meet the additional pupil place

need. The funding allocation would be subject to a contractual agreement between KCC and the Trust to offer a minimum of 150 Year 7 places for September 2021 and to expand permanently from September 2022. The school's current published admission number (PAN) is 120. The £4m has been agreed based on a curriculum and space needs analysis of the school's current accommodation and this figure is in line with the DfE's benchmark figures for an expansion of a secondary school by 1FE. Highsted Grammar School has agreed to deliver, and project manage the programme.

- 3.2 The school will receive increased revenue funding through their Delegated Budget. The rising rolls will be protected in line with KCC Growth Funding Policy. Revenue funding will also be allocated to enable the School to resource each new classroom as they come online. At present this is at a value of £6,000 per classroom.

4. Legal implications

- 4.1 The funding allocation is subject to a contractual agreement between KCC and the Trust to offer a minimum of 150 Year 7 places from September 2021. The school's current published admission number (PAN) is 120.

5. Equalities implications

- 5.1 An Equality Impact Assessment has been produced and the assessment identified the following positive impacts:
- Sufficient year 7 places will be provided for September 2021 intake.
 - Year 7 pupils will be able attend Grammar school provisions in their locality
 - More pupils will be able to attend a good or outstanding school.
- No adverse impacts were identified during the assessment.

6. Other corporate implications

- 6.1 None identified.

7. Governance

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

8. Conclusions

- 8.1 Without the additional selective capacity created by the permanent expansion at Highsted Grammar School, there will not be sufficient Year 7 grammar places available in Sittingbourne to meet demand. This would result in children having to travel to other districts or planning groups for their Grammar education and would further increase transport costs for KCC.

9. Recommendation(s):

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

- i. Agree to provide £4m from the Children's, Young People and Education Capital Budget for the permanent expansion of Highsted Grammar School by 1FE for September 2021.
- ii. Authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts / agreements on behalf of the County Council
- iii. Authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

10. Background Documents

- 10.1 Kent Commissioning Plan for Education Provision
www.kent.gov.uk/educationprovision
- 10.2 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>

11. Contact details

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Relevant Director: David Adams
Name, job title: Interim Director -
Education, Planning and Access
Telephone number: 03000 414989
Email address: david.adams@kent.gov.uk

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Richard Long, TD

Cabinet Member for Education and Skills

DECISION NO:

20/00115

For publication**Key decision: YES**

Key decision criteria. The decision will:

- a) *result in savings or expenditure which is significant having regard to the budget for the service or function (currently defined by the Council as in excess of £1,000,000); or*
- b) *be significant in terms of its effects on a significant proportion of the community living or working within two or more electoral divisions – which will include those decisions that involve:*
 - *the adoption or significant amendment of major strategies or frameworks;*
 - *significant service developments, significant service reductions, or significant changes in the way that services are delivered, whether County-wide or in a particular locality.*

Subject Matter / Title of Decision

Proposal to permanently expand Highsted Grammar School, Highsted Road, Sittingbourne, ME10 4PT from 120 places to 150 places for September 2022. (allocation of funding)

Decision:**As Cabinet Member for Education and Skills, I agree to:**

- i. provide £4m from the Children's, Young People and Education Capital Budget for the permanent expansion of Highsted Grammar School by 1FE for September 2021.
- ii. Authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts / agreements on behalf of the County Council
- iii. Authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

Reason(s) for decision:**Background**

The Commissioning Plan for Education Provision in Kent 2020-24 identifies the need to commission additional capacity in the Sittingbourne and Sheppey Selective planning group. Forecasts indicate a deficit of year 7 and year 7-11 places across the plan period. A deficit of -42 for year 7 in 2020 which increases to a high of -69 places in 2023.

There are two Grammar schools in the Sittingbourne and Sheppey planning group, Borden Grammar School (Boys) and Highsted Grammar School (Girls). For a number of years both grammar schools have offered over their PAN to help meet the need, however they are not able to offer any additional places from September 2022 without a build programme to provide additional classrooms to enable them to expand by 1FE permanently.

Financial Implications

The capital allocation of £4m is to deliver a programme to provide the additional general and specialist classrooms required to meet the additional pupil place need. The funding allocation would be subject to a contractual agreement between KCC and the Trust to offer a minimum of 150 Year 7 places for September 2021 and to expand permanently from September 2022. The £4m has been agreed based on a curriculum and space needs analysis of the school's current accommodation and this figure is in line with the DfE's benchmark figures for an expansion of a secondary school by 1FE. Highsted Grammar School has agreed to deliver, and project manage the programme.

The school will receive increased revenue funding through their Delegated Budget. The rising rolls will be protected in line with KCC Growth Funding Policy. Revenue funding will also be allocated to enable the School to resource each new classroom as they come online. At present this is at a value of £6,000 per classroom.

Legal implications

The funding allocation is subject to a contractual agreement between KCC and the Trust to offer a minimum of 150 Year 7 places from September 2021. The school's current published admission number (PAN) is 120.

Equalities implications

An Equality Impact Assessment has been produced and the assessment identified the following positive impacts:

- Sufficient year 7 places will be provided for September 2021 intake.
- Year 7 pupils will be able attend Grammar school provisions in their locality
- More pupils will be able to attend a good or outstanding school.

No adverse impacts were identified during the assessment.

Cabinet Committee recommendations and other consultation:

The Children's and Young People Cabinet Committee will consider the decision on 15 January 2021

Any alternatives considered and rejected:

Neighbouring planning groups, including Faversham and Canterbury selective and Maidstone selective planning group also have a deficit of year 7 places therefore would not be able to accommodate students from Sittingbourne and Sheppey.

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

.....
signed

.....
date

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

Directorate/ Service:

Children, Young People and Education

Name of decision, policy, procedure, project or service:

Proposal to expand Highsted Grammar School by 1FE

Responsible Owner/ Senior Officer:

Marisa White, Area Education Officer, Kent County Council

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 2020-24 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 Kent Commissioning Plan 2020-2024 identified the need for additional selective places for the Sittingbourne and Sheppey Planning group. Forecasts indicated a deficit of Year 7 places of -60 places in 2021 and a continual need through the plan period of between 1.5FE and 2FE.

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
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
Sittingbourne and Sheppey Selective	1,230	-34	-76	-94	-139	-173	-237	-258	-271	1,200

The Governing Body, in conjunction with Kent County Council (KCC) would like to expand Highsted Grammar School, Sittingbourne to help meet the need for additional Grammar places in Sittingbourne and Sheppey. It is anticipated that there will be significant medium-term pressure for additional Year 7 places in the Sittingbourne and Sheppey Selective Planning Group, therefore, KCC has asked Highsted Grammar School to provide additional places by expanding the school from 4 to 5 forms of entry (from 120 to 150 Year 7 places each year).

- **Aims and Objectives**

The Governing Body, with support from KCC, is proposing to expand Highsted Grammar School by increasing the published admission number (PAN) from 120 places to 150 places from September 2022.

- **Summary of equality impact**

No adverse impacts have been identified at this stage; however, a consultation will be held by Highsted Grammar school and the outcome of the public consultation will enable the Governing Bodies and KCC to test out these assumptions.

Adverse Equality Impact Rating Low

Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning the proposed expansion of Highsted Grammar School. I agree with the risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

Senior Officer

Signed:
Job Title: Area Education Officer

Name: Marisa White
Date: October 2020

DMT Member

Signed:
Job Title: Director – Education Planning and Access

Name: David Adams
Date: October 2020

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 brief 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				Yes. Positive: The proposal would allow local pupils a chance to attend a Grammar School
Disability				N/A
Sex				The school is an all- girls school but it is also anticipated that Borden Grammar School for Boys will also expand by 1FE ensuring equity of provision for both boys and girls.
Gender identity/ Transgender				The school will accept children regardless of gender identity
Race				The school will admit pupils regardless of race or ethnicity.
Religion and Belief				The school curriculum will continue to cover all religions.
Sexual Orientation				N/A
Pregnancy and Maternity				N/A
Marriage and Civil Partnerships				N/A
Carer's Responsibilities				N/A

Part 2**Equality Analysis /Impact Assessment****Protected groups**

No negative impact on protected groups is anticipated.

Information and Data used to carry out your assessment

The information and data used to carry out the assessment is taken from school census records, Kent County Council's Area Profiles published within the Facts and figures about Kent section of its website and the County Council's Commissioning Plan for Education Provision in Kent 2020-24.

Analysis of Equality Monitoring Factors:

Spring 2020	School*		Swale**		Kent**	
	Number	%	Number	%	Number	%
English additional language	31	3.6%	1341	5.9%	26344	11.5%
Free school meals	42	6.2%	4008	17.6%	32007	14.0%
SEN - with SEN support	74	8.7%	2524	11.1%	22761	10.0%
SEN - with SEN - EHCP	1	0.1%	853	3.7%	8081	3.3%

- Highsted Grammar has a lower percentage of pupils with English as an additional language when compared to the county average and district average.
- In terms of pupils in receipt of free school meals, Highsted Grammar has a lower percentage of pupils than both the district and county averages.
- Highsted Grammar have relatively few students receiving SEN support and SEN with EHCPs significantly below the average district and county averages.

* Schools' Census Spring 2020 data

** Kent County Council's District Profiles updated May 2019

Pupils on Roll at Highsted Grammar School - Schools' Census Spring 2020:

Year 13	Year 12	Year 11	Year 10	Year 9	Year 8	Year 7	Total Statutory Roll	Total Roll
92	86	124	124	120	149	158	675	853

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>

Who have you involved consulted and engaged?

The consultation will be distributed via the school to parents, members of staff, governors and local residents. The consultation will be emailed to all key stakeholders, including but not limited to the following groups:

- The Department for Education
- The Diocese of Canterbury.
- Elected Members (Kent County Council, Maidstone District and Parish Councils)
- Local MP
- Trade Unions
- Local Children’s Centres
- Schools in Swale area
- Local Libraries in the Swale area

All stakeholders will be able to access copies of the document on the KCC website.

Analysis

There is no evidence that the change will impact negatively on pupils from Protected Groups or lead to them being treated less favourably. The school continues to welcome pupils regardless of gender identity, race, ethnicity or religion beliefs.

Adverse Impact,

No adverse impacts have been identified at this stage; however, the consultations will provide the opportunity for the Governing Bodies and KCC to test out these assumptions.

Positive Impact:

The proposal to expand Highsted Grammar School will offer much needed additional selective secondary school provision in the Sittingbourne and Sheppey area. This will allow more local pupils the opportunity to attend the popular school. The expansion is intended to happen incrementally, with 30 additional Year 7 places offered in each year, so that the school would grow over a 5-year period until it reached a total of 750 Year 7-11 places.

JUDGEMENT

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

Internal Action Required

YES/NO

None

Equality Impact Analysis/Assessment Action Plan

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

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Have the actions been included in your business/ service plan?

Yes

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

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 TD, Cabinet Member for Education and Skills
 Matt Dunkley CBE, Corporate Director of Children, Young People and Education

To: The Children's, Young People and Education Cabinet Committee – 15 January 2021

Subject: Proposal to allocate Basic Need funding and enter necessary contracts to enable the second phase of expansion at Broomhill Bank School.

Decision Number and Title – 20/00116 - Proposal to allocate Basic Need funding and enter necessary contracts to enable the second phase of expansion at Broomhill Bank School.

Key decision: Yes

- *It affects more than 2 Electoral Divisions, &;*
- *It involves expenditure or savings of maximum £1m – including if over several phases*

Classification: Unrestricted

Past Pathway of report: Original decision was taken by the Cabinet Member for Education and Skills outside of Cabinet Committee on 24th June 2020

Future Pathway of report: Cabinet Member Decision

Electoral Division: James McInroy - Tunbridge Wells West
 Michael Horwood – Swanley

Summary: This report sets out proposals to allocate Basic Need funding and enter necessary contracts to enable the second phase of expansion at Broomhill Bank School.

Recommendation(s):

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

- i) authorise the allocation of £2.4m from the Children Young People and Education Services Basic Need Capital Budget to deliver the accommodation required for the second phase of building works at Broomhill Bank School.
- ii) authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with KCC General Counsel and the Director of Education to enter into any necessary agreements on behalf of the County Council with the Broomhill Bank School.
- iii) delegate authority to the Director for Education, in consultation with Director of Infrastructure, Strategic and Corporate Services and KCC General Counsel to take

necessary actions, including but not limited to entering into necessary contracts or taking other legal actions as required to implement the decision.

1. Introduction

- 1.1 KCC, as the Local Authority (LA), has a statutory duty to ensure sufficient school places are available. This duty applies to Special Educational Needs (SEN) provision, as well as mainstream settings. The County Council's Commissioning Plan for Education Provision in Kent 2020-24 is a five-year rolling plan which is updated annually. It sets out KCC's 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: [Kent Commissioning Plan for Education Provision 2020-2024](#)
- 1.2 The Commissioning Plan highlights the SEN place pressure that Kent has experienced, with the number of Education Health and Care Plans (EHCPs) increasing significantly in recent years. The most prevalent and fastest growing need type is ASD (Autistic Spectrum Disorder) and data indicates that 40% of children and young people aged 0-25 years with EHCPs have ASD as their primary need type.
- 1.3 The demand for ASD places at Broomhill Bank School has increased commensurately, with strong parental preference.
- 1.4 Following a statutory process, the school's Designated Number was increased from 210 to 318 places on 1st October 2020. Additional accommodation is required to enable the school to accommodate increased pupil numbers. A Cabinet Member Decision is required the necessary capital allocation is in excess of £1m.

2. Background

- 2.1 Feasibility and curriculum analysis work was undertaken across both of the school's sites to assess the accommodation and resources required for the expansion. It was determined that the additional accommodation to provide capacity for the proposed increased Designated Number would be delivered over two phases. The first phase of works would not require planning permission and would deliver the accommodation required for the School Year beginning in September 2020. Detailed costings identified a cost of £2m for the first phase of work. This first phase of work has been completed at a cost of £1.6m, however it has been necessary for some elements to be transferred to the second phase of works; the unspent £400k will be returned to the Basic Need Capital Budget and it is proposed that this be reallocated to the second phase. Subject to agreement of this Decision, the total Basic Need Capital Budget allocation for both phases would total £4m.

- 2.2 The increase to the school's Designated Number and the authorisation for expenditure on the first phase of works were approved by the Cabinet Member for Education and Skills on 24th June 2020 (Decision Number 20/00053).
- 2.3 The proposed second phase would provide the school with the new additional accommodation required to gradually admit pupils up to a total of 318 in subsequent years. This would include the provision and enhancement of sports facilities. It is anticipated that the second phase of works would be completed within the school year commencing September 2021. The proposed Decision relates to the allocation of capital funding and the contractual arrangements necessary to enable the second phase of works.

3. Alterative Options

- 3.1 There is limited ASD specific provision available in the West and North of the County, with the nearest Special School to the Broomhill Bank sites with ASD as its main need type having already recently been expanded. After exploring the options, the increase in Designated Number for Broomhill Bank School was deemed the suitable option.

4. Financial Implications

- 4.1 Capital Funding: Detailed feasibility has been undertaken and identified that the second phase of the scheme will require an allocation of £2.4m from the CYPE Basic Need Capital Budget. It is proposed that this will be a school managed scheme. KCC will provide the allocated Basic Need Funding in return for the school providing the necessary accommodation and resources to meet the increased Designated Number of 318 pupils. The roles and responsibility of each party will be formally set out through an agreement between KCC and the School. KCC will monitor progress regularly during the building works to ensure that the accommodation needs are being met.
- 4.2 Revenue Funding: Should the scheme progress, £6,000 per new learning space would be provided towards the cost of furniture and equipment. This would be provided to the school to purchase required equipment. In addition, an allowance of up to £2500 may be payable to outfit each new teaching room with appropriate ICT equipment, such as touch screens or projection equipment. The school would receive funding for the additional pupils that it admits in line with the funding allocated to special schools through KCC's funding formula.

