

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

Tuesday, 16th November, 2021

10.00 am

Council Chamber





AGENDA

CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE

Tuesday, 16 November 2021 at 10.00 am
Council Chamber

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

Membership

Conservative: Mr M C Dance (Chairman), Mr M Dendor (Vice-Chairman), Mr D Beaney, Mr C Beart, Mrs B Bruneau, Mr G Cooke, Mr D Crow-Brown, Ms S Hamilton, Mr R C Love, OBE, Mr S C Manion and Ms M McArthur

Labour: Mr A Brady and Dr L Sullivan

Liberal Democrat: Mrs T Dean, MBE

Green and Independent: Mr Lehmann

Church Representatives: 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
- 4 Verbal Update by Cabinet Members
- 5 21/00101 - Young Carers - procurement of a new service (Pages 1 - 12)
- 6 21/00093 - Representation, Rights and Advocacy (RRA) Services - procurement of a new service (Pages 13 - 26)
- 7 21/00094 - Regional Residential Procurement Project: DfE Phase 2 (Pages 27 - 48)
- 8 21/00095 - Recommissioning of Short breaks 2022-2024 and New Short Break Model Implementation (Pages 49 - 74)

- 9 Adoption Annual report (previously called RAA) (Pages 75 - 124)
- 10 HMIP Inspection of Youth Justice (Pages 125 - 196)
- 11 Kent Commissioning Plan (Pages 197 - 354)
- 12 21/00092 - Queen's Platinum Jubilee and Alterations to the School Year 2021/22 (Pages 355 - 372)
- 13 Performance Monitoring (Pages 373 - 430)
- 14 Ofsted Dashboard (Pages 431 - 442)
- 15 Work Programme (Pages 443 - 444)

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, 8 November 2021

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

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

To: **Children, Young People and Education Cabinet Committee – 16 November 2021**

Decision: **21/00101 - Young Carers - procurement of a new service**

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

Classification: Unrestricted

Past Pathway of report: N/A

Future Pathway of report: Cabinet Member Decision

Electoral Division: All

Summary: This report provides the Children, Young People and Education Cabinet Committee with the background and rationale regarding the proposal to re-procure a service that supports young carers and the develop the skills of the wider workforce in the recognition and support of young carers.

The procurement process will include engagement with children and young people, wider stakeholders and the market to fully scope a new service that is both flexible and responsive for the needs of children and young people whilst meeting KCC's statutory requirements for young carers assessments.

Recommendation(s):

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

A) Commence formal procurement activity to tender for a service, award a contract and develop robust contract management for oversight of the contract performance.
and

B) Delegate authority for the Corporate Director Children, Young People and Education in consultation with the Cabinet Member to award a contract following a competitive tender process.

1. Introduction

- 1.1. Kent County Council (KCC) has a comprehensive Young Carers Service delivered by Imago.
- 1.2. The contract, which commenced on the 1 May 2016 was for a period of three years. The contract had an annual value of £325,500. The original contract had capacity to be extended on a one year plus one year basis.
- 1.3. The contract performed well and targets were consistently met by the provider. Under the existing terms of the contract, it was fully extended, giving an end date of 30 April 2021.
- 1.4. As a result of Covid-19, the Government issued temporary guidance to address the award or issue of contracts to providers directly in instances of extreme urgency (regulation 32(2)(c)). This resulted in agreement to award a direct contract to Imago for 12 months to 30 April 2022.
- 1.5. The total funding for the Young Carers Service since the 2016 procurement (including all extensions) is £1,962,039. This includes a mobilisation payment at the beginning of the contract.

2. Scope of the current contract

- 2.1. Kent Young Carers Support Service comprises two distinct elements: workforce development; and direct support for Children and Young People. Support can take the form of young carers assessments, 1:1 support, access to a district young carer 'Chill Club', signposting and information
- 2.2. A Young Carer is any young person aged 18 or under who helps look after a relative with a disability, illness, mental health condition, or drug and/or alcohol problem.
- 2.3. A large proportion of Young Carers look after their parent(s), or care for a brother or sister.
- 2.4. Caring responsibilities can significantly impact upon a child's health and development. Many Young Carers experience social isolation, a low level of school attendance, some educational difficulties, impaired development of their identity and potential, low self-esteem, emotional and physical neglect as well as conflict between loyalty to their family and their wish to have their own needs met.
- 2.5. Local Authorities have a statutory responsibility (under the amendments to the Children and Families Act) to ensure that all Young Carers under the age of 18 are in receipt of an assessment of their needs. The Children and Families Act seeks to ensure that a Young Carer is assessed for support and assessed again if support needs have changed.

