

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

Tuesday, 9th March, 2021

10.00 am

Online





AGENDA

CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE

Tuesday, 9 March 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 Representatives (3) Mr M Reidy, Mr J Constanti and Mr Q Roper

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 15 January 2021 (Pages 1 - 8)
- 5 20/00102 - Community Support Services for Disabled Children & Young People (Pages 9 - 48)
- 6 21/00012 - Post 16 Transport Policy 2021-22 (Pages 49 - 64)
- 7 21/00018 - Proposed Revision of Rates Payable and Charges Levied by Kent County Council for Children's Social Care Services in 2021-22 (Pages 65 - 84)
- 8 21/00019 - SEND Strategy 2021-2024 (Pages 85 - 134)
- 9 21/00023 - Extension of the Specialist Teaching and Learning Service (STLS) Service Level Agreement (SLA) (Pages 135 - 158)
- 10 Risk Management: Children, Young People and Education (Pages 159 - 186)

11 SACRE Report (Pages 187 - 196)

School Expansions/Alterations

- 12 21/00016 - Proposed temporary expansion of Mascalls Academy (Pages 197 - 214)
- 13 21/00015 - Lunsford and Birchington School Roofs (Pages 215 - 238)
- 14 21/00014 - Chilmington Green Secondary School Provision (Pages 239 - 254)
- 15 21/00020 - The Towers School - addition of year 7 places (Pages 255 - 274)
- 16 21/00017- Proposal to establish a 16 place Specialist Resourced Provision (SRP) for ASD at Garlinge Primary School & Nursery from September 2021 (Pages 275 - 288)
- 17 21/00016 - Proposed temporary expansion of Mascalls Academy, Maidstone Road, Paddock Wood, Kent, TN12 6LT (Pages 289 - 306)
- 18 21/00025 - Proposed Expansion of Invicta Grammar School, Huntsman Lane, Maidstone, Kent, ME14 5DS (Pages 307 - 324)
- 19 Complaints Annual Report 2019-20 (Pages 325 - 348)
- 20 Local Government and Social Care Ombudsman Public Report (Pages 349 - 366)
- 21 Performance Scorecard (Pages 367 - 424)
- 22 Education Endowment Foundation - Effective Kent Project (Pages 425 - 430)
- 23 Verbal Update by Cabinet Member and Corporate Director
- 24 Work Programme (Pages 431 - 432)

25 Dates 2021-22

Start time: 10.00 am

24 June 2021
14 September 2021
17 November 2021
14 January 2022
18 March 2022
23 June 2022

EXEMPT ITEMS

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

Benjamin Watts
General Counsel

03000 416814

Monday, 1 March 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 Friday, 15th January, 2021.

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, Mrs T Dean, MBE, Ida Linfield, Mr R C Love, OBE, Mr S C Manion, Mr M Reidy and Dr L Sullivan

OTHER MEMBERS: Richard Long, TD, Peter Oakford and Sue Chandler

UNRESTRICTED ITEMS

219. Apologies and Substitutes
(Item 2)

There were no apologies for absence.

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

Dr Sullivan declared an interest as her husband worked as an Early Help Worker for Kent County Council

221. Minutes of the meeting held on 18 November 2020
(Item 4)

RESOLVED that the minutes of the meeting of the Children's, Young People and Education Cabinet Committee held on 18 November 2020 were correctly recorded and that they be signed by the Chairman.

222. 20/00117 - Admission Arrangements and Scheme for 2022-23 Academic Year
(Item 5)

Craig Chapman (Interim Head of Fair Access) and David Adams (Interim Director for Education) were in attendance for this item.

- 1) Mr Chapman introduced the report and it was noted that the scheme was broadly in agreement with the current system.
- 2) In response to questions, it was noted:
 - Children who sit the Kent Test early were not permitted to sit the test again a year later. Once a child had sat the test, that would denote their grammar standard but would not preclude a child from accessing a grammar school at other times in their school career.
 - There were 6 schools not using Pupil Premium and those that did not use it had indicated that they had looked at their intake patterns and

were confident that they were offering a proportionate number of places to children with Pupil Premium.

3) RESOLVED to note the report.

223. 20/00119 - SIMS Contract for LA Maintained Schools
(Item 6)

Katherine Atkinson (Assistant Director of Management Information and Intelligence) was in attendance for this item.

1) Ms Atkinson introduced the report for the SIMS Contract for Local Authority Maintained Schools and said that it was the most cost effective and non-disruptive solution for schools.

2) In response to questions and comments, it was noted:

- As part of stakeholder engagement, schools had been consulted and most responses were from primary schools. It was confirmed that only maintained schools were able to vote on issues relating to maintained schools. The feedback had indicated that schools were happy using SIMS for their returns.
- Members raised concerns around data loss and system migration. There was a rigorous programme of 'back ups' managed by Cantium and work was being done to consolidate ICT systems across the Children's directorate and to ensure systems were joined up.

3) RESOLVED to note the report.

224. 20/00123 - Liquidlogic Contract for Integrated Children's Services and Disabled Children's Services
(Item 7)

Katherine Atkinson (Assistant Director of Management Information and Intelligence) was in attendance for this item.

1) Ms Atkinson introduced the report regarding the Liquidlogic contract for Integrated Children's Services and Disabled Children's Services. In the longer term, a move towards using the same case management system across Children's and Adults' services would be explored.

2) In response to questions and comments from Members, it was noted:

- There had been some performance issues following an upgrade to the system in 2019 which were recurrent. However, significant work had been undertaken and the problems had been resolved.
- The key purpose of the system was to safeguard children. There was a monthly log from Cantium which flagged any issues day to day and the severity of the issues.
- Work was being undertaken with Cantium to install LAM which would allow Liquidlogic to see live performance issues and to take pre-emptive actions where there were upcoming issues.

3) RESOLVED to note the report.

225. 20/00124 - Provision of therapeutic practitioners for Kent's post adoption support service
(Item 8)

Christy Holden (Lead Commissioning Manager – Children's) was in attendance for this item.

1) Ms Holden introduced the report regarding the provision of therapeutic practitioners for Kent's post adoption support service.

2) In response to questions from Members, it was noted:

- The contract with Coram was to be extended by up to 3 months as a transition period and following this, there would be efficiency in staff already working within a multi-disciplinary team being directly managed in house.

3) RESOLVED to note the report.

226. The Education People (TEP) Update
(Item 9)

David Adams (Interim Director for Education) was in attendance for this item.

1) Mr Long introduced the TEP update and said that the report was not about the financial performance of TEP as a trading company and was about the quality of the delivery of the services it was contracted to provide for KCC and schools within KCC contracts. Members were reminded that questions around financial performance should be brought to the relevant committee meetings such as Governance and Audit Committee or Policy and Resources Cabinet Committee.

2) In response to questions and comments, it was noted:

- The report was to provide a general overview, showing performance against KPIs and PIs and Members were invited by the Chairman to request further details on performance in particular divisions from officers. The report showed the performance on the basis of KCC's contract with TEP, not the performance of TEPs contracts with schools.
- Concerns were raised about NEETs, particularly in the Canterbury area. TEP were contracted for work with NEETs from October 2020 and the report was looking at the performance in the previous year.
- In some areas such as examinations results or OFSTED reports, performance could not be reported because of the pandemic.

3) Dr Sullivan asked for it to be noted that she did not support the recommendation and Ms Linfield asked for it to be noted that she had abstained.

4) RESOLVED to note the report.

227. 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
(Item 10)

1) RESOLVED to note the report.

228. 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
(Item 11)

1) RESOLVED to note the report.

229. 20/00115 - Proposal to permanently expand Highsted Grammar School, Highsted Road, Sittingbourne, ME10 4PT from 120 places to 150 places for September 2022
(Item 12)

Marisa White (Area Education Officer – East Kent) was in attendance for this item.

1) Ms White introduced the report and updated Members regarding the highways and transport considerations connected with this school expansion. The school would be taking the plans through the Planning process. A condition of an approved plan would be for a footpath to be elongated. There were concerns around a bus stop to accommodate school buses for Highsted Grammar School and the nearby Fulston Manor School.

2) RESOLVED to note the report.

230. 20/00116 - Proposal to allocate Basic Need funding and enter necessary contracts to enable the second phase of expansion at Broomhill Bank School
(Item 13)

1) RESOLVED to note the report.

231. Performance Monitoring
(Item 14)

Katherine Atkinson (Assistant Director of Management Information and Intelligence) was in attendance for this item.

1) Ms Atkinson introduced the Performance Monitoring scorecard and reported that some indicators were out of date due to the impact of the pandemic, such as those that related to SATs or examinations.

2) There had been challenges with regard to meeting safeguarding requirements as children had not been in the school setting or families were isolating due to Covid-19. However, high performance levels had been maintained in this area.

- 3) There had continued to be a backlog for Education, Care and Health Plans but performance was starting to improve.
- 4) There was an increased level of demand for school places for children with special educational needs and work was being done with SEN and Commissioning teams.
- 5) The target percentage of 100% of children and young people being offered a home visit within 10 schools days of the Local Authority being informed of them being electively home educated had not been met but it was acknowledged that this was an ambitious target.
- 6) In response to questions and comments from Members, it was noted:
 - Members who wanted further details or data broken down by district were able to make a request. The performance monitoring data was used across the directorate.
- 7) RESOLVED to note the report.

232. Draft Capital Programme 2021-24 and Revenue Budget 2021-22
(Item 15)

Zena Cooke (Corporate Director, Finance) in attendance for this item.

- 1) Mr Oakford introduced the Draft Capital Programme 2021-24 and Revenue Report 2021-22 and advised Members that there was a lot of uncertainty and it had been difficult circumstances in which to prepare the draft budget.
- 2) Ms Cooke said careful consideration had been given to what should be included in the document which had been sent out to all Members. It was important to take strategic view on the draft budget during unprecedented times, considering the wider uncertainty and financial risk. Members were asked to pay attention to the financial appendices to the report which outlined the main components of the proposed revenue and capital budget with a particular focus on the revenue growth and savings proposals. Within the proposals, there were those specific to the CYPE Cabinet Committee but also included were the other proposals, which provided further context.
- 3) In response to questions and comments, it was noted:
 - In previous years, the detailed budget book had been produced outlining very small changes but did not provide detail about areas that could be challenged or where changes could be made. Members were able to ask specific questions about particular services or budgets.
 - There had been a large piece of work conducted by Finance with the mid-year budget amendment and this had impacted the capacity of the team to produce the level of detail given to Members in previous years.
 - Work was ongoing on the Capital Programme and an announcement from the Department for Education was anticipated regarding allocations up to 2023.

- Concerns were raised about the level of detail included in the papers about schools' maintenance.

4) RESOLVED to note the report.

233. Verbal Update by Cabinet Member and Corporate Director
(Item 16)

Sarah Hammond (Director Integrated Children's Services (Social Work Lead)) was in attendance for this item.

- 1) Mr Long (Cabinet Member for Education and Skills) said the rapidly changing guidance to schools from the Department for Education to the evolving Covid emergency had required Education officers to work through Christmas to provide much needed advice and support to Kent schools. All mainstream primary and secondary schools were to remain closed to all except the children of critical workers and vulnerable children. Special Schools and Pupil Referral Units remained open to all pupils as these fell within the vulnerable category. A school survey revealed that there were 5162 vulnerable children and 16,340 critical worker children and it was expected that the numbers would rise. The definition of vulnerable includes those without adequate access to online learning, and this was also starting to have an impact.

Early Years Settings, in line with government guidance, remained open to all pupils and had 13,899 in attendance which had dropped from the attendance level in December which was just over 27,000. Childminder numbers however remained stable. The government had responded to concerns about the funding for Early Year Settings which had been based on attendance figures and funding would reflect around 94% attendance.

Schools had a statutory duty to deliver remote learning with the minimum criteria set by government. There was a mix of both live and recorded teaching sessions as well as set time to complete tasks and assignments independently. KCC were providing advice and support to schools to ensure that they delivered the best education possible in the circumstances. Ofsted were to inspect schools where there were significant concerns about safeguarding or the quality of remote learning.

Secondary schools were to prioritise home learning to exam year groups and other year groups would be included as resources allowed.

KCC distributed laptops and tablets to all our children in care. The DfE had provided 3563 devices and 502 4G routers to Kent and these were deployed to all children with a social worker and vulnerable Year 10 children within maintained schools. Academies had their own allocation. The DfE aimed to deliver 1million devices by the end of the academic year.

In response to questions from Members, it was noted:

- Early Years providers should not be asking parents to keep their children at home. It would only be expected that this would happen if there were insufficient staff to open to all children.
- There should be an element of direct delivery of education from schools online.
- Kent's schools had been encouraged to issue free school meal vouchers to eligible families, rather than food parcels but individual schools made their decisions locally about how to deliver the free school meals.
- Schools were surveyed regarding devices for learning to identify gaps. Improvements were being made to access to devices and WiFi connections to support children's education.
- Period poverty was not within KCC's remit and therefore, information on this issue was not held.

2) Mrs Chandler (Cabinet Member for Integrated Children's Services) said despite unprecedented pressures on the Social Work Team face, all families with an assigned Social Worker had been contacted to ensure that families continued to receive the correct level of support and assistance. KCC had continued to ensure that all families were provided for through the help and support of the Social Work Team.

KCC had only received 6 new Unaccompanied Asylum Seeking Children (UASCs) over the festive period which was considerably lower than previous years, however, this was a result of the closed border to France.

Covid-19 testing was being conducted at reception centres which had helped to reduce the number of UASC kept in quarantine and had allowed for a speedier transition. There had been a reduction in the number of UASC as a large cohort transitioned to Care Leavers on 1 January 2021.

The SEND Strategy Consultation was ongoing and 185 responses had been received, 48% from parents or carers of young people with SEND. 90% strongly agreed or agreed with the vision and 80% strongly agreed or agreed with the priorities. The full outcomes of the consultation would be brought to a future meeting.

In response to questions from Members, it was noted:

- Emphasis was put on safeguarding of children during the pandemic. Measures had been put in place to allow home visits to vulnerable families; guidance had been issued with regard to priorities, risk assessments were adhered to and appropriate PPE was provided for staff as well as for families who wished to wear PPE for visits.

3) Ms Hammond gave an update on behalf of Matt Dunkley, Corporate Director – Children, Young People and Education. Excellent work had been done by the Out of Hours Service, which covers Children's and Adults' services for Kent and Medway. Lessons had been learned from the first lockdown and there was a sharp focus on maintaining face to face contact with vulnerable children not having contact with professionals.

It was noted that the Out of Hours services had worked throughout the pandemic and the Christmas period, and had provided an excellent service for Children's and Adults' services across Kent and Medway.

The Toy Scheme which had been rolled out during lockdown for disabled children was to be expanded more widely. Activity boxes for families were to be provided to families whose children were not able to attend school.

Staff resilience and morale remained high. However, there were a reduced number of staff available to work in the community and redeployment options were being considered.

234. Work Programme
(Item 17)

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

From: Sue Chandler, Cabinet Member for Integrated Children's Services
Matt Dunkley, Corporate Director Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee
9 March 2021

Subject: Provision of Community Support Services for Disabled Children and Young People

Decision number and title: 20/00102 - Community Support Services for Disabled Children & Young People

Key decision affecting more than 2 electoral divisions and involving expenditure over £1m

Classification: **Unrestricted**

Past Pathway of report: None

Future Pathway of report: Cabinet Member Decision

Electoral Division: ALL

Summary:

Community Support Services for Disabled Children and Young People are currently spot purchased, leading to a range of contractual and financial relationships, and negating the possibility of managing the market in a proactive and supportive manner across Kent. There is significant correlation between suppliers for adults and children's services and therefore it is proposed that the activities are brought together under the existing framework for Adults provision. It is proposed that Children's services is included in the procurement for the upcoming re-opening of the Adults Care and Support in the Home contract with future buying taking place through this provision for the duration of this contract.

Recommendation(s):

The 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 follow a competitive procurement process for children's community support services within the Adults 'Care and Support in the Home' contract (PROD attached as appendix A)

Delegate decisions on the implementation to the Corporate Director of Children, Young People and Education, or other Officer, in consultation with the Corporate Director of Adult Social Care and Health as appropriate.

1. Introduction

- 1.1 There is currently a mixed economy of Community Support Services for Disabled Children, Young People and their families across Kent, predominantly externally sourced providers under spot-purchase arrangements.
- 1.2 These arrangements do not facilitate a holistic approach to the market across Kent, generating a wide range of locally agreed rates and costs which are difficult to manage and administer. Information and intervention regarding effectiveness and performance is difficult within disparate working arrangements and variable contractual arrangements.
- 1.3 For some time it has been our ambition to find a better commissioning solution to the provision of home based Community Care and Support for disabled children.
- 1.4 Adults Social Care faced similar challenges and have recently procured a framework (Care and Support in the Home) which brings a common set of terms and conditions, performance and reporting criteria as well as the opportunity to make more informed decisions about provision for each family's requirements as identified by Care Managers and Social Workers.

2. Body of the report

- 2.1 Opportunities now exist to integrate support to Disabled Children, Young People and their families within one framework. Analysis suggests strong alignment of at least 80% between providers of spot purchased for support to children & young people and those included in the Adult's Care and Support in the Home Framework.
- 2.2 In identifying the best way forward for the provision of children's community support services a number of options have been considered as outlined below:
- 2.3 Options Considered
 - 2.3.1. Do Nothing – this option would allow the continuance of local spot purchasing of community support for disabled children and all of the current risks (financial and otherwise) that are inherent in this approach. This option has been discounted for this reason.
 - 2.3.2. Procure a new Framework ringfenced to Disabled Children and Young People (0-25) – this option is viable and would provide commonality of terms and conditions alongside the opportunity to manage performance, costs and provision in a more holistic fashion, however there would be resource implications in preparing and letting a new contract for this activity alongside a significant amount of duplication with the already let Adults contract. Confusion between the two frameworks would continue given the proportion of suppliers undertaking both sets of activity. The opportunity to overview the whole market would be reduced in this option.

2.3.3 Integrate with 'Care and Support in the Home' framework recently let by the Adult's Commissioning Unit to include provision for children and young people (0-25). The Framework already provides support to individuals 18+ and given the high correlation of suppliers to Children's services there should be minimal disruption to the market in taking this approach. Duplication is minimised and the opportunity for overview of the whole market is enabled. This is therefore the recommended option.

2.4 The proposed decision meets the objectives of 'Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement (2015-2020)'

This service is purchased to meet the KCC Strategic Outcome of 'Children and young people in Kent get the best start to life'.

The main supporting outcomes of the above are:

- Kent communities are resilient and provide strong and safe environments to successfully raise children & young people
- We keep vulnerable families out of crisis and more children and young people out of KCC care
- Children and young people have better physical and mental health

2.5 The contract is due to reopened in mid-March 2021 with evaluation and award following. Currently the expectation is for a potential 'go-live' as soon as possible following this once systems and processes have been amended in line with the proposal.

2.6 The proposal is to place all new business with the new contract from that point forward. We do not propose to move all existing local arrangements across to the new contract – these will be replaced over time as they expire or opportunity allows. This will provide minimum disruption to the market whilst allowing the move to a more organised approach.

2.7 Alongside this children's services will readjust their 'buying' approach and develop a more centralised facility negating the need for social workers to search for providers and spend time on the administration of local agreements. This facility will be made available centrally freeing up some of their time for more important tasks.

3. Financial Implications

3.1 The current budget for Children's Community Support Services is £1.3m.

3.2 The contract for Care and Support in the Home is due to expire on 31 March 2024, with potential for extension for a further 36 months.

3.3 The financial implication of this decision is therefore circa £3.9m followed by a potential further circa £3.9m should extensions be put in place. This subject to budget setting decisions and fluctuations in need.

4 Legal implications

4.1. Activities and services undertaken are covered under the Children and Families Act 2014, and the new provision will be fully compliant with Statutory Duties included within this legislation.

4.3 A Data Protection Impact Assessment has been undertaken as part of the Care and Support in the Home contract provision last year. Additional scoping has confirmed that this is adequate for children's activity.

5 Equalities implications

5.1. An EqIA has been undertaken as part of the Care & Support in the Home contract provision last year. Preliminary scoping has confirmed that this is adequate for children's activity.

6 Other corporate implications

6.1 The overall contract is managed by Adult Social Care Commissioners. There will be support provided from Children's Commissioners where issues arise for Children's Services.

7. Governance

7.1 The accountability for the contract overall sits with Richard Smith, Corporate Director for Adult Social Care and Health. For the Children's Service elements of the Contract, on-going statutory responsibility for the Children and Young People, along with budget responsibility sits with Matt Dunkley, Corporate Director for Children, Young People and Education. The management of the service would sit within the SEN and Disabled Children and Young People Division.

8. Conclusions

8.1 In summary the proposed approach brings together a number of benefits as outlined below:

- Facilitates much improved overview of the market and the activities undertaken
- Clarifies responsibilities under a uniform contract
- Facilitates improved buying arrangements for social workers
- Allows clarity of communication between KCC and providers
- Facilitates transparent and easily understood decision making
- Provides opportunities to harmonise costs of provision that is largely similar
- Still allows variation in price for geographical location or complexity of need

- Negates the cost/time required for separate procurement exercise for Children's activity

8.2 Risks related to this change will be managed through taking a phased migration to the new provision, with existing arrangements remaining in place until their expiry or change of need

9. Recommendation

Recommendation(s):

9.1 The 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 follow a competitive procurement process for children's community support services within the Adults 'Care and Support in the Home' contract (PROD attached as appendix A)

Delegate decisions on the implementation to the Corporate Director of Children, Young People and Education, or other Officer, in consultation with the Corporate Director of Adult Social Care and Health as appropriate.

10. Background Documents

None

11. Contact details

Report Author:

Christy Holden, – Head of Strategic Commissioning (Children and Young People)

Email address :

christy.holden@kent.gov.uk

Relevant Director:

Mark Walker, Director for SEN and Disabled Children and Young People.

Email address:

mark.walker@kent.gov.uk

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:
Sue Chandler, Cabinet Member for Integrated Children’s Services

DECISION NO:
.....

For publication

Key decision
Reason: Expenditure or savings of more than £1m, affecting more than two Electoral Divisions

Subject: Children’s Community Support Services Provision

Decision:
As Cabinet Member for Integrated Children’s Support services, I propose to agree the following changes to the provision of Children’s Community Support Services which are currently spot purchased locally by Social Care teams.
Insert Decision No.
Decision to follow a competitive procurement process for children’s community support services integrated with the Adults ‘Care and Support in the Home’ contract.

Reason(s) for decision:
Background:
There is currently a mixed economy of community support services for disabled children, young people and their families across Kent, predominantly externally sourced providers under spot-purchase arrangements.
These arrangements do not facilitate a holistic approach to the market across Kent, generating a wide range of locally agreed rates and costs which are difficult to manage and administer. Information and intervention regarding effectiveness and performance is difficult within disparate working arrangements and variable contractual arrangements.
For some time it has been our ambition to find a better commissioning solution to the provision of home based care and support services for disabled children.
Adults Social Care faced similar challenges and have procured a framework (Care and Support in the Home) which brings a common set of terms and conditions, performance and reporting criteria as well as the opportunity to make more informed decisions about provision for each families requirements as identified by Care Managers and Social Workers.
Opportunities now exist to integrate support to disabled children and their families with this

framework. Analysis suggests strong alignment between those providers locally spot purchased for support to children and young people and those included in the Adults Care and Support in the Home framework.

Outcomes:

This service is purchased to meet the KCC Strategic Outcome of 'Children and young individuals in Kent get the best start to life'.

The main supporting outcomes of the above are:

- Kent communities are resilient and provide strong and safe environments to successfully raise children and young people
- We keep vulnerable families out of crisis and more children and young people out of KCC care
- Children and young people have better physical and mental health

Financial implications:

The current budget for Care Support Services is £1.3m. The contract for Care and Support in the Home is due to expire on 31 March 2024, with potential for extension for a further 36 months.

The financial implication of this decision is therefore circa £3.9m followed by a potential further circa £3.9m should extensions be put in place. This subject to budget setting decisions and fluctuations in need.

Legal implications: N/A.

Equality Implications: An Equality Impact Assessment for these service has been completed and any recommendations for improvements in service delivery have been incorporated in the service specification.

Cabinet Committee recommendations and other consultation:

This matter will be discussed by the Children's, Young People and Education Cabinet Committee on 9 March 2021.

Any alternatives considered:

Options considered include:

1. Do Nothing – this option would allow the continuance of local spot purchasing of community support for disabled children and all of the current risks (financial and otherwise) that are inherent in this approach. This option was discounted for this reason.
2. Procure new Framework ringfenced to Disabled Children and Young People (0-25) – this option is viable and would provide commonality of terms and conditions alongside the opportunity to manage performance, costs and provision in a more holistic fashion.
3. Expand the Care and Support in the Home contract let by Adults services to include provision for adolescents and children (0-25). The framework already provides support to individuals 18+ and given the correlation of suppliers to current arrangements there should be minimal disruption to the market in taking this approach. This is the recommended option.

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

.....
signed

.....
date

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Sue Chandler, Cabinet Member for Integrated Children’s Services

DECISION NO:

. 20/00102

For publication

Key decision

Reason: Expenditure or savings of more than £1m, affecting more than two Electoral Divisions

Subject: Children’s Community Support Services Provision

Decision:

As Cabinet Member for Integrated Children’s Support services, I agree to:
follow a competitive procurement process for children’s community support services within the Adults ‘Care and Support in the Home’ contract.

Delegate decisions on the implementation to the Corporate Director of Children, Young People and Education, or other Officer, in consultation with the Corporate Director of Adult Social Care and Health as appropriate.

Reason(s) for decision:

Background:

There is currently a mixed economy of community support services for disabled children, young people and their families across Kent, predominantly externally sourced providers under spot-purchase arrangements.

These arrangements do not facilitate a holistic approach to the market across Kent, generating a wide range of locally agreed rates and costs which are difficult to manage and administer. Information and intervention regarding effectiveness and performance is difficult within disparate working arrangements and variable contractual arrangements.

For some time it has been our ambition to find a better commissioning solution to the provision of home based care and support services for disabled children.

Adults Social Care faced similar challenges and have procured a framework (Care and Support in the Home) which brings a common set of terms and conditions, performance and reporting criteria as well as the opportunity to make more informed decisions about provision for each families requirements as identified by Care Managers and Social Workers.

Opportunities now exist to integrate support to disabled children and their families with this framework. Analysis suggests strong alignment between those providers locally spot purchased for support to children and young people and those included in the Adults Care and

Support in the Home framework.

Outcomes:

This service is purchased to meet the KCC Strategic Outcome of 'Children and young individuals in Kent get the best start to life'.

The main supporting outcomes of the above are:

- Kent communities are resilient and provide strong and safe environments to successfully raise children and young people
- We keep vulnerable families out of crisis and more children and young people out of KCC care
- Children and young people have better physical and mental health

Financial implications:

The current budget for Care Support Services is £1.3m. The contract for Care and Support in the Home is due to expire on 31 March 2024, with potential for extension for a further 36 months.

The financial implication of this decision is therefore circa £3.9m followed by a potential further circa £3.9m should extensions be put in place. This subject to budget setting decisions and fluctuations in need.

Equality Implications: An Equality Impact Assessment for these service has been completed and any recommendations for improvements in service delivery have been incorporated in the service specification.

Cabinet Committee recommendations and other consultation:

This matter will be discussed by the Children's, Young People and Education Cabinet Committee on 9 March 2021.

Any alternatives considered:

Options considered include:

1. Do Nothing – this option would allow the continuance of local spot purchasing of community support for disabled children and all of the current risks (financial and otherwise) that are inherent in this approach. This option was discounted for this reason.
2. Procure new Framework ringfenced to Disabled Children and Young People (0-25) – this option is viable and would provide commonality of terms and conditions alongside the opportunity to manage performance, costs and provision in a more holistic fashion.
3. Expand the Care and Support in the Home contract let by Adults services to include provision for adolescents and children (0-25). The framework already provides support to individuals 18+ and given the correlation of suppliers to current arrangements there should be minimal disruption to the market in taking this approach. This is the recommended 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:

Strategic and Corporate Services

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

Commissioning Care and Support in the Home Service – Commencing April 2019

Responsible Owner/ Senior Officer:

Jack Moss

Version:

V1.0	04/10/17	Glyn Pallister	Initial draft
V1.1	24/10/17	Glyn Pallister	Updates with supporting statistical data
V1.2	25/10/17	Kerry Turner/Glyn Pallister	Second draft
V1.3	13/11/17	James Lampert/Glyn Pallister	Updates and corrections
V1.4	5/12/17	Glyn Pallister	Updates following E&D Team review
V1.5	12.1.18	Glyn Pallister/Luke Edwards	Updates following meeting with Akua Agyepong 22.12.17
V2.0	1.5.18	James Lampert	Reviewed against revised scope
V2.1	10.5.18	James Lampert	Updated following review by Corporate Lead, Equalities and Diversity
V2.1	16.5.18	James Lampert	Updated following workshop with adult and children's commissioners
V2.2	22.05.18	Jo Harding	DC&YP references & data added
V2.4	07.06.18	Jack Moss	Updated with comments from Akua Agyepong
V2.5	18.07.18	Sholeh Soleimanifar	Updates and corrections following changes in scope of contract (Supported Living and Children's services are outside of scope of contract)

Author:

Glyn Pallister, James Lampert, Jo Harding, Sholeh Soleimanifar – Commissioning Unit

Pathway of Equality Analysis:

- Commissioning Care Models (CCM) Steering Group (to November 2017)
- Care in the Home Working Group (from May 2018)
- ASCH DivMT (OPPD and DCLDMH)

- ASCH DMT
- Strategic Commissioning Board (SCB)

Summary and recommendations of equality analysis/impact assessment.

Context

Kent County Council commissions a range of services that are designed to provide care and support for people in order that they can safely reside in their own homes or in supported living accommodation. They will be assessed as eligible and having unmet need(s) in accordance with the Care Act 2014.

These services include (list is not exhaustive):

- Home Care
- Extra Care Support
- Supporting Independence Services (SIS and SIS+) – People with a learning disability and with mental health needs
- Discharge to Assess

Each service is currently let to a number of agencies (or ‘providers’) through a contract arrangement. Contracts are arranged in a number of ways depending on the type of service provided. All care and support contracts have been aligned to expire at around the same time in May 2019 (HRS ends September 2018).

In total, KCC spends approximately £100m on care and support services every year.

These services are utilised by around 7000 Kent residents at any given time:

Home Care	4600
SIS	2000
HRS (LD/Vulnerable Adults)	250
Discharge to Assess	3380

(See supporting data analysis in appendices for a full demographic break-down of service users according to their protected characteristics).

Aims and Objectives

As part of the Adult’s Social Services “Your Life, Your Wellbeing” modernisation programme and working across all social services disciplines we are developing a model that will drive the future commissioning of care and support services for all client groups and all ages.

KCC’s modernisation programme aims to satisfy the Council’s Strategic Outcomes, and this project impacts on Outcomes 1, 2 and 3:

Outcome 2 - Communities to feel the benefits of economic growth by being in work, healthy and enjoying a good quality of life

Outcome 3 - Older and vulnerable residents to be safe and supported with choices to live independently

Summary of equality impact

Adverse Equality Impact Rating **Medium**

We have rated this EqlA as medium because we are currently unable to secure information about some protected characteristics and there are some groups who are under-represented compared to the county population profile which KCC needs to be aware of. A number of actions have been identified in the 'Action Plan' at the end of this document, which will be monitored and updated throughout the life of the contract, accordingly.

Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning **Commissioning Care and Support in the Home Services for April 2019**. I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

Head of Service

Signed:

Name: Penny Southern

Job Title: Interim Corporate Director Adult Social Care & Health

Date:

DMT Member

Signed:

Name: Anne Tidmarsh

Job Title: Director Older People and Physical Disability

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	No	No	No	Yes – we anticipate that this model will better match service user needs with the ‘best-fit’ service provider. This will offer a more personalised approach to all service users. Better matching means a stronger likelihood that service users’ needs are met and personal goals are achieved.
Disability	No	No	No	
Gender	No	No	No	Yes - More person centred, outcome based services should have a positive impact on the basis of gender.
Gender identity/ Transgender	No	No We assume there is no impact to this group.	No	Yes - More person centred, outcome based services should have a

		However we have no statistical or anecdotal evidence to support this assumption. We will continue to search for reliable data and seek advice from specialists.		positive impact on the basis of gender identity/ transgender identity.
Race	No	Yes – there is an underrepresentation of BME so further work needs to be done to understand why this is and if changes need to be made, through engagement with local communities. Also improve understanding and monitoring activity amongst frontline staff and service providers.	No	Yes - More person centred, outcome based services should have a positive impact on the basis of race
Religion and Belief	No	No - We assume there is no impact to this group. However we have no statistical or anecdotal evidence to support this assumption. We will	No	Yes - More person centred, outcome based services should have a positive impact on the basis of religion and belief

		ask our current providers to help us collect this information and update this document accordingly.		
Sexual Orientation	No	No We assume there is no impact to this group. However, we have no statistical or anecdotal evidence to support this assumption. We will monitor and react to any issues as they are identified. Also improve understanding and monitoring activity amongst frontline staff and service providers.	No	Yes - More person centred, outcome based services should have a positive impact for older and disabled LGBT people. Service providers should ensure that services are outcomes based, considering people with physical and learning disabilities in the support delivered re: sexuality
Pregnancy and Maternity	No	No	No	People becoming parents could benefit via more outcomes focussed support services
Marriage and Civil Partnerships	N/A	N/A	N/A	Yes - More person centred, outcome based services should have a positive impact on the basis of Marriage and Civil Partnerships

Carer's Responsibilities	No	No	No	Yes – by promoting independence of the individual, this should also have a positive impact for carers too

Part 2

Equality Analysis /Impact Assessment

Protected groups

Any Kent resident assessed as eligible under the Care Act.

Age (see below)

Disability (see below)

Race (see below)

Transgender people (unknown impact, see below)

Any unpaid carer.

Information and Data used to carry out your assessment

- Adults Social Services SIS and Home Care data (Adults Social Services Performance Team)
- Kent Public Health Observatory
- Kent.gov.uk – facts and figures about Kent (Equality and Diversity)
- 2011 Census

Who have you involved consulted and engaged?

A public consultation with members of public and/or people who currently use the service is not planned for this tender. If any changes to services, necessitating consultation, are planned to occur during the life of the contract then public engagement and consultation will take place then.

- Personalised Care and Support Steering Group and Care in the Home Working Group
- Practitioners and Managers from DCLDMH
- Practitioners and Managers from OPPD
- Practitioners and Managers from Sensory and Autism Services
- Operational Support Unit (Adult Purchasing Team)
- Commissioners
- Newton Europe
- KCC Adults Transformation Managers and Leads
- Strategic Home Care Providers Forum
- DivMTs (OPPD and DCLDMH)
- Kent Parent Carer Forum

Analysis

We want to move to a position, over time, where care and support services can be better matched to meet service users' need(s) and personal outcomes. Providers will be expected to work with service users to ensure that outcomes are achieved in line with their assessed needs and actively consider their protected characteristics. These are included in the performance indicators in the contract, and will be done in accordance with standard procedures for reviewing care plans.

Over the life of the contract, we are proposing to commission home care and Supporting Independence Services that encourage providers to move toward delivering outcomes, rather than the more traditional 'time and task' care delivered now. This approach will better meet the needs of those identified within the 'protected characteristics' groups, as each persons' outcomes will be identified with their involvement. This change will take some time to achieve and KCC will work alongside providers on this journey. Our social care teams and purchasing functions will be able to match the most appropriate service(s) from a pool of contracted providers for this service to support service users' to meet their needs and reach their personal goals (outcomes). Expectations will need to be managed to ensure the wishes of individuals (and their carers, if any) are achievable within the scope and capacity of the contracted service model.

An outcome based approach puts the service user and their families at the heart of all discussions and involves them fully in identifying needs and aspirations. They will be able to make choices about what, who, how and when they are supported to live as independently as possible. It may require significant changes for KCC systems*, processes, staff and services to ensure we are equipped to put services users first in this way.

*we are communicating with the Technology Enable Change Project Team (Servelec Mosaic – the replacement client system due to be implemented January 2019) who will identify any staff implicated by system changes and any impact this has on them.

Ultimately, we aim to:

- Improve care and support for our services users by selecting the most appropriate service provider(s) that could meet their needs. This will be monitored via the standard review process. This will be analysed by protected groups.
- Reduce volumes of care and support services required by supporting service users to achieve their goals so that they realise their full independence and wellbeing potentials. This will be analysed by protected groups.
- Reduce the number of service users who are admitted to acute hospital care and delay the numbers who transfer to residential services. This will be analysed by protected groups.
- Speed up hospital discharges and reduce any waiting lists by making the arrangement of care and support services quicker and better focused.
- Simplify the purchasing of care and support so that KCC teams spend less time purchasing care, but are confident that they have arranged the best support and care that they can for their service user

- Give service providers more responsibility for managing the process of delivering care and support and helping service users achieve their goals. This will be done via the principles of person centred planning. In circumstances where someone lacks the capability to participate independently, an independent advocacy service could be used.
- Better connect the range of care and support services (contracted services, carers and family, health services, voluntary sector and community support) by employing better systems and building in accountability for all agencies to do this.

All of these outcomes apply equally to all service users and potential services users and are mindful of specific needs based on protected characteristics.

· **Age**

A majority of current 'home care' recipients (personal care) are over 70 years old (78%). However around 10% are under 50 years old. The reverse is true for SIS services (non-personal care).

· A purchasing tool to help purchasing officers select the right service (either Home Care or SIS) based on 'best-fit' will ensure that the most appropriate service provider is selected to meet service users' needs. This will have a positive effect on age groups characteristics.

· **Disability**

All individuals receiving care and support services within the context of this service have a disability or long term condition. This is a prerequisite for eligibility to this type of service. We do not consider that this characteristic will be affected adversely.

· **Gender**

The gender split of care and support services are roughly in-line with the Kent population. We do not consider that this characteristic will be affected adversely.

· **Gender Identity/Transgender**

There is no data available concerning gender identity. However we do not consider that this characteristic will be affected adversely. More person centred, outcome based services should have a positive impact on the basis of gender identity/ transgender identity. KCC has Transgender Guidance which can be shared with contracted providers, to complement their own equality and diversity policy.

· **Race**

Data collated evidences that some ethnic groups are under-represented as recipients of care and support services compared to

Kent, South East and England figures (Indian, Black African, White Irish, Asian Other). This will be reviewed as part of ongoing contract review to ensure any issues highlighted are noted and action plans developed to mitigate/ improve the service offer for this cohort. We do not consider that this characteristic will be affected adversely.

Religion and Belief

'None' or 'not recorded' was recorded for approximately 70% of all recipients of care and support services. All religions appear to be under represented compared to national and local figures. However we do not consider that this characteristic will be affected adversely. Action has been identified to follow up on this during life of the contract.

Sexual Orientation

'Prefer not to say' or 'not recorded' was recorded for approximately 75% of all recipients of care and support services. There is no national or local data to show comparative numbers of people with this protected characteristic that are in receipt of a care and support service. We do not consider that this characteristic will be affected adversely. Action has been identified to follow up on this during life of the contract.

Pregnancy and Maternity

We do not consider that this characteristic will be affected adversely.

Marriage and Civil Partnerships

We do not have any data relating to care and support services that identifies service users' marital status. We do not consider that this characteristic will be affected adversely.

Carers Responsibilities

We do not have enough reliable data to tell us how many unpaid carers who have been properly assessed are looking after recipients of care and support services. Action has been identified to follow up on this during life of the contract.

Adverse Impact,

The needs assessment used to determine any care and support requirement should thoroughly investigate a person's circumstances where it has relevance. The resulting service should be best matched to take all of these into consideration. There should be no adverse impact on any protected characteristic when arranging a package of care and support.

Positive Impact:

This project aims to secure provision of Home Care and Supporting Independence Services for the Kent population. Over time, work will be done with provider organisations to refocus the delivery of care to achieving outcomes, rather than simply the delivery of hours of care ("time and task") to

better match the care and support provider with services users' needs and stated outcomes. Any protected characteristics that are relevant should be considered in the development of outcomes focussed care, with equalities information being monitored and action taken as required.

JUDGEMENT

There are no identified adverse effects to any group with protected characteristics by this project. We anticipate that this model will better match service user needs with the 'best-fit' service provider, who in time, will have a greater focus on helping people to achieve their goals (outcomes). This will offer a more personalised approach to all service users.

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

Internal Action Required **Yes**

Equality Impact Analysis/Assessment Action Plan

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications
Race	Statistically under represented as recipients of care and support services in relation to the general population.	Monitor against baseline and take action as required. Improve understanding and monitoring activity amongst frontline staff and service providers.	Intelligence will inform any further decision making concerning inclusion of these groups	Jack Moss	Life of contract	N/A
Religion	All religions appear to be under represented compared to national and local figures.	Monitor against baseline and take action as required.	Intelligence will inform any further decision making concerning inclusion of these groups	Jack Moss	Life of contract	N/A
Carers	No data available concerning numbers of unpaid carers looking after service users in receipt of a care and support service	Work with Performance Team to determine data. This information has now been picked up and rectified. Action complete	Inform work to better integrated carers support services into packages of care	Jack Moss	June 2018	N/A
Sexual Orientation	No data collected	Consider how to engage	Intelligence	Jack Moss	Life of	N/A

		throughout the life of the contract. Improve understanding and monitoring activity amongst frontline staff and service providers.	will inform any further decision making concerning inclusion of these groups		contract	
Gender Identity/Transgender	No data collected	Consider how to engage throughout the life of the contract. Improve understanding and monitoring activity amongst frontline staff and service providers.	Intelligence will inform any further decision making concerning inclusion of these groups	Jack Moss	Life of contract	N/A
All protected groups	Monitoring progress towards achieving aims of the service	<ul style="list-style-type: none"> • Improve care and support for service users by selecting the most appropriate service provider(s) that could meet their needs. • Reduce volumes of care and support services required by supporting service users to achieve their goals so that they realise their full independence and wellbeing potentials. 	Outcomes achieved	Jack Moss	Life of contract	N/A

		<ul style="list-style-type: none"> • Reduce the number of service users who are admitted to acute hospital care and delay the numbers who transfer to residential services. 				
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Have the actions been included in your business/ service plan?

Yes (included in the project plan)

Appendix

Please see additional documents:

1. Adults SIS and Home Care Equalities Data

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.

Appendices

Data : Adult Social Care Client Systems (SWIFT) – equalities recording (23/5/18)

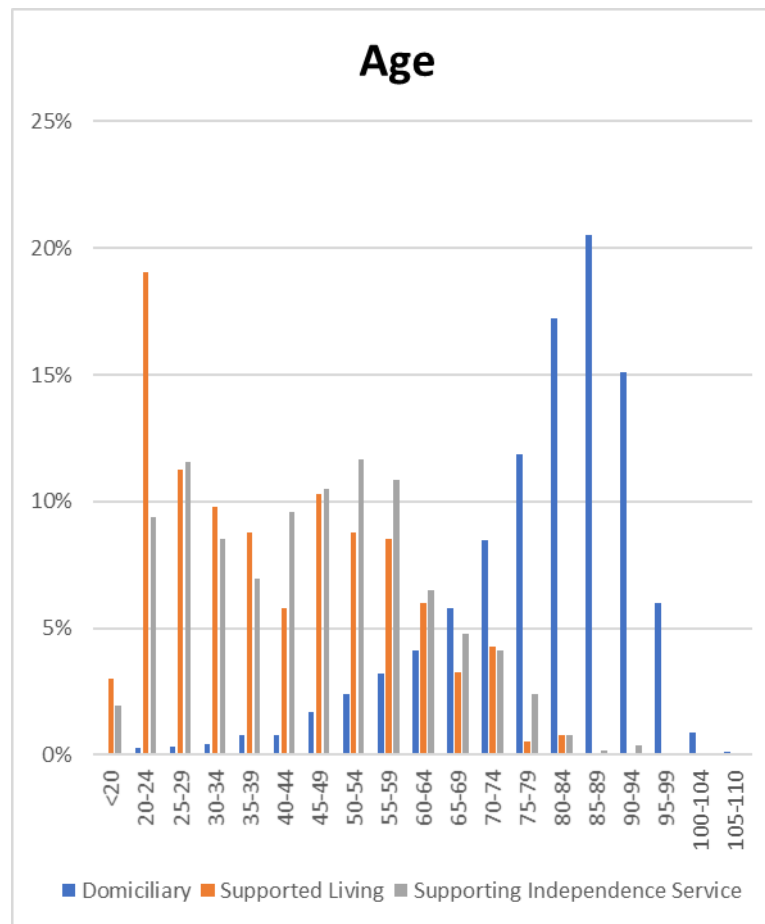
- Figure 1 – Age
- Figure 2 – Primary Support Reason
- Figure 3 – Ethnic Origin
- Figure 4 – Religion
- Figure 5 – Sexual Orientation

Figure 1: Adults – Age of Care in the Home Recipients

Age

Percentage of records with Age recorded 100%

Age	Domiciliary	Supported Living	Supporting Independence Service	Grand Total	Domiciliary	Supported Living	Supporting Independence Service	Grand Total
<20	4	12	38	54	0.1%	3.0%	2.0%	0.6%
20-24	20	76	182	278	0.3%	19.0%	9.4%	3.0%
25-29	21	45	224	290	0.3%	11.3%	11.5%	3.1%
30-34	29	39	165	233	0.4%	9.8%	8.5%	2.5%
35-39	53	35	135	223	0.8%	8.8%	7.0%	2.4%
40-44	53	23	186	262	0.8%	5.8%	9.6%	2.8%
45-49	118	41	204	363	1.7%	10.3%	10.5%	3.9%
50-54	165	35	226	426	2.4%	8.8%	11.6%	4.6%
55-59	223	34	211	468	3.2%	8.5%	10.9%	5.1%
60-64	285	24	126	435	4.1%	6.0%	6.5%	4.7%
65-69	400	13	93	506	5.8%	3.3%	4.8%	5.5%
70-74	587	17	80	684	8.5%	4.3%	4.1%	7.4%
75-79	819	2	47	868	11.8%	0.5%	2.4%	9.4%
80-84	1193	3	15	1211	17.2%	0.8%	0.8%	13.1%
85-89	1419	0	3	1422	20.5%	0.0%	0.2%	15.4%
90-94	1044	0	7	1051	15.1%	0.0%	0.4%	11.4%
95-99	415	0	0	415	6.0%	0.0%	0.0%	4.5%
100-104	62	0	0	62	0.9%	0.0%	0.0%	0.7%
105-110	8	0	0	8	0.1%	0.0%	0.0%	0.1%
Grand Total	6918	399	1942	9259	100%	100%	100%	100%



· Figure 2: Adults – Primary Support Reason of Care in the Home Recipients

Primary Support Reason

Percentage of records with PSR recorded 97.99%

Primary Support Reason	Domiciliary	Supported Living	Supporting Independence Service	Grand Total	Domiciliary	Supported Living	Supporting Independence Service	Grand Total
Physical Support	6100	25	183	6308	88.2%	6.3%	9.4%	68.1%
Sensory Support	141	3	14	158	2.0%	0.8%	0.7%	1.7%
Support with Memory & Cognition	259	15	142	416	3.7%	3.8%	7.3%	4.5%
Learning Disability Support	90	313	1139	1542	1.3%	78.4%	58.7%	16.7%
Mental Health Support	67	37	428	532	1.0%	9.3%	22.0%	5.7%
Other	88	4	25	117	1.3%	1.0%	1.3%	1.3%
No Data	173	2	11	186	2.5%	0.5%	0.6%	2.0%
Grand Total	6918	399	1942	9259	100%	100%	100%	100%

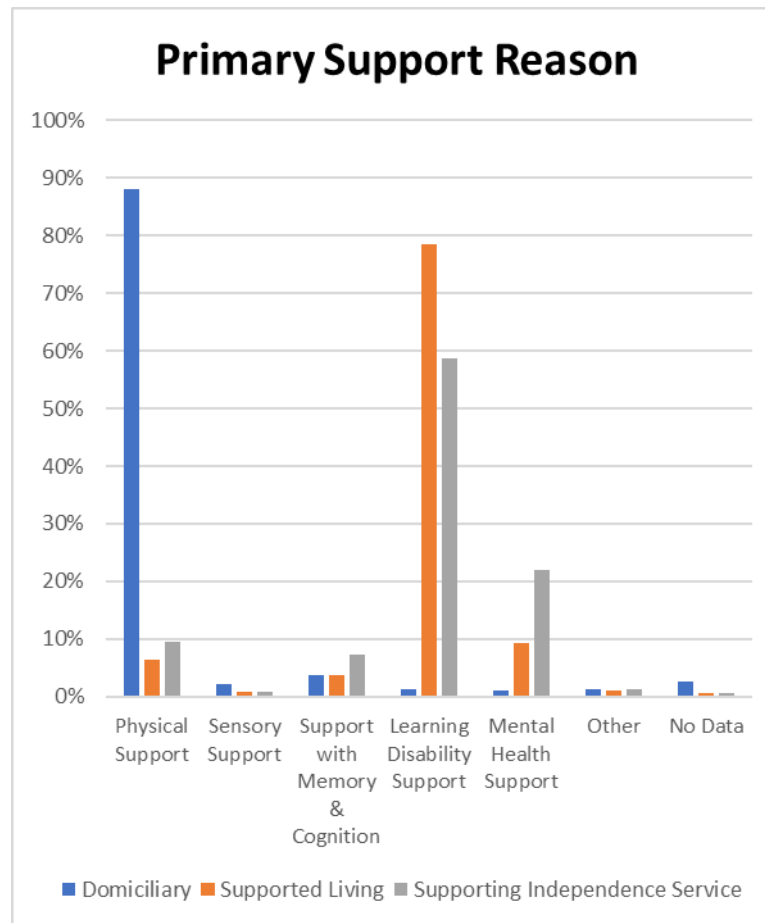


Figure 3: Adults – Ethnic Origin of Care in the Home Recipients

Ethnic Origin Percentage of records with Ethnic Origin recorded 99.97%

Ethnic Origin	Supported Independence Service			Grand Total	Supported Independence Service			Grand Total
	Domiciliary	Supported Living	Supporting Independence Service		Domiciliary	Supported Living	Supporting Independence Service	
White	6162	351	1793	8306	89.1%	88.0%	92.3%	89.7%
Mixed	25	7	35	67	0.4%	1.8%	1.8%	0.7%
Asian	95	10	17	122	1.4%	2.5%	0.9%	1.3%
Black	27	6	17	50	0.4%	1.5%	0.9%	0.5%
Other	33	4	7	44	0.5%	1.0%	0.4%	0.5%
No Data	576	21	73	670	8.3%	5.3%	3.8%	7.2%
Grand Total	6918	399	1942	9259	100%	100%	100%	100%

Note: No Data includes: - 'Error', 'Info Declined', 'Information Not Yet Obtained', 'Not Recorded', 'Not Stated', 'Refused' and 'Unknown'.

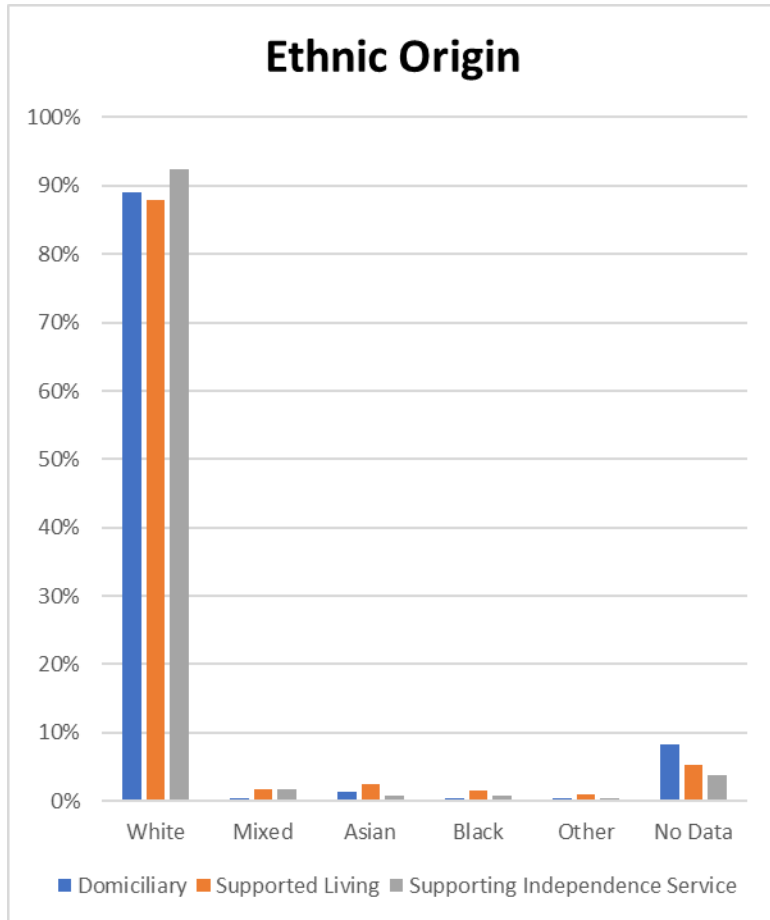


Figure 4: Adults – Religion of Care in the Home Recipients

Religion Percentage of records with Religion recorded 64.32%

Religion	Domiciliary	Supported Living	Supporting Independence Service	Grand Total	Domiciliary	Supported Living	Supporting Independence Service	Supporting Independence Service
Any Other Religion	370	9	58	437	5.4%	2.3%	3.0%	4.7%
Atheist	0	0	2	2	0.0%	0.0%	0.1%	0.0%
Buddhist	6	0	3	9	0.1%	0.0%	0.2%	0.1%
Christian	1768	71	565	2405	25.6%	17.9%	29.1%	26.0%
Church of England	41	27	81	150	0.6%	6.8%	4.2%	1.6%
Hindu	10	2	2	14	0.1%	0.5%	0.1%	0.2%
Jewish	3	1	1	5	0.0%	0.3%	0.1%	0.1%
Methodist	1	0	0	1	0.0%	0.0%	0.0%	0.0%
Muslim	10	1	4	15	0.1%	0.3%	0.2%	0.2%
None	2005	125	663	2793	29.0%	31.2%	34.1%	30.2%
Other	4	5	7	16	0.1%	1.3%	0.4%	0.2%
Roman Catholic	6	0	5	11	0.1%	0.0%	0.3%	0.1%
Sikh	23	2	4	29	0.3%	0.5%	0.2%	0.3%
No Data	2670	156	547	3372	38.6%	39.0%	28.2%	36.4%
Grand Total	6918	399	1942	9259	100%	100%	100%	100%

Note: No Data includes:
 - 'Declined to Disclose',
 'Lacks Capacity -
 Religion', 'Not Known'
 and 'Not Recorded'.

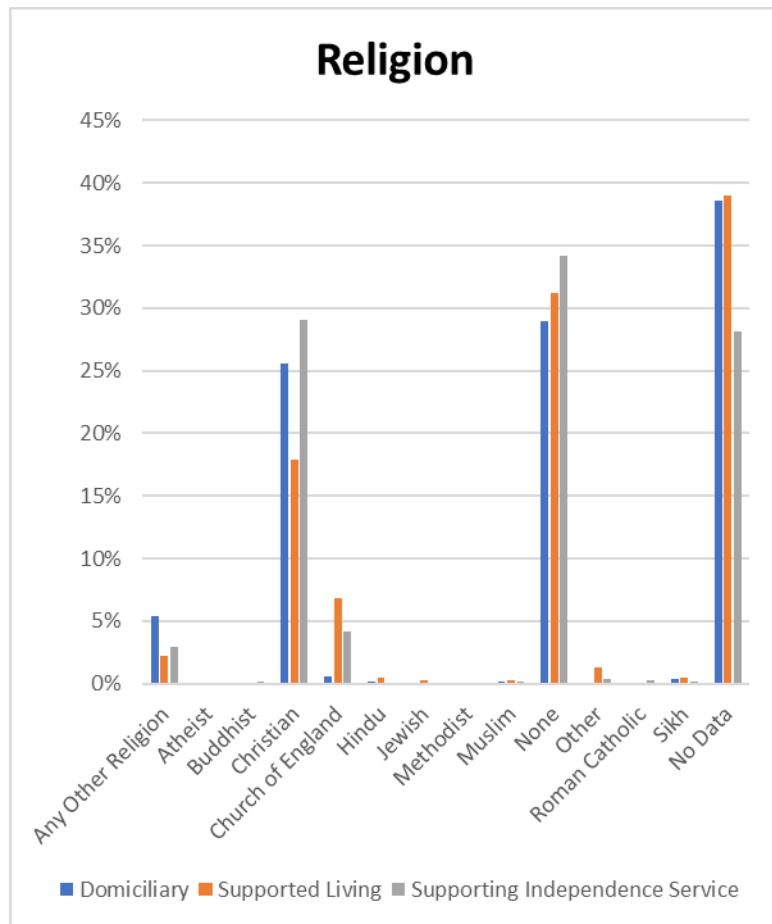
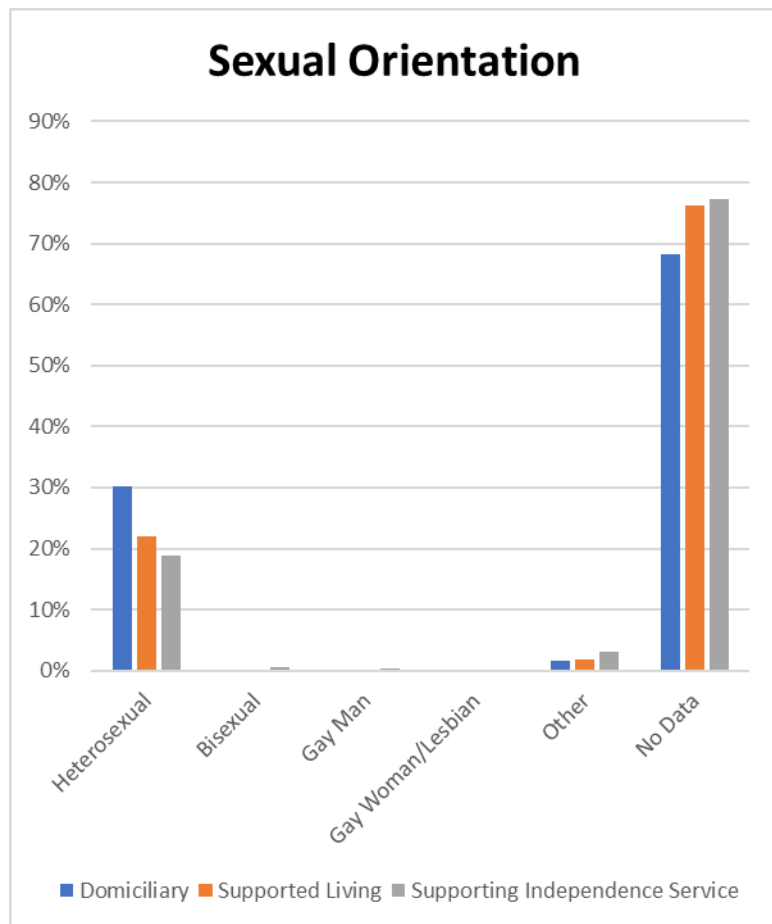


Figure 5: Adults – Sexual Orientation of Care in the Home Recipients

Sexual Orientation	Domiciliary			Grand Total	Supported Living			Grand Total
	Domiciliary	Supported Living	Supporting Independence Service		Domiciliary	Supported Living	Supporting Independence Service	
Heterosexual	2084	87	368	2539	30%	22%	19%	27%
Bisexual	0	0	9	9	0%	0%	0%	0%
Gay Man	0	0	7	7	0%	0%	0%	0%
Gay Woman/Lesbian	3	0	1	4	0%	0%	0%	0%
Other	109	7	58	174	2%	2%	3%	2%
No Data	4722	305	1499	6526	68%	76%	77%	70%
Grand Total	6918	399	1942	9259	100%	100%	100%	100%

Percentage of records with Sexual Orientation recorded 61.09%

Note: No Data includes: - 'Lacks Capacity', 'Not Recorded' and 'Prefer Not To Say'.



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

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

To: Children, Young People and Education Cabinet Committee – 9 March 2021

Subject: **Post 16 Transport Policy Statement 2021/22**

Decision Number and title – 20/00012 - Post 16 Transport Policy 2021/22

Classification: **Unrestricted**

Future Pathway of Paper: Cabinet Member Decision

Summary: Each year KCC has a legal duty to consult on its policy for Post 16 Transport and publish a Post 16 Transport Policy Statement by the 31 May.

Recommendation(s): Members are invited to endorse the proposed policy ahead of a Cabinet Member Decision on the Post 16 Transport Policy Statement to be published by 31 May 2021.

1. Introduction

- 1.1 The report is designed to update Members in regard to decisions taken relating to the Kent 16+ Travel Saver and other post 16 transport initiatives.
- 1.2 The attached policy makes it clear that in the first instance there is an expectation that learners will make use of the Kent 16+ Travel Saver, seeking bursary funding support where necessary to secure this as a preferred means of accessing education, training or work-based learning settings. It also sets out the duties on the LA to consider requests for transport and is a continuum of existing policy.
- 1.3 KCC is required to enable access to education and will consider applications for support where a Kent 16+ Travel Saver pass is not suitable. Where support is agreed, the policy makes clear that learners will initially be assessed for Travel Training and alternative transport arrangements will only be provided where this training is not appropriate. Where additional support is refused learners can appeal to the Transport Regulation Committee Appeal Panel.
- 1.4 While the ongoing uncertainty around COVID-19 means that some questions remain as to how school/college transport will be provided in the forthcoming academic year, it is important that sufficient transport provision is available for those families and learners who need it. While current government guidance on transport advises that journeys be kept to a minimum, it does acknowledge

that alternative options will not be available for all travellers and so ensures that remaining transport options are as safe as possible. As the current year's policy did not limit KCC's ability to make these necessary adjustments, no significant changes have been made for the 2021/22 academic year. Officers will continue to monitor how the pandemic develops, alongside any changes in government guidance to ensure that the transport offering remains suitable.