5. Legal implications

- 5.1 As the original proposal increased of the Designated Number by 10% or 20 pupils (whichever is lesser), legislation required statutory process to be undertaken.
- 5.2 The second phase will be subject to a formal agreement being in place between KCC and Broomhill Bank School.

6. Equalities implications

- 6.1 An Equality Impact Assessment (EqIA) was completed as part of the consultation. The screening found there is no evidence that the change will impact negatively on pupils from Protected Groups or lead to them being treated less favourably. The school will remain co-educational and continue to welcome pupils placed by KCC regardless of gender identity, race, ethnicity or religion beliefs. To date no comments have been received and no changes are required to the Equality Impact Assessment.

7. Other corporate implications

- 7.1 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”.

8. Governance

- 8.1 The proposed decision will delegate authority to the Director for Education, in consultation Director of Infrastructure, Strategic and Corporate Services and KCC General Counsel to take necessary actions, including but not limited to entering into necessary contracts or taking other legal actions as required to implement the decision. It will also authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with KCC General Counsel and the Director of Education to enter into any necessary agreements on behalf of the County Council with the Broomhill Bank School.

9. Consultation

- 9.1 In accordance with the Department for Education’s Statutory Guidance (October 2018): Making ‘prescribed alterations’ to maintained schools, there was a need to undertake a formal statutory consultation process as part of the original decision.
- 9.2 An informal education consultation was completed from 1st May 2020 to 8th June 2020. Further information is available on the School Consultation webpage:
www.kent.gov.uk/schoolconsultations
- 9.3 Following the Cabinet Member for Children, Young People and Education’s decision to approve the project (Decision Number 20/00053), a Public Notice ran from 3rd July to 31st July 2020.

10. Views

- 10.1 The View of the Local Members
The following KCC Members have been consulted on both phases of the proposal:

James McInroy - Tunbridge Wells West
Michael Horwood – Swanley

- 10.2 The View of the School

The Governing Body and the Executive Headteacher Steve Ackerley fully support the proposal and have agreed that the school will lead the second phase of the project.

10.3 The View of the Area Education Officer

The Area Education Officer fully supports this proposal and feels the scheme will help provided much needed ASD places in West and North Kent. The proposal would also enable the school to reduce class sizes and improve the facilities for its pupils.

11. Conclusions

11.1 This report sets the Basic Need Capital Budget allocation and contractual arrangement required to complete the second phase of the planned works to increase the Designated Number of places offered at Broomhill Bank School. The second phase of the project will be school led and will ensure the school has the accommodation and resources required to gradually admit pupils up to a total of 318. There is a growing demand for ASD provision in West and North Kent and without the completion of the second phase the school will not be able to admit the additional places needed to meet this demand.

12. Recommendation(s): The Children's, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills on the proposed decision to:

- i) authorise the allocation of £2.4m from the Children Young People and Education Services Basic Need Capital Budget to deliver the accommodation required for the second phase of building works at Broomhill Bank School.
- ii) authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with KCC General Counsel and the Director of Education to enter into any necessary agreements on behalf of the County Council with the Broomhill Bank School.
- iii) delegate authority to the Director for Education, in consultation with Director of Infrastructure, Strategic and Corporate Services and KCC General Counsel to take necessary actions, including but not limited to entering into necessary contracts or taking other legal actions as required to implement the decision.

13. Background Documents

13.1 Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020

[Increasing Opportunities, Improving Outcomes](#)

13.2 Kent Commissioning Plan for Education Provision 2020-2024

[Kent Commissioning Plan for Education Provision 2020-2024](#)

13.3 Broomhill Bank School Consultation, Equality Impact Assessment and Public Notice documentation can be found via this link:

[Broomhill Bank consultation and associated documents](#)

- 13.4 Previous Decision: 20/00053 - Proposal to increase the Designated Number of places at Broomhill Bank School, Broomhill Road, Royal Tunbridge Wells, Tunbridge Wells, TN3 0TB from 210 to 318 places from September 2020.
[Decision 20-00053 – Broomhill Bank](#)

14. Contact details

Report Author:

Nick Abrahams
Area Education Officer – West Kent
Telephone number
03000 410058
Email address
nicholas.abrahams@kent.gov.uk

Relevant Director:

David Adams
Interim Director of Education
Telephone number
03000 414989
Email address
david.adams@kent.gov.uk

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Richard Long, TD

Cabinet Member for Education and Skills

DECISION NO:

20/00116

For publication [Do not include information which is exempt from publication under schedule 12a of the Local Government Act 1972]

Key decision: YES

Key decision criteria. The decision will:

- a) result in savings or expenditure which is significant having regard to the budget for the service or function (currently defined by the Council as in excess of £1,000,000); or
- b) be significant in terms of its effects on a significant proportion of the community living or working within two or more electoral divisions – which will include those decisions that involve:
 - the adoption or significant amendment of major strategies or frameworks;
 - significant service developments, significant service reductions, or significant changes in the way that services are delivered, whether County-wide or in a particular locality.

Subject Matter / Title of Decision

Proposal to allocate Basic Need funding and enter necessary contracts to enable the second phase of expansion at Broomhill Bank School.

Decision:

As Cabinet Member for Education and Skills, I agree to:

- i) authorise the allocation of £2.4m from the Children Young People and Education Services Basic Need Capital Budget to deliver the accommodation required for the second phase of building works at Broomhill Bank School.
- ii) authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with KCC General Counsel and the Director of Education to enter into any necessary agreements on behalf of the County Council with the Broomhill Bank School.
- iii) delegate authority to the Director for Education, in consultation with Director of Infrastructure, Strategic and Corporate Services and KCC General Counsel to take necessary actions, including but not limited to entering into necessary contracts or taking other legal actions as required to implement the decision.

Reason(s) for decision:

Background

1.1 KCC, as the Local Authority (LA), has a statutory duty to ensure sufficient school places are available. This duty applies to Special Educational Needs (SEN) provision, as well as mainstream settings. The County Council's Commissioning Plan for Education Provision in Kent 2020-24 is a five-year rolling plan which is updated annually. It sets out KCC's future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent.

- 1.2 The Commissioning Plan highlights the SEN place pressure that Kent has experienced, with the number of Education Health and Care Plans (EHCPs) increasing significantly in recent years. The most prevalent and fastest growing need type is ASD (Autistic Spectrum Disorder) and data indicates that 40% of children and young people aged 0-25 years with EHCPs have ASD as their primary need type.
- 1.3 The demand for ASD places at Broomhill Bank School has increased commensurately, with strong parental preference.
- 1.4 Following a statutory process, the school's Designated Number was increased from 210 to 318 places on 1st October 2020. Additional accommodation is required to enable the school to accommodate increased pupil numbers. A Cabinet Member Decision is required the necessary capital allocation is in excess of £1m.
- 1.5 The increase to the school's Designated Number and the authorisation for expenditure on the first phase of works were approved by the Cabinet Member for Education and Skills on 24th June 2020 (Decision Number 20/00053).
- 1.6 The proposed second phase would provide the school with the new additional accommodation required to gradually admit pupils up to a total of 318 in subsequent years. This would include the provision and enhancement of sports facilities. It is anticipated that the second phase of works would be completed within the school year commencing September 2021. The proposed Decision relates to the allocation of capital funding and the contractual arrangements necessary to enable the second phase of works.

Financial Implications

- 2.1 Capital Funding: Detailed feasibility has been undertaken and identified that the second phase of the scheme will require an allocation of £2.4m from the CYPE Basic Need Capital Budget. It is proposed that this will be a school managed scheme. KCC will provide the allocated Basic Need Funding in return for the school providing the necessary accommodation and resources to meet the increased Designated Number of 318 pupils. The roles and responsibility of each party will be formally set out through an agreement between KCC and the School. KCC will monitor progress regularly during the building works to ensure that the accommodation needs are being met.
- 2.2 Revenue Funding: Should the scheme progress, £6,000 per new learning space would be provided towards the cost of furniture and equipment. This would be provided to the school to purchase required equipment. In addition, an allowance of up to £2500 may be payable to outfit each new teaching room with appropriate ICT equipment, such as touch screens or projection equipment. The school would receive funding for the additional pupils that it admits in line with the funding allocated to special schools through KCC's funding formula.

Legal implications

- 3.1 As the original proposal increased of the Designated Number by 10% or 20 pupils (whichever is lesser), legislation required statutory process to be undertaken.
- 3.2 The second phase will be subject to a formal agreement being in place between KCC and Broomhill Bank School.

Equalities implications

- 4.1 An Equality Impact Assessment (EqIA) was completed as part of the consultation. The screening found there is no evidence that the change will impact negatively on pupils from Protected Groups or lead to them being treated less favourably. The school will remain co-educational and continue to welcome pupils placed by KCC regardless of gender identity, race, ethnicity or religion beliefs. To date no comments have been received and no changes are required to the Equality Impact Assessment.

Cabinet Committee recommendations and other consultation:

The Children’s and Young People Cabinet Committee will consider the decision on 15 January 2021

In accordance with the Department for Education’s Statutory Guidance (October 2018): Making ‘prescribed alterations’ to maintained schools, there was a need to undertake a formal statutory consultation process as part of the original decision.

An informal education consultation was completed from 1st May 2020 to 8th June 2020. Further information is available on the School Consultation webpage:

www.kent.gov.uk/schoolconsultations

Following the Cabinet Member for Education and Skills decision to approve the project (Decision Number 20/00053), a Public Notice ran from 3rd July to 31st July 2020.

Any alternatives considered and rejected:

There is limited ASD specific provision available in the West and North of the County, with the nearest Special School to the Broomhill Bank sites with ASD as its main need type having already recently been expanded. After exploring the options, the increase in Designated Number for Broomhill Bank School was deemed the suitable option.

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

.....
signed

.....
date

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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:

Proposed increase of the Designated Number of places at Broomhill Bank School

Responsible Owner/ Senior Officer:

Nick Abrahams, Area Education Officer, Kent County Council

Version: 1

Author: Paul Wilson

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. This duty applies to Special Education Needs (SEN) provision, as well as mainstream settings. The County Council's Commissioning Plan for Education Provision in Kent 2020-24 is a five-year rolling plan which is updated annually. It sets out KCC's 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 Commissioning Plan sets out the commissioning intentions for Special Educational Needs (SEN), which include overarching aims to:

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

The Commissioning Plan highlights the SEN place pressure that Kent has experienced, with the number of Education Health and Care Plans (EHCPs) increasing significantly in recent years. The most prevalent and fastest growing need type is ASD (Autistic Spectrum Disorder) and data indicates that 40% of children and young people aged 0-25 years with EHCPs have ASD as their primary need type.

The demand for places at Broomhill Bank School has increased commensurately, with strong parental preference. Broomhill Bank has a Designated Number of 210, but there is pressure for the school to accept additional pupils to meet demand in both West and North Kent.

Feasibility work and curriculum analysis has been undertaken across both school sites to ensure the school can meet the needs of the additional number of pupils proposed. This work indicates that the school will need increased classroom provision, car parking and school access changes; alongside enhancement of existing sports provision at the Broomhill Bank North site at Swanley, and additional sports provision at the West site in Tunbridge Wells. Additional modular accommodation will be required on both the West and North sites as well as internal reconfiguration within existing buildings.

- **Aims and Objectives**

The Broomhill Bank School Governing Body and KCC wish to provide more ASD places in West and North Kent via a proposed increase of the Designated Number from 210 to 318 places change at Broomhill Bank School, Broomhill Road, Royal Tunbridge Wells, Tunbridge Wells, TN3 0TB from September 2020.

- **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 KCC and the school to test out these assumptions.

Adverse Equality Impact Rating **Low**

Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning the proposed change at Broomhill Bank School. I agree with the risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

Senior Officer

Signed:
Job Title: Area Education Officer

Name: Nick Abrahams
Date: 29 April 2020

DMT Member

Signed:
Job Title: Interim Director – Education
April 2020

Name: David Adams
Date: 29

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 brief 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				Yes. Positive: more Secondary aged pupils to benefit from an appropriate ASD placement.
Disability				There will be more places available to meet the needs of children with ASD.
Sex				The School would remain co-educational
Gender identity/ Transgender				The School will accept children placed by KCC regardless of gender identity.
Race				The School will accept children placed by KCC regardless of race or ethnicity.
Religion and Belief				The School will accept children placed by KCC regardless of their religious beliefs. The curriculum covers all religions.
Sexual Orientation				N/A
Pregnancy and Maternity				N/A
Marriage and Civil Partnerships				N/A
Carer's Responsibilities				N/A

Part 2**Equality Analysis /Impact Assessment****Protected groups**

No negative impact on protected groups is anticipated.

Information and Data used to carry out your assessment

The information and data used to carry out the assessment is taken from school census records and the County Council's Commissioning Plan for Education Provision in Kent 2020-24.

Analysis of Equality Monitoring Factors:

Spring 2020	School*		Tunbridge Wells		Kent *	
	Number	%	Number	%	Number	%
Free school meals	43	23.5%	1731	9.1%	36045	15.1%
SEN - with EHCP	256	100%	656	3.4%	8710	3.7%
Ethnic Minority	29	11.3%	3696	19.3%	52419	22.0%
English additional language	Fewer than 5		2064	10.8%	27337	11.5%

* Data from Schools' Census Spring 2020

- 23.5% of Broomhill Bank pupils are eligible for free school meals, which is higher than the District average of 9.1% and the Kent average of 15.1%.
- All pupils at Broomhill Bank have EHCPs.
- The school has a lower percentage of ethnic minority pupils when compared to the District and County averages of 19.3% and 22% respectively.
- The vast majority of the Broomhill Bank pupils speak English as their first language; the school has a significantly lower percentage of pupils with English as an additional language when compared to the District and County averages; however, this is a common pattern with many of the Special Schools elsewhere in Kent.

Pupils on Roll at Broomhill Bank - Schools' Census Spring 2020:

Year 14	Year 13	Year 12	Year 11	Year 10	Year 9	Year 8	Year 7	Year 6	Total Statutory Roll	Total Roll
19	22	32	36	39	35	33	36	4	183	256

Who have you involved, consulted and engaged?

The consultation document will be distributed by the school to parents, members of staff and governors. The consultation will also be emailed to all key stakeholders, including but not limited to the following groups:

- The Department for Education
- The Diocese of Rochester, Canterbury and Southwark
- Elected Members (Kent County Council, District and Parish Councils)
- Local MP
- Trade Unions
- Local Children's Centres and pre-school providers
- Schools in Tunbridge Wells and Sevenoaks area
- Local Libraries in the Tunbridge Wells and Sevenoaks area

All stakeholders will be able to access the key documents on the School and KCC websites.

Analysis

There is no evidence that the change will impact negatively on pupils from Protected Groups or lead to them being treated less favourably. The school will remain co-educational and continue to welcome pupils placed by KCC regardless of gender identity, race, ethnicity or religion beliefs.

Adverse Impact,

No adverse impacts have been identified.

Positive Impact:

The proposal to change of Designated Number at Broomhill Bank School will provide much needed ASD places in West Kent

JUDGEMENT

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

Internal Action Required

None

YES/NO

Equality Impact Analysis/Assessment Action Plan

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

Page 254

Have the actions been included in your business/ service plan?

Yes

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

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.

Children, Young People and Education Performance Management

Children, Young People and Education Directorate Scorecard

October 2020

Produced by: Management Information & Intelligence, KCC

Publication Date: 7th December 2020



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Guidance Notes

Notes: Please note that there is no 2019-20 Education attainment or absence data due to the impact of Coronavirus (COVID-19). In both cases, data shown in the 2019-20 column is 2018-19 data, shown in italics and rated against 2018-19 targets. Figures for indicator CYPE8 (Rate of proven re-offending by CYP) shown in red have not been published by the Ministry of Justice (MoJ) but are included for information in this scorecard.