- 2.6. Assessments should find out both the extent and impact of any caring role, whilst also gaining an understanding of any participation, or wishes to participate in education, training or recreation
- 2.7. The identification of Young Carers and their support needs form a central feature of the requirement for the Local Authority to carry out proportionate and appropriate 'Young Carer's Needs Assessment'. Assessments must be carried out in a manner which matches the needs and circumstances of the Young Carer.
- 2.8. Young Carers are not a homogenous group. Needs vary and as such the workforce development element of the contract is recognition that both the identification and support for Young Carers needs to vary according to the type of care that is provided.
- 2.9. The current contract has been successful with demonstrable positive outcomes for young people. Whilst the scope of any new service will be developed in partnership with stakeholders it is anticipated that the two main focus points (assessments and workforce development) of the current specification will remain.

3. Commissioning Approach

- 3.1. Development of the Specification will be in partnership with key stakeholders including Children and Young People, the Voluntary and Community Sector (VCS), education leads, the Kent and Medway Clinical Commissioning Group (CCG) and the wider market.
- 3.2. A Prior Information Notice will be advertised on the Kent Business Portal requesting feedback on the proposed delivery model and scope of provision.
- 3.3. Part of any Invitation to Tender will include but not be limited to:
 - The requirement for a community focused approach that is based in a robust local knowledge.
 - An ability to flex the model of provision between both face-to-face delivery and a virtual offer to not only protect against any further lockdowns but also match delivery to the needs of children and young people.
 - The ability to integrate a model of social prescribing into delivery.
 - A track record in embedding the voice of children and young people in the development of provision
 - Delivery of support needs to be flexible and must include evenings and/or weekends.

4. Options Appraisal

4.1. The following table sets out the options considered, along with the advantages and risks of each option:

Option	Advantages	Risks
<p>1. Do nothing: The contract ends and KCC do not meet their statutory obligations for Young Carer Assessments.</p>	<ul style="list-style-type: none"> • Annual saving of £325,500 • Programmes of support in some localities may be picked up by the wider VCS. 	<ul style="list-style-type: none"> • Fragmented approach to delivery continues. • KCC fail in their statutory obligations for Young Carers Assessments. • Already pressured VCS organisations across the county are placed under more pressure for their support without the financial support of the local authority.
<p>2. Create a new service In-House: KCC to deliver countywide via new Team.</p>	<ul style="list-style-type: none"> • A procurement process will not be required. • Shorter timescale for implementation. 	<ul style="list-style-type: none"> • TUPE of staff from the existing provider into KCC headcount. • Flexibility of an external provider lost. • KCC has not previously delivered this service, there is a lack of expertise and direct experience. • Wider partners may not wish to engage with the LA for workforce development
<p>3. Externally commission a new service.</p>	<ul style="list-style-type: none"> • Ability to work with partners to develop a new provision • Providers are already set up to deliver the whole range of support to Young Carers. • Providers benefit from long-standing community relationships which supports uptake of provision. • Robust contract management will be in place to monitor performance. 	<ul style="list-style-type: none"> • A procurement process will be required. • Longer timescale for implementation. • TUPE implications would apply in specific circumstances

4.2. Based on the above options appraisal the recommended option is **Option 3, Externally commission a new service.**

- 4.3. Stakeholder engagement and co-production will be a key part of building a new model, with children and young people and providers sharing their knowledge and experiences. This will be used to inform the development of the specification.
- 4.4. Commissioners expect the contract term to be three years with the option to extend for a further two individual years. There will be a requirement to include flexibility within this term to make delivery is fit for purpose. Commissioners will work with the market to understand the best approach to incorporate a strong review process to assess how the contract should develop to meet need and if the next year will be managed in the same way (this is in addition to usual contract termination clauses)

5. Timescales

- 5.1. Should the recommended option be agreed, informal market engagement will commence in December 2021.
- 5.2. Specification development and publication of a notification on the Kent Business Portal can commence on publication of the formal decision.
- 5.3. A procurement process can be implemented to ensure that there is no gap in provision, enabling a new service to be in place from 1 May 2022.