2. Policy Framework

- 2.1 The Post 16 Transport Policy will assist learners in accessing their preferred learning environments and contribute to Kent's Strategic Outcomes which state that children and young people in Kent will get the best start in life and achieve good outcomes by participating in education or training to age 18.

3. The Report

- 3.1 KCC has a duty to consider applications for transport and is required to enable access to education. In most circumstances it meets this duty through the Kent 16+ Travel Saver pass. This is a generous discretionary scheme which aids access to both education and employment with training. The card is made available at the current cost of £400 a year (subject to annual review) with no limit on the level of use. Learning providers, at their discretion, can subsidise this using bursary funding and we would expect bursary to be provided for up to 50% of the cost for low-income families. Because schools and colleges use bursary funding at their discretion, some choose to subsidise other localised bus travel cards as opposed to the KCC scheme which offers a broader transport offer.
- 3.2 KCC has a duty to consult on and publish its Post 16 Transport Policy Statement every year. Whilst there is no statutory duty to provide transport for Post 16 Learners, there is a duty to consider applications for assistance with transport and to enable access to education and training to age 18. The transport policy sets out how KCC will meet this duty and what learners can expect by way of support.
- 3.3 Current and future potential pass holders and their parents have been contacted to provide an opportunity to respond to this consultation. Schools, colleges and learning providers have been consulted and also asked to inform their students to increase awareness. Public Transport have also been included in the consultation. The consultation on the proposed policy ran from 25 January 2021 until 5 March 2021.
- 3.4 The policy is attached as Appendix A.
- 3.5 Feedback from the consultation is attached as Appendix B. Due to the pre-election period, the outcome of the consultation was considered at an earlier Committee meeting than usual. As a result, the initial Committee report was based on nearly 5 weeks' worth of consultation responses. An addendum will be circulated shortly before the meeting to update statistics and key themes so that all response data from the consultation up to 5 March is considered.

- 3.7 A copy of the consultation documentation can be found at www.kent.gov.uk/post16transport

4. Financial Implications

- 4.1 The scheme is uncapped and costs will vary depending on take up levels and journeys undertaken by cardholders, it is therefore difficult to predict overall costs for 2021/22. The LA commits in excess of £5 million on Post 16 Transport and draws an income of less than £2 million. Numbers fluctuate from year to year, but the total subsidy remains in excess of £3 million per annum. On average, KCC subsidises just under 70% of the overall cost of Post 16 Transport to ensure learners can access their schools and colleges.

5. Conclusions

- 5.1 The consultation is a requirement set out in our legal duties. Despite there being no material changes proposed to the main policy this year, we must undertake this consultation process. Invariably feedback centres on the cost of the pass and the fact that Post 16 learners are legally required to be in some form of education, training or employment and so free school transport should continue. Unfortunately, KCC is not directly funded to support any transport requirements that result for learners over the age of 16. KCC subsidises Post 16 Transport by over £3m each year ensuring learners can access their schools and colleges for Post 16 learning. Whilst this scheme does present a marginally higher cost for the Kent 16+ Travel Saver pass compared to its pre 16 sister scheme it reflects the additional benefits that come with 24/7 access to the public bus network.
- 5.2 While these were the most frequent negative comments, it is important to highlight that the majority of responses focussed on how helpful the scheme was and that many students value the independence it provides them, especially for evening and weekend travel. Following improvements trialled in last year's consultation, this year Officers communicated the factors that limited KCC's Post 16 transport offering when compared to transport for 11 to 16 year olds and highlighted what improvements have been made in recent years, such as the reduction in Vacant Seat Payment Scheme costs and the introduction of an instalment program. This appears to have allowed parents/users to better understand the differences between the schemes and could explain the reduced level of negative responses about cost, compared with previous consultations.
- 5.3 Understandably, concerns related to COVID-19 and the impact it has had on transport provision and pupil's ability to access school featured in this year's responses. Officers provide up to date information to Kent families on kent.gov and via targeted mailshots to ensure that information is disseminated as quickly as possible and will continue to do so until the pandemic passes.
- 5.4 A small number of responses requested for the scheme to include rail travel and while it has not been possible to find a cost-effective solution to include

this within the current scheme, recent national changes mean that reduced fare train options are now more widely available for 16 to 18 year olds.

- 5.5 For the first time a small number of parents raised queries about the availability of active travel options. Active travel means walking or cycling as a means of transport and does feature in the policy statement, however, queries focussed on whether or not more could be done in this area. Further work will be completed so that this can be address in future updates.

6. Recommendation(s)

<p>6.1 Members are invited to endorse the proposed policy ahead of a Cabinet Member Decision on the Post 16 Transport Policy Statement to be published by 31 May 2021</p>

7. Background Documents

- Post 16 Transport Policy – Appendix A
- Consultation Summary – Appendix B
- Consultation documents
www.kent.gov.uk/post16transport

8. Contact details

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Relevant Director

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16 - 19 Transport Policy 2021-22

For 16 - 19 year olds in the pursuit of, or receiving education or training at schools, academies and other institutions within the further education sector. Young people aged 18 and 19 years are included in this policy, only to the extent that it relates to a course of education that they began before they reached the age of 18.

Kent 16+ Travel Saver

1. Kent County Council (KCC) considers that in most circumstances the provision of a subsidised KCC 16+ Travel Saver card is sufficient to facilitate the attendance of persons aged between 16 – 19 years at their chosen education or training provider. This may be at schools, academies, colleges or in the workplace through an apprenticeship or other work-based training provision.

The KCC 16+ Travel Saver card is available to purchase from Kent County Council. The KCC 16+ Travel Saver card offers free at point of travel access, to the entire public bus network operating in Kent including single destination journeys out of Kent and back into the County. It is available for use 24 hours a day, 7 days a week. Learning providers can choose to further subsidise this charge to their students or trainees if they meet Bursary conditions.

The KCC 16+ Travel Saver card may be available at an even lower rate for young people with parents on a low income. Applications for cards at this lower rate should be made directly through the young person's education provider.

Alternatively, Children and Young People (CYP) who are not otherwise eligible for help with transport can apply for a seat on vehicles hired by the Local Authority (LA) under the Vacant Seat Payment Scheme (VSPS).

Vacant seats on hired vehicles are only made available after the start of term, once all statutorily entitled CYPs have been accommodated onto transport and vehicle spaces are known. Consequently, parents seeking to purchase a vacant seat may need to make other arrangements for their child to access school during the period when vacant seats are being collated for allocation. This will not be refunded by the LA. VSPS awards seats on a first come first serve basis.

Where a VSPS seat is granted, it may have to be withdrawn at a later date for a CYP who is entitled to free transport, if the Local Authority decide to stop running the vehicle or if it is decided to run a smaller vehicle.

If the seat is taken away, parents will be given until the end of the academic year when they will then have to make their own arrangements.

VSPS is not available on public transport.

Young people who are not in education, employment or training (NEET)

2. To support the provision of suitable education or training for young people who are 16 and 17 years old and not in education, employment or training (NEET), Kent County Council may offer fixed term (up to one month) travel cards at subsidised rates to facilitate travel to interviews, work experience and other activities necessary to secure appropriate provision. To be eligible, young people must be registered and receiving support through Early Help and Preventative Services.

Rural Communities

3. KCC recognises that in some rural communities, access to public bus services may be a challenge at key times. KCC operates a Kent Wheels to Work scheme, where discounted access to a moped can be made available in certain circumstances. More information is available at www.w2wkent.co.uk.

Active Travel

4. Our Active Travel Strategy aims to make active travel an attractive and realistic choice for short journeys in Kent. Active travel means walking or cycling as a means of transport, in order to get to a particular destination such as school, the shops or to visit friends. Active travel can be for complete journeys or parts of a journey, and more people in the community making more active travel journeys can lead to a range of positive individual and shared outcomes. These include improved health, reduced traffic congestion, reduced pollution and financial savings to the individual and businesses. More information is available at www.kentconnected.org.

Transport for young people for whom the KCC 16+ Travel Saver card, VSPS, Kent Wheels to Work or Active Travel Strategy is not a viable option.

5. If, however, you have special circumstances which you believe should make you eligible to receive help of an alternative nature than those set out above you should write to **The Transport Eligibility Team, Room M4.26, Sessions House, County Hall, Maidstone ME14 1XQ** setting out those circumstances, in full. You may rely upon any circumstances which are relevant to your application. The way that Kent County Council exercises its duty and powers to enable access to education, be it with financial or practical support is entirely at the discretion of Kent County Council, including where appropriate a decision to meet the full cost of your transport or alternatively to offer no additional support. The following considerations will be given greater weight by us when we consider your application, but do not guarantee you will be eligible to receive additional assistance from Kent County Council:

(i) that you have special educational needs and/or a disability and/or mobility problems, which mean that it is not/would not be reasonably practicable for

you to attend the educational establishment at which you are registered or at which you would like to register to receive education or training using a KCC 16+ Travel Saver card on the terms described above. Kent County Council recognises that in some circumstances public transport may not be appropriate as a result of special educational needs, a disability or a mobility problem and again in these exceptional circumstances other means of support will be considered. In these circumstances you must provide copies of documentation to support your application including a copy of your Education, Health and Care Plan (if applicable) and evidence from appropriate specialists or professionals, for example consultant/health/educational.

Learners aged 16 – 19 years for whom KCC maintains an Education, Health and Care Plan are also expected to seek a KCC 16+ Travel Saver card. It would be expected that where students have not accessed public transport previously, that they will engage with KCC's Independent Travel Training Team to be trained to use public transport. Refusal to embark on such training where this is considered appropriate, may affect any future decisions where additional support for transport is being requested. Where the learners are unable, even with appropriate independent travel training, to access public bus travel as a result of their levels of need, consideration will be given to other means of support.

(ii) that it is not/would not be reasonably practicable for you to attend the educational establishment at which you are registered or at which you would like to register to receive education or training using a KCC 16+ Travel Saver card on the terms described above.

(iii) that the distances and/or journey times, between your home and the educational establishment at which you are registered or would like to register makes the use of a KCC 16+ Travel Saver card, on the terms described above impractical or not practical without additional assistance.

(iv) that you and your family cannot afford the KCC 16+ Travel Saver card on the terms described above.

This will normally require proof of receipt of certain benefits i.e.

- Income support
- Income based jobseekers allowance
- Child Tax Credit (TC602 for the current tax year with a yearly income of no more than £16,385pa)
- Guaranteed element of state pension credit
- Income related employment and support allowance
- Maximum Level of Working Tax Credit
- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods).

Assistance on this ground will normally only be given where the educational establishment is not more than 6 miles from your home. Any additional provision or assistance would be reviewed on an annual basis and your parents would be required to provide the Transport Eligibility Team with up to date proof of the family's income at that time. Kent County Council will usually only provide one form of support for Low Income Families.

(v) that the nature of the route, or alternative routes, which you can reasonably be expected to take with a KCC 16+ Travel Saver card makes the use of the Card impractical or not practical without additional assistance.

(vi) that reasons relating to your religion or belief (or that of your parents) mean that the use of the KCC 16+ Travel Saver card is not practical or is not practical without additional assistance.

Where a learner is attending an educational establishment of the same denomination as themselves (or religion in cases where the religion does not have denominations) in order to be considered for transport assistance, they must also have the application form signed by a vicar/priest or religious leader of the same denomination (or religion where there are no denominations) as the school stating that the learner is a regular and practising member of a church or other place of worship of the same denomination (or religion where there are no denominations) as the educational establishment concerned.

Where a learner is attending a church school of a different denomination or religion to that of the parent, in order to be considered for transport assistance, they must also have the application form signed by a vicar/priest or other religious leader stating that the learner is a regular and practising member of that religion or denomination. The learner will also need to explain why their religion or belief makes it desirable for the learner to attend that particular educational establishment rather than another educational establishment nearer to the learner's home, given that the chosen educational establishment is not of the same religion or denomination as that practised by the learner.

Where a learner is attending an educational establishment for reasons connected with his or her non-religious belief, in order to be considered for transport assistance the learner will need to explain what that belief is and why the belief makes it desirable for the learner to attend that particular educational establishment rather than another nearer educational establishment. The learner will also need to provide evidence to prove that they do indeed hold the belief in question. This could be confirmation from a person of good standing in the community who knows the learner, for example a councillor, a doctor, a social worker or a lawyer or alternatively proof of the learner or his parent's medium or long term membership of a society or other institution relating to that belief.

Free transport or other transport assistance will only be awarded under any of the three categories above where Kent County Council is persuaded that the religion or belief is genuinely held and that the placement of the learner at the

institution in question will be of significant benefit to the learner because of the relationship between the religion or belief of the learner and the nature of the educational institution in question.

The Local Authority will normally only agree to such requests for a maximum period of one year. Arrangements would then be reviewed. The Local Authority can then agree such requests for the duration of the course up until the end of the year in which the young person reaches the age of 19.

You should also state what additional or alternative steps you would like Kent County Council to take to assist you in attending the educational institution at which you are registered/would like to register.

6. Please note you will be asked to provide evidence to support any case that you may present, for example and where relevant:

(i) proof that you have applied to or are registered at a particular educational establishment such as a copy of your acceptance/offer letter from the college;

(ii) proof of your and/or your family's income and savings e.g. TC602 from HM Inland Revenue;

(iii) proof of any special educational needs, disability or mobility problems that you have; (for example, a copy of your EHC plan, a copy report from consultant or from your local authority's Special Educational Needs Department providing confirmation that you are unable to access a suitable educational establishment nearer to your home and/or are unable to access public transport);

(iv) proof that you have applied to colleges or other educational establishment closer to your home (for the same course or for a similar course), which if accepted would have meant that you would not have required additional assistance from us and proof that those applications were turned down. (Copies of refusal letters would be required);

(v) details of the unsuitable route that you say you would need to travel and detailed reasons why you consider the same to be unsuitable;

(vi) proof that you are a member of a particular religion or religious denomination or (where possible) that you have a particular belief where that is relevant to your argument. Ordinarily, where you are making an application on faith grounds, you will be required to attend an establishment with the same religious denomination as your place of worship.

Please note that we cannot return documents that you supply to us, and so you are requested to only provide copies of documents that you may wish to send accompanying or supporting your application.

7. Please send the details of your special circumstances to **The Transport Eligibility Team, Room M4.26, Sessions House, County Hall, Maidstone ME14 1XQ**. We will let you have a written decision as to whether we are able to make any additional financial or other support available to you within 28 days of you providing any supporting evidence that we may require and of you answering any additional questions that we may raise. In the event that

transport assistance is refused, details of the appeals procedure will be included in the decision letter.

Outcomes of the Public Consultation

KCC held a public consultation on the proposed Post 16 Transport Policy Statement which ran from 25 January 2021 until 5 March 2021. Due to the pre-election period, the outcome of the consultation was considered at an earlier Committee meeting than usual. As a result, the initial Committee report was based data collected until 26 February. An addendum will be circulated shortly before the meeting to update statistics and key themes so that all response data from the consultation up to 5 March is considered.

Current and future potential pass holders and their parents have been contacted to provide an opportunity to respond to this consultation. Schools, colleges and learning providers have been consulted and also asked to inform their students to increase awareness. Public Transport have also been included in the consultation.

It was promoted in the following ways:

- Emails to schools, Further Education providers and other stakeholders for circulation amongst school roll
- Emails to existing KCC 16+ Travel Saver pass users
- Emails to potential future KCC 16+ Travel Saver pass users
- Electronic invites sent to registered users of KCC's consultation directory, based on their preferences

The consultation has its own page on KCC's consultation directory which holds the proposed policy statement, Equality Impact Assessment and questionnaire: www.kent.gov.uk/post16transport.

There was a total of 178 responses to the consultation questionnaire, a significant increase on the 117 responses to last year's consultation.

Of these responses:

72.5% of responses were received from parents/carers
2.8% of responses were received from a pupil/student in Yr12 -14
2.2% of responses was received from a pupil/student in Yr7 – 11
1.7% of responses were received from a learning provider
20.8% of responses were received from other parties

Comments about the Policy

Responses to the consultation were consistent across the five different respondent types. Some respondents commented on more than one theme and a number made no direct comment, which explains discrepancy in numbers:

The majority of responses (63 comments) expressed support for the 16+ Travel Saver pass, identifying that it increases the opportunity for young adults to travel to more places of learning or work.

The next biggest issue was the requirement for children to remain in education or employment-based training by law until they are 18, however, central government support for free school transport ceases at the end Year 11. As a result, queries about the cost of the pass also featured, with people feeling the cost is too high. (55 comments)

11 comments related to concerns about travelling during the pandemic.

7 comments were made about the poor levels of service in the public bus network. This related to overcrowding, lateness and perceived unhelpfulness drivers.

5 comments requested further improvements in the availability of active travel options.

The lack of inclusion of rail travel on the card was also raised (3 comments).

Equality and Diversity

Responses to the consultation were consistent across different groups.

Where these numbers do not aggregate to the total number of submissions, it is as a result of the respondent choosing not to answer the question.

The assessment from the consultation shows that of those responses received, the following ethnic groups took part:

White English	63.5%
White Other	4.5%
Asian or Asian British Indian	1.7%
Mixed: White and Asian	1.7%
White Irish	1.7%
Black or Black British Caribbean	0.6%
White Welsh	0.6%
Prefer not to say	2.2%

The following responses identified their gender as follows:

Male	27.5%
Female	50.6%
Prefer not to say	0.0%

When asked if the responded considered themselves disabled as set out in the Equality Act 2010:

Yes	11.2%
No	65.7%
Prefer not to say	1.1%

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TAKEN BY:

Richard Long,
Cabinet Member for Education and Skills

DECISION NO:

20/00012

For publication

Subject: Proposed 16 - 19 Transport Policy Statement 2021-22

Decision:

As Cabinet Member for Education and Skills, I agree to Kent Post-16 Transport Policy Statement

Reason(s) for decision:

- 1.1 KCC has a duty to consider applications for transport and is required to enable access to education. In most circumstances it meets this duty through the KCC 16+ Travel Saver pass. This is a generous discretionary scheme which aids access to both education and employment with training. Learning providers, at their discretion, can subsidise this using bursary funding and we would expect bursary to be provided for up to 50% of the cost for low income families.
- 1.2 KCC has a duty to consult on and publish its Post 16 Transport Policy Statement each year. Whilst there is no statutory duty to provide transport for Post 16 Learners, there is a duty to consider applications for assistance with transport and to enable access to education and training to age 18 years. The transport policy sets out how KCC will meet this duty and what learners can expect by way of support.
- 1.3 While the ongoing uncertainty around COVID-19 means that some questions remain as to how school/college transport will be provided in the forthcoming academic year, it is important that sufficient transport provision is available for those families and learners who need it. While current government guidance on transport advises that journeys be kept to a minimum, it does acknowledge that alternative options will not be available for all travellers and so ensures that remaining transport options are as safe as possible. As the current year's policy did not limit KCC's ability to make these necessary adjustments, no significant changes have been made for the 2021/22 academic year. Officers will continue to monitor how the pandemic develops, alongside any changes in government guidance to ensure that the transport offering remains suitable.
- 1.4 Schools, colleges and learning providers have been consulted, as have their students. Neighbouring local authorities and Public Transport have also been included in the consultation, as have parents. The consultation on the proposed policy ran until the 5 March 2021. Due to the pre-election period, the outcome of the consultation was considered at an earlier Committee meeting than usual. As a result, the initial Committee report was based on nearly 5 weeks' worth of consultation responses, with an addendum circulated shortly before the meeting to update statistics and key themes.
- 1.5 The policy is attached as Appendix A, a summary of consultation responses is attached as Appendix B. A copy of the consultation document can be found at

www.kent.gov.uk/post16transport

Financial Implications

2.1 The scheme is uncapped and costs will vary depending on take up levels and journeys undertaken by cardholders. Whilst KCC is not directly funded to support any transport requirements for learners over the age of 16, KCC has made significant financial commitments to Post 16 Transport. The LA commits in excess of £5 million on Post 16 Transport and draws an income of less than £2 million. Numbers fluctuate from year to year, particularly following the limitations imposed by COVID-19, however the total subsidy usually averages around £3 million per annum.

Cabinet Committee recommendations and other consultation:

This decision will be considered by Children and Young People cabinet Committee on 9th March 2021

A consultation was held between 25 January to 5th March 2021 [Post 16 Transport Policy 2021-22](#)

Any alternatives considered:

All alternatives will be considered following the consultation period.

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

None

Signed.....

Date.....

From: Sue Chandler, Cabinet Member for Integrated Children's Services

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

To: Children, Young People and Education Cabinet Committee - 9 March 2021

Subject: **PROPOSED REVISION OF RATES PAYABLE AND CHARGES LEVIED FOR CHILDREN'S SERVICES IN 2021-22**

Decision number and title: 21/00018 - Proposed Revision of Rates Payable and Charges Levied by Kent County Council for Children's Social Care Services in 2021-22

Classification: Unrestricted

Future Pathway of Paper: Cabinet Member decision

Electoral Division: All

Summary:

This paper sets out the proposed revision to the rates payable and charges levied for children's services within Kent for the 2021-22 financial year.

Recommendation(s):

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

- (i) **APPROVE** the proposed changes to the rates payable and charges levied for Children's Services in 2021-22 as detailed in section 2 and Appendix 2 of this report.
- (ii) **NOTE** both the changes to the rates that are set by the Government/external agencies: including inter-agency charges and Essential Living Allowance and; any charges to other Local Authorities for use of in-house respite residential beds are to be calculated on a full cost recovery basis.
- (iii) **DELEGATE** authority to the Corporate Director of Children, Young People and Education, or other nominated officer, to undertake the necessary actions to implement the decision.

1. Introduction

1.1 This report is produced annually and seeks approval for the Council's proposed rates and charges levied for the forthcoming financial year.

- 1.2 The report distinguishes between these rates and charges over which Members can exercise their discretion and those which are set by the Government/external agencies.
- 1.3 In relation to those rates and charges where Members can exercise their discretion, we have traditionally increased these annually in line with either the annual CPI increase or more recently, when CPI has been low, the average percentage increase for KCC pay performance. For 2021-22, we are proposing an inflationary increase of 2% in most cases, which is the same as the general increase given last year. The inflationary increase of 2.0% is in line with the proposed increase for KCC pay performance, this is higher than the CPI increase between September 2019 and September 2020 of +0.7%, and we believe represents a fair and responsible percentage uplift. The security of an annual uplift continues to form part of Kent Fostering's approach to improving the recruitment and retention of foster carers by enabling the service to provide a more competitive package in the carer's marketplace.
- 1.4 Where an inflationary increase of 2% has not been proposed an explanation has been given in Appendix 2. A notable example is the Kent Supported Homes payments (payments to hosts providing supported lodgings). The delivery of this service was transferred in-house from 1st February 2021 and the rates were reviewed at the time of transfer therefore there is no proposal to apply a further uplift from 1st April 2021. In future, these rates will be reviewed in line with this annual rates and charges process.
- 1.5 The effective date for all proposed rate changes is 1 April 2021 and they will apply until 31 March 2022 or until a decision is taken to revise these rates further, whichever is sooner.

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

- 2.1 Appendix 1 provides a list of all rates and charges proposed for 2021-22 compared to the approved 2020-21 rates and charges. The methodology for each proposed rate increase is outlined in Appendix 2.
- 2.2 All payments will continue to be made in line with the prevailing policy including the Fostering Payment Policy shared with this Cabinet Committee on 11th March 2020.

3. Financial Implications

- 3.1 In relation to the proposed increases to the rates we pay, additional funding has been included within the Directorate's 2021-22 budget proposals, under the heading "Inflation - Children's Social Care" at just over £1.1m. This calculation includes an assumed uplift for all in-house fostering and associated payments

4. Equalities Impact Assessment

We have not assessed any adverse impact within these proposals to increase funding rates for children's services.

5. Recommendation(s):

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

- (i) **APPROVE** the proposed changes to the rates payable and charges levied for Children's Services in 2021-22 as detailed in section 2 and Appendix 2 of this report.
- (ii) **NOTE** both the changes to the rates that are set by the Government/external agencies: including inter-agency charges and Essential Living Allowance and; any charges to other Local Authorities for use of in-house respite residential beds are to be calculated on a full cost recovery basis.
- (iii) **DELEGATE** authority to the Corporate Director of Children, Young People and Education, or other nominated officer, to undertake the necessary actions to implement the decision.

5. Background Documents (plus links to document)

The Fostering Payment Policy presented to CYPE Cabinet Committee on 11th March 2020:

<https://democracy.kent.gov.uk/documents/s96325/Item%208%20-%20Kent%20Fostering%20Payments%20Policy%20App%203.pdf>

6. Contact details

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- Sarah Hammond
- Director for Integrated Children's Service (Social Work Lead)
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Appendix 1: Children's Social Care – Comparison between approved 2020-21 and proposed 2021-22 rates and charges

Description of Payment/Charge	Basis	2020-21	2021-22	Movement in Rate	
		Rate	Proposed Rate	£	%
		£	£	£	%
Adoption Service Charges					
<i>Local Authority</i>					
One child	per child	£27,000	£27,000	£0	0%
2 Siblings	per child	£43,000	£43,000	£0	0%
3+ Siblings	per child	£60,000	£60,000	£0	0%
<i>Voluntary Adoption Agencies</i>					
One child	per child	£32,063	£32,320	£257	0.8%
2 Siblings	per child	£51,714	£52,128	£414	0.8%
3 Siblings	per child	£70,331	£70,894	£563	0.8%
4 Siblings	per child	£80,674	£81,319	£645	0.8%
5 Siblings	per child	negotiated	negotiated	n/a	n/a
Ongoing supervision	per child	£889.00	£896.00	£7	0.8%
Foster Care – Maintenance					
All placements under 2 years old	Weekly	£157.23	TBC*	TBC	TBC
All placements 2 to 4 years old	Weekly	£161.54	TBC*	TBC	TBC
All placements 5 to 10 years old	Weekly	£178.77	TBC*	TBC	TBC
All placements 11 to 15 years old	Weekly	£203.54	TBC*	TBC	TBC
All placements over 16 years old	Weekly	£239.08	TBC*	TBC	TBC
Foster Care – Reward					
Non-related placements for 0 to 8 years old	Weekly	£119.12	£121.50	£2.38	2.0%

Description of Payment/Charge	Basis	2020-21 Rate	2021-22 Proposed Rate	Movement in Rate	
Non-related placement for 9 to 18 years old	Weekly	£226.26	£230.79	£4.53	2.0%
Foster Care - Disability Enhancement					
Standard	Weekly	£67.88	£69.24	£1.36	2.0%
Enhanced	Weekly	£90.50	£92.32	£1.82	2.0%
Foster Care Skills Based Payments					
Skilled (Level 2)	Weekly	£21.92	£22.07	£0.15	0.7%
Advanced (Level 3)	Weekly	£54.76	£55.14	£0.38	0.7%
Foster Carer Mileage Rate					
Rate per mile	Mile	45p	45p	0p	0%
Emergency Foster Carer Payment					
Retainer	Weekly	£250.00	£250.00	0p	0%
Foster Care - Sessional & Day Care Rates					
Sessional Work	Hourly	£10.00	£10.00	0p	0%
Day Care	Hourly	£7.50	£7.50	0p	0%
Foster Carer – Parent & Child (Rate adjustment)					
Income Support personal allowance for a lone parent over 18	Weekly	£74.35	£74.70	£0.35	0.5%
Kent Supported Homes (Host payments)					
Standard Support	Weekly	£150	£150	£0	0.0%
Enhanced Support	Weekly	£250	£250	£0	0.0%

Description of Payment/Charge	Basis	2020-21 Rate	2021-22 Proposed Rate	Movement in Rate	
				£	%
Complex Support (legacy cases only)	Weekly	£200	£200	£0	0.0%
Mother and Baby Arrangement Support	Weekly	£300	£300	£0	0.0%
Outreach support	Hourly	£10	£10	£0	0.0%
Rent (16/17 year old and 18+ who are not eligible to claim benefits)	Weekly	£70	£70	£0	0.0%
Rent (University non-term time)	Weekly	LHA** rate	LHA** rate	£0	0.0%
Staying Put Extended Foster Care Rate	Weekly	various	various	n/a	n/a
Essential Living Allowance					
Job Seekers Allowance rate for single adult aged under 25	Weekly	£58.90	£59.20	£0.30	0.5%
Other Local Authority Charges					
Fostering services – Social work support and assessment	Hourly	£77.08	£78.62	£1.54	2.0%
Administration fee associated with social work support and assessment	Invoice	£20.00	£20.00	£0.00	0%

Please note: The table above lists the component parts the fostering rate only. The total amount paid to a foster carer will be a combination of the payments listed above dependent on both the foster carer and type of placement. Further details on the different type of payment structure can be found in the Kent Fostering Payments Policy presented to Cabinet Committee on 11th March 2020 (please see [background documents](#)).

*At the time of writing the DFE had not yet published their fostering rates for 2021-22. These rates will be updated based on the methodology outlined in appendix 2 section 1.2 a).

**LHA Rate – Local Housing Authority Rate

Appendix 2: Methodology for each proposed rate increase set out in Appendix 1.

To aid understanding each charge as been labelled as either “to be noted” or “to be approved” in line with the recommendations. Where a charge is to “to be noted” these relate to charges that are set by or in line with the Government or external agencies.

1.1 Adoption Service Charges (to be noted)

Inter-Agency Charges – Voluntary Adoption Agencies and Local Authorities

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

In 2018, the CVAA announced the decision to link the interagency rate for Voluntary Adoption Agencies (VAA) to the CPIH measure (including owner occupier’s house costs) for the preceding financial year. This is to reflect the upward pressure on staff salaries and the complexity of work involved in the adoption placements. The increase for 2021-22 has been set as 0.8%, reflecting the CPIH measure for 2020.

From 2021-22 all inter-agency charges will be co-ordinated and incurred by the Adoption Partnership on behalf of Kent.

1.2 Foster Care Payments

Further details on the different types of Foster Care Payments can be found in Kent Fostering Payments Policy (please see [background documents](#)).

a) Maintenance (to be approved)

The Council has traditionally maintained a direct link to the Department for Education (DfE) published fostering rates. At the time of writing this report, the rates for 2021-22 have not been published by the DfE (<https://www.gov.uk/fostercarers/help-with-the-cost-of-fostering>). The figures shown in Appendix 1 show KCC’s approved 2020-21 rates only and are for information purposes. We intend to update these rates, using the existing methodology, as soon as the DfE publish their 2021-22 rates. The rate is calculated by taking the DfE published rates, divide by 52 and multiple by 56. This provides an additional four weeks of funding to Kent foster carers to cover holidays, birthdays, religious observations and Christmas.

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

b) Reward Element (to be approved)

An inflationary increase of +2.0% is proposed.

c) Disability Enhancement (to be approved)

There are currently two rates:

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

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

Therefore, an inflationary increase of +2.0% is proposed.

d) Foster Care Skills Based Payments (to be approved)

This rate has historically been uplifted in line with the CPI rate +0.7%.

e) Foster Carer Mileage Rate (to be approved)

The mileage rates paid to foster carers is proposed to remain unchanged at 45p per mile in line with KCC staff.

f) Emergency Foster Carer Retainer (to be approved)

This is not subject to standard inflationary uplift and it is proposed this rate remains unchanged for 2021-22.

g) Sessional & Day Care Rates (to be approved)

This is not subject to standard inflationary uplift and it is proposed this rate remains unchanged for 2021-22.

h) Foster Carer Parent & Child – Rate adjustment (to be noted)

Where a foster carer is in receipt of an enhanced parent and child payment, a reduction in the foster carer's maintenance fee equivalent to the income support personal allowance for a lone parent over 18, is made. The Income Support Personal Allowance for a lone parent over 18 has been confirmed by DWP as £74.70 from 1 April 2021.

1.3 **Kent Supported Homes** (to be approved)

Following the key decision in March 2020 to bring the supported lodging service in-house. The weekly payments made to hosts were reviewed and increased at the time of the service transferring to KCC on 1st February 2021. As these rates have only recently been introduced, they are proposed to remain unchanged for 2021-22. In future, these rates will be reviewed in line with the annual rates & charges process.

The payment to hosts is split into 2 parts: a support payment and a rent payment. The rent payment is applicable where the host is supporting a young person who is under 18 years old or over 18 years old and not eligible for Housing Benefit/Universal Credit. The rent payment will vary depending on the circumstances of young person.

The Staying Put Extended Foster Care Rate may be applicable where the young person is in further education (this is subject to the Staying Put policy and the rate will vary dependent on circumstances).

1.4 **Essential Living Allowance (to be noted)**

This is the weekly payment to Care Leavers including Unaccompanied Asylum Seeking Children (UASC). The rate payable is in line with the Job Seeking Allowance for a single adult aged under 25 which has been confirmed by DWP as £59.20 from 1 April 2021.

1.5 **Other Local Authority Charges**

a) Social work support and assessment (to be approved)

This relates to KCC social workers undertaking work on behalf of other local authorities. The proposed rate for 2020-21 is £77.08 per hour and increase of 2% in line with KCC Pay Performance.

b) Administration fee associated with social work support and assessment (to be approved)

This relates to the administration fee to cover the time associated with recharging other local authorities, and it is credited to the social work team claiming the recharge. The flat rate for 2021-22 is proposed to remain unchanged at £20.00 per invoice.

c) Residential Respite Service (to be noted)

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

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Cabinet Member for Integrated Children's Services

DECISION NO:

To be allocated by Democratic Services

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

Proposed Revisions of Rates Payable and Charges Levied by Kent County Council for Children's Social Care Services in 2021-22

Decision:

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

- a)
 - i. The weekly Foster Care Maintenance allowance to be increased in line with the rise in line the DFE fostering rates when published.

For information only: the 2020-21 rates have been included below for reference.

All placements under 2 years old	£157.23
All placements 2 to 4 years old	£161.54
All placements 5 to 10 years old	£178.77
All placements 11 to 15 years old	£203.54
All placements over 16 years old	£239.08

- ii. The weekly Foster Care Reward element is increased to:

Non-related placements 0 to 8 years old	£121.50
Non-related placements 9 to 18 years old	£230.79

- iii. The weekly Foster Care Disability Enhancement is increased to:

Standard	£69.24
Enhanced	£92.32

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

Skilled (Level 2)	£22.07
Advanced (Level 3)	£55.14

v. The weekly Emergency Foster Carer Retainer payment remains at:

Retainer	£250.00
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vi. The hourly Sessional & Day Care payments remain at:

Sessional Work	£10.00
Day Care	£7.50

vii. The Foster Carer Mileage Rate will remain at 45p per mile in line with KCC staff.

viii. The Local Authority charges to OLAs for Children's Services are increased to:

Social work support and assessment (per hour)	£78.62
Administration fee associated with social work support and assessment (per invoice)	£20.00

ix. The Kent Supported Homes (Supporting Lodging payments to hosts) remain at:

Standard Support (per week)	£150
Enhanced Support (per week)	£250
Complex Support (legacy cases only) (per week)	£200
Mother and Baby Arrangement Support (per week)	£300
Outreach support (per hour)	£10
Rent (16/17 year old and 18+ who are not eligible to claim benefits) (per week)	£70
Rent (University non-term time)	LHA** rate
Staying Put Extended Foster Care Rate	Various**

*LHA – Local Housing Authority

**Various – the rate will depend on circumstances and agreed in line with the Staying Put policy.

b) NOTE:

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

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

c) DELEGATE:

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

Reason(s) for decision:

Background

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

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

Financial Implications

The increase in payments and income have been reflected in the Council's budget plans presented to County Council on 11 February 2021 under the heading "Inflation - Children's Social Care" at just over £1.1m. This calculation includes an assumed uplift for all in-house fostering and associated payments.

Legal implications

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

Equalities implications

We have not assessed any adverse impact within these proposals to increase funding rates for children's services.

Cabinet Committee recommendations and other consultation:

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

Any alternatives considered and rejected:

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

.....
signed

.....
date

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

Directorate/ Service: Children's Young People and Education

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

Responsible Owner/ Senior Officer: Sarah Hammond, Director of Integrated Children's Services (lead – Social Work)

Version: 3

Author: Karen Stone, CYPE Finance Business Partner

Pathway of Equality Analysis: CYPE Cabinet Committee, Cabinet Member

Summary and recommendations of equality analysis/impact assessment.

- **Context**
The policy of what we pay (and what charges we apply) for children's services has already been agreed and is separate to this decision. This decision relates solely to the annual uplift which is part of the Council's draft budget proposals for 2021-22
- **Aims and Objectives**
The aim of the policy is to apply an inflationary increase to the rates we pay and the charges we receive for children's services.
- **Summary of equality impact**
We have not assessed any adverse impact within these proposals to increase funding rates for children's services.

Adverse Equality Impact Rating **Low**

Attestation

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

Head of Service

Signed: _____ Name: Karen Stone

Job Title: CYPE Finance Business Partner

Date: February 2021

DMT Member

Signed: _____ Name: Sarah Hammond

Job Title: Director of Integrated Children's Services (lead- Social Work)

Date:

Updated 01/03/2021

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	High/Medium/Low Positive Impact Evidence
Age	No	No	No	
Disability	No	No	No	Kent chooses to pay a disability enhancement rate. This is expected to have a positive impact on Children and Young People with Disabilities
Sex	No	No	No	
Gender identity/ Transgender	No	No	No	
Race	No	No	No	Kent chooses to pay essential living allowance to all eligible care leavers, including UASC. It does not differentiate between "citizen" young people and those who are unaccompanied asylum-seeking children and young people. As such this is a positive race/nationality impact.
Religion and Belief	No	No	No	

Sexual Orientation	No	No	No	
Pregnancy and Maternity	No	No	No	
Marriage and Civil Partnerships	No	No	No	
Carer's Responsibilities	No	No	No	Kent chooses to pay a an additional supplement, in addition to maintenance and reward payments, to recognise carers who have a higher level of development and skills to respond to disability and complexity of need. Please note the Council promotes the professionalism of the fostering service by the payment for skills.

From: Sue Chandler, Cabinet member for Integrated Children's Services
Matt Dunkley, Corporate Director Children, Young People and Education

To: CYPE Cabinet Committee Meeting, 9th March 2020

Subject: Special Educational Needs and Disabilities Strategy 2021 - 2024

Classification: Unrestricted

Decision Number and Title: 21/00019 - SEND Strategy 2021-2024

Past Pathway of report: SEND Improvement Board

Future Pathway of report: For decision of the Cabinet Member for Integrated Children's Services

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: An outline of the updated Special Educational Needs and Disabilities (SEND) Strategy, to replace the existing strategy that expired in 2020. The new strategy supports the work being undertaken for the Written Statement of Action and has been developed in conjunction with the NHS and in conjunction with parents and families.

Recommendation(s):

The committee/board is asked to endorse or make recommendations to the Cabinet Member for Integrated Children's Services on the approval of the Special Educational Needs and Disabilities Strategy 2021 – 2024. Specifically to:

- recommend the adoption of the SEND strategy
- delegate decisions relating to commissioning of county wide solutions (under the value of £1m) to deliver against the strategy and its associated activities (including the support the delivery the County Inclusion agenda through the High Needs funding block) to the Corporate Director for Children, Young People and Education.

1. Introduction

1.1 As members will be aware, the new SEND strategy has been developed, building on the previous strategy which was developed in 2017. The strategy has been developed alongside the delivery of the Written Statement of Action and forms part of Kent's response to the inspection.

- 1.2 The SEND strategy 2021 - 2024 was drafted in 2020 and was developed by a working group including representatives from KCC, Health, Healthwatch and Kent PACT (Parents and Carers Together). The draft strategy was reviewed by the SEND Improvement Board before being released for public consultation in December 2020.
- 1.3 A public consultation took place from 3rd December 2020 and was closed on 4th February 2020. Details of the outcomes of the consultation can be found in the Appendix B.

2. Outcomes from the public consultation

- 2.1 The public consultation was widely advertised across KCC, NHS and parent forums to ensure as wide a reach as possible. It was downloaded over 1000 times and had 290 responses in total.
- 2.2 47% of respondents were parents and carers of a child or young person with SEND. Only 2% of respondents identified themselves as being SEND. This is a low figure and can be attributed to the inability to access young people and children throughout the lockdown over the December and January period. Several activities were planned with schools, supporting facilitated discussions and feedback with children and young people however these were curtailed due to school closures.
- 2.3 The SEND Improvement programme has recently recruited a Youth Participation Officer to ensure that the feedback from children and young people continues to be of a priority for the service delivery, and it is anticipated that activity in this area will increase significantly as schools return. Plans to support the implementation of the strategy will be developed with both parents, carers, families and children and young people at their heart.
- 2.4 The draft SEND strategy has been amended to reflect the consultation feedback with detail outlined in the consultation report.
- 2.5 Consultation feedback showed wide support for the SEND strategy, with over 90% of respondents agreeing with the vision, 90% of respondents agreeing with the priorities and over 84% of respondents agreeing with the outcomes.
- 2.6 During the analysis of the consultation responses, consistent themes emerged across all areas of the strategy. The next section outlines these themes, and the activities that are underway, or planned to address them.

3. SEND strategy – feedback themes from the public consultation

- 3.1 The following sections outline the core themes that were thread through the consultation feedback. The themes align to work across the SEND Improvement programme, reinforcing that the programme is focusing on the right areas to deliver improvement.

Parent Engagement and Co-production

- 3.2 Parent engagement, communication and the need to work together with families was the most prominent theme of feedback across the strategy consultation. This area of work is also prioritised across the improvement programme.
- 3.3 The SEND Programme and the SEND service has significantly strengthened its relationship with Kent PACT (Parents and Carers together). As well as Kent PACT being an integral part of the programme delivery teams across all workstreams, a Memorandum of Understanding has been agreed between Kent PACT, the NHS and KCC outlining how we will work in partnership moving forward. KCC has also committed to support Kent PACT in growing its membership and reach across the county through providing resource to enable Kent PACT to develop an area model aligning to the that of the SEND service and to deliver support to parents on a more local basis.
- 3.4 Consultation feedback included several references to the need for parents, families, children and young people to have access to relevant information. The Kent Local offer has seen a large amount of development, with significant content being made available, including videos and extensive content around Preparation for Adulthood. This work continues, with a detailed plan for further development over the coming 12 months. KCC have invested in a permanent team to support the local offer moving forward, and in partnership with the NHS and Kent PACT ensuring that information continues to be accessible to parents and families, and in particular reaching out to the seldom heard.
- 3.5 Co-production with parents, carers and young people is a commitment made in the strategy, and a coproduction charter is currently being refined by a working group of parents and young people. As well as co-producing work, a continuous feedback loop with parent groups is now in place to ensure parent/ carer views are at the forefront of communications and shaping service delivery.
- 3.6 A youth participation officer role has been created within the SEND service and is jointly funded with the NHS, to ensure the voice of the child and young person is part of our decision making and service design.

Inclusion

- 3.7 A significant proportion of the comments received across the SEND strategy related to inclusion within education settings. A strong desire to see schools and settings becoming more inclusive, with more SEND children being welcomed at mainstream schools was expressed. The SEND Improvement Programme has a significant Inclusion workstream which is working alongside schools and settings to create a more inclusive education system in Kent.
- 3.8 The SEND strategy included the new Kent Inclusion statement (Appendix C). This statement was created by headteachers and was widely shared with schools and settings to gain feedback before being agreed. The statement outlines the joint commitment across the education system in Kent, and forms the basis and vision for the County Approach to Inclusive Education.
- 3.9 As the champion of families, children, and young people our priorities are to be certain that all children and young people are engaged with and included in the provision of inclusive high-quality education. Ensuring that, whatever their

circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. To realise this, we will ensure:

- **Equitable access for all.** Sufficient, appropriate, quality education provision is available for all children and young people in Kent.
- **No child is left behind.** All CYP are supported to be engaged fully in their education.
- **Effective collaboration.** There is collaboration to build a self-improving, sustainable system which supports the education of all.

3.10 Schools and education settings are key partners in delivering this vision, working in collaboration with other professionals to ensure children and young people receive the support that they need to achieve their full potential in education. Specific aims of the strategy will include:

- Improving inclusive practice in our schools so that children and young people with SEND feel they belong, are respected, and valued and are supported to make progress and achieve their ambitions and aspirations through high quality teaching and a challenging, wide-ranging curriculum.
- Introducing a countywide programme of peer reviews of inclusion with an identified focus on SEND provision.

3.11 As a response to the areas of concern identified in the Local Area Review of SEND provision in 2019 and as a direct result of continued pressures on the High Needs Budget, both schools and the Schools Funding Forum supported KCC's application to the Secretary of State for a 1% transfer of funds from the Schools Block to the High Needs Block as part of setting of the 2020-21 school budget. In contrast to previous years, where this action has been taken to offset the deficit in High Needs spending, the aim of the 2020/21 transfer was specifically to consider a different approach and to support much greater inclusion in mainstream schools.

3.12 The County Approach to Inclusive Education will provide the plan for detailed support funded by the High Needs block. The priorities have been developed through consultation with schools and partners as part of the "Inclusion Conversation" with schools during Term 1. Feedback from schools, particularly Headteachers highlighted the importance of further developing the knowledge, skills and capacity of leaders as well as establishing mechanisms for peer review to achieve and sustain change within schools.

3.13 The County Approach to Inclusive Education will be consulted across schools, settings and partners during Term 4. The approach will align and deliver into the SEND strategy, focusing on Priority 4 but also delivering across other priorities and outcomes.

3.14 An outline of the commissioning activity to support the inclusion work can be found in Appendix D.

Waiting times for both diagnosis and statutory assessments

- 3.15 The extended waiting times for diagnosis was raised across the strategy feedback, with many citing years to obtain a diagnosis and little support throughout the process. The SEND Improvement Programme has a workstream dedicated to this area of service provision, and a large programme of work around the Neurodevelopment (ND) Pathway and waiting times has been initiated.
- 3.16 A five year plan including the redesign of the delivery of Speech, Language and Communications Needs has been developed and includes co-designing the delivery with parents, families and young people as well as partners including educational settings and service providers.
- 3.17 The ND pathway has been re-initiated (following a pause due to Covid impact) with a new clinical lead identified and a new strategic lead recruited. An additional £1m of investment in this area has been agreed to reduce waiting lists with recruitment of care navigator posts to sit within health networks. This will deliver an additional 200 autism assessments and provide support for 17 year olds across Kent and Medway.
- 3.18 In order to improve timescales within the KCC services, additional capacity has been commissioned both within the Educational Psychology service and the SEN service to work through the current backlog of assessments and Education Health and Care Plans. There is now a clear plan to address the issues and progress has been made reducing the backlog over the last 3 months.

Skilled staff and capacity

- 3.19 A critical element to implementing sustainable change is culture change within the SEND service. There has been a comprehensive training plan implemented since March, with all members of the SEND team undergoing training twice a week, delivering a clear message that children, young people and their families must be at the centre of the work of the service. Key to the training has been ensuring that all SEND colleagues understand the legal requirements and processes. To date, 50 officers have received legal training from IPSEA with plans in place for all officers to be trained over the coming months.
- 3.20 The SEND service currently has a number of vacancies which have been filled by temporary staff in preparation for a longer term approach to staffing requirements. With the appointment of a permanent Director for SEND the service has now started a process of service redesign, with the experience of the child and families as a central driving force for any new structure.
- 3.21 Additional capacity has been commissioned in areas where significant backlogs exist, the Educational Psychology service has a number of locums as well as a commissioned service from an external provider to support the backlog of assessments. The SEND service has also commissioned additional capacity with a third party writing draft EHC Plans. Both external commissions have extensive quality assurance processes implemented. The SEND service has also recently recruited into key leadership roles to support the culture change across the service.

4 Commissioned activity to support the SEND strategy

4.1 To support the SEND strategy, a range of commissioning activity will be required to implement across Kent. These include:

- home tuition
- Kickstart proposal
- Parenting/ family support programmes
- therapies

4.2 Alongside the commissioned work above, the Inclusion work outlined in Section 3.9 and Appendix D has been outlined in the schools funding forum updates and includes:

Training to support our school-to-school system approach to Inclusive Education, including:

- Leadership Inclusion– for middle, senior, HT and Executive
- Peer to peer
- Inclusive practices
- ILE training
- Governor Training
- NQT training

Targeted and specialist training to support the development of locality skills and expertise aligned with our graduated approach for CYP with SEND (see Appendix 2), including:

- SPELL and other specialist training for Autism
- Attachment theory
- Trauma informed approaches
- Nurture
- The Balanced System – Scheme for Schools
- Supported Employment
- Mainstream Core Standards training

Other training which support the improvement of progress and outcomes for CYE, including:

- Effective Kent Project, SEND Learning Behaviours
- Engaging with parents
- Improving progress and attainment for CYP SEND
- Training for other stakeholders, including KCC staff on how to support inclusive education
- offer directory made available on line for education settings to access support.

4.3 The SEND Improvement Programme is working with Children's commissioning to ensure KCC and schools get best value for money when commissioning across the programme. Where commissions reach the KCC key decision governance threshold of £1m they will follow the KCC key decision process. However, due to the volume of activity and the pace of rollout, this paper seeks to recommend that all commissions below the £1m threshold can be approved by the Corporate Director of Children, Young People and Education.

5 Equalities Assessment

- 5.1 The SEND strategy has an equalities impact assessment, and this was published alongside the strategy.
- 5.2 A detailed equalities analysis across the SEND service will be developed over the next 3 months.

6 Financial Implications

The SEND strategy has no further cost implications outside of the 2020 – 2023 Medium Term Financial Plan which is monitored monthly. The SEND strategy reinforced the focus of the existing SEND Improvement Programme.

7 Conclusions and next steps

- 7.1 Following a decision by the cabinet member, we will update the public stakeholders and staff on the results of the consultation and the decision taken.
- 7.2 We will continue to deliver the SEND Improvement Programme which will implement the strategy.

8 Recommendation(s)

Recommendation(s):

The committee/board is asked to endorse or make recommendations to the Cabinet Member for Integrated Children's Services on the approval of the Special Educational Needs and Disabilities Strategy 2021 – 2024. Specifically to:

- recommend the adoption of the SEND strategy
- delegate decisions relating to commissioning of county wide solutions (under the value of £1m) to deliver against the strategy and its associated activities (including the support the delivery the County Inclusion agenda through the High Needs funding block) to the Corporate Director for Children, Young People and Education.

9 Background Documents

- Appendix A – Special Educational Needs and Disabilities Strategy 2021 – 2024
Appendix B – SEND strategy Public Consultation Analysis report
Appendix C – Kent Inclusion Statement
Appendix D – Inclusion Funding Outline
Appendix E – SEND Strategy Equalities Impact Assessment

10. Contact details

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Kent's Strategy for Children and Young People with Special Educational Needs and Disabilities 2021-2024

Working together to improve outcomes for children
and young people with SEND

Draft Strategy for Public Consultation

Consultation runs from 2 December 2020 to 4 February 2021

www.kent.gov.uk/sendstrategyconsultation

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Alternative formats: If you require any of the consultation material in an alternative format or language, please email: alternativeformats@kent.gov.uk or call: 03000 42 15 53 (text relay service number: 18001 03000 42 15 53). This number goes to an answering machine, which is monitored during office hours.

1. Introduction

- 1.1 This strategy builds on the work of the previous strategy, published in 2017, and has been jointly developed by Kent County Council and the NHS in conjunction with children and young people, parents and carers, Kent PACT (Kent parents and carers together) and other key stakeholders.
- 1.2 When OfSTED and CQC (Care Quality Commission) undertook their inspection of services in early 2019, they highlighted that too many children and young people with SEND do not get the support they need in Kent. Although many individuals, organisations and providers do their best, the fragmented system has created too many opportunities for the needs of these children to be missed.
- 1.3 This strategy has been developed alongside the delivery of the Written Statement of Action and forms part of Kent's response to the inspection. Progress has been made to address the issues highlighted by the inspection and some of this work is detailed in Section 6. However, the document goes beyond the inspection and sets out how we will continue to improve the outcomes for children and young people into the future.
- 1.4 Once approved, this strategy will support the inclusion of all children and young people in Kent. Schools and education settings are key partners in delivering this transformation and the SEND Code of Practice sets out that a graduated approach to meeting the needs of children and young people is the best way of obtaining good outcomes.
- 1.5 Kent is committed to the early identification of needs to ensure that the correct support is identified, and plans are put in place with children, young people and families. This strategy, together with the implementation of Kent's new Approach to Inclusion in schools, will ensure that there is a graduated approach to meeting additional needs.
- 1.6 Kent County Council's (KCC) Commissioning Plan for Education Provision in Kent (2020-24) sets out how KCC will ensure sufficient, good quality provision across all types and phases of education, in the right locations, to meet the demands of increased pupil numbers and parental choice. The commissioning plan should be read in conjunction with this strategy.
- 1.7 Kent is committed to working collaboratively and we have developed a shared vision and set of principles that underpin this strategy. We have listened to what children and young people and their families and carers have told us about their experiences and views.
- 1.8 This document sets out the actions we will take to realise that vision and our commitment to genuine co-production. A wide range of people will play an important part in delivering this vision. We now have an improved understanding of our local area and have identified an ambitious programme of work for the next three years and beyond.

1.9 We have grouped this work under five main priorities:

Priority One: Improve the way we work with children and young people, parents and carers.

Priority Two: Ensure children, young people and their families have positive experiences at each stage of their journey including a well-planned and smooth transition to adulthood.

Priority Three: Identify and assess the needs of children and young people earlier and more effectively.

Priority Four: Improve education, care and health outcomes for children and young people with SEND.

Priority Five: Ensure children and young people with SEND are included in their local community.

- 1.10 Joint commissioning is a key part of the SEND reforms and will have an important part to play in the delivery of our priorities. It is a strategic approach to planning and delivering services in a holistic, joined-up way. It is a means for the different partners that commission education, health and care provision, to deliver positive outcomes for children and young people.
- 1.11 Kent's Approach to Joint Commissioning sets out how the health, education and care system will come together to jointly commission services and improve outcomes for children, young people and their families. It also sets out proposals for strong leadership and good governance between KCC, the NHS and key partners and the standards designed to support continuous improvement via cross-organisational reflection, benchmarking and peer review.
- 1.12 Whilst this strategy covers the area of Kent, we are committed to continue working with neighbouring Local Authorities to share best practice, data and information and to explore opportunities to improve services.

2. What you have told us

2.1 We have developed this strategy with the support and contributions of many children and young people in Kent. At an event held in February 2020 we captured the hopes and dreams of children, young people, parents and carers, some of which are shared below.

I feel welcomed and cared for by the college by them making sure it is a safe environment

We need more courses at college that will help us be ready for the world

Where I've had the best experience it's because we've built a strong relationship

It's good when there is someone to speak to openly, without judgement

People should respect my opinions and feelings more

Trying to get a diagnosis is a living hell

There are areas of Kent, like Autism, who are really well supported...and then there are others...there's nothing, they are like black holes

It's having someone who knows your son or daughter

There's very little support for parents on the receiving end

There are things for me to do in my local community

2.2 We are committed to working in co-production with families in all areas of our work. To achieve this we will:

- create a welcoming ethos and demonstrate we care
- work in equal partnership, valuing everyone's views equally
- listen to each other and communicate clearly and in a respectful manner
- include everyone from the start
- be honest, accountable and transparent
- work together to achieve the best possible outcomes for our children and young people

2.3 The **Kent Co-production Charter** has been developed in co-production with children and young people with SEND and their families and describes the commitment we have all made to work together.

2.4 The nationally recognised four cornerstones of co-production, Welcome and Care, Value and Include, Communication, and Working in Partnership have informed our thinking as they align to the values our parents, carers, children and young people in Kent have told us are important to them.

2.5 The Charter will be adopted by all partners in Kent and will lead to improved confidence amongst parents and carers, a greater understanding of what co-production means in Kent and demonstrate what effective co-production should look like in Kent.

2.6 The following definition of co-production was co-produced by parents, carers, children, young people and practitioners in Kent.

“Everyone including young people, coming together from the start to work collaboratively as equal partners communicating and listening in a respectful manner to achieve the best possible outcome for everybody.”

2.7 The **Kent Youth Charter** is a set of standards and behaviours that young people expect from practitioners and services. It details how KCC will make Kent a county that works for all children – involving young people in making decisions which impact their lives and the services they receive.

2.8 A SEND Youth Participation Officer post has been set up and jointly funded by KCC and the NHS to work in four key priority areas:

- The Local Offer
- Preparation for Adulthood
- The voice of the child and young person in decision making
- Joint commissioning priorities

3. Our vision and shared principles

3.1 Our vision for children and young people with SEND in Kent is that:

- they learn and grow by being well cared for, have their health needs met and lead happy, fulfilled lives
- families can reach the right people at the right time to support their children in the way that they need
- services work together with families to improve outcomes and the achievements of their children.

3.2 Underpinning our vision is a set of jointly agreed and owned principles. We want Kent to be a place where all children, young people with SEND and their families:

- feel welcomed, valued and respected
- have high aspirations for their future
- have access to the best childcare, education and training opportunities consistently across the county
- have a voice, are listened to and are equal partners in decision-making about their own lives
- have choice and control over their lives
- receive support and advice at the right time, with early identification and support a priority
- are included in and can make a positive contribution to the wider community
- are communicated with in a timely, transparent and clear way
- benefit from working with skilled practitioners who understand their needs and how these can be best met.
- benefit from working with joined up services across multiple agencies.

3.3 We will continually reflect on these principles as we move through our programme of work, to ensure that we remain focused on the reasons for driving change in Kent. This will be done as part of our annual Self Evaluation process.

4. The legislative context

4.1 The Children and Families Act 2014 sets out the responsibility to improve services, life chances and choices for vulnerable children and to support families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Act extends the SEND system from birth to 25, where appropriate, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

4.2 This means that we must:

- work in partnership with families

- ensure that all children and young people are able to access the right support and provision to meet their needs
 - adopt an integrated approach to meeting the needs of children and young people with SEND
- meet the needs of children and young people with the most complex needs through a single plan – an Education, Health and Care Plan
 - involve children, young people and their parents/carers in decision making at both the individual and strategic level
 - involve children and young people and their parents/carers in shaping services.
 - publish a local offer which details the support, services and provision available within Kent
 - jointly plan and commission services
 - provide information, advice and support to children, young people and their parents/carers in line with the requirements of the Act and Code of Practice.
- 4.3 The Equality Act 2010 and Part 3 of the Children and Families Act 2014 interact in a number of important ways. They share a common focus on removing barriers to learning. In the Children and Families Act 2014 duties for planning, commissioning and reviewing provision, the Local Offer and the duties requiring different agencies to work together apply to all children and young people with SEN or disabilities.
- 4.4 In carrying out the duties in the Children and Families Act 2014, local authorities and others with responsibilities under that Act are covered by the Equality Act. This legislation reformed the systems for identifying, assessing and supporting children and young people who are disabled or have SEN and their families. Children, young people and their families will now have greater control over the support that they receive.

Relevant legislation

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 2014
- Education Act 1996
- Equality Act 2010
- Care Act 2014
- Children Act 1989/ 2004
- Chronically Sick and Disabled Persons Act 1970
- Mental Capacity Act 2005
- Breaks for carers of disabled children regulations 2011

5. SEND in Kent

- 5.1 In Kent we have seen an increase in the number of school-aged children and young people identified with SEND. Over the past two years there has been a decrease in the proportion of children and young people receiving SEN Support, whilst over the same period there has been an increase in the proportion who have an Education Health and Care (EHC) Plan.

5.2 A child or young person has SEN if they have a learning difficulty or disability which calls for educational or training provision that is additional to or different from that made generally for other children or young people of the same age – this is special educational provision. SEN Support is the SEN provision put in place by a school for a child or young person with SEN to enable them to make progress towards their outcomes. Children and young people receiving SEN Support do not have an Education Health and Care Plan.

5.3 The table below shows that there are currently just under 37,000 school-aged children and young people with SEND in Kent.

School Aged Children and Young People with SEND in Kent						
	Overall Number of school aged pupils in Kent	Number of school aged pupils with SEND in Kent	Number of school aged pupils receiving SEND Support in Kent	Number of school aged pupils receiving SEND Support in England	Number of school aged pupils with an EHC Plan in Kent	Number of school aged pupils with an EHC Plan in England
2019/20	257,807	14.5% (36,900)	10.5% (27,039)	12.1%	3.8% (9,861)	3.3%
2017/18	250,574	12.9% (32,325)	9.8% (24,465)	11.7%	3.1% (7,860)	2.9%

5.4 Over the last two years, the increase in the proportion of EHC Plans issued in Kent is in line with that seen nationally. One third of all EHC Plans maintained by Kent are for young people aged 16-25. The numbers of plans for this age group has increased by 30% since January 2018. In contrast less than 3% of plans issued are for pre-school children. However, our data tells us there is an increasing demand on services and support networks within Early Years, such as Portage (tailored support for pre-school children with SEND), Specialist Teaching and Learning Services and Early Years Local Inclusion Forum Team (LIFT). The number of plans issued increases as children start school and progress through Key Stages 1 and 2.