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. For new Teams/Services that are created within CSWS or EH, there will be no historical data shown initially, as it is only available from the point at which the new Team/Service begins.

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

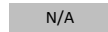

RED	Floor Standard* has not been achieved
AMBER	Floor Standard* achieved but Target has not been met
GREEN	Target has been achieved

* Floor Standards are set in Directorate Business Plans and if not achieved must result in management action

DIRECTION OF TRAVEL (DOT)

	Performance has improved
	Performance has worsened
	Performance has remained the same

INCOMPLETE DATA

	Data not available
	Data to be supplied

Data in italics indicates previous reporting year

MANAGEMENT INFORMATION CONTACT DETAILS

Wendy Murray	03000 419417
Maureen Robinson	03000 417164
Matt Ashman	03000 417012
Chris Nunn	03000 417145

MIEducation&WiderEH@kent.gov.uk
MIIntensiveEH&SocialCare@kent.gov.uk

DATA PERIOD

R12M	Monthly Rolling 12 months
MS	Monthly Snapshot
YTD	Year To Date
Q	Quarterly
A	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 Jan 2020




129,440 pupils in 455 primary schools
 17.2 % with free school meals (16.5%)

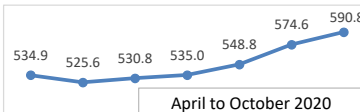
104,114 pupils in 100 secondary schools
 14.0 % with free school meals (12.5%)

4,833 pupils in 22 special schools
 35.3 % with free school meals (33.5%)

as at Oct 2020




Rate of Early Help Unit Referrals per 10,000 of the 0-17 population (inclusive, rolling 12 months)



Month	April	May	June	July	August	September	October
Rate	534.9	525.6	530.8	535.0	548.8	574.6	590.8


as at Oct 2020



Open cases

Intensive Early Help	2,853 (Families)
Open Social Work Cases	11,051
<i>Including:</i>	
• Child Protection	1,208
• Children in Care	1,810
• Care Leavers	1,893


as at March 2020



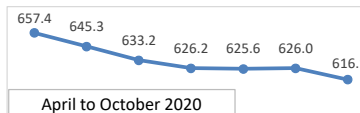
Ofsted good or outstanding

EY providers	97.8%	(96%)
Primary	94.1%	(88%)
Secondary	87.4%	(76%)
Special	90.9%	(91%)

as at Oct 2020




Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)

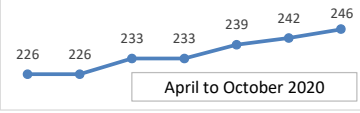


Month	April	May	June	July	August	September	October
Rate	657.4	645.3	633.2	626.2	625.6	626.0	616.1

as at Oct 2020




Number of First Time Entrants into the Youth Justice system

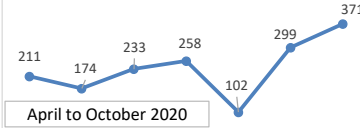


Month	April	May	June	July	August	September	October
Number	226	226	233	233	239	242	246

as at Oct 2020




Requests for SEND statutory assessment



Month	April	May	June	July	August	September	October
Requests	211	174	233	258	102	299	371


as at Oct 2020



Activity at the Front Door (children)

Total contacts	8,034
Number resolved at FD	3,501
Number to CSWS	1,732
Number to EH Units	2,018

Open Access Indicators



To be added in 2020

Figures shown in brackets are National averages
 • Ofsted National averages are as at 31st March 2020
 • Free School Meal averages are as at January 2020 school census and based on state funded schools only

Directorate Scorecard - Kent KPIs

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Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG 2020-21	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		28.3	28.9	29.5	29.6	29.8	29.6	29.4	↑	25.0	AMBER	28.3	25.0	AMBER	26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		92.1	92.2	92.0	92.5	92.9	93.4	93.3	↓	90.0	GREEN	92.4	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	23.2	23.2	23.7	24.5	23.8	24.0	23.3	↑	20.0	AMBER	22.5	20.0	GREEN	23.4	21.9	
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS	✓	69.4	70.1	69.3	69.2	70.4	70.4	70.9	↑	70.0	GREEN	71.0	70.0	GREEN	60	N/A	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	79.3	79.7	80.3	80.3	80.4	80.1	79.8	↓	85.0	AMBER	78.5	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	✓	333.4	333.6	335.8	329.1	315.3	312.7	314.8	↓	426.0	GREEN	336.7	426.0	GREEN	N/A	N/A	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	61.7	61.7	60.7	59.9	60.3	60.8	61.4	↑	65.0	AMBER	61.7	65.0	AMBER	N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	80.9	82.8	82.8	80.6	80.6	81.1	81.1	↔	80.0	GREEN	81.4	75.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	88.2	91.5	89.9	90.1	91.0	93.0	92.8	↓	85.0	GREEN	87.5	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		14.1	13.9	14.4	14.1	14.3	14.5	14.0	↑	15.0	GREEN	14.1	15.0	GREEN	N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		18.4	18.3	20.1	21.1	20.0	19.7	19.5	↑	18.0	AMBER	21.2	18.0	AMBER	N/A	N/A	
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		22.8	23.0	23.4	23.6	23.7	24.5	24.8	↓	25.0	GREEN	22.6	25.0	GREEN	22	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		58.0	58.4	59.4	61.8	63.9	66.8	67.1	↑	70.0	AMBER	58.9	70.0	RED	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		75.3	75.3	73.0	68.8	68.8	73.1	73.1	↔	80.0	AMBER	80.3	75.0	GREEN	N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		16.5	16.2	15.7	15.1	15.0	15.1	15.0	↑	15.0	GREEN	16.4	15.0	AMBER	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		10.1	9.6	9.7	11.7	11.7	13.0	14.5	↓	15.0	GREEN	14.3	15.0	GREEN	N/A	N/A	

Integrated Children's Services Quarterly Indicators		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2020	England & Wales as at Jan 2020	Linked to SDP?
					Q3 19-20	Q4 19-20	Q1 20-21	Q2 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		34.2	34.8	35.7	36.2		↓	38.4	GREEN	34.8	35	GREEN	36.8	38.4	

Directorate Scorecard - Kent KPIs

Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	36.7	28.9	29.5	29.9	29.9	31.3	31.1	↓	60	RED	28.7	40	RED	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.6	3.7	3.7	3.7	3.9	2.1	2.2	↓	2.4	GREEN	3.3	2.6	AMBER	2.4	2.7	Yes
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		1128	1131	1142	1143	932	1214	1232	↓	900	RED	932	950	GREEN	N/A	N/A	Yes
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		16	16	13	12	12	10	11	↓	8	AMBER	12	9	AMBER	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		15	11	13	12	12	10	12	↓	27	GREEN	12	30	GREEN	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		91.1	91.9	90.8	90.1	87.3	88.9	90.2	↑	90	GREEN	87.3	90	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		96.9	96.8	96.8	96.9	96.3	94.7	93.8	↓	100	RED	96.3	100	RED	N/A	N/A	

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Education Annual Indicators		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2019-20	RAG	Target 2020-21	DOT	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20					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	A		72.8	74.4	69.8	73	RED	70	↓	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		75.1	74.0	74.0	75	AMBER	76	↔	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		17	21	21	20	AMBER	19	↔	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		67	68	68	68	GREEN	70	↔	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		21	23	23	22	AMBER	20	↔	26	21	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		47.1	47.4	47.4	48	AMBER	49.0	↔	48.0	46.7	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.8	18.1	18.1	14	RED	12	↔	17.5	13.8	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		32.02	33.23	33.23	34	AMBER	36	↔	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		32.74	27.69	27.69	29	AMBER	31	↔	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		27.91	31.40	31.40	32	AMBER	34	↔	30.81	32.12		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.1	3.4	3.8	3.0	RED	3.0	↓	3.5	3.3	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		89.5	89.3	88.3	91	AMBER	90	↓	89.0	90.2		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		79.6	79.0	77.7	76	GREEN	77	↓	82.8	82.2		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.1	9.2	9.2	8.3	AMBER	8.7	↔	7.8	8.2		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.7	15.2	15.2	13.5	RED	14.5	↔	13.7	13.7		

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:

Children's Social Care

AMBER: The percentage re-referrals to Children's Social Work Services within 12 months of a previous referral was 29.4% for October 2020 and has remained above the Target of 25.0% this reporting year, although it has been decreasing very slightly over the last couple of months. This compares to the latest published information for the England average of 22.6%, 22.3% for Kent's Statistical Neighbours and 25.1% for the South East (all comparative rates are for 2018/19 performance). As the rates of re-referrals are higher than anticipated a separate piece of work has been commissioned to analyse the re-referral data and to undertake targeted case file audits.

AMBER: The percentage of children becoming subject to a child protection plan for the second or subsequent time is 23.3%, which is a slight reduction from the performance of 24.0% in September. This is outside the target range of 17.5% - 22.5% and compares to average rates for England of 20.8% and Statistical Neighbours 21.1% (2018/19).

AMBER: The 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%. Year-to-date performance has averaged 80.0%. 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 there is a continued focus on recruiting and retaining Kent Foster Carers.

AMBER: The percentage of care leavers in education, employment or training (of those KCC is in touch with) is 61.4%. This is an increase from the September performance of 60.8% but remains below the target of 65.0%

AMBER: The average caseload in the Children's Social Work Teams (CSWT) is 19.5 cases, which is above the target caseload of no more than 18 children/young people but has improved from the average caseload of 21 cases in September 2020.

GREEN: Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 93.3% which exceeds the target of 90.0%

GREEN: The percentage of Children in Care in same placement for the last two years (for those in care for two and a half years or more) is 70.4%, achieving the 70.0% Target. The latest published England average is 69.0%, and 68.5% for Kent's Statistical Neighbours (2018/19).

GREEN: The average number of days between becoming a child in care and moving in with an adoptive family is 315 days, which remains significantly below the nationally set target of 426 days. The latest national data is for 2019 - the England average was 363 days, and 332 days for Kent's statistical neighbours.

GREEN: The percentage of Children's Social Work Case File Audits graded good or outstanding is 81.1% which is above the 80.0% Target.

GREEN: The percentage of case holding posts filled by permanent qualified social workers is 92.8%, remaining above the target of 85.0%.

GREEN: The average caseloads in the Children in Care (CIC) Teams is 14 cases, remaining below the target caseload of no more than 15 children/young people.

Intensive Early Help

AMBER: The percentage of EH Assessments completed in the given month, within 6 weeks of allocation has continued to improve and in October 2020 was 67.1%, moving towards the target of 70.0%. The improvement in the year-to-date, which started from a performance level in April of 58.0%, have been aided by a new performance reporting tool giving managers clear oversight and improved ability to track progress.

AMBER: The percentage of cases open to Intensive Early Help that were audited and graded as good or outstanding is 73.1% which is below the 80.0% target.

GREEN: The percentage of referrals to an Early Help Unit where a previous episode ended within 12 months is 24.8%, achieving the target of lower than 25.0%

GREEN: The percentage of Early Help cases closed with outcomes achieved that come back to Early Help or Children's Social Work Services in 3 months is 15.0%, which is at the Target level.

GREEN: The average Caseload within Early Units is 12 Families, which is below the Target set of an average of no more than 15 Families.

Commentary on Education Indicators:

The majority of education indicators are annual. Commentary has only been provided for indicators where new data has been published since the last scorecard was issued

RED: The percentage of EHCP issued in 20 weeks has dipped very slightly in the last month to 31.1% remaining below the target of 60% and the national performance of 60.4% and Kent's benchmark group of 58.5%. Work is taking place as part of the SEND improvement programme to develop quality assurance of EHCPs, including an increased understanding of what good looks like, and to improve Educational Psychology (EP) timescales in statutory advice by reviewing their triage and assessment processes and building capacity in the Service.

RED: The number of Kent resident pupils being placed in independent or out-of-county special schools has increased from 1,214 in September to 1,232 in October and is below the target of 900

RED: The percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention continues to decline and at 93.8% remains below the target of 100%

AMBER: There are 11 primary aged pupils who have been permanently excluded from school, 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: The number of permanent exclusions from secondary schools at 12 remains well below the target of 27.

GREEN: The percentage of Children Missing Education cases, closed within 30 school days, has increased from 88.9% in September to 90.2% in October and now meets the target.

GREEN: The Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) is a seasonally impacted indicator increasing over the Summer months. In the month of October, it was 2.2% which compares favourably to the target of 2.4% and broadly in line with the performance for the same time last year (2.1%). However Local Authorities are judged by the DfE on the 3-month rolled figure (for December, January, and February) which in 2019/20 was 3.3%, below our target and in the fourth quintile (second from bottom) of all LAs.

Directorate Scorecard - Kent KPIs - Vulnerable Learners

Annual Indicators - Primary		Polarity	Data Period	QPR	Annual Trends		Latest Year	Target 2018-19	RAG	Target 2020-21	DOT	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2017-18	2018-19								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development - all pupils	H	A		75.1	74.0	74.0	75	AMBER	76	↔	74.6	71.8	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		17	21	21	20	AMBER	19	↔	22	17	Yes
	Percentage of pupils at EYFS achieving a Good Level of Development - Kent CIC gap	L	A		46.8	24.1	24.1	24	AMBER	22	↔	N/A	N/A	
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN Support gap	L	A		56	50	50	50	GREEN	47	↔	49	48	
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN EHCP gap	L	A		76	74	74	74	GREEN	70	↔	74	72	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - all pupils	H	A		67	68	68	68	GREEN	70	↔	66	65	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		21	23	23	21	AMBER	19	↔	26	21	Yes
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - Kent CIC gap	L	A		33.0	30.7	30.7	30	AMBER	28	↔	N/A	N/A	
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN Support gap	L	A		51	50	50	49	AMBER	47	↔	51	50	
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN EHCP gap	L	A		67	69	69	65	RED	63	↔	66	66	
	Progress score in Reading at KS2 - all pupils	H	A		0.0	0.0	0.0	0.1	AMBER	0.2	↔	0.0	0.0	
	Progress score in Reading at KS2 - FSM Eligible	H	A		-1.0	-0.9	-0.9	-0.8	AMBER	-0.6	↔	-1.3	-0.8	Yes
	Progress score in Reading at KS2 - Kent CIC	H	A		-0.4	-0.8	-0.8	-0.8	GREEN	-0.6	↔	N/A	N/A	
	Progress score in Reading at KS2 - SEN Support	H	A		-1.2	-1.4	-1.4	-1.1	RED	-0.9	↔	-1.4	-1.0	
	Progress score in Reading at KS2 - SEN EHCP	H	A		-3.3	-4.3	-4.3	-3.8	RED	-3.6	↔	-4.0	-3.6	
	Progress score in writing at KS2 - all pupils	H	A		0.4	0.3	0.3	0.3	GREEN	0.3	↔	-0.4	0.0	
	Progress score in writing at KS2 - FSM	H	A		-0.5	-0.7	-0.7	-0.7	GREEN	-0.5	↔	-1.5	-0.7	Yes
	Progress score in writing at KS2 - Kent CIC	H	A		-1.3	-0.8	-0.8	-0.8	GREEN	-0.6	↔	N/A	N/A	
	Progress score in writing at KS2 - SEN Support	H	A		-1.7	-1.7	-1.7	-1.6	AMBER	-1.4	↔	-2.3	-1.7	
	Progress score in writing at KS2 - SEN EHCP	H	A		-3.1	-4.1	-4.1	-4.0	AMBER	-3.8	↔	-4.8	-4.3	
	Progress score in maths at KS2 - all pupils	H	A		-0.3	-0.4	-0.4	0.0	RED	0.2	↔	-0.4	0.0	
	Progress score in maths at KS2 - FSM	H	A		-1.6	-1.7	-1.7	-0.8	RED	-0.6	↔	-2.0	-0.9	Yes
	Progress score in maths at KS2 - Kent CIC	H	A		-2.0	-1.5	-1.5	-0.8	RED	-0.6	↔	N/A	N/A	
	Progress score in maths at KS2 - SEN Support	H	A		-1.7	-1.9	-1.9	-1.6	RED	-1.4	↔	-1.8	-1.0	
	Progress score in maths at KS2 - SEN EHCP	H	A		-4.0	-5.0	-5.0	-3.8	RED	-3.6	↔	-4.3	-4.0	