6. Financial Implications

- 6.1. This service will be funded from within the existing revenue KCC base budget reported against the Early Help and Preventative Services Key Service in the Budget Book.
- 6.2. The funding available is £325,500 per annum. This equates to £1,627,500 over the term of the contract and extensions.
- 6.3. Future financial pressures are expected to be limited to pay inflation. Due to the size and nature of the contract no direct financial savings have been identified in relation to this proposal. Financial risks associated with this proposal are expected to be low: potential costs will be managed through the tender process and ongoing contract management for the commissioned service.

7. Legal implications

- 7.1. The Children and Families Act legislates that Local Authorities make sure all Young Carers under the age of 18 are in receipt of an assessment of their needs.
- 7.2. The Children and Families Act seeks to ensure that a Young Carer is assessed for support and assessed again when their support needs have changed. The assessment should find out both the extent and impact of their caring role, whilst also gaining an understanding of any participation, or wishes to participate in education, training or recreation.

8. Equalities implications

- 8.1. If the recommendation to procure a new service without a gap in provision is agreed, none of the protected characteristics would be adversely impacted. EqIA screening has been completed and found a full action plan was not required. This will continue to be developed and reviewed as this procurement progresses.

[EqIA Young Carers](#)

9. Other corporate implications

- 9.1. By supporting Young Carers to improve outcomes, there will be a reduction in escalation to crisis point, therefore reducing impact on the front door and other services.

10. Governance

- 10.1. Accountability of the service sits with the Corporate Director for Children, Young People and Education. Responsibility sits with the Director for Integrated Children's Services (West).

11. Conclusions

- 11.1. Those who have accessed the service have told us that they find the Young Carers Service invaluable in helping to support their needs in being a Young Carer.
- 11.2. The current contract has enabled a consistent coherent approach to support, working to engage with Young Carers in a variety of ways to help support their needs.
- 11.3. The new service will be developed in partnership with those who use the service and key stakeholders and will be underpinned by the two main focus points of current contract (Young Carer assessments and Workforce development).
- 11.4. The proposed procurement will be completed in time to ensure no gap in service provision.

12. Recommendation(s):

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

A) Commence formal procurement activity to tender for a service, award a contract and develop internal provision for ownership and oversight of the activity.

and

B) Delegate authority for the Corporate Director Children, Young People and Education in consultation with the Cabinet Member to award a contract following a competitive tender process.

13. Background Documents

None

14. Contact details

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Cabinet Member for Integrated Children's Services

DECISION NO:

21/00101

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

Young Carers - procurement of a new service

Decision:

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

A) Commence formal procurement activity to tender for a service, award a contract and develop robust contract management for oversight of the contract performance.

and

B) Delegate authority for the Corporate Director Children, Young People and Education in consultation with the Cabinet Member to award a contract following a competitive tender process and implement the Decision.

Reason(s) for decision:

- Decision required because total value of contracts will exceed £1m and impact across multiple districts of the Local Authority.

Background:

- This proposal is to seek authorisation to commence procurement activity and award a contract for the delivery of a service that supports young carers
- Kent County Council (KCC) has a comprehensive Young Carers Service delivered by Imago.
- The contract, which commenced on the 1 May 2016 was for a period of three years. The contract had an annual value of £325,500. The original contract had capacity to be extended on a one year plus one year basis
- As a result of Covid-19, the Government issued temporary guidance to address the award or issue of contracts to providers directly in instances of extreme urgency (regulation 32(2)(c). This resulted in agreement to award a direct contract to Imago for 12 months to 30 April 2022.

- Any new contract needs to start on 1 May 2022 to ensure no gap in service provision

Options

- 1. Do Nothing:** The contract ends and KCC do not meet their statutory obligations for Young Carer Assessments.
- 2. Allow contracts to lapse and if applicable TUPE across staff from incumbent providers:** KCC has not previously delivered this service, there is a lack of expertise and direct experience. There is also the issue that wider partners may not wish to engage with the LA for workforce development.
- 3. Externally procure a new service:** This option would give the ability to work with partners to develop a new provision that meets the needs of service users in a post-covid 19 world. Providers are already set up to deliver the whole range of support to Young Carers and benefit from long-standing community relationships which supports uptake of provision.