5.5 Pupils with an EHC Plan in Kent are less likely to be educated in a mainstream school than would be expected nationally. The majority of our school-aged children and young people with SEND attend a special school, with a significant proportion attending “out of county” special schools.

5.6 In January 2020, the most common primary need amongst school-aged children and young people in Kent who have an EHC Plan was Autism Spectrum Disorder (ASD). 41.6% of this cohort have a primary need of ASD recorded, which is above the national average of 30.1%.

- 5.7 Speech, Language and Communication (SLCN) and Social Emotional and Mental Health (SEMH) needs are the most common needs of school-aged children and young people with SEN Support in Kent, at 24.6% and 21.9% respectively of the cohort compared to 23.7% and 19.4% nationally. 10.1% of Kent school-aged children and young people have ASD as their main need compared to 6.8% nationally.
- 5.8 However, only 16.9% of children and young people who have Speech, Language and Communication Needs (SLCN) and 13.9% of children and young people who have Social, Emotional or Mental Health (SEMH) needs have an EHC Plan.
- 5.9 Amongst state funded primary pupils with SEN Support the most common needs are SLCN (32.7%) and SEMH (20.9%). In secondary schools this changes to SEMH (23.5%) and Specific Learning Difficulties (22.6%).
- 5.10 Approximately 1 in 5 children and young people in Kent with SEND attending mainstream schools have SEMH as their primary need. Approximately 1 in 3 children in Kent with SEND who attend a mainstream primary school have SLCN as their primary need. Over half (51.3%) the children and young people who attend special schools in Kent have a primary need of ASD.
- 5.11 The updated Kent SEND Health Needs Assessment (June 2020) provides further analysis of the current education and health needs of children and young people ages 0-25 with SEND.

6. Progress since the last strategy

- 6.1 The development of this strategy has taken place at a time of great change. Resource and effort have been focused on the delivery of the actions identified in the Written Statement of Action, which has resulted in the following achievements:
- We have made sure parents and carers are an integral part of our improvement work. Parents are now represented on key groups and are helping us to shape individual projects.
 - The Local Offer website has been improved and new information uploaded to the site to make it easier for parents and carers to find information about services and support available to them across the county.
 - We have committed to publishing regular newsletters with updates on our improvement work.
 - We have started to use social media to advertise events and to share information.
 - We are improving how we respond to complaints.
 - We have developed a handbook for families who would like to know more about autism and attention deficit hyperactivity disorder (ADHD) in children and young people.
 - We are developing a joint approach to commissioning services, working with children, young people and their families to review and design services.

- We have introduced an online request form, so parents and young people can request an EHC Needs Assessment electronically.
- With the help of parents and young people we have designed a new EHC Plan template, which is now being used by our SEND Area Teams.
- We are developing a new Quality Assurance Framework for EHC Plans to improve the quality and consistency of plans across the county.
- So we can produce EHC Plans more quickly, we have sourced additional Educational Psychologist (EP) capacity to increase the number of EP assessments we can carry out.
- Health Co-ordinators are now in post and are working within our SEND Area Teams to support the EHC assessment process.
- An extended Special School Nursing workforce will support all special school provisions throughout Kent from September 2021 to make sure that children and young people with complex health needs can access their education safely.
- We have developed a range of materials which set out our expectations of how children and young people's needs should be met within mainstream schools. These materials will help mainstream schools to meet the needs of and fully include the majority of children and young people with SEND within their settings.
- There is now an Early Years SEN Team, consisting of SEN Inclusion Fund Practitioners who are highly experienced Early Years Practitioners who support settings to carry out the strategies suggested by Specialist Teachers.
- Portage is now included part of the SEN Team too which will help identify needs at an early stage.

6.2 It is our intention to build on this progress and in the next section we set out our priorities for the next three years.

7. Our priorities for the next three years

7.1 In this section we set out our priorities for the next three years that will ensure that all children with SEND in Kent receive high quality, inclusive and integrated services. We want those services to be delivered as close to home as possible and for them to support children and young people with SEND to be the best they can be.

7.2 Achieving our vision will only be done by ensuring that all partners work together across the following priority areas. We are focussing on these areas because:

- children, young people and families have told us that these are important to them
- they support the work being undertaken as part of the Written Statement of Action
- analysis of our performance in these areas shows us that we need to do better if we are to improve outcomes for our children and young people with SEND
- the updated SEND Health Needs assessment (2020) has highlighted the health inequities we need to address in Kent.

Priority One: Improve the way we work with parents, carers, children and young people
This is important because: Key to improving the experiences of children and young people with SEND and their families is ensuring that their voice is at the centre of decision making and that plans, and services are developed in collaboration.
We will do this by:
Continuing to work closely with our Parent Carer Forum (Kent PACT) and other established parent support groups/charities.
Listening to the voices of all parents, carers, children and young people and acting upon what we hear.
Ensuring our communication is accessible, open, clear and timely.
Ensuring our workforce has the necessary skills to work in partnership with parents, carers and children and young people with SEND and are responsive to their needs.
Involving children, young people and their families in all decision making about their lives.
Placing children, young people and their families at the centre of what we do through a personalised approach to the planning of support.
More co-production - including parents, carers, children and young people in the review, design and improvement of services.
Making it clear in our commissioning plans how parents, carers, children and young people are to be involved at each stage of the commissioning process.
Recruitment of a SEND Youth Participation and Engagement Officer to develop the young people's participation in our ongoing SEND Improvement journey.

Priority Two: Ensure families have positive experiences at each stage of their journey including a well-planned and smooth transition to adulthood.

This is important because:

We need to work in partnership to ensure that children and young people gain as much independence as possible and reach achieve their full potential.

We will do this by:

Creating a SEND system in Kent which is

- equitable and consistent across the county
- joined up so that families do not have to tell their story more than once.

Developing a joint commissioning approach which will help us to identify gaps in services and enable us to make sure the right services are available to children and young people with SEND and their families at the right time.

Improving transitions between phases of education and services.

Improving our local offer website so it signposts families to the information and advice they need.

Ensuring our workforce is knowledgeable, informed, understand and are confident in meeting the needs of children and young people with SEND.

Developing a culture of shared learning and continuous improvement.

Working with families and young people earlier to understand their hopes and aspirations for the future.

Embedding high quality transition planning from Year 9 onwards for all young people with SEND and publishing clear pathways into adulthood for health and social care services.

Supporting young people to develop the skills they need to be able to make informed decisions about their future.

Improving the quality of the information we gather about the needs of young people in the 16 to 25-year-old age range across Kent and use it to improve services.

Working with employers and FE providers to develop a greater range of options, education, training and employment, for young people when they move on from compulsory education.

Providing opportunities for young people to live independently.

Priority Three: Identify and assess children and young people's needs earlier and more effectively.

This is important because:

Our data shows that there is an increasing demand for services and support within Early Years. Accurate and timely information will help to ensure that robust and evidence-based decision making is undertaken, and services are delivered to best meet the needs of children and young people with SEND.

We will do this by:

Supporting our workforce to develop the skills, knowledge and confidence to accurately identify the needs of children and young people, including less common, complex needs.

Ensuring families have access to the right support and advice at the right time so that children's needs are identified as early as possible.

Making effective use of existing information and assessments from Early Years services to support and inform identification of children's needs and the planning of support as they start school.

Improving the quality of the information we gather about the needs of the youngest children in Kent and the services which need to be available to families at this stage.

Ensuring that families understand how they can access the services they need.

Continue to work to reduce waiting times for ASD, ADHD, CAMHS and wheelchair assessments.

Ensuring that children waiting for an ASD diagnosis and those having an EHCP assessment have a sensory needs assessment to help ensure the right support is provided.

Ensuring that young people with SEND and their families are aware of and can access the annual health check for young people aged 14+ with learning disabilities.

Making it easier for practitioners from different agencies to share information.

Ensuring that staff are trained to recognise at an early stage if children and young people are struggling with their social, emotional or mental health.

Ensuring that, if during assessment processes, social, emotional or mental health needs are identified as an additional need, appropriate interventions and support are available to young people and their families.

More timely access to therapeutic support if required.

Priority Four: Improve education, care and health outcomes for children and young people with SEND

This is important because:

We are committed to ensuring that every child and young person in Kent can reach their potential and have the key skills, confidence and resilience for future success.

We will do this by:

Adopting a holistic approach, working collaboratively across all partners, to support all children and young people with SEND to improve progress and outcomes.

Launching a new County Approach to Inclusive Education, working with our schools, settings and colleges to ensure mainstream provision is more inclusive to SEND children and young people

Understanding what outcomes are important to children, young people and their families and ensuring the right support is available at the right time to help them achieve the things they want.

Improving inclusive practice in our schools so that children and young people with SEND feel they belong, are respected and valued and are supported to make progress and achieve their ambitions and aspirations through high quality teaching and a challenging, wide-ranging curriculum.

Introducing a countywide programme of peer reviews of inclusion with an identified focus on SEND provision.

Reduced number of children and young people with SEND having fixed term or Permanent Exclusion from school by developing and implementing a Kent approach to whole school nurture.

Through the Joint Commissioning Workstream, develop a workforce strategy that identifies the skills and capacity requirements to ensure commissioning arrangements can be delivered.

Effective forward planning to ensure we have the range of high-quality school places we need in Kent to meet children and young people's needs locally (Commissioning Plan for Education Provision in Kent 2020-24).

Developing our use of data to improve our forward planning and our commissioning intentions so we can provide the services and support children and young people need.

Utilising fully the opportunities we have to improve health outcomes for children and young people with SEND. This includes:

- the annual health check for young people 14+ with learning disabilities, including autism
- immunisations
- raising awareness of the health and wellbeing of people with SEND
- focussing on prevention at the preconception and ante-natal phase.

Establishing a process which develops the level of knowledge and a shift in practice to:

- identify the adversities children requiring support have experienced
- support and help families to understand the impact of adversities and trauma on child development

- empower children to share and know that they have a safe space to talk in school.

Priority Five: Ensure children and young people with SEND are included in their local community.

This is important because:

Children and young people will be supported to effectively participate in their community and to live the life they want.

We will do this by:

Supporting children and young people with SEND in the community where they live. Through attending local schools and colleges, children and young people will build links and social networks in their local community.

Ensuring that children and young people with SEND are welcomed and feel valued by the clubs and organisations within their community and become an active part of their community.

Ensuring that venues and activities are accessible, so this no longer prevents children and young people's participation in locally based activities.

Reviewing our Early Help offer to ensure opportunities exist for all children and young people to be included.

Reviewing the reach of our Short Breaks offer.

8. Measuring progress and impact

- 8.1 We will measure our progress against the Children and Young People's Outcomes Framework (shown below). This was developed with families and reflects what children and young people and their families told us was important to them.



- 8.2 To know if we are getting it right, we will keep listening to the experiences of children, young people and their families. We will be flexible in our approach so that if children, young people and their families tell us that what we are doing is not making a difference to their lives, we will review what we are doing and change it where necessary.
- 8.3 A shared understanding of how the new outcomes framework will support commissioning, practice and impact measurement across the area will be developed and regularly reviewed by the Joint Commissioning Committee.

8.4 A set of indicators will sit underneath each outcome to measure progress towards the achievement of the outcomes. It is recognised that the engagement and participation of children and young people is essential to the success of improving outcomes, therefore, feedback will be collected from children, young people and their families and used to improve services and delivery.

8.5 An example of these indicators for each outcome is provided below.

Outcome 1: Children and young people are happy and enjoy life

Children and young people tell us that:

- the support they are receiving is making a difference to their lives
- they are supported to access the activities they want to take part in and to pursue their own interests
- they enjoy the activities they access either through school or in their local community
- they receive the equipment/support they need to become more independent
- they are happy at school or college and have friends
- they are able to learn at school or college.

Outcome 2: Children and young people are listened to and understood

Children and young people tell us:

- they are involved in decisions about their future
- they have more say in how they receive the support they need
- they are empowered to participate in and to give their views during the EHC planning process and the annual review of their EHC Plan
- they have more influence in the review and design of services
- that as a result of being listened to there are more opportunities available to them e.g. in their community, at school, at college and in the world of work.

Outcome 3: Children and young people have choice about their future

Children and young people tell us that:

- there is a wider range of options, education, training and employment, available to young people with SEND following compulsory education
- more young people with SEND are accessing and completing college courses and apprenticeships tailored to their interests
- young people with SEND tell us the college courses they are accessing are relevant to their future
- an increasing number of young people access Supported Internships and enter a form of employment afterwards
- an increasing number of young people with SEND are in Supported Employment
- more young people with SEND are able to live independently e.g. in supported housing

- there is an increase in the take up of personal budgets amongst young people aged 16 to 25.

Outcome 4: Children and young people are as healthy as they can be

Children and young people tell us that:

- children, young people and their families report that as a result of improved access to the health services they need, their health needs are being identified and met earlier
- children, young people and their families report that health-based assessments are completed in a timely manner and following assessment families do not have to wait so long for treatment to start
- there are more appropriate referrals into *specialist* health services
- the health provision on children and young people's EHC Plans is regularly monitored to ensure it is supporting children and young people to manage/improve their health and wellbeing
- interventions and support to improve children and young people's emotional wellbeing and mental health are having a positive impact
- the new Specialist Nursing Service is enabling children and young people with the most complex health needs to access school safely
- all two-year olds in Early Years Settings follow Kent's Integrated Review at 2 process to improve information sharing and to identify and address unmet needs earlier
- more young people over the age of 14 with a learning disability are accessing their annual LD health checks
- more children and young people with SEND who are on medication for ADHD have Medicine Reviews at least annually
- more online health assessments are completed in Year R and Year 6 providing targeted information to identify individual need and direct pathways of care
- the benefits of immunisations for children and young people with SEND are promoted more widely resulting in an increase in the rate of immunisation amongst children and young people with SEND.

Outcome 5: Children and young people are the best they can be at school, college or work

Children and young people tell us that:

- children and young people with SEND want to be treated as an equal to their peers
- children and young people with SEND experience well planned transitions at all stages of their education
- children and young people's experience of transitions between phases of education and education placements are positive ensuring that progress, well-being and outcomes are maintained

- an increased proportion of children with SEND achieve a Good Level of Development at the end of the Early Years Foundation Stage
- the gap in attainment between those children with SEND and those with no SEND has narrowed
- an increased proportion of children with SEND achieve the expected standard in Reading, Writing and Maths at the end of KS2
- the Attainment 8 and Progress 8 scores of young people with SEND show a sustained improvement
- there is a sustained increase in young people with SEND achieving L2 and L3 qualifications
- there is a reduction in the proportion of children and young people with SEND who receive Fixed Term Exclusions
- more children and young people with SEND attend school regularly
- less children and young people with SEND are on reduced timetables.

Outcome 6: Children and young people feel safe at home and out and about

Children and young people tell us that:

- children and young people report they have someone who they can talk to and with whom they can share any worries they might have about their safety
- children and young people report that any worries they share about their safety are acted upon and as a result they feel safer
- less children and young people with SEND report that they are bullied in school, college or in the community.

Outcome 7: Children and young people can do things in their local area

Children and young people tell us that:

- the “What is there to do in Kent?” page and the search engines on the Local Offer website have helped them to find things to do locally
- there is an increasing number of and range of social and leisure activities available to them within their local community
- they are accessing the activities they want to locally, including any digital services.

9. Next Steps

- 9.1 A workforce development plan will be developed, ensuring skills are up to date and relevant across the SEND service. The County Approach to Inclusive Education will outline the plans to work with education settings in ensuring the relevant support is available across the education system.
- 9.2 A detailed action plan will be developed as part of this strategy which will be used alongside the Outcomes Framework to track progress.

- 9.3 The strategy will be regularly reviewed and updated as appropriate in response to changes in local needs and issues.
- 9.4 Develop an Equalities Assessment and associated plan for the SEN service.

10. Other key documents

- 10.1 This section holds the links to other documents that this strategy links with, or can be used to gain a better understanding of the context in which our programme of work operates in.

[Joint Strategic Needs Assessment](#)

[SEND Health Needs Assessment 2020](#)

[NHS Long Term Plan](#)

[Kent Inclusion Statement](#)

[Kent Joint Commissioning Approach](#)

[Written Statement of Action](#)

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

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**Kent's Strategy for
Children and Young
People with Special
Educational Needs and
Disabilities
2021-2024**

**Public Consultation Report
February 2021**

1. Introduction

The proposed Special Educational Needs and Disabilities (SEND) strategy builds on the previous SEND strategy which was published in 2017. It has been jointly developed by Kent County Council and the NHS in conjunction with children and young people, parents and carers, Kent PACT (Kent Parents and Carers Together) and other key stakeholders.

In early 2019, OFSTED and CQC (Care Quality Commission) undertook their inspection of services and highlighted that too many children and young people with SEND in Kent do not get the support they need. With a fragmented system, opportunity to fulfil the needs of children and young people with SEND has been missed.

This strategy has been developed alongside the programme of improvement work delivering the Written Statement of Action that was developed as Kent's response to the inspection.

In November 2020, the draft SEND strategy was approved by the SEND Improvement Board to move to a public consultation which ran from the 3rd December 2020 to the 4th February 2021.

2. Consultation process

All consultation documents were made available via the Kent County Council (KCC) consultation portal and an online questionnaire collated comments. Hard copy responses and general comments outside the questionnaire were welcomed, along with an email address for any comments/ questionnaires and an address for hard copy responses. Alternative formats including hard copies were available on request, with BSL versions of the draft strategy, the questionnaire and the strategy summary made available on the consultation portal.

The consultation was promoted via a number of means including:

- Kent PACT (Parents And Carers Together) social media posts via Twitter and Facebook
- Kent County Council (KCC) consultation portal
- email to all users registered with KCC consultation portal, and KCC social media
- promotion through KCC's SEND newsletter and Residents' newsletter
- letter from the Corporate Director of Children, Young People and Education to all schools accompanied by a letter for all schools to send to parents, and to all FE colleges
- promotion through the early years bulletin
- presentation at Early Years Provider Association and Early Years networking sessions
- Information pack provided to all SEND front line staff
- promotion through staff newsletters – both KCC and NHS staff
- childminders Facebook group

- letter to districts through the education network
- Included in Kent & Medway Clinical Commissioning Group GP update and community bulletin
- Kent and Medway CCG web page promotion.

During the consultation period, the draft SEND strategy was downloaded 1011 times.

3. Respondents

290 responses to the consultation were received, 284 via the online questionnaire the others as direct emails or letters. The breakdown is as follows:

Completing the questionnaire in what capacity	
A parent/ carer of a child or young person with SEND	47%
A person with SEND	2%
As a member of the public	12%
A KCC employee	11%
A NHS employee	3%
A representative of a local community group or resident's association	Less than 1%
On behalf of a parish/ town/ Borough/ District County Councillor	Less than 1%
On behalf of an educational establishment, such as a school or college or early years setting	18%
On behalf of a charity, voluntary or community sector organisation	1%
Other	5%

Percentages rounded up

As well as the respondents listed above, a KCC Members briefing also gathered comments and feedback that have been incorporated into this report as well as strategy feedback responses from schools (outside of the questionnaire).

4. Consultation responses

The following summarises the responses received to the consultation. Respondents were broadly supportive of the Strategy. There was a low number of responses calling for changes and/or a different approach for the Strategy, which have been considered and are addressed in the below sections.

The consultation broadly addressed the 3 key areas of the strategy which were:

- vision
- priorities
- outcomes

Each of these areas and the associated feedback are outlined below.

4.1 Vision

To what extent do you agree or disagree with our proposed vision for SEND
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in Kent?	
Strongly agree	67%
Tend to agree	23%
Neither agree or disagree	3%
Tend to disagree	1%
Strongly disagree	5%
Don't know	1%

Percentages rounded up

Responses suggest that there is strong support for the current vision with 90% either agreeing or strongly agreeing.

There were 140 responses received in relation to the vision, which can be broadly broken down into the following key themes. Some comments related to individual circumstances so are not included in the table below.

Please tell us there if anything else we should consider for the vision.		
Theme	Number of comments aligned to theme	SEND strategy impact/ response
Working in partnership with parents and families. Listen more, provide more support, and make decisions together	21	Working in partnership with parents and families is fundamental to the strategy, with a co-production charter referenced as well as being the focus of Priority 1.
Education Settings being inclusive and having the right skills to support families, including transition support	20	Priority 4 focuses on the Inclusion agenda and is a critical workstream in the Written Statement of Action work. It will support the improvement in measures outlined in Outcome 5.
Provide the right resource to enable delivery of the vision, and consistent advice across professionals.	14	Priorities 1, 3 and 4 all list activity that relates to ensuring the relevant skills are available at the right time, as well as a next step in the strategy being the development of a Workforce plan.
Timeliness of activities including referrals, diagnosis and Education Health Care Plans.	11	The strategy outlines work completed to date, and this is further supported with investment in both Educational Psychology, SEND and Healthcare services in reducing waiting times, and ensuring assessments and plans are delivered within the statutory timeframes. Reducing waiting times and access to therapeutic services are activities outlined against priority 3.
Consistency of provision	8	The Kent Inclusion statement provides a vision for the proposed County Approach to

		Inclusive Education. The statement has been developed in partnership with schools and settings, and widely consulted with that group who support the work to create an education system that provides consistency in provision.
Earlier interventions providing support	6	Early identification and support is an essential part of the strategy, added to the underlying principles as well as being the focus of Priority 3.
Services (health, education and the local authority) working together	6	Services working together is critical to the strategy and is reflected by the strategy being jointly developed across health, education and the local authority, and services working together is in the vision. Joint commissioning sits at the heart of delivering across the priorities and the strategy is clear with links to the joint commissioning strategy as well as the joint outcomes framework.
Achieving full potential	5	Priority 2 has been reworded to ensure that achieving full potential is the focus of activities.
Access and ease - ability to find information	5	Both priority 1 and 2 address access to information, both through the local offer and access to skilled resource at the right time. This work continues to be a focus for the Written Statement of Action delivery plan with significant improvements in Local Offer content.
Acknowledge diversity, SEND is not only a disadvantage	2	The Inclusion agenda outlined above focuses on Inclusion and equity of access to an inclusive education for all students, not just those identified with SEND. Ensuring all children reach their full potential.
Facilities within the wider community	2	This is the focus of Priority 5, ensuring children and young people with SEND are able to participate in the wider community.

Some responses contain multiple comments

Impact on the SEND strategy

The vision is designed to be a short all-encompassing statement, which is widely supported by the respondents. The underpinning principles outlined to support the vision widely support the themes listed above. However, new principles have been added to the strategy to emphasise the importance of the above, including:

- adding a principle relating to multi agency services working together
- addition of ensuring provision is consistent across Kent
- addition of early identification and support as a priority. Whilst it is a priority within the strategy, it has also been added as a principle behind the vision.

These principles work across the strategy, and all plans relating to the implementation of the SEND strategy will have these principles at their core.

4.2 Priorities

To what extent do you agree or disagree that each of the priorities will help improve the outcomes for children and young people with SEND in Kent?						
	Strongly Agree	Tend to Agree	Neither Agree or Disagree	Tend to disagree	Strongly Disagree	Don't know
Priority 1 – Improve the way we work with children and young people, parents and carers	73%	20%	2%	1%	3%	1%
Priority 2 – ensure children, young people and their families have positive experiences at each stage of their journey including a well-planned and smooth transition to adulthood	76%	16%	4%	1%	2%	1%
Priority 3 – Identify and assess the needs of children and young people earlier and more effectively	85%	9%	2%	1%	3%	0%
Priority 4 – Improve education, health and care outcomes for children and young people with SEND	82%	13%	2%	0%	3%	0%
Priority 5 – Ensure children and young people with SEND are included in their local community	70%	22%	3%	2%	3%	0%

Percentages rounded up

Responses suggest that there is strong support for the priorities with over 90% either agreeing or strongly agreeing across all 5.

There were 111 responses received in relation to the priorities, which can be broadly broken down into the following key themes. Some comments related to individual circumstances so are not included in the table below.

Please tell us if there is anything else we should consider for the priorities.		
Theme	Number of	SEND strategy impact/ response

	comments aligned to theme	
Education settings provision – becoming more inclusive with consistent provision across the county	20	Priority 4 has been updated to ensure that inclusive education is explicit, with a reference to the proposed County Approach to Inclusive Education which will be supported by a wide programme of support for schools.
Consider the views of parents in decision making and provision, and provision of parental support	15	Working in partnership with parents and families is fundamental to the strategy, with a co-production charter referenced as well as being the focus of Priority 1.
Early identification and support	11	Early identification and support is an essential part of the strategy, added to the underlying principles as well as being the focus of Priority 3.
Access to skilled staff and improving capacity.	8	Priorities 1, 3 and 4 all list activity that relates to ensuring the relevant skills are available at the right time, as well as a next step in the strategy being the development of a Workforce plan.
Barriers to accessing resources	7	Priority 3 focuses on activities ensuring that families have the right access to resources at the right time.
Timeliness – doing things in an appropriate timeframe and meeting statutory timeframes as a minimum	6	The strategy outlines work completed to date, and this is further supported with investment in both Educational Psychology, SEND and Healthcare services in reducing waiting times, and ensuring assessments and plans are delivered within the statutory timeframes. Reducing waiting times and access to therapeutic services are activities outlined against priority 3.

Some responses contain multiple comments

Impact on the SEND strategy

Priority 4 has been updated to ensure that inclusive education is explicit, with a reference to the proposed County Approach to Inclusive Education which will be supported by a wide programme of support for schools.

Priority 3 is Early identification and support, and this work continues to be part of the Improvement Plan, with integrated health checks at 2 being a cornerstone of implementation in this area. Comments within the consultation serve to reinforce this priority within the SEND strategy.

4.3 Outcomes

To what extent do you agree or disagree that considering these outcomes will help us know if the strategy is being successful in making things better?

	Strongly Agree	Tend to Agree	Neither Agree or Disagree	Tend to disagree	Strongly Disagree	Don't know
My quality of life – I am happy and enjoy life	60%	25%	8%	2%	4%	1%
My voice – I am listened to and understood	64%	20%	7%	3%	5%	1%
My future – I have choice about my future	62%	22%	8%	3%	4%	1%
My health – I am as healthy as I can be	60%	26%	7%	3%	2%	2%
My learning – I am the best I can be at school, college or work	63%	21%	6%	5%	4%	1%
My safety – I feel safe at home and when out and about	67%	21%	6%	3%	2%	1%

Percentages rounded up

Responses suggest that there is strong support for the outcomes with over 84% either agreeing or strongly agreeing across all 5.

There were 91 responses received in relation to the outcomes, which can be broadly broken down into the following key themes. Some comments related to individual circumstances so are not included in the table below.

Please tell us if there is anything else we should consider for the outcomes.

Theme	Number of comments aligned to theme	SEND strategy impact/ response
Meaningful measurements	8	The joint commissioning governance structure is now live, with a detailed implementation plan being developed to ensure meaningful measurements are defined and then monitored against the defined outcomes
The ability of schools to support Children and Young people in achieving these outcomes	6	Priority 4 has been updated to ensure that inclusive education is explicit, with a reference to the proposed County Approach to Inclusive Education which will be supported by a wide programme of support for schools.
Transition – feeling safe at school	5	Outcome 5 refers to the importance of transitions, across all stages of education as well as in preparation for

		adulthood.
I know where to go for support	5	Outcome 1 refers to access to support to become more independent
I have purpose	5	The vision and the underlying principles support children and young people having purpose and achieving full potential.
How are these recorded for Children and Young people with limited speech or unable to articulate responses?	3	There are a number of tools that are used. We also have feedback from families and school staff and other professionals that know the children closely. The co-production with families, children and young people is also an essential element of the strategy.
My equality – I am treated as an equal to my peers	2	This has been added as a statement to Outcome 5

Some responses contain multiple comments

Impact on the SEND strategy

The joint commissioning approach outlines the outcomes framework which is also referenced in the SEND strategy. The joint commissioning governance structure is now live, with a detailed implementation plan being developed to ensure meaningful measurements are defined and then monitored against the defined outcomes. The detailed implementation plan is being co-produced with parents and young people. However, measures outlined are currently monitored and reviewed regularly, and form the basis for reporting against the actions in the Written Statement of Action.

All consultation feedback regarding additional outcomes has been fed back into the joint commissioning team for consideration for inclusion in the outcomes framework.

4.4 Other comments on the strategy

161 responses were received for the strategy as a whole, which can be broken down into the following broad themes. Some comments related to individual circumstances so are not included in the table below.

Do you have any other comments on Kent's Strategy for Children and Young People with Special Educational Needs and Disabilities 2021 – 2024?		
Theme	Number of comments aligned to theme	SEND strategy impact/ response
Inclusion within the education system, and the role of schools and settings.	16	Priority 4 has been updated to ensure that inclusive education is explicit, with a reference to the proposed County Approach to Inclusive Education which will be supported by a wide programme of support for schools to enable support across need

		types in mainstream education settings.
Importance of the early years – the sector supporting and benefits of early diagnosis.	14	Early identification and support are an essential part of the strategy, added to the underlying principles as well as being the focus of Priority 3.
Waiting times for diagnosis	11	Priority 3 has a strong focus on waiting times across the health needs.
Appropriately trained staff	11	Priorities 1, 3 and 4 all list activity that relates to ensuring the relevant skills are available at the right time, as well as a next step in the strategy being the development of a Workforce plan.
Implementation of the strategy, and associated activities	10	The strategy builds upon the work currently underway to support the Written Statement of Action and a number of detailed implementation plans are under development, including joint commissioning and outcomes as well as County Approach to inclusive education.
Co-production with parents and families	9	Working closely with families is the focus of priority 1, and co-production has been added to the actions.
Access to information for parents and children and young people, particularly navigating through the Education Health Care Plan process and the pathways open to them	5	Development of the local offer supports this theme, as well as activities outlined in Priority 2 to ensure access to skilled resource throughout the process.
Consistency across the county – both in terms of provision and consistency in advice.	5	Priority 2 refers to the creation of a consistent SEND services across the county.
Children and young people achieving full potential	3	Priority 2 focuses on children and young people reaching their potential, and this has been amended to stress the potential and ambition for our children and young people with SEND.

Some responses contain multiple comments

The consultation has highlighted that across all areas of the strategy, the same themes are recurring, all of which are addressed within the strategy with plans to deliver against them.

The consultation has highlighted how important early support is in the strategy, and it has now been added explicitly to the principles across the strategy as well as being one of the 5 priorities.

Priority 2 focuses on children and young people reaching their potential, and this has been amended to stress the potential and ambition for our children and young people with SEND.

Inclusion within schools has been a theme throughout the consultation responses, and the strategy has been amended to reference the new County Approach to Inclusive Education that is being developed. Its aim is to redefine the approach, and support across the education system in Kent to ensure schools, settings and colleges have the skills, resources and support they require to support children and young people with SEND. As the champion of families, children, and young people our priorities are to ensure all children and young people are engaged with and included in the provision of inclusive high-quality education. We want to ensure that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life.

In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners and a wholly inclusive education system. The Inclusion statement is a document supporting the strategy, and this strategy will underpin the proposed approach to Inclusion.

Working closely with families is the focus of priority 1, and co-production has been added to the actions. Working in partnership with families, children and young people is essential to improving the experience, and the development of a co-production charter will allow families to hold services to account.

Whilst the feedback for the strategy was widely positive, feedback did reflect apprehension in the local area's ability to deliver, particularly in relation to resources and skills. Whilst the development of a workforce strategy is an action listed in priority 4, the development of an implementation plan across the strategy has been added as a next step.

The SEND strategy received many positive comments and a selection of these are below:

- "I am pleased with the vision of services working together. There definitely needs to be a culture of education and health working together using the team around the child approach"
- "...this covers main areas for KCC to strive towards, especially the part about working together with families..."
- "I feel that the five priorities are fairly comprehensive and have thought carefully about the child in the home and their community, as well as their journey through childhood into adulthood"
- "they are excellent priorities if they can be implemented"
- "the current plans are child focused but also reflect on the child as an individual person, the child within their family and the child in their wider community"
- "the strategy is comprehensive, and if it is successfully and equitable implemented across the county it will be a powerful document to drive SEND provision forward...."

- “I really like that being included within the local community has been included as a priority”
- “I feel that the 5 priorities are fairly comprehensive and have thought carefully about the child in the home and their community, as well as their journey through childhood into adulthood.”
- “I cannot see how anyone would disagree with these outcomes. they are only what anyone would want for themselves or their loved ones.”
- “The strategy is impressive and addresses the areas of weakness in the previous systems.”
- “This is heartening and shows a great deal of progress in stating and committing to involving parents and carers and children and young people themselves.”

4.10 Equality Impact Assessment

An equality impact assessment was undertaken on the strategy. The consultation asked respondents if they had any feedback on this analysis, which can be seen below.

65 comments were received for the equalities analysis, which can be broken down into the following broad themes. Some comments related to individual circumstances so are not included in the table below.

We welcome your views on our equality analysis and if you think there is anything we should consider relating to equality and diversity.	
Theme	Number of comment aligned to theme
Stressing the importance of equality and diversity	11
Consideration on how to support parents who themselves have additional needs	2
Communicating with families and children whose first language is not English	2
SEND itself is not a protected characteristic	2
Gender differentiation in terms of achievement as well as identification of SEND	3
Inclusiveness within schools promotes equalities and diversity	4
Educations settings with limited physical accessibility	3

Equality and diversity of respondents

The consultation also had a number of equality and diversity questions.

47% of those responding to the equality questions identified as being carers. This is higher than normal for strategy consultations. Of those identifying being a carer, over 91% either strongly agreed or tended to agree with the vision, over 90% either strongly agreed or tended to agree with the priorities (Priority 1 – 93%, Priority 2 –

90%, Priority 3 – 94%, Priority 4 – 96%, Priority 5 – 93%) and over 78% either strongly agreed or tended to agree with the outcomes (Outcome 1 – 80%, Outcome 2 – 78%, Outcome 3 – 78%, Outcome 4 – 78%, Outcome 5 – 80%, Outcome 6 – 83%). This indicates that views of carers were similar to those across all the respondents, with no areas varying in support.

14% of the responses identified that they considered themselves to be disabled (as set out in the Equality Act 2010), 46% of those with a long-standing illness or health condition and 46% with a learning disability and 21% with a mental health condition. There is no single quantifiable measure of the number of disabled people in Kent (or the UK), because identifying as disabled relies on an individual's self perception; but it is estimated that 17.6% of Kent (excluding Medway) residents are disabled people.

78% of respondents identified as White British with only 6% identifying themselves belonging to black, mixed or Asian ethnicity. This is in line with the profile of Kent residents, 6.3% of whom are classified as Black Minority Ethnic (BME). The respondents to the SEND Strategy reflect the profile of the County (as outlined in the Annual Equality and Diversity Report published on kent.gov.uk).

The next step has been added into the strategy to review the service Equalities Analysis and plan.

5. Outcome of consultation

All the consultation responses were considered by the SEND Improvement Board, and the strategy has been amended as outlined in the sections above. Key matters amended in the strategy are:

- ensuring the strategy emphasises ambition for our children and young people
- ensure the strategy refers to the implementation plans that will deliver the strategy over 3 years
- ensure the strategy has early identification and intervention as a priority

The strategy will now go through the decision-making process before it is formally adopted.

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This statement reflects partnership working between education leaders and Kent County Council in developing a County wide approach to inclusive education. We strive to ensure that all schools, academies, and early years and childcare settings are able to provide inclusive education, and to follow both the spirit and the letter of the law with inclusive values. The statements below reflect a joint commitment of all the partners across the Kent education system including settings, schools, colleges and Local Authority.

Our commitment:

<i>to children</i>	<i>to parents and carers</i>	<i>to schools and settings</i>	<i>to our staff</i>
<p><i>Making sure that every child and young person in our schools and settings, whatever their circumstance or ability has a sense of belonging, feel respected, and is valued for who they are.</i></p> <ul style="list-style-type: none"> • Timely and equitable access to high-quality and appropriate education in a range of settings (mainstream, SRBP, special, early years and Portage). • a broad and varied curriculum differentiated to meet the individual needs of each students ability whatever that may be. • Appropriate levels of support to enable each child to develop, flourish and build independence. • The skills, knowledge, and confidence to move to the next stage of learning with success. • Be part of the whole process. • The right to achieve full potential. 	<p><i>Understanding that there are different types of provision that a child may need at different points in their lives, and that movement between provisions must have a specific purpose which will lead to better outcomes for them as they prepare for adulthood.</i></p> <ul style="list-style-type: none"> • Timely support and advice in making decisions about your child’s education through open and transparent communication. • Clear and up-to-date information about the offer across the county for children with SEN. • Opportunities to regularly review the efficacy of provision for your child. • Processes that meet all statutory and any other essential requirements and timescales. • To work with you to assess needs in a co-productive way • A graduated response offers a pathway to suit all needs. SEND can be met without an EHCP. • Ensure advice and support is consistent and joined up across agencies 	<p><i>Having a responsibility to provide for Kent children whatever their background and current circumstances and ensuring that they receive accurate AND EARLY identification of their needs so that high quality learning and teaching leads to positive experiences and outcomes.</i></p> <ul style="list-style-type: none"> • Timely support in providing high-quality provision for children with SEN, both practical and financial. • A clear and transparent process for allocation of High Needs Funding and SENIF. • Advice and support from officers in the fulfilment of statutory duties, including placements, transition between phases and EHCP & Annual Review processes. • Publication of mainstream core standards as a source of advice for schools, and Best Practice Guidance for Early Years settings. • Appropriate access, liaison, and clear communication across external agencies to ensure the right solutions. 	<p><i>Inclusion being positioned at the heart of education leadership and not viewed as the exclusive preserve of the SENCO. Encouraging every school and setting to be inclusive and to take a whole school approach to inclusion and SEND.</i></p> <ul style="list-style-type: none"> • Recruitment and retention of high-quality staff in the local area • Appropriate and regular support from line-managers. • Regular, high-quality CPD, training opportunities and updates to share experience and knowledge. • Greater integration between SEND service and SENCOs • An opportunity to share views on how to maintain and improve systems. • A clear and fair process for appraising and recognising performance. • To seek and accept any learning, training, and development for inclusion for our staff, engage with research and to share our own good practice generously. • An openness to being challenged and to challenge as appropriate and necessary.

We will:

<i>across the county</i>	<i>in each area</i>	<i>In our education and childcare settings</i>
<ul style="list-style-type: none"> • Provide a clear and up-to-date local offer on our website and on request to parents/carers and other stakeholders. • Publish and adhere to clear procedures for children with SEN starting school and at key points of transition (EY, post-11, post-14, post-16). • Maintain a forum for collecting the views of stakeholders, especially children and parents/carers, as part of our ongoing evaluation of provision. • Work collaboratively across the Council, schools, settings, academies, health, and social care in the interests of SEND students • Improve communication across the SEND and KCC services 	<ul style="list-style-type: none"> • Establish a consistent process for tracking and monitoring provision for SEN pupils– to be shared with and scrutinised by KAH Area Boards and PRU Management Committees, and Early Years and Childcare Provider Association. • Establish a supportive and improvement-focused peer-to-peer SEN review process between schools and settings, and with the support of the Local Authority including a commitment to research-based evidence learning • Provide regular learning / training opportunities for parents/carers, schools, settings, and other interested parties. • Provide a range of mainstream and SRBP places for children and access to specialist interventions at special school nurseries. • Establish a system for ensuring that the procedures for primary to secondary transition are timely and fair, using local panels of SENCOs and KCC Officers. • Ensure that there are mechanisms in place to support parents/carers in finding out about local schools and settings, and what they can offer to their children. • Commitment to transparency of data across the area/ district • Challenge and be open to challenge and make evidence-based decisions • Commit that all professionals will be honest and open. 	<ul style="list-style-type: none"> • Have an inclusive approach, including admission, with an appreciation of diversity, individuality, and ambition for all to achieve their optimum potential is essential in raising attainment for all • Be confident that before a decision is made, all possible options available have been exhausted and that this will lead to improved practice and provision available to meet all needs in the future • Examine the way we do things in our own settings to become even more inclusive through systematically reviewing our practice and through working in partnership to review practice in other settings. • Carefully and accurately assess HOW a child’s needs can be met and respond accordingly

1% funded	Activity	Nov-20	Dec-20	#####	Feb-21	Mar-21	#####	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	January 22 onward
	Countywide Approach to Inclusive Education' (CAIE)															
	Feedback - inclusion discussion															
	Draft CAIE, for discussion															
	Publish CAIE and delivery															
	A school to school support system															
Y	Peer to Peer clusters operating															
Y	Development of Leadership Qualifications (pilot + Phase 2)															
Y	Delivery of Leadership Qualifications															
Y	Recruitment Inclusion System Leaders															
Y	Designation, training, and deployment of Inclusion System Leaders															
Y	Effective Kent Project - Phase 2 - Evidence based training for schools															
	Effective Kent Project - Phase 3 Developing research champions															
	Training and Support Offer															
Y	Single directory of support available															
Y	Core offer training delivery - eg MCS, Gov															
Y	Good practice parent voicing guidance delivered															
Y	Additional training development re SEMH and ASD and roll out															
	Review of current network meetings support schools in working with CYP															
	Co-produce design															
	Review in CAIE															
	Develop methodology for measuring the impact and quality of inclusive practices															
	Co-produce design															
	Review in CAIE															
	Develop a countywide approach to Nurture															
Y	Commissioning															
Y	Roll out of countywide approach to Nurture															
	Ensure CYP experience smooth transition between education phases and into post 16 provision such that progression provides a route to skilled employment and higher learning.															
	Collation of existing good practice/ co-production workshop															
	Review in CAIE															
	Plan/commissioning															
Y	Roll out of countywide approach to transition															
Y	Supported Employment Offer															
Y	Embedding Supported Employment in Schools															
	Fully integrated school to school support system , to ensure the delivery of high-quality provision for all CYP															
	Design															
	Implementation															
	STLS															
	Review of existing service															
	Recommissioning of SLA															
	Revised STLS delivery															
	SEND Strategy															
	Strategy Consultation															
	Strategy Publication															
	HNF review															
	Development of Locality Resources															
	Identification of locality planned resources															
	Review methodology with schools															
	Commissioning of resources															
Y	Locality resources implementation															
	Individual case support/ parachute funding development															
Y	Individual case support/ parachute funding implementation															
	Locality single point of contact/ case worker															
Y	Locality single point of contact/ case worker implementation															
	Pilot Activity															
Y	Obs + Assessment Pilot															
Y	ASD pilot tbc															
Y	Other pilot activity															
	Kent Health Needs Education Service															
	Review and Co-produce design															
	Consultation															
	Implementation															

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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:

To be allocated by Democratic Services

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

Special Educational Needs and Disabilities Strategy 2021 - 2024

Decision:

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

- i) the adoption of the Special Educational Needs and Disabilities Strategy 2021 – 2024
- ii) delegate decisions relating to commissioning of county wide solutions (under the value of £1m) to deliver against the strategy and its associated activities (including the support the delivery the County Inclusion agenda through the High Needs funding block) to the Corporate Director for Children, Young People and Education.

Reason(s) for decision:

- 1.1 The new SEND strategy has been developed, building on the previous strategy which was developed in 2017. The strategy has been developed alongside the delivery of the Written Statement of Action and forms part of Kent's response to the inspection.
- 1.2 The SEND strategy 2021 - 2024 was drafted in 2020 and was developed by a working group including representatives from KCC, Health, Healthwatch and Kent PACT (Parents and Carers Together). The draft strategy was reviewed by the SEND Improvement Board before being released for public consultation in December 2020.
- 1.3 A public consultation took place from 3rd December 2020 and was closed on 4th February 2020.
- 1.3 Consultation feedback showed wide support for the SEND strategy, with over 90% of respondents agreeing with the vision, 90% of respondents agreeing with the priorities and over 84% of respondents agreeing with the outcomes.

2. Commissioned activity to support the SEND strategy

- 2.1 To support the SEND strategy, a range of commissioning activity will be required to implement across Kent. These include: - home tuition, - Kickstart proposal, Parenting/ family support programmes, therapies.
- 2.2 The SEND Improvement Programme is working with Children’s commissioning to ensure KCC and schools get best value for money when commissioning across the programme. Where commissions reach the KCC key decision governance threshold of £1m they will follow the KCC key decision process. However, due to the volume of activity and the pace of rollout, this paper seeks to recommend that all commissions below the £1m threshold can be approved by the Corporate Director of Children, Young People and Education.
- 3. Equalities Assessment**
- 3.1 The SEND strategy has an equalities impact assessment, and this was published alongside the strategy.
- 3.2 A detailed equalities analysis across the SEND service will be developed over the next 3 months.
- 4. Financial Implications**
- 4.1 The SEND strategy has no further cost implications outside of the 2020 – 2023 Medium Term Financial Plan which is monitored monthly. The SEND strategy reinforced the focus of the existing SEND Improvement Programme.

Cabinet Committee recommendations and other consultation:
 This decision will be considered at the meeting of the Children’s, Young People and education cabinet committee on 9th March 2021.

Any alternatives considered and rejected:
 All alternatives were considered following the consultation process.

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: 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 – 9 March 2021

Subject: Extension of the Specialist Teaching and Learning Service (STLS) Service Level Agreement (SLA)

Decision Number and Title: 21-00023 Extension of the Specialist Teaching and Learning Service (STLS) Service Level Agreement (SLA)

Key decision: Overall service value exceeds £1m and affects more than two Electoral Divisions

Classification: Unrestricted

Past Pathway of report: SEND Improvement Board

Future Pathway of report: N/A

Electoral Division: all

Summary: To inform CYPE Cabinet Committee of the phased approach to developing the Specialist Teaching and Learning Service and to seek approval to extend the existing Service Level Agreement.

Recommendation(s):

The 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:

1. Vary the Key Performance Indicators (KPIs) within the Service Level Agreement and extend by 12-months from April 2021.

1. Introduction:

- 1.1 The Specialist Teaching and Learning Service (STLS) is a countywide provision which provides advice, training and direct interventions to support settings and schools in improving the outcomes for Children and Young People (CYP) with Special Educational Needs and Disabilities (SEND).
- 1.2 The Specialist Teaching Service was historically an inhouse provision, which was devolved in 2012 to 12 Special Schools in Kent, one in each district, and two countywide provisions for Sensory impairments and Physical Disabilities.

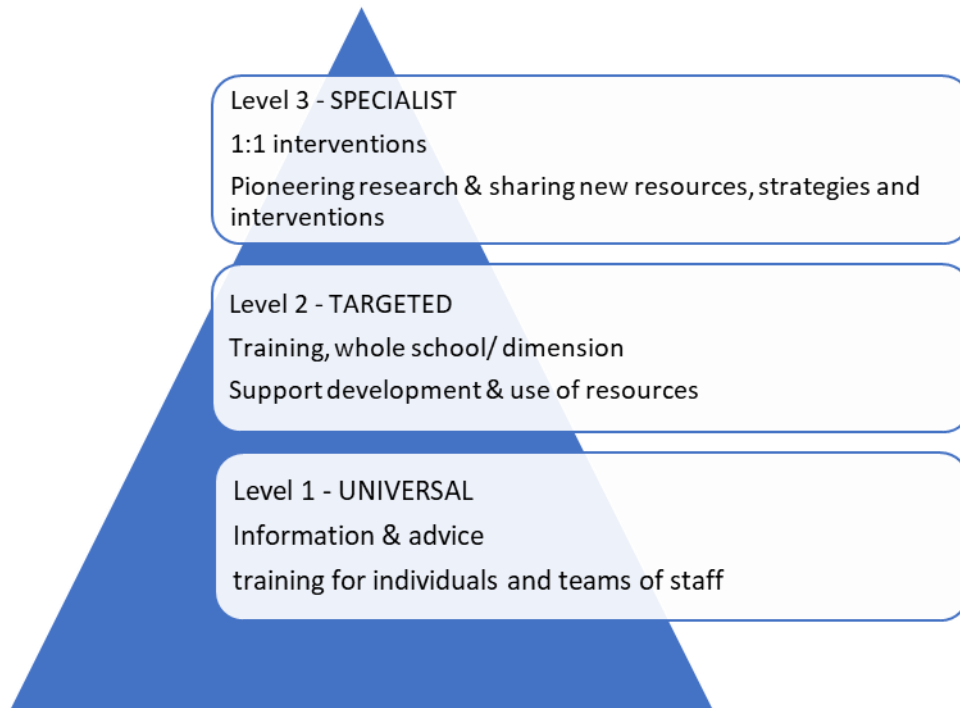
- 1.3 STLS supports mainstream settings and schools with the inclusion and progress of pupils with special educational needs. Each district STLS team has a range of specialist teachers providing support across the following four areas of need:
- Cognition and Learning
 - Communication and Interaction
 - Social, Emotional and Mental Health, and
 - Physical and Sensory
- 1.4 The delivery of the STLS service within the districts is coordinated by Outreach Managers who are located within the relevant Special School and managed by the Special School Headteacher. This includes responsibility for recruitment and management of specialist teachers, other specialist staff and administrative staff.
- 1.5 STLS also provide support to children with SEND in Early Years, carried out through home visits or visits to day nurseries and pre-school provisions.
- 1.6 STLS main point of referral (although not exclusively) is through the opportunities for discussion and decision making at the Local Inclusion Forum Team meetings.
- 1.7 Physical and Sensory STLS are County based teams. They access the 12 STLS team accommodation but are not devolved to the district special schools. Referrals are made directly to the service, rather than through LIFT.
- 1.8 The expectations and quality assurance of the delivery of the service are outlined in a Service Level Agreement (SLA), which will expire at the end of March 2021. This agreement has not seen any significant changes since implementation in 2012.

2. Purpose and Aims

- 2.1 The purpose of the STLS is to promote the successful inclusion and progress of children and young people (CYP) with special educational needs and disabilities (SEND), who are experiencing a greater difficulty than their peers in accessing the Early Years and National Curriculum, to achieve their personal best, working in partnership with Local Authority SEN, schools/ Early Years settings, parents/ carers, and other relevant professional agencies.
- 2.2 The aim of the service is to support mainstream Early Years settings and schools to build their capacity and confidence to identify the right children at the right time, deliver high quality provision for CYP with SEND, to improve pupil inclusion, progress and outcomes and to spread the best practice.

3. Current delivery arrangements

- 3.1 The STLS Service delivery takes place across a continuum of universal, targeted and specialist levels, as represented diagrammatically below:



- Level 1 – information & advice
 - Universal advice and support provided as part of the LIFT process, as well as generic training to parents and carers of Children and Young Persons with SEND
 - Information and advice to Early Years (EY) settings and school staff on accessing the curriculum and the use and maintenance of specialist resources and equipment
- Level 2 – training of the wider workforce including teachers, teaching assistants (TA), special educational needs coordinators (SENCOs) and learning support assistants.
 - Generic training
 - Bespoke training
 - Support mainstream schools and EY settings with specific need types on group, class, or whole school approach (such as Team Around School) to compliment (not replicate) existing approaches
- Level 3 – 1:1 intervention
 - One to one support tailored to CYP needs, with or without Education, Health and Care Plans (EHCP) (rather than diagnostic categories), and subject to ongoing evaluation

4. Context - SEND in Kent

- 4.1 Kent has seen an increase in the number of school-aged children and young people identified with SEND over the last two years, with increasing numbers who have an EHCP. This is in line with the national trend.

- 4.2 However, pupils with an EHCP in Kent are less likely to be educated in a mainstream school than would be expected nationally, with many attending special schools, and a significant proportion attending “out of county” provision. The updated [Kent SEND Health Needs Assessment \(June 2020\)](#) provides further analysis of the current education and health needs of children and young people ages 0-25 with SEND.
- 4.3 The joint OfSTED and CQC (Care Quality Commission) inspection of services in 2019 highlighted that too many children and young people with SEND do not get the support they need in Kent, and that a fragmented system has created too many opportunities for the needs of these children to be missed. The SEND Written Statement of Action forms part of Kent’s response to the inspection.
- 4.4 Following the inspection, the SEND Improvement Board was set up to have a strategic overview of services and drive the operational improvements needed to address each area of significant weakness.
- 4.5 The Improvement Board established five Workstreams to manage each identified area. The impact of the Specialist Teaching and Learning Service is measured against the activities of “Workstream B”, the outcomes of which are:
- Improved inclusion and quality of SEND provision in schools.
 - CYP with SEND have their needs successfully met.
 - School staff have the SEND knowledge and skills to be able to meet the needs of all CYP with SEND.
- 4.6 To achieve the above outcomes, a suite of commissioning activity is in progress, as part of a whole school inclusive approach to education, to support the inclusion of all CYP with SEND in Kent. These activities are designed to complement and build on the Inclusion Statement and the new Mainstream Core Standards (published in January 2021), and Kent’s strategy for CYP with SEND (in consultation 2 December 2020 to 4 February 2021).
- 4.7 The above whole system map of interventions provided for CYP with SEND are symbiotic. The STLS operates within this landscape. To achieve best value, it is necessary to understand the impact of these positive interventions, both existing and in development.

5. STLS Service Review

- 5.1 A comprehensive review of the STLS provision was undertaken with the SLA holding schools between October and November 2020.
- 5.2 The review identified the following areas as those that are most valued and considered as its strength:
- Solution focussed LIFT process embedded in some districts
 - Networking with linked professionals, such as Special Educational Needs Co-ordinators (SENCOs), Provision Evaluation Officers (PEOs) and Inclusion Attendance Advisors (IAA)

- Strong partnerships and collaborative relationships between districts
- Flexible offer to schools and settings to meet local need
- Parental trust and engagement
- Some districts have developed innovative approaches to transition planning and outcomes at different phases of education. The success of these approaches is yet to be tested to assess sustainability.

5.3 The review also identified areas requiring improvement. These included:

- Complex governance arrangements
- Capacity and funding issues
- Lack of consistency and equity of offer across Kent
- Access to other resources, particularly those commissioned by the NHS
- Clarity of roles and responsibilities of the wider workforce within SEND
- Accountability versus responsibility in relation to inclusive practice and academic achievement
- Lack of clarity of current KPIs in relation to the impact of the service on CYP with SEND.

6. Schools Satisfaction Feedback Survey

- 6.1 As part of Kent County Council's commitment to continuous improvement, identification of the most effective practice and the transparency of the use of funding, the district work of the Local Inclusion Forum Teams (LIFT) monitors the activity of the district LIFT meetings and invites schools to complete a satisfaction feedback questionnaire annually, at the end of the academic year.
- 6.2 Out of the 121 responses to the LIFT feedback questionnaire, 96% of the schools were satisfied with the overall quality of service received from the LIFT during the 2018/19 academic year, with 82% of schools satisfied with the allocation of specialist support to individual pupils at the LIFT meetings.
- 6.3 The report for 2019/20 has not yet been published, but the raw data indicates a similarly high level of satisfaction.

7. Impact of COVID

- 7.1 The STLS service has completely diversified the way in which it has worked during the pandemic. In developing the pandemic offer Head teachers, SENCOs, families and students have been consulted to make sure that what is offered matches the priority needs of the stakeholders.
- 7.2 Development and enhancement of online platforms and technology to offer virtual training and advice, as well as face to face support to the most vulnerable children and young people, whenever required.
- 7.3 Development of a SENCO Wellbeing offer to support the front-line staff in relation to their mental health and wellbeing during the pandemic.
- 7.4 Sharing resources for recovery curriculum (prepared by STLS and the Kent Educational Psychology Service) on a regular basis to schools, as well as building a resource bank for SEND remote learning activities.

8. Next steps

- 8.1 With consideration to the multiplicity of scheduled SEN activities, both systemic and commissioned, a phased approach to renewal of the STLS is recommended to ensure best outcomes will be achieved for CYP with SEND.
- 8.2 **Phase 1** – Variation and extension of the STLS SLA for one year from April 2021. A collaborative working partnership has already begun to review the Key Performance Indicators (KPIs) with STLS leads, which will go through the governance approval of SEN management, Kent Association of Head Teachers (KAH) Area Boards and the Kent Special Educational Needs Trust (KSENT), prior to commencement of the SLAs from April 2021.

The impact of the service will be measured against the Children and Young People’s Outcomes Framework (shown below), which was developed with families and reflects what children and young people and their families told us was important to them.

In the context of this service, the outcomes can be measured, using both qualitative and quantitative data. For instance, measuring increased satisfaction of parents/pupils with direct interventions or an increase in parents’ confidence in the school meeting pupil needs using surveys, at various phases to ensure the support provided is the right one and sustained.



- 8.3 **Phase 2** – From April 2021, a programme of wider stakeholder engagement will be planned, including CYP with SEND and their families, as well as the mainstream schools and settings. Information sharing with and views of CYP

with SEND and their families will be integral to every level, to inform the effectiveness of the intervention and ongoing service improvement of the STLS.

During the first quarter of the new financial year, further information will be gathered based on Joint Strategic Needs Assessment (JSNA), SEN systems, Schools/Settings, to identify any potential gaps in the provision and identify opportunities/ interdependencies/ overlaps in the system across the Inclusion work and other commissioning activities.

STLS support and interventions will be closely linked to the settings or school's levels of intervention and work collaboratively with Kent County Council SEN team and other key professionals to identify and set priorities to target the service for optimum impact.

- 8.4 Sensory STLS – is the only specialist service with a statutory function and is closely linked to the Statutory Social Work function and the Habitation Service provided by Kent Association for the Blind (KAB). Work is in progress to develop a more holistic sensory offer to ensure the right support is provided at the earliest opportunity.
- 8.5 Physical Disability STLS – Future delivery model needs further exploration to identify what the current offer is and whether better outcomes are achievable if the service is aligned to another part of the business.

9. Financial Implications

- 9.1 The current budget for the STLS is £7.8m per annum. This budget is funded from the High Needs Block of the Dedicated Schools Grant.

10. Legal implications

- 10.1 The Specialist Teaching and Learning Service operates within a framework of national legislation and local strategies and standards.
- 10.2 The Children and Families Act 2014 and SEND Code of Practice 2015 set out the responsibility to improve services, life chances and choices for vulnerable children and to support families. The Act states that “where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil’s area of need, the school should consider involving specialists.
- 10.3 Schools also have a range of duties under the Equalities Act 2010, including duties relating to disability.
- 10.4 Sensory STLS is the only service with a statutory function.

11. Equalities implications

- 11.1 An Equality Impact Assessment (EQIA) screening has been carried out. It identified a low adverse equality impact rating. A full EQIA will be undertaken as part of the new service development.

12. Other corporate implications

12.1 This service falls within the responsibility of the Special Educational Needs Division within the Children, Young People and Education Directorate, however it is anticipated there will be positive implications to the Education Directorate too.

13. Governance

13.1 Overall budget and responsibility sits within the Children and Young People's Directorate, with accountability falling to Matt Dunkley Corporate Director of CYPE and Mark Walker, Director of Special Educational Needs and Disabled Children and Young People.

14. Alternatives considered

14.1 Alternative options considered are set out in the table below, together with associated risks and benefits for each option.

14.2 From the options listed below, option 4 is recommended.

Option	Risks	Benefits
Option 1 - Do Nothing	<ul style="list-style-type: none">• The SLA will expire at the end of March 2021. The service will discontinue.• Sensory STLS provides a statutory function on behalf of the Local Authority (LA), discontinuation of which means the LA is not in compliance with its statutory duties.• Adverse impact on the Local Offer, where a significant proportion of the training is delivered by the STLS• LIFT offers a multiagency collaborative approach that enables schools and settings to identify the correct pathway to support CYP with SEND, thereby increasing their opportunities to be supported in mainstream settings as far as possible. Loss of this will be of great detriment to schools and settings.• Adverse impact in addressing the outcomes for CYP with	<ul style="list-style-type: none">• Financial saving of £7.8M

	<p>SEND, as identified in the WSoA.</p> <ul style="list-style-type: none"> • Potential public and political fallout of withdrawal of the provision, with no alternative plans in place. • Loss of outreach specialist support will result in an increase in requests in statutory assessments for Education Health and Care Plans (EHCP) 	
<p>Option 2 - Extend the SLA without variation to KPIs</p>	<ul style="list-style-type: none"> • The current SLA does not identify outcomes, and some of the KPIs are too broad for an effective measure of impact, service improvement or development • The current LIFT activity data is limited in its scope to address identified areas of need and improvement 	<ul style="list-style-type: none"> • Continuation of status quo
<p>Option 3 – Variation of KPIs and 6 month Extension of SLA</p>	<ul style="list-style-type: none"> • Insufficient time to undertake a truly collaborative approach to service improvement and development with the voice of children and young people and their families and the wider key stakeholders (mainstream schools and settings) missing, as an integral part of the process. • Wider SEND/ Inclusion activities will not have been implemented in time and therefore impacts & benefits not yet realised • The SEND Organisational Development work will not have been completed 	<ul style="list-style-type: none"> • Limited impact in addressing some of the immediate challenges, as identified through the service review • Limited alignment with aspects of the wider SEND commissioning activity that have been implemented by September 2021.
<p>Option 4 - Variation of KPIs and 12 month Extension of SLA (recommended)</p>	<ul style="list-style-type: none"> • Service provision will remain the same in the interim period, pending extensive stakeholder engagement and co-production to design and develop the new service 	<ul style="list-style-type: none"> • Revised KPIs inline with the CYP Outcomes Framework will enable a more robust and meaningful measure of the impact of provision • A longer extension of 12 months will allow sufficient time to: <ul style="list-style-type: none"> ➤ understand the impact of the current provision

		<ul style="list-style-type: none"> ➤ undertake a full options appraisal ➤ co-produce the new service specification in collaboration with all key partners including parents/carers, and young people to create substantiable improvements in the STLS provision and transform Kent's SEND offer. • Achieve the outcomes set out in WSoA • Better value for money and return on investment with alignment of all related SEND activities
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15. Conclusions

- 15.1 The STLS is one of the pillars of inclusive practice in Kent, supporting Early Years settings and schools in a positive way to build their capacity and confidence to proactively engage with and support CYP with SEND within their settings, at an early stage. Feedback from schools and settings from 2018/19, as well as the commissioning review of the service in 2020, indicate a high level of confidence in the provision, although the review has also highlighted areas for improvement.
- 15.2 An extension of the SLA for one year, with more focused KPIs, will enable a comprehensive exploration of options as part of a commissioning plan, to improve and develop the service collaboratively with all key stakeholders, and ensure any future model is aligned with and complements the wider SEN inclusive practice across Kent.