Directorate Scorecard - Kent KPIs - Vulnerable Learners

Annual Indicators - Secondary		Polarity	Data Period	QPR	Annual Trends		Latest Year	Target 2018-19	RAG	Target 2020-21	DOT	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2017-18	2018-19						SE Region		
SISE12	Average score at KS4 in Attainment 8 - all pupils	H	A		47.1	47.4	47.4	48	AMBER	49.0	↔	48.0	46.7	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.8	18.1	18.1	14	RED	13.0	↔	17.5	13.8	Yes
	Average score at KS4 in Attainment 8 - Kent CIC gap	L	A		25.0	26.7	26.7	24	AMBER	23.0	↔	N/A	N/A	
	Average score at KS4 in Attainment 8 - SEN Support gap	L	A		16.2	15.8	15.8	15	AMBER	14.0	↔	18.7	17.5	
	Average score at KS4 in Attainment 8 - SEN EHCP gap	L	A		37.2	38.9	38.9	36	AMBER	35.0	↔	37.3	36.4	
	Average score at KS4 in Progress 8 - all pupils	H	A		-0.08	-0.12	-0.12	-0.02	AMBER	0.00	↔	-0.01	-0.03	
	Average score at KS4 in Progress 8 - FSM	H	A		-0.81	-0.86	-0.86	-0.50	RED	-0.35	↔	-0.74	-0.53	Yes
	Average score at KS4 in Progress 8 - Kent CIC	H	A		-0.91	-1.58	-1.58	-0.80	RED	-0.60	↔	N/A	N/A	
	Average score at KS4 in Progress 8 - SEN Support	H	A		-0.62	-0.68	-0.68	-0.50	AMBER	-0.35	↔	-0.49	-0.43	
	Average score at KS4 in Progress 8 - SEN EHCP	H	A		-1.20	-1.45	-1.45	-1.10	RED	-0.95	↔	-1.19	-1.17	

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
Activity-Volume Measures				
CYPE10	Number of Primary Schools	MI School Census Database	January 2020 School Census	March 2020
CYPE11	Number of Secondary Schools	MI School Census Database	January 2020 School Census	March 2020
CYPE12	Number of Special Schools	MI School Census Database	January 2020 School Census	March 2020
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	January 2020 School Census	March 2020
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	January 2020 School Census	March 2020
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	January 2020 School Census	March 2020
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	January 2020 School Census	March 2020
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	January 2020 School Census	March 2020
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	January 2020 School Census	March 2020
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	MI Ofsted Database	Inspections as at end of March 2020	April 2020
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of March 2020	April 2020
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of March 2020	April 2020
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of March 2020	April 2020
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of October 2020	Nov 2020
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 October 2020	Nov 2020
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 October 2020	Nov 2020
FD01C	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of Oct 2020	Nov 2020
FD02C	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of Oct 2020	Nov 2020
FD03C	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 2020	Nov 2020
FD04C	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of Oct 2020	Nov 2020
EH02F	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of October 2020	Nov 2020
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of October 2020	Nov 2020
	Number of Child Protection cases	Liberi	Snapshot data as at end of October 2020	Nov 2020
	Number of Children in Care	Liberi	Snapshot data as at end of October 2020	Nov 2020
	Number of Care Leavers	Liberi	Snapshot data as at end of October 2020	Nov 2020
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to October 2020	Nov 2020
Key Performance Indicators				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	Liberi	Rolling 12 months up to October 2019	Nov 2020
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to October 2019	Nov 2020
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to October 2019	Nov 2020
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 October 2019	Nov 2020
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at October 2019	Nov 2020
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	Liberi	Rolling 12 months up to October 2019	Nov 2020
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to October 2019	Nov 2020
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to October 2020	Nov 2020
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at October 2019	Nov 2020
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at October 2019	Nov 2020
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at October 2019	Nov 2020
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	Early Help module	Snapshot as at October 2019	Nov 2020
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at October 2019	Nov 2020
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at October 2020	Nov 2020
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	Early Help module	Snapshot as at October 2019	Nov 2020
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at October 2019	Nov 2020
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for Oct 2017 to Sept 2018 cohort	Oct 2020

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
Key Performance Indicators (Continued)				
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Impulse database - monthly reported data	Snapshot as at October 2020	Nov 2020
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	Monthly submission to DfE via NCCIS for KCC	Snapshot as at October 2020	Nov 2020
CYPE1	Number of pupils being placed in independent or out-of-county special schools	Education Finance reporting	Snapshot as at October 2020	Nov 2020
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 October 2020	Nov 2020
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 October 2020	Nov 2020
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to October 2020	Nov 2020
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 October 2020	Nov 2020
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 23rd December 2019	Dec 2019
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2018-19 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 DfE published	Nov 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 published (LA) MI Calcs (Distr)	Dec 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 DfE published (LA) MI Calcs (Distr)	Dec 2019
SISE12	Average score at KS4 in Attainment 8	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Feb 2020
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)	Feb 2020
CYPE23	Average point score per A Level entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
CYPE24	Average point score per Applied General entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
SEN110	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 2020	July 2020
CYP12	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2020-21	April 2020
CYP13	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2020-21	April 2020
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Provisional data for academic year 2018-19	2018-19 MI Calculations	Jan 2020
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Provisional data for academic year 2018-19	2018-19 MI Calculations	Jan 2020

Indicator Definitions

Code	Indicator	Definition
Activity-Volume Measures		
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
Activity-Volume Measures (Continued)		
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.
EH3	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).
Key Performance Indicators		
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.
SCS37	Percentage of Case File Audits graded good or outstanding	The percentage of all completed case audits in the last 12 months where the overall grading was good or outstanding

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Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	The percentage of case holding posts (FTE) at the snapshot date which are held by qualified social workers employed by Kent County Council.
SCS42	Average caseloads in the CIC Teams	The average caseload of social workers within district based CIC Teams at the snapshot date.
SCS43	Average caseloads in the CSWT Teams	The average caseload of social workers within the district based Children's Social Work Teams (CSWTs) at the snapshot date.
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.
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.
	Percentage of EH Unit Case Audits rated good or outstanding	The percentage of all EH Unit completed case audits in the last 12 months where the overall grading was good or outstanding
Page 268 EH12-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	The percentage of EH cases that have been closed with an outcome of "outcomes achieved" and then came back into either EH or CSWS in the next 3 months. Please note that there is a 3 month time lag on this data so the result shown for May 2020 is actually looking at all EH Closures in the 12 months up to February 2020.
	Average Caseload within EH Units (Families)	Definition to be confirmed.
CYPE8	Rate of proven re-offending by CYP	An offender enters the cohort if they are released from custody, received a non-custodial conviction at court or received a reprimand or warning (caution) in a three month period. A proven reoffence is defined as any offence committed in a one year follow-up period that leads to a court conviction, caution, reprimand or warning in the one year follow-up or within a further six month waiting period to allow the offence to be proven in court. It is important to note that this is not comparable to previous proven reoffending publications which reported on a 12 month cohort.
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.
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	The percentage of young people who have left compulsory education, up until the end of National Curriculum Year 13, who have not achieved a positive education, employment or training destination.
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
Key Performance Indicators (Continued)		
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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Children, Young People and Education Performance Management

Children, Young People and Education Directorate Scorecard

October 2020

Produced by: Management Information & Intelligence, KCC

Publication Date: 7th December 2020



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Guidance Notes

Notes: Please note that there is no 2019-20 Education attainment or absence data due to the impact of Coronavirus (COVID-19). In both cases, data shown in the 2019-20 column is 2018-19 data, shown in italics and rated against 2018-19 targets. Figures for indicator CYPE8 (Rate of proven re-offending by CYP) shown in red have not been published by the Ministry of Justice (MoJ) but are included for information in this scorecard.

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. For new Teams/Services that are created within CSWS or EH, there will be no historical data shown initially, as it is only available from the point at which the new Team/Service begins.

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

RED	Floor Standard* has not been achieved
AMBER	Floor Standard* achieved but Target has not been met
GREEN	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

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DATA PERIOD

R12M	Monthly Rolling 12 months
MS	Monthly Snapshot
YTD	Year To Date
Q	Quarterly
A	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 Jan 2020




129,440 pupils in 455 primary schools
 17.2 % with free school meals (16.5%)

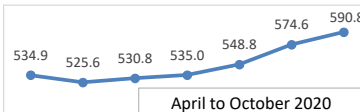
104,114 pupils in 100 secondary schools
 14.0 % with free school meals (12.5%)

4,833 pupils in 22 special schools
 35.3 % with free school meals (33.5%)

as at Oct 2020




Rate of Early Help Unit Referrals per 10,000 of the 0-17 population (inclusive, rolling 12 months)



Month	Rate
April	534.9
May	525.6
June	530.8
July	535.0
August	548.8
September	574.6
October	590.8


as at Oct 2020



Open cases

Intensive Early Help	2,853 (Families)
Open Social Work Cases	11,051
<i>Including:</i>	
• Child Protection	1,208
• Children in Care	1,810
• Care Leavers	1,893


as at March 2020



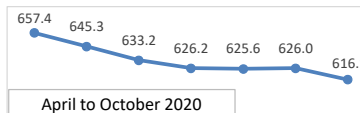
Ofsted good or outstanding

EY providers	97.8%	(96%)
Primary	94.1%	(88%)
Secondary	87.4%	(76%)
Special	90.9%	(91%)

as at Oct 2020




Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)

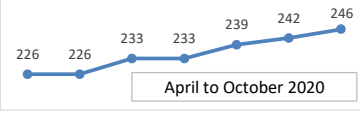


Month	Rate
April	657.4
May	645.3
June	633.2
July	626.2
August	625.6
September	626.0
October	616.1

as at Oct 2020




Number of First Time Entrants into the Youth Justice system

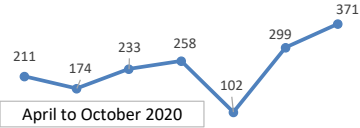


Month	Number
April	226
May	226
June	233
July	233
August	239
September	242
October	246

as at Oct 2020




Requests for SEND statutory assessment



Month	Requests
April	211
May	174
June	233
July	258
August	102
September	299
October	371


as at Oct 2020



Activity at the Front Door (children)

Total contacts	8,034
Number resolved at FD	3,501
Number to CSWS	1,732
Number to EH Units	2,018

Open Access Indicators



To be added in 2020

Figures shown in brackets are National averages
 •Ofsted National averages are as at 31st March 2020
 •Free School Meal averages are as at January 2020 school census and based on state funded schools only

Directorate Scorecard - Kent KPIs

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Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG 2020-21	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		28.3	28.9	29.5	29.6	29.8	29.6	29.4	↑	25.0	AMBER	28.3	25.0	AMBER	26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		92.1	92.2	92.0	92.5	92.9	93.4	93.3	↓	90.0	GREEN	92.4	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	23.2	23.2	23.7	24.5	23.8	24.0	23.3	↑	20.0	AMBER	22.5	20.0	GREEN	23.4	21.9	
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS	✓	69.4	70.1	69.3	69.2	70.4	70.4	70.9	↑	70.0	GREEN	71.0	70.0	GREEN	60	N/A	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	79.3	79.7	80.3	80.3	80.4	80.1	79.8	↓	85.0	AMBER	78.5	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	✓	333.4	333.6	335.8	329.1	315.3	312.7	314.8	↓	426.0	GREEN	336.7	426.0	GREEN	N/A	N/A	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	61.7	61.7	60.7	59.9	60.3	60.8	61.4	↑	65.0	AMBER	61.7	65.0	AMBER	N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	80.9	82.8	82.8	80.6	80.6	81.1	81.1	↔	80.0	GREEN	81.4	75.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	88.2	91.5	89.9	90.1	91.0	93.0	92.8	↓	85.0	GREEN	87.5	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		14.1	13.9	14.4	14.1	14.3	14.5	14.0	↑	15.0	GREEN	14.1	15.0	GREEN	N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		18.4	18.3	20.1	21.1	20.0	19.7	19.5	↑	18.0	AMBER	21.2	18.0	AMBER	N/A	N/A	
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		22.8	23.0	23.4	23.6	23.7	24.5	24.8	↓	25.0	GREEN	22.6	25.0	GREEN	22	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		58.0	58.4	59.4	61.8	63.9	66.8	67.1	↑	70.0	AMBER	58.9	70.0	RED	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		75.3	75.3	73.0	68.8	68.8	73.1	73.1	↔	80.0	AMBER	80.3	75.0	GREEN	N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		16.5	16.2	15.7	15.1	15.0	15.1	15.0	↑	15.0	GREEN	16.4	15.0	AMBER	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		10.1	9.6	9.7	11.7	11.7	13.0	14.5	↓	15.0	GREEN	14.3	15.0	GREEN	N/A	N/A	

Integrated Children's Services Quarterly Indicators		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2020	England & Wales as at Jan 2020	Linked to SDP?
					Q3 19-20	Q4 19-20	Q1 20-21	Q2 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		34.2	34.8	35.7	36.2		↓	38.4	GREEN	34.8	35	GREEN	36.8	38.4	

Directorate Scorecard - Kent KPIs

Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	36.7	28.9	29.5	29.9	29.9	31.3	31.1	↓	60	RED	28.7	40	RED	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.6	3.7	3.7	3.7	3.9	2.1	2.2	↓	2.4	GREEN	3.3	2.6	AMBER	2.4	2.7	Yes
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		1128	1131	1142	1143	932	1214	1232	↓	900	RED	932	950	GREEN	N/A	N/A	Yes
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		16	16	13	12	12	10	11	↓	8	AMBER	12	9	AMBER	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		15	11	13	12	12	10	12	↓	27	GREEN	12	30	GREEN	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		91.1	91.9	90.8	90.1	87.3	88.9	90.2	↑	90	GREEN	87.3	90	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		96.9	96.8	96.8	96.9	96.3	94.7	93.8	↓	100	RED	96.3	100	RED	N/A	N/A	

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Education Annual Indicators		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2019-20	RAG	Target 2020-21	DOT	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20						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	A		72.8	74.4	69.8	73	RED	70	↓	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		75.1	74.0	74.0	75	AMBER	76	↔	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		17	21	21	20	AMBER	19	↔	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		67	68	68	68	GREEN	70	↔	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		21	23	23	22	AMBER	20	↔	26	21	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		47.1	47.4	47.4	48	AMBER	49.0	↔	48.0	46.7	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.8	18.1	18.1	14	RED	12	↔	17.5	13.8	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		32.02	33.23	33.23	34	AMBER	36	↔	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		32.74	27.69	27.69	29	AMBER	31	↔	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		27.91	31.40	31.40	32	AMBER	34	↔	30.81	32.12		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.1	3.4	3.8	3.0	RED	3.0	↓	3.5	3.3	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		89.5	89.3	88.3	91	AMBER	90	↓	89.0	90.2		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		79.6	79.0	77.7	76	GREEN	77	↓	82.8	82.2		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.1	9.2	9.2	8.3	AMBER	8.7	↔	7.8	8.2		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.7	15.2	15.2	13.5	RED	14.5	↔	13.7	13.7		

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:

Children's Social Care

AMBER: The percentage re-referrals to Children's Social Work Services within 12 months of a previous referral was 29.4% for October 2020 and has remained above the Target of 25.0% this reporting year, although it has been decreasing very slightly over the last couple of months. This compares to the latest published information for the England average of 22.6%, 22.3% for Kent's Statistical Neighbours and 25.1% for the South East (all comparative rates are for 2018/19 performance). As the rates of re-referrals are higher than anticipated a separate piece of work has been commissioned to analyse the re-referral data and to undertake targeted case file audits.