Based on the options appraisal **Option 3 - Externally procure a new service** is the recommended option

Financial implications

- This service will be funded from within the existing revenue KCC base budget reported against the Early Help and Preventative Services Key Service in the Budget Book.
- The funding available is £325,500 per annum. This equates to £1,627,500 over the term of the contract and extensions.
- Due to the size and nature of this contract there are no anticipated savings

Legal implications

- The Children and Families Act legislates that Local Authorities ensure that all Young Carers under the age of 18 are in receipt of an assessment of their needs.

Equalities implications

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

Cabinet Committee recommendations and other consultation:

The Children, Young People and Education Cabinet Committee will consider the decision on 16 November 2021.

Any alternatives considered and rejected:

Option 1 – Do Nothing: Rejected on the grounds that this would leave Young Carers disadvantaged at a time when they are in need of greater levels of support due to the pandemic.

Option 2 - Allow contracts to lapse and if applicable TUPE across staff from the incumbent provider: Rejected on the grounds that this would significantly increasing the internal headcount of with little added benefit.

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

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

To: **Children, Young People and Education Cabinet Committee – 16 November 2021**

Decision: **21/00093 - Representation, Rights and Advocacy (RRA) Services - procurement of a new service**

Key decision **Overall service value exceeds £1m and/or affects more than two Electoral Divisions.**

Classification: Unrestricted

Past Pathway of report: N/A

Future Pathway of report: Cabinet Member Decision

Electoral Division: All

Summary: This report provides the Children, Young People and Education Cabinet Committee with the background and rationale regarding the proposal to re-procure a service encompassing Representation, Rights and Advocacy (RRA).

The procurement process will include engagement with service users, wider stakeholders and the market to fully scope a new service that is both flexible and responsive for the needs of children and young people whilst meeting KCC's statutory requirements for representation.

Recommendation(s):

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

A) Commence formal procurement activity to tender for a service, award a contract and develop robust contract management for oversight of the contract performance.
and

B) Delegate authority for the Corporate Director Children, Young People and Education in consultation with the Cabinet Member to award a contract following a competitive tender process.

1. Introduction

- 1.1. Kent County Council (KCC) has a comprehensive Representation, Rights and Advocacy (RRA) Service delivered by The Young Lives Foundation.
- 1.2. The contract commenced on the 1 April 2015 was for a period of three years. The contract had an annual value of £250,300. The original contract had no capacity to be extended and a Single Source Justification was entered into and will end 31 March 2022.
- 1.3. In 2020/2021, an additional service to the Independent Visitor element was included as a Leaving Care Mentoring Service at £8,500.
- 1.4. The contract performed well and performance targets were consistently met by the provider.
- 1.5. The Local Authority has a Statutory obligation to provide the elements included in this service.