Recommendation(s):

The 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:

1. Vary the Key Performance Indicators (KPIs) within the Service Level Agreement and extend by 12-months from April 2021.

16. Background Documents

16.1 The documents listed below can be used to gain a better understanding of the context in which this service operates.

- [STLS Prospectus 2012](#)
- [SEN Mainstream Core Standards 2021](#)
- [Best Practice Guidance for the Early Years](#)
- [Kent SEND Strategy 2021 - 2024](#)
- [Kent Inclusion Statement](#)
- [Commissioning Plan for Education Provision in Kent 2020 to 2024](#)
- [SEND Local Offer](#)
- [Written Statement of Action](#)

17. Contact details

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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:

To be allocated by Democratic Services

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

Key decision:

Key decision criteria. The decision will:

- a) result in 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:
 - 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

Extension of the Specialist Teaching and Learning Service (STLS) Service Level Agreement (SLA)

Decision:

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

- Variation of Key Performance Indicators (KPIs) and extension of the STLS SLA for one year, commencing April 2021.

Reason(s) for decision:

Background:

The Specialist Teaching and Learning Service (STLS) resource was devolved in 2012 to 12 Special schools in Kent, and 2 countywide provisions for Sensory impairments and Physical Disabilities, to support the progress of pupils with special educational needs across the following 4 areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health, and
- Physical and Sensory

In January 2016 the SLA holding Special Schools aligned the use of their outreach funding with the STLS pot to further develop the district outreach and training offer.

The expectations and quality assurance of the delivery of the service are outlined in a service level agreement (SLA), which will expire at the end of March 2021. This agreement has not seen any significant changes since implementation in 2012. The outcome of interventions is monitored by the district Local Inclusion Forum Team (LIFT) Executive and by the LIFT Strategic Board which is accountable to the Corporate Director for Children, Young People and Education.

With consideration to the multiplicity of scheduled SEN activities, both systemic and commissioned, a phased approach to renewal of the STLS is recommended to ensure best outcomes will be achieved for CYP with SEND.

Phase 1 – Variation and extension of the STLS SLA for one year from April 2021. A collaborative working partnership has already begun to review the Key Performance Indicators (KPIs) with STLS leads, which will go through the governance approval of SEN management, Kent Association of Head Teachers (KAH) Area Boards and the Kent Special Educational Needs Trust (KSENT), prior to commencement of the SLAs from April 2021.

The impact of the service will be measured against the Children and Young People's Outcomes Framework, which was developed with families and reflects what children and young people and their families told us was important to them. A performance framework for outcomes would allow measurement of whether the service is meeting the needs of CYP and identify potential gaps in provision to inform service improvement and development.

Phase 2 – From April 2021, a programme of wider stakeholder engagement will be planned, including CYP with SEND and their families, as well as the mainstream schools and settings. Information sharing with and views of CYP with SEND and their families will be integral to every level, to inform the effectiveness of the intervention and ongoing service improvement of the STLS.

During the first quarter of the new financial year, further information will be gathered based on Joint Strategic Needs Assessment (JSNA), SEN systems, Schools/Settings, to identify any potential gaps in the provision and identify opportunities/ interdependencies/ overlaps in the system across the Inclusion work and other commissioning activities.

STLS support and interventions will be closely linked to the settings or school's levels of intervention and work collaboratively with Kent County Council SEN team and other key professionals to identify and set priorities to target the service for optimum impact.

Sensory STLS – is the only specialist service with a statutory function and is closely linked to the Statutory Social Work function and the Habitation Service (provided by KAB). Work is in progress to develop a more holistic sensory offer to ensure the right support is provided at the earliest opportunity.

PD STLS – Future model development needs further exploration to identify what the current offer is and if better outcomes are achievable if the service is aligned to another part of the business.

Impact of COVID

The STLS service has completely diversified the way in which it has worked during the pandemic. In developing the pandemic offer Head teachers, SENCOs, families and students have been consulted to make sure that what is offered matches the priority needs of the stakeholders.

Financial Implications:

The current annual budget for the STLS is £7.8m per annum. This budget is funded from the High Needs Block of the Dedicated Schools Grant.

Legal implications

The Specialist Teaching and Learning Service operates within a framework of national legislation and local strategies and standards.

The Children and Families Act 2014 and SEND Code of Practice 2015 set out the responsibility to improve services, life chances and choices for vulnerable children and to support families. The Act states that “where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil’s area of need, the school should consider involving specialists.

Schools also have a range of duties under the Equalities Act 2010, including duties relating to disability.

Sensory STLS undertakes a statutory function on behalf of the local authority.

Equalities implications

An Equality Impact Assessment (EQIA) screening has been carried out. It identified a low adverse equality impact rating. A full EQIA will be undertaken as part of the new service development.

Other Alternatives Considered and risks if decision isn’t taken.

Alternative options considered are set out in the table below, together with associated risks and benefits for each option. The recommended option is option 4.

Option	Risks	Benefits
Option 1 - Do Nothing	<ul style="list-style-type: none"> • The SLA will expire at the end of March 2021. The service will discontinue. • Sensory STLS provides a statutory function on behalf of the Local Authority (LA), discontinuation of which means the LA is not in compliance with its statutory duties. • Adverse impact on the Local Offer, where a significant proportion of the training is delivered by the STLS • LIFT offers a multiagency collaborative approach that enables schools and settings to identify the correct pathway to support CYP with SEND, thereby increasing their opportunities to be supported in mainstream settings as far as possible. Loss of this will be of great detriment to schools and settings. • Adverse impact in addressing the outcomes for CYP with SEND, as identified in the WSoA. • Potential public and political fallout of withdrawal of the provision, with no alternative plans in place. • Loss of outreach specialist support will result in an increase in requests in statutory assessments for Education Health and Care Plans (EHCP) 	<ul style="list-style-type: none"> • Financial saving of £7.8M
Option 2 - Extend the SLA without variation to KPIs	<ul style="list-style-type: none"> • The current SLA does not identify outcomes, and some of the KPIs are too broad for an effective measure of impact, service improvement or 	<ul style="list-style-type: none"> • Continuation of status quo

	<p>development.</p> <ul style="list-style-type: none"> The current LIFT activity data is limited in its scope to address identified areas of need and improvement 		
<p>Option 3 - Variation of KPIs and 6-month extension of SLA</p>	<ul style="list-style-type: none"> Insufficient time to undertake a truly collaborative approach to service improvement and development with the voice of children and young people and their families and the wider key stakeholders (mainstream schools and settings) missing, as an integral part of the process. Wider SEND/ Inclusion activities will not have been implemented in time and therefore impacts & benefits not yet realised. The SEND Organisational Development work will not have been completed 	<ul style="list-style-type: none"> Limited impact in addressing some of the immediate challenges, as identified through the service review. Limited alignment with aspects of the wider SEND commissioning activity that have been implemented by September 2021. 	
<p>Option 4 - Variation of KPIs and 12-month extension of SLA (Recommended option)</p>	<ul style="list-style-type: none"> Service provision will remain the same in the interim period, pending extensive stakeholder engagement and co-production to design and develop the new service 	<ul style="list-style-type: none"> Revised KPIs inline with the CYP Outcomes Framework will enable a more robust and meaningful measure of the impact of provision A longer extension of 12 months will allow sufficient time to: <ul style="list-style-type: none"> understand the impact of the current provision undertake a full options appraisal co-produce the new service specification in collaboration with all key partners including parents/carers, and young people to create substantiable improvements in the STLS provision and transform Kent's SEND offer. Achieve the outcomes set out in WSoA Better value for money and return on investment with alignment of all related SEND activities 	

Cabinet Committee recommendations and other consultation:
The Children's and Young People Cabinet Committee will consider the decision on 9 March 2021.

Any alternatives considered and rejected:

As stated above

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

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Equality Impact Assessment

Directorate/Division: Strategic Commissioning

Name of policy: Kent's Strategy for Children and Young People with Special Educational Needs and Disabilities 2021-2024

Responsible Owner/Senior Officer:

Mark Walker	KCC
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Drafting history:

Version	Author	Comments
0.1	Sholeh Soleimanifar, Commissioner Children and Young People with Disabilities/Special Educational Needs	First draft

Pathway of Equality Analysis: None

Summary and recommendations of equality analysis/impact assessment

- **Context**

The purpose of this Equality Impact Assessment is to review the potential impact of extension of the Service Level Agreement for the provision of Specialist Teaching and Learning Service for one year commencing April 2021.

The Specialist Teaching and Learning Service (STLS) is a specialist provision for Children and Young People (CYP) with Special Educational Needs and Disability (SEND). The service is co-ordinated via 12 Special Schools (one per district) and two countywide provisions for Sensory and Physical Disability.

The OfSTED and CQC (Care Quality Commission) inspection of services in early 2019 highlighted that too many children and young people with SEND do not get the support they need in Kent. The Written Statement of Action (WSOA) has identified the areas against which improvements need to be made, and the ambition is to develop this service alongside the delivery of the WSoA in a more joined up and effective inclusive practice for CYP with SEND in mainstream schools and settings in Kent.

An extension of the STLS SLA will allow a phased approach to the redesign of the service, whilst introducing a new set of Key Performance Indicators (KPIs), developed collaboratively with representative members of the Special Schools, Kent Special Educational Needs Trust (KSENT) , Kent Association of Head Teachers (KAH), Head of SEN and Commissioning, to measure progress against the Children and Young People's Outcomes Framework. This framework has been developed with families and reflects what children and young people and their families have told us is important to them. It will

also ensure future development of STLS will be aligned to the wider planned commissioning activity of inclusive practice, as identified in the WSoA.

Aside from commissioning activity, the extended period will be used to identify opportunities within the wider system, gain a better understanding of roles, responsibilities and interdependencies across the wider health, education and social care systems to achieve better outcomes with the investment and available resources.

This impact assessment will be revisited as part of the redesign and development of the Specialist Teaching and Learning Service, expected to start from April 2022, to ensure any potential impact on the protected characteristics is identified and mitigated. This will be used to support the decision-making process and approval of any future development of the service.

Aims and Objectives

The joint vision of Kent County Council and its schools is to fully harness and develop the special educational needs and disabilities (SEND) knowledge, skills and expertise present in all Kent early years settings and mainstream schools in order to create well-coordinated, equitable, and effective provision of additional support for children and young people with SEND:

- to raise standards
- to close attainment gaps and improve pupil progress
- to prevent exclusion
- to build SEND capacity in early years settings and mainstream schools
- to reduce the need for statutory assessments
- to ensure full access to learning for all the children and young people with special educational needs and disabilities in our schools

Summary of equality impact

This Equality Impact Assessment finds that there is a **low** adverse equality impact rating.

The extension of the service is intended to introduce a more rigorous performance monitoring of the service, with an Outcomes Framework and KPIs co-produced by a wide spectrum of stakeholders. This will support the local authority and partners engaged in delivering the service to identify areas of strength and those that need further development, to improve the outcomes and quality of life for children and young people with SEND within the county.

At this stage, no negative/adverse impacts on the protected groups have been identified.

Adverse Equality Impact Rating: Low

Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning **Kent's Strategy for Children and Young People with Special Educational Needs and Disabilities 2021-2024**. I agree with the risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

On behalf of Kent County Council:

DMT Member

Signed:



Name: Mark Walker

Job title: Director for Special Educational Needs, Disabled Children and Young People

Date: 15 January 2021

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	Medium Positive Impact Evidence
Age	No	No	This service is targeted at Children and Young People (CYP) with Special Educational Needs and Disabilities (SEND). The general feedback from schools and settings, families and CYP accessing the provision is positive. Extension of the service will allow the provision to be more closely aligned to the new SEND Strategy (currently in consultation) and the wide spectrum of Inclusion activity in development during 2021/22.	The extended service will benefit from refreshed set of outcomes and KPIs which will better inform effectiveness of the current provision and identify gaps for future development. This is likely to promote equality for CYP with SEND across all protected characteristics and improve their quality of life. Any new service development will be subject to further equality impact assessment.
Disability	No	No		
Sex	No	No		
Gender identity/ Transgender	No	No		
Race	No	No		
Religion and Belief	No	No		
Sexual Orientation	No	No		
Pregnancy and Maternity	N/A	N/A	No impact	No Impact
Marriage/Civil Partnerships	N/A	N/A	No impact	No Impact
Carer's Responsibilities	N/A	N/A	No impact	No Impact

JUDGEMENT

The current judgement to proceed with at present is:

- **Continue the policy** - despite potential for adverse impact or missed opportunity. Set out the justifications: there is no justification for direct discrimination; and indirect discrimination will need to be justified according to the legal requirements.

Internal Action Required

YES/NO

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From: Richard Long, Cabinet Member for Education and Skills.
Sue Chandler, Cabinet Member for Integrated Children's Services.

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

To: Children, Young People and Education Cabinet Committee –
9 March 2021

Subject: **Risk Management: Children, Young People and Education**

Classification: **Unrestricted**

Past Pathway of Paper: None

Future Pathway of Paper: None

Electoral Division: All

Summary:

This paper presents the strategic risks relating to the Children, Young People and Education Cabinet Committee, comprising of five risks featuring on the Corporate Risk Register for which the Corporate Director is the designated "Risk Owner" on behalf of the Corporate Management Team; plus, a summary of key risks within the directorate.

Recommendation(s):

The Cabinet Committee is asked to consider and comment on the risks presented.

1. Introduction

- 1.1 Risk management is a key element of the Council's internal control framework and the requirement to maintain risk registers ensures that potential risks that may prevent the Authority from achieving its objectives are identified and controlled.
- 1.2 Directorate risks are reported to this Cabinet Committee annually and comprise of strategic or cross-cutting risks that potentially affect several functions across the Children, Young People and Education directorate, and often have wider potential interdependencies with other services across the Council and external parties.

- 1.3 Corporate Directors also lead or coordinate mitigating actions in conjunction with other Directors across the organisation to manage risks featuring on the Corporate Risk Register.
- 1.4 The majority of these risks, or at least aspects of them, will have been discussed in depth at the relevant Cabinet Committee(s) throughout the year, demonstrating that risk considerations are embedded within core business.
- 1.5 A standard reporting format is used to facilitate the gathering of consistent risk information and a 5x5 matrix is used to rank the scale of risk in terms of likelihood of occurrence and impact. Firstly, the current level of risk is assessed, taking into account any controls already in place to mitigate the risk. If the current level of risk is deemed unacceptable, a ‘target’ risk level is set, and further mitigating actions introduced with the aim of reducing the risk to a tolerable and realistic level.
- 1.6 The numeric score in itself is less significant than its importance in enabling categorisation of risks and prioritisation of any management action. Further information on KCC risk management methodologies can be found in the risk management guide on the KNet intranet site.

2. CYPE led Corporate Risks

2.1 The Corporate Director for the Children, Young People and Education directorate is the lead Director for six of the council’s corporate risks. A brief summary of changes over the past year are outlined below, with full details contained in the risk register attached at appendix 1.

Risk reference	Risk description	Current score	Target score
CRR0044	High Needs Funding shortfall (including SEND)	20 (High)	16 (High)
<p>The increase in High Needs Funding in 2020-21 from Government is welcome but insufficient to meet the expected demand and the cumulative deficit is expected to increase further during 2020-21 based on current trends. The publication of the government’s review into the provision for children with special educational needs and disabilities (SEND) has been delayed until early 2021.</p>			
CRR0001	Safeguarding – protecting vulnerable children	20 (High)	15 (Medium)
<p>The risk level was raised during the initial ‘lockdown’ period to reflect the potential for ‘hidden harm’ and pent-up demand, given that referrals to children’s services dropped</p>			

considerably. Since children returned to school in autumn 2020 referral rates were returning to pre-lockdown levels, although the nature of referrals began to change, with more complex and serious cases being investigated. There are similar concerns regarding the impact of the latest school closures (except for vulnerable children or children of key workers) that are due to last until 8th March at the earliest.

CRR0010	Suitable accommodation and funding for Unaccompanied Asylum-Seeking children (UASC)	20 (High)	12 (Medium)
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As of 7th December, KCC was confident it could safely resume receiving new arrivals into its care, although it has been clear to central Government that a long-term solution still needs to be implemented to avoid overwhelming Kent services again. Until this national solution is found, this risk remains high.

CRR0016	Delivery of new school places is constrained by capital budget pressures and dependency upon the Basic Need allocation and the Education and Skills Funding Agency (ESFA)	20 (High)	12 (Medium)
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The impact of Covid-19 delays on school places has been assessed, which has led to some delays and additional cost pressures. Operational delivery risk for 2021 is being mitigated, although the medium-term risk remains. The financial aspect of the risk remains high, with continued shortfall in Basic Need grant.

CRR0047	Adequacy of support for children with Special Educational Needs and Disabilities (SEND) – implementation of Kent Local Area SEND Written Statement of Action	20 (High)	10 (Medium)
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Progress has been made in implementing a new structure to add capacity to the programme team and improve integration between workstreams and delivery plans going forward. A local area SEND Strategy has been developed in collaboration with partners, which goes beyond the Written Statement of Action, to enable sustained improvement and transform Kent's SEND offer. The new strategy is due to launch in April, after public consultation.

CRR0007	Resourcing implications arising from Children's Services demand	16 (High)	12 (Medium)
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This risk links to the safeguarding risk CRR0001 above. After a reduction in demand through the initial lockdown period and no obvious reduction in need, the risk of a demand 'spike' was raised, with consequent resourcing implications and impact on service. In order to aid service planning, modelling of pent-up demand took place. Demand has been returning to pre-Covid levels, although there are indications that a greater proportion of cases are more complex and serious in nature, with the latest national lockdown giving the potential for more uncertainty in demand profile in the coming months.

The risk rating has recently been reduced to reflect the fact that the revenue budget is underspent this year, but the risk remains for future years.

3. Children, Young People and Education risk profile

3.1 The current risks in the CYPE directorate risk register are shown below.

Risk reference	Risk description	Direction of travel since 2020	Current score	Target score
CY0009	Children not in full time education may not be receiving a suitable education	↑	12 (Medium)	6 (Low)
<p>This risk relates to the duty for the local authority to make arrangements to enable it to establish (so far as it is possible to do so) the identities of children in the area who are not receiving a suitable education and monitor those identified, the risk being that the relevant professionals involved are not aware of such children.</p> <p>There has been a noted increase in cases in recent months and the impact of Covid-19 has meant visits are having to take place virtually. The current lockdown has increased the level of the risk.</p> <p>As an example of mitigation, work is taking place with schools regarding the children that are on a “Reduced Timetable” in order to mitigate this risk.</p>				
CY0038	Potential increase in NEETs following Covid-19	Not scored in 2020	12 (Medium)	TBC
<p>Current levels of NEETs are fairly stable due to work being undertaken by schools with young people identified as at risk, but with some increase on last year’s figures.</p> <p>Controls in place include work being undertaken by The Education People and also support being put in place to support mental health and wellbeing for young people.</p>				
CY0034	Business continuity and resilience	↔	12 (Medium)	8 (Medium)
<p>The CYPE Directorate must ensure its services have robust contingency plans to reduce the impact of high impact incidents and emergencies that take place in the County. While this is core business, a risk was added to the register to provide additional focus, particularly in relation to the Covid-19 pandemic and severe winter weather, alongside the potential for disruption to KCC services identified in relation to the UK leaving the EU. This is in addition to more generic business continuity risks associated with severe weather.</p> <p>A directorate resilience group is in place and has coordinated comprehensive reviewing and refreshing of service continuity plans, with representation from</p>				

corporate functions to consider interdependencies. The group has met regularly during this period.				
CY0032	Information Governance. Management of personal data	↔	9 (Medium)	6 (Low)
There is significant inherent information governance risk in the directorate due to the large volume of personal data held in order to conduct its business effectively and the potential for increased risk linked to staff working from home. However, there are a number of controls in place and continued work required to reduce data breaches overall. This includes feeding information governance considerations into the directorate business support review to ensure consistent operational checks and balances are applied.				
CY0030	Management of the CYPE Directorate in year budget	↓	6 (Low)	6 (Low)
Recent revenue and capital budget monitoring presented to Cabinet on 25 th January 2021 showed the CYPE directorate revenue variance as -£0.7m (excluding Covid related spend). There has been a delay in achieving the expected Change for Kent Children savings.				

3.2 The following three risks have been removed from the CYPE directorate risk register since last year:

- CY0035: Implementation of new management information system – risk closed as Power BI is now up and running and provides relevant and accurate reports.
- CY0007: Schools moving into a potential deficit budget position – the risk level reduced with only six schools potentially affected by a deficit budget position.
- CY0037: Performance of case management systems – the risk level was previously reduced and de-escalated to the relevant divisional risk register. However, discussions are taking place with the relevant Officers as to whether a risk of this nature needs to be re-escalated to the directorate risk register.

4. Divisional Risks

4.1 The corporate and directorate risks are underpinned by risks at a divisional level that receive regular Directorate Management Team oversight. In CYPE, these currently include those relating to:

- Impact of Covid on demand and services
- Costs associated with Children in Care and Care Leaver placements.
- Social worker recruitment and retention
- Availability of specialist providers for Disabled Children

5. Recommendation

Recommendation:

The Committee is asked to consider and comment on the risks presented in this report.

6. Background Documents

- 6.1 KCC Risk Management Policy and associated risk management toolkit on KNet intranet site.
<https://kentcountycouncil.sharepoint.com/sites/KNet/Pages/managing-risk-.aspx>

7. Contact details

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Appendix 1

CYPE-led Corporate Risks

FOR PRESENTATION TO CYPE CABINET COMMITTEE 9th MARCH 2021

Corporate Risk Register - Summary Risk Profile

Low = 1-6
Medium = 8-15
High =16-25

Risk No.	Risk Title	Current Risk Rating	Target Risk Rating	Direction of Travel since March 2020
CRR0001	Safeguarding – protecting vulnerable children	20	15	↑
CRR0007	Resourcing implications arising from children’s services demand	16	12	↑
CRR0010	Suitable accommodation and funding for Unaccompanied Asylum-seeking Children	20	12	NEW RISK
CRR0016	Delivery of new school places is constrained by capital budget pressures and dependency upon the Basic Need allocation and the Education and Skills Funding Agency (ESFA)	20	12	↔
CRR0044	High Needs Funding shortfall (including SEND)	20	16	↔
CRR0047	Adequacy of support for children with Special Educational Needs and Disabilities (SEND) – implementation of Kent Local Area SEND Written Statement of Action	20	10	↔

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NB: Current & Target risk ratings: The ‘current’ risk rating refers to the current level of risk taking into account any mitigating controls already in place. The ‘target residual’ rating represents what is deemed to be a realistic level of risk to be achieved once any additional actions have been put in place. On some occasions the aim will be to contain risk at current level.

The overall risk score is derived from multiplying the likelihood and impact scores

Likelihood & Impact Scales					
Likelihood	Very Unlikely (1)	Unlikely (2)	Possible (3)	Likely (4)	Very Likely (5)
Impact	Minor (1)	Moderate (2)	Significant (3)	Serious (4)	Major (5)

Risk ID	CRR0001	Risk Title	Safeguarding – protecting vulnerable children			
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
The Council must fulfil its statutory obligations to effectively safeguard vulnerable children in a complex and challenging environment. e.g. the challenge of recruiting and retaining suitably experienced and qualified permanent staff.	Failure to fulfil statutory safeguarding obligations.	Incident of serious harm or death of a vulnerable child.	Matt Dunkley Corporate Director	Likely (4)	Major (5)	
In addition, the Government's "Prevent Duty" requires the Local Authority to act to prevent people from being drawn into terrorism, with a focus on the need to safeguard children at risk of radicalisation.	Failure to meet the requirements of the "Prevent Duty" placed on Local Authorities.	Serious impact on vulnerable people. Impact on ability to recruit the quality of staff critical to service delivery.	Children, Young People and Education (CYPE)		Target Residual Likelihood	Target Residual Impact
'Lockdown' restrictions due to Covid-19 mean that children and families are at home for long periods of time, with significantly reduced numbers of children in schools. This has introduced uncertain impacts for children's mental health and resilience and the potential for latent demand to build.	Safeguarding risks are not identified to / by KCC in a timely fashion during the Coronavirus pandemic.	Serious operational and financial consequences.	Responsible Cabinet Member(s): Sue Chandler, Integrated Children's Services	Possible (3)	Major (5)	
	Spike in demand impacts on robustness of controls	Attract possible intervention from a national regulator for failure to discharge corporate and executive responsibilities.	Richard Long, Education and Skills Mike Hill (Lead Member for PREVENT)			

This risk links to the demand for children's services risk (CRR0007).	
Control Title	Control Owner
Consistent scrutiny and performance monitoring through Divisional Management Team, "Performance, Challenge and support" meetings and audit activity.	Sarah Hammond, Director of Integrated Services (Children's Social Work Lead) / Matt Dunkley, Corporate Director, CYPE
F5909168 Kent Safeguarding Children Multi-Agency Partnership (KSCMP) arrangements in place, replacing the previous Kent Safeguarding Children Board.	Matt Dunkley, Corporate Director CYPE (KCC representative on Executive Board) / David Whittle, Director SPRCA
New KSCMP arrangements introduced and embedded, including a Scrutiny and Assurance Framework.	David Whittle, Director SPRCA
"Section 11" audit conducted periodically to provide assurance that relevant agencies and individuals are co-operating to safeguard children and promote their welfare, with feedback and follow-up. (2020 audit in progress).	Jennifer Maiden-Brooks, KSCMP System Improvement Manager
Manageable caseloads per social worker and robust caseload monitoring. Social work vacancies monitored with action taken to address as required	Sarah Hammond, Director of Integrated Services (Children's Social Work Lead)
Active strategy in place to attract, recruit and retain social workers through a variety of routes with particular	Sarah Hammond, Director of

emphasis on experienced social workers	Integrated Services (Children's Social Work Lead) / Amanda Beer, Corporate Director People and Communications
Multi-agency public protection arrangements (MAPPA) in place	Kevin Kasaven, Assistant Director Safeguarding and Quality Assurance
Extensive staff training – Quality Assurance Framework has been rolled out and Integrated Children's Services team has received mandatory training related to this	Sarah Hammond, Director of Integrated Services (Children's Social Work Lead) / Stuart Collins, Director Integrated Services (Early Help and Preventative Services Lead)
Children's Assurance Board established to give assurance to the rest of the council, including safeguarding arrangements. Now includes review of qualitative audit information and triangulates with quantitative picture.	Matt Dunkley, Corporate Director, CYPE
Kent & Medway Prevent Duty Delivery Board (chaired by KCC) oversees the activity of the Kent Channel Panel, co-ordinating Prevent activity across the County and reporting to other relevant strategic bodies in the county (including reporting route to the Kent Safeguarding Children Multi-Agency Partnership).	Richard Smith, Interim Corporate Director, Adult Social Care and Health (ASCH)
Kent Channel Panel (early intervention mechanism providing tailored support to people who have been identified as at risk of being drawn into terrorism) in place	Nick Wilkinson, Prevent and Channel Strategic Manager
KCC cross-directorate PREVENT group meets regularly and ensures the PREVENT duty is embedded across the organisation. Regular updates are provided to the Corporate Management Team.	Nick Wilkinson, Prevent and Channel Strategic Manager
Joint Exploitation Group (Kent & Medway) children and adults focuses on PREVENT, gangs, Modern slavery, human trafficking and online safeguarding matters – reports to Kent and Medway Adults Safeguarding Board and KSCMP	Nick Wilkinson, Prevent and Channel Strategic Manager
Safeguarding and Quality Assurance Unit conducts audits, reviews of practice, identifies themes and patterns	Kevin Kasaven, Assistant Director, Safeguarding and

for accountable managers to respond to and provides challenge.	Quality Assurance
Communities of Practice introduced during the pandemic, offering support for practitioners, with over 100 practitioners attending weekly	Kevin Kasaven, Assistant Director, Safeguarding and Quality Assurance.
Education Safeguarding Team in place as part of the contract with The Education People	David Adams, Director of Education
A revised Elective Home Education policy approved that includes interaction with children where there are welfare concerns and where other agencies have been involved with the family. Awareness raising taking place with other practitioners	David Adams, Director Education / Craig Chapman, Interim Head of Admissions & Transport
Multi-function officer group helping to define key steps and approach to aid any future inquiries or investigations that may arise relating to alleged historical abuse	Kevin Kasaven, Assistant Director Safeguarding and Quality Assurance
Multi-agency Crime and Sexual Exploitation Panel (MACSE) provides a strategic, county-wide, cross-agency response to Child Sexual Exploitation	Matt Dunkley Corporate Director, CYPE (KCC lead)
PREVENT training strategy in place and regularly reviewed.	Nick Wilkinson, Prevent and Channel Strategic Manager
Integrated practice model in place	Sarah Hammond, Director of Integrated Services (Children's Social Work Lead) / Stuart Collins, Director Integrated Services (Early Help and Preventative Services Lead)
Kent and Medway Gangs Strategy 2018-21 outlines the multi-agency approach to ending the criminal exploitation of vulnerable children and adults by gangs	Stuart Collins, Director Integrated Services (Early Help and Preventative Services lead)

Introduction and appointment of independent scrutineer as part of multi-agency safeguarding children arrangements	Matt Dunkley, Corporate Director CYPE (KCC lead) / David Whittle, Director SPRCA	
Deep dive activity takes place to investigate vacancy rates for staff that reflects factors such as maternity leave	Sarah Hammond, Director of Integrated Services (Children's Social Work Lead)	
Action Title	Action Owner	Planned Completion Date
Embedding of new adolescent risk management process agreed and approach signed off.	Stuart Collins, Director Integrated Services (Early Help and Preventative Services lead)	March 2021 (review)
Continue the semi-regional PREVENT model of delivery across Kent & Medway	Nick Wilkinson, Prevent and Channel Strategic Manager	March 2021 (review)

Risk ID	CRR0007	Risk Title	Resourcing implications arising from serious and complex Children's Services demand (excludes SEND – covered in CRR0044)			
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
Local Authorities continue to face increasing demand for specialist children's services due to a variety of factors, including consequences of highly publicised child protection incidents and serious case reviews, policy/legislative changes etc.	High volumes of workflow into integrated children's services leading to unsustainable pressure being exerted on them (recognising seasonal spikes).	Children's services performance declines as demands become unmanageable.	Matt Dunkley, Corporate Director CYPE	Likely (4)	Major (4)	
These challenges need to be met as children's services face increasingly difficult financial circumstances and operational challenges.	Spike in demand for children's services in autumn once 'lockdown' measures are fully eased.	Failure to deliver statutory obligations and duties or achieve social value.	Responsible Cabinet Member(s):	Target Residual Likelihood	Target Residual Impact	
The Council needs to remain aware of London Boroughs, utilising higher per-capita funding and large capital/reserve budgets to procure sites in Kent to ease their overspends on housing/homelessness, due to potential demand implications.	Future wave(s) of pandemic exacerbate pressures on children's services, with insufficient capacity to manage.	Additional financial pressures placed on other parts of the Authority at a time of severely diminishing resources and potentially difficult policy decisions required.	Sue Chandler, Integrated Children's Services	Possible (3)	Serious (4)	
The Coronavirus pandemic has seen a reduction in referrals for support during lockdown, with no obvious reduction in need. There has been a small increase in		Ultimately an impact on outcomes for children, young people and their families.				

<p>number of referrals since September 2020, however the main risk relates to the demand being related to more serious and more complex cases.</p>	
Control Title	Control Owner
<p>The <i>Change for Kent Children</i> Programme is working to ensure that vulnerable families can access the right support through intensive work in Early Help Units and Step-Down Panels, open access services or through targeted casework</p>	<p>Stuart Collins, Director Integrated Children's Services (Early Help and Preventative Services Lead)</p>
<p>Intensive focus on ensuring early help to reduce the need for specialist children's support services</p>	<p>Matt Dunkley, Corporate Director CYPE</p>
<p>'Threshold' document outlines the criteria required by partners when making a referral and have been working with partners to promote aid appropriate application</p>	<p>Jennifer Maiden-Brooks, Programme and Performance Manager, Kent Safeguarding Children Multi-Agency Partnership</p>
<p>The Children's Social Work budget has been adjusted to compensate for additional demand</p>	<p>Cath Head, Head of Finance (Operations)</p>
<p>Relationships with London Councils allow us to understand / test their intentions on an individual site basis regarding any large-scale potential purchasing of land to use for vulnerable family placements.</p>	<p>Debra Exall, Strategic Relationships Advisor</p>
<p>Modelling of latent demand related to Coronavirus pandemic completed and used to inform service resource planning. Review being undertaken of what happened against what was expected.</p>	<p>Rob Comber, Transformation and Innovation Manager / Rachel Kennard, Chief Analyst</p>

Action Title	Action Owner	Planned Completion Date
Implementation of <i>Change for Kent Children</i> programme (phase 2) included as part of KCC Strategic Reset programme.	Matt Dunkley, Corporate Director, CYPE	March 2021
Redeployment of resources to deal with demand arising from Covid and other factors.	Matt Dunkley, Corporate Director, CYPE	March 2021

Risk ID	CRR0010	Risk Title	Suitable accommodation and funding for Unaccompanied Asylum-Seeking Children (UASC)			
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
While numbers of UASC has not reached 2015 levels, there is additional pressure on this service from new arrivals, plus current additional quarantine and social distancing requirements as well as significant numbers of age-disputed new arrivals.	There is a risk that there will be insufficient accommodation, social work assessment capacity and support for UASC.	Impact on vulnerable young people. The Council would be unable to fulfil its statutory duties effectively.	Matt Dunkley, Corporate Director, CYPE	Likely (4)	Major (5)	
Recent Government uplifts to funding introduced in 2020 have helped, although there are still legacy cost issues relating to care leavers.	Shortfall in funding the full cost associated with fulfilling the Council's statutory duties.	Additional budget pressures on the Authority.	Responsible Cabinet Member	Target Residual Likelihood Possible (3)	Target Residual Impact Serious (4)	
Between August and December 2020, KCC could not safely accommodate additional UASC into its care and could not accept new arrivals. KCC has resumed accepting new arrivals since 7 th December 2020 but has warned that without a long-term national solution, the risk will of needing to review its position again is significant.	Risk that other Local Authorities do not voluntarily accept UASC that arrive in Kent in sufficient numbers.	Main risk relates to the legal position, with operational and reputational risks.	Sue Chandler, Integrated Children's Services			

Control Title	Control Owner
National Transfer scheme re-invigorated, meaning some children have been transferred to other local authorities	Sarah Hammond, Director Integrated Children's Services
The Council has utilised / re-purposed buildings in order to increase accommodation capacity in the short term	Rebecca Spore, Director Infrastructure
Lobbying of Govt for additional support to deal with care leaver legacy costs	Roger Gough, Leader / Sue Chandler, Cabinet Member Integrated Children's Services / Matt Dunkley, Corporate Director CYPE
UASC analytical modelling complete and monitored to assess capacity	Rachel Kennard, Chief Analyst

Risk ID	CRR0016	Risk Title	Delivery of New School Places is constrained by Basic Need allocation and the Agency (ESFA)			
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
<p>A significant expansion of schools is required to accommodate major population growth, with impact in the short to medium term to secondary age. The "Basic Need" capital grant from Dept of Education (DfE) will not fund the expansion in full.</p> <p>There is a current funding gap needing to be bridged to deliver the commissioning plan, created by cost pressures from higher than expected build costs, low contributions from developers (see risk CRR0003) and increases in pupil demand.</p> <p>The delivery of the plan is highly dependent upon securing a number of Free Schools in Kent over the period and that the ESFA complete the Free School projects on time and to an appropriate standard.</p> <p>The Coronavirus pandemic is also impacting on project delivery timescales and costs.</p>	<p>The expansion required may not be delivered, meaning KCC is not able to provide appropriate school places.</p> <p>Further upward demand pressures beyond what is forecast.</p>	<p>Some children must travel much further to attend a school, with a resulting impact on the transport budget.</p> <p>The duty to provide sufficient school places is not met, which may lead to legal action against the council.</p>	<p>Matt Dunkley, Corporate Director CYPE</p> <p>Responsible Cabinet Member(s): Richard Long, Education and Skills</p>	<p>Very Likely (5)</p> <p>Target Residual Likelihood Likely (4)</p>	<p>Serious (4)</p> <p>Target Residual Impact Significant (3)</p>	

Control Title	Control Owner
The Kent Commissioning Plan contains the forecast expansion numbers and locations. A school expansion programme has been mapped, costed and kept under review	David Adams, Director Education
The Officer-led Education Asset Board is being refreshed, which monitors school expansion capital programme, as well as Developer Contributions. Cabinet Committee and Cabinet also receive updates on the programme.	Ian Watts, Area Education Officer
CYPE capital monitoring mechanism with Member involvement now created including Cabinet Committee twice yearly reporting.	David Adams, Director Education
Policy and operations to secure sufficient developer contributions are overseen by Infrastructure Funding Group and approach to be updated in new Developer Contribution Policy, along with request for additional contributions.	David Adams, Director Education /Stephanie Holt-Castle, Interim Director Environment, Planning and Enforcement
Regular negotiations take place with District Councils regarding allocation of contributions	Area Education Officers
Close working with the ESFA and lobbying of the DfE/ESFA, Secretary of State and Kent MPs raising of the issue via the County Councils Network	David Adams, Director Education / Cabinet Member CYPE / Leader of the Council
Regular meetings with ESFA officials to monitor progress at individual project level and identify ways in which KCC can help progress these projects (Local delivery). Issue discussed with the Regional Schools Commissioner	David Adams, Director Education / Area Education Officers
Contingency plans for alternative interim accommodation for each Free School project are being developed on a case-by-case basis i.e. temporary expansions to schools to meet immediate pressures, or the allocation of available places within existing schools.	David Adams, Director Education
Additional budget relating to Covid-19 delays, to cover off pressures	David Adams, Director Education

Action Title	Action Owner	Planned Completion Date
Proactive consideration and preparation for future bids as part of schools rebuilding programme.	David Adams, Director Education	TBC

Risk ID	CRR0044	Risk Title	High Needs Funding shortfall			
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
<p>The demand for Special Educational Needs and Disability (SEND) support is rising and at a much faster rate than the school age population, and the Council's Dedicated Schools Grant (DSG) budget is overspending on the High Needs Block and has already accrued a deficit on the DSG reserve.</p> <p>Corresponding pressure on some of KCC's non-DSG SEND related budgets e.g. SEN Home to School transport, is also being experienced.</p> <p>Consequently, meeting the needs of children and young people with SEND within available resources is becoming ever more challenging.</p> <p>The ability to forecast costs in future years is difficult.</p> <p>The Department for Education (DfE) is introducing tighter reporting requirements on local authorities who have a deficit in</p>	<p>Inability to manage within budget going forward.</p> <p>Inability to reduce accumulated deficit on Dedicated Schools Grant reserve.</p>	<p>Continued funding of deficit on the DSG reserve by net surplus balances in other reserves becomes unsustainable, impacting on the financial resilience of the Council.</p> <p>Impact on support for children with SEND (cross reference to CRR0047)</p>	<p>Matt Dunkley, Corporate Director CYPE</p> <p>Responsible Cabinet Member(s): Richard Long, Education & Skills</p>	<p>Likely (4)</p> <p>Target Residual Likelihood Possible (4)</p>	<p>Major (5)</p> <p>Target Residual Impact Serious (4)</p>	

their DSG account.		
Control Title	Control Owner	
Continual lobbying of Government on two matters; increased funding in both the short and medium term, and structural changes to government policy to help reduce the demand i.e. via County Council Network, Association of Directors' of Children's Services. Includes provision of evidence of the impact of the High Needs pressures on the quality of education children receive, schools, other providers and the Local Authority.	Roger Gough, Leader of the Council and /Richard Long, Cabinet Member Education & Skills / Matt Dunkley, Corporate Director CYPE	
KCC conducted a review of provision of pupils in mainstream schools with High Needs, introducing changes aiming to ensure the number of High Needs pupils in mainstream schools does not contribute to the current budget pressures.	Karen Stone, Interim Finance Business Partner / David Adams, Director of Education	
Block payment arrangement negotiated with Further Education colleges. For this early confirmation and certainty in funding colleges are expected to absorb inflationary pressures and provide support to any growth in the number of post 16 young people with High Needs.	Karen Stone, Interim Finance Business Partner / David Adams, Director of Education	
Action Title	Action Owner	Planned Completion Date
Implementation of SEND Written Statement of Action Inclusion workstream to better address the relationship between learner need, outcomes, provision and cost. Including: <ul style="list-style-type: none"> - Tighter commissioning arrangements to drive down the cost of placements in Independent Non-Maintained Special Schools 	Matt Dunkley, Corporate Director CYPE	March 2021 (review)
Building capacity and an inclusive ethos in mainstream schools to improve teaching and confidence in supporting more children with higher levels of need.	Matt Dunkley, Corporate Director CYPE	March 2021 (review)

<p>As required by the DfE, a recovery plan is to be produced (if the LA is either in deficit or if there is a significant reduction in their surplus) outlining how KCC can bring in-year spending in line with in-year funding, and options for how the accumulated deficit could be repaid. To be presented to the Schools' Funding Forum and approved by the Council's Section 151 Officer</p>	<p>David Adams, Director of Education / Zena Cooke, Corporate Director Finance (Section151 Officer).</p>	<p>March 2021 (review)</p>
<p>High Needs Funding review to be undertaken and recommendations to be agreed with the School's Funding Forum. This links to Workstream B of the Written Statement of Action in supporting Inclusive Practices in schools.</p>	<p>Karen Stone, Interim Finance Business Partner / David Adams, Director of Education</p>	<p>March 2021</p>

Risk ID	CRR0047	Risk Title	Adequacy of support for children with Special Educational Needs and Disabilities (SEND) – implementation of Kent Local Area SEND Written Statement of Action			
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Kent in early 2019, to judge the effectiveness of the area in implementing the disability and special educational needs reforms set out in the Children and Families Act 2014.	Insufficient improvement in areas identified within timescales.	Adverse impact on outcomes for vulnerable young people Dissatisfaction from families Potential for legal action if statutory time limits or processes are not met.	Matt Dunkley, Corporate Director CYPE	Likely (4)	Major (5)	
			Responsible Cabinet Member(s):	Target Residual Likelihood	Target Residual Impact	
While a number of strengths were identified, a number of weaknesses and areas of concern were raised.			Sue Chandler, Integrated Children's Services	Unlikely (2)	Major (5)	
In response to these concerns a programme has been identified across both KCC and Clinical Commissioning Groups to implement the changes and improvements required.						
The programme is being delivered against a challenging backdrop of significant increases in demand and a shortfall in High Needs funding (see risk CRR0044), while some aspects of the programme						

are being revised to take account of implications of the Coronavirus pandemic.	
Control Title	Control Owner
0-25 Health and Wellbeing Board is the strategic board for children's services that oversees delivery of these services in Kent. A new joint governance with health has been established from November 2020. 0-25 H&WB remains.	Matt Dunkley, Corporate Director CYPE (KCC lead)
SEND Improvement Board established, meeting monthly, to ensure collaborative working across education, health and social care, to have a strategic overview of services and drive the operational workstreams that have been developed to address each area of significant weakness. This continues.	Matt Dunkley, Corporate Director CYPE (KCC lead)
SEND Steering Group in place, with responsibility for coordinating activity and tracking progress across the five identified workstreams in the Written Statement of Action, reporting into the Improvement Board.	Mark Walker, Interim Director of SEND and Disabled Children's Services
Robust programme management in place, ensuring appropriate integration between workstreams and delivery plan. Programme management in place with oversight across all workstreams.	Mark Walker, Interim Director of SEND and DC Services
Kent Joint SEND vision established.	Matt Dunkley, Corporate Director CYPE (KCC lead)
Kent SEND strategy developed.	Matt Dunkley, Corporate Director CYPE (KCC lead)
SEND Improvement Programme Risk Log.	Mark Walker, Interim Director of SEND and Disabled Children's Services

Action Title	Action Owner	Planned Completion Date
<p>Development of a local area SEND Strategy in collaboration with partners, which goes beyond the Written Statement of Action to enable sustained improvement and transform Kent's SEND offer. This is in draft and is due to be approved to move to public consultation at the end of November. Public consultation due to complete end January 2021 with launch of new strategy in April.</p>	<p>Mark Walker, Interim Director of SEND and Disabled Children's Services</p>	<p>March 2021 (review)</p>
<p>In collaboration with partners, implement the SEND Improvement Programme, which includes delivery of requirements detailed in the Kent Written Statement of Action, covering five key workstreams relating to:</p> <ul style="list-style-type: none"> -Parental engagement and co-production -Inclusive practice and the outcomes, progress and attainment of children and young people. - Quality of Education, Health and Care Plans - Joint commissioning and governance - Service provision - Preparation of adulthood. 	<p>Mark Walker, Interim Director of SEND and Disabled Children's Services (KCC lead)</p>	<p>March 2021 (depending on reinspection date)</p>

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To: All SACRE Members, Council Members,
Kent County Council Corporate Director, Children, Young People and Education,
Head Teacher / Chair of Governors all schools in Kent NASACRE

**KENT STANDING ADVISORY
COUNCIL FOR RELIGIOUS
EDUCATION**

**ANNUAL REPORT
2019-2020**



**Kent SACRE is a member of the
national Association of SACREs**

The Statutory Duties of a SACRE

All LAs are required to establish and support a SACRE.

A SACRE's main function, as set out in the 1996 Education Act is:

“To advise the Local Education Authority upon such matters connected with religious worship in County schools and the Religious Education to be given in accordance with the Agreed Syllabus as the Authority may refer to the SACRE or as the SACRE may see fit”. (s.391 (1) (a))

Such matters include: -

“Methods of teaching, the choice of materials and the provision of training for teachers”.

A SACRE also:

- Requires the LA to support a five-yearly review of its current Agreed Syllabus (s.391(3))
- Must consider applications made by a head teacher that the requirement for Collective Worship in County schools to be wholly or mainly of a broadly Christian character shall not apply to the Collective Worship provided for some or all of the pupils in a particular school - “determinations”. (s.394(1))

It is a legal requirement that the SACRE publish an Annual Report to inform relevant parties, including schools, of the advice that SACRE has given to the Local Authority and of the actions taken to support RE and Collective Worship in schools using the Agreed Syllabus, that have resulted from this advice.

The broad role of the SACRE is to support the effective provision of Religious Education and Collective Worship in schools through:

- Giving advice on methods of teaching using the Agreed Syllabus Religious Education;
- Advising the LA on the provision of training for teachers;
- Monitoring inspection reports on Religious Education, Collective Worship and Spiritual, Moral, Social and Cultural Development (SMSC);
- Considering complaints about the provision and delivery of Religious Education and Collective Worship referred to by the LA;
- Asking the LA to review its Agreed Syllabus.

Kent SACRE is a member of NASACRE (National Association of SACREs) and representatives attend national meetings.

Kent SACRE does not have an opportunity to contribute to other agendas within the Council.

This report covers the work of the Kent SACRE during the academic year from September 2019 to August 2020

Opening remarks from the Chair of SACRE

Welcome to the 2019 -2020 Annual Report of the Kent SACRE.

The year has been significantly affected by the Coronavirus Pandemic. This resulted in a cancelled meeting as well as cancellation of public exams. Kent SACRE continues to work with partner organisations such as the RE Hub as well as links with schools and teachers across the county. We are keen to ensure that schools keep in mind their statutory responsibilities during these difficult times.

I am grateful for the enthusiasm and dedication of the members of Kent SACRE. I would also like to thank the Mr Richard Long, cabinet member for schools at KCC for his support.

The work of Kent SACRE also relies upon the dedication of our professional adviser Mrs Penny Smith-Orr.

We look for the opportunities in the next year

Steve Manion

Cllr Steve Manion Chair of Kent SACRE

Two SACRE meetings were held in this academic year on:

18th November 2019 at Sessions House, County Hall, Maidstone

3rd March 2020 at Sessions House, County Hall, Maidstone

Two SACRE briefing meetings to set the agenda were held with the chairs of each of the constituent groups.

Advice to the Local Authority (LA)

The SACRE advises the LA to bring this report to the attention of schools and governing bodies.

General Advice Religious Education

In all maintained schools other than Voluntary Aided schools or schools of a religious character, but including Voluntary Controlled Schools, Religious Education has to be taught according to the Kent Agreed Syllabus 2017. The Diocese of Canterbury continues to recommend that all Church of England schools also follow the Kent Agreed Syllabus and the Diocese of Rochester recommends that its Voluntary Controlled schools use the Kent Agreed Syllabus;

Academies are reminded of their statutory requirement to teach Religious Education in accordance with their Funding Agreement. Academies in Kent are recommended to use the Kent Agreed Syllabus 2017 to ensure that they fulfil their statutory requirements.

Secondary schools are reminded that Religious Education is a statutory subject and that all KS4 students should follow an accredited course as required in the Agreed Syllabus.

In accordance with the expectations of the Kent Agreed Syllabus, schools are reminded of the requirement to assess pupils' progress in Religious Education and to report separately in the Summer reports.

Kent SACRE continues to work with KCC to ensure that essential and appropriate supporting materials and resources are made available on the Kent Education Learning and Skills Information (KELSI) web pages <http://www.kelsi.org.uk/>

DFE Advice on full opening of schools since Covid 19

The key principles that underpin our advice on curriculum planning are as follows.

Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Where needed, remote education is high-quality and safe, and aligns as closely as possible with in-school provision. Schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. Schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.

Ofsted will not carry out school inspections until January, but through the Autumn term 2020 'collaborative discussions, taking into account the curriculum and remote education expectations' in a sample of schools will take place. This will not result in a judgement of the school although a brief letter will be published after the visit.

Schools

Religious Education

Kent Agreed Syllabus.

Unfortunately, there is no provision for an RE Coordinator network meeting in Kent although a Hub for RE teachers has held meetings in collaboration with Canterbury Christ Church University and Teacher Associations. There is also a specific face book group for Kent RE teachers. In the Spring term two of a series of three courses were held for mixed primary and Secondary teachers on the subject of Ofsted Inspections of Religious education. The third event had to be postponed. It was good to meet a number of coordinators and discuss RE with them. Also, during the year, particularly during the Summer term teachers have emailed the Adviser with questions and anxieties and received responses.

Members of Kent SACRE continued to monitor the websites of Kent schools, looking for mention of religious education, the syllabus used, and time given to the subject. They also searched for information on collective worship. It was hoped that this would be finished during the year but has had to be curtailed and it has been agreed to continue in January 2021. In the meantime, the Diocesan Adviser for Canterbury has produced a checklist for school's websites that will go onto the SACRE pages of the Kelsi website.

In the Autumn Term Kent SACRE launched a free award for schools to apply for called 'The WIRE', with thanks to Bristol, South Gloucestershire, and Suffolk SACREs. This encourages Widening Inclusivity in RE and once schools have gone on two visits to places of worship or hosted a faith visitor, run an RE event in school and allowed the RE Coordinator to go on an RE course they can send the proof to SACRE. Several schools had signed up for this award before the lockdown and so have been given an extension of the year to complete the tasks, until such time as pupils can go on visits to places of worship again.

There were two enquiries about withdrawal of pupils during the year but there were no formal complaints about Religious Education referred to Kent SACRE during this year.

Standards and Attainment

Monitoring the quality of religious education and collective worship is difficult for Kent SACRE, as for other SACREs as there is no power to visit schools and in Kent there are so many schools. A number of teachers made enquiries during the year requesting help and advice on a range of topics. The Diocesan Advisers for Rochester and Canterbury also to report on the church schools.

Exam results for Kent schools

There are no results published from public examinations this year.

Collective Worship

A guidance on Collective worship for Kent Schools, 'Gathering Together', can be found on the Kelsi website.

The laws on Collective worship in schools have not changed and all schools are reminded of their responsibilities to provide opportunities for daily Collective Worship. The place of collective worship in schools is upheld by statute and has been so since 1944. The basic requirement is that all registered pupils shall take part in an act of collective worship every day. There are only two exceptions to this: parents have the right to withdraw their child from collective worship and pupils in school sixth forms are permitted to decide for themselves whether to attend or not. The Education Reform Act (ERA) 1988 stipulates collective worship must be 'wholly or mainly of a broadly Christian character'; it is deemed to be fulfilling this description if it 'reflects the broad traditions of Christian belief, without being distinctive of any Christian denomination.

For some years it has been suggested that rather than a whole school gathering, where this is impossible, different groupings of pupils can meet for a daily collective worship. This now includes a 'bubble' within the learning community. It has been noted that in our monitoring of school websites that it is very rare to find any information about Collective Worship.

There have been no applications for a determination this year. There have also been no complaints concerning Collective Worship referred to SACRE during this academic year.

Management of Kent SACRE

A Religious Education (RE) Consultant attends meetings and gives advice to schools through email contacts and information on the Kelsi website. A clerk to SACRE is also provided and gives administrative support between meetings.

The Council provides an annual budget to support the running costs of Committee meetings and for the SACRE to perform its statutory functions and there are documents on the KELSI web pages for RE and Collective Worship (CW) resources. The budget allowed for a free course for Kent RE teachers to attend in the Spring. A new development plan is produced each year.

There were only two meetings of SACRE during this year in the Autumn and Spring Terms. It was impossible to arrange even a virtual meeting during the Summer Term.

Details of SACRE Membership and attendance at meetings can be found in Appendix 1 and agendas and minutes of meetings can be found on the KCC website - www.Kent.gov.uk/SACRE.

AN OVERVIEW OF THE SACRE'S WORK DURING THE ACADEMIC YEAR:

This academic year started well and SACRE met in November and discussed the launch of The WIRE which will help Heads of RE and RE Coordinators to increase the profile of religious Education in their schools. During Interfaith Week several members of the Maidstone Interfaith group had taken part in an event at Aylesford School. There had also been an event at the Sikh Temple in Gravesend. Three free twilight training courses for schools in three different locations were planned for the Spring term.

The website monitoring that has been ongoing was reported on and 350 schools had so far been checked. A guidance for schools on what is statutory and what would be good to see on a website was written and will be put onto the Kelsi website. At the end of the meeting there was training for the SACRE members on what happens during an Ofsted inspection from the RE Adviser and what happens during a SIAMS (Statutory Inspection of Anglican and Methodist schools) by the Adviser for the Diocese of Canterbury.

At the Spring meeting there was further discussion on interfaith events which could be held throughout the year rather than in one week in November. The budget underspend was discussed and a plan to buy some books from RE Today services and give these to teachers during two events in the Summer was agreed- this subsequently could not happen as the National Lockdown started two weeks after the meeting. Two of the three free training events took place and the third had to be postponed. SACRE discussed that if there was a Deep Dive for RE during an Inspection and the RE was being taught by a TLR (teacher without teaching and learning responsibility) then a senior member of staff would be expected to accompany the Inspector.

The document, A critical policy analysis of local religious education in England was discussed by members. Members were updated on the website monitoring and Kelsi website.

At the end of the meeting Mrs. Warner a Buddhist representative gave a short training on The Noble Eightfold path its meaning and practice.

During the summer term there was no meeting due to the Corona virus.

Appendix 1 KENT SACRE Membership and Attendance at meetings 2019 – 2020

GROUP 1: CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS REFLECTING THE PRINCIPAL RELIGIOUS TRADITIONS OF THE AREA (13)

MEMBERS	Attended
Free Church (4)	
Baptist Mrs. Paddison	1
Methodist Mrs. G Spragg	1
United Reformed Church Rev Belgrove	
Mrs. J Wigg -(Salvation Army)	2
Roman Catholic (3) Mrs. F Hawkes	1
Buddhism (1) Mrs. C Elapatha	
The Greek Orthodox Church (1)	
Hinduism (1) Vacancy	
Islam (1) Mrs. N Younosi (<i>Group Convener/SACRE Vice- Chair</i>)	2
Judaism (1) vacancy	
Sikhism (1) MRS Kaur Cheema	2
Ba’Hai Mrs. J Grant	2

GROUP 2: CHURCH OF ENGLAND (6)

Rochester Diocesan Board of Education (3)	
Mrs. J Roddan	1
Miss N Brownfield	1
Miss C Bostock	1
Canterbury Diocesan Board of Education (3)	
Mrs. B Naden	1
Miss R Walters	2
Mrs. R Swansbury	2

GROUP 3: TEACHER ASSOCIATIONS (6)

NASUWT Ms. K Burke (<i>Group Convener</i>)	2
Association of Teachers and Lecturers Mr. Paul	1
Kent Association of Head Teachers Primary MrsM Duncombe	1
Kent Association of Secondary Head Teachers Vacancy	
NUT Mr. W chambers	2
National Association of Head Teachers Kent Branch Vacancy	
Co-opted Members Miss E Pope	

GROUP 4: LOCAL AUTHORITY (4)

Mr. S Manion (<i>SACRE Chairman and Group Convener</i>)	2
Mr. M J Northey	2
Mr. I Chittenden	
Mrs. Bell	

	Key Area	Key Area	Developing	Established	Advanced
Standards	1a	RE provision across the LA	x		
	1b	Standards of achievement and public exam entries	x		
	1c	Quality of teaching and learning	x		
	1d	Quality of leadership and management and resourcing	x		
	1e	Recruitment and retention	x		
	1f	Relations with academies and free schools	x	x	
Syllabus	2a	Review process of syllabus		x	
	2b	Quality of the syllabus			x
	2c	Launching and implementing		x	
	2d	membership of ASC			x
	2e	Developing revised syllabus			x
	2f	Use of national Guidance			x
Collective worship	3a	Support entitlement to CW		x	
	3b	Enhance quality of provision of CW		x	
	3c	Respond to determinations	x		
Membership	4a	SACRE meetings		x	
	4b	Membership and training	x		
	4c	Improvement/development planning		x	
	4d	Professional and financial support		x	
	4e	Information and advice	x		
	4f	Partnership with key stakeholders	x		
	4g	Relations with academies		x	
Promoting community cohesion	5a	SACRE membership	x		
	5b	SACRE understanding of the local area	x		
	5c	SACRE engagement with community cohesion		x	
	5d	SACRE role within LA initiatives on CC	x		

Kent SACRE results from SACRE Toolkit exercise Spring 2018

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EXECUTIVE DECISION

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

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

Subject: Proposed Temporary Expansion of Mascalls Academy

Decision Number and Title – 21/00016 - Proposed temporary expansion of Mascalls Academy, Maidstone Road, Paddock Wood, Kent, TN12 6LT

Key decision:

- *It involves expenditure or savings of maximum £1m*

Classification: **Unrestricted**

Past Pathway of report: N/A

Future Pathway of report: Cabinet Member Decision

Electoral Division: Sarah Hamilton – Tunbridge Wells Rural

Summary: This report sets out the proposed temporary expansion of Mascalls Academy, Maidstone Road, Paddock Wood, Kent, TN12 6LT.

Recommendation(s):

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills, concerning the proposals to:

- a) authorise the allocation of £1,242,960 from the Children, Young People and Education Services Basic Need Capital Budget to fund a temporary expansion of Mascalls Academy, by increasing the number of Year 7 places offered in September 2022 and September 2023 from 240 to 300 places.
- b) 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 with the Leigh Academies Trust.
- c) 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 Kent County Council (KCC), as the Local Education Authority (LEA), 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 KCC's future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent.
- 1.2 The Commissioning Plan forecasts for the Tonbridge and Tunbridge Wells Non-Selective Planning Group indicate that there will be sufficient places at the start and end of the Plan period, but there will be a deficit of 50 Year 7 places in 2022-23 and 36 in 2023-24. These deficits will require up to 60 temporary places to be offered via existing secondary schools.

2. Body of the report

- 2.1 Mascalls is a co-educational comprehensive school for students of 11-18 years that converted to academy status in July 2011 and is part of the Leigh Academies Trust. The school was rated 'Good' by Ofsted at its November 2016 short inspection. Mascalls provides a broad range of educational opportunities for all students regardless of their ability or background and aims to help them develop their potential to the full. The school has excellent ICT and sports facilities and in 2006 a brand-new building, providing state-of-the-art accommodation for Design and Technology, Art, Drama, Dance and Music was opened.
- 2.2 The school and Leigh Academies Trust are willing to expand the school and welcome the opportunity to temporarily expand for 2 years. Future housing development in the area is likely to necessitate a permanent expansion of the school in the longer-term.
- 2.3 Following discussion regarding the accommodation needs of the school, KCC has agreed with Leigh Academies Trust that, should this proposal go ahead, it will be a school managed scheme, with KCC providing the Basic Need funding and the Trust undertaking the necessary capital works. The Trust regularly undertakes capital work relating to expansion and maintenance of its schools and has the organisational infrastructure to manage such schemes.