AMBER: The percentage of children becoming subject to a child protection plan for the second or subsequent time is 23.3%, which is a slight reduction from the performance of 24.0% in September. This is outside the target range of 17.5% - 22.5% and compares to average rates for England of 20.8% and Statistical Neighbours 21.1% (2018/19).

AMBER: The 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%. Year-to-date performance has averaged 80.0%. 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 there is a continued focus on recruiting and retaining Kent Foster Carers.

AMBER: The percentage of care leavers in education, employment or training (of those KCC is in touch with) is 61.4%. This is an increase from the September performance of 60.8% but remains below the target of 65.0%

AMBER: The average caseload in the Children's Social Work Teams (CSWT) is 19.5 cases, which is above the target caseload of no more than 18 children/young people but has improved from the average caseload of 21 cases in September 2020.

GREEN: Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 93.3% which exceeds the target of 90.0%

GREEN: The percentage of Children in Care in same placement for the last two years (for those in care for two and a half years or more) is 70.4%, achieving the 70.0% Target. The latest published England average is 69.0%, and 68.5% for Kent's Statistical Neighbours (2018/19).

GREEN: The average number of days between becoming a child in care and moving in with an adoptive family is 315 days, which remains significantly below the nationally set target of 426 days. The latest national data is for 2019 - the England average was 363 days, and 332 days for Kent's statistical neighbours.

GREEN: The percentage of Children's Social Work Case File Audits graded good or outstanding is 81.1% which is above the 80.0% Target.

GREEN: The percentage of case holding posts filled by permanent qualified social workers is 92.8%, remaining above the target of 85.0%.

GREEN: The average caseloads in the Children in Care (CIC) Teams is 14 cases, remaining below the target caseload of no more than 15 children/young people.

Intensive Early Help

AMBER: The percentage of EH Assessments completed in the given month, within 6 weeks of allocation has continued to improve and in October 2020 was 67.1%, moving towards the target of 70.0%. The improvement in the year-to-date, which started from a performance level in April of 58.0%, have been aided by a new performance reporting tool giving managers clear oversight and improved ability to track progress.

AMBER: The percentage of cases open to Intensive Early Help that were audited and graded as good or outstanding is 73.1% which is below the 80.0% target.

GREEN: The percentage of referrals to an Early Help Unit where a previous episode ended within 12 months is 24.8%, achieving the target of lower than 25.0%

GREEN: The percentage of Early Help cases closed with outcomes achieved that come back to Early Help or Children's Social Work Services in 3 months is 15.0%, which is at the Target level.

GREEN: The average Caseload within Early Units is 12 Families, which is below the Target set of an average of no more than 15 Families.

Commentary on Education Indicators:

The majority of education indicators are annual. Commentary has only been provided for indicators where new data has been published since the last scorecard was issued

RED: The percentage of EHCP issued in 20 weeks has dipped very slightly in the last month to 31.1% remaining below the target of 60% and the national performance of 60.4% and Kent's benchmark group of 58.5%. Work is taking place as part of the SEND improvement programme to develop quality assurance of EHCPs, including an increased understanding of what good looks like, and to improve Educational Psychology (EP) timescales in statutory advice by reviewing their triage and assessment processes and building capacity in the Service.

RED: The number of Kent resident pupils being placed in independent or out-of-county special schools has increased from 1,214 in September to 1,232 in October and is below the target of 900

RED: The percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention continues to decline and at 93.8% remains below the target of 100%

AMBER: There are 11 primary aged pupils who have been permanently excluded from school, 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: The number of permanent exclusions from secondary schools at 12 remains well below the target of 27.

GREEN: The percentage of Children Missing Education cases, closed within 30 school days, has increased from 88.9% in September to 90.2% in October and now meets the target.

GREEN: The Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) is a seasonally impacted indicator increasing over the Summer months. In the month of October, it was 2.2% which compares favourably to the target of 2.4% and broadly in line with the performance for the same time last year (2.1%). However Local Authorities are judged by the DfE on the 3-month rolled figure (for December, January, and February) which in 2019/20 was 3.3%, below our target and in the fourth quintile (second from bottom) of all LAs.

Directorate Scorecard - Kent KPIs - Vulnerable Learners

Annual Indicators - Primary		Polarity	Data Period	QPR	Annual Trends		Latest Year	Target 2018-19	RAG	Target 2020-21	DOT	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2017-18	2018-19								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development - all pupils	H	A		75.1	74.0	74.0	75	AMBER	76	↔	74.6	71.8	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		17	21	21	20	AMBER	19	↔	22	17	Yes
	Percentage of pupils at EYFS achieving a Good Level of Development - Kent CIC gap	L	A		46.8	24.1	24.1	24	AMBER	22	↔	N/A	N/A	
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN Support gap	L	A		56	50	50	50	GREEN	47	↔	49	48	
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN EHCP gap	L	A		76	74	74	74	GREEN	70	↔	74	72	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - all pupils	H	A		67	68	68	68	GREEN	70	↔	66	65	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		21	23	23	21	AMBER	19	↔	26	21	Yes
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - Kent CIC gap	L	A		33.0	30.7	30.7	30	AMBER	28	↔	N/A	N/A	
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN Support gap	L	A		51	50	50	49	AMBER	47	↔	51	50	
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN EHCP gap	L	A		67	69	69	65	RED	63	↔	66	66	
	Progress score in Reading at KS2 - all pupils	H	A		0.0	0.0	0.0	0.1	AMBER	0.2	↔	0.0	0.0	
	Progress score in Reading at KS2 - FSM Eligible	H	A		-1.0	-0.9	-0.9	-0.8	AMBER	-0.6	↔	-1.3	-0.8	Yes
	Progress score in Reading at KS2 - Kent CIC	H	A		-0.4	-0.8	-0.8	-0.8	GREEN	-0.6	↔	N/A	N/A	
	Progress score in Reading at KS2 - SEN Support	H	A		-1.2	-1.4	-1.4	-1.1	RED	-0.9	↔	-1.4	-1.0	
	Progress score in Reading at KS2 - SEN EHCP	H	A		-3.3	-4.3	-4.3	-3.8	RED	-3.6	↔	-4.0	-3.6	
	Progress score in writing at KS2 - all pupils	H	A		0.4	0.3	0.3	0.3	GREEN	0.3	↔	-0.4	0.0	
	Progress score in writing at KS2 - FSM	H	A		-0.5	-0.7	-0.7	-0.7	GREEN	-0.5	↔	-1.5	-0.7	Yes
	Progress score in writing at KS2 - Kent CIC	H	A		-1.3	-0.8	-0.8	-0.8	GREEN	-0.6	↔	N/A	N/A	
	Progress score in writing at KS2 - SEN Support	H	A		-1.7	-1.7	-1.7	-1.6	AMBER	-1.4	↔	-2.3	-1.7	
	Progress score in writing at KS2 - SEN EHCP	H	A		-3.1	-4.1	-4.1	-4.0	AMBER	-3.8	↔	-4.8	-4.3	
	Progress score in maths at KS2 - all pupils	H	A		-0.3	-0.4	-0.4	0.0	RED	0.2	↔	-0.4	0.0	
	Progress score in maths at KS2 - FSM	H	A		-1.6	-1.7	-1.7	-0.8	RED	-0.6	↔	-2.0	-0.9	Yes
	Progress score in maths at KS2 - Kent CIC	H	A		-2.0	-1.5	-1.5	-0.8	RED	-0.6	↔	N/A	N/A	
	Progress score in maths at KS2 - SEN Support	H	A		-1.7	-1.9	-1.9	-1.6	RED	-1.4	↔	-1.8	-1.0	
	Progress score in maths at KS2 - SEN EHCP	H	A		-4.0	-5.0	-5.0	-3.8	RED	-3.6	↔	-4.3	-4.0	

Directorate Scorecard - Kent KPIs - Vulnerable Learners

Annual Indicators - Secondary		Polarity	Data Period	QPR	Annual Trends		Latest Year	Target 2018-19	RAG	Target 2020-21	DOT	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2017-18	2018-19						SE Region		
SISE12	Average score at KS4 in Attainment 8 - all pupils	H	A		47.1	47.4	47.4	48	AMBER	49.0	↔	48.0	46.7	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.8	18.1	18.1	14	RED	13.0	↔	17.5	13.8	Yes
	Average score at KS4 in Attainment 8 - Kent CIC gap	L	A		25.0	26.7	26.7	24	AMBER	23.0	↔	N/A	N/A	
	Average score at KS4 in Attainment 8 - SEN Support gap	L	A		16.2	15.8	15.8	15	AMBER	14.0	↔	18.7	17.5	
	Average score at KS4 in Attainment 8 - SEN EHCP gap	L	A		37.2	38.9	38.9	36	AMBER	35.0	↔	37.3	36.4	
	Average score at KS4 in Progress 8 - all pupils	H	A		-0.08	-0.12	-0.12	-0.02	AMBER	0.00	↔	-0.01	-0.03	
	Average score at KS4 in Progress 8 - FSM	H	A		-0.81	-0.86	-0.86	-0.50	RED	-0.35	↔	-0.74	-0.53	Yes
	Average score at KS4 in Progress 8 - Kent CIC	H	A		-0.91	-1.58	-1.58	-0.80	RED	-0.60	↔	N/A	N/A	
	Average score at KS4 in Progress 8 - SEN Support	H	A		-0.62	-0.68	-0.68	-0.50	AMBER	-0.35	↔	-0.49	-0.43	
	Average score at KS4 in Progress 8 - SEN EHCP	H	A		-1.20	-1.45	-1.45	-1.10	RED	-0.95	↔	-1.19	-1.17	

Directorate Scorecard - Ashford District

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Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							SN or SE			
Ashford CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		30.2	30.1	29.8	30.5	30.4	30.0	30.4	↓	25.0	RED	29.7	25.0	AMBER	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		93.3	92.5	93.0	94.9	94.1	95.9	95.7	↓	90.0	GREEN	92.2	90.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	32.5	31.7	27.7	31.0	32.7	29.1	31.9	↓	20.0	RED	32.8	20.0	RED	23.4	21.9		
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		60	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			
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	57.1	60.0	60.0	60.0	60.0	57.1	57.1	↔	80.0	RED	58.3	75.0	RED	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	95.8	83.3	83.3	83.3	85.9	77.5	76.6	↓	85.0	AMBER	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		17.0	19.5	20.0	20.9	19.3	22.5	25.6	↓	18.0	RED	20.0	18.0	AMBER	N/A	N/A		
Ashford EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		23.2	22.5	22.6	22.7	22.8	24.1	24.3	↓	25.0	GREEN	23.0	25.0	GREEN	22	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		52.6	55.7	59.7	63.7	69.0	74.9	75.7	↑	70.0	GREEN	50.8	70.0	RED	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	100.0	100.0	75.0	75.0	66.7	66.7	↔	80.0	AMBER	100.0	75.0	GREEN	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		11.3	10.1	11.0	9.1	8.5	8.9	9.5	↓	15.0	GREEN	12.1	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		10.0	10.3	11.4	10.1	9.1	12.0	14.0	↓	15.0	GREEN	17.2	15.0	AMBER	N/A	N/A		

Integrated Children's Services Quarterly Indicators - Ashford		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q3 19-20	Q4 19-20	Q1 20-21	Q2 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		39.0	31.9	26.3	25.0	↑	38.4	GREEN	31.9	35	GREEN	40.5	40.9		

Directorate Scorecard - Ashford District

Education Monthly Indicators - Ashford		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	27.9	22.5	24.0	25.7	27.4	28.9	29.7	↑	60	RED	22.9	40	RED	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		4.6	4.5	4.5	4.5	4.6	2.2	2.2	↑	2.4	GREEN	4.6	2.6	RED	2.4	2.7	Yes
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		98	96	99	99	84	113	115	↓	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		93.6	93.2	95.3	98.1	97.2	96.9	96.7	↓	90	GREEN	97.2	90	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		97.0	95.7	95.8	96.4	96.4	97.7	97.0	↓	100	RED	96.4	100	RED	N/A	N/A	

Education Annual Indicators - Ashford		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2019-20	RAG	Target 2020-21	DOT	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20					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		75.6	78.6	67.0	73	RED	70	↓	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		75.3	73.3	73.3	75	AMBER	76	↔	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		16.4	21.1	21.1	20	AMBER	19	↔	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		63.3	64.9	64.9	68	RED	70	↔	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		25.0	24.7	24.7	22	AMBER	20	↔	26	21	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		44.8	45.1	45.1	48	AMBER	49.0	↔	48.0	46.7	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		16.9	18.2	18.2	14	RED	12	↔	17.5	13.8	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.74	33.75	33.75	34	AMBER	36	↔	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		28.17	27.13	27.13	29	AMBER	31	↔	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		26.67	23.00	23.00	32	RED	34	↔	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	3.1	3.6	3.0	RED	3.0	↓	3.5	3.3	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	90	N/A	89.0	90.2		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	77	N/A	82.8	82.2		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.7	8.6	8.6	8.3	AMBER	8.7	↔	7.8	8.2		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.9	16.0	16.0	13.5	RED	14.5	↔	13.7	13.7		

Directorate Scorecard - Canterbury District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
Canterbury CSWT					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		31.7	33.3	33.2	33.9	34.6	34.7	35.1	↓	25.0	RED	31.1	25.0	RED	26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		94.4	94.1	89.7	84.6	88.2	87.9	90.9	↑	90.0	GREEN	94.9	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	15.0	15.3	17.6	18.2	20.7	23.4	27.4	↓	20.0	AMBER	14.8	20.0	AMBER	23.4	21.9	
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		60	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			
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	85.7	80.0	80.0	80.0	80.0	85.7	85.7	↔	80.0	GREEN	83.3	75.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	80.6	84.9	79.7	79.7	88.4	86.7	91.0	↑	85.0	GREEN	75.1	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		20.1	19.2	21.2	19.8	18.4	20.9	18.0	↑	18.0	GREEN	23.1	18.0	RED	N/A	N/A	
Canterbury EHU					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20									
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		18.8	18.9	19.7	21.0	21.4	22.4	22.3	↑	25	GREEN	18.9	25.0	GREEN	22	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		55.9	55.1	54.1	58.0	61.5	63.4	64.6	↑	70	AMBER	57.2	70.0	RED	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	100.0	100.0	60.0	60.0	71.4	71.4	↔	80	AMBER	100.0	75.0	GREEN	N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		11.6	10.6	12.5	15.2	13.8	14.4	15.3	↓	15	AMBER	10.9	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		10.6	9.5	9.6	12.2	12.0	11.9	14.9	↓	15.0	GREEN	14.2	15.0	GREEN	N/A	N/A	

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Integrated Children's Services Quarterly Indicators - Canterbury		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q3 19-20	Q4 19-20	Q1 20-21	Q2 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		47.7	51.0	55.1	50.0	↑	38.4	RED	51.0	35	RED	40.5	40.9		