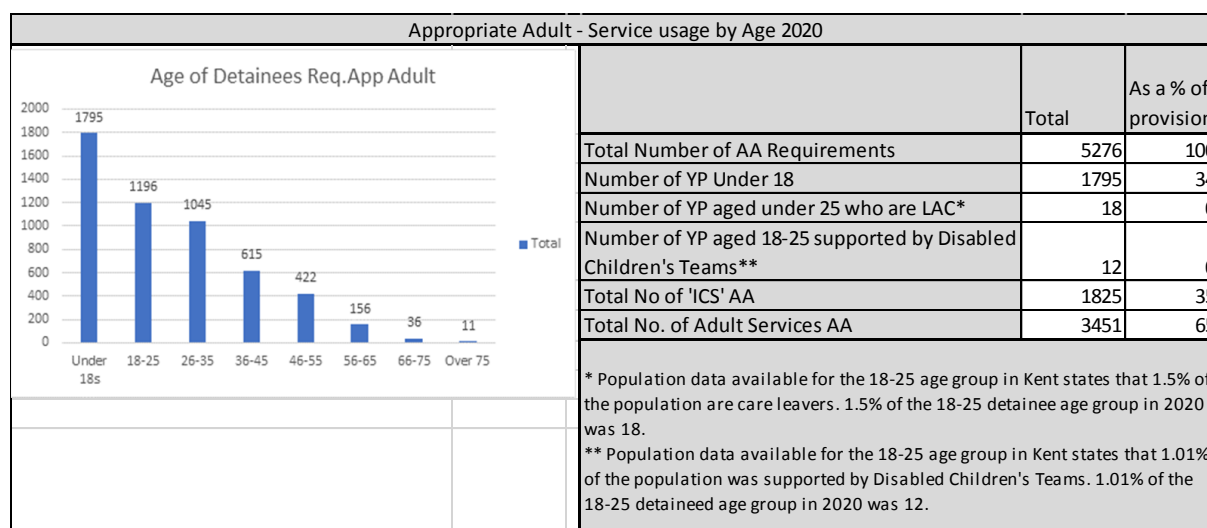
2. Scope of the current contract

- 2.1. **Appropriate Adults** – Current financial envelope £44,400 per annum.
 - 2.1.1. The Appropriate Adults (AA) Service is for young people aged 10 - 17 years and vulnerable adults detained at police custody suites who require support
 - 2.1.2. Performance - In 2020/21, the service attended 2,283 requests for an Appropriate Adult across Kent custody suites (excluding Medway). This was an increase of 34% on the commissioning requirement of 1,700.
 - 2.1.3. Figure 1 below demonstrates the age demographic accessing this service. Approximately 65% of calls for this service is for vulnerable adults.
 - 2.1.4. Demand for this service remains high with requests for the attendance of an Appropriate Adult being nearly one third higher than anticipated within the original contract.
 - 2.1.5. According to annual data, shared by Kent Police, one in every 18 people detained in custody require an Appropriate Adult (approximately 20%).
 - 2.1.6. Kent Police are working to bring all young people's interviews into office working hours and this should see a decrease in out of hours requirements for an Appropriate Adult for a child going forwards.
 - 2.1.7. Representations have been made to Kent Police for this service, as currently they do not contribute to the cost of Appropriate Adults. In addition, representations are also being made to Adult Social Care for an increase in funding as the service is primarily (65%, 2020/2021 as demonstrated in Fig 1) used by Kent Police for vulnerable adults.

2.1.8. If funding were to be received from partners, Integrated Children's Services could continue to fund the overall service at its current rate and meet increasing demands as detailed further in the report.

2.1.9. The specification in relation to the Appropriate Adults service has not kept up with the changes to the Police and Criminal Evidence Act 1984 (PACE). Any new service would need to take the changes into consideration

FIG 1.



2.2. Advocacy – Current financial envelope £86,000 per annum

2.2.1. Advocacy for Children in Care and for Care Leavers aged 16 – 24 is for those children who have been assessed as being in need, or need safe plans to be made for them, and those subject to a child protection plan under the Children Act 1989. Adopted children are also covered.

2.2.2. The Advocacy Service supported 255 young people in 2020/2021. This was a 25% increase above the agreed annual cap of 200 referrals.

2.2.3. Despite the challenges of Covid-19, 95% of the referrals were responded to within the target of two working days.

2.2.4. Due to the impact of Covid-19 demand is expected to increase due to an increase in complaints, joint housing assessments and evictions.

2.2.5. Based on these factors together with the performance of the service in 2020/2021 and in previous years, the current cap of 200 referrals per year, is expected to be surpassed in 2021/2022.

2.3 Independent Visitors – Current financial envelope £44,400 per annum (plus £8,500 Leaving Care Mentoring Service)

- 2.3.1 Independent Visitors (IV) is a service for Children in Care aged 8 – 18 years without family contact. However, all Children in Care are entitled to an IV and it is seen as best practice that a child has access to an IV.
- 2.3.2 The current provider has exceeded targets for the service with 73 young people receiving support in 2020/2021. The annual target for the Independent Visitors service is 60. To address the over subscription to this service an additional £20k was secured
- 2.3.3 As part of this service, KCC funds 10 places per year for young people to access the provider's Leaving Care Mentoring Service. This additional funding is for young people who turn 18 who choose to retain the support of the IV.

2.4 **Independent Persons** – Current financial envelope £55,650 per annum

- 2.4.1 The Independent Persons Service (IP) is for the support of Stage Two complaints under the Children Act 1989. A stage two