3. Alternative options

- 3.1 There are limited options for temporary expansion of the schools within the Tonbridge and Tunbridge Wells Non-Selective Planning Group; the majority of the schools have been expanded permanently within the past few years and temporary expansions at other schools would not be cost effective. On balance, the proposed temporary expansion of Mascalls Academy offers a location where there is demand generated by new housing developments at an appropriate capital cost.

4. Financial Implications

- 4.1 Capital Funding: Feasibility work by the Trust has estimated the cost of delivery to be £1,242,960, this cost is in line with the DfE's benchmark cost per pupil place. It is proposed that it 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 temporary increased Year 7 intake from 240 to 300 places for 2 years. The roles and responsibility of each party will be formally set out through a legal contract between KCC and the Trust. 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 £2,500 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 schools through KCC's funding formula.

5. Legal implications

- 5.1 The temporary expansion will be subject to a legally binding and enforceable contract being in place between KCC and Leigh Academies Trust.
- 5.2 The provision of sufficient school places is a statutory duty and contributes to the Strategic Business Plan Priorities to ensure that "Children and Young People in Kent get the best start in life".

6. Equalities implications

- 6.1 An Equality Impact Assessment (EqIA) has been produced and no issues were identified in the early stage EqIA, but the assessment will be reviewed as the project continues.

7. Governance

- 7.1 The proposed decision will 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 with the Leigh Academies Trust. It will also 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.

8. Consultation

- 8.1 In accordance with the Department for Education's Statutory Guidance "making significant changes to an existing academy" the expansion proposal can be fast tracked without the Trust having to provide a full business case to the EFA. However, the academy will be required to carry out a public consultation with stakeholders as part of their fast-track application.

9. Views

- 9.1 The View of the Local Member
The KCC Member for Tunbridge Wells Rural, Sarah Hamilton, has been consulted on this proposal.
- 9.2 The View of the Area Education Officer
The Area Education Officer fully supports this proposal as it provides the temporary non-selective Secondary places that are needed to ensure a school place is available for every child that is forecast to require one in September 2022 and 2023 in Tonbridge and Tunbridge Wells.

10. Conclusions

- 10.1 This report sets a proposal to release funding from the Basic Needs Capital Budget that is needed to temporarily expand Mascalls Academy via a school-led building programme. This expansion is needed to ensure there is sufficient non-selective provision to meet the forecast demand for places within the Tonbridge and Tunbridge Wells Non-Selective Planning Group during the academic years 2022/23 and 2023/24.

12. Recommendation(s):

- 12.1 The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills , concerning the proposals to:
- a) authorise the allocation of £1,242,960 from the Children Young People and Education Services Basic Need Capital Budget to fund a temporary expansion of Mascalls Academy, by increasing the number of Year 7 places offered in September 2022 and September 2023 from 240 to 300 places.
 - b) 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 with the Leigh Academies Trust.
 - c) 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.

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](#)

14. Contact details

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Richard Long

Cabinet Member for Education and Skills

DECISION NO:

21/00016

For publication**Key decision: YES**

- *It involves expenditure or savings of maximum £1m*

Subject Matter / Title of Decision

Proposed Temporary Expansion of Mascalls Academy

Decision:

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

- authorise the allocation of £1,242,960 from the Children, Young People and Education Services Basic Need Capital Budget to fund a temporary expansion of Mascalls Academy, by increasing the number of Year 7 places offered in September 2022 and September 2023 from 240 to 300 places.
- 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 with the Leigh Academies Trust.
- 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:

Kent County Council (KCC), as the Local Education Authority (LEA), 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 KCC's future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent.

The Commissioning Plan forecasts for the Tonbridge and Tunbridge Wells Non-Selective Planning Group indicate that there will be sufficient places at the start and end of the Plan period, but there will be a deficit of 50 Year 7 places in 2022-23 and 36 in 2023-24. These deficits will require up to 60 temporary places to be offered via existing secondary schools.

Background

Mascalls is a co-educational comprehensive school for students of 11-18 years that converted to academy status in July 2011 and is part of the Leigh Academies Trust. The school was rated 'Good' by Ofsted at its November 2016 short inspection. Mascalls provides a broad range of educational

opportunities for all students regardless of their ability or background and aims to help them develop their potential to the full. The school has excellent ICT and sports facilities and in 2006 a brand-new building, providing state-of-the-art accommodation for Design and Technology, Art, Drama, Dance and Music was opened.

The school and Leigh Academies Trust are willing to expand the school and welcome the opportunity to temporarily expand for 2 years. Future housing development in the area is likely to necessitate a permanent expansion of the school in the longer-term future.

Following discussion regarding the accommodation needs of the school, KCC has agreed with Leigh Academies Trust that, should this proposal go ahead, it will be a school managed scheme, with KCC providing the Basic Need funding and the Trust undertaking the necessary capital works. The Trust regularly undertakes capital work relating to expansion and maintenance of its schools and has the organisational infrastructure to manage such schemes.

Financial Implications

Capital Funding: Feasibility work by the Trust has estimated the cost of delivery to be £1,242,960, this cost is in line with the DfE's benchmark cost per pupil place. It is proposed that it 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 temporary increased Year 7 intake from 240 to 300 places for 2 years. The roles and responsibility of each party will be formally set out through a legal contract between KCC and the Trust. KCC will monitor progress regularly during the building works to ensure that the accommodation needs are being met.

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 £2,500 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 schools through KCC's funding formula.

Legal implications

The temporary expansion will be subject to a legally binding and enforceable contract being in place between KCC and Leigh Academies Trust.

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 (EqIA) has been produced and no issues were identified.

Cabinet Committee recommendations and other consultation:

The Children's, Young People and Education Cabinet Committee considered the decision on 9th March 2021.

In accordance with the Department for Education's Statutory Guidance "making significant changes to an existing academy". The expansion proposal can be fast tracked without the Trust having to provide a full business case to the EFA. However, the academy will be required to carry out a public consultation with stakeholders as part of their fast-track application.

Any alternatives considered and rejected:

There are limited options for temporary expansion of the schools within the Tonbridge and Tunbridge Wells Non-Selective Planning Group; the majority of the schools have been expanded permanently within the past few years and temporary expansions at other schools would not be cost effective. On balance, the proposed temporary expansion of Mascalls Academy offers a location

where there is demand generated by new housing developments at an appropriate capital cost.

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

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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 temporary expansion of Mascalls Academy, by increasing the published admission number (PAN) from 240 places to 300 places in September 2022 and September 2023.

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**

Proposed temporary expansion of Mascalls Academy, Maidstone Road, Paddock Wood, Kent, TN12 6LT by increasing the published admission number (PAN) from 240 places to 300 places in September 2022 and September 2023.

Kent County Council (KCC), as the Local Authority (LA), 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 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 forecasts for the Tonbridge and Tunbridge Wells Non-Selective Planning Group indicate that there will be sufficient places at the start and end of the Plan period, but there will be a 50 place deficit in 2022-23 and 36 deficit in 2023-24. These deficits will require up to 60 temporary places to be offered via existing secondary schools.

The school and Leigh Academies Trust are keen to expand the school and welcome the opportunity to temporarily expand for 2 years. Future housing development in the area is likely to necessitate a permanent expansion of the school in the longer-term future.

Following discussion regarding the accommodation needs of the school, KCC agreed with the Leigh Academies Trust that, should this proposal go ahead, it will be a school managed scheme, with KCC providing the Basic Need funding and the Trust undertaking the necessary capital works. The Trust regularly undertakes capital work relating to expansion and maintenance of its schools and has the organisational infrastructure to manage such schemes.

- **Aims and Objectives**

To temporarily expand Mascalls Academy to ensure that there are sufficient non-selective places available for pupils within the Tonbridge and Tunbridge Wells Non-Selective Planning Group.

- **Summary of equality impact**

No adverse impacts have been identified at this stage. The Trust will complete consultation of key stakeholders as part of their Fast-track business case. The consultation results will be monitored by the Trust and this document amended as appropriate.

Adverse Equality Impact Rating **Low**

Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning the proposed changes to Mascalls Academy. 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: 13 January 2021

DMT Member

Signed:
Job Title: Interim Director – Education

Name: David Adams
Date: 13 January 2021

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				The additional non-selective Secondary places will mean that more families and children will benefit from additional school places that are needed to meet local demand.
Disability				The school is fully inclusive. Any new accommodation will be compliant with the Equality Act 2010 and be fully accessible.
Sex				The school will remain co-educational
Gender identity/ Transgender				The School will continue to accept pupils regardless of gender identity.
Race				The school will admit pupils regardless of race or ethnicity.
Religion and Belief				The School will continue to accept pupils 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*	133	10.9%	2102	10.9%	43371	18%
SEN - with EHCP*	13	1.1%	687	3.6%	9213	3.8%
SEN - with SEN support*	96	7.9%	1410	7.3%	23791	9.9%
Ethnic Minority**	123	9.8%	3696	19.3%	52419	22.0%
English additional language*	30	2.5%	2176	11.3%	27866	11.5%

* from Schools' Census Autumn 2020

** from Schools' Census Spring 2020

- 10.9% of Mascalls Academy pupils are eligible for free school meals, which is the same as the District average, but is lower than the Kent average.
- Mascalls Academy has only 1.1% of pupils with EHCPs which is lower than the District and County averages. However, the Academy has a comparable percentage of pupils receiving SEN support.
- The school has a low percentage of ethnic minority pupils when compared to the District and County averages; 9.8% compared with 19.3% and 22% respectively.
- The majority of the Mascalls Academy pupils speak English as their first language; with only 2.5% of pupils with English as an additional language (EAL); this is significantly lower than the District and Kent averages.

Pupils on Roll at Mascalls Academy - Schools' Census Autumn 2020:

Year 14	Year 13	Year 12	Year 11	Year 10	Year 9	Year 8	Year 7	Total Statutory Roll	Total Roll
2	76	98	192	220	216	230	188	1046	1222

Who have you involved consulted and engaged?

The Trust will complete consultation of key stakeholders as part of their Fast-track business case. The consultation document will be distributed by the school to parents/carers, 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 area
- Local Libraries in the Tunbridge Wells area

The consultation results will be monitored by the Trust and this document amended as appropriate.

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 regardless of gender identity, race, ethnicity or religion beliefs.

Adverse Impact,

No adverse impacts have been identified.

Positive Impact:

There will be additional non-selective places that are needed to meet the forecast demand within the planning group.

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

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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.

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EXECUTIVE DECISION

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

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

Subject: Roof replacement schemes at Birchington Church of England Primary School and Lunsford Primary School.

Decision Number and Title – **21/00015 - Lunsford and Birchington School Roofs**

Key decision:

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

Classification: **Unrestricted**

Past Pathway of report: N/A

Future Pathway of report: Cabinet Member Decision

Electoral Division: Trudy Dean MBE – Malling
Emma Dawson – Birchington & Rural
Liz Hurst – Birchington & Rural

Summary: This report sets out proposed roof replacement schemes at Birchington Church of England Primary School and Lunsford Primary School.

Recommendation(s):

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member, concerning the proposals to:

- a) authorise the allocation of £6.6m from the Children, Young People and Education Services Capital Budget to deliver the roof replacement schemes at Birchington Church of England Primary School and Lunsford Primary School.
- b) 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.
- c) 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. Contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record of Decision.

1. Introduction

- 1.1 Kent County Council (KCC), as the Local Authority, is responsible for the maintenance of Community and Voluntary Controlled school buildings in Kent. This responsibility is taken seriously, with continuous maintenance and modernisation programmes in place to ensure that the school estate is fit for purpose. Included within these programmes are routine building checks that identify possible future maintenance issues with accommodation.
- 1.2 Through this maintenance programme the proactive replacement of the roofs of Birchington Church of England Primary School and Lunsford Primary School are recommended to remove the potential development of any future risks associated with the presence of Reinforced Autoclaved Aerated Concrete (RAAC).

2. The Proposal

- 2.1 RAAC is a lightweight form of concrete used primarily for roofs from the mid-fifties to the mid-eighties, most often in schools and office buildings. RAAC roofs are known to typically have more limited long-term durability compared to other forms of roofing structures.
- 2.2 The LGA and DfE advise that Local Authorities and responsible school bodies identify any RAAC buildings in their portfolio and ensure that they are subject to regular and rigorous inspection by a structural engineer.
- 2.3 The County Council has two schools within its estate with RAAC structures. Structural engineer inspections of the RAAC material used in both schools show that they are currently performing as expected and are in a safe state. The buildings are subject to regular inspection and the correct maintenance practices.
- 2.4 The Standing Committee on Structural Safety recommends that building owners consider the long-term plan for RAAC roofs and for replacement to be considered where there is doubt about their structural adequacy. There are currently no concerns held regarding the structural integrity of the roofs at the two schools. The Corporate Management Team has considered the long-term options available for the RAAC roofs and recommended that they be proactively replaced to eliminate the potential for any risks to develop in the future.
- 2.5 The work on both replacement schemes would commence during the 2021 school Summer Holiday, with completion scheduled during the 2021/22 academic year. Both schemes will necessitate the use of temporary school accommodation whilst the works on the roofs are completed. However, it is anticipated that the disruption to pupils' education will be minimal.

3. Alternative options

- 3.1 The following options were considered by the Corporate Management Team:

Option 1 – Do nothing

This would not mitigate the risk of RAAC failure in the future or increase the longevity of the panels.

Option 2 – Remedial works to stop water ingress occurring (manage risk)

This would not fully mitigate the risk of RAAC failure in the future but would provide further longevity of the RAAC planks.

Option 3 – Remedial works to prevent future water ingress and provide support bracing to RAAC plank (manage risk)

This would not fully mitigate the risk of RAAC failure in the future but would provide further longevity of RAAC planks.

Option 4 – Full roof replacement (remove risk)

This would remove the risk of future RAAC plank failure by removing existing roof and replacing with a new roof.

- 3.2 After reviewing the estimated costs, potential risk elements and the key advantages/disadvantages of each option, it was agreed that Option 4, the replacement schemes, were the most appropriate solutions for both schools.

4. Financial implications

- 4.1 Feasibility studies have been carried out which estimate the cost of delivery to be £6.6m in total; £4.0m for Lunsford Primary School and £2.6m for Birchington Church of England Primary School. The funds will come from the CYPE Capital Budget.

5. Equalities implications

- 5.1 An Equality Impact Assessment (EqIA) has been completed for both schemes. 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 temporary accommodation will be fully accessible and there will be no change to the schools' Published Admissions Numbers (PANs) or the admissions criteria.

6. Governance

- 6.1 The proposed decision will 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. It will also 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.

7. Consultation

- 7.1 There is no requirement to undertake formal statutory consultation processes, as the capacities and PANs of the schools will remain the same. The governing bodies of the schools have been kept informed of the plans. Information will be provided to parents/carers before and during the planned works.

8. Views

8.1 The View of the Local Members

The following KCC Members have been consulted on the proposal:

Trudy Dean MBE – Malling Central
Emma Dawson – Birchington & Rural
Liz Hurst – Birchington & Rural

8.2 The View of the Area Education Officer

The Area Education Officer fully supports this proposal as it provides cost effectiveness and ensures that the school roofs remain fit for purpose in the short and long-term.

9. Conclusions

- 9.1 This report sets the proposal to release the capital funding required for the replacement of the roofs at Birchington Church of England Primary School and Lunsford Primary School. This is proactive work to eliminate the development of any future risks associated with the presence of reinforced autoclaved aerated concrete (RAAC) in the roofing structures. The replacement option chosen offers appropriate cost effectiveness and relieves the Local Authority from on-going maintenance commitments specific to RAAC panels.

12. Recommendation(s):

The Cabinet Member for Education and Skills is asked to agree:

- a) authorise the allocation of £6.6m from the Children Young People and Education Services Capital Budget to deliver the roof replacement schemes at Birchington Church of England Primary School and Lunsford Primary School.
- b) 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.
- c) 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. Contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record of 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](#)

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

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Richard Long

Cabinet Member for Education and Skills

DECISION NO:

21/00015

For publication**Key decision: YES**

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

Subject Matter / Title of Decision

Proposed roof replacement schemes at Birchington Church of England Primary School and Lunsford Primary School.

Decision:

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

- authorise the allocation of £6.6m from the Children Young People and Education Services Capital Budget to deliver the roof replacement schemes at Birchington Church of England Primary School and Lunsford Primary School.
- 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.
- 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. Contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record of Decision.

Reason(s) for decision:

Kent County Council (KCC), as the Local Authority, is responsible for the maintenance of Community and Voluntary Controlled school buildings in Kent. This responsibility is taken seriously, with continuous maintenance and modernisation programmes in place to ensure that the school estate is fit for purpose. Included within these programmes are routine building checks that identify possible future maintenance issues with accommodation.

Through this maintenance programme the proactive replacement of the roofs of Birchington Church of England Primary School and Lunsford Primary School are recommended to remove the potential development of any future risks associated with the presence of Reinforced Autoclaved Aerated Concrete (RAAC).

Background

RAAC is a lightweight form of concrete used primarily for roofs from the mid-fifties to the mid-eighties, most often in schools and office buildings. RAAC roofs are known to typically have more limited long-term durability compared to other forms of roofing structures.

The LGA and DfE advise that Local Authorities and responsible school bodies identify any RAAC buildings in their portfolio and ensure that they are subject to regular and rigorous inspection by a structural engineer.

The County Council is responsible for two schools within its estate with RAAC structures. Structural engineer inspections of the RAAC material used in both schools show that they are currently performing as expected and are in a safe state. The buildings are subject to regular inspection and the correct maintenance practices.

The Standing Committee on Structural Safety recommends that building owners consider the long-term plan for RAAC roofs and for replacement to be considered where there is doubt about their structural adequacy. There are currently no concerns held regarding the structural integrity of the roofs at the two schools. The Corporate Management Team has considered the long-term options available for the RAAC roofs and recommended that they be proactively replaced to eliminate the potential for any risks to develop in the future.

The work on both replacement schemes would commence during the 2021 school Summer Holiday, with completion scheduled during the 2021/22 academic year. Both schemes will necessitate the use of temporary school accommodation whilst the works on the roofs are completed. However, it is anticipated that the disruption to pupils' education will be minimal.

Financial Implications

Feasibility studies have been carried out which estimate the cost of delivery to be £6.6m in total; £4.0m for Lunsford Primary School and £2.6m for Birchington Church of England Primary School. The funds will come from the CYPE Capital Budget.

Legal implications

None

Equalities implications

An Equality Impact Assessment (EqIA) has been completed for both schemes. 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 temporary accommodation will be fully accessible and there will be no change to the schools' Published Admissions Numbers (PANs) or the admissions criteria.

Cabinet Committee recommendations and other consultation:

The Children's and Young People Cabinet Committee considered the decision on 9th March 2021.

There is no requirement to undertake formal statutory consultation processes, as the capacities and PANs of the schools will remain the same. The governing bodies of the schools have been kept informed of the plans. Information will be provided to parents/carers before and during the planned works.

Any alternatives considered and rejected:

The following options were considered by the Corporate Management Team:

Option 1 – Do nothing

This would not mitigate the risk of RAAC failure in the future or increase the longevity of the panels.

Option 2 – Remedial works to stop water ingress occurring (manage risk)

This would not fully mitigate the risk of RAAC failure in the future but would provide further longevity of the RAAC planks.

Option 3 – Remedial works to prevent future water ingress and provide support bracing to RAAC plank (manage risk)

This would not fully mitigate the risk of RAAC failure in the future but would provide further longevity of RAAC planks.

Option 4 – Full roof replacement (remove risk)

This would remove the risk of future RAAC plank failure by removing existing roof and replacing with a new roof.

After reviewing the estimated costs, potential risk elements and the key advantages/disadvantages of each option, it was agreed that Option 4, the replacement schemes, were the most appropriate solutions for both schools.

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

None

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signed

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date

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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 roof replacement schemes at Lunsford Primary 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**

Kent County Council (KCC), as the Local Authority, is responsible for the maintenance of Community and Voluntary Controlled school buildings in Kent. This responsibility is taken seriously, with continuous maintenance and modernisation programmes in place to ensure that the school estate is fit for purpose. Included within these programmes are routine building checks that identify possible future maintenance issues with accommodation.

Through this maintenance programme the proactive replacement of the roofs of Lunsford Primary School and Lunsford Primary School are recommended to remove the development of any future risks associated with the presence of reinforced autoclaved aerated concrete (RAAC).

RAAC is a lightweight form of concrete used primarily for roofs from the mid-1950s to the mid-1980s, most often in schools and office buildings. RAAC roofs are known to typically have more limited long-term durability compared to other forms of roofing structures.

The LGA and DfE advise that Local Authorities and responsible school bodies identify any RAAC buildings in their portfolio and ensure that they are subject to regular and rigorous inspection by a structural engineer. The County Council has two schools within its estate with RAAC structures, including Lunsford Primary School. Structural engineer inspections of the RAAC material used in both schools show that they are currently performing as expected and are in a safe state. The buildings are subject to regular inspection and the correct maintenance practices.

The Standing Committee on Structural Safety recommends that building owners consider the long-term plan for RAAC roofs and for replacement to be considered where there is doubt about their structural adequacy. There are currently no concerns held regarding the structural integrity of the roofs at the two schools. The Corporate Management Team has considered the long-term options available for the RAAC roofs and recommended that they be proactively replaced to eliminate the potential for any risks to develop in the future.

The schemes will be considered by the Children's, Young People and Education Services Cabinet Committee on the 9th March 2021, prior to the decision by the Cabinet Member for Education and Skills to release the required capital expenditure.

The work on both replacement schemes would commence during the 2021 school Summer Holiday, with completion scheduled during the 2021/22 academic year. Both schemes will necessitate the use of temporary school accommodation whilst the works on the roof are completed. However, it is anticipated that the disruption to pupils' education will be minimal.

- **Aims and Objectives**

Replacement of the roof of Lunsford Primary School to remove the development of any future risks associated with the presence of reinforced autoclaved aerated concrete (RAAC).

- **Summary of equality impact**

No adverse impacts have been identified at this stage.

Adverse Equality Impact Rating Low

Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning the proposed changes to Lunsford Primary 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: 22 January 2021

DMT Member

Signed:
Job Title: Interim Director – Education

Name: David Adams
Date: 22 January 2021

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				The School will continue to accept primary aged pupils, with no change to the schools' published admissions number (PAN) or admissions criteria.
Disability				The school will continue to admin pupils inclusively, ensuring the school is accessible. The temporary accommodation will be fully accessible.
Sex				The School will remain co-educational
Gender identity/ Transgender				The School will continue to accept pupils regardless of gender identity.
Race				The school will admit pupils regardless of race or ethnicity.
Religion and Belief				The School will continue to accept pupils 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:

	School		Tonbridge and Malling		Kent	
	Number	%	Number	%	Number	%
Free school meals*	27	13.2%	2796	12.3%	43371	18%
SEN - with EHCP*	Fewer than 5		856	3.8%	9213	3.8%
SEN - with SEN support*	18	7.3%	1963	8.7%	23791	9.9%
Ethnic Minority**	17	8.1%	3543	15.9%	52419	22.0%
English additional language*	8	3.9%	1427	6.3%	27866	11.5%

* from Schools' Census Autumn 2020

** from Schools' Census Spring 2020

- 13.2% of Lunsford Primary School pupils are eligible for free school meals, which is fractionally higher than the District average, but lower than the Kent average of 18%.
- Lunsford Primary School has very few pupils with EHCPs and is in this respect lower than the District and County averages. However, the School has a comparable percentage of pupils receiving SEN support.
- The school has a low percentage of ethnic minority pupils when compared to the District and County averages, 8.1% compared with 15.9% and 22% respectively.
- The majority of the Lunsford Primary School pupils speak English as their first language; with only 3.9% of pupils with English as an additional language (EAL); this is lower than the District and Kent averages.

Pupils on Roll at Lunsford Primary School - Schools' Census Autumn 2020:

Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Year R	Total Statutory Roll	Total Roll
29	29	29	30	29	29	30	175	205

Who have you involved consulted and engaged?

There is no need to undertake a formal statutory consultation process as the capacity and published admission number (PAN) of the school will remain the same. The governing body of the school have been kept informed of the plans. Information will be provided to parents/carers before and during the planned works.

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 regardless of gender identity, race, ethnicity or religion beliefs.

Adverse Impact,

No adverse impacts have been identified.

Positive Impact:

Replacement of RAAC roof to eliminate the potential for any longer-term risks to develop in the future.

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 EqlA must be submitted to committee services along with the relevant Cabinet report. Your EqlA 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:

Children, Young People and Education

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

Proposed roof replacement scheme at Birchington Church of England Primary 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**

Kent County Council (KCC), as the Local Authority, is responsible for the maintenance of Community and Voluntary Controlled school buildings in Kent. This responsibility is taken seriously, with continuous maintenance and modernisation programmes in place to ensure that the school estate is fit for purpose. Included within these programmes are routine building checks that identify possible future maintenance issues with accommodation.

Through this maintenance programme the proactive replacement of the roof of Birchington Church of England Primary School is recommended to remove the development of any future risks associated with the presence of reinforced autoclaved aerated concrete (RAAC).

RAAC is a lightweight form of concrete used primarily for roofs from the mid-1950s to the mid-1980s, most often in schools and office buildings. RAAC roofs are known to typically have more limited long-term durability compared to other forms of roofing structures.

The LGA and DfE advise that Local Authorities and responsible school bodies identify any RAAC buildings in their portfolio and ensure that they are subject to regular and rigorous inspection by a structural engineer. The County Council has two schools within its estate with RAAC structures, which included Birchington Church of England Primary School. Structural engineer inspections of the RAAC material used in both schools show that they are currently performing as expected and are in a safe state. The buildings are subject to regular inspection and the correct maintenance practices.

The Standing Committee on Structural Safety recommends that building owners consider the long-term plan for RAAC roofs and for replacement to be considered where there is doubt about their structural adequacy. There are currently no concerns held regarding the structural integrity of the roofs at the two schools. The Corporate Management Team has considered the long-term options available for the RAAC roofs and recommended that they be proactively replaced to eliminate the potential for any risks to develop in the future.

The schemes will be considered by the Children's, Young People and Education Services Cabinet Committee on the 9th March 2021, prior to the decision by the Cabinet Member for Education and Skills to release the required capital expenditure.

The work on both replacement schemes would commence during the 2021 school Summer Holiday, with completion scheduled during the 2021/22 academic year. Both schemes will necessitate the use of temporary school accommodation whilst the works on the roof are completed. However, it is anticipated that the disruption to pupils' education will be minimal.

- **Aims and Objectives**

Replacement of the roof of Birchington Church of England Primary School to remove the development of any future risks associated with the presence of reinforced autoclaved aerated concrete (RAAC).

- **Summary of equality impact**

No adverse impacts have been identified at this stage.

Adverse Equality Impact Rating **Low**

Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning the proposed changes to Birchington Church of England Primary 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: 22 January 2021

DMT Member

Signed:
Job Title: Interim Director – Education

Name: David Adams
Date: 22 January 2021

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				The School will continue to accept primary aged pupils, with no change to the schools' published admissions number (PAN) or admissions criteria.
Disability				The School will continue to admin pupils inclusively, ensuring the school is accessible. The temporary accommodation will be fully accessible.
Sex				The School will remain co-educational
Gender identity/ Transgender				The School will continue to accept pupils regardless of gender identity.
Race				The School will admit pupils regardless of race or ethnicity.
Religion and Belief				The School 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:

	School		Thanet		Kent	
	Number	%	Number	%	Number	%
Free school meals*	77	16.6%	5516	27.3%	43371	18%
SEN - with EHCP*	Fewer than 5		963	4.8%	9213	3.8%
SEN - with SEN support*	63	13.5%	2267	11.2%	23791	9.9%
Ethnic Minority**	57	12.0%	3637	17.9%	52419	22.0%
English additional language*	21	4.5%	2130	10.5%	27866	11.5%

* from Schools' Census Autumn 2020

** from Schools' Census Spring 2020

- 16.6% of Birchington CE Primary School pupils are eligible for free school meals, which is below the District average, but comparable with the Kent average.
- Birchington CE Primary School has very few pupils with EHCPs and is in this respect lower than the District and County averages. However, the School has a marginally higher percentage of pupils receiving SEN support.
- The school has a lower percentage of ethnic minority pupils when compared to the District and County averages; at 12% compared with 17.9.3% and 22% respectively.
- The majority of the Birchington CE Primary School pupils speak English as their first language; with only 4.5% of pupils with English as an additional language (EAL); this is lower than the District and Kent averages.

Pupils on Roll at Birchington CE Primary School - Schools' Census Autumn 2020:

Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Year R	Total Statutory Roll	Total Roll
57	55	80	64	73	72	64	401	465

Who have you involved consulted and engaged?

There is no need to undertake a formal statutory consultation process as the capacity and published admission number (PAN) of the school will remain the same. The governing body of the school have been kept informed of the plans. Information will be provided to parents/carers before and during the planned works.

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 regardless of gender identity, race, ethnicity or religion beliefs.

Adverse Impact,

No adverse impacts have been identified.

Positive Impact:

Replacement of RAAC roof to eliminate the potential for any longer-term risks to develop in the future.

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

Richard Long, Cabinet Member for Education and Skills

To: **Children and Young People's Education Cabinet Committee – 09 March 2021**

Subject: Chilmington Green Secondary School Provision, Ashford

Decision Number and Title: **21/00014 - Chilmington Green Secondary Provision - Ashford**

Classification: **Unrestricted**

Past Pathway of Paper: None

Future Pathway of Paper: None

Electoral Division: Ashford West, Cllr Charlie Simkins

Summary: This report provides the Committee with

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) Transfer developer contributions from the Chilmington Green development relating to the secondary school, amounting to £22,500,000, to the Department for Education, as and when received, if the School is delivered via the DfE 'Wave' programme;
- (b) Approve up to £3,100,000 from the Children, Young People and Education capital budget to provide the access and service infrastructure required to provide a serviced school site; and
- (c) Delegate authority to the Director of Infrastructure to take necessary actions, including but not limited to entering into necessary contracts or taking other legal actions as required to implement the decision, in consultation with the Director of Education and the General Counsel.

1. Introduction

- 1.1 A new 6FE secondary school at Chilmington Green in Ashford has been approved via the Government 'Wave' programme. The Government 'Wave' programme can support the early delivery of education infrastructure through the provision of the capital funding required prior to the receipt of s106 contributions. This means that the Department for Education (DfE) will deliver the school and will be responsible for the capital cost rather than KCC. Given that a new secondary school can cost in the region of £28,000,000 this will be a substantial saving to KCC's Capital budget.

2. Background

- 2.1 Chilmington Green is a development with consent for 5,750 new homes. A s106 agreement provides a site for a new secondary school and, over time, £22,500,000 of contributions. The Secretary of State for Education has agreed, in principle, that United Learning Trust can open a new 6FE secondary school in Ashford, on the Chilmington Green site. This is in Wave 13 of the free schools programme. The DfE expects Kent County Council to commit to pass over the £22,500,000 of developer contributions as and when it receives these from the housing developer. This arrangement supports the early delivery of the school and KCC's cash flow. A formal decision is needed to provide the DfE with surety.
- 2.2 KCC will take transfer of the site for the secondary school from the developer. This will be transferred freehold to the DfE if the wave school proceeds. The site needs to meet the transfer requirements of the DfE, including having utilities provided to the curtilage of the site, access, and a safe walking route from the housing development. The requirements sit with the developer to provide these as part of the transfer requirements in the s106. However, the developer has not yet discharged these obligations. In order to support the delivery of the school, which is needed to secure KCC's duty to ensure every child can access a high-quality school place, and ensure the Wave funding is not forfeit, KCC is negotiating with the developer for it to have the option to deliver these obligations, with the developer refunding the council, with interest. The necessary works have been costed at £3,100,000.

3. Alternatives considered

- 3.1. The only alternative in this case would be for KCC to deliver the school. However, KCC does not have the capital funding to deliver the school itself prior to receipt of the s106 contributions which would delay delivery of the school by several years. Without the Wave funding, KCC will be unable to provide the local school places needed to meet the demand in Ashford with families having to travel further afield for school places with the consequential increase in KCC's transport budget.

4. Financial Implications

- 4.1 Funding for Chilmington Green Secondary School has been agreed via a s106 agreement. There are 6 payments linked to both time or occupation triggers totalling £22,500,000 plus indexation. If the School is delivered via the 'wave' programme it is expected that the s106 payments, are transferred to the DfE as and when they are received by KCC.
- 4.2 The £3,100,000 estimated cost of delivering the site in a condition to enable transfer to the DfE would represent an immediate pressure on the capital budget, but this would be far less significant than those arising from the loss of the wave funding and should be recovered in due course.

5. Legal Implications

- 5.1 Kent County Council (KCC) as the Local Authority has a duty to ensure sufficient school places are available. If this decision does not take place there will be a risk that we cannot meet our statutory duties to provide education provision.
- 5.2 KCC will need to give the DfE a commitment to pass over the funding.
- 5.3 The s106 with the developer will be varied to provide for the repayment to KCC the costs of providing access and utilities to the school site, and for mitigating any issues on site which are the developer's responsibility under the s106.

6. Equalities implications

- 6.1 An Equality Impact Assessment has been completed. No adverse impact on protected groups have been identified at this point.

7. View of the Local Member- Cllr Charlie Simkins

It is positive that the DfE have approved the new secondary school at Chilmington Green through the Wave programme. This will secure the additional secondary school places needed for the Borough now and for the future as housing developments roll out. Agreeing to pass the developer contributions to the DfE as and we receive them is appropriate. While it is disappointing that the developer has not transferred the site to KCC in line with the s106 requirements, the proposal to allocate £3,100,000 from the Capital budget to ensure the site is in a condition to transfer to the DfE would have far less impact on the KCC Capital budget than that arising from the loss of the wave funding. I understand that the £3,100,000 should be recovered in due course.

I am fully supportive of the proposal.

8. Other corporate implications

- 8.1 None at this point

9. Governance

- 9.1 The Officer Scheme of Delegation; within the Council's Constitution, provides a clear and appropriate link between this decision and the actions needed to implement it.

10. Conclusions

- 10.1 The approval of a new 6FE secondary school at Chilmington Green in Ashford via the Government 'Wave' programme will support the early delivery of education infrastructure. Given that the DfE expects that KCC will commit to pass over the s106 contributions as and when received, formally committing to this will give the DfE the surety required.

10.2 The estimated £3,100,000 to ensure that the access and service infrastructure is complete to provide a service school site will represent an immediate pressure on the capital budget, but this would be far less significant than these arising from the loss of the wave funding. The s106 with the developer will be varied to provide for the repayment to KCC the costs of providing access and utilities to the school site, and for mitigating any issues on site which are the developer's responsibility under the s106.

11. 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) Transfer developer contributions from the Chilmington Green development relating to the secondary school, amounting to £22,500,000, to the Department for Education, as and when received, if the School is delivered via the DfE 'Wave' programme;
- (b) Approve up to £3,100,000 from the Children, Young People and Education capital budget to provide the access and service infrastructure required to provide a serviced school site; and
- (c) Delegate authority to the Director of Infrastructure to take necessary actions, including but not limited to entering into necessary contracts or taking other legal actions as required to implement the decision, in consultation with the Director of Education and the General Counsel.

12. Background Documents (plus links to document)

12.1 Commissioning Plan for Education Provision in Kent 2021-25

https://www.kent.gov.uk/_data/assets/pdf_file/0005/104675/Commissioning-Plan-for-Education-Provision-in-Kent-2021-to-2025.pdf

13. Contact details

Report Author

- Lee Round
- Area Schools Organisation Officer, South Kent
- 03000412309
- Lee.round@kent.gov.uk

Relevant Director:

- David Adams
- Interim Director of Education
- 03000414989
- David.adams@kent.gov.uk

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Richard Long,
Cabinet Member for Education and Skills

DECISION NO:

21/00014

For publication

Subject: Chilmington Green Secondary School Provision, Ashford

Decision:

As Cabinet Member for Education and Health Reform I agree to:

- (a) Transfer developer contributions from the Chilmington Green development relating to the secondary school, amounting to £22,500,000, to the Department for Education, as and when received, if the School is delivered via the DfE 'Wave' programme;
- (b) Approve up to £3,100,000 from the Children, Young People and Education capital budget to provide the access and service infrastructure required to provide a serviced school site; and
- (c) Delegate authority to the Director of Infrastructure to take necessary actions, including but not limited to entering into necessary contracts or taking other legal actions as required to implement the decision, in consultation with the Director of Education and the General Counsel.

Reason(s) for decision:

The approval of a new 6FE secondary school at Chilmington Green in Ashford via the Government 'Wave' programme will support the early delivery of education infrastructure that is required to ensure KCC can fulfil its statutory role in ensure sufficient school places. Given that KCC does not have the capital funding to deliver the school prior to receiving the s106 payments, this is a welcome investment.

The DfE expects that KCC will commit to pass over the s106 contributions as and when received, formally committing to this is appropriate to give the DfE the surety required.

The estimated £3,100,000 cost of delivering the site in a condition to enable transfer to the DfE would represent an immediate pressure on the capital budget, but this would be far less significant than that arising from the loss of the wave funding. The s106 with the developer will be varied to provide for the repayment to KCC of the costs of providing access and utilities to the school site, and for mitigating any issues on site which are the developer's responsibility under the s106.

Financial Implications:

Funding for Chilmington Green Secondary School has been agreed via a s106 agreement. There are 6 payments linked to both time or occupation triggers totalling £22,500,000 plus indexation. If the School is delivered via the Wave programme it is expected that the s106 payments, are transferred to the DfE as and when they are received by KCC.

The £3,100,000 estimated cost of delivering the site in a condition to enable transfer to the DfE would represent an immediate pressure on the capital budget, but this would be far less significant than these arising from the loss of the Wave funding and should be recovered in due course.

Equality Implication: (inc. link to EqIA)

An Equality Impact Assessment has been completed. No adverse impact on protected groups have been identified at this point.

Legal Implications:

Kent County Council (KCC) as the Local Authority has a duty to ensure sufficient school places are available. If this decision does not take place there will be a risk that we cannot meet our statutory duties to provide education provision.

KCC will need to give the DfE a commitment to pass over the funding.

The s106 with the developer will be varied to provide for the repayment to KCC of the costs of providing access and utilities to the school site, and for mitigating any issues on site which are the developer's responsibility under the s106

Cabinet Committee recommendations and other consultation:

To be added after Children's and Young People's Cabinet Committee meeting

Any alternatives considered:

The are no alternatives.

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:

Chilmington Green Secondary School, Ashford

Proposal to:

- (a) Transfer developer contributions from the Chilmington Green development relating to the secondary school, amounting to £22,500,000, to the Department for Education, as and when received, if the School is delivered via the DfE 'Wave' programme;
- (b) Approve up to £3,100,000 from the Children, Young People and Education capital budget to provide the access and service infrastructure required to provide a serviced school site; and
- (c) Delegate authority to the Director for Infrastructure to take necessary actions, including but not limited to entering into necessary contracts or taking other legal actions as required to implement the decision, in consultation with the Director of Education and the General Counsel.

Responsible Owner/ Senior Officer: Lee Round, Area Schools Organisation Officer, South Kent

Version: 1

Author: Lee Round, Area Schools Organisation Officer, South Kent

Pathway of Equality Analysis: Children's Young People and education Cabinet Committee, 06 March 2021

Summary and recommendations of equality analysis/impact assessment

- **Context**

Chilmington Green is a development with consent for 5,750 new homes. A s106 agreement provides a site for a new secondary school and, over time, £22,500,000 of contributions. The Secretary of State for Education has agreed, in principle, that United Learning Trust can open a new 6FE secondary school in Ashford, on the Chilmington Green site. This is in Wave 13 of the free schools programme. The DfE expects Kent County Council to commit to pass over the £22,500,000 of developer contributions as and when it receives these from the housing developer. This arrangement supports the early delivery of the school and KCC's cash flow. A formal decision is needed to provide the DfE with surety.

Updated 01/03/2021

1

KCC will take transfer of the site for the secondary school from the developer. This will be transferred freehold to the DfE if the wave school proceeds. The site needs to meet the transfer requirements of the DfE, including having utilities provided to the curtilage of the site, access, and a safe walking route from the housing development. The requirements sit with the developer to provide these as part of the transfer requirements in the s106. However, the developer has not yet discharged these obligations. In order to support the delivery of the school, which is needed to secure KCC's duty to ensure every child can access a high-quality school place, and ensure the Wave funding is not forfeit, KCC is negotiating with the developer for it to have the option to deliver these obligations, with the developer refunding the council, with interest. The necessary works have been costed at £3,100,000.

- **Aims and Objectives**

To ensure that there are sufficient, high quality, non-selective secondary school places in Ashford for all who require a place, including those required to enable parental choice.

- **Summary of equality impact**

Adverse Equality Impact Rating Low

Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning the request to:

- a) Transfer developer contributions from the Chilmington Green development relating to the secondary school, amounting to £22,500,000, to the Department for Education, as and when received, if the School is delivered via the DfE 'Wave' programme;
- b) Approve up to £3,100,000 from the Children, Young People and Education capital budget to provide the access and service infrastructure required to provide a serviced school site; and
- c) Delegate authority to the Director for Infrastructure to take necessary actions, including but not limited to entering into necessary contracts or taking other legal actions as required to implement the decision, in consultation with the Director of Education and the General Counsel.

I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

Head of Service

Signed:



Name: Lee Round

Job Title: Area Schools Organisation Officer

Date: 01/02/2021

Updated 01/03/2021

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DMT Member



Signed:

Name: David Adams

Job Title: Interim Director of Education

Date:10/02/2021

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				High positive impact as the proposal will go some way to securing sufficient non-selective Year 7 places for pupils who require them from 2023 onwards.
Disability				High positive impact as the proposal goes some way to securing a new school which will be fully DDA accessible.
Sex				High positive impact as the proposal will go some way to ensuring sufficient high quality provision for boys and girls as and new school would be co-educational.
Gender identity/ Transgender				NA
Race				NA
Religion and Belief				High positive impact as the Sponsor of the proposed new school has confirmed that the school will be non-denominational and will accept pupils of all faiths and those with none. The curriculum will cover all religions.
Sexual Orientation				NA
Pregnancy and Maternity				NA
Marriage and Civil Partnerships				NA
Carer's Responsibilities				NA

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 (October 2020) and the published data shown in the County Council's Commissioning Plan for Education Provision in Kent 2021-25 which is a five-year rolling plan that is updated annually. It sets out KCC's 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/_data/assets/pdf_file/0005/104675/Commissioning-Plan-for-Education-Provision-in-Kent-2021-to-2025.pdf

Figure 1 outlines the forecast Year 7 and Years 7-11 surplus/deficit places in the Ashford Town non-selective planning group published in the current Commissioning Plan for Education Provision in Kent 2021-25. The new school at Chilmington Green would be in the planning group. It needs to be noted that the forecasts do not include pupils expected from new developments. This suggests that we will continue to require additional non-selective provision across Ashford Town throughout the Plan period which could be addressed by that opening of the school at Chilmington Green from 2023.

Figure 1: Forecast Year 7 surplus/deficit capacity if no further action is taken (KCP 2021-25)

	2019-20 capacity	2019-20 (F)	2020-21 (F)	2021--22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2026-27 capacity
Year 7 Ashford Town Non- Selective	818	-16	-76	-47	-73	-123	-104	-41	-88	758
Years 7-11 Ashford Town Non-Selective	3,850	381	163	-7	-147	-303	-394	-357	-398	3,790

Figure 2 is the data gathered in the October 2020 school census for Ashford Town non-selective schools. It outlines the number and percentage of pupils entitled to Free School Meals (FSM), with an Education Health Care plan (EHC) and/or have Special Educational Needs (SEN) support and English as an Additional Language (EAL).

Updated 01/03/2021

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Figure 2: October 2020 Census data for Ashford Town non-selective secondary schools.

School	Number on Roll October 2020	Number Eligible FSM++	% Eligible FSM++	Number EHC Plan	% EHC Plan	Number with SEN Support	% SEN Support	Total SEN	% Total SEN	Number EAL	% EAL
John Wallis Church of England Academy, The*	1627	536	32.9	50	3.1	223	13.7	273	16.8	318	19.5
North School, The	1146	250	21.8	40	3.5	77	6.7	117	10.2	163	14.2
Towers School and Sixth Form Centre, The	1287	267	20.7	22	1.7	119	9.2	141	11.0	58	4.5
Wye School	575	71	12.3	12	2.1	47	8.2	59	10.3	36	6.3

1. The John Wallis Academy is an all through school (3-18). The number on role includes nursery and primary pupils in addition to Years 11-18.
2. ++FSM is based on all pupils eligible for FSM at the time of the October census, regardless of age.
3. EAL refers to pupils whose First Language is other than "English", "Believed to be English", "Refused", "Not Obtained" or "Classification Pending".

Who have you involved consulted and engaged?

The Children's Young People and Education Cabinet Committee will be consulted on the proposal.

Should the proposal be agreed United Learning, as the appointed sponsor, will need to complete further public consultation prior to the Secretary of State for Education entering into a funding agreement.

Analysis

No impact on protected groups is noted at this point. This will be reviewed should the proposals as outlined be agreed.

Adverse Impact

NA

Positive Impact:

There will be sufficient non-selective provision in Ashford for all including those in protected groups.

JUDGEMENT

- **No major change** - no potential for discrimination and all opportunities to promote equality have been taken
- **Adjust and continue** - adjust to remove barriers or better promote equality

Updated 01/03/2021

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- **Continue the policy** - despite potential for adverse impact or missed opportunity. Set out the justifications: there is no justification for direct discrimination; and indirect discrimination will need to be justified according to the legal requirements.
- **Stop and remove the policy** – policy shows actual or potential unlawful discrimination it must be stopped and removed or changed

Internal Action Required **YES/NO**

Equality Impact Analysis/Assessment Action Plan- None note at this point

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? (If no please state how the actions will be monitored)
Yes/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.

Updated 01/03/2021

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

Richard Long, Cabinet Member for Education and Skills

To: **Children and Young People's Education Cabinet Committee – 09 March 2021**

Subject: The Towers School and Sixth Form, Ashford.

Decision Title and Number: 21/00020 - The Towers School - additional Year 7 places

Classification: **Unrestricted**

Past Pathway of Paper: None

Future Pathway of Paper: None

Electoral Division: Ashford , Cllr Clair Bell

Summary: This report provides the Committee with the information regarding the pressure for non-selective secondary school places in Ashford Borough, the solutions available to KCC and the impact on the CYPE Capital Budget.

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) Release £1,550,000 from the Children, Young People and Education Capital budget to enable The Towers School and Sixth Form Centre, Ashford to accommodate additional pupils.
- b) Delegate authority to the Director of Infrastructure to take necessary actions, including but not limited to entering into necessary contracts or taking other legal actions as required to implement the decision, in consultation with the Director of Education and the General Counsel.

1. Introduction

- 1.1 The Towers School and Sixth Form Centre is a non-selective school in Ashford. This School alongside all Ashford non-selective schools has offered additional temporary capacity to support KCC in ensuring sufficient secondary school places as larger year 6 cohorts have moved into the secondary sector.
- 1.2 Temporary provision has been added in each of the last two academic years and will continue to be required until the opening of Chilmington Green Secondary School. The opening of this school was initially planned from the start of the 2022-23 academic year, but this will be delayed.

2. Background

- 2.1 In Ashford Borough secondary school rolls have risen significantly over the last 10 years. Year 7 rolls have risen from 1,290 pupils in 2010-11 (the last low point) to 1,651 in 2020-21, an increase of 361 places or 12FE. For the last three years, school leaders have temporarily offered places above their published admissions number to support KCC in being able to allocate sufficient places for National Offer Day.
- 2.2 The pressures for non-selective places in the Ashford Town non-selective planning group are particularly acute. Figure 1 outlines the forecast Year 7 and Years 7-11 surplus/deficit places in the Ashford North non-selective planning group published in the current Commissioning Plan for Education Provision in Kent 2021-25. It should be noted that the forecasts do not include pupils expected from new developments. This identifies that we will continue to require additional non-selective provision across Ashford Town throughout the Plan period.

Figure 1: Forecast Year 7 surplus/deficit capacity if no further action is taken (KCP 2021-25)

	2019-20 capacity	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2026-27 capacity
Year 7 Ashford Town Non-Selective	818	-16	-76	-47	-73	-123	-104	-41	-88	758
Years 7-11 Ashford Town Non-Selective	3,850	381	163	-7	-147	-303	-394	-357	-398	3,790

- 2.4 To support the additional places in the academic year 2019-20, 2020-21 a small amount of capital funding has been required. Historic developer contributions have been used to support this. Growth funding has also been agreed to support the additional places. For the 2021-22 academic year, most additional temporary places can be achieved with little or no capital funding, the exception being the refurbishment and reprovision of science facilities at The Towers School and Sixth Form Centre.
- 2.5 The opening of a new secondary school at Chilmington Green via the DfE 'Wave' programme is the long-term solution for permanent non-selective secondary school places for both the indigenous population and to service new housing. Initially, plans were for the School to open within the Chilmington Green Development from the start of the 2022-23 academic year, but this is now likely to be delayed until 2023-24 at the earliest. Consequently, further temporary provision is required until the School is open.
- 3. Additional science facilities at The Towers School and Sixth Form Centre**
- 3.1 The Towers School and Sixth Form Centre has a PAN of 243. For the last two years (2019-20 and 2020-21) they have agreed to offer 270 places as of National Offer Day and they will do so again for September 2021.

- 3.2 To continue to admit additional pupils additional science facilities are required. The Governors and Trustees of the school have agreed that reconfiguration of their present science facilities in addition to the conversion of some adjacent classrooms, rather than a new build will give them sufficient provision to ensure the science curriculum can be delivered appropriately.
- 3.3 The refurbishment and conversion of the existing facilities would be in the region of £1,550,000 or £11,481 per place. This is a significant saving against the KCC benchmark rates which for new builds ranges between £16,277 (20th centile) and £20,933 (80th centile).
- 3.4 In addition, this will enable the School to release two existing classrooms separate from the main building which will provide an excellent facility for a special school satellite provision. The pressure for special school places in Ashford is as acute as it is for mainstream school places. These two classrooms will provide facilities for 24 Wyvern School students, offering them the opportunity to join mainstream lessons with the support of Wyvern staff. £30,000 has been committed to refurbish the rooms but no further capital funding is required. The AECOM benchmarking that has been used by KCC suggests that the cost per place for new SEND provision is in the region of £83,939 so this is a significant saving to the Capital budget.

4. Alternatives considered

- 4.1 There are four other non-selective schools in the Borough. All schools have offered additional places in one or more of the last two academic years and some are able to offer places for 2021-22. Additional places offered previously has limited their ability to offer places again in 2022-23 onwards without significant investment. In some cases, the opportunity to add further provision will be challenging as planning conditions, highways mitigation and the concerns of residents will have to be addressed. Consideration has been given to expanding one of the other schools in the Town, but this is deemed to be the most appropriate project now due to the value for money, the improved facilities it would give the current and future pupils and the opportunity to increase special school provision.
- 4.2 Consideration has also been given to allocating places outside of Ashford Borough as forecasts would suggest that there are surplus places for 2021-22 and onwards in adjacent District/Boroughs. However, the places available are not always in the most accessible location and would leave students having to travel to Canterbury or Dover to access a school place. Demanding young people and their families travel significant distances to access non-selective school provision is not ideal and would not be well received by families. In addition, KCC will be responsible for providing transport which would have a consequential impact on the Council's revenue budget.

5. Financial Implications

- 5.1 £1,550,000 is required to reconfigure classrooms to add additional science provision at The Towers School and Sixth form Centre.

5.2 Developer contributions of £720,000 have been secured so far towards this project.

6. Legal Implications

Kent County Council (KCC) as the Local Authority has a duty to ensure sufficient school places are available. If this decision does not take place there will be a risk that we cannot meet our statutory duties to provide education provision.

7. Equalities implications

An Equality Impact Assessment has been completed. Additional places will ensure that all pupils, including those within a protected group will have access for secondary school provision. No adverse impact on protected groups have been identified at this point.

8. Other corporate implications

None at this point.

9. Governance

The Officer Scheme of Delegation; within the Council's Constitution, provides a clear and appropriate link between this decision and the actions needed to implement it.

10. Views of the Local Member- Cllr Clair Bell,

The refurbishment and conversion of the existing facilities at The Towers School and Sixth Form Centre will enable the school to continue to add the additional places required to support the growing number of secondary aged pupils in the Borough. As a cost effective solution, it will reduce the pressures on the Capital budget. We are aware of the increasing need for special school provision in the Borough. The opportunity this proposal gives to increase special school provision through a Satellite of The Wyvern School, for little or no cost, is one that we should not miss.

I am fully supportive of the proposal.

11. Conclusions

Additional Year 7 non-selective provision is required in Ashford Town to ensure sufficient secondary school provision is available to accommodate rising rolls. The delay in the delivery of the new secondary school at Chilmington Green will mean that temporary provision will be required for longer than had been anticipated. The reconfiguration of science facilities at The Towers School and Sixth Form Centre at a cost of £1,550,000 will secure 1FE of provision for 2021-22 onwards and opens additional specialist provision via a satellite of the Wyvern School. This will provide good value to KCC. Additional provision for 2021-22 can be secured with little or no capital funding thanks to the support of the Headteacher and Governors of existing schools.

12. 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) Release £1,550,000 from the Children, Young People and Education Capital budget to enable The Towers School and Sixth Form Centre, Ashford to accommodate additional pupils.
- b) Delegate authority to the Director of Infrastructure to take necessary actions, including but not limited to entering into necessary contracts or taking other legal actions as required to implement the decision, in consultation with the Director of Education and the General Counsel.

13. Background Documents (plus links to document)

Commissioning Plan for Education Provision in Kent 2021-25

https://www.kent.gov.uk/_data/assets/pdf_file/0005/104675/Commissioning-Plan-for-Education-Provision-in-Kent-2021-to-2025.pdf

14. Contact details

Report Author

- Lee Round
- Area Schools Organisation Officer, South Kent
- 03000412309
- Lee.round@kent.gov.uk

Relevant Director:

- David Adams
- Interim Director of Education
- 03000414989
- David.adams@kent.gov.uk

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Richard Long,

Cabinet Member for Education and Skills

DECISION NO:

For publication

Subject: The Towers School and Sixth Form, Ashford.

Decision:

As Cabinet Member for Education and Health Reform I agree to:

- a) Release £1,550,000 from the Children, Young People and Education Capital budget to enable The Towers School and Sixth Form Centre, Ashford to accommodate additional pupils.
- b) Delegate authority to the Director of Infrastructure to take necessary actions, including but not limited to entering into necessary contracts or taking other legal actions as required to implement the decision, in consultation with the Director of Education and the General Counsel.

Reason(s) for decision:

Additional Year 7 non-selective provision is required in Ashford Borough to ensure sufficient secondary school provision is available to accommodate rising rolls. The reconfiguration of science facilities at The Towers School and Sixth form Centre at a cost of £1,550,000 will secure 1FE of provision for 2021-22 onwards and opens additional specialist provision via a satellite of the Wyvern School. This will provide good value to KCC.

Financial Implications:

£1,550,000 is required to reconfigure classrooms to add additional science provision at The Towers School and Sixth form Centre. Developer contributions of £720,000 have been secured so far towards this project.

Equality Implication: (inc. link to EqIA)

An Equality Impact Assessment has been completed. Additional places will ensure that all pupils, including those within a projected group will have access for secondary school provision. No adverse impact on protected groups have been identified at this point.

Legal Implications:

Kent County Council (KCC) as the Local Authority has a duty to ensure sufficient school places are available. If this decision does not take place there will be a risk that we cannot meet our statutory duties to provide education provision.

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

Any alternatives considered:
Consideration has been given to expanding one of the other schools in the Town, but this is deemed to be the most appropriate project now due to the value for money, the improved facilities it would give the current and future pupils and the opportunity to increase special school provision.

Consideration has also been given to allocating places outside of Ashford Borough as forecasts would suggest that there are surplus places for 2021-22 and onwards in adjacent District/Boroughs. However, the places available are not always in the most accessible location and would leave students having to travel to Canterbury or Dover to access a school place.

Demanding young people and their families travel significant distances to access non-selective school provision is not ideal and would not be well received by families. In addition, KCC will be responsible for providing transport which would have a consequential impact on the Council's revenue budget.

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

.....

.....

Signed

Date

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Richard Long,
Cabinet Member for Education and Skills

DECISION NO:

21/00020

For publication

Subject: The Towers School and Sixth Form, Ashford.

Decision:

As Cabinet Member for Education and Health Reform I agree to:

- a) Release £1,550,000 from the Children, Young People and Education Capital budget to enable The Towers School and Sixth Form Centre, Ashford to accommodate additional pupils.
- b) Delegate authority to the Director of Infrastructure to take necessary actions, including but not limited to entering into necessary contracts or taking other legal actions as required to implement the decision, in consultation with the Director of Education and the General Counsel.

Reason(s) for decision:

Additional Year 7 non-selective provision is required in Ashford Borough to ensure sufficient secondary school provision is available to accommodate rising rolls. The reconfiguration of science facilities at The Towers School and Sixth form Centre at a cost of £1,550,000 will secure 1FE of provision for 2021-22 onwards and opens additional specialist provision via a satellite of the Wyvern School. This will provide good value to KCC.

Financial Implications:

£1,550,000 is required to reconfigure classrooms to add additional science provision at The Towers School and Sixth form Centre. Developer contributions of £720,000 have been secured so far towards this project.

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Cabinet Committee recommendations and other consultation:

To be added after Committee meeting

Any alternatives considered:

Consideration has been given to expanding one of the other schools in the Town, but this is deemed to be the most appropriate project now due to the value for money, the improved facilities it would give the current and future pupils and the opportunity to increase special school provision.

Consideration has also been given to allocating places outside of Ashford Borough as forecasts would suggest that there are surplus places for 2021-22 and onwards in adjacent District/Boroughs. However, the places available are not always in the most accessible location and would leave students having to travel to Canterbury or Dover to access a school place.

Demanding young people and their families travel significant distances to access non-selective school provision is not ideal and would not be well received by families. In addition, KCC will be responsible for providing transport which would have a consequential impact on the Council's revenue budget.

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:

- a) Release £1,550,000 from the Children, Young People and Education Capital budget to enable The Towers School and Sixth Form Centre, Ashford to accommodate additional pupils.
- b) Delegate authority to the Director of Infrastructure to take necessary actions, including but not limited to entering into necessary contracts or taking other legal actions as required to implement the decision, in consultation with the Director of Education and the General Counsel.

Responsible Owner/ Senior Officer: Lee Round, Area Schools Organisation Officer, South Kent

Version: 1

Author: Lee Round, Area Schools Organisation Officer, South Kent

Pathway of Equality Analysis: Children's, Young People and Education Cabinet Committee 09 March 2021

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.

In Ashford Borough secondary school rolls have risen significantly over the last 10 years. Year 7 rolls have risen from 1,290 pupils in 2010-11 (the last low point) to 1,651 in 2020-21, an increase of 361 places or 12FE. For the last three years, school leaders have temporarily offered places above their published admissions number to support KCC in being able to allocate sufficient places for National Offer Day.

The pressures for non-selective places in the Ashford Town non-selective planning group are particularly acute.

The Towers School and Sixth Form Centre has a PAN of 243. For the last two years (2019-20 and 2020-21) they have agreed to offer 270 places as of National Offer Day and they will do so again for September 2021. To continue to admit additional pupils, additional science facilities are required. The Governors and Trustees of the school have agreed that reconfiguration of their present science facilities in addition to the conversion of some adjacent classrooms, rather than a new build will give them sufficient provision to ensure the science curriculum can be delivered appropriately.

Updated 01/03/2021

1

In addition, this will enable the School to release two existing classrooms separate from the main building which will provide an excellent facility for a special school satellite provision. The pressure for special school places in Ashford is as acute as it is for mainstream school places. These two classrooms will provide facilities for 24 Wyvern School students, offering them the opportunity to join mainstream lessons with the support of Wyvern staff.

- **Aims and Objectives**

To ensure that there are sufficient, high quality, non-selective secondary school places in Ashford for all who require a place, including those required to enable parental.

- **Summary of equality impact**

No adverse impacts have been identified at this stage.

Adverse Equality Impact Rating **Low**

Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning Release £1,550,000 from the Children, Young People and Education Capital budget to reconfigure and refurbish the science facilities at The Towers School and Sixth Form Centre, Ashford.

I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

Head of Service




Signed:

Name: Lee Round

Job Title: Area Schools Organisation Officer

Date: 01/02/2021

DMT Member



Signed:

Name: David Adams

Job Title: Interim Director of Education

Date: 10/02/2021

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				High positive impact as there will be sufficient non-selective Year 7 places for pupils who require them from 2021 onwards.
Disability				High positive impact as the refurbishment and reconfiguration of the science rooms will be DDA accessible. The additional places created by opening a satellite of The Wyvern School will enable more pupils with a disability to access an appropriate place to support their needs.
Sex				High positive impact as provision is for both girls and boys.
Gender identity/ Transgender				NA
Race				NA
Religion and Belief				High positive impact as the school is non-denominational and accepts pupils of all faiths and those with none. The curriculum covers all religions.
Sexual Orientation				NA
Pregnancy and Maternity				NA
Marriage and Civil Partnerships				NA
Carer's Responsibilities				NA

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 (October 2020) and the published data shown in the County Council's Commissioning Plan for Education Provision in Kent 2021-25 which is a five-year rolling plan that 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:

https://www.kent.gov.uk/_data/assets/pdf_file/0005/104675/Commissioning-Plan-for-Education-Provision-in-Kent-2021-to-2025.pdf

Figure 1 outlines the forecast Year 7 and Years 7-11 surplus/deficit places in the Ashford Town non-selective planning group published in the current Commissioning Plan for Education Provision in Kent 2021-25. It needs to be noted that the forecasts do not include pupils expected from new developments. This suggests that we will continue to require additional non-selective provision across Ashford Town throughout the Plan period.