Directorate Scorecard - Canterbury District

Education Monthly Indicators - Canterbury		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	18.1	13.1	14.7	16.3	17.4	19.4	20.7	↑	60	RED	15.0	40	RED	58.5	60.4	Yes
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	4.0	3.7	3.6	3.6	1.9	1.7	↑	2.4	GREEN	3.6	2.6	AMBER	2.4	2.7	Yes
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		120	122	124	126	109	145	147	↓	N/A	N/A	109	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		88.4	91.6	88.2	87.1	83.9	86.4	89.4	↑	90	AMBER	83.9	90	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		96.6	96.0	96.1	95.7	92.9	94.6	95.1	↑	100	RED	92.9	100	RED	N/A	N/A	

Education Annual Indicators - Canterbury		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2019-20	RAG	Target 2020-21	DOT	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20					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		74.7	72.4	73.0	73	GREEN	70	↑	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		75.3	74.9	74.9	75	AMBER	76	↔	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		20.7	25.3	25.3	20	RED	19	↔	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		73.5	74.3	74.3	68	GREEN	70	↔	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		25.3	28.1	28.1	22	RED	20	↔	26	21	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		45.5	45.8	45.8	48	AMBER	49.0	↔	48.0	46.7	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		16.4	17.5	17.5	14	RED	12	↔	17.5	13.8	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.61	32.64	32.64	34	AMBER	36	↔	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		29.28	27.44	27.44	29	AMBER	31	↔	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		22.09	27.29	27.29	32	RED	34	↔	30.81	32.12		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.5	3.7	4.1	3.0	RED	3.0	↓	3.5	3.3	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	90	N/A	89.0	90.2		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	77	N/A	82.8	82.2		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.8	9.1	9.1	8.3	AMBER	8.7	↔	7.8	8.2		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		17.4	18.0	18.0	13.5	RED	14.5	↔	13.7	13.7		

Directorate Scorecard - Dartford District

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Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							SN or SE			
Dartford CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		No data available prior to October 2020							23.2		25.0	GREEN		25.0		26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		No data available prior to October 2020							100.0		90.0	GREEN		90.0		N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	No data available prior to October 2020							22.2		20.0	GREEN		20.0		23.4	21.9	
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		60	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		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	No data available prior to October 2020							N/A		80.0	N/A		75.0		N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	No data available prior to October 2020							113.1		85.0	GREEN		85.0		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		No data available prior to October 2020							22.7		18.0	RED		18.0		N/A	N/A	
Dartford EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		24.5	23.5	22.8	21.9	20.7	20.8	20.7	↑	25	GREEN	23.7	25.0	GREEN	22	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		78.1	79.0	80.5	81.8	81.6	82.0	81.2	↓	70	GREEN	78.2	70.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		83.3	83.3	100.0	80.0	80.0	85.7	85.7	↔	80	GREEN	83.3	75.0	GREEN	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		23.1	23.0	21.0	18.7	17.7	16.3	14.8	↑	15	GREEN	22.4	15.0	RED	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		13.1	10.6	10.8	12.3	12.5	12.0	13.6	↓	15.0	GREEN	16.7	15.0	AMBER	N/A	N/A		

Integrated Children's Services Quarterly Indicators - Dartford		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q3 19-20	Q4 19-20	Q1 20-21	Q2 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		25.0	24.3	32.3	40.9	↓	38.4	AMBER	24.3	35	GREEN	40.5	40.9		

Directorate Scorecard - Dartford District

Education Monthly Indicators - Dartford		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?	
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20											Oct-20
					SN or SE																
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	52.7	43.3	41.2	39.0	37.3	35.5	34.1	↓	60	RED	50.0	40	GREEN	58.5	60.4	Yes	
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.4	3.3	3.7	3.9	4.2	2.9	2.8	↑	2.4	AMBER	4.2	2.6	RED	2.4	2.7	Yes	
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		63	66	65	65	52	65	65	↔	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		4	5	3	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		1	1	1	1	1	0	1	↓	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes	
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		100.0	100.0	100.0	98.6	98.6	98.5	98.4	↓	90	GREEN	98.6	90	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	100.0	100.0	100.0	100.0	99.2	97.1	↓	100	AMBER	100.0	100	GREEN	N/A	N/A		

Education Annual Indicators - Dartford		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2019-20	RAG	Target 2020-21	DOT	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20								
					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		65.9	64.7	60.5	73	RED	70	↓	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		76.1	73.5	73.5	75	AMBER	76	↔	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		15.5	18.3	18.3	20	GREEN	19	↔	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		68.0	70.4	70.4	68	GREEN	70	↔	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		23.0	21.1	21.1	22	GREEN	20	↔	26	21	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		51.8	52.6	52.6	48	GREEN	49.0	↔	48.0	46.7	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		17.1	18.1	18.1	14	RED	12	↔	17.5	13.8	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		31.69	30.38	30.38	34	RED	36	↔	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		27.33	27.74	27.74	29	AMBER	31	↔	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		30.00	27.58	27.58	32	RED	34	↔	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	1.9	2.1	3.0	GREEN	3.0	↓	3.5	3.3	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	90	N/A	89.0	90.2		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	77	N/A	82.8	82.2		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.9	9.9	9.9	8.3	RED	8.7	↔	7.8	8.2		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		11.3	11.2	11.2	13.5	GREEN	14.5	↔	13.7	13.7		

Directorate Scorecard - Dover District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							SN or SE			
Dover CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		31.9	32.1	32.5	32.4	31.8	31.7	31.0	↑	25.0	RED	31.5	25.0	RED	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		95.1	95.7	96.3	96.3	96.4	96.4	96.4	↔	90.0	GREEN	96.0	90.0	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	20.4	19.2	18.1	16.3	18.4	20.8	↑	20.0	GREEN	20.4	20.0	GREEN	23.4	21.9		
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			60	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		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	50.0	55.6	55.6	55.6	55.6	54.5	54.5	↔	80.0	RED	60.0	75.0	AMBER	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	83.3	83.3	83.3	87.5	87.5	87.5	100.0	↑	85.0	GREEN	83.3	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		17.5	18.3	22.5	21.5	20.0	18.6	16.7	↑	18.0	GREEN	19.0	18.0	AMBER	N/A	N/A		
Dover EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		22.8	23.1	25.0	24.9	24.5	26.2	28.3	↓	25	AMBER	22.4	25.0	GREEN	22	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		68.7	70.4	72.9	76.0	79.1	84.2	85.2	↑	70	GREEN	70.0	70.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		60.0	60.0	66.7	60.0	60.0	57.1	57.1	↔	80	RED	75.0	75.0	GREEN	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		16.2	17.8	16.0	15.4	15.7	15.6	15.9	↓	15	AMBER	15.9	15.0	AMBER	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		5.6	5.2	5.8	7.5	7.4	10.7	12.3	↓	15.0	GREEN	8.8	15.0	GREEN	N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Dover		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q3 19-20	Q4 19-20	Q1 20-21	Q2 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		41.9	42.9	44.7	40.0	↑	38.4	AMBER	42.9	35	RED	40.5	40.9		

Directorate Scorecard - Dover District

Education Monthly Indicators - Dover		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	23.4	13.9	15.4	14.1	15.1	17.8	19.8	↑	60	RED	21.4	40	RED	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.5	2.6	2.8	2.9	3.0	1.4	1.8	↓	2.4	GREEN	3.0	2.6	AMBER	2.4	2.7	Yes
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		87	88	90	89	71	98	101	↓	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		3	3	3	3	3	2	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		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		92.5	98.4	99.2	93.7	93.5	93.1	93.9	↑	90	GREEN	93.5	90	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		95.7	97.4	97.5	97.6	96.3	91.9	91.7	↓	100	RED	96.3	100	RED	N/A	N/A	

Education Annual Indicators - Dover		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2019-20	RAG	Target 2020-21	DOT	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20						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		77.7	73.1	77.5	73	GREEN	70	↑	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		74.6	75.0	75.0	75	GREEN	76	↔	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		16.8	13.8	13.8	20	GREEN	19	↔	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		68.8	69.0	69.0	68	GREEN	70	↔	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		18.8	16.6	16.6	22	GREEN	20	↔	26	21	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		43.9	44.6	44.6	48	RED	49.0	↔	48.0	46.7	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		17.4	13.3	13.3	14	GREEN	12	↔	17.5	13.8	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		29.88	30.41	30.41	34	RED	36	↔	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		22.88	23.42	23.42	29	RED	31	↔	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		29.50	32.67	32.67	32	GREEN	34	↔	30.81	32.12		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		2.9	3.2	3.6	3.0	RED	3.0	↓	3.5	3.3	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	90	N/A	89.0	90.2		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	77	N/A	82.8	82.2		
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	8.7	↔	7.8	8.2		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		17.4	18.0	18.0	13.5	RED	14.5	↔	13.7	13.7		

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20										
Folkestone and Hythe CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		25.7	26.1	27.3	27.4	27.2	26.1	25.6	↑	25.0	AMBER	25.4	25.0	AMBER	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		93.2	92.3	91.2	90.9	92.6	93.3	91.7	↓	90.0	GREEN	93.5	90.0	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	20.5	21.3	22.3	21.2	24.3	19.4	↑	20.0	GREEN	17.9	20.0	GREEN	23.4	21.9		
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		60	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			
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	69.2	80.0	80.0	63.6	63.6	73.3	73.3	↔	80.0	AMBER	70.0	75.0	AMBER	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	88.8	85.7	84.1	76.1	80.1	90.5	95.8	↑	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		20.0	20.5	22.7	24.8	24.2	19.9	19.7	↑	18.0	AMBER	23.2	18.0	RED	N/A	N/A		
Folkestone and Hythe EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		23.5	24.5	23.8	23.6	24.4	24.6	24.4	↑	25	GREEN	22.3	25.0	GREEN	22	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		48.8	47.8	50.4	55.0	56.7	59.6	59.9	↑	70	RED	50.4	70.0	RED	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		85.7	85.7	100.0	75.0	75.0	83.3	83.3	↔	80	GREEN	83.3	75.0	GREEN	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		16.9	16.6	15.5	13.7	13.3	14.3	13.4	↑	15	GREEN	16.3	15.0	AMBER	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		8.3	7.4	6.5	9.6	8.1	10.5	15.0	↓	15.0	GREEN	12.2	15.0	GREEN	N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q3 19-20	Q4 19-20	Q1 20-21	Q2 20-21										
CYPE8	Rate of proven re-offending by CYP	L	Q		18.8	10.7	10.3	12.5	↓	38.4	GREEN	10.7	35	GREEN	40.5	40.9		

Education Monthly Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	28.6	19.1	20.6	19.4	20.0	43.9	41.0	↓	60	RED	51.7	40	GREEN	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		4.3	4.9	5.1	5.1	5.1	2.7	2.7	↑	2.4	AMBER	5.1	2.6	RED	2.4	2.7	Yes
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		60	60	62	62	51	73	75	↓	N/A	N/A	51	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		86.8	89.4	82.4	79.7	74.2	81.2	87.1	↑	90	AMBER	74.2	90	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		98.8	98.7	98.8	98.7	96.5	97.4	97.4	↑	100	AMBER	96.5	100	RED	N/A	N/A	

Education Annual Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2019-20	RAG	Target 2020-21	DOT	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20						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		80.0	78.7	76.4	73	GREEN	70	↓	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		75.7	75.0	75.0	75	GREEN	76	↔	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		16.6	16.5	16.5	20	GREEN	19	↔	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		64.1	67.6	67.6	68	AMBER	70	↔	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		22.9	18.4	18.4	22	GREEN	20	↔	26	21	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		42.1	46.9	46.9	48	AMBER	49.0	↔	48.0	46.7	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.7	13.8	13.8	14	GREEN	12	↔	17.5	13.8	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.28	32.17	32.17	34	AMBER	36	↔	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		28.50	29.34	29.34	29	GREEN	31	↔	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		39.80	35.00	35.00	32	GREEN	34	↔	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	3.6	3.8	3.0	RED	3.0	↓	3.5	3.3	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	90	N/A	89.0	90.2		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	77	N/A	82.8	82.2		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.5	10.3	10.3	8.3	RED	8.7	↔	7.8	8.2		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		20.5	19.8	19.8	13.5	RED	14.5	↔	13.7	13.7		

Directorate Scorecard - Gravesham District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
Gravesham CSWT					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		24.7	25.0	26.9	27.4	27.2	27.8	26.8	↑	25.0	AMBER	25.0	25.0	GREEN	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		91.7	91.8	91.9	91.9	91.9	92.3	92.2	↓	90.0	GREEN	91.8	90.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	33.0	33.0	32.7	31.2	31.2	31.2	27.8	↑	20.0	RED	32.1	20.0	RED	23.4	21.9		
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		60	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			
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	100.0	100.0	100.0	90.0	90.0	78.6	78.6	↔	80.0	AMBER	100.0	75.0	GREEN	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	94.8	99.3	91.1	86.5	86.5	91.1	90.7	↓	85.0	GREEN	91.1	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		16.0	17.3	21.1	26.3	18.8	20.3	22.7	↓	18.0	RED	17.9	18.0	GREEN	N/A	N/A		
Gravesham EHU					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		21.4	21.6	21.2	21.0	20.8	21.5	20.9	↑	25	GREEN	21.2	25.0	GREEN	22	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		49.8	48.1	45.4	43.8	41.8	43.3	42.1	↓	70	RED	54.3	70.0	RED	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		57.1	57.1	100.0	100.0	100.0	100.0	100.0	↔	80	GREEN	50.0	75.0	RED	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		15.5	16.0	17.2	16.7	16.8	16.5	16.7	↓	15	AMBER	15.3	15.0	AMBER	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		12.0	12.4	11.4	11.7	13.2	13.5	10.7	↑	15.0	GREEN	12.6	15.0	GREEN	N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Gravesham		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q3 19-20	Q4 19-20	Q1 20-21	Q2 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		40.0	40.9	33.3	38.3	↑	38.4	GREEN	40.9	35	RED	40.5	40.9		

Directorate Scorecard - Gravesham District

Education Monthly Indicators - Gravesham		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	54.2	48.7	46.5	45.9	43.7	51.4	50.0	↓	60	AMBER	60.1	40	GREEN	58.5	60.4	Yes
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	3.5	4.0	4.1	4.2	2.6	2.3	↑	2.4	GREEN	4.2	2.6	RED	2.4	2.7	Yes
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		62	62	62	62	44	61	61	↔	N/A	N/A	44	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		1	1	3	3	3	3	4	↓	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		98.9	98.8	98.8	98.8	98.8	99.2	99.2	↓	90	GREEN	98.8	90	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		96.6	96.0	96.3	97.3	98.6	96.1	93.9	↓	100	RED	98.6	100	AMBER	N/A	N/A	

Education Annual Indicators - Gravesham		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2019-20	RAG	Target 2020-21	DOT	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20					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		55.2	55.8	54.7	73	RED	70	↓	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		74.2	75.4	75.4	75	GREEN	76	↔	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		12.8	12.9	12.9	20	GREEN	19	↔	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		60.8	65.0	65.0	68	AMBER	70	↔	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		26.9	20.5	20.5	22	GREEN	20	↔	26	21	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		47.0	47.6	47.6	48	AMBER	49.0	↔	48.0	46.7	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		13.6	16.0	16.0	14	AMBER	12	↔	17.5	13.8	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.73	30.15	30.15	34	RED	36	↔	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		26.19	26.75	26.75	29	AMBER	31	↔	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		35.00	32.58	32.58	32	GREEN	34	↔	30.81	32.12		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		2.2	2.2	2.4	3.0	GREEN	3.0	↓	3.5	3.3	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	90	N/A	89.0	90.2		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	77	N/A	82.8	82.2		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		10.2	9.9	9.9	8.3	RED	8.7	↔	7.8	8.2		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		12.7	12.5	12.5	13.5	GREEN	14.5	↔	13.7	13.7		

Directorate Scorecard - Maidstone District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							SN or SE			
Maidstone CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		27.4	27.8	28.4	28.3	29.1	28.6	29.1	↓	25.0	AMBER	27.0	25.0	AMBER	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		92.7	92.5	92.3	92.3	92.7	90.5	90.5	↔	90.0	GREEN	93.2	90.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	17.0	17.0	21.5	24.2	23.1	22.8	23.0	↓	20.0	AMBER	18.6	20.0	GREEN	23.4	21.9		
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			60	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		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	82.4	91.7	91.7	81.8	81.8	87.5	87.5	↔	80.0	GREEN	86.7	75.0	GREEN	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	37.0	37.0	44.4	48.1	48.1	74.1	65.4	↓	85.0	RED	40.7	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		20.3	19.7	18.9	17.7	15.8	12.8	15.1	↓	18.0	GREEN	25.3	18.0	RED	N/A	N/A		
Maidstone EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		13.4	14.2	14.2	14.7	15.3	15.8	16.4	↓	25	GREEN	14.8	25.0	GREEN	22	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		58.9	59.9	61.7	65.7	67.7	69.1	69.3	↑	70	AMBER	60.9	70.0	AMBER	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		66.7	66.7	0.0	33.3	33.3	40.0	40.0	↔	80	RED	100.0	75.0	GREEN	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		19.2	18.0	14.4	13.2	13.5	12.8	12.2	↑	15	GREEN	20.1	15.0	RED	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		13.7	11.8	13.5	21.5	20.3	20.8	18.2	↑	15.0	RED	25.3	15.0	RED	N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Maidstone		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q3 19-20	Q4 19-20	Q1 20-21	Q2 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		25.4	22.6	26.7	25.5	↓	38.4	GREEN	22.6	35	GREEN	40.5	40.9		

Directorate Scorecard - Maidstone District

Education Monthly Indicators - Maidstone		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	55.1	47.7	47.6	46.9	48.9	40.5	40.3	↓	60	RED	54.8	40	GREEN	58.5	60.4	Yes
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	2.8	2.8	2.8	2.8	1.9	2.1	↓	2.4	GREEN	2.8	2.6	AMBER	2.4	2.7	Yes
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		67	69	73	73	57	78	78	↔	N/A	N/A	57	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	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	-3	-1	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		86.2	86.7	85.5	76.1	76.7	76.3	82.2	↑	90	RED	76.7	90	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		97.7	97.8	97.9	97.8	97.8	92.0	91.6	↓	100	RED	97.8	100	AMBER	N/A	N/A	

Education Annual Indicators - Maidstone		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2019-20	RAG	Target 2020-21	DOT	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20					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		71.4	69.3	66.4	73	RED	70	↓	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		76.3	72.9	72.9	75	AMBER	76	↔	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		13.5	22.1	22.1	20	AMBER	19	↔	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		63.7	66.0	66.0	68	AMBER	70	↔	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		24.9	23.1	23.1	22	AMBER	20	↔	26	21	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		49.7	50.7	50.7	48	GREEN	49.0	↔	48.0	46.7	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		20.0	18.2	18.2	14	RED	12	↔	17.5	13.8	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		32.69	33.99	33.99	34	AMBER	36	↔	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		27.97	28.38	28.38	29	AMBER	31	↔	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		31.88	35.76	35.76	32	GREEN	34	↔	30.81	32.12		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.1	3.6	3.9	3.0	RED	3.0	↓	3.5	3.3	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	90	N/A	89.0	90.2		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	77	N/A	82.8	82.2		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.9	9.2	9.2	8.3	AMBER	8.7	↔	7.8	8.2		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		12.9	13.1	13.1	13.5	GREEN	14.5	↔	13.7	13.7		

Directorate Scorecard - Sevenoaks District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?							
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20																	
Sevenoaks North & Tonbridge and Malling CSWT																		SN or SE										
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		No data available prior to October 2020							20.6		25.0	GREEN		25.0		26	22.6								
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M									No data available prior to October 2020							100.0		90.0	GREEN		90.0		N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓															No data available prior to October 2020							0.0		20.0
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
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									
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	No data available prior to October 2020							N/A		80.0	N/A		75.0		N/A	N/A								
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓								No data available prior to October 2020							90.0		85.0	GREEN		85.0		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		No data available prior to October 2020							18.9		18.0	AMBER		18.0		N/A	N/A								
Sevenoaks South & Tunbridge Wells CSWT																												
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		No data available prior to October 2020							32.9		25.0	RED		25.0		26	22.6								
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M									No data available prior to October 2020							100.0		90.0	GREEN		90.0		N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓															No data available prior to October 2020							0.0		20.0
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
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									
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	No data available prior to October 2020							N/A		80.0	N/A		75.0		N/A	N/A								
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓								No data available prior to October 2020							86.0		85.0	GREEN		85.0		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		No data available prior to October 2020							24.1		18.0	RED		18.0		N/A	N/A								

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Directorate Scorecard - Sevenoaks District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
Sevenoaks EHU					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20									
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		24.4	24.3	23.6	22.6	22.4	22.7	21.5	↑	25	GREEN	24.1	25.0	GREEN	22	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		83.2	82.3	82.2	84.5	83.5	84.6	85.0	↑	70	GREEN	84.3	70.0	GREEN	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		85.7	85.7	100.0	100.0	100.0	100.0	100.0	↔	80	GREEN	85.7	75.0	GREEN	N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		19.9	18.7	18.0	15.9	15.5	14.6	14.0	↑	15	GREEN	19.5	15.0	AMBER	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		9.1	7.9	11.2	15.3	15.6	14.2	13.4	↑	15.0	GREEN	10.2	15.0	GREEN	N/A	N/A	

Integrated Children's Services Quarterly Indicators - Sevenoaks		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q3 19-20	Q4 19-20	Q1 20-21	Q2 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		33.3	39.3	41.4	41.7	↓	38.4	RED	39.3	35	RED	40.5	40.9		

Directorate Scorecard - Sevenoaks District

Education Monthly Indicators - Sevenoaks		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	55.6	45.5	44.6	42.6	38.7	23.0	22.2	↓	60	RED	24.5	40	RED	58.5	60.4	Yes
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	2.7	2.8	2.8	3.1	1.6	1.8	↓	2.4	GREEN	3.1	2.6	AMBER	2.4	2.7	Yes
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		111	109	110	110	93	110	111	↓	N/A	N/A	93	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		3	3	2	2	1	2	1	↑	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		97.1	96.9	96.7	95.8	95.8	100.0	100.0	↔	90	GREEN	95.8	90	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		95.7	95.8	96.0	97.3	93.8	95.2	94.7	↓	100	RED	93.8	100	RED	N/A	N/A	

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Education Annual Indicators - Sevenoaks		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2019-20	RAG	Target 2020-21	DOT	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20					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		64.9	71.0	70.1	73	AMBER	70	↓	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		78.5	76.8	76.8	75	GREEN	76	↔	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		15.9	19.1	19.1	20	GREEN	19	↔	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		69.3	73.1	73.1	68	GREEN	70	↔	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		24.6	18.4	18.4	22	GREEN	20	↔	26	21	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		38.2	41.5	41.5	48	RED	49.0	↔	48.0	46.7	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		15.8	12.1	12.1	14	GREEN	12	↔	17.5	13.8	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		24.33	30.28	30.28	34	RED	36	↔	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		30.35	29.59	29.59	29	GREEN	31	↔	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		27.50	32.86	32.86	32	GREEN	34	↔	30.81	32.12		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		4.4	4.6	5.0	3.0	RED	3.0	↓	3.5	3.3	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	90	N/A	89.0	90.2		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	77	N/A	82.8	82.2		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		10.0	8.5	8.5	8.3	AMBER	8.7	↔	7.8	8.2		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.2	14.2	14.2	13.5	AMBER	14.5	↔	13.7	13.7		

Directorate Scorecard - Swale District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							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		26.4	27.9	28.0	28.5	28.8	28.5	26.0	↑	25.0	AMBER	25.2	25.0	AMBER	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		97.7	97.6	92.9	91.9	88.9	88.2	84.8	↓	90.0	AMBER	97.9	90.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	30.3	32.5	27.2	21.1	22.0	22.9	20.7	↑	20.0	GREEN	25.6	20.0	AMBER	23.4	21.9		
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			60	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		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	100.0	100.0	100.0	87.5	87.5	81.8	81.8	↔	80.0	GREEN	100.0	75.0	GREEN	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	94.4	88.9	88.9	94.4	94.4	100.0	83.3	↓	85.0	AMBER	88.9	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	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		16.7	16.9	20.1	18.4	18.7	18.1	17.7	↑	18.0	GREEN	19.6	18.0	AMBER	N/A	N/A		
Swale Island & Rural CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		29.9	27.8	28.9	30.0	30.6	29.8	29.3	↑	25.0	AMBER	30.4	25.0	RED	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	95.2	↓	90.0	GREEN	100.0	90.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	22.7	26.2	27.0	31.9	23.0	22.8	23.2	↓	20.0	AMBER	18.9	20.0	GREEN	23.4	21.9		
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			60	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		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	100.0	100.0	100.0	100.0	100.0	100.0	100.0	↔	80.0	GREEN	100.0	75.0	GREEN	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	100.0	100.0	88.9	88.9	88.9	77.8	88.2	↑	85.0	GREEN	100.0	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		15.6	16.4	19.3	20.2	22.0	23.1	20.4	↑	18.0	AMBER	18.2	18.0	AMBER	N/A	N/A		

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 2019-20	England 2019-20	Linked to SDP?
Swale EHU					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							SN or SE			
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		18.8	19.7	19.1	19.0	19.5	20.2	20.6	↓	25	GREEN	19.3	25.0	GREEN	22	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		39.3	37.9	38.0	39.3	41.2	46.5	49.1	↑	70	RED	43.3	70.0	RED	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		85.7	85.7	75.0	83.3	83.3	77.8	77.8	↔	80	AMBER	100.0	75.0	GREEN	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		14.6	14.1	13.2	13.8	13.5	12.9	12.9	↔	15	GREEN	14.9	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		14.9	15.0	12.9	12.9	11.2	13.3	14.1	↓	15.0	GREEN	18.3	15.0	RED	N/A	N/A		

Integrated Children's Services Quarterly Indicators - Swale		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q3 19-20	Q4 19-20	Q1 20-21	Q2 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		37.0	34.1	32.5	35.9	↓	38.4	GREEN	34.1	35	GREEN	40.5	40.9		

Directorate Scorecard - Swale District

Education Monthly Indicators - Swale		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	14.1	7.8	8.2	9.6	9.5	11.7	10.5	↓	60	RED	14.6	40	RED	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		4.9	4.9	4.7	4.6	4.9	2.6	2.3	↑	2.4	GREEN	4.9	2.6	RED	2.4	2.7	Yes
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		114	114	114	113	102	124	125	↓	N/A	N/A	102	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	-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		87.1	87.5	83.3	86.7	73.4	79.3	77.8	↓	90	RED	73.4	90	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		98.3	98.0	98.1	97.9	97.9	98.4	98.5	↑	100	AMBER	97.9	100	AMBER	N/A	N/A	

Education Annual Indicators - Swale		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2019-20	RAG	Target 2020-21	DOT	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20					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		72.0	72.1	67.0	73	RED	70	↓	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		72.5	74.2	74.2	75	AMBER	76	↔	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		14.4	15.9	15.9	20	GREEN	19	↔	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		67.3	67.0	67.0	68	AMBER	70	↔	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		19.6	28.5	28.5	22	RED	20	↔	26	21	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		43.2	42.1	42.1	48	RED	49.0	↔	48.0	46.7	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		15.1	16.0	16.0	14	AMBER	12	↔	17.5	13.8	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		31.30	30.68	30.68	34	RED	36	↔	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		28.85	28.59	28.59	29	AMBER	31	↔	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		34.07	29.94	29.94	32	AMBER	34	↔	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	3.5	4.0	3.0	RED	3.0	↓	3.5	3.3	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	90	N/A	89.0	90.2		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	77	N/A	82.8	82.2		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.6	10.9	10.9	8.3	RED	8.7	↔	7.8	8.2		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		15.6	18.8	18.8	13.5	RED	14.5	↔	13.7	13.7		

Directorate Scorecard - Thanet District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20										
Thanet Margate CSWT																			SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		26.0	27.8	29.3	30.4	32.0	33.2	34.0	↓	25.0	RED	25.5	25.0	AMBER	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		96.7	96.6	96.4	96.4	96.7	95.5	95.7	↑	90.0	GREEN	96.7	90.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	11.0	12.5	11.5	14.1	13.5	11.4	12.8	↑	20.0	AMBER	11.4	20.0	RED	23.4	21.9		
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		60	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		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	100.0	100.0	100.0	100.0	100.0	100.0	100.0	↔	80.0	GREEN	100.0	75.0	GREEN	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	104.5	109.7	109.7	109.7	109.7	125.5	120.3	↓	85.0	GREEN	109.7	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		17.8	18.2	21.7	22.9	20.7	17.1	18.5	↓	18.0	AMBER	20.2	18.0	AMBER	N/A	N/A		
Thanet Ramsgate CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		33.8	34.9	36.1	35.1	35.1	34.4	34.8	↓	25.0	RED	35.1	25.0	RED	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		91.3	91.3	90.8	90.5	91.8	93.3	93.4	↑	90.0	GREEN	92.1	90.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	31.7	29.8	31.5	29.5	29.3	30.9	30.9	↔	20.0	RED	29.7	20.0	RED	23.4	21.9		
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		60	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		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	90.9	87.5	87.5	75.0	75.0	72.7	72.7	↔	80.0	AMBER	88.9	75.0	GREEN	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	85.4	95.9	96.9	96.9	118.0	110.7	110.7	↔	85.0	GREEN	85.4	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		14.9	14.4	15.6	17.3	13.9	15.5	15.5	↔	18.0	GREEN	18.5	18.0	AMBER	N/A	N/A		

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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 2019-20	England 2019-20	Linked to SDP?
Thanet Margate EHU					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							SN or SE			
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		No data available prior to October 2020							16.7		25	GREEN		25.0		22	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS									100.0		70	GREEN		70.0		N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M									N/A		80	N/A		75.0		N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M									N/A		15	N/A		15.0		N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS									13.5		15.0	GREEN		15.0		N/A	N/A	
Thanet Ramsgate EHU					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		No data available prior to October 2020							34.1		25	AMBER		25.0		22	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS									72.0		70	GREEN		70.0		N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M									N/A		80	N/A		75.0		N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M									N/A		15	N/A		15.0		N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS									18.3		15.0	GREEN		15.0		N/A	N/A	

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Integrated Children's Services Quarterly Indicators - Thanet		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q3 19-20	Q4 19-20	Q1 20-21	Q2 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		26.9	32.5	33.8	38.0	↓	38.4	GREEN	32.5	35	GREEN	40.5	40.9		

Directorate Scorecard - Thanet District

Education Monthly Indicators - Thanet		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							SN or SE			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	24.6	16.7	19.0	22.9	23.4	23.6	23.3	↓	60	RED	20.2	40	RED	58.5	60.4	Yes	
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		4.9	4.6	4.8	4.7	5.1	2.1	2.4	↓	2.4	AMBER	5.1	2.6	RED	2.4	2.7	Yes	
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		173	171	171	172	133	177	178	↓	N/A	N/A	133	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	1	0	0	↔	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		81.3	82.4	80.7	82.6	74.0	77.4	80.9	↑	90	RED	74.0	90	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		92.7	92.0	92.0	91.9	92.4	84.2	82.5	↓	100	RED	92.4	100	RED	N/A	N/A		