Figure 1: Forecast Year 7 surplus/deficit capacity if no further action is taken (KCP 2021-25)

	2019-20 capacity	2019-20 (F)	2020-21 (F)	2021--22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2026-27 capacity
Year 7 Ashford Town Non-Selective	818	-16	-76	-47	-73	-123	-104	-41	-88	758
Years 7-11 Ashford Town Non-Selective	3,850	381	163	-7	-147	-303	-394	-357	-398	3,790

Figure 2 is the data gathered in the October 2020 school census for Ashford Town non-selective schools. It outlines the number and percentage of pupils entitled to Free School Meals (FSM), with an Education Health Care plan (EHC) and/or have Special Educational Needs (SEN) support and English as an Additional Language (EAL).

Figure 2: October 2020 Census data- Ashford Town non-selective schools.

School	Number on Roll October 2020	Number Eligible FSM++	% Eligible FSM++	Number EHC Plan	% EHC Plan	Number with SEN Support	% SEN Support	Total SEN	% Total SEN	Number EAL	% EAL
John Wallis Church of England Academy, The*	1627	536	32.9	50	3.1	223	13.7	273	16.8	318	19.5
North School, The	1146	250	21.8	40	3.5	77	6.7	117	10.2	163	14.2
Towers School and Sixth Form Centre, The	1287	267	20.7	22	1.7	119	9.2	141	11.0	58	4.5
Wye School	575	71	12.3	12	2.1	47	8.2	59	10.3	36	6.3

1. The John Wallis Academy is an all through school (3-18). The number on role includes nursery and primary pupils in addition to Years 11-18.
2. ++FSM is based on all pupils eligible for FSM at the time of the October census, regardless of age.
3. EAL refers to pupils whose First Language is other than "English", "Believed to be English", "Refused", "Not Obtained" or "Classification Pending".
 - 20.7% of pupils are entitled to FSM. This is similar to The North School. The John Wallis Academy has significantly higher numbers of FSM pupils than the other non-selective schools. However, it must be recognised that the school is an 'all through school'.
 - 4.5% of pupils are identified as have English as an additional language. This is lower than other schools in the planning group.

Who have you involved consulted and engaged?

School leaders and Governors at The Towers School and Sixth Form Centre have been consulted. A formal consultation regarding a satellite of The Wyvern School will be conducted at a later stage.

Analysis

No impact on protected groups is noted at this point. This will be reviewed should the plans to refurbish and reconfigure science provision move forward.

Adverse Impact,

NA

Positive Impact:

There will be sufficient non-selective provision in Ashford for all including those in protected groups.

Updated 01/03/2021

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JUDGEMENT

- **No major change** - no potential for discrimination and all opportunities to promote equality have been taken
- **Adjust and continue** - adjust to remove barriers or better promote equality
- **Continue the policy** - despite potential for adverse impact or missed opportunity. Set out the justifications: there is no justification for direct discrimination; and indirect discrimination will need to be justified according to the legal requirements.
- **Stop and remove the policy** – policy shows actual or potential unlawful discrimination it must be stopped and removed or changed

Internal Action Required **YES/NO**

Equality Impact Analysis/Assessment Action Plan- None identified at this point.

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? (If no please state how the actions will be monitored)
Yes/No

Appendix

Please include relevant data sets

Updated 01/03/2021

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 and Young People’s Cabinet Committee – 9 March 2021

Subject: Proposal to establish a 16 place Specialist Resourced Provision (SRPs) for Autistic Spectrum Disorder (ASD) at Garlinge Primary School and Nursery in Thanet

Decision Number and Title
20/00017 Proposal to establish a 16 place Specialist Resourced Provision (SRPs) for Autistic Spectrum Disorder (ASD) at Garlinge Primary School and Nursery in Thanet for September 2021.

Key Yes: *Public Notice required*

Classification: **Unrestricted**

Past Pathway of report: N/A

Future Pathway of report:

Electoral Division: Birchington & Rural – Emma Dawson and Liz Hurst

Summary: This report informs the committee of a decision that will need to be taken by the Member for Education and Skills after the March CYPE committee but before the next CYPE committee date in June. The decision cannot wait until the June committee date because May is the latest point at which the decision can be made and allow sufficient time for the statutory process to be completed for a September 2021 opening. The decision is required as part of the statutory process to publish the public notice enabling the establishment of the 16 place SRP at Garlinge Primary School and Nursery for September 2021.

Recommendation(s):

The Children, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills on the proposed decision to establish a 16 place SRP for ASD at Garlinge Primary School and Nursery for September 2021.

1. Introduction

1.1 The Kent Commissioning Plan for Education Provision in Kent 2021-2025 sets out our commissioning intentions to meet the need for specialist provisions across Kent. A mixture of new schools, expansion of existing and the

establishment of satellites and SRPs will be commissioned across Kent to meet the need. The new SRP provision at Garlinge Primary School will help to meet the need for additional specialist places for ASD in Thanet.

1.2 Kent County Council's Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) 2017 -2019 identifies the need to add additional provision across the county. It also sets out an intention to provide additional places for pupils with the following need types: Autistic Spectrum Disorder (ASD), Speech Language and Communication Needs (ASD), and Social, Emotional and Mental Health (SEMH).

1.1 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. Body of the report

2.1 The Local Authority is responsible for maintaining Education Health and Care Plans (EHCPs) for children and young people between the ages of 0-25 years. As of January 2020, this totalled 13,499 children and young people with an EHCP. This is an increase of 1,736 since January 2019, an increase of 14.8% compared to 10% nationally.

2.2 The number of pupils in the Thanet District with an Education, Health and Care Plan (EHCP) in January 2020 was 16,000. This was an increase of 16% from 2019. 12% of Kent's EHCP cohort live in Thanet district and as of January 2020, 5.5% of the pupils aged 5-19 years resident in Thanet were subject to an EHCP. Pupils with an EHCP in Kent are less likely to be educated in a maintained mainstream school than would be expected nationally. A number of students with an EHCP require a higher level of support than can be provided in mainstream schools, but their needs are not so complex that a special school placement is appropriate. For these students, a range of Specialist Resourced Provisions (SRPs) which are based in mainstream schools with places reserved for students with an EHCP are established. The establishment of SRPs attached to mainstream schools is part of the continuum of provision to enable pupils to be included within mainstream settings.

2.3 Autistic Spectrum Disorder (ASD) remains the most common primary need type in Kent, with 41.2% of children and young people aged 0-25 years having an EHCP with this primary need identified. This is an increase from 40.3% in January 2019. Nationally ASD is also the most common primary need, but Kent's percentage is significantly higher than the national figure of 30%

2.4 We are also establishing an SRP for ASD for 16 pupils at Holy Trinity and St Johns Primary School in Margate. This proposal will complement the provision at Holy Trinity and St. John's Primary School and provide additional capacity and choice for parents in the Thanet district. A 20 place Secondary SRP for ASD is also planned for the new secondary school in Thanet which will work closely with the two primary school SRPs

2.5 Table 1.1 shows the number of EHCPs in Dec 2020 in Thanet District for years Nursery to Year 6 (based on the position as at Dec 2020)

Age Group	Year	Number of Pupils
Nursery - Year 6	Nursery	1
	Reception	57
	Year 1	76
	Year 2	74
	Year 3	74
	Year 4	89
	Year 5	96
Year 6	93	
Total		547

2.6 Table 1.2 Shows the total number of EHCPs for each need type in Thanet for years Nursery to Year 6 (based on the position as at Dec 2020)

Age Group	Need Type	Number of Pupils
Nursery - Year 6	ASD	276
	HI	7
	MLD	12
	PD	20
	PMLD	14
	SEMH	18
	SLCN	71
	SLD	5
	SPLD	121
	VI	3
Total		547

2.7 Table 2 shows the current number of SRP places by need type across Thanet district. Currently we are also proposing to establish a 16 place SRP at Holy Trinity and St Johns CE primary School in Thanet for ASD and together they will address the need for SRP places for Primary school children in Thanet.

District	Primary SRP Places by Need Type							Total
	ASD	HI	PD	SEMH	SLCN	SLD	VI	
Thanet	0	0	7	0	0	0	0	7

2.8 A feasibility study is currently being carried out at Garlinge Primary School to develop the proposals for the establishment of the SRP. The SRP will have 2 classrooms, care facilities and small group rooms.

2.9 The places will be commissioned by KCC and reviewed annually. It is expected that the SRP would open initially with a small number of children increasing incrementally year on year.

2.10 An Education consultation was held from 11 March to 6 May 2020. The consultation documents were distributed to parents/carers, school staff and

governors, County Councillors, Members of Parliament, the Diocesan Authorities, the relevant Clinical Commissioning Group, local libraries, Thanet District Council and others. The consultation documents were posted on the KCC website and the link to the website widely circulated. The consultation documents were also posted on the school's own website. An opportunity was also provided to send in written responses via a response form to the school consultations email address.

- 2.11 A public drop-in information session which had been arranged at the school was cancelled due to the national Covid-19 situation. However, additional emails were sent to all consultees to advise of the cancellation of the event and a reminder to complete and submit a response form.
- 2.12 The consultation closed on 7 May 2020 and in total 3 supportive responses for the proposal were received. A summary of written responses is available in Appendix 1
- 2.13 Options regarding the establishment of SRPs in primary schools in Thanet have been fully investigated with the SEN team. Garlinge Primary School and Holy Trinity and St John's CE Primary School were considered to be the best options for the establishment of SRPs for ASD in Thanet. Establishing the SRP provision will enable choice for parents in Thanet with a child who would require the additional support that an SRP provision offers.
- 2.14 The Headteacher and Governing Body are fully supportive of this proposal to establish the SRP.
- 2.15 The Area Education Officer for East Kent fully supports the proposal as it would provide much needed ASD places in Thanet, where currently there are no Specialist Resource Provisions to meet the evidenced need. This proposal will therefore provide local additional SEN places for the community and choice for parents and reduce increased reliance on the independent sector.
- 2.16 Emma Dawson and Liz Hurst, Local Members for Birchington and Rural have been informed and consulted on the proposed changes to Garlinge Primary School and Nursery.
- 2.17 The Interim Head of SEN Assessment and Placement fully supports the proposal and the commissioning of the SRP places.

3. Financial Implications

- 3.1 The high-level feasibility for the accommodation estimates the costs to be in the region of £778,848. The SRP will have 2 classrooms, care facilities and small group rooms. The CYPE Cabinet Committee report in March and the decision paper in May will confirm the costs as the concept designs are prepared and surveys completed for the planning application. As per KCC policy, a total of £6,000 per new classroom will be provided to the school from the DGS revenue budget.
- 3.2 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 No legal implications have been identified currently but any legal implications will be identified prior to the Cabinet Member for Children, Young People and Education before he takes his decision.

5. Equalities implications

- 5.1 An Equality Impact Assessment has been produced as part of the consultation process for both proposals and is attached. The assessment identified the following positive impacts:
- Children with ASD in the Thanet district will be able to attend provision local to their homes.
 - Children with ASD will be able to attend SRP provision in mainstream primary schools in Thanet.
 - There will be two SRPs for Primary school aged children with ASD established in the Thanet District.

No adverse impacts were identified during the assessment or during the consultation period.

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 increasing demand to provide places for children with an Education, Health and Care plan in Thanet district has led KCC to commission SRP places within mainstream schools. The development of SRPs cater for children who require additional SEN support but do not require a place at a special school. By establishing a 16 place SRPs for ASD at Garlinge Primary School and Nursery will help to meet this increasing need. It will ensure that Thanet District will have SRP provisions for ASD and will give choice to parents whose child requires additional support.

9. Recommendation(s):

The Children, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills on the proposed decision to establish a 16 place SRP for ASD at Garlinge Primary School and Nursery for 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.

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Relevant Director: David Adams

Name, job title Interim Director of
Education Planning and Access

Telephone number 03000 414989

Email address david.adams@kent.gov.uk

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

Directorate/ Service: Children, Young People and Education

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

Garlinge Primary School & Nursery: creating a 16 place Special Resourced Provision (SRP) for primary aged children with an Education, Health and Care Plan (EHCP) for Autistic Spectrum Disorder (ASD)

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 currently does not have sufficient local specialist provision in mainstream schools and too many children and young people have to go to a Special School far from home to have their education, health and care needs met.

We have published a Strategy to improve the outcomes for Kent's children and young people with SEN and those who are disabled (SEND). Our current special school capacity has not kept pace with population growth and changing needs, and we are spending too much on transporting children to schools far away from their local communities. Across the East Kent districts, we are short of places for children whose primary need is ASD and we need to address this through the commissioning of primary and secondary SRPs.

The Kent Commissioning Plan for Education Provision in Kent 2021-2025 sets out our commissioning intentions to meet the need for specialist provisions across Kent. A mixture of new schools, expansion of existing and the establishment of satellites and SRPs will be commissioned across Kent to meet the need. The new SRP provision at Garlinge Primary and Nursery School will help to meet the need for additional specialist places for ASD in Thanet and across Kent.

Kent County Council's Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) 2017 -2019 identifies the need to add additional provision across the county. It also sets out an intention to provide additional places for pupils with the following need types: Autistic Spectrum Disorder (ASD), Speech Language and Communication Needs (SLCN), and Social, Emotional and Mental Health (SEMH).

A proportion of the specialist places commissioned will be in Primary and Secondary Special Resourced Provisions (SRPs)

Thanet currently does not have any Primary SRPs for ASD in Thanet

Aims and Objectives

- Ensure that there is sufficient local provision through SRPs and satellites at mainstream Primary and Secondary school sites.
- Children with ASD will be able to attend SRP provision in mainstream primary and secondary schools.
- Establish a Primary SRP for ASD in Thanet

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:

- Children with ASD will be able to attend an SRP provision in a mainstream primary schools.
- There will be an increase in the total number of places available for children with ASD.
- Children with an EHCP for ASD will have more choice of school places and will no longer have to travel the distances that they currently have to.

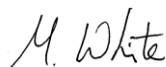
Adverse Equality Impact Rating Low

Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning Garlinge Primary School & Nursery. I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

Head of Service

Signed:



Name: Marisa White

Job Title: Area Education Officer

Date:

DMT Member

Signed:

Name: David Adams

Job Title: Interim Director of Education Planning and Access

Date:

Part 1 Screening

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

Protected Group	Please provide a brief commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Med negative impact Screen	Low negative impact Evidence	High Positive Impact Evidence
Age				<p>This proposal is part of the wider implementation of Kent's SEND Strategy.</p> <ul style="list-style-type: none"> the additional places will mean that more families and children will benefit from the specialist facilities provided by the school. The additional SRP provision will mean that pupils will be able to access mainstream school education where appropriate.
Disability				<p>There will be more places available to meet the needs of children with ASD in the Thanet District.</p> <p>There will be SRP provisions for children with ASD on a primary school site in Thanet. Children will travel shorter distances to access suitable specialist education.</p>
Gender				The provision is to be for boys and girls of primary age with an EHCP.
Gender identity/ Transgender				The provision will accept children with an Education, Health and Care Plan (EHCP) naming the school, regardless of gender identity.
Race				The provision will accept SEN Children with an Education, Health and Care Plan (EHCP) naming the school's provision, regardless of race or ethnicity.
Religion and Belief				The provision will accept SEN Children with an Education, Health and Care Plan (EHCP) naming the school's provision, regardless of Religion and belief. The school 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

Information and Data used to carry out your assessment

The Information and Data used to carry out the assessment is published data on pupil numbers.

- SEN Needs Analysis
- Autumn Term 2018 School Summary Sheet
- 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 will be with the community and other stakeholders including the following groups: -

- Schools in Thanet
- Parents/carers at Garlinge Primary School & Nursery.
- Local Members

Analysis and information on SEN Need in Thanet District.

Education, Health and Care Plan

The Local Authority is responsible for maintaining Education Health and Care Plans (EHCPs) for children and young people between the ages of 0-25 years. As of January 2020, this totalled 13,499 children and young people with an EHCP. This is an increase of 1,736 since January 2019, an increase of 14.8% compared to 10% nationally.

The number of pupils in the Thanet District with an Education, Health and Care Plan (EHCP) in January 2020 was 16,000. This was an increase of 16% from 2019. 2% of Kent's EHCP cohort live in Thanet district and as at January 2020, 5.5% of the pupils aged 5-19 years in Thanet (maintained and independent) were subject to an EHCP. Pupils with an EHCP in Kent are less likely to be educated in a maintained mainstream school than would be expected nationally. A number of students with an EHCP require a higher level of support than can be provided in mainstream schools, but their needs are not so complex that a special school placement is appropriate. For these students, a range of Specialist Resourced Provisions (SRPs) which are based in mainstream schools with places reserved for students with an EHCP are established. The establishment of SRPs attached to mainstream schools is part of the continuum of provision to enable pupils to be included within mainstream settings.

Autistic Spectrum Disorder (ASD) remains the most common primary need type with 41.2% of children and young people aged 0-25 years having an EHCP with this primary need identified in Kent. This is an increase from 40.3% in January 2019. Nationally ASD is also the most common primary need, but Kent's percentage is significantly higher than the national figure of 30%

Table1.1 shows the number of EHCPs in Dec 2020 in Thanet District for years Nursery to Year 6 (*based on the position as at Dec 2020*)

Age Group	Year	Number of Pupils
Nursery - Year 6	Nursery	1
	Reception	57
	Year 1	76
	Year 2	74
	Year 3	74
	Year 4	89
	Year 5	96
	Year 6	93
Total		547

Table 1.2 Shows the total number of EHCPs for each need type in Thanet for years Nursery to Year 6 (*based on the position as at Dec 2020*)

Age Group	Need Type	Number of Pupils
Nursery - Year 6	ASD	276
	HI	7
	MLD	12
	PD	20
	PMLD	14
	SEMH	18
	SLCN	71
	SLD	5
	SPLD	121
	VI	3
Total		547

Increases in the Kent school population has also led to an increase in the number of pupils with an EHCP. Kent has a range of approaches to providing earlier and more effective support to pupils with SEN, including high needs funding for pupils in mainstream, it is anticipated that the demand for specialist places will continue to increase with the overall population growth.

The Commissioning plan for Education Provision in Kent 2019-2023 states that “A proportion of the specialist places commissioned will be in Primary and Secondary SRPs”.

The table below shows the current number of SRP places by need type across Thanet district. Currently we are also proposing to establish a 16 place SRP at Holy Trinity and St Johns CE primary School in Thanet for ASD and together they will address the need for SRP places for Primary school children in Thanet.

	Primary SRP Places by Need Type							
District	ASD	HI	PD	SEMH	SLCN	SLD	VI	Total
Thanet	0	0	4	0	0	0	16	20

Analysis and information on Garlinge Primary School & Nursery

Garlinge Primary School & Nursery is a Foundation school providing education for students of all abilities aged 3-11 with a PAN of 120. The school was judged “Good” by Ofsted in March 2018.

	Number	Percentage
Numbers on Roll	795	
Statutory Age on Roll	694	
Eligible for Free School Meals	219	31.6%
Number of SEN pupils with an EHCP	38	4.8%
Number of pupils requiring SEN support	74	9.3%
Number of pupils with English as an additional Language	95	11.9%

School Census data October 2019

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:

- Children with ASD in the Thanet district will be able to attend provision local to their homes.
- Children with ASD will be able to attend SRP provision in a mainstream primary school.
- There will be an SRP for Primary ASD established in the in the Thanet District.

JUDGEMENT

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

The analysis and impact assessment evidence above shows that there is no potential for discrimination from this proposal and that the impact will be positive. It will ensure that there will be additional support and access for children with an Education, Health and Care Plan for ASD in the Thanet District at a mainstream primary school in Thanet.

Internal Action Required **NO**

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 EqlA must be submitted to committee services along with the relevant Cabinet report. Your EqlA 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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EXECUTIVE DECISION

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

To: **Richard Long TD, Cabinet Member for Education and Skills**

Subject: **Proposed Temporary Expansion of Mascalls Academy**

Decision Number and Title – 21/00016 - Proposed temporary expansion of Mascalls Academy, Maidstone Road, Paddock Wood, Kent, TN12 6LT

Key decision:

- *It involves expenditure or savings of maximum £1m*

Classification: **Unrestricted**

Past Pathway of report: N/A

Future Pathway of report: Cabinet Member Decision

Electoral Division: Sarah Hamilton – Tunbridge Wells Rural

Summary: This report sets out the proposed temporary expansion of Mascalls Academy, Maidstone Road, Paddock Wood, Kent, TN12 6LT.

Recommendation(s):

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills, concerning the proposals to:

- a) authorise the allocation of £1,242,960 from the Children, Young People and Education Services Basic Need Capital Budget to fund a temporary expansion of Mascalls Academy, by increasing the number of Year 7 places offered in September 2022 and September 2023 from 240 to 300 places.
- b) 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 with the Leigh Academies Trust.
- c) 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 Kent County Council (KCC), as the Local Education Authority (LEA), 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 KCC's future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent.
- 1.2 The Commissioning Plan forecasts for the Tonbridge and Tunbridge Wells Non-Selective Planning Group indicate that there will be sufficient places at the start and end of the Plan period, but there will be a deficit of 50 Year 7 places in 2022-23 and 36 in 2023-24. These deficits will require up to 60 temporary places to be offered via existing secondary schools.

2. Body of the report

- 2.1 Mascalls is a co-educational comprehensive school for students of 11-18 years that converted to academy status in July 2011 and is part of the Leigh Academies Trust. The school was rated 'Good' by Ofsted at its November 2016 short inspection. Mascalls provides a broad range of educational opportunities for all students regardless of their ability or background and aims to help them develop their potential to the full. The school has excellent ICT and sports facilities and in 2006 a brand-new building, providing state-of-the-art accommodation for Design and Technology, Art, Drama, Dance and Music was opened.
- 2.2 The school and Leigh Academies Trust are willing to expand the school and welcome the opportunity to temporarily expand for 2 years. Future housing development in the area is likely to necessitate a permanent expansion of the school in the longer-term.
- 2.3 Following discussion regarding the accommodation needs of the school, KCC has agreed with Leigh Academies Trust that, should this proposal go ahead, it will be a school managed scheme, with KCC providing the Basic Need funding and the Trust undertaking the necessary capital works. The Trust regularly undertakes capital work relating to expansion and maintenance of its schools and has the organisational infrastructure to manage such schemes.

3. Alternative options

- 3.1 There are limited options for temporary expansion of the schools within the Tonbridge and Tunbridge Wells Non-Selective Planning Group; the majority of the schools have been expanded permanently within the past few years and temporary expansions at other schools would not be cost effective. On balance, the proposed temporary expansion of Mascalls Academy offers a location where there is demand generated by new housing developments at an appropriate capital cost.

4. Financial Implications

- 4.1 Capital Funding: Feasibility work by the Trust has estimated the cost of delivery to be £1,242,960, this cost is in line with the DfE's benchmark cost per pupil place. It is proposed that it 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 temporary increased Year 7 intake from 240 to 300 places for 2 years. The roles and responsibility of each party will be formally set out through a legal contract between KCC and the Trust. 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 £2,500 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 schools through KCC's funding formula.

5. Legal implications

- 5.1 The temporary expansion will be subject to a legally binding and enforceable contract being in place between KCC and Leigh Academies Trust.
- 5.2 The provision of sufficient school places is a statutory duty and contributes to the Strategic Business Plan Priorities to ensure that "Children and Young People in Kent get the best start in life".

6. Equalities implications

- 6.1 An Equality Impact Assessment (EqIA) has been produced and no issues were identified in the early stage EqIA, but the assessment will be reviewed as the project continues.

7. Governance

- 7.1 The proposed decision will 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 with the Leigh Academies Trust. It will also 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.

8. Consultation

- 8.1 In accordance with the Department for Education's Statutory Guidance "making significant changes to an existing academy" the expansion proposal can be fast tracked without the Trust having to provide a full business case to the EFA. However, the academy will be required to carry out a public consultation with stakeholders as part of their fast-track application.

9. Views

- 9.1 The View of the Local Member
The KCC Member for Tunbridge Wells Rural, Sarah Hamilton, has been consulted on this proposal.
- 9.2 The View of the Area Education Officer
The Area Education Officer fully supports this proposal as it provides the temporary non-selective Secondary places that are needed to ensure a school place is available for every child that is forecast to require one in September 2022 and 2023 in Tonbridge and Tunbridge Wells.

10. Conclusions

- 10.1 This report sets a proposal to release funding from the Basic Needs Capital Budget that is needed to temporarily expand Mascalls Academy via a school-led building programme. This expansion is needed to ensure there is sufficient non-selective provision to meet the forecast demand for places within the Tonbridge and Tunbridge Wells Non-Selective Planning Group during the academic years 2022/23 and 2023/24.

12. Recommendation(s):

- 12.1 The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills , concerning the proposals to:
- a) authorise the allocation of £1,242,960 from the Children Young People and Education Services Basic Need Capital Budget to fund a temporary expansion of Mascalls Academy, by increasing the number of Year 7 places offered in September 2022 and September 2023 from 240 to 300 places.
 - b) 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 with the Leigh Academies Trust.
 - c) 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.

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](#)

14. Contact details

Report Author:

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Relevant Director:

David Adams
Interim Director of Education
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

Cabinet Member for Education and Skills

DECISION NO:

21/00016

For publication**Key decision: YES**

- *It involves expenditure or savings of maximum £1m*

Subject Matter / Title of Decision

Proposed Temporary Expansion of Mascalls Academy

Decision:

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

- (i) authorise the allocation of £1,242,960 from the Children, Young People and Education Services Basic Need Capital Budget to fund a temporary expansion of Mascalls Academy, by increasing the number of Year 7 places offered in September 2022 and September 2023 from 240 to 300 places.
- (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 with the Leigh Academies Trust.
- (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:

Kent County Council (KCC), as the Local Education Authority (LEA), 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 KCC's future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent.

The Commissioning Plan forecasts for the Tonbridge and Tunbridge Wells Non-Selective Planning Group indicate that there will be sufficient places at the start and end of the Plan period, but there will be a deficit of 50 Year 7 places in 2022-23 and 36 in 2023-24. These deficits will require up to 60 temporary places to be offered via existing secondary schools.

Background

Mascalls is a co-educational comprehensive school for students of 11-18 years that converted to academy status in July 2011 and is part of the Leigh Academies Trust. The school was rated 'Good' by Ofsted at its November 2016 short inspection. Mascalls provides a broad range of educational

opportunities for all students regardless of their ability or background and aims to help them develop their potential to the full. The school has excellent ICT and sports facilities and in 2006 a brand-new building, providing state-of-the-art accommodation for Design and Technology, Art, Drama, Dance and Music was opened.

The school and Leigh Academies Trust are willing to expand the school and welcome the opportunity to temporarily expand for 2 years. Future housing development in the area is likely to necessitate a permanent expansion of the school in the longer-term future.

Following discussion regarding the accommodation needs of the school, KCC has agreed with Leigh Academies Trust that, should this proposal go ahead, it will be a school managed scheme, with KCC providing the Basic Need funding and the Trust undertaking the necessary capital works. The Trust regularly undertakes capital work relating to expansion and maintenance of its schools and has the organisational infrastructure to manage such schemes.

Financial Implications

Capital Funding: Feasibility work by the Trust has estimated the cost of delivery to be £1,242,960, this cost is in line with the DfE's benchmark cost per pupil place. It is proposed that it 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 temporary increased Year 7 intake from 240 to 300 places for 2 years. The roles and responsibility of each party will be formally set out through a legal contract between KCC and the Trust. KCC will monitor progress regularly during the building works to ensure that the accommodation needs are being met.

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 £2,500 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 schools through KCC's funding formula.

Legal implications

The temporary expansion will be subject to a legally binding and enforceable contract being in place between KCC and Leigh Academies Trust.

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 (EqIA) has been produced and no issues were identified.

Cabinet Committee recommendations and other consultation:

The Children's, Young People and Education Cabinet Committee considered the decision on 9th March 2021.

In accordance with the Department for Education's Statutory Guidance "making significant changes to an existing academy". The expansion proposal can be fast tracked without the Trust having to provide a full business case to the EFA. However, the academy will be required to carry out a public consultation with stakeholders as part of their fast-track application.

Any alternatives considered and rejected:

There are limited options for temporary expansion of the schools within the Tonbridge and Tunbridge Wells Non-Selective Planning Group; the majority of the schools have been expanded permanently within the past few years and temporary expansions at other schools would not be cost effective. On balance, the proposed temporary expansion of Mascalls Academy offers a location

where there is demand generated by new housing developments at an appropriate capital cost.

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 temporary expansion of Mascalls Academy, by increasing the published admission number (PAN) from 240 places to 300 places in September 2022 and September 2023.

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**

Proposed temporary expansion of Mascalls Academy, Maidstone Road, Paddock Wood, Kent, TN12 6LT by increasing the published admission number (PAN) from 240 places to 300 places in September 2022 and September 2023.

Kent County Council (KCC), as the Local Authority (LA), 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 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 forecasts for the Tonbridge and Tunbridge Wells Non-Selective Planning Group indicate that there will be sufficient places at the start and end of the Plan period, but there will be a 50 place deficit in 2022-23 and 36 deficit in 2023-24. These deficits will require up to 60 temporary places to be offered via existing secondary schools.

The school and Leigh Academies Trust are keen to expand the school and welcome the opportunity to temporarily expand for 2 years. Future housing development in the area is likely to necessitate a permanent expansion of the school in the longer-term future.

Following discussion regarding the accommodation needs of the school, KCC agreed with the Leigh Academies Trust that, should this proposal go ahead, it will be a school managed scheme, with KCC providing the Basic Need funding and the Trust undertaking the necessary capital works. The Trust regularly undertakes capital work relating to expansion and maintenance of its schools and has the organisational infrastructure to manage such schemes.

- **Aims and Objectives**

To temporarily expand Mascalls Academy to ensure that there are sufficient non-selective places available for pupils within the Tonbridge and Tunbridge Wells Non-Selective Planning Group.

- **Summary of equality impact**

No adverse impacts have been identified at this stage. The Trust will complete consultation of key stakeholders as part of their Fast-track business case. The consultation results will be monitored by the Trust and this document amended as appropriate.

Adverse Equality Impact Rating **Low**

Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning the proposed changes to Mascalls Academy. 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: 13 January 2021

DMT Member

Signed:
Job Title: Interim Director – Education

Name: David Adams
Date: 13 January 2021

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				The additional non-selective Secondary places will mean that more families and children will benefit from additional school places that are needed to meet local demand.
Disability				The school is fully inclusive. Any new accommodation will be compliant with the Equality Act 2010 and be fully accessible.
Sex				The school will remain co-educational
Gender identity/ Transgender				The School will continue to accept pupils regardless of gender identity.
Race				The school will admit pupils regardless of race or ethnicity.
Religion and Belief				The School will continue to accept pupils 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*	133	10.9%	2102	10.9%	43371	18%
SEN - with EHCP*	13	1.1%	687	3.6%	9213	3.8%
SEN - with SEN support*	96	7.9%	1410	7.3%	23791	9.9%
Ethnic Minority**	123	9.8%	3696	19.3%	52419	22.0%
English additional language*	30	2.5%	2176	11.3%	27866	11.5%

* from Schools' Census Autumn 2020

** from Schools' Census Spring 2020

- 10.9% of Mascalls Academy pupils are eligible for free school meals, which is the same as the District average, but is lower than the Kent average.
- Mascalls Academy has only 1.1% of pupils with EHCPs which is lower than the District and County averages. However, the Academy has a comparable percentage of pupils receiving SEN support.
- The school has a low percentage of ethnic minority pupils when compared to the District and County averages; 9.8% compared with 19.3% and 22% respectively.
- The majority of the Mascalls Academy pupils speak English as their first language; with only 2.5% of pupils with English as an additional language (EAL); this is significantly lower than the District and Kent averages.

Pupils on Roll at Mascalls Academy - Schools' Census Autumn 2020:

Year 14	Year 13	Year 12	Year 11	Year 10	Year 9	Year 8	Year 7	Total Statutory Roll	Total Roll
2	76	98	192	220	216	230	188	1046	1222

Who have you involved consulted and engaged?

The Trust will complete consultation of key stakeholders as part of their Fast-track business case. The consultation document will be distributed by the school to parents/carers, 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 area
- Local Libraries in the Tunbridge Wells area

The consultation results will be monitored by the Trust and this document amended as appropriate.

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 regardless of gender identity, race, ethnicity or religion beliefs.

Adverse Impact,

No adverse impacts have been identified.

Positive Impact:

There will be additional non-selective places that are needed to meet the forecast demand within the planning group.

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

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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.

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EXECUTIVE DECISION

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

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

Subject: Proposed Expansion of Invicta Grammar School

Decision Number and Title – 21/00025 - Proposed Expansion of Invicta Grammar School, Huntsman Lane, Maidstone, Kent, ME14 5DS

Key decision:

- *It involves expenditure or savings of maximum £1m*

Classification: **Unrestricted**

Past Pathway of report: N/A

Future Pathway of report: Cabinet Member Decision

Electoral Division: Ian Chittenden – Maidstone North

Summary: This report sets out the proposed expansion of Invicta Grammar School, Huntsman Lane, Maidstone, Kent, ME14 5DS.

Recommendation(s):

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member, concerning the proposals to:

- authorise the allocation of £2,438,095 from the Children, Young People and Education Services Basic Need Capital Budget to fund the permanent expansion of Invicta Grammar School, by increasing the Published Admission Number (PAN) from 192 places to 240 places from September 2022.
- 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 with the Valley Invicta Academies Trust.
- 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 Kent County Council (KCC), as the Local Education Authority (LEA), 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 KCC's future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent.
- 1.2 The Commissioning Plan forecasts for the Maidstone and Malling Selective planning group indicates a deficit of Year 7 places throughout the Plan period. The deficit builds during the early years of the Plan period and peaks at -106 places in 2023-24, before settling into around a 90 places shortfall for the last 3 years of the forecast period.
- 1.3 Within this planning group, some schools have admitted over PAN in recent years, creating temporary additional selective capacity. It is anticipated that this pattern will continue and will accommodate the immediate forecast deficit of 28 places in 2021-22. However, from 2022-23 there is a need to commission up to 3FE of additional permanent provision and a further 1FE (or 30 temporary places) may be needed to meet the 2023-24 demand.

2. Expansion Proposal

- 2.1 In recent years, Invicta Grammar School has accepted bulges up to 240 Year 7 pupils, which is 48 places above its PAN. These additional places have provided provision that ensured there were sufficient girls grammar places available in the Maidstone and Malling planning group. The latest KCP forecasts indicate a continued and growing demand for grammar places and in particular girls' provision.
- 2.2 However, Invicta Grammar School no longer has the physical capacity to accept pupils over their PAN beyond September 2021 without additional accommodation. Therefore, KCC intends to commission a Basic Need expansion of Invicta Grammar School to enable the school to continue to offer 240 places on a permanent basis from September 2022.
- 2.3 It is agreed with Valley Invicta Academies Trust (VIAT) that this would be a school managed scheme, with KCC providing the Basic Need funding and the Trust procuring and managing all capital works.

3. Alternative options

- 3.1 There are only 2 girls' grammar schools within the planning group and therefore the options for expanding girls' grammar provision are limited to these schools. KCC is currently working with both schools to assess the possibility of expansion, as it is likely it will be necessary for both schools to expand to meet the forecast deficit.

4. Financial Implications

- 4.1 Capital Funding: It is proposed that it will be a school managed scheme, the Trust has engaged architects and quantity surveyors to determine the cost of the capital works, which is £2,438,095. This represents a cost of £25,396.83 per pupil place, which compares to the DfE benchmark of £26,628 per place.
- 4.2 KCC will provide the allocated Basic Need Funding in return for the school providing the necessary accommodation and resources to increase the school's PAN from 192 to 240 places. The roles and responsibility of each party will be formally set out through a legal contract between KCC and VIAT. KCC will monitor progress regularly during the building works to ensure that the accommodation needs are being met.
- 4.3 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 £2,500 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 schools through KCC's funding formula.

5. Legal implications

- 5.1 The proposed expansion will be subject to a legally binding and enforceable contract being in place between KCC and the Trust.
- 5.2 The provision of sufficient school places is a statutory duty and contributes to the Strategic Business Plan Priorities to ensure that "Children and Young People in Kent get the best start in life".

6. Equalities implications

- 6.1 An Equality Impact Assessment (EqIA) has been produced and no issues were identified in the early stage EqIA, but the assessment will be reviewed as the project continues.

7. Governance

- 7.1 The proposed decision will 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 with the Valley Invicta Academies Trust. It will also 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.

8. Consultation

- 8.1 In accordance with the Department for Education's Statutory Guidance "making significant changes to an existing academy" the expansion proposal can be fast tracked without the Trust having to provide a full business case to the ESFA. However, the academy may be required to carry out a public consultation with stakeholders as part of their fast-track application.

9. Views

- 9.1 The View of the Local Member
The KCC Member for Maidstone North, Ian Chittenden, has been consulted on this proposal.
- 9.2 The View of the Area Education Officer
The Area Education Officer fully supports this proposal as it will ensure that there will be sufficient girls grammar places in Maidstone at an appropriate cost when compared to DfE benchmark costs.

10. Conclusions

- 10.1 This report sets a proposal to release funding from the Basic Needs Capital Budget that is needed to expand Invicta Grammar school via a school-led building programme. This expansion is needed to ensure there is sufficient girls grammar provision to meet the forecast demand for places within the Maidstone and Malling Selective planning group.

11. Recommendation(s):

The Cabinet Member for Education and Skills is asked to agree to:

- a) authorise the allocation of £2,438,095 from the Children Young People and Education Services Basic Need Capital Budget to fund the permanent expansion of Invicta Grammar School, by increasing the Published Admission Number (PAN) from 192 places to 240 places from September 2022.
- b) 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 with the Valley Invicta Academies Trust.
- c) 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.

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](#)

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

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Cabinet Member for Education and Skills

DECISION NO:

21/00025

For publication**Key decision: YES**

- *It involves expenditure or savings of maximum £1m*

Subject Matter / Title of Decision

Proposed Expansion of Invicta Grammar School

Decision:

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

- authorise the allocation of £2,438,095 from the Children Young People and Education Services Basic Need Capital Budget to fund the permanent expansion of Invicta Grammar School, by increasing the Published Admission Number (PAN) from 192 places to 240 places from September 2022.
- 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 with the Valley Invicta Academies Trust.
- 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:

Kent County Council (KCC), as the Local Education Authority (LEA), 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 KCC's future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent.

The Commissioning Plan forecasts for the Maidstone and Malling Selective planning group indicates a deficit of Year 7 places throughout the Plan period. The deficit builds during the early years of the Plan period and peaks at -106 places in 2023-24, before settling into around a 90 places shortfall for the last 3 years of the forecast period.

Within this planning group, some schools have admitted over PAN in recent years, creating temporary additional selective capacity. It is anticipated that this pattern will continue and will accommodate the immediate forecast deficit of 28 places in 2021-22. However, from 2022-23 there is a need to commission up to 3FE of additional permanent provision and a further 1FE (or 30 temporary places) may be needed to meet the 2023-24 demand.

Background

In recent years, Invicta Grammar School has accepted bulges up to 240 Year 7 pupils, which is 48 places above its PAN. These additional places have provided provision that ensured there were sufficient girls grammar places available in the Maidstone and Malling planning group. The latest KCP forecasts indicate a continued and growing demand for grammar places and in particular girls' provision.

However, Invicta Grammar School no longer has the physical capacity to accept pupils over their PAN beyond September 2021 without additional accommodation. Therefore, KCC intends to commission a Basic Need expansion of Invicta Grammar School to enable the school to continue to offer 240 places on a permanent basis from September 2022.

It is agreed with Valley Invicta Academies Trust (VIAT) that this would be a school managed scheme, with KCC providing the Basic Need funding and the Trust procuring and managing all capital works.

Financial Implications

Capital Funding: It is proposed that it will be a school managed scheme, the Trust has engaged architects and quantity surveyors to determine the cost of the capital works, which is £2,438,095. This represents a cost of £25,396.83 per pupil place, which compares to the DfE benchmark of £26,628 per place.

KCC will provide the allocated Basic Need Funding in return for the school providing the necessary accommodation and resources to increase the school's PAN from 192 to 240 places. The roles and responsibility of each party will be formally set out through a legal contract between KCC and VIAT. KCC will monitor progress regularly during the building works to ensure that the accommodation needs are being met.

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 £2,500 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 schools through KCC's funding formula.

Legal implications

The proposed expansion will be subject to a legally binding and enforceable contract being in place between KCC and the Trust.

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 (EqIA) has been produced and no issues were identified.

Cabinet Committee recommendations and other consultation:

The Children's and Young People Cabinet Committee considered the decision on 9th March 2021.

In accordance with the Department for Education's Statutory Guidance "making significant changes to an existing academy" the expansion proposal can be fast tracked without the Trust having to provide a full business case to the ESFA. However, the academy may be required to carry out a public consultation with stakeholders as part of their fast-track application.

Any alternatives considered and rejected:

There are only 2 girls' grammar schools within the planning group and therefore the options for

expanding girls' grammar provision are limited to these schools. KCC is currently working with both schools to assess the possibility of expansion, as it is likely it will be necessary for both schools to expand to meet the forecast deficit.

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 permanent expansion of Invicta Grammar School, by increasing the published admission number (PAN) from 192 places to 240 places from September 2022.

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**

Proposed permanent expansion of Invicta Grammar School, Huntsman Lane, Maidstone, Kent, ME14 5DS, by increasing the published admission number (PAN) from 192 places to 240 places from September 2022.

Kent County Council (KCC), as the Local Authority (LA), 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 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 forecasts for the Maidstone and Malling Selective planning group indicate that there will be a deficit of Year 7 places throughout the Plan period. The deficit builds during the early years of the Plan period and peaks at -106 places in 2023-24, before settling into around a 90 places shortfall for the last 3 years of the forecast period.

Within this planning group, some schools have admitted over PAN in recent years, creating temporary additional selective capacity. It is anticipated that this pattern will continue and will accommodate the immediate forecast deficit of 28 places in 2021-22. However, from 2022-23 there is a need to commission up to 3FE of additional

permanent provision and a further 1FE (or 30 temporary places) will be needed to meet the 2023-24 demand.

In recent years Invicta Grammar School has accepted bulges up to 240 pupils, which is 48 places above its PAN. These additional places have provided provision that ensured there were sufficient girls grammar places available in the Maidstone and Malling planning group. The latest KCP forecasts indicate a continued and growing demand for grammar places and in particular girls' provision.

However, Invicta Grammar School no longer has the physical capacity to accept pupils over their PAN beyond September 2021. Therefore, KCC intends to commission a Basic Need expansion of Invicta Grammar School to enable the school to continue to offer 240 places on a permanent basis from September 2022.

It is agreed with Valley Invicta Academies Trust (VIAT) that this would be a school managed scheme, with KCC providing the Basic Need funding and the Trust procuring and managing all capital works.

- **Aims and Objectives**

To expand Invicta Grammar School to ensure that there are sufficient selective places available for pupils within the Maidstone and Malling Selective Planning Group.

- **Summary of equality impact**

No adverse impacts have been identified at this stage. The Trust will complete consultation of key stakeholders as part of their Fast-track business case. The consultation results will be monitored by the Trust and this document amended as appropriate.

Adverse Equality Impact Rating **Low**

Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning the proposed changes to Invicta Grammar. 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: 04 January 2021

DMT Member

Signed:
Job Title: Interim Director – Education

Name: David Adams
Date: 04 January 2021

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				The additional selective places will mean that more families and children will benefit from additional school places that are needed to meet local demand.
Disability				The school is fully inclusive. The new accommodation will be compliant with the Equality Act 2010 and be fully accessible.
Sex				Additional girls' places will ensure parity with boys' selective provision within the planning group
Gender identity/ Transgender				The school has an open and supportive outlook towards gender identity
Race				The school will admit pupils regardless of race or ethnicity.
Religion and Belief				The School will continue to accept pupils 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		Maidstone		Kent	
	Number	%	Number	%	Number	%
Free school meals*	69	4.4%	4158	15.1%	43371	18%
SEN - with EHCP*	0	0%	1216	4.4%	9213	3.8%
SEN - with SEN support*	5	0.3%	3356	12.2%	23791	9.9%
Ethnic Minority**	448	29.0%	6295	23.4%	52419	22.0%
English additional language*	235	14.8%	3575	13.1%	27866	11.5%

* from Schools' Census Autumn 2020

** from Schools' Census Spring 2020

- 4.4% of Invicta Grammar School pupils are eligible for free school meals, which is significantly lower than the both the Kent average and District averages.
- Invicta Grammar School has no pupils with EHCPs and only 0.3% receiving SEN support; again, these figures are significantly lower than the District and County averages.
- The school has a higher percentage of ethnic minority pupils when compared to the District and County averages, at 29% compared with 23.4% and 22% respectively.
- The majority of the Invicta Grammar School pupils speak English as their first language; with 14.8% of pupils with English as an additional language (EAL); this is slightly higher than the District and Kent averages.

Pupils on Roll at Invicta Grammar - Schools' Census Autumn 2020:

Year 13	Year 12	Year 11	Year 10	Year 9	Year 8	Year 7	Year 6	Total Statutory Roll	Total Roll
172	186	233	233	249	255	255	1	1226	1584

Who have you involved consulted and engaged?

The Trust will complete consultation of key stakeholders as part of their Fast-track business case. The consultation document will be distributed by the school to parents/carers, 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 Maidstone area
- Local Libraries in the Maidstone area

The consultation results will be monitored by the Trust and this document amended as appropriate.

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 regardless of gender identity, race, ethnicity or religion beliefs.

Adverse Impact,

No adverse impacts have been identified.

Positive Impact:

There will be additional girls' selective places that are needed to meet the forecast demand for provision in the planning group.

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

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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.

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From: Sue Chandler – Cabinet Member for Children, Young People and Education
 Matt Dunkley – Corporate Director of Children, Young People and Education

To: Children’s, Young People and Education Cabinet – 9 March 2021

Subject: **COMPLAINTS AND REPRESENTATIONS 2019-20**

Classification: Unrestricted

Previous Pathway of Paper: None

Future Pathway of Paper: None

Electoral Division: All

Summary: This report provides information about the operation of the Children Act 1989 Complaints and Representations Procedure in 2019/20 as required by the Statutory regulations. It also provides information about the ‘non-statutory’ social care complaints and complaints received about Education Services.

Recommendation: The Children’s, Young People and Education Cabinet Committee is asked to **CONSIDER** and **COMMENT** on the contents of this report.

1. Introduction

- 1.1 This report provides detailed information about complaints and other representations received across the whole of the Children Young People and Education Directorate.
- 1.2 There is a statutory requirement on the directorate to operate a robust complaints procedure for children, and those who are eligible to make a complaint on their behalf, about the social care services they receive. The statutory complaints procedure is designed to ensure the rights and needs of the child are at the heart of the process and that young people’s voices are heard. Children in Care in Kent are advised how to make a complaint and are informed of their right to access the advocacy service.
- 1.3 The statutory requirement to produce an annual complaints report in respect of children’s social care services is included in the Children Act 1989 Representations Procedure (England) Regulations 2006. The Regulations are specific about the type of information which must be included in this annual report.
- 1.4 Complaints about children’s social care services that meet published criteria are considered under the Children Act statutory complaints procedure. However, complaints which meet the eligibility criteria but cannot be

progressed formally because of concurrent legal proceedings (in family and/or criminal court), active child and family assessment, or an active child protection enquiry, are progressed as an informal 'representation'. A 'representation' ensures that the concerns of the eligible child, parent or carer can be taken into consideration by the social care team without a risk of being prejudicial to the relevant concurrent proceedings. All informal representations are recorded on the complaints database, and where appropriate, on the child's social care record.

- 1.5 Functions excluded from the complaint procedure include multi-agency child protection decisions and decisions made in a court of law. Complainants are advised of the alternative routes available for challenging such decisions. Complaints which fall outside of the scope of the statutory complaints' procedure are considered under the KCC corporate complaints procedure. Complaints which fall outside of the scope of the statutory complaints' procedure are considered under the KCC corporate complaints procedure, these include complaints about SEN and other non-social care services. All complainants, and those making representations, are routinely advised of their right to challenge the decision of the Council via the Local Government and Social Care Ombudsman.
- 1.6 Complaints which do not fall within the scope of either the corporate complaints procedure or the statutory Children Act procedure are handled as 'Enquiries' and customers are advised of alternative routes to progress their concerns, for example appeals processes, safeguarding referrals and school complaints.
- 1.7 Issues raised by Members of Parliament (MP) and Elected Members on behalf of constituents are registered and responded to as 'Member Enquiries'. However, if there is an active complaint, or the most appropriate way to address the concerns would be to progress them as a formal complaint, then the elected representative is advised of this course of action and subsequently provided with a copy of the complaint response when it is provided to the constituent/complainant.

2. Representations received

Table 1 - Representations received for CYPE Directorate

Type of Record	2016/17	2017/18	2018/19	2019/20	Variance on previous year
Children Act complaint	165	96	71	48	↓ 32%
Corporate complaint	222	550	794	974	↑ 26%
Representation ⁽¹⁾	271	96	10	3	↓ 70%
Member Enquiry	318	340	465	483	↑ 4%
Enquiry ⁽²⁾		350	296	233	↓ 21%
Comment ⁽³⁾		9	32	45	↑ 41%
Compliment	84	84	94	113	↑ 20%
Total complaints	387	646	865	1022	↑ 19%
Total all representations	1060	1525	1762	1899	↑ 8%

⁽¹⁾ 'Representation' - previously used for cases not eligible for progression as a formal complaint. These are now rejected at the assessment stage.

⁽²⁾ 'Enquiry' - replaced 'Miscellaneous' category which was reported alongside 'Representations' in previous years.

⁽³⁾ 'Comment' – captures generic feedback from customers who wish to share their views and opinions about a Council decision or service. New category for CYPE since October 2017.

- 2.1 The overall number of complaints received has continued to rise for the fourth consecutive year. The total volume of complaints progressed has increased by 164% over three years; this increase does not include rejected or withdrawn cases. Approximately 82% of all cases received are managed by the Customer Care Team, so the continued increase has impacted on the work of the team.
- 2.2 Whilst it is important to record the volume of complaints received, performance cannot be measured against this figure as everyone who receives a service from KCC has a right to submit a complaint if they are dissatisfied with that service. However, performance can be measured by the percentage of those complaints subsequently upheld, either in full or part. Section 4 of this report provides an analysis of complaints received, with Tables 8 and 10 focusing on the key themes raised and the proportion of those that were upheld either in full or part.

Table 2 - Representations received by type and service/division

Type of record	Integrated Children's Services	Education Planning and Access	SEN	Disabled Children's Service	Total
Children Act complaint	41	-	-	7	48
Corporate complaint	515	199	233	27	974
Representation	3	-	-	0	3
Member Enquiry	112	211	149	11	483
Enquiry	95	76	57	5	233
Comment	18	26	1	0	45
Compliment	49	9	16	39	113
Total complaints	556	199	233	34	1022
Total all representations	833	521	456	89	1899
% of complaints received	54%	19%	23%	3%	

- 2.3 In 2019-20 there were an additional 303 complaints which were received but not progressed. Of these, 287 were rejected at the assessment stage of the process, for the reasons identified below, and 16 complaints were withdrawn by the customer.

Table 3 – Rejected complaints

Reason for complaint rejection	Number	%
Representative not authorised to act on behalf of client	69	24%
Duplicate complaint	53	19%
Complaint for another organisation	39	14%
Complaint subject to legal proceedings	29	10%
Customer refused to provide name and address	20	7%
Ongoing social care assessment	19	7%
Service request not a complaint	17	6%
Complaint about an issue more than 12 months old	13	4%
Enquiry not a complaint	12	4%
Complaint about a HR matter	6	2%
Same complaint already dealt with at all stages	4	1%
Complaint about council's legal or professional opinion	4	1%
Appeal not a complaint	1	<1%
Complaint about council policy	1	<1%
No. of complaints rejected	287	

Table 4 - Method of receipt – all representations

Method of receipt	Number	%
Email	853	45%
Contact via MP/Member	295	16%
Telephone	274	14%
Self Service (website)	268	14%
Post	144	7%
KCC Contact Centre	51	3%
Comment Card	5	<1%
Face to Face	4	<1%
Social Media	2	<1%
Text	1	<1%
Premature Ombudsman	1	<1%
Total	1899	

3. Consideration of complaints

3.1 Dependent on what is being complained about, there is a legal requirement to handle complaints from Looked After Children and Children in Need, or those eligible to make a complaint on their behalf, through the three-stage procedure specified in the Children Act 1989 Representations Procedure (England) Regulations 2006.

3.2 The three stages for the statutory Children Act complaints procedure are:

- Stage 1 - Local Resolution (up to 20 working days)
- Stage 2 - Independent Investigation (up to 65 working days)
- Stage 3 - Independent Review Panel (30 working days)

3.3 The KCC complaints procedure consists of two stages:

- Step 1 – Local Resolution (up to 20 working days)
- Step 2 – Director Review (up to 20 working days)

The final stage for both procedures is escalation to the Local Government and Social Care Ombudsman.

3.4 The following table shows the number of Children Act complaints dealt with at each stage.

Table 5 – Children Act complaints handled at each stage

Stage	2016/17	2017/18	2018/19	2019/20	Direction of travel from previous year
Stage 1 – Local Resolution	165	96	71	48	↓ -32%
Stage 2 – Independent Investigation	19	9	16	7	↓ -56%
Stage 3 – Independent Review Panel	3	7	3	3	↔

- 3.5 There continues to be a decrease in the number of complaints handled through the statutory Children Act complaints procedure, and an increase in the number handled through the KCC corporate complaints procedure. The Customer Care Team continue to assess each complaint and progress those which do not relate to an alleged injustice to an eligible child or young person through the corporate complaints' procedure. Consideration is given to the type of issues being raised, with complainants being encouraged to allow the local social care team an opportunity to resolve their concerns before requesting progression as a formal complaint. This is particularly the case where services have not been afforded an opportunity to address matters locally before being raised as a formal complaint. Such cases are recorded as 'enquiries', and most are resolved successfully without the need to then progress as a formal complaint.
- 3.6 Almost half of the complaints which progressed to Stage 2 of the statutory procedure during the year, did so because the customer disagreed with the outcome of Stage 1.
- 3.7 The number of Stage 3 Review Panels held in 2019/20 remained the same as the previous year. Customers who approach the Local Government and Social Care Ombudsman without first completing all stages of the complaints process are usually referred to the Council by the Ombudsman. As a matter of course, customers are advised of their right to progress to Stage 3 when Stage 2 of the statutory complaints' procedure has concluded, and again they are advised of their right to progress to the Ombudsman on conclusion of Stage 3.

4. Analysis of complaints

4.1 Integrated Children's Services and Disabled Children's Service

Table 6 - Complaints received by service

Service	Number	% of total
Childrens Social Work Services	341	58%
Children in Care	88	15%
Early Help & Preventative Services	36	6%
Front Door Service	35	6%
Children with Disabilities	34	6%
Other (including countywide issues)	22	4%
18+ and Care Leaver's Service	18	3%
Safeguarding & QA Service	10	2%
Adoption Service	1	<1%
Fostering Service	5	<1%
Total number of complaints received	590	

Table 7 - Complaints received by customer type

Customer	Total	% of total
Parent	445	75%
Family member	41	7%
Other customer (incl. providers/professionals)	33	6%
Carer (grandparent/special guardian)	24	4%
Care leaver/leaving care	17	3%
Child in care	12	2%
Child or young person (not in care)	7	1%
Foster carer	7	1%
Adoptive parent/prospective adoptive parent	4	<1%
Total number of complaints received	590	

Table 8 - Key themes and outcomes from complaints received

	No. received	No. Upheld/ part upheld	% upheld/part upheld
Communication issues <i>(e.g. delays or failure to communicate, quality of communications, incorrect information/advice given)</i>	130	44	34%
Equalities and regulatory issues <i>(e.g. discrimination, data protection issues, health and safety)</i>	41	15	37%
Issues with service <i>(e.g. delays or failure to do something, quality of service, cancellation or withdrawal of a service)</i>	372	117	31%
Policy and procedure issues <i>(e.g. procedures not followed, disagree with policy or procedure, disagree with decision)</i>	88	19	22%
Staff conduct	12	6	50%
Total number of issues raised	643	201	31%

- 4.2 There is no direct correlation between the number of complaints received and the number of services or issues being complained about. This is due to the multi-faceted and often complex nature of some complaints which can span multiple services.
- 4.3 Overall, 31% of complaints received against Integrated Children’s Services and Disabled Children’s Services were either upheld in full or part. This is a slight improvement from 32% from the previous year.
- 4.4 The majority of complaints received and progressed through the statutory Children Act complaints procedure were in relation to the Children’s Social Work Teams responsible for the delivery of children in need and child protection services.
- 4.5 There were 29 complaints received from either children and young people in care, those transitioning from care, or those who already left the care of KCC. We are committed to making sure children are aware of their right to make a complaint if they are unhappy with any aspect of their care or how decisions are/were being made about them.
- 4.6 The following are key themes raised in complaints from children and young people who are currently in or leaving the care of KCC:
- Communication – 1 received (part upheld)
 - Disputed decision – 6 received (1 part upheld)
 - Financial issues – 5 received (1 upheld)
 - Placement issues – 5 received (1 part upheld)
 - Service issues – 12 received (2 upheld, 1 part upheld)

4.7 Education Planning and Access

Table 9 - Complaints received by service

Service	Number	% of total
Special Educational Needs (SEN)	233	54%
Community Learning & Skills	82	19%
Fair Access	60	14%
Home to School Transport	46	11%
Area Education Officers	8	2%
Corporate Directors Office	2	<1%
Academies	1	<1%
Planning and Access	0	0%
Total number of complaints received	432	

Table 10 - Key themes and outcomes from complaints received – Education

	No. received	No. Upheld/ part upheld	% upheld/part upheld
Communication issues <i>(e.g. delays or failure to communicate, quality of communications, incorrect information/advice given)</i>	35	17	49%
Equalities and regulatory issues <i>(e.g. discrimination, data protection issues, health and safety)</i>	10	5	50%
Issues with service <i>(e.g. delays or failure to do something, quality of service, cancellation or withdrawal of a service)</i>	97	45	46%
Policy and procedure issues <i>(e.g. procedures not followed, disagree with policy or procedure, disagree with decision)</i>	62	6	10%
Staff conduct	10	6	60%
Total number of issues raised	214	79	37%

Table 11 - Key themes and outcomes from complaints received – SEN

	No. received	No. Upheld/ part upheld	% upheld/part upheld
Communication issues <i>(e.g. delays or failure to communicate, quality of communications, incorrect information/advice given)</i>	33	17	52%
Equalities and regulatory issues <i>(e.g. discrimination, data protection issues, health and safety)</i>	5	3	60%
Issues with service <i>(e.g. delays or failure to do something, quality of service, cancellation or withdrawal of a service)</i>	171	86	50%
Policy and procedure issues <i>(e.g. procedures not followed, disagree with policy or procedure, disagree with decision)</i>	43	20	46%
Staff conduct	9	7	78%
Total number of issues raised	261	133	51%

The top five issues raised against the SEN service were:

1. Failure to deliver a service or something – 82 complaints were received, of which 46% were upheld either partially or in full.
2. Delayed service – 65 complaints were received, of which 60% were upheld either partially or in full.
3. Poor communication – 29 complaints were received, of which 52% were upheld either partially or in full.
4. Disagreement with decision – 23 complaints were received, of which 52% were upheld either partially or in full.
5. Quality of service provided – 19 complaints were received, of which 47% were upheld either partially or in full.

4.8 Complaints about schools are managed within each school's own complaints procedure and some disagreements, for example, disputes relating to Education Health and Care Plans, are considered through appeals to a statutory tribunal.

4.9 In 2019/20, there were 432 Education complaints received and logged. An increase of 13% from 2018/19, when 381 complaints were received and logged.

5. Complaints considered by the Local Government and Social Care Ombudsman

5.1 A total of 112 complaints were received by the Local Government and Social Care Ombudsman in 2019-20 relating to services provided by the Children, Young People and Education directorate. Of these, 37 resulted in further

detailed investigation by the Ombudsman, 57% of those being investigated were upheld against Kent County Council, a slight improvement on the directorate's 59% from 2018-19.

Table 12 – Local Government and Social Care Ombudsman involvement

	Detailed investigation		Closed*	Premature	Total
	Upheld	Not upheld			
Integrated Children's Services	7	6	17	4	34
Kent Test/School Admission appeals	2	4	3	0	9
Home to School Transport/Free School Meals	0	5	4	0	9
SEN	10	1	5	5	21
The Education People	1	0	0	0	1
Community Learning and Skills	1	0	0	0	1
Total	21	16	29	9	75

**out of jurisdiction/no further action or withdrawn*

5.2 The Local Government and Social Care Ombudsman found fault with 21 complaints relating to the Children Young People and Education directorate in 2019-20. Examples of Ombudsman findings from each relevant division are attached at Appendix A.

6. Advocacy services provided under these arrangements

6.1 The Council has a statutory obligation to offer independent advocacy services to any eligible child or young person wishing to make a complaint under the Children Act complaints procedure.