Education Annual Indicators - Thanet		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2019-20	RAG	Target 2020-21	DOT	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20					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		75.4	75.2	72.0	73	AMBER	70	↓	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		69.8	64.9	64.9	75	RED	76	↔	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		18.3	24.7	24.7	20	RED	19	↔	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		62.8	61.5	61.5	68	RED	70	↔	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		20.7	14.5	14.5	22	GREEN	20	↔	26	21	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		41.0	40.7	40.7	48	RED	49.0	↔	48.0	46.7	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		16.9	14.2	14.2	14	AMBER	12	↔	17.5	13.8	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		27.56	25.77	25.77	34	RED	36	↔	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		28.43	25.87	25.87	29	RED	31	↔	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		33.25	25.96	25.96	32	RED	34	↔	30.81	32.12		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.9	4.3	4.7	3.0	RED	3.0	↓	3.5	3.3	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	90	N/A	89.0	90.2		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	77	N/A	82.8	82.2		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		11.2	10.5	10.5	8.3	RED	8.7	↔	7.8	8.2		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		18.2	15.2	15.2	13.5	RED	14.5	↔	13.7	13.7		

Directorate Scorecard - Tonbridge and Malling District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20										
Sevenoaks North & Tonbridge and Malling CSWT																		SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		No data available prior to October 2020							20.6		25.0	GREEN		25.0		26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		No data available prior to October 2020							100.0		90.0	GREEN		90.0		N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	No data available prior to October 2020							0.0		20.0	RED		20.0		23.4	21.9	
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		60	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		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	No data available prior to October 2020							N/A		80.0	N/A		75.0		N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	No data available prior to October 2020							90.0		85.0	GREEN		85.0		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		No data available prior to October 2020							18.9		18.0	AMBER		18.0		N/A	N/A	
Tonbridge and Malling EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		20.8	19.8	21.3	22.1	21.7	21.1	21.0	↑	25	GREEN	20.6	25.0	GREEN	22	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		56.0	57.6	59.3	62.2	65.2	68.7	70.9	↑	70	GREEN	56.0	70.0	RED	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		66.7	66.7	50.0	75.0	75.0	83.3	83.3	↔	80	GREEN	80.0	75.0	GREEN	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		15.2	16.0	17.2	18.3	17.8	18.7	17.1	↑	15	AMBER	16.7	15.0	AMBER	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		9.7	11.4	12.6	17.5	15.2	19.2	17.9	↑	15.0	AMBER	14.8	15.0	GREEN	N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q3 19-20	Q4 19-20	Q1 20-21	Q2 20-21										
																SN or SE		
CYPE8	Rate of proven re-offending by CYP	L	Q		40.7	38.5	40.0	40.0	↓	38.4	AMBER	38.5	35	RED	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 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							SN or SE			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	48.4	43.5	43.7	43.6	40.9	42.7	43.8	↑	60	RED	53.3	40	GREEN	58.5	60.4	Yes	
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.1	3.4	3.3	3.3	3.5	1.8	2.1	↓	2.4	GREEN	3.5	2.6	AMBER	2.4	2.7	Yes	
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		89	90	88	88	72	83	85	↓	N/A	N/A	72	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	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		8	7	6	6	6	6	5	↑	N/A	N/A	6	N/A	N/A	N/A	N/A	Yes	
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		99.0	98.9	98.9	97.6	98.8	98.7	98.5	↓	90	GREEN	98.8	90	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		96.7	97.0	96.2	95.8	95.8	98.3	92.8	↓	100	RED	95.8	100	RED	N/A	N/A		

Education Annual Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2019-20	RAG	Target 2020-21	DOT	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20					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		79.3	76.6	70.8	73	AMBER	70	↓	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		79.0	77.6	77.6	75	GREEN	76	↔	74.6	71.8	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		29.4	31.7	31.7	20	RED	19	↔	22	17	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		69.3	71.0	71.0	68	GREEN	70	↔	66	65		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		26.7	26.5	26.5	22	RED	20	↔	26	21	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		50.7	51.3	51.3	48	GREEN	49.0	↔	48.0	46.7	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		22.5	22.5	22.5	14	RED	12	↔	17.5	13.8	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		36.96	39.49	39.49	34	GREEN	36	↔	33.80	32.90		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		29.46	30.21	30.21	29	GREEN	31	↔	27.65	29.21		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		34.18	33.55	33.55	32	GREEN	34	↔	30.81	32.12		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		2.9	3.3	3.6	3.0	RED	3.0	↓	3.5	3.3	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	90	N/A	89.0	90.2		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	77	N/A	82.8	82.2		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		6.2	6.8	6.8	8.3	GREEN	8.7	↔	7.8	8.2		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		13.5	14.5	14.5	13.5	AMBER	14.5	↔	13.7	13.7		

Directorate Scorecard - Tunbridge Wells District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?							
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20											SN or SE						
Sevenoaks South & Tunbridge Wells CSWT					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20																	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		No data available prior to October 2020							32.9		25.0	RED		25.0		26	22.6								
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M									No data available prior to October 2020							100.0		90.0	GREEN		90.0		N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓															No data available prior to October 2020							0.0		20.0
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
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									
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	No data available prior to October 2020							N/A		80.0	N/A		75.0		N/A	N/A								
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓								No data available prior to October 2020							86.0		85.0	GREEN		85.0		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		No data available prior to October 2020							24.1		18.0	RED		18.0		N/A	N/A								
Tunbridge Wells EHU					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20																	
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		19.6	20.1	20.4	20.3	20.2	21.3	22.2	↓	25	GREEN	18.5	25.0	GREEN	22	N/A	Yes								
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		72.7	74.6	76.9	80.0	81.6	85.0	85.3	↑	70	GREEN	69.3	70.0	AMBER	N/A	N/A	Yes								
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		25.0	25.0	0.0	33.3	33.3	25.0	25.0	↔	80	RED	28.6	75.0	RED	N/A	N/A									
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		18.2	18.6	17.9	16.3	15.9	15.5	15.3	↑	15	AMBER	18.3	15.0	AMBER	N/A	N/A									
	Average Caseload within EH Units (Families)	L	MS		7.5	8.7	9.4	11.9	11.9	13.4	14.9	↓	15.0	GREEN	12.5	15.0	GREEN	N/A	N/A									

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Integrated Children's Services Quarterly Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q3 19-20	Q4 19-20	Q1 20-21	Q2 20-21										
CYPE8	Rate of proven re-offending by CYP	L	Q		50.0	62.5	56.3	44.4	↑	38.4	RED	62.5	35	RED	40.5	40.9		

Directorate Scorecard - Tunbridge Wells District

Education Monthly Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	63.0	58.4	57.1	57.9	60.4	59.0	60.0	↑	60	GREEN	61.0	40	GREEN	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.4	2.3	2.3	2.3	2.4	1.8	2.3	↓	2.4	GREEN	2.4	2.6	GREEN	2.4	2.7	Yes
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		71	73	74	74	56	76	80	↓	N/A	N/A	56	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	0	0	↔	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		2	2	2	0	1	1	1	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		77.3	77.2	78.8	78.9	79.1	80.0	83.8	↑	90	RED	79.1	90	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		96.2	97.0	95.5	95.3	95.7	97.3	97.5	↑	100	AMBER	95.7	100	RED	N/A	N/A	

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Education Annual Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Annual Trends		Latest Year	Target 2019-20	RAG	Target 2020-21	DOT	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20					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		70.0	71.7	72.1	73	AMBER	70	↑	N/A	N/A	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		76.7	78.0	78.0	75	GREEN	76	↔	74.6	71.8	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		17.2	21.1	21.1	20	AMBER	19	↔	22	17	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		67.7	70.2	70.2	68	GREEN	70	↔	66	65	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		34.0	33.9	33.9	22	RED	20	↔	26	21	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		55.9	54.5	54.5	48	GREEN	49.0	↔	48.0	46.7	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		23.6	21.5	21.5	14	RED	12	↔	17.5	13.8	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		35.99	37.97	37.97	34	GREEN	36	↔	33.80	32.90	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		28.17	32.26	32.26	29	GREEN	31	↔	27.65	29.21	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		38.67	40.42	40.42	32	GREEN	34	↔	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	3.0	3.4	3.0	AMBER	3.0	↓	3.5	3.3	Yes
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	90	N/A	89.0	90.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	77	N/A	82.8	82.2	
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		7.7	7.2	7.2	8.3	GREEN	8.7	↔	7.8	8.2	
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		11.3	12.6	12.6	13.5	GREEN	14.5	↔	13.7	13.7	

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
Activity-Volume Measures				
CYPE10	Number of Primary Schools	MI School Census Database	January 2020 School Census	March 2020
CYPE11	Number of Secondary Schools	MI School Census Database	January 2020 School Census	March 2020
CYPE12	Number of Special Schools	MI School Census Database	January 2020 School Census	March 2020
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	January 2020 School Census	March 2020
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	January 2020 School Census	March 2020
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	January 2020 School Census	March 2020
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	January 2020 School Census	March 2020
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	January 2020 School Census	March 2020
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	January 2020 School Census	March 2020
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	MI Ofsted Database	Inspections as at end of March 2020	April 2020
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of March 2020	April 2020
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of March 2020	April 2020
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of March 2020	April 2020
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of October 2020	Nov 2020
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 October 2020	Nov 2020
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 October 2020	Nov 2020
FD01-C	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of Oct 2020	Nov 2020
FD10-C	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of Oct 2020	Nov 2020
FD02-C	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	Early Help module	Children referred during the month of Oct 2020	Nov 2020
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of Oct 2020	Nov 2020
EH05-F	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of October 2020	Nov 2020
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of October 2020	Nov 2020
	Number of Child Protection cases	Liberi	Snapshot data as at end of October 2020	Nov 2020
	Number of Children in Care	Liberi	Snapshot data as at end of October 2020	Nov 2020
	Number of Care Leavers	Liberi	Snapshot data as at end of October 2020	Nov 2020
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to October 2020	Nov 2020
Key Performance Indicators				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	Liberi	Rolling 12 months up to October 2019	Nov 2020
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to October 2019	Nov 2020
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to October 2019	Nov 2020
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 October 2019	Nov 2020
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at October 2019	Nov 2020
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	Liberi	Rolling 12 months up to October 2019	Nov 2020
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to October 2019	Nov 2020
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to October 2020	Nov 2020
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at October 2019	Nov 2020
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at October 2019	Nov 2020
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at October 2019	Nov 2020
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	Early Help module	Snapshot as at October 2019	Nov 2020
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at October 2019	Nov 2020
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at October 2020	Nov 2020
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	Early Help module	Snapshot as at October 2019	Nov 2020
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at October 2019	Nov 2020
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for Oct 2017 to Sept 2018 cohort	Oct 2020

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
Key Performance Indicators (Continued)				
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Impulse database - monthly reported data	Snapshot as at October 2020	Nov 2020
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	Monthly submission to DfE via NCCIS for KCC	Snapshot as at October 2020	Nov 2020
CYPE1	Number of pupils being placed in independent or out-of-county special schools	Education Finance reporting	Snapshot as at October 2020	Nov 2020
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 October 2020	Nov 2020
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 October 2020	Nov 2020
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to October 2020	Nov 2020
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 October 2020	Nov 2020
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 23rd December 2019	Dec 2019
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2018-19 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 DfE published	Nov 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 published (LA) MI Calcs (Distr)	Dec 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 DfE published (LA) MI Calcs (Distr)	Dec 2019
SISE12	Average score at KS4 in Attainment 8	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Feb 2020
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)	Feb 2020
CYPE23	Average point score per A Level entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
CYPE24	Average point score per Applied General entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
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 2020	July 2020
CYPE2	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2020-21	April 2020
CYPE3	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2020-21	April 2020
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Provisional data for academic year 2018-19	2018-19 MI Calculations	Jan 2020
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Provisional data for academic year 2018-19	2018-19 MI Calculations	Jan 2020

Indicator Definitions

Code	Indicator	Definition
Activity-Volume Measures		
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
Activity-Volume Measures (Continued)		
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.
EH35	Number of First Time Entrants into the Youth Justice system	First time entrants are defined as young people (aged 10 – 17 years) who receive their first substantive outcome (relating to a Youth Caution with or without an intervention, or a Conditional Caution or a Court disposal for those who go directly to Court without a Youth Caution or Conditional Caution).
Key Performance Indicators		
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.
SCS37	Percentage of Case File Audits graded good or outstanding	The percentage of all completed case audits in the last 12 months where the overall grading was good or outstanding

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Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	The percentage of case holding posts (FTE) at the snapshot date which are held by qualified social workers employed by Kent County Council.
SCS42	Average caseloads in the CIC Teams	The average caseload of social workers within district based CIC Teams at the snapshot date.
SCS43	Average caseloads in the CSWT Teams	The average caseload of social workers within the district based Children's Social Work Teams (CSWTs) at the snapshot date.
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.
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.
	Percentage of EH Unit Case Audits rated good or outstanding	The percentage of all EH Unit completed case audits in the last 12 months where the overall grading was good or outstanding
EH10-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	The percentage of EH cases that have been closed with an outcome of "outcomes achieved" and then came back into either EH or CSWS in the next 3 months. Please note that there is a 3 month time lag on this data so the result shown for May 2020 is actually looking at all EH Closures in the 12 months up to February 2020.
	Average Caseload within EH Units (Families)	Definition to be confirmed.
CYPE8	Rate of proven re-offending by CYP	An offender enters the cohort if they are released from custody, received a non-custodial conviction at court or received a reprimand or warning (caution) in a three month period. A proven reoffence is defined as any offence committed in a one year follow-up period that leads to a court conviction, caution, reprimand or warning in the one year follow-up or within a further six month waiting period to allow the offence to be proven in court. It is important to note that this is not comparable to previous proven reoffending publications which reported on a 12 month cohort.
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.
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	The percentage of young people who have left compulsory education, up until the end of National Curriculum Year 13, who have not achieved a positive education, employment or training destination.
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
Key Performance Indicators (Continued)		
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.
CYPE13	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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From: Sue Chandler, Cabinet Member for Integrated Children's Services
Richard Long, Cabinet Member for Education
Peter Oakford, Deputy Leader and Cabinet Member for Finance, Corporate & Traded Services

To: Children's, Young People and Education, Cabinet Committee – 15 January 2021

Subject: Draft Capital Programme 2021-24 and Revenue Budget 2021-22

Classification: Unrestricted

Summary:

The Budget Report, published on 6 January and supplied to Members, sets out the background to and draft proposals for the 3 year capital programme and 2021-22 revenue budget. The report sets out the key strategic considerations underpinning the decisions to be taken by County Council to agree the budget at its Budget Meeting in February 2021.

Recommendations

Members of the Children's, Young People and Education Cabinet Committee are asked to:

- a) NOTE the draft capital and revenue budgets including the responses to the budget consultation
- b) RECOMMEND any changes to the proposals in the draft capital and revenue budgets before they are presented to Cabinet on 25 January 2021 and full County Council on 11 February 2021

Contact details

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Friday 19 March 2021

ITEM TITLE / SUBJECT:	COMMENTS / BACKGROUND INFORMATION:
• 20/00102 – Community Support Services for Disabled Children & Young People	Deferred from CYPE CC meeting on 18 Nov 2020
• London Borough of Bexley, Kent County Council & Medway Council Regional Adoption Agency – Update on progress	Bi-annual update, as requested at CYPE CC on 10 Jan 2020
• Post 16 Transport Policy	Annual report
• Annual presentation of risk reports	Annual report
• SACRE Report	Annual report
• Customer Care Annual Report for CYPE	Annual report
• SEND Update	To come to every other CYPE CC meeting
• School Expansions/Alterations	Standing item
• Performance Monitoring	Standing item
• Work Programme 2021/22	Standing item

Thursday 24 June 2021

ITEM TITLE / SUBJECT:	COMMENTS / BACKGROUND INFORMATION:
• 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
• Work Programme 2021/22	Standing item

Future items for meetings in which the date has not yet been confirmed (excluding the usual annual/bi-annual reports) and standing items:

- N/A

Updated: 07/01/2021