6.2 A change was made to Kent's advocacy arrangements on 1 April 2015 so there is one point of contact for independent advocacy for all children and young people in Kent wishing to make a complaint, irrespective of their status as Children in Need, Children in Care, subject to a Child Protection Plan, or as Care Leavers. The advocacy service in Kent is provided by the Young Lives Foundation since 1 April 2015.

6.3 In 2019/20 there were 17 Stage 1 complaints raised by advocates on behalf of children and young people. Whilst it is right that children and young people have access to advocates to support them, in recent years there has been greater emphasis on advocates supporting young people in trying to resolve issues rather than going direct to the complaints procedure. This could be a likely reason for the reduction in formal complaints being submitted by children and young people in care.

7. Compliance with timescales

Table 13 – Response performance – Integrated Children’s Services

Procedure/stage	Timescale (working days)	Total no. of responses made	% of responses provided within timescale
Statutory complaint (Stage 1)	10	14	34%
Statutory complaint (Stage 1) (maximum timescale)	20	29	71% ¹
Statutory complaint (Stage 2)	65	7	43%
Statutory complaint (Stage 3)	30	1	100%
Corporate complaint (Stage 1)	20	515	77%
Corporate complaint (Stage 2)	20	80	71%
Member Enquiry	20	113	63%

⁽¹⁾ also includes those complaints responded to within 10 working days

Table 14 – Response performance – Disabled Children’s Service

Procedure/stage	Timescale (working days)	Total no. of responses made	% of responses provided within timescale
Statutory complaint (Stage 1)	10	2	29%
Statutory complaint (Stage 1) (extended)	20	6	86% ¹
Statutory complaint (Stage 2)	65	0	n/a
Statutory complaint (Stage 3)	30	2	0%
Corporate complaint (Stage 1)	20	27	70%
Corporate complaint (Stage 2)	20	8	63%
Member Enquiry	20	12	58%

⁽¹⁾ also includes those complaints responded to within 10 working days

7.1 The maximum timescale of 20 working days for Stage 1 Children Act complaints was achieved in 71% (77%) of complaint responses from Integrated Children’s Services, Disabled Children’s Services achieved 86% (69%). Performance from the previous year is contained in brackets.

- 7.2 There has been a significant decline in the number of Stage 2 complaint investigations completed within the maximum statutory timescale of 65 working days. The introduction of a national lockdown because of the Covid-19 pandemic in March 2020 has impacted significantly on the directorate's capacity and ability to progress these investigations. At the time of producing data for this report several of the Stage 2 complaints received in 2019-20 had exceeded the maximum timescale due to the suspension of investigations. Most local authorities across England faced the same challenges, which resulted in the Local Government and Social Care Ombudsman also suspending all casework to help ease the pressure on local authorities whilst emergency services were executed.
- 7.3 Only 33% of Stage 3 Reviews were held within the statutory timescale of 30 working days. One Panel was delayed due to a lack of engagement from the customer which made it difficult to secure a date, the remaining two Panels were both held within timescale. However, one of the Panels could not be concluded as it came to light during the Panel meeting that the investigation was flawed, and further work was required before the Panel felt able to reach a conclusion about the complaint. By the time the Panel reconvened the statutory 30 working day timescale had been exceeded. Both delays were out of the control of the Customer Care Team and the delays felt to be reasonable under the circumstances.

Table 15 – Response performance – Education

Procedure/stage	No. of responses made	No. of responses in timescale	% of responses provided within timescale
Corporate complaint (Stage 1)	199	241	89%
Corporate complaint (Stage 2)	9	7	78%
Member Enquiries	200	120	60%

Table 16 – Response performance - SEN

Procedure/stage	No. of responses made	No. of responses in timescale	% of responses provided within timescale
Corporate complaint (Stage 1)	233	136	58%
Corporate complaint (Stage 2)	56	25	45%
Member Enquiries	148	55	37%

- 7.4 Compared with 89% of responses being provided within timescale by other services in Education Planning and Access, only 58% of complaint responses were provided within timescale by the SEN service. However, this is a slight improvement on 56% from the previous year.
- 7.5 Complaint performance within SEN continues to be an area requiring improvement. Further work is needed to ensure the handling of complaints is effective and parents feel more confident that their concerns are being heard.

8. Learning the lessons from complaints

- 8.1 Several complaints received in 2019/20 informed wider service development:

Area for development	Identified actions
<p>Improve how Safe Care Plans are used.</p>	<p>Appropriately share Safe Care Plans across teams and services to ensure transparent communication between all professionals involved with a family.</p> <p>As a way of rationalising our decision making, all children present within a family home should be taken into consideration during strategy discussions to identify any potential risk of harm.</p> <p>Safe Care Plans should be updated accordingly following any review meetings.</p>
<p>Ensure staff are aware that a child can be taken off a Child Protection Plan whilst there is an ongoing Public Law Outline process in place.</p>	<p>Update KCC Childcare Handbook to ensure clarity for all staff around the status and how the local authority will support a family going forward from ending pre-proceedings.</p> <p>Create a template letter for use by staff that can be automatically triggered within the legal workspace on children's recording system.</p> <p>Child Protection Chairs to view the letter as they audit cases and ask to see the letter as they review a case.</p>
<p>Improve transition period for young people who are looked after by KCC as they approach their 18th Birthday.</p>	<p>PAs introduced when a young person reaches 17½ years of age. This is to allow more time to support a young person at what we know can be a difficult time, with many changes.</p>

Area for development	Identified actions
Ensure excluded parents are able to contribute to child in care reviews and have their views formally recorded at each review.	Review child in care procedures to ensure all parents are provided with the relevant consultation documents prior to reviews so any views can be considered and recorded, even if they have been excluded from reviews.
Ensure named individuals take responsibility for overseeing situations where a child is out of school so the child does not get lost in the system.	<p>Establish SEN Placement Teams to ensure children no longer 'slip the net'.</p> <p>A designated process ensures an appropriate placement is found.</p> <p>Improve place sufficiency forecasting and strategy for SEN.</p>
Have systems in place to ensure that the required processes following SEN Annual Review meetings are completed.	<p>Review and revise the SEN Annual Review process.</p> <p>Provide training to staff on statutory requirements and timescales for Annual Reviews.</p>
Ensure staff are aware of the published complaints procedure and timescales for responses.	Continue to provide awareness raising and training across the directorate so that all staff are aware of how to handle complaints effectively – including the importance of passing new complaints to the dedicated complaints team as soon as they are received.
Ensure children and young people receive the support agreed in individual Education, Health and Care Plans (EHCP)	All schools to be reminded of the importance of keeping the council informed if there are difficulties in fulfilling the support set out in individual EHCPs – advise via school newsletter from Director.
Professionals within both the Council and Health are aware of their joint duties in relation to SEN.	<p>Develop joint written working protocols so that officers from each KCC, the Clinical Commissioning Group and other providers of health support services have clear written guidance on the SEN process and their joint duties.</p> <p>Use the joint working protocols alongside the SEND Code of Practice to ensure that statutory duties are fulfilled.</p>

9. Review of the effectiveness of the complaints procedure

- 9.1 Management of Children's Complaints and Customer Care transferred from the Safeguarding, Professional Standards and QA service into the Corporate Director's Team in January 2019. The move was in recognition of further development of the team in providing a directorate-wide service. Having a centrally managed service helps to facilitate delivery of a robust and impartial complaints process.
- 9.2 The effectiveness of the complaints procedure depends on the wider organisational culture and the propensity to learn the lessons where the service has not been to the required standard. The Customer Care Team continues to receive a high level of support from Senior Management for the prioritisation of complaints and ensuring the availability of Independent Investigators where a Stage 2 Investigation is required.
- 9.3 On receipt of new representations, the Customer Care Team assess each case paying attention to complaints with regards who is making the complaint, what is being complained about, when the alleged injustice occurred, and whether there are any concurrent investigations or legal proceedings taking place. This assessment informs the decision-making process for determining which process is most appropriate for addressing each element of customer feedback. Many of the complaints can be complex and require sensitive handling. In addition to managing the complaints, the team also produce complaints reports for management teams and weekly tracker reports.
- 9.4 The Customer Care Team has again experienced some significant challenges during the period 2019-20. A further increase in new cases and decreased capacity, due to retirement and long-term sickness, has placed a considerable amount of pressure on the team. Capacity has impacted on the team's ability to effectively chase responses from services responding to complaints, as well as the amount of time that can be allocated to quality assuring the responses. The Customer Care Team was to be included in a comprehensive review of support services within the directorate, which proposed strengthening the capacity and role of the team, unfortunately the review was suspended as a result of the Covid-19 pandemic, leaving the team with unresolved capacity issues.
- 9.5 **Training** – several training sessions were arranged for staff in relation to complaints during 2019/20. 'Complaint Investigation' and 'Responding to Customers' training is being provided in collaboration with the KCC Delivery Manager - Engagement & Consultation.
- Individual sessions raising awareness of the complaints process and advising on key themes arising from complaints are provided to local teams and services;
 - Face to Face training sessions for those managers tasked with undertaking complaint investigations at Stage 2 of the statutory Children Act complaints procedure. Individual support and advice are also provided

to all new Investigating Officers appointed to undertake complaint investigations at Stage 2;

- Face to Face training sessions on 'Responding to Customers', which covers good practice in relation to the wording and content of responses, good customer focus, and expectations in terms of the process itself;
- Individual sessions on the customer feedback system for support staff who facilitate complaint responses in local offices.

Each of the above training sessions will continue to be provided for staff as required throughout 2020/21.

- 9.7 **Young Lives Foundation** - The Young Lives Foundation is an independent organisation which provides an Advocacy Service and the Independent Persons for the Stage 2 complaints. The reports produced by the Independent Persons have generally been to a good standard and delivered within the required timescales. The Advocacy Service has also been proactive in supporting and representing children and young people to make their views known. Regular contract monitoring meetings take place between the Young Lives Foundation, KCC's Commissioning Service, and the Complaints Officer.

10. Compliments

The Customer Care Team also record and share compliments received about staff and services. In 2019/20 the number of compliments formally received and logged increased slightly to 113. Staff are encouraged to share any compliments they receive; it is important we use positive feedback to help drive improvements as well as use them to celebrate achievements and good practice.

- 10.1 Set out below are a few examples of the compliments received in 2019/20 across the directorate:

Feedback from parent

An anxious parent was very thankful that the Chair of Child Protection conference assisted her to calm down so that she was able to participate in the conference.

Feedback from a young person about to leave care

The young person wrote to their Independent Reviewing Officer and manager, stating "there are not enough thank yous for everything you have done for me".

Feedback from CAF/CASS officer

The officer wanted to compliment the work of a social worker on a recent case. Stating "they completed a thorough and carefully thought through report....and was clearly able to see the complex issues for the children. The report helped for a basis for potentially could have been a protracted contested hearing, but instead an agreed outcome for the children. She

attended court and provided further assistance and attended the school late in the day to facilitate a move for the child. Her personal plans cancelled to assist the court and this family. I feel extremely encouraged to have witnessed such a high standard of social work.”

Feedback from a parent

Parent wanted to comment on the professionalism of a social worker and how she managed the assessment process and the support she provided to the parent and their children.

“During what has been a very difficult time for me and my children, she has conducted her evaluation of the situation in a manner that is sympathetic to all involved, has engaged with the children at their level (child to child) and at the adult (adult to child) level to enable her to get a better understanding of what they may be going through. She has also interacted with me in a truly professional manner, understanding that some questions may be difficult to answer and has considered and evaluated my concerns, worries and anxieties about the whole process. At every stage she has been approachable and always willing to help in any way she can. I would consider her as an asset to the team she works with.”

Feedback from a parent

Parent wanted to thank social worker for the way he conducted himself in court and the report he provided to the court on behalf of his child. “Although [child] did not have the outcome I wanted he took the time with me to ask me what I wanted, he took the time with me to ask me what I would like with regards to visitation and overnight stays with [child]. The fact that throughout the time spent with [child] and I he always has [child]’s welfare as top priority is a real comfort to me. Knowing he is watching over [child] is priceless.”

Feedback from foster carer

“We care for a young person in foster care who is quite complex in needs, also due to communication difficulties, and throughout [social worker] has been very supportive to us as a foster family but has exceeded expectations with building a relationship with this young person, who really looks forward to her visits. We would like to say a big thank you for her ongoing support.”

Feedback from a carer

Carer wanted to share positive feedback from school with their SEN Assessment and Placement Officer. “I wanted to send you this email that I received today from the school regarding [child] and I wanted to take this opportunity to thank you again for your help in placing [child] in this school. It really does make it all worthwhile and you should be very proud that you have made a massive positive difference to this young man’s life.”

11. Objectives for 2020/21

Objectives for 2020/21 include:

- Continue to improve the quality of data entered on the customer feedback system to ensure accurate and informative performance and learning data is captured.
- Continue to provide useful management reports and to develop a coherent approach to learning key lessons and following up on actions from complaints and related feedback.
- Continue to ensure the operation of the complaints procedures in line with statutory requirements and monitor performance standards.
- Continue to provide training for managers to ensure quality complaint responses are provided.
- Resolve complaints from children and young people at an earlier stage.
- Promote the complaints process with children and young people, particularly those who are looked after by KCC, to ensure they are aware of their right to submit a complaint.
- Regularly seek user feedback from individuals who make complaints.
- Reduce vulnerabilities with the Customer Care Team by ensuring adequate staffing is in place.
- Ensure independent Stage 3 Panel Members are provided with opportunities to develop their skills and understanding of the statutory Children Act complaints process.
- Work with SEN and Disabled Children's Services in improving performance in relation to response times.

12. Conclusion

The Council continues to operate a responsive service for people making complaints about services provided by the Children, Young People and Education directorate. The Children Act and subsequent regulations and statutory guidance are prescriptive about the procedures for handling complaints from and on behalf of children in receipt of services under the Children Act. This includes complaints from children in care, care leavers and children in need. It is important children and families feel able to complain if they are dissatisfied with the service received as it provides an opportunity to resolve issues, and where the service has not been to the expected standard, it is also an opportunity to learn lessons and put things right.

13. Recommendations

Recommendation: The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **COMMENT** on the contents of this report.

14. Background Document

None

15. Report Author

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Children Social Care - Not upheld example – 19 000 816

The complaint

Mr X complains the Council failed to investigate or take action on concerns he raised with it about the actions of his ex-wife and her partner towards his children. He says information in the Council's assessments about the situation is wrong and biased against him. He says this means his children are suffering.

Outcome

The Council has carried out two child and family assessments of Mr X's children's situation. Both assessments considered the issues that the law requires and followed the process required by the Children Act. They included discussion with other professionals working with the family including the police and previous social workers. They included the social worker meeting with the children alone to get their views.

Mr X continues to be seriously concerned the Council is biased against him and that it only believes Ms Z's evidence. Mr X had the opportunity to engage in the assessments but did not do so. The Council considered what Mr X had said in writing as part of its assessments.

The Council concluded, based on the assessments, it did not have concerns for the children's emotional wellbeing or care. It decided the children's needs are being met and do not meet the threshold for it to act further. There is no administrative fault in how the Council carried out the assessments. We therefore cannot question the Council's decision.

The Council has written to Mr X explaining how he should raise concerns in future but asking him to restrict his contact. It has made clear how he can continue to report safeguarding concerns. The Council has explained what action it will take to restrict future contact if it continues. There was no administrative fault in its correspondence with Mr X about future contact and it correctly followed its persistent complaints policy.

I have completed my investigation. The Council is not at fault.

Children Social Care - Upheld example - 18 015 096

The complaint

Mrs X complained about the Council's decision to de-register her and her husband Mr X, as foster carers. She said the Council had failed to:

- provide them with suitable training and support; and
- consider the recommendations of the Independent Review Mechanism (IRM).

Mrs X and Mr X stated they had suffered stress, illness, lack of sleep, worry, and financial loss following the incident that led to their de-registration.

Outcome

The Ombudsman is not an appeal body. We cannot say whether a Council's decision is right or wrong, only check that it has considered all relevant information in making its decision.

The IRM Panel felt the Council could have provided Mr and Mrs X more training and support with Y and Z when they were struggling with their behaviour. The Council has accepted fault and partially upheld this part of Mr and Mrs X's complaint. The Council has apologised and made several improvements to the Fostering Service as explained below;

In response to my enquiries the Council said it had learnt from Mr and Mrs X's complaint and had:

- reviewed its training offer for foster carers to ensure all carers and staff are aware of the training and support packages available to them;
- commissioned extra training for foster carers who work with children with significant behavioural difficulties;
- created a Placement Stability Team where foster carers can access immediate clinical psychology advice at times of crisis; and
- started monitoring all allegations and complaints monthly to ensure it is working within timescales and to identify any delays.

This remedies the injustice caused.

The Ombudsman's role is not to speculate about what might have happened but to consider what did happen. It is not possible for the Ombudsman to say whether Mr X would have smacked Y if the Council had provided extra support and training.

The IRM Panel recommended Mr and Mrs X should continue to foster. The Council chose to de-register Mr and Mrs X as foster carers. The Council was not bound by the IRM's Panel recommendations and was entitled to make that decision. It has provided reasons for it. The Ombudsman cannot question a Council's decision if taken without fault. The Council was not at fault.

The Council was at fault for failing to provide Mr and Mrs X the training and support needed as foster carers. However, it was not at fault in its decision to de-register them. The Council has already remedied the injustice caused, therefore, I have completed my investigation.

Education - Not upheld example – 19 004 268

The complaint

The complainant, whom I refer to as Mrs X, complains the admissions appeals panel did not properly consider her son's appeal for a grammar school place. Mrs X says:

- The school was not oversubscribed.
- Her son would be able to cope with the pace and level of work at a grammar school based on his previous test scores.
- The panel did not consider her son had an older sibling at the school.

Outcome

The role of the Ombudsman is to consider procedural fault. We do not question the professional judgement of the appeal panel, unless it is flawed by procedural fault. This means I cannot replace the panel's views about whether Y is at the required standard for grammar school or should be offered a place at school Z, with my own views. Provided the panel made its decision in a way which is procedurally sound, I cannot criticise the judgment it eventually reached.

Mrs X says the panel did not properly consider her appeal. I do not find fault in how the panel considered the appeal. The Clerk's notes show the panel considered the points Mrs X presented as part of the appeal and decided Y was not of the required standard for admission to a grammar school. While I acknowledge Mrs X disagrees with the panel's decision, it was a decision it was entitled to make.

From the evidence I have seen, school Z did not fill all its school places. The Code says grammar schools may leave places unfilled if there are insufficient eligible applicants. As the panel concluded Y was not a grammar school pupil, the panel did not need to consider whether admitting Y to school Z would cause prejudice to school Z.

Mrs X says the Council did not refer to her other child attending school Z in its decision letter and this was part of the admissions criteria. The Clerk's notes show the panel considered this as it is listed under a key point of the appellant's case. However, in response to my enquiry about this point, the Council said the panel did not refer to the sibling link in its decision letter as a sibling link did not make any difference in the outcome of the appeal. I find this reasonable as the panel found Y not to be a grammar school pupil.

I have completed my investigation and found no fault in how the admissions appeal panel considered the appeal.

Education - Upheld example – 18 010 476

The complaint

Mr X complained about:

- a. the delays by the Council in transferring his child, C, from a Statement of Special Educational Needs (Statement) to an Education Health and Care Plan (EHC Plan) and then further delay in the annual review; and
- b. the Council's failure to act on professional advice about C's need for a communication support worker and the consequent failure to include such support in C's EHC Plan.

Mr X says as a result of the Council's failures C has been unable to achieve their full academic potential and has felt isolated at school. He says he and his wife have had to put more work into the process than they should have had to and been put under a lot of pressure.

Outcome

The Council has agreed that within one month of this decision it will pay Mr and Mrs X £200 to acknowledge the frustration caused by its delays in transferring C from a Statement to an EHC Plan and in deciding to maintain C's EHC Plan after the first annual review.

I have now completed my investigation because the Council's action will remedy the injustice caused by its fault

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's Cabinet Committee – 9th March 2021

Subject: Local Government and Social Care Ombudsman Public Report

Classification: Unrestricted

Past Pathway of report: None

Future Pathway of report: None

Electoral Division:

Summary: The Local Government and Social Care Ombudsman has investigated a complaint against Kent County Council and concluded that there was fault by the Council which caused injustice to the complainant. The Ombudsman has issued a public report regarding the complaint.

Recommendation(s):

The Cabinet Committee is asked to consider the report.

1. Introduction

1.1 The Local Government and Social Care Ombudsman (LGSCO) has issued a public interest report following a complaint about the Council. The final report does not reveal the identities of the people involved but names Kent County Council as the organisation the complaint is about. A copy of the report is included (Appendix A).

2. Background to the Complaint

2.1 Mrs B complains about the way Kent County Council and London Borough (LB) of Croydon council responded when her daughter, child C, disclosed an allegation of historical sexual abuse.

2.2 Mrs B says that Kent County Council:

- delayed in offering C support and failed to provide appropriate support;
- incorrectly considered referring Mrs B to the Local Authority Designated Officer (LADO); and
- failed to provide Mrs B with appropriate support.

2.3 Mrs B says this caused significant distress to C and she missed out on the support she needed. As a result, C experienced the effects of ongoing trauma

and blamed herself for her mother's distress.

- 2.4 The Ombudsman also judged that Mrs B suffered her own distress from the way the Council failed to meet her needs. She says the threat of the LADO referral caused her significant distress, worry and loss of sleep. The Ombudsman also ruled that Mrs B had suffered significant distress because the Council failed to meet C's needs and provide support.
- 2.5 Mrs B says the Council's failures have had a significant and lasting impact on C and her family.
- 2.6 Mrs B says that the London Borough of Croydon failed to:
 - convene a strategy discussion following C's disclosure of sexual abuse;
 - carry out an investigation into the potential risk posed by the alleged offenders; and
 - share information with Kent County Council.
- 2.7 Mrs B then complained to the Local Government and Social Care Ombudsman.

3. The Ombudsman's Findings

- 3.1 The LGSCO found fault with Croydon for failing to convene a strategy discussion following C's disclosure. "The guidance is clear about when and why a strategy discussion should be held and Croydon failed to follow the statutory guidance". This failure led to an uncoordinated response, lack of information sharing, failure to identify potential risk and poor victim care.
- 3.2 The LGSCO also find fault with Kent for its initial response to the referral about C's disclosure. Although the LGSCO acknowledged that the alleged historical offence occurred in Croydon, the victim (C) lived in Kent. This means the ongoing support needs for C were Kent's responsibility. Kent failed to consider C's needs following the referral. It demonstrated a lack of responsibility and failed to adopt a child centred approach. It failed to place C's needs and experiences at the centre of its response and decision making. This means there was a significant delay in assessing C's needs and providing any support to C and the family.
- 3.3 The LGSCO found fault with Kent for failing to properly assess Mrs B's needs to enable her to support C and adding to her distress by failing to understand her needs.
- 3.4 The LGSCO found fault with Kent for failing to properly consider whether a referral to the LADO should be made before it mentioned this possibility to Mrs B.
- 3.5 It is standard national practice for the Local Authority in which the alleged offence occurred (in this case LB Croydon) to lead the enquiry and to include any other relevant Local Authority to provide support where necessary (in this case Kent, as the family had moved).

4. The Ombudsman's Recommendations

4.1 To remedy the injustice caused, the Ombudsman recommend the Councils take the following action:

4.1.1 Kent County Council should:

- a) Pay C £1,000;
- b) Pay Mrs B £1,000 to acknowledge the distress and impact of the faults;
- c) pay Mrs B £150 for the additional time and trouble she experienced pursuing her complaint; and
- d) remind all staff dealing with children's services complaints when the statutory complaints process should be used. It should also ensure its staff understand who can make a complaint in this process.

4.1.2 Both Kent County Council and London Borough of Croydon should:

- a) Share the learning points from this case across its organisation to ensure staff are aware of their responsibilities in respect of information sharing, professional curiosity, and cross border child protection referrals; and
- b) Conduct an audit of 50 cases closed in similar circumstances between 2018 to date. If more than 25% of those cases identify similar issues the Council should make resources available to conduct a full case audit. The full audit should review all cases closed in similar circumstances between 2018 to date.
- c) Both Councils must consider the report and confirm within three months the actions they have taken or propose to take.
- d) The Councils should consider the report at a full Council, Cabinet or other appropriately delegated committee of elected members and will require evidence of this.

5. KCC Response to the Ombudsman's Report

5.1 Unusually, on this occasion KCC disagreed with some of the conclusions and suggested remedies in the LGSO's report, and the decision to publish it in its current form. In addition we have pointed out several inaccuracies and misleading statements in correspondence from the Ombudsman. In this case, while we do acknowledge some of our practice could have been better and more timely, and we have reflected that by agreeing to the suggested financial compensation to both mother and daughter, we do not accept some of the central conclusions.

5.2 In particular we do not accept the conclusions in relation to understanding thresholds for statutory services, and have not agreed to implement some of the remedies which are not legally binding on us. As you would expect, we raised these issues prior to publication, but been unable to agree a way forward with

the Ombudsman. I must stress how unusual this situation is - we can normally accept Ombudsman findings in full, agree fault, remedy and publication arrangements.

- 5.3 Although both KCC and LB of Croydon have accepted that there was a short delay in offering support exacerbated by the cross authority involvement, we are confident that actions taken in relation to ensuring the safeguarding of the individual and the offer of ongoing support, subsequently declined by the family, were the correct response and in compliance with current Government legislation and guidance as it has also been interpreted by many other local authorities in similar cases. Some of the Ombudsman's conclusions suggest we should have offered therapy services to this family that we are not statutorily required to provide, nor funded to provide, and are not provided by any local council in similar circumstances.
- 5.4 In order to provide what the Ombudsman suggests we should have, both funding of and statutory definition of services provided by local government would have to change. While this may or may not be desirable, we question whether it is in the remit of the LGSCO to make any judgement of KCC on the absence of services we and the rest of local government are not currently required or funded to provide. We do agree that the national government guidance is lacking and unclear in its current form, and have offered to work with the Ombudsman to seek greater clarity from national government in its guidance.
- 5.5 KCC worked closely with the Office of the LGSCO to highlight what we believe are factual inaccuracies in the report, the Ombudsman has taken the decision to publish report as it stands without our proposed amendments.
- 5.6 KCC also offered to include the LGSCO in its work with the DfE and the Acting Director General for Children's Social Care, Steph Brivio, to revisit the statutory guidance relating to Section 47 of the Children Act 1989. KCC explained to the LGSCO that Matt Dunkley was already working with Ms Brivio, Isobel Trowler, the Chief Social Worker and Yvette Stanley, the Director of Social Care Inspection at Ofsted about these matters.
- 5.7 KCC agreed that the LGSCO had uncovered an area where guidance in "Working Together" was lacking and was badly needed, as well as reflecting on the matter of initial Section 47 strategy discussions. Currently Ms Brivio, Ms Stanley and Ms Trowler all accept that it was common custom and practice for Local Authorities nationally to do what KCC had done with the initial referral, by passing it to the LB Croydon, where the alleged offence had occurred and therefore needed investigating.
- 5.8 The Ombudsman have welcomed the fact that we have raised our concerns with the DfE and are happy to be involved in further discussions, should we need them to be.
- 5.9 In our response to the LGSCO we highlighted the services offered to C and the application of thresholds. It was established that Kent had made direct contact with Mrs B following a second contact from the Police to ascertain her

understanding of the referral. It was acknowledged that Mrs B had indicated that she was looking for emotional support for C to “bridge the gap” before ‘C and Mrs B’ were able to access the services she really wanted which was a therapeutic intervention for them both. KCC argued that the local authority is neither funded nor has any statutory duties to provide such services, particularly to adults, however, the LGSCO concluded that in this particular case we should have done so.

- 5.10 KCC reiterated the statutory need for consent to undertake the work which the LGSCO felt was missing and outlined that a worker from the Integrated Children’s Service had met with C, who had been very clear that she did not want any intervention other than having a better relationship with her mother who she felt was unreasonably restricting her movements. Parenting and relationship support was offered for mother and daughter but turned down by Mrs B.

6. Actions for the Council

- 6.1 In response to the recommendations outlined in the report CYPE has written to the Ombudsman advising that:

- 6.1.1 We have concerns regarding the auditing of similar cases, in that the definition of ‘cases closed in similar circumstances’ is vague and there are approximately 53,000 cases that fall within this time frame.

KCC has agreed to conduct an audit of 50 cases closed in similar circumstances between 2018 to date.

However, the LGSCO have stated that they will consider the next steps if the audit indicates that if 25% of those cases identify similar issues, then they may require the Council to complete a full audit of all cases. If this occurs the Council will review its position.

- 6.1.2 We have agreed to pay the compensation suggested as a remedy for the family.

- 6.1.3 We have agreed to share the learning points from this case across our organisation, to ensure staff are aware of their responsibilities in respect of information sharing, professional curiosity, and cross border child protection referrals.

- 6.1.4 We will remind all staff dealing with children’s services complaints when the statutory complaints process should be used. It should also ensure its staff understand who can make a complaint in this process.

7. Conclusion

- 7.1 The Council will implement the recommendations as proposed by the Local Government and Social Care Ombudsman. We will keep in review what we intend to do, should the audit identify more than 25% of cases with similar issues.

8. Recommendation(s):

The Cabinet Committee is asked to consider the report.

8. Background Documents

8.1 Appendix A: Published Report by LGSCO.

8.2 Link to LGSCO covering statement and report:

[https://www.lgo.org.uk/information-centre/news/2021/jan/councils-urged-to-learn-from-ombudsman-investigation-into-child-](https://www.lgo.org.uk/information-centre/news/2021/jan/councils-urged-to-learn-from-ombudsman-investigation-into-child-abuse-complaint) Local Government and Social Care Ombudsman [abuse-complaint](#)

9. Contact Details

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**Report by the Local Government and Social Care
Ombudsman**

Investigation into complaints against

Kent County Council

(reference number: 19 010 981)

and

London Borough of Croydon

(reference number: 19 020 914)

26 November 2020

The Ombudsman's role

For more than 40 years the Ombudsman has independently and impartially investigated complaints. We effectively resolve disputes about councils and other bodies in our jurisdiction by recommending redress which is proportionate, appropriate and reasonable based on all the facts of the complaint. Our service is free of charge.

Each case which comes to the Ombudsman is different and we take the individual needs and circumstances of the person complaining to us into account when we make recommendations to remedy injustice caused by fault.

We have no legal power to force councils to follow our recommendations, but they almost always do. Some of the things we might ask a council to do are:

- > apologise
- > pay a financial remedy
- > improve its procedures so similar problems don't happen again.

Section 30 of the 1974 Local Government Act says that a report should not normally name or identify any person. The people involved in this complaint are referred to by a letter or job role.

Key to names used

Mrs B	The complainant
C	The complainant's daughter

Report summary

Child protection

Mrs B complains about the way Kent County Council and the London Borough of Croydon responded when her daughter, child C, disclosed sexual abuse.

Finding

Fault found causing injustice and recommendations made.

Recommendations

To remedy the injustice caused, we recommend the Councils take the following action.

Kent County Council

Kent County Council should

- pay C £1,000;
- pay Mrs B £1,000 to acknowledge the distress and impact of the faults;
- pay Mrs B £150 for the additional time and trouble she experienced pursuing her complaint; and
- remind all staff dealing with children's services complaints when the statutory complaints process should be used. It should also ensure its staff understand who can make a complaint in this process.

Kent County Council and London Borough of Croydon

Both Councils should:

- share the learning points from this case across its organisation to ensure staff are aware of their responsibilities in respect of information sharing, professional curiosity, and cross border child protection referrals; and
- conduct an audit of 50 cases closed in similar circumstances between 2018 to date. If more than 25% of those cases identify similar issues the Council should make resources available to conduct a full case audit. The full audit should review all cases closed in similar circumstances between 2018 to date.

Both Councils must consider the report and confirm within three months the actions they have taken or propose to take. The Councils should consider the report at a full Council, Cabinet or other appropriately delegated committee of elected members and we will require evidence of this. (*Local Government Act 1974, section 31(2), as amended*)

The complaint

1. Mrs B complains about the way Kent County Council and London Borough of Croydon council responded when her daughter, child C, disclosed sexual abuse.

Kent County Council

2. Mrs B says Kent County Council:
 - delayed in offering C support and failed to provide appropriate support;
 - incorrectly considered referring Mrs B to the Local Authority Designated Officer (LADO); and
 - failed to provide Mrs B with appropriate support.
3. Mrs B says this caused significant distress to C and she missed out on the support she needed. As a result, C experienced the effects of ongoing trauma and blamed herself for her mother's distress.
4. Mrs B suffered her own distress from the way the Council failed to meet her needs. She says the threat of the LADO referral caused her significant distress, worry and loss of sleep. She also suffered significant distress because the Council failed to meet C's needs and provide support.
5. Mrs B says the Council's failures have had a significant and lasting impact on C and her family.

London Borough of Croydon

6. Mrs B says London Borough of Croydon failed to:
 - convene a strategy discussion following C's disclosure of sexual abuse;
 - carry out an investigation into the potential risk posed by the alleged offenders; and
 - share information with Kent County Council.
7. She says this caused a delayed and uncoordinated response and caused additional distress. She also says it placed other children at risk.

Legal and administrative background

8. We investigate complaints about 'maladministration' and 'service failure'. In this report, we have used the word 'fault' to refer to these. We must also consider whether any fault has had an adverse impact on the person making the complaint. We refer to this as 'injustice'. If there has been fault which has caused an injustice, we may suggest a remedy. (*Local Government Act 1974, sections 26(1) and 26A(1), as amended*)
9. We may investigate matters coming to our attention during an investigation if we consider that a member of the public who has not complained may have suffered an injustice as a result. (*Local Government Act 1974, section 26D and 34E, as amended*)
10. Under the information sharing agreement between the Local Government and Social Care Ombudsman and the Office for Standards in Education, Children's Services and Skills (Ofsted), we will share this decision with Ofsted.

How we considered this complaint

11. We issued this report after examining relevant documents, making enquiries with both councils, and speaking to the complainant.
12. We gave Mrs B and the Councils a confidential draft of this report and invited their comments. The comments received were carefully considered before the report was finalised.

What I found

Law and guidance

13. The Children Act 1989 and statutory guidance [Working Together to Safeguard Children 2018](#) ('Working Together') set out councils' responsibilities to safeguard children. Working Together guidance applies to all organisations and agencies with functions relating to children. It says all professionals and agencies working with children should adopt a co-ordinated and child focused approach. Working Together contains guidance on the following areas relevant to this complaint:
 - information sharing;
 - referrals;
 - assessment;
 - early help;
 - strategy discussions;
 - section 47 enquiries;
 - organisational responsibilities;
 - people in a position of trust; and
 - dispute resolution.
14. The Government sets out a [three-stage procedure](#) for councils to follow when looking at complaints about statutory social services functions. The handling and consideration of complaints consists of three stages:
 - stage 1 - local resolution
 - stage 2 – investigation
 - stage 3 - review panel

(Department for Education, Statutory guidance for local authority children's services on representations and complaints procedures, 2006)
15. Section 26(3) of the Children Act 1989 sets out what may be complained about. All functions of the local authority under Part 3 of the Act may be subject of a complaint. For example, a complaint may arise because of many things relating to statutory social services functions such as:
 - an unwelcome or disputed decision;
 - concern about the quality or appropriateness of a service;
 - delay in decision making or provision of services;
 - delivery or non-delivery of services including complaints procedures;
 - quantity, frequency, change or cost of a service;
 - attitude or behaviour of staff;

-
- application of eligibility and assessment criteria;
 - the impact on a child or young person of the application of a local authority policy; and
 - assessment, care management and review.

Local Authority Designated Officer (LADO)

16. Statutory guidance says that every council has a duty to manage allegations and concerns about any person who works with children and young people in their area. This includes council staff, staff or partner agencies and volunteers.
17. The LADO is responsible for managing all child protection allegations made against staff and volunteers who work with children and young people in a council's area.

What happened

18. Throughout this report Kent County Council is referred to as 'Kent' and London Borough of Croydon as 'Croydon'.
19. What follows is a brief case chronology. It does not contain all the information reviewed during the investigation.
20. In June 2018, C disclosed she had been sexually abused at an address in Croydon when she was younger. Mrs B reported this to the police. The police told her it would refer the information to children's services and a social worker would contact her about support for C.
21. Mrs B says she waited for contact but when this did not come, she contacted both councils herself. She says Croydon told her she needed to speak to Kent because that was the area that they lived in. She says Kent told her to speak to Croydon because that is where the alleged offence happened.
22. Following a further police referral in September 2018, Kent contacted Mrs B and offered support through its early help provision.
23. In November 2018, C made a further disclosure of non-recent sexual abuse by a different perpetrator in Croydon. By this time C's mental health had deteriorated and Mrs B reports she made three suicide attempts. Mrs B requested a Child and Adolescent Mental Health Services (CAHMS) referral. C also went missing for a period around this time.
24. In January 2019, C's CAHMS psychologist made a referral to Kent children's services. She felt early help support did not meet C's needs. Following this referral, a social worker attended Mrs B's address to complete a Child and Family (CAF) assessment.
25. Mrs B withdrew consent for the CAF assessment, and it was not completed. She says she felt it was her parenting under scrutiny rather than C's needs. Kent closed the case in February 2019. C was to continue to attend CAHMS.
26. Mrs B asked for support for herself. Kent provided Mrs B with information about mediation and an "understanding your teenager" course.
27. In April 2019, Mrs B complained to Kent. It responded at stage one of its corporate complaints process in June 2019 and stage two in July 2019. Mrs B remained dissatisfied with its response and complained to the Ombudsman.
28. Mrs B complained to Croydon in September 2019. It responded in November 2019. The Ombudsman accepted Mrs B's complaint about Croydon,

and we decided to consider it alongside her complaint about Kent because the cases are inextricably linked.

Findings

29. These are presented under the key headings of Mrs B's complaint with the analysis of findings and relevant law and guidance.
30. Throughout the analysis of this complaint we held the below extract from Working Together (2018) in mind:
- “Nothing is more important than children’s welfare. Children who need help and protection deserve high quality and effective support as soon as a need is identified.*
- We want a system that responds to the needs and interests of children and families and not the other way around. In such a system, practitioners will be clear about what is required of them individually, and how they need to work together in partnership with others.”*
31. The NSPCC also highlights the importance of professional curiosity which is an important feature across all aspects of this case. Professional curiosity is about exploring and understanding what is happening in a wider context, rather than making assumptions or accepting things at face value.

The initial response

32. Working Together sets out the circumstances when a strategy discussion should be convened, the purpose of the discussion and who should attend.
33. In the case of C, the initial response appears to have been complicated by the fact there was more than one council involved. C lived in Kent, but the alleged offences occurred in Croydon. This was further complicated because the Councils were unclear of the exact address in Croydon and the possibility the alleged perpetrator may have since moved to another council area.
34. Mrs B says she was passed around the Councils because each one told her the other was responsible. We agree, neither Council took responsibility for the case. Both Councils closed the case at initial referral and there was no direct contact between Kent and Croydon until May 2020, a period of nearly two years from the initial referral.
35. In response to our enquiries Croydon said:
- “... the Council should have held a Strategy Discussion, so that we could consider all the information and effectively plan any next steps from each agency, including any support needs for C.”*
36. We find fault with Croydon for failing to convene a strategy discussion following C's disclosure. The guidance is clear about when and why a strategy discussion should be held and Croydon failed to follow the statutory guidance. This failure led to an uncoordinated response, lack of information sharing, failure to identify potential risk and poor victim care.
37. We also find fault with Kent for its initial response to the referral about C's disclosure. We reviewed the referrals, and it is clear the police informed Kent because, although the alleged offence occurred in Croydon, the victim (C) lived in Kent. This means the ongoing support needs for C were Kent's responsibility. Kent failed to consider C's needs following the referral. It demonstrated a lack of responsibility and failed to adopt a child centred approach. It failed to place C's needs and experiences at the centre of its response and decision making. This

means there was a significant delay in assessing C's needs and providing any support to C and the family.

Support for C

38. Working Together says whatever legislation a child is assessed under the purpose of the assessment is the same and the same principles of a good assessment apply.
39. When C told Mrs B of the incidents and Mrs B reported it to the police, she believed children's services would be in contact to assess C's support needs. Mrs B says she spent months attempting to get the right support. She says Kent failed to correctly assess C's needs and provide her with the right support when she needed it.
40. We asked Kent how it identified suitable support for C. It was unable to evidence this. Its response supports Mrs B's complaint the Council did not properly assess and consider C's needs. Its decision making lacked proper consideration and potentially added to C's distress.
41. The first referral to Kent was made in June 2018. Kent failed to take any meaningful action in relation to this referral. The second referral in November 2018 prompted contact with Mrs B. The Council says it assessed C's needs and decided early help was the appropriate service for C's needs. Kent's assessment fell short of the standards set out in the statutory guidance. There is no evidence Kent spoke to C between June 2018 and November 2018.
42. Kent has been unable to evidence why it considered early help to be suitable for C and how it assessed this in making its decision. This is fault and means C could have missed out on the support she needed for a prolonged period. We also think Kent's poor response to C's needs could have contributed to the subsequent deterioration in C's mental health.

Support for Mrs B

43. Whether support is provided through early help or child in need procedures, Working Together is clear the support provided is for children and families.
44. Mrs B says she also needed support following C's disclosure and Kent failed to provide her with appropriate support to enable her to support C. In her complaint Mrs B says:

"At no point did I request support with parenting, I requested support with understanding how to support C, who had been raped."
45. Kent says it provided her with information about various support options and courses. Kent says it did not have a duty to support Mrs B outside of the context of the support it was giving C.
46. Kent failed to assess Mrs B's needs within the context of her supporting C. In June 2018 Mrs B asked for help following C's disclosure. It is not possible to say what support would have been put in place if a thorough and holistic assessment had taken place. But the delay and handling of the case had such a negative impact on the relationship between Kent and Mrs B that when the Council did decide to carry out an assessment Mrs B withdrew her consent.
47. We find fault with the Council for failing to properly assess Mrs B's needs to enable her to support C and adding to her distress by failing to understand her needs.

Local Authority Designated Officer (LADO) referral

48. Working Together says organisations and agencies working with children and families should have clear policies for dealing with allegations against people who work with children. Such policies should make a clear distinction between an allegation, a concern about the quality of care or practice, or a complaint. An allegation may relate to a person who works with children who has:
- behaved in a way that has harmed a child or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; and
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
49. Working Together is very clear about when a LADO referral is required, in the above circumstances.
50. Part of Mrs B's complaint is about Kent telling her it may have to refer her to the LADO because of the nature of her employment.
51. The social worker recorded a concern about Mrs B not "allowing" a LADO referral. A council does not need the subject's permission to make the referral.
52. Kent recognises it was wrong to tell Mrs B it may need to make a LADO referral and it has apologised to Mrs B for the upset and distress it caused.
53. The impact of the potential LADO referral on Mrs B is evident in her complaint:
- "Imagine the anguish and trauma I felt knowing that my child had been abused and now I may lose my job. I cannot put into words the emotional trauma this incident caused me. I was managing to be strong for my family and primarily C since 22nd June when she made the initial disclosure. However once [Worker B] came to my home and questioned my ability to safeguard children and my job (a job that I love), a job that provides for my family a job that without that income I could not pay for therapy sessions for C or our family, I was emotionally broken. I managed to hold it together outwardly because I knew if I didn't C would be let down even further."*
54. We find fault with Kent for failing to properly consider whether a referral to the LADO should be made before it mentioned this possibility to Mrs B. Had it done this it could have saved her from suffering significant distress at a time when she was already under pressure and experiencing the emotional impact and stress following C's disclosure.

Risk, information sharing and professional curiosity

55. Although both the alleged offences occurred several years before C disclosed them, that does not mean there is no ongoing risk.
56. We were concerned about the lack of professional curiosity and information sharing in this case. It is disappointing that neither Council made any concerted effort to explore the potential risk to other children.
57. Croydon were content with the police leading the investigation and took no active interest in the progress of the case.
58. In her complaint Mrs B raises concerns perpetrator A may have also been subject to abuse. Particularly because perpetrator A was also a child when the offence is alleged to have happened. This is the only reference we saw to the possibility perpetrator A could also be a victim. This further demonstrates the lack of professional curiosity displayed in this case.

-
59. We asked Croydon how it assessed the potential risk perpetrator A may pose to both C and other children, irrespective of the police outcome. It said because the police could not proceed with any allegations, it did not assess the risk. It did acknowledge a strategy discussion would have improved the decision making on these aspects of the case.
60. When cases involve parallel criminal and child protection investigations, a police investigation will focus on whether there is sufficient evidence to prove that a crime has been committed, whereas child protection enquiries seek to ascertain whether a child is at risk of significant harm.
61. The NSPCC says:
- “Professionals need to remain curious about the source of children’s distress, behaviour or physical indicators of abuse, even if other agencies’ assessments are inconclusive and agencies such as Police and Health Services cannot evidence sexual abuse.” (NSPCC, learning from case reviews, 2020)*
62. We were disappointed with both Councils’ attitude to the potential risk in this case. We saw no evidence it considered the risk to others or the potential that perpetrator A might also be a victim. Both Councils were too quick to pass responsibility to others and look for reasons not to take action or ownership. This attitude unfortunately continued in both Councils’ responses to our draft report.

Complaint handling

63. Many complaints about children’s services, made by or on behalf of children, can be considered under a special three stage procedure – the Children Act procedure. When Mrs B complained to both Councils, they should have told her whether they were going to consider her complaints through their own procedures, or under the Children Act statutory procedure. Neither Kent nor Croydon explained this to Mrs B.
64. The guidance is clear about who can make complaints, and this includes parents and those with parental responsibility. Kent did not need C’s permission to apply the statutory complaint procedure in this case, it could have accepted Mrs B’s complaint.
65. In response to our enquiries Kent says it used its corporate complaint procedure because Mrs B’s complaint did not fall within the scope of statutory complaints procedure. We disagree, because Mrs B’s complaint related to:
- the application of eligibility and assessment criteria; and
 - delivery or non-delivery of services including complaints procedures.
66. Mrs B repeatedly asked Kent to assess C’s needs over a number of months so they could understand what support she may need.
67. We disagree with Kent about its decision not to use the statutory procedure. We believe the initial decision to use the corporate complaint procedure was due to Kent interpreting the guidance incorrectly. Regardless of whether it had C’s consent, Mrs B has a legal right to make a complaint under the statutory procedure. This case would have benefitted from independent oversight. The decision not to use the statutory procedure deprived Mrs B of the opportunity to have her complaint considered independently. Kent also missed an opportunity to learn lessons locally and more quickly.

Conclusions

68. We are concerned by the failings we found with both Councils. Although the period subject of this investigation is 2018/19, the nature of the faults and both Councils' responses to our draft report, suggests wider systemic issues rather than being simple one-off errors.
69. Croydon points out it has since received a 'good' rating in its recent Ofsted inspection (February 2020). Whilst this is a positive development it is disappointing Croydon appear to suggest this indicates the fault identified in this report is confined to the past. We feel this case is an opportunity to learn and make improvements to prevent other children and families experiencing the same issues.
70. Kent's response to our draft report concerns us. It reinforces our concerns about its lack of child focused working and its reluctance to take responsibility and ownership.
71. Both Councils should address the concerns in this report and identify learning from this case to prevent a repeat of these failures.

Recommendations

72. To remedy the injustice caused, we recommend the Councils take the following actions.

Kent County Council

73. Kent should:
- pay C £1,000;
 - pay Mrs B £1,000 to acknowledge the distress and impact of the faults;
 - pay Mrs B £150 for the additional time and trouble she experienced pursuing her complaint; and
 - remind all staff dealing with children's services complaints when the statutory complaints process should be used. It should also ensure its staff understand who can make a complaint in this process.

Kent County Council and London Borough of Croydon

74. Kent and Croydon should:
- share the learning points from this case across its organisation, to ensure staff are aware of their responsibilities in respect of information sharing, professional curiosity, and cross border child protection referrals; and
 - conduct an audit of 50 cases closed in similar circumstances between 2018 to date. If more than 25% of those cases identify similar issues the Council should make resources available to conduct a full case audit. The full audit should review all cases closed in similar circumstances between 2018 to date.
75. Both Councils must consider the report and confirm within three months the actions they have taken or propose to take. The Councils should consider the report at a full Council, Cabinet or other appropriately delegated committee of elected members and we will require evidence of this. (*Local Government Act 1974, section 31(2), as amended*)

Decision

76. We find fault by both Councils which caused injustice to Mrs B and C. The Councils should take the recommended action identified to remedy that injustice.

Children, Young People and Education Performance Management

Children, Young People and Education Directorate Scorecard

December 2020

Produced by: Management Information & Intelligence, KCC

Publication Date: 23rd February 2021



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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) and there are no plans for 2020-21 data to be published. 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 Oct 2020




127,520 pupils in 459 primary schools
 21.1 % with free school meals (16.5%)

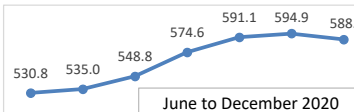
108,641 pupils in 101 secondary schools
 16.5 % with free school meals (12.5%)

5,128 pupils in 24 special schools
 38.9 % with free school meals (33.5%)

as at Dec 2020




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



Month	Rate
June	530.8
July	535.0
August	548.8
September	574.6
October	591.1
November	594.9
December	588.6


as at Dec 2020



Open cases

Intensive Early Help	2,761 (Families)
Open Social Work Cases	11,151
<i>Including:</i>	
• Child Protection	1,143
• Children in Care	1,781
• Care Leavers	1,968


as at Dec 2020



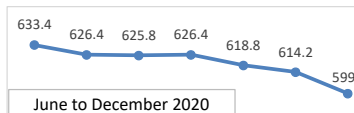
Ofsted good or outstanding

EY providers	97.8%	(96%)
Primary	94.1%	(86%)
Secondary	87.4%	(76%)
Special	90.9%	(90%)

as at Dec 2020




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

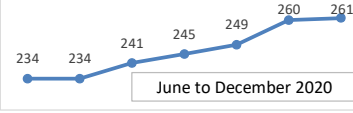


Month	Rate
June	633.4
July	626.4
August	625.8
September	626.4
October	618.8
November	614.2
December	599.1

as at Dec 2020




Number of First Time Entrants into the Youth Justice system

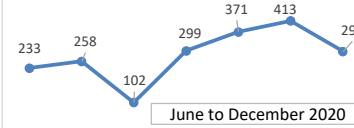


Month	Number
June	234
July	234
August	241
September	245
October	249
November	260
December	261

as at Dec 2020




Requests for SEND statutory assessment



Month	Requests
June	233
July	258
August	102
September	299
October	371
November	413
December	296


as at Dec 2020



Activity at the Front Door (children)

Total contacts	6,038
Number resolved at FD	2,997
Number to CSWS	1,437
Number to EH Units	1,014

as at Dec 2020



Open Access Indicators

To be added in 2021

- Figures shown in brackets are National averages
- Ofsted National averages are as at 31st December 2020, except for EY Providers, which is 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?
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20							SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		29.5	29.7	29.8	29.7	29.5	29.2	29.0	↑	25.0	AMBER	28.3	25.0	AMBER	26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		91.9	92.4	92.8	93.2	93.4	93.2	92.7	↓	90.0	GREEN	92.3	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	✓	23.7	24.5	23.8	24.1	23.3	24.1	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	✓	69.3	69.2	70.4	70.4	70.9	70.5	71.3	↑	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	✓	80.3	80.3	80.4	80.1	79.8	80.3	80.2	↓	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	✓	335.8	329.1	315.3	312.7	314.8	304.1	305.2	↓	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	✓	60.5	60.2	60.8	61.1	61.6	61.4	61.1	↓	65.0	AMBER	61.6	65.0	AMBER	N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	82.8	80.6	80.6	81.1	81.1	81.2	81.2	↔	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	✓	89.9	90.1	91.0	93.0	92.8	93.9	93.5	↓	85.0	GREEN	87.5	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		14.4	14.1	14.3	14.5	14.0	14.1	13.8	↑	15.0	GREEN	14.1	15.0	GREEN	N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		20.1	21.1	20.0	19.7	19.5	20.2	20.7	↓	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		23.8	24.0	24.2	25.0	25.2	25.2	25.9	↓	25.0	AMBER	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		59.4	61.8	63.9	66.8	67.1	69.0	71.3	↑	70.0	GREEN	58.9	70.0	RED	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		73.0	68.8	68.8	73.1	73.1	75.2	75.2	↔	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		15.7	15.1	15.1	15.1	15.0	14.9	14.9	↔	15.0	GREEN	16.4	15.0	AMBER	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		9.7	11.7	11.7	13.0	14.1	14.3	14.0	↑	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?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		34.8	35.7	36.2	35.7	↓	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?
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	29.5	29.9	29.9	31.3	31.1	30.5	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		3.7	3.7	3.9	2.1	2.2	2.6	2.7	↓	2.4	AMBER	3.3	2.6	AMBER	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		7.9	7.8	6.3	8.2	8.3	8.1	8.0	↑	N/A	N/A	N/A	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		13	12	12	10	11	10	6	↑	8	GREEN	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		13	12	12	10	12	11	10	↑	27	GREEN	12	30	GREEN	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		90.8	90.1	87.3	88.9	90.2	86.8	87.2	↑	90	AMBER	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		96.8	96.9	96.3	94.7	93.8	93.2	93.6	↑	100	RED	96.3	100	RED	N/A	N/A	

****Please note that there is no 2019-20 or any planned 2020-21 Education attainment or absence data due to the impact of Coronavirus (COVID-19)****

Education Annual Indicators		Polarity	Data Period	QPR	Annual Trends		Latest Year	Target 2019-20	RAG	DOT	Target 2020-21	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	N/A	75	N/A	N/A	76	N/A	N/A	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		17	21	N/A	20	N/A	N/A	19	N/A	N/A	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		67	68	N/A	69	N/A	N/A	70	N/A	N/A	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		21	23	N/A	21	N/A	N/A	20	N/A	N/A	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		47.1	47.4	N/A	48.5	N/A	N/A	49.0	N/A	N/A	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.8	18.1	N/A	13	N/A	N/A	12	N/A	N/A	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		32.02	33.23	N/A	35	N/A	N/A	36	N/A	N/A	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		32.74	27.69	N/A	30	N/A	N/A	31	N/A	N/A	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		27.91	31.40	N/A	33	N/A	N/A	34	N/A	N/A	
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	N/A	8.0	N/A	N/A	8.7	N/A	N/A	
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.7	15.2	N/A	13.0	N/A	N/A	14.5	N/A	N/A	

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 29.0% for December 2020 and has remained above the Target of 25.0% this reporting year, although it has been decreasing and for the rolling 3-months to December 2020 was 26.1. This compares to the latest published information for the England average of 22.6%, 23.9% for Kent's Statistical Neighbours and 26.0% for the South East (all comparative rates are for 2019/20 performance). As the rates of re-referrals for the year 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 24.1% in November 2020. This is outside the target range of 17.5% - 22.5% and compares to average rates for England of 21.9%, Statistical Neighbours 22.7% and the South East 23.4 (2019/20).

AMBER: The percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (excluding UASC) is 80.2% which is below the target of 85.0%. Year-to-date performance has averaged 80.2% so has remained very static. 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 61.1%. Performance for this measure this year has averaged 61.0% so has remained fairly static.

AMBER: The average caseload in the Children's Social Work Teams (CSWT) is 20.7 cases, which is above the target caseload of no more than 18 children/young people.

GREEN: Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 92.7% 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 71.3%, achieving the 70.0% Target. This is above the latest published England average of 68.0%, the average for Kent's Statistical Neighbours of 64.7% and the average for the South East of 65.0% (2019/20).

GREEN: The average number of days between becoming a child in care and moving in with an adoptive family is 305 days, which remains significantly below the nationally set target of 426 days.

GREEN: The percentage of Children's Social Work Case File Audits graded good or outstanding is 81.2% which is above the 80.0% Target.

GREEN: The percentage of case holding posts filled by permanent qualified social workers is 93.5%, remaining significantly 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 referrals to an Early Help Unit where a previous episode ended within 12 months is 25.9%, which is above the target of 25.0%. Work to review the re-referrals to EH Units is being undertaken alongside an analysis of re-referrals for Children's Social Care teams.

AMBER: The percentage of cases open to Intensive Early Help that were audited and graded as good or outstanding is 75.2% which is below the 80.0% target.

GREEN: The percentage of EH Assessments completed in the given month, within 6 weeks of allocation has continued to improve and in December 2020 was 71.3%, achieving the 70.0% target for the first time. 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.

GREEN: The Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 months is 14.9%, which is just below the Target of 15.0%

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 at 31.1% remains below the target of 60%. There have been significant delays in the SEN Service receiving EP advice and information which has meant that it has been difficult to improve performance in relation to the 20-week timeframe. A recovery plan has been developed to ensure that all delayed EP assessments are completed and delayed EHC plans are issued by the end of April 2021.

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 at 93.6% remains below the target of 100%

AMBER: 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 December, it was 2.7%, fractionally worse than the target of 2.4% but broadly in line with the performance for the same time last year (3.0%). 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.

AMBER: The percentage of Children Missing Education cases, closed within 30 school days, at 87.2% and is below the target of 90%. Despite the COVID pandemic and the limitations the team have experienced, they have managed to sustain the service, tracing high numbers of children and young people and returning them to education.

GREEN: Six primary aged pupils were permanently excluded from school in December, two fewer than the target and exclusions from Kent schools remain lower than the national figure (reported as a rate of the school population).

GREEN: The number of permanent exclusions from secondary schools at 10 remains well below the target of 27.

Directorate Scorecard - Kent KPIs - Vulnerable Learners

Please note that there is no 2019-20 or any planned 2020-21 Education attainment data due to the impact of Coronavirus (COVID-19)														
Annual Indicators - Primary		Polarity	Data Period	QPR	Annual Trends		Latest Year	Target 2019-20	RAG	DOT	Target 2020-21	Benchmark Group 2019-20	England 2019-20	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		75			76			Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		17	21		20			19			Yes
	Percentage of pupils at EYFS achieving a Good Level of Development - Kent CIC gap	L	A		46.8	24.1		23			22			
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN Support gap	L	A		56	50		48			47			
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN EHCP gap	L	A		76	74		71			70			
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - all pupils	H	A		67	68		69			70			
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		21	23		20			19			Yes
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - Kent CIC gap	L	A		33.0	30.7		29			28			
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN Support gap	L	A		51	50		48			47			
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN EHCP gap	L	A		67	69		64			63			
	Progress score in Reading at KS2 - all pupils	H	A		0.0	0.0		0.2			0.2			
	Progress score in Reading at KS2 - FSM Eligible	H	A		-1.0	-0.9		-0.7			-0.6			Yes
	Progress score in Reading at KS2 - Kent CIC	H	A		-0.4	-0.8		-0.7			-0.6			
	Progress score in Reading at KS2 - SEN Support	H	A		-1.2	-1.4		-1.0			-0.9			
	Progress score in Reading at KS2 - SEN EHCP	H	A		-3.3	-4.3		-3.7			-3.6			
	Progress score in writing at KS2 - all pupils	H	A		0.4	0.3		0.3			0.3			
	Progress score in writing at KS2 - FSM	H	A		-0.5	-0.7		-0.6			-0.5			Yes
	Progress score in writing at KS2 - Kent CIC	H	A		-1.3	-0.8		-0.7			-0.6			
	Progress score in writing at KS2 - SEN Support	H	A		-1.7	-1.7		-1.5			-1.4			
	Progress score in writing at KS2 - SEN EHCP	H	A		-3.1	-4.1		-3.9			-3.8			
	Progress score in maths at KS2 - all pupils	H	A		-0.3	-0.4		0.1			0.2			
	Progress score in maths at KS2 - FSM	H	A		-1.6	-1.7		-0.7			-0.6			Yes
	Progress score in maths at KS2 - Kent CIC	H	A		-2.0	-1.5		-0.7			-0.6			
	Progress score in maths at KS2 - SEN Support	H	A		-1.7	-1.9		-1.5			-1.4			
	Progress score in maths at KS2 - SEN EHCP	H	A		-4.0	-5.0		-3.7			-3.6			

Directorate Scorecard - Kent KPIs - Vulnerable Learners

Please note that there is no 2019-20 or any planned 2020-21 Education attainment data due to the impact of Coronavirus (COVID-19)														
Annual Indicators - Secondary		Polarity	Data Period	QPR	Annual Trends		Latest Year	Target 2019-20	RAG	DOT	Target 2020-21	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2017-18	2018-19								
SISE12	Average score at KS4 in Attainment 8 - all pupils	H	A		47.1	47.4		48.5			49.0			Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.8	18.1		13.5			13.0			Yes
	Average score at KS4 in Attainment 8 - Kent CIC gap	L	A		25.0	26.7		23.5			23.0			
	Average score at KS4 in Attainment 8 - SEN Support gap	L	A		16.2	15.8		14.5			14.0			
	Average score at KS4 in Attainment 8 - SEN EHCP gap	L	A		37.2	38.9		35.5			35.0			
	Average score at KS4 in Progress 8 - all pupils	H	A		-0.08	-0.12		-0.01			0.00			
	Average score at KS4 in Progress 8 - FSM	H	A		-0.81	-0.86		-0.40			-0.35			Yes
	Average score at KS4 in Progress 8 - Kent CIC	H	A		-0.91	-1.58		-0.70			-0.60			
	Average score at KS4 in Progress 8 - SEN Support	H	A		-0.62	-0.68		-0.40			-0.35			
	Average score at KS4 in Progress 8 - SEN EHCP	H	A		-1.20	-1.45		-1.00			-0.95			

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	Autumn 2020 School Census	Dec 2020
CYPE11	Number of Secondary Schools	MI School Census Database	Autumn 2020 School Census	Dec 2020
CYPE12	Number of Special Schools	MI School Census Database	Autumn 2020 School Census	Dec 2020
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	Autumn 2020 School Census	Dec 2020
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	Autumn 2020 School Census	Dec 2020
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	Autumn 2020 School Census	Dec 2020
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	Autumn 2020 School Census	Dec 2020
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	Autumn 2020 School Census	Dec 2020
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	Autumn 2020 School Census	Dec 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	Jan 2020
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Dec 2020	Jan 2020
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Dec 2020	Jan 2020
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Dec 2020	Jan 2020
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of December 2020	Jan 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 December 2020	Jan 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 December 2020	Jan 2020
FD01C	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of Dec 2020	Jan 2020
FD02C	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of Dec 2020	Jan 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 Dec 2020	Jan 2020
FD04C	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of Dec 2020	Jan 2020
EH05F	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of December 2020	Jan 2020
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of December 2020	Jan 2020
	Number of Child Protection cases	Liberi	Snapshot data as at end of December 2020	Jan 2020
	Number of Children in Care	Liberi	Snapshot data as at end of December 2020	Jan 2020
	Number of Care Leavers	Liberi	Snapshot data as at end of December 2020	Jan 2020
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to December 2020	Jan 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 December 2019	Jan 2020
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to December 2019	Jan 2020
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to December 2019	Jan 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 December 2019	Jan 2020
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at December 2019	Jan 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 December 2019	Jan 2020
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to December 2019	Jan 2020
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to December 2020	Jan 2020
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at December 2019	Jan 2020
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at December 2019	Jan 2020
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at December 2019	Jan 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 December 2019	Jan 2020
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at December 2019	Jan 2020
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at December 2020	Jan 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 December 2019	Jan 2020
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at December 2019	Jan 2020
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for Jan 2018 to Dec 2018 cohort	Jan 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 December 2020	Jan 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 December 2020	Jan 2020
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	Education Finance reporting	Snapshot as at December 2020	Jan 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 December 2020	Jan 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 December 2020	Jan 2020
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to December 2020	Jan 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 December 2020	Jan 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
SEN10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	DfE annual snapshot based on school census	Snapshot as at January 2020	July 2020
CYP10	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.
EH31	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 380 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	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	The number of pupils with statements of special educational needs that are placed in independent Special schools or out-of-county Special schools as a percentage of the total number of pupils with statements of special educational needs
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.
CYPE31	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

December 2020

Produced by: Management Information & Intelligence, KCC

Publication Date: 23rd February 2021



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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) and there are no plans for 2020-21 data to be published. 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 Oct 2020




127,520 pupils in 459 primary schools
 21.1 % with free school meals (16.5%)

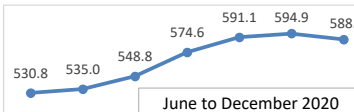
108,641 pupils in 101 secondary schools
 16.5 % with free school meals (12.5%)

5,128 pupils in 24 special schools
 38.9 % with free school meals (33.5%)

as at Dec 2020




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



Month	Rate
June	530.8
July	535.0
August	548.8
September	574.6
October	591.1
November	594.9
December	588.6


as at Dec 2020



Open cases

Intensive Early Help	2,761 (Families)
Open Social Work Cases	11,151
<i>Including:</i>	
• Child Protection	1,143
• Children in Care	1,781
• Care Leavers	1,968


as at Dec 2020



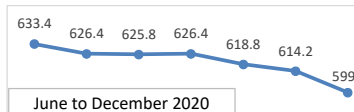
Ofsted good or outstanding

EY providers	97.8%	(96%)
Primary	94.1%	(86%)
Secondary	87.4%	(76%)
Special	90.9%	(90%)

as at Dec 2020




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

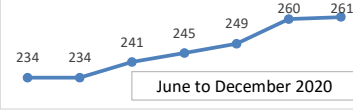


Month	Rate
June	633.4
July	626.4
August	625.8
September	626.4
October	618.8
November	614.2
December	599.1

as at Dec 2020




Number of First Time Entrants into the Youth Justice system

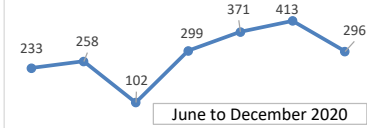


Month	Number
June	234
July	234
August	241
September	245
October	249
November	260
December	261

as at Dec 2020




Requests for SEND statutory assessment



Month	Requests
June	233
July	258
August	102
September	299
October	371
November	413
December	296


as at Dec 2020



Activity at the Front Door (children)

Total contacts	6,038
Number resolved at FD	2,997
Number to CSWS	1,437
Number to EH Units	1,014

Open Access Indicators



To be added in 2021

- Figures shown in brackets are National averages
- Ofsted National averages are as at 31st December 2020, except for EY Providers, which is 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?
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20							SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		29.5	29.7	29.8	29.7	29.5	29.2	29.0	↑	25.0	AMBER	28.3	25.0	AMBER	26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		91.9	92.4	92.8	93.2	93.4	93.2	92.7	↓	90.0	GREEN	92.3	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	✓	23.7	24.5	23.8	24.1	23.3	24.1	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	✓	69.3	69.2	70.4	70.4	70.9	70.5	71.3	↑	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	✓	80.3	80.3	80.4	80.1	79.8	80.3	80.2	↓	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	✓	335.8	329.1	315.3	312.7	314.8	304.1	305.2	↓	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	✓	60.5	60.2	60.8	61.1	61.6	61.4	61.1	↓	65.0	AMBER	61.6	65.0	AMBER	N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	82.8	80.6	80.6	81.1	81.1	81.2	81.2	↔	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	✓	89.9	90.1	91.0	93.0	92.8	93.9	93.5	↓	85.0	GREEN	87.5	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		14.4	14.1	14.3	14.5	14.0	14.1	13.8	↑	15.0	GREEN	14.1	15.0	GREEN	N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		20.1	21.1	20.0	19.7	19.5	20.2	20.7	↓	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		23.8	24.0	24.2	25.0	25.2	25.2	25.9	↓	25.0	AMBER	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		59.4	61.8	63.9	66.8	67.1	69.0	71.3	↑	70.0	GREEN	58.9	70.0	RED	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		73.0	68.8	68.8	73.1	73.1	75.2	75.2	↔	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		15.7	15.1	15.1	15.1	15.0	14.9	14.9	↔	15.0	GREEN	16.4	15.0	AMBER	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		9.7	11.7	11.7	13.0	14.1	14.3	14.0	↑	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?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21								SN or SE		
CYPE8	Rate of proven re-offending by CYP	L	Q		34.8	35.7	36.2	35.7	↓	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?
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	29.5	29.9	29.9	31.3	31.1	30.5	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		3.7	3.7	3.9	2.1	2.2	2.6	2.7	↓	2.4	AMBER	3.3	2.6	AMBER	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		7.9	7.8	6.3	8.2	8.3	8.1	8.0	↑	N/A	N/A	N/A	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		13	12	12	10	11	10	6	↑	8	GREEN	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		13	12	12	10	12	11	10	↑	27	GREEN	12	30	GREEN	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		90.8	90.1	87.3	88.9	90.2	86.8	87.2	↑	90	AMBER	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		96.8	96.9	96.3	94.7	93.8	93.2	93.6	↑	100	RED	96.3	100	RED	N/A	N/A	

****Please note that there is no 2019-20 or any planned 2020-21 Education attainment or absence data due to the impact of Coronavirus (COVID-19)****

Education Annual Indicators		Polarity	Data Period	QPR	Annual Trends		Latest Year	Target 2019-20	RAG	DOT	Target 2020-21	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	N/A	75	N/A	N/A	76	N/A	N/A	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		17	21	N/A	20	N/A	N/A	19	N/A	N/A	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		67	68	N/A	69	N/A	N/A	70	N/A	N/A	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		21	23	N/A	21	N/A	N/A	20	N/A	N/A	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		47.1	47.4	N/A	48.5	N/A	N/A	49.0	N/A	N/A	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.8	18.1	N/A	13	N/A	N/A	12	N/A	N/A	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		32.02	33.23	N/A	35	N/A	N/A	36	N/A	N/A	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		32.74	27.69	N/A	30	N/A	N/A	31	N/A	N/A	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		27.91	31.40	N/A	33	N/A	N/A	34	N/A	N/A	
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	N/A	8.0	N/A	N/A	8.7	N/A	N/A	
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.7	15.2	N/A	13.0	N/A	N/A	14.5	N/A	N/A	

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 29.0% for December 2020 and has remained above the Target of 25.0% this reporting year, although it has been decreasing and for the rolling 3-months to December 2020 was 26.1. This compares to the latest published information for the England average of 22.6%, 23.9% for Kent's Statistical Neighbours and 26.0% for the South East (all comparative rates are for 2019/20 performance). As the rates of re-referrals for the year 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 24.1% in November 2020. This is outside the target range of 17.5% - 22.5% and compares to average rates for England of 21.9%, Statistical Neighbours 22.7% and the South East 23.4 (2019/20).

AMBER: The percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (excluding UASC) is 80.2% which is below the target of 85.0%. Year-to-date performance has averaged 80.2% so has remained very static. 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 61.1%. Performance for this measure this year has averaged 61.0% so has remained fairly static.

AMBER: The average caseload in the Children's Social Work Teams (CSWT) is 20.7 cases, which is above the target caseload of no more than 18 children/young people.

GREEN: Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 92.7% 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 71.3%, achieving the 70.0% Target. This is above the latest published England average of 68.0%, the average for Kent's Statistical Neighbours of 64.7% and the average for the South East of 65.0% (2019/20).

GREEN: The average number of days between becoming a child in care and moving in with an adoptive family is 305 days, which remains significantly below the nationally set target of 426 days.

GREEN: The percentage of Children's Social Work Case File Audits graded good or outstanding is 81.2% which is above the 80.0% Target.

GREEN: The percentage of case holding posts filled by permanent qualified social workers is 93.5%, remaining significantly 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 referrals to an Early Help Unit where a previous episode ended within 12 months is 25.9%, which is above the target of 25.0%. Work to review the re-referrals to EH Units is being undertaken alongside an analysis of re-referrals for Children's Social Care teams.

AMBER: The percentage of cases open to Intensive Early Help that were audited and graded as good or outstanding is 75.2% which is below the 80.0% target.

GREEN: The percentage of EH Assessments completed in the given month, within 6 weeks of allocation has continued to improve and in December 2020 was 71.3%, achieving the 70.0% target for the first time. 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.

GREEN: The Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 months is 14.9%, which is just below the Target of 15.0%

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 at 31.1% remains below the target of 60%. There have been significant delays in the SEN Service receiving EP advice and information which has meant that it has been difficult to improve performance in relation to the 20-week timeframe. A recovery plan has been developed to ensure that all delayed EP assessments are completed and delayed EHC plans are issued by the end of April 2021.

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 at 93.6% remains below the target of 100%

AMBER: 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 December, it was 2.7%, fractionally worse than the target of 2.4% but broadly in line with the performance for the same time last year (3.0%). 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.

AMBER: The percentage of Children Missing Education cases, closed within 30 school days, at 87.2% and is below the target of 90%. Despite the COVID pandemic and the limitations the team have experienced, they have managed to sustain the service, tracing high numbers of children and young people and returning them to education.

GREEN: Six primary aged pupils were permanently excluded from school in December, two fewer than the target and exclusions from Kent schools remain lower than the national figure (reported as a rate of the school population).

GREEN: The number of permanent exclusions from secondary schools at 10 remains well below the target of 27.

Directorate Scorecard - Kent KPIs - Vulnerable Learners

Please note that there is no 2019-20 or any planned 2020-21 Education attainment data due to the impact of Coronavirus (COVID-19)														
Annual Indicators - Primary		Polarity	Data Period	QPR	Annual Trends		Latest Year	Target 2019-20	RAG	DOT	Target 2020-21	Benchmark Group 2019-20	England 2019-20	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		75			76			Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		17	21		20			19			Yes
	Percentage of pupils at EYFS achieving a Good Level of Development - Kent CIC gap	L	A		46.8	24.1		23			22			
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN Support gap	L	A		56	50		48			47			
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN EHCP gap	L	A		76	74		71			70			
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - all pupils	H	A		67	68		69			70			
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		21	23		20			19			Yes
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - Kent CIC gap	L	A		33.0	30.7		29			28			
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN Support gap	L	A		51	50		48			47			
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN EHCP gap	L	A		67	69		64			63			
	Progress score in Reading at KS2 - all pupils	H	A		0.0	0.0		0.2			0.2			
	Progress score in Reading at KS2 - FSM Eligible	H	A		-1.0	-0.9		-0.7			-0.6			Yes
	Progress score in Reading at KS2 - Kent CIC	H	A		-0.4	-0.8		-0.7			-0.6			
	Progress score in Reading at KS2 - SEN Support	H	A		-1.2	-1.4		-1.0			-0.9			
	Progress score in Reading at KS2 - SEN EHCP	H	A		-3.3	-4.3		-3.7			-3.6			
	Progress score in writing at KS2 - all pupils	H	A		0.4	0.3		0.3			0.3			
	Progress score in writing at KS2 - FSM	H	A		-0.5	-0.7		-0.6			-0.5			Yes
	Progress score in writing at KS2 - Kent CIC	H	A		-1.3	-0.8		-0.7			-0.6			
	Progress score in writing at KS2 - SEN Support	H	A		-1.7	-1.7		-1.5			-1.4			
	Progress score in writing at KS2 - SEN EHCP	H	A		-3.1	-4.1		-3.9			-3.8			
	Progress score in maths at KS2 - all pupils	H	A		-0.3	-0.4		0.1			0.2			
	Progress score in maths at KS2 - FSM	H	A		-1.6	-1.7		-0.7			-0.6			Yes
	Progress score in maths at KS2 - Kent CIC	H	A		-2.0	-1.5		-0.7			-0.6			
	Progress score in maths at KS2 - SEN Support	H	A		-1.7	-1.9		-1.5			-1.4			
	Progress score in maths at KS2 - SEN EHCP	H	A		-4.0	-5.0		-3.7			-3.6			

Directorate Scorecard - Kent KPIs - Vulnerable Learners

Please note that there is no 2019-20 or any planned 2020-21 Education attainment data due to the impact of Coronavirus (COVID-19)														
Annual Indicators - Secondary		Polarity	Data Period	QPR	Annual Trends		Latest Year	Target 2019-20	RAG	DOT	Target 2020-21	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2017-18	2018-19								
SISE12	Average score at KS4 in Attainment 8 - all pupils	H	A		47.1	47.4		48.5			49.0			Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.8	18.1		13.5			13.0			Yes
	Average score at KS4 in Attainment 8 - Kent CIC gap	L	A		25.0	26.7		23.5			23.0			
	Average score at KS4 in Attainment 8 - SEN Support gap	L	A		16.2	15.8		14.5			14.0			
	Average score at KS4 in Attainment 8 - SEN EHCP gap	L	A		37.2	38.9		35.5			35.0			
	Average score at KS4 in Progress 8 - all pupils	H	A		-0.08	-0.12		-0.01			0.00			
	Average score at KS4 in Progress 8 - FSM	H	A		-0.81	-0.86		-0.40			-0.35			Yes
	Average score at KS4 in Progress 8 - Kent CIC	H	A		-0.91	-1.58		-0.70			-0.60			
	Average score at KS4 in Progress 8 - SEN Support	H	A		-0.62	-0.68		-0.40			-0.35			
	Average score at KS4 in Progress 8 - SEN EHCP	H	A		-1.20	-1.45		-1.00			-0.95			

Directorate Scorecard - Ashford 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?
Ashford CSWT					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20							SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		29.8	30.5	30.4	30.0	30.4	30.8	31.0	↓	25.0	RED	29.7	25.0	AMBER	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		93.0	94.9	94.1	95.9	95.7	96.1	95.9	↓	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	✓	27.7	31.0	32.7	29.1	31.9	30.1	26.2	↑	20.0	AMBER	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	✓	60.0	60.0	60.0	57.1	57.1	62.5	62.5	↔	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	✓	83.3	83.3	85.9	77.5	76.6	89.6	87.9	↓	85.0	GREEN	95.8	85.0	GREEN	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS		N/A							N/A	N/A	N/A	N/A		N/A	N/A			
SCS43	Average caseloads in the CSWT Teams	L	MS		20.0	20.9	19.3	22.5	25.6	21.4	19.7	↑	18.0	AMBER	20.0	18.0	AMBER	N/A	N/A		
Ashford EHU					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		22.8	22.9	22.9	24.3	24.4	25.4	26.2	↓	25.0	AMBER	23.2	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		59.7	63.7	69.0	74.9	75.7	77.3	80.4	↑	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	75.0	75.0	66.7	66.7	71.4	71.4	↔	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		11.4	9.3	8.8	9.1	9.7	10.0	9.5	↑	15.0	GREEN	12.1	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		11.4	10.1	9.1	12.0	14.0	15.0	12.8	↑	15.0	GREEN	17.2	15.0	AMBER	N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Ashford		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 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?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		31.9	26.3	25.0	22.6	↑	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?
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	24.0	25.7	27.4	28.9	29.7	29.9	31.4	↑	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		4.5	4.5	4.6	2.2	2.2	2.7	2.6	↑	2.4	AMBER	4.6	2.6	RED	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		8.6	8.4	7.1	9.7	9.8	9.0	9.0	↑	N/A	N/A	N/A	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		95.3	98.1	97.2	96.9	96.7	78.5	79.8	↑	90	RED	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		95.8	96.4	96.4	97.7	97.0	93.0	92.9	↓	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	DOT	Target 2020-21	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	N/A	75	N/A	N/A	76	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		16.4	21.1	N/A	20	N/A	N/A	19	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		63.3	64.9	N/A	69	N/A	N/A	70	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		25.0	24.7	N/A	21	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		44.8	45.1	N/A	48.5	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		16.9	18.2	N/A	13	N/A	N/A	12	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.74	33.75	N/A	35	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		28.17	27.13	N/A	30	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		26.67	23.00	N/A	33	N/A	N/A	34	N/A	N/A		
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	N/A	90	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	N/A	77	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	N/A	8.0	N/A	N/A	8.7	N/A	N/A		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.9	16.0	N/A	13.0	N/A	N/A	14.5	N/A	N/A		

Directorate Scorecard - Canterbury 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?
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20							SN or SE			
Canterbury CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		33.2	34.0	34.7	34.8	35.1	34.0	34.3	↓	25.0	RED	31.1	25.0	RED	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		92.9	88.0	90.9	90.6	93.8	93.3	90.3	↓	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	✓	17.6	18.2	20.7	23.4	27.4	24.2	24.5	↓	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	✓	80.0	80.0	80.0	85.7	85.7	87.5	87.5	↔	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	✓	79.7	79.7	88.4	86.7	91.0	86.7	82.3	↓	85.0	AMBER	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		21.2	19.8	18.4	20.9	18.0	20.8	21.6	↓	18.0	AMBER	23.1	18.0	RED	N/A	N/A		
Canterbury EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		20.0	21.3	21.7	22.9	22.6	22.1	22.8	↓	25	GREEN	19.2	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		54.1	58.0	61.5	63.4	64.6	66.8	67.8	↑	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	60.0	60.0	71.4	71.4	75.0	75.0	↔	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		12.5	15.1	13.8	14.3	15.2	15.6	17.1	↓	15	AMBER	10.9	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		9.6	12.2	12.0	11.9	14.0	14.9	14.7	↑	15.0	GREEN	14.2	15.0	GREEN	N/A	N/A		

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?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		51.0	55.1	50.0	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?
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	14.7	16.3	17.4	19.4	20.7	20.9	22.8	↑	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		3.7	3.6	3.6	1.9	1.7	1.8	2.0	↓	2.4	GREEN	3.6	2.6	AMBER	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		8.6	8.6	7.4	10.0	9.9	9.7	9.6	↑	N/A	N/A	N/A	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		88.2	87.1	83.9	86.4	89.4	84.9	83.9	↓	90	RED	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		96.1	95.7	92.9	94.6	95.1	95.1	97.9	↑	100	AMBER	92.9	100	RED	N/A	N/A	

Education Annual Indicators - Canterbury		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2019-20	RAG	DOT	Target 2020-21	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	N/A	75	N/A	N/A	76	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		20.7	25.3	N/A	20	N/A	N/A	19	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		73.5	74.3	N/A	69	N/A	N/A	70	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		25.3	28.1	N/A	21	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		45.5	45.8	N/A	48.5	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		16.4	17.5	N/A	13	N/A	N/A	12	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.61	32.64	N/A	35	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		29.28	27.44	N/A	30	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		22.09	27.29	N/A	33	N/A	N/A	34	N/A	N/A		
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	N/A	90	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	N/A	77	82.8	82.2		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.8	9.1	N/A	8.0	N/A	N/A	8.7	N/A	N/A		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		17.4	18.0	N/A	13.0	N/A	N/A	14.5	N/A	N/A		

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?	
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-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						24.6	21.4	22.3	↓	25.0	GREEN		25.0		26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M								100.0	57.1	66.7	↑	90.0	RED		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	✓							0.0	0.0	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	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	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	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	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	N/A	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	✓							113.1	113.1	108.1	↓	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	N/A	N/A	N/A			
SCS43	Average caseloads in the CSWT Teams	L	MS		No data available prior to October 2020						22.7	24.8	22.9	↑	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		23.6	22.7	21.4	21.6	21.4	20.4	19.9	↑	25	GREEN	24.5	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		80.5	81.8	81.6	82.0	81.2	81.8	83.6	↑	70	GREEN	78.2	70.0	GREEN	N/A	N/A	Yes		
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	80.0	80.0	85.7	85.7	75.0	75.0	↔	80	AMBER	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		21.0	18.7	17.7	16.6	15.0	13.6	13.3	↑	15	GREEN	22.4	15.0	RED	N/A	N/A			
	Average Caseload within EH Units (Families)	L	MS		10.8	12.3	12.5	12.0	13.4	12.7	12.5	↑	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?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		24.3	32.3	40.9	53.3	↓	38.4	RED	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?
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20										
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	37.3	35.5	34.1	35.5	34.1	31.7	30.1	↓	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		4.2	2.9	2.8	2.9	2.8	2.9	3.0	↓	2.4	AMBER	4.2	2.6	RED	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		6.9	6.9	5.5	6.9	6.9	6.9	6.8	↑	N/A	N/A	N/A	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	3	1	↑	N/A	N/A	3	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		1	1	1	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		98.6	98.5	98.4	98.5	98.4	99.1	99.1	↓	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	99.2	97.1	99.2	97.1	97.7	97.7	↔	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	DOT	Target 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20								
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	N/A	75	N/A	N/A	76	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		15.5	18.3	N/A	20	N/A	N/A	19	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		68.0	70.4	N/A	69	N/A	N/A	70	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		23.0	21.1	N/A	21	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		51.8	52.6	N/A	48.5	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		17.1	18.1	N/A	13	N/A	N/A	12	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		31.69	30.38	N/A	35	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		27.33	27.74	N/A	30	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		30.00	27.58	N/A	33	N/A	N/A	34	N/A	N/A		
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	N/A	90	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	N/A	77	82.8	82.2		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.9	9.9	N/A	8.0	N/A	N/A	8.7	N/A	N/A		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		11.3	11.2	N/A	13.0	N/A	N/A	14.5	N/A	N/A		

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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?
Dover CSWT					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20							SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		32.5	32.4	31.8	31.7	31.2	30.7	30.5	↑	25.0	RED	31.5	25.0	RED	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		96.3	96.3	96.4	96.4	96.4	94.7	94.4	↓	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	✓	19.2	18.1	16.3	18.4	20.8	21.1	16.7	↓	20.0	AMBER	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	✓	55.6	55.6	55.6	54.5	54.5	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	87.5	87.5	87.5	100.0	91.3	87.0	↓	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		22.5	21.5	20.0	18.6	16.7	19.6	23.2	↓	18.0	RED	19.0	18.0	AMBER	N/A	N/A		
Dover EHU					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		25.5	25.4	25.0	26.6	28.7	27.7	27.7	↔	25	AMBER	22.9	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		72.9	76.0	79.1	84.2	85.2	86.3	87.8	↑	70	GREEN	70.0	70.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		66.7	60.0	60.0	57.1	57.1	62.5	62.5	↔	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		16.0	15.4	15.7	15.6	15.9	14.7	15.8	↓	15	AMBER	15.9	15.0	AMBER	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		5.8	7.5	7.4	10.7	12.1	10.6	10.7	↓	15.0	GREEN	8.8	15.0	GREEN	N/A	N/A		

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?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		42.9	44.7	40.0	34.4	↑	38.4	GREEN	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?
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	15.4	14.1	15.1	17.8	19.8	20.1	20.1	↔	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		2.8	2.9	3.0	1.4	1.8	2.3	2.7	↓	2.4	AMBER	3.0	2.6	AMBER	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		8.3	8.1	6.3	8.8	9.0	8.8	8.8	↑	N/A	N/A	N/A	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	2	3	2	2	↔	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	-1	0	0	-1	↑	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		99.2	93.7	93.5	93.1	93.9	78.5	79.0	↑	90	RED	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		97.5	97.6	96.3	91.9	91.7	86.7	88.0	↑	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	DOT	Target 2020-21	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	N/A	75	N/A	N/A	76	N/A	N/A	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		16.8	13.8	N/A	20	N/A	N/A	19	N/A	N/A	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		68.8	69.0	N/A	69	N/A	N/A	70	N/A	N/A	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		18.8	16.6	N/A	21	N/A	N/A	20	N/A	N/A	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		43.9	44.6	N/A	48.5	N/A	N/A	49.0	N/A	N/A	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		17.4	13.3	N/A	13	N/A	N/A	12	N/A	N/A	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		29.88	30.41	N/A	35	N/A	N/A	36	N/A	N/A	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		22.88	23.42	N/A	30	N/A	N/A	31	N/A	N/A	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		29.50	32.67	N/A	33	N/A	N/A	34	N/A	N/A	
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	N/A	90	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	N/A	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	8.9	N/A	8.0	N/A	N/A	8.7	N/A	N/A	
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		17.4	18.0	N/A	13.0	N/A	N/A	14.5	N/A	N/A	

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?
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-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		27.3	27.4	27.2	26.1	25.6	24.9	24.5	↑	25.0	GREEN	25.4	25.0	AMBER	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		88.2	87.9	88.9	90.0	87.5	90.5	85.0	↓	90.0	AMBER	91.3	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	✓	21.3	22.3	21.2	24.3	19.4	24.3	25.6	↓	20.0	AMBER	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	✓	80.0	63.6	63.6	73.3	73.3	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	✓	84.1	76.1	80.1	90.5	95.8	95.1	95.9	↑	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		22.7	24.8	24.2	19.9	19.7	20.1	22.8	↓	18.0	RED	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		25.1	24.8	25.5	25.8	25.6	25.0	25.9	↓	25	AMBER	23.4	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		50.4	55.0	56.7	59.6	59.9	61.6	61.2	↓	70	AMBER	50.4	70.0	RED	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	75.0	75.0	83.3	83.3	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		15.5	13.7	13.3	14.3	13.4	14.3	14.0	↑	15	GREEN	16.3	15.0	AMBER	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		6.5	9.6	8.1	10.5	14.3	11.8	12.0	↓	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?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21										
CYPE8	Rate of proven re-offending by CYP	L	Q		10.7	10.3	12.5	10.0	↑	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?
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20										
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	20.6	19.4	20.0	43.9	41.0	25.0	26.2	↑	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		5.1	5.1	5.1	2.7	2.7	3.2	3.2	↔	2.4	AMBER	5.1	2.6	RED	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		6.0	5.9	4.8	6.9	7.1	7.0	6.8	↑	N/A	N/A	N/A	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		82.4	79.7	74.2	81.2	87.1	91.3	90.9	↓	90	GREEN	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	96.5	97.4	97.4	96.0	96.7	↑	100	RED	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	DOT	Target 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20								
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	↓	73	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		75.7	75.0	N/A	75	N/A	N/A	75	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		16.6	16.5	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		64.1	67.6	N/A	69	N/A	N/A	69	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		22.9	18.4	N/A	21	N/A	N/A	21	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		42.1	46.9	N/A	48.5	N/A	N/A	48.5	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.7	13.8	N/A	13	N/A	N/A	13	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.28	32.17	N/A	35	N/A	N/A	35	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		28.50	29.34	N/A	30	N/A	N/A	30	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		39.80	35.00	N/A	33	N/A	N/A	33	N/A	N/A		
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	N/A	91	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	N/A	76	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	N/A	8.0	N/A	N/A	8.0	N/A	N/A		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		20.5	19.8	N/A	13.0	N/A	N/A	13.0	N/A	N/A		

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					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20							SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		26.9	27.4	27.2	27.8	26.7	26.5	25.1	↑	25.0	AMBER	25.0	25.0	GREEN	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		90.3	90.3	90.3	90.8	90.6	95.0	94.8	↓	90.0	GREEN	90.2	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	✓	32.7	31.2	31.2	31.7	28.2	27.4	25.0	↑	20.0	AMBER	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	90.0	90.0	78.6	78.6	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	✓	91.1	86.5	86.5	91.1	90.7	85.9	85.9	↔	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		21.1	26.3	18.8	20.3	22.7	26.0	25.1	↑	18.0	RED	17.9	18.0	GREEN	N/A	N/A		
Gravesham EHU					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		21.3	21.1	20.9	21.6	21.0	22.4	22.2	↑	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		45.4	43.8	41.8	43.3	42.1	44.8	51.1	↑	70	RED	54.3	70.0	RED	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	100.0	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		17.2	16.7	16.7	16.5	16.6	16.0	16.0	↔	15	AMBER	15.3	15.0	AMBER	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		11.4	11.7	13.2	13.5	10.6	11.5	11.3	↑	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?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		40.9	33.3	38.3	40.5	↓	38.4	AMBER	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?
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	46.5	45.9	43.7	51.4	50.0	41.0	40.2	↓	60	RED	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		4.0	4.1	4.2	2.6	2.3	2.5	2.5	↔	2.4	AMBER	4.2	2.6	RED	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		6.7	6.6	4.7	6.6	6.5	6.2	6.2	↑	N/A	N/A	N/A	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		3	3	3	3	4	4	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		98.8	98.8	98.8	99.2	99.2	98.8	98.7	↓	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		96.3	97.3	98.6	96.1	93.9	93.2	93.6	↑	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	↓	73	N/A	N/A	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		74.2	75.4	N/A	75	N/A	N/A	75	N/A	N/A	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		12.8	12.9	N/A	20	N/A	N/A	20	N/A	N/A	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		60.8	65.0	N/A	69	N/A	N/A	69	N/A	N/A	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		26.9	20.5	N/A	21	N/A	N/A	21	N/A	N/A	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		47.0	47.6	N/A	48.5	N/A	N/A	48.5	N/A	N/A	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		13.6	16.0	N/A	13	N/A	N/A	13	N/A	N/A	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.73	30.15	N/A	35	N/A	N/A	35	N/A	N/A	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		26.19	26.75	N/A	30	N/A	N/A	30	N/A	N/A	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		35.00	32.58	N/A	33	N/A	N/A	33	N/A	N/A	
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	N/A	91	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	N/A	76	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	N/A	8.0	N/A	N/A	8.0	N/A	N/A	
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		12.7	12.5	N/A	13.0	N/A	N/A	13.0	N/A	N/A	

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?
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-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		28.4	28.3	29.1	28.6	29.2	29.0	28.9	↑	25.0	AMBER	27.0	25.0	AMBER	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		92.3	92.3	92.7	90.5	90.5	91.5	92.2	↑	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	✓	21.5	24.4	23.2	23.0	23.2	24.6	23.1	↑	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	✓	91.7	81.8	81.8	87.5	87.5	88.2	88.2	↔	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	✓	44.4	48.1	48.1	74.1	65.4	73.1	73.1	↔	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		18.9	17.7	15.8	12.8	15.1	15.6	16.6	↓	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		15.1	15.6	16.1	16.6	17.1	16.7	18.2	↓	25	GREEN	15.8	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		61.7	65.7	67.7	69.1	69.3	69.3	69.5	↑	70	AMBER	60.9	70.0	AMBER	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		0.0	33.3	33.3	40.0	40.0	57.1	57.1	↔	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		14.4	13.2	13.5	12.8	12.4	12.9	12.2	↑	15	GREEN	20.1	15.0	RED	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		13.5	21.5	20.3	20.8	18.2	21.1	20.2	↑	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?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		22.6	26.7	25.5	30.0	↓	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?
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	47.6	46.9	48.9	40.5	40.3	47.4	46.6	↓	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	1.9	2.1	2.6	2.8	↓	2.4	AMBER	2.8	2.6	AMBER	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		4.8	4.8	3.7	5.1	5.0	5.1	4.9	↑	N/A	N/A	N/A	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	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		85.5	76.1	76.7	76.3	82.2	87.2	88.1	↑	90	AMBER	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		97.9	97.8	97.8	92.0	91.6	91.0	90.4	↓	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	DOT	Target 2020-21	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	↓	73	N/A	N/A	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		76.3	72.9	N/A	75	N/A	N/A	75	N/A	N/A	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		13.5	22.1	N/A	20	N/A	N/A	20	N/A	N/A	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		63.7	66.0	N/A	69	N/A	N/A	69	N/A	N/A	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		24.9	23.1	N/A	21	N/A	N/A	21	N/A	N/A	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		49.7	50.7	N/A	48.5	N/A	N/A	48.5	N/A	N/A	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		20.0	18.2	N/A	13	N/A	N/A	13	N/A	N/A	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		32.69	33.99	N/A	35	N/A	N/A	35	N/A	N/A	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		27.97	28.38	N/A	30	N/A	N/A	30	N/A	N/A	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		31.88	35.76	N/A	33	N/A	N/A	33	N/A	N/A	
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	N/A	91	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	N/A	76	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	N/A	8.0	N/A	N/A	8.0	N/A	N/A	
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		12.9	13.1	N/A	13.0	N/A	N/A	13.0	N/A	N/A	

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?	
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20							SN or SE				
Sevenoaks North & Tonbridge and Malling 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						20.0	23.0	25.1	↓	25.0	AMBER		25.0		26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M								100.0	100.0	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	✓							0.0	41.2	33.3	↑	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	N/A	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	✓							90.0	85.0	80.0	↓	85.0	AMBER		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	19.5	22.8	↓	18.0	RED		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						38.2	30.3	29.8	↑	25.0	AMBER		25.0		26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M								100.0	100.0	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	✓							0.0	21.4	25.8	↓	20.0	AMBER		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	N/A	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	✓							86.0	86.0	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	22.7	23.9	↓	18.0	RED		18.0		N/A	N/A	

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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?
Sevenoaks EHU					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		24.1	23.1	22.8	23.1	21.8	21.5	22.5	↓	25	GREEN	24.7	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		82.2	84.5	83.5	84.6	85.0	85.4	86.0	↑	70	GREEN	84.3	70.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	100.0	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		18.0	15.9	15.5	14.6	14.0	13.0	11.8	↑	15	GREEN	19.5	15.0	AMBER	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		11.2	15.3	15.6	14.2	13.4	11.9	12.3	↓	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?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		39.3	41.4	41.7	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?
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	44.6	42.6	38.7	23.0	22.2	40.9	37.8	↓	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		2.8	2.8	3.1	1.6	1.8	2.1	2.2	↓	2.4	GREEN	3.1	2.6	AMBER	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		12.5	12.4	10.3	12.4	12.4	12.8	12.7	↑	N/A	N/A	N/A	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	-2	↑	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		2	2	1	2	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		96.7	95.8	95.8	100.0	100.0	97.8	97.6	↓	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		96.0	97.3	93.8	95.2	94.7	95.0	95.2	↑	100	RED	93.8	100	RED	N/A	N/A	

Education Annual Indicators - Sevenoaks		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2019-20	RAG	DOT	Target 2020-21	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	↓	73	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		78.5	76.8	N/A	75	N/A	N/A	75	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		15.9	19.1	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		69.3	73.1	N/A	69	N/A	N/A	69	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		24.6	18.4	N/A	21	N/A	N/A	21	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		38.2	41.5	N/A	48.5	N/A	N/A	48.5	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		15.8	12.1	N/A	13	N/A	N/A	13	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		24.33	30.28	N/A	35	N/A	N/A	35	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		30.35	29.59	N/A	30	N/A	N/A	30	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		27.50	32.86	N/A	33	N/A	N/A	33	N/A	N/A		
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	N/A	91	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	N/A	76	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	N/A	8.0	N/A	N/A	8.0	N/A	N/A		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.2	14.2	N/A	13.0	N/A	N/A	13.0	N/A	N/A		

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?
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-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		28.0	28.5	28.8	28.4	26.2	26.3	26.5	↓	25.0	AMBER	25.2	25.0	AMBER	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		92.9	91.9	88.9	88.2	87.9	87.5	87.5	↔	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	✓	27.5	21.3	22.2	23.2	20.9	23.9	20.0	↑	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	87.5	87.5	81.8	81.8	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	✓	88.9	94.4	94.4	100.0	83.3	83.3	88.9	↑	85.0	GREEN	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		20.1	18.4	18.7	18.1	17.7	16.6	15.4	↑	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		29.1	30.3	30.8	30.0	29.4	28.5	29.7	↓	25.0	AMBER	30.6	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	95.2	93.3	92.9	↓	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	✓	27.0	31.9	23.0	22.8	23.2	23.2	25.3	↓	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	✓	88.9	88.9	88.9	77.8	88.2	100.0	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		19.3	20.2	22.0	23.1	20.4	20.2	21.6	↓	18.0	AMBER	18.2	18.0	AMBER	N/A	N/A		

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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					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20							SN or SE			
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		19.2	19.1	19.6	20.2	20.6	20.5	21.8	↓	25	GREEN	19.4	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		38.0	39.3	41.0	46.4	48.8	53.3	56.0	↑	70	RED	43.3	70.0	RED	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		75.0	83.3	83.3	77.8	77.8	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		13.1	13.7	13.4	12.9	12.8	13.4	13.7	↓	15	GREEN	14.9	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		12.9	12.9	11.2	13.3	14.1	15.3	13.6	↑	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?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		34.1	32.5	35.9	35.3	↓	38.4	GREEN	34.1	35	GREEN	40.5	40.9		

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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?
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	8.2	9.6	9.5	11.7	10.5	9.8	12.6	↑	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		4.7	4.6	4.9	2.6	2.3	2.6	2.8	↓	2.4	AMBER	4.9	2.6	RED	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		6.0	5.9	5.2	6.3	6.3	6.5	6.4	↑	N/A	N/A	N/A	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	-1	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		83.3	86.7	73.4	79.3	77.8	67.2	69.0	↑	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		98.1	97.9	97.9	98.4	98.5	99.0	100.0	↑	100	GREEN	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	↓	73	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		72.5	74.2	N/A	75	N/A	N/A	75	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		14.4	15.9	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		67.3	67.0	N/A	69	N/A	N/A	69	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		19.6	28.5	N/A	21	N/A	N/A	21	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		43.2	42.1	N/A	48.5	N/A	N/A	48.5	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		15.1	16.0	N/A	13	N/A	N/A	13	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		31.30	30.68	N/A	35	N/A	N/A	35	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		28.85	28.59	N/A	30	N/A	N/A	30	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		34.07	29.94	N/A	33	N/A	N/A	33	N/A	N/A		
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	N/A	91	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	N/A	76	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	N/A	8.0	N/A	N/A	8.0	N/A	N/A		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		15.6	18.8	N/A	13.0	N/A	N/A	13.0	N/A	N/A		

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?
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20										
Thanet Margate CSWT					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20							SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		29.3	30.4	32.0	33.2	34.0	34.4	34.5	↓	25.0	RED	25.5	25.0	AMBER	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		96.4	96.4	96.7	95.5	95.7	95.4	95.0	↓	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	✓	11.5	14.1	13.5	11.4	12.8	11.2	13.8	↑	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	✓	109.7	109.7	109.7	125.5	120.3	115.0	106.5	↓	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		21.7	22.9	20.7	17.1	18.5	20.0	19.3	↑	18.0	AMBER	20.2	18.0	AMBER	N/A	N/A		
Thanet Ramsgate CSWT					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20										
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		36.1	35.1	35.1	34.4	34.5	32.9	31.9	↑	25.0	RED	35.1	25.0	RED	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		90.8	90.5	91.8	93.3	93.4	94.6	95.5	↑	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	✓	31.5	29.5	29.3	30.9	30.9	26.9	26.1	↑	20.0	AMBER	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	✓	87.5	75.0	75.0	72.7	72.7	75.0	75.0	↔	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	✓	96.9	96.9	118.0	110.7	110.7	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		15.6	17.3	13.9	15.5	15.5	15.6	15.2	↑	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					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-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	25.6	32.0	↓	25	RED		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	87.5	83.3	↓	70	GREEN		70.0		N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M						N/A	N/A	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	N/A	N/A		15	N/A		15.0		N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS						13.0	13.2	15.2	↓	15.0	AMBER		15.0		N/A	N/A		
Thanet Ramsgate EHU					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-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					35.7	31.2	30.2	↑	25	RED		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	83.1	84.1	↑	70	GREEN		70.0		N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M						N/A	100.0	100.0	↔	80	GREEN		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	N/A	N/A		15	N/A		15.0		N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS						18.1	16.1	17.2	↓	15.0	AMBER		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?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		32.5	33.8	38.0	33.8	↓	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?
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20						SN or SE			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	19.0	22.9	23.4	23.6	23.3	23.9	24.2	↑	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		4.8	4.7	5.1	2.1	2.4	3.3	3.4	↓	2.4	AMBER	5.1	2.6	RED	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		10.0	10.0	7.8	10.3	10.3	9.8	9.6	↑	N/A	N/A	N/A	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	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		80.7	82.6	74.0	77.4	80.9	75.7	76.9	↑	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		92.0	91.9	92.4	84.2	82.5	83.7	83.3	↓	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	DOT	Target 2020-21	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	↓	73	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		69.8	64.9	N/A	75	N/A	N/A	75	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		18.3	24.7	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		62.8	61.5	N/A	69	N/A	N/A	69	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		20.7	14.5	N/A	21	N/A	N/A	21	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		41.0	40.7	N/A	48.5	N/A	N/A	48.5	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		16.9	14.2	N/A	13	N/A	N/A	13	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		27.56	25.77	N/A	35	N/A	N/A	35	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		28.43	25.87	N/A	30	N/A	N/A	30	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		33.25	25.96	N/A	33	N/A	N/A	33	N/A	N/A		
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	N/A	91	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	N/A	76	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	N/A	8.0	N/A	N/A	8.0	N/A	N/A		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		18.2	15.2	N/A	13.0	N/A	N/A	13.0	N/A	N/A		

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?	
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20											
Sevenoaks North & Tonbridge and Malling CSWT					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20							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						20.0	23.0	25.1	↓	25.0	AMBER		25.0		26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M								100.0	100.0	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	✓							0.0	41.2	33.3	↑	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	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	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	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	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	N/A	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	✓					90.0	85.0	80.0	↓	85.0	AMBER		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	N/A					
SCS43	Average caseloads in the CSWT Teams	L	MS		No data available prior to October 2020				18.9	19.5	22.8	↓	18.0	RED		18.0		N/A	N/A			
Tonbridge and Malling EHU									Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20							
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		21.7	22.6	22.5	21.9	21.4	21.3	21.4	↓	25	GREEN	21.0	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		59.3	62.2	65.2	68.7	70.9	72.2	76.3	↑	70	GREEN	56.0	70.0	RED	N/A	N/A	Yes		
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		50.0	75.0	75.0	83.3	83.3	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		17.1	18.2	17.5	18.4	16.7	14.3	15.3	↓	15	AMBER	16.6	15.0	AMBER	N/A	N/A			
	Average Caseload within EH Units (Families)	L	MS		12.6	17.5	15.2	19.2	17.8	21.2	20.6	↑	15.0	RED	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?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21										
					SN or SE													
CYPE8	Rate of proven re-offending by CYP	L	Q		38.5	40.0	40.0	39.3	↑	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?
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20										
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	43.7	43.6	40.9	42.7	43.8	44.7	47.1	↑	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		3.3	3.3	3.5	1.8	2.1	2.5	2.6	↓	2.4	AMBER	3.5	2.6	AMBER	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		7.5	7.5	6.1	6.9	7.1	7.1	7.0	↑	N/A	N/A	N/A	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	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		6	6	6	6	5	4	3	↑	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		98.9	97.6	98.8	98.7	98.5	98.4	98.3	↓	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		96.2	95.8	95.8	98.3	92.8	92.7	92.7	↔	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	DOT	Target 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19								
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	↓	73	N/A	N/A	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		79.0	77.6	N/A	75	N/A	N/A	75	N/A	N/A	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		29.4	31.7	N/A	20	N/A	N/A	20	N/A	N/A	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		69.3	71.0	N/A	69	N/A	N/A	69	N/A	N/A	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		26.7	26.5	N/A	21	N/A	N/A	21	N/A	N/A	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		50.7	51.3	N/A	48.5	N/A	N/A	48.5	N/A	N/A	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		22.5	22.5	N/A	13	N/A	N/A	13	N/A	N/A	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		36.96	39.49	N/A	35	N/A	N/A	35	N/A	N/A	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		29.46	30.21	N/A	30	N/A	N/A	30	N/A	N/A	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		34.18	33.55	N/A	33	N/A	N/A	33	N/A	N/A	
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	N/A	91	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	N/A	76	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	N/A	8.0	N/A	N/A	8.0	N/A	N/A	
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		13.5	14.5	N/A	13.0	N/A	N/A	13.0	N/A	N/A	

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Directorate Scorecard - Tunbridge Wells District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 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?						
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20							SN or SE								
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						38.2	30.3	29.8	↑	25.0	AMBER		25.0		26	22.6					
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M								100.0	100.0	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	✓							0.0	21.4	25.8	↓	20.0	AMBER		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	N/A	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	✓					86.0	86.0	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	22.7	23.9	↓	18.0	RED		18.0		N/A	N/A							
Tunbridge Wells EHU																										
Tunbridge Wells EHU																										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		21.6	21.3	21.1	22.2	23.0	21.3	21.8	↓	25	GREEN	19.9	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		76.9	80.0	81.6	85.0	85.3	88.7	90.2	↑	70	GREEN	69.3	70.0	AMBER	N/A	N/A	Yes						
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		0.0	33.3	33.3	25.0	25.0	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		18.3	16.7	16.3	15.8	15.7	16.2	16.9	↓	15	AMBER	18.3	15.0	AMBER	N/A	N/A							
	Average Caseload within EH Units (Families)	L	MS		9.4	11.9	11.9	13.4	14.8	16.0	15.0	↑	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?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		62.5	56.3	44.4	35.0	↑	38.4	GREEN	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?
					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20							SN or SE			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	57.1	57.9	60.4	59.0	60.0	54.2	54.5	↑	60	AMBER	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		2.3	2.3	2.4	1.8	2.3	2.6	2.5	↑	2.4	AMBER	2.4	2.6	GREEN	2.4	2.7	Yes	
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		9.2	9.2	6.9	9.2	9.7	9.4	9.4	↑	N/A	N/A	N/A	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	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	0	1	1	1	1	2	↓	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		78.8	78.9	79.1	80.0	83.8	82.1	80.3	↓	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		95.5	95.3	95.7	97.3	97.5	97.5	98.3	↑	100	AMBER	95.7	100	RED	N/A	N/A		

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	↑	73	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		76.7	78.0	N/A	75	N/A	N/A	75	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		17.2	21.1	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		67.7	70.2	N/A	69	N/A	N/A	69	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		34.0	33.9	N/A	21	N/A	N/A	21	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		55.9	54.5	N/A	48.5	N/A	N/A	48.5	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		23.6	21.5	N/A	13	N/A	N/A	13	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		35.99	37.97	N/A	35	N/A	N/A	35	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		28.17	32.26	N/A	30	N/A	N/A	30	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		38.67	40.42	N/A	33	N/A	N/A	33	N/A	N/A		
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	N/A	91	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	N/A	76	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	N/A	8.0	N/A	N/A	8.0	N/A	N/A		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		11.3	12.6	N/A	13.0	N/A	N/A	13.0	N/A	N/A		

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	Autumn 2020 School Census	Dec 2020
CYPE11	Number of Secondary Schools	MI School Census Database	Autumn 2020 School Census	Dec 2020
CYPE12	Number of Special Schools	MI School Census Database	Autumn 2020 School Census	Dec 2020
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	Autumn 2020 School Census	Dec 2020
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	Autumn 2020 School Census	Dec 2020
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	Autumn 2020 School Census	Dec 2020
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	Autumn 2020 School Census	Dec 2020
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	Autumn 2020 School Census	Dec 2020
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	Autumn 2020 School Census	Dec 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	Jan 2020
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Dec 2020	Jan 2020
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Dec 2020	Jan 2020
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Dec 2020	Jan 2020
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of December 2020	Jan 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 December 2020	Jan 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 December 2020	Jan 2020
FD01-C	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of Dec 2020	Jan 2020
FD10-C	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of Dec 2020	Jan 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 Dec 2020	Jan 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 Dec 2020	Jan 2020
EH05-F	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of December 2020	Jan 2020
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of December 2020	Jan 2020
	Number of Child Protection cases	Liberi	Snapshot data as at end of December 2020	Jan 2020
	Number of Children in Care	Liberi	Snapshot data as at end of December 2020	Jan 2020
	Number of Care Leavers	Liberi	Snapshot data as at end of December 2020	Jan 2020
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to December 2020	Jan 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 December 2019	Jan 2020
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to December 2019	Jan 2020
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to December 2019	Jan 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 December 2019	Jan 2020
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at December 2019	Jan 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 December 2019	Jan 2020
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to December 2019	Jan 2020
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to December 2020	Jan 2020
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at December 2019	Jan 2020
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at December 2019	Jan 2020
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at December 2019	Jan 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 December 2019	Jan 2020
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at December 2019	Jan 2020
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at December 2020	Jan 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 December 2019	Jan 2020
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at December 2019	Jan 2020
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for Jan 2018 to Dec 2018 cohort	Jan 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 December 2020	Jan 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 December 2020	Jan 2020
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	Education Finance reporting	Snapshot as at December 2020	Jan 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 December 2020	Jan 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 December 2020	Jan 2020
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to December 2020	Jan 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 December 2020	Jan 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
EH19-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	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	The number of pupils with statements of special educational needs that are placed in independent Special schools or out-of-county Special schools as a percentage of the total number of pupils with statements of special educational needs
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.
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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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 –
 9 March 2021

Subject: The EEFfective Kent Project: The Education Endowment Foundation's work with KCC and Schools to reduce the gap for vulnerable children

Classification: Unrestricted

Past Pathway of report: None

Future Pathway of report: None

Electoral Division: All

Summary:

This document outlines the range of work taking place to support schools through KCC's partnership with the Education Endowment Foundation. It outlines the work to date, engagement of schools and next steps for the project.

Recommendation(s):

The Children's, Young People and Education Cabinet Committee is asked TO NOTE the report.

1 Introduction and Context

- 1.1 The Education Endowment Foundation (EEF) is an independent charity, funded by a grant from the Department for Education and established in 2011 to improve the educational attainment of the poorest pupils in English schools. It is dedicated to breaking the link between family income and educational achievement. The EEF aims to support teachers and senior leaders by providing evidence-based approaches and resources designed to improve practice and boost learning. It aims to raise attainment and close the disadvantage gap which roots its response to this educational challenge in the best available evidence. The organisation is the leader in evidence-based practice for schools. It provides an easy-to-use evidence tool kit synthesising research for schools, it funds trials, and its mission is to support schools to use evidence-based practice.
- 1.2 The EEF established a partnership with Kent County Council (KCC) in Autumn 2019, namely the EEFfective Kent Project. This three-year partnership is due to run until August 2022. Both organisations have contributed to a joint funding pot worth £600,000 to support the implementation of evidence-based approaches and interventions in Kent. The fund is offered as match-funding to schools to engage in a range of evidence-based programmes and activities. The match-funding is mostly

offered as 50% to all Kent County Council schools to ensure engagement and a strong commitment to complete from schools. Some aspects of the project are offered as fully funded by the fund.

1.3 The overarching project aim is to improve educational outcomes for all pupils and raise standards in Kent, particularly those from disadvantaged backgrounds by encouraging schools to use evidence about what works as they make school improvement decisions. To achieve this, the project has four aims:

- Raise educational standards in Kent, particularly for disadvantaged pupils.
- Influence spending of schools and key partners in Kent towards evidence-based approaches.
- Support schools in Kent to use evidence confidently to support their decision-making.
- Encourage collaborative working across the Kent school system.

2 The EEFective Kent Project Structure and Activity

2.1 The EEFective Kent Project has three strands of work as outlined in the diagram below.



2.2 These strands are being rolled out sequentially however, there is crossover between all. The third strand of work which aims to provide sustainability, draws on all the project work.

3 Strand 1: Promising Projects

3.1 Promising Projects are EEF validated projects which have shown initial promise when trialled. This means they have demonstrated the potential to improve attainment for young people cost-effectively when independently and robustly evaluated. This is a 'what works' approach to interventions that close specific gaps in schools. All the promising projects offered as part of the EEFective Kent Project have been shown to make at least two months, in most cases three months, additional progress for targeted pupils.

3.2 EEFective Kent is running three rounds of these projects. The first took place in January 2020, the second was due to open in April 2020, however was moved in response to the COVID-19 situation and opened later in the academic year for a significantly extended time period. The third and final round will open in April 2021.

- 3.3 The EEF selected 13 different promising projects ensuring a range of subjects and educational phases were covered to meet the needs of Kent schools. The subject-focused range of projects included five Maths, four literacy, two science, two wider curriculum and one assessment for learning. In terms of phase appropriacy, there were eight for Key Stage 1 and 2, four for Key Stage 3 and three for Key Stage 4. Five of the projects were also appropriate for Special schools.
- 3.4 The impact of COVID-19 on Promising Projects Strand work has been and continues to be significant. Many of the projects involved face-to-face training which required the providers to rework their programmes for virtual delivery and validate this new delivery mode with the EEF. Over the course of the year, we have lost five of the promising projects on offer due to a range of reasons such as providers collapsing, some Maths and science programmes being unable to deliver virtually, and some withdrawing due to internal stresses. The additional burden of COVID-19 and the change in their circumstances led to a small number of schools withdrawing from projects they had applied to do.

In response to the issues faced, we extended timeframes to give to give schools greater flexibility, facilitated them to change their choice of project to respond to new learning gaps and priorities, and supported providers to adjust their delivery model where possible.

The offer for the final round will be reduced to eight promising projects, with all but one project offering a choice of face-to-face or virtual delivery. This is to ensure we can deliver whatever the constraints of the pandemic.

- 3.5 Engagement so far has been positive despite the issues created by the pandemic. 78 schools have started, or have plans to start, their chosen promising project, of these 64 are Primary schools, 10 are Secondary schools and two are Special schools. Of these, 25 schools are academies whilst 53 are maintained schools. An additional group of schools successfully applied but are still considering their changing needs and options.

Primary schools have predominantly chosen Maths projects while formative assessment has been popular in Secondary schools. There has been a slight difference in take up with the lowest in the North of the County and highest in the East.

- 3.6 Initial feedback from schools undertaking promising projects is very positive. The following quotes evidence this.

'Our project has got off to an amazing start. Our mentor school lead is great and extremely knowledgeable, and we have the 2 years planned out already!! We can already see how the project will impact our school.' Embedding Formative Assessment Training.'

'We are developing Philosophy for Children, due to COVID-19 we delayed our launch to this month (January 2021). Everyone is enthusiastic and it is working well. We are confident it will have an impact.'

4 Strand 2: Evidence-Based Training

- 4.1 The EEF has a national network of 37 Research Schools who are leaders in evidence-based practice. They have a remit to deliver training based on the EEF's published guidance reports (user-friendly summaries of academic research and best practice for schools) and to provide support to schools with embedding and implementing strong, evidence-based practice. The EEFective Kent Project is working with two Research Schools in the London and the South East region, in particular Charles Dickens Research School and Durrington Research School.
- 4.2 Via data analysis, discussions with our school improvement colleagues, and a wide consultation process including surveys, taster sessions and focus groups with schools, we identified four training programmes that responded to the needs and concerns of Kent schools. The four topics currently being delivered are:
- Training and Retaining Great Teachers
 - SEND and Learning Behaviours
 - Delivery of Remote Learning
 - Characteristics of Deprivation
- 4.3 These match-funded training courses are running virtually (due to COVID-19) over a 6-10 week period and are equivalent to three days of training. To support schools to use the training to effect change, a senior school leader is required to attend with another member of staff. At the core of all four training courses is the EEF's implementation plan. All schools undertaking the training will be offered a fully funded day of one-to-one, wrap-around support by an Evidence Leader of Education (ELE).
- 4.4 The first round of this training started at the end of January 2021 and, dependant on demand, will be repeated over the summer term and through the next academic year. Depending on the pandemic and in response to feedback, subsequent sessions can be run remotely or face-to-face.
- 4.5 Engagement has been strong in this first round with currently 69 schools in attendance across the four courses. Schools are match-funded to access up to two of the courses. Unsurprisingly Delivery of Remote Learning has the highest uptake with 27 schools attending, Characteristics of Deprivation and SEND and Learning Behaviours have respectively 18 and 17 schools attending, whilst Training and Retaining Great Teachers has had three withdrawals and has dropped to just seven schools attending.
- 4.6 Feedback from the training so far is very positive. One Headteacher doing the Training and Retraining Great Teachers course gave the following feedback.

'The benchmarking tool - really great to a) see where we are at and b) give us a clear idea of why and how we need it to improve. The visioning tool - opened up lots of interesting discussions with staff about their views on CPD and how these can differ drastically from the evidence.'

5 Strand 3: Developing Research Champions

- 5.1 This part of the project is focused on developing evidence-based leadership in Kent and creating a sustainable legacy to ensure the learning from the project is retained. To do this, the EEfective Kent Project Team is working in collaboration with the Kent Association of Headteachers (KAH) to build this work strand. The development of this is ongoing and meetings are taking place to ensure this strand is complementary to the work already started on KAH's Research Hubs.
- 5.2 The aim of this strand is to develop, embed and sustain evidence-based practice and leadership at multiple levels within the system to ensure a legacy beyond the life of the project.

To do this we anticipate undertaking the following areas of activity:

- Developing a role for school-based evidence champions to complement the KAH Research Hub.
- With KAH, work to establish and embed collaborative school level evidence-based working and networking.
- Running an open application round to appoint a school or collaboration of schools to be designated Associate Research School for Kent status, an official link to the EEF which includes access to training and support and involves acting as a training and support centre for evidence-informed practice.
- Provide ongoing access to Promising Projects by running a Train the Trainer programme, thus ensuring ongoing access to high quality Promising Projects.
- Designating Evidence Leaders in Education (ELEs), to deliver school-to-school support, initially to provide wrap-around support to the schools participating in the Evidence-Based Training.

Whilst elements of this Strand are in development, both the Train the Trainer programme and the ELE work is well underway.

- 5.3 A recruitment process has led to the designation of six ELEs who will work alongside the two Research Schools to support schools with implementation. The group are seconded from a range of system leadership roles in the sector, three are current senior leaders in Kent schools, two are school improvement advisors working for The Education People (TEP) and one is independent but has worked extensively in Kent. The ELEs are each committed to delivering approximately 10 days of support.

6 Evaluation

- 6.1 The EEfective Kent Project is being independently evaluated. The EEF has appointed the Institute for Employment Studies (IES), an independent not-for-profit research organisation, to carry out research and evaluation as part of the EEfective Kent Project.
- 6.2 The evaluation will aim to understand how successful the project has been with a particular focus on the increased uptake of evidence-based programmes in Kent schools and if it has supported ongoing evidence-based, collaborative working between schools. Learning and insights from the evaluation will be used to help develop the project and also to inform future initiatives.

6.3 The main research activities in the evaluation are:

- A short online survey of schools in Kent at two time points.
- Telephone interviews with key stakeholders involved in the project including KCC and EEF project staff, Promising Project providers, representatives from the Kent Association of Headteachers and Research Schools providing training.
- Analysis of project data, such as characteristics of the schools signing up to the project and information on their participation in Promising Projects (eg attendance at training, whether Promising Projects have been delivered as intended).
- Case study research with 16 schools to understand their experiences of taking part in the project.
- Analysis of pupil attainment data in EEFective Kent project schools and non-project schools (selected from a similar area in another part of the country) after the project is complete, based on publicly available data.

6.4 The baseline survey has already taken place. Most of the evaluation activity will take place at the end of project. We anticipate a draft report in the Autumn term of 2022.

7 Recommendations

The Children's, Young People and Education Cabinet Committee is asked TO NOTE the report.

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Thursday 24 June 2021

ITEM TITLE / SUBJECT:	COMMENTS / BACKGROUND INFORMATION:
<ul style="list-style-type: none">• Strategic Delivery Plan Monitoring	Bi-annual report
<ul style="list-style-type: none">• Kent Commissioning Plan Update	Bi-annual report
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• Post 16 Transport Policy Statement 2021/22	Annual report
<ul style="list-style-type: none">• Annual Equality and Diversity Report	Annual report
<ul style="list-style-type: none">• School Expansions/Alterations	Standing item
<ul style="list-style-type: none">• Performance Monitoring	Standing item
<ul style="list-style-type: none">• 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:	
<ul style="list-style-type: none">• N/A	

Updated: 11 February 2021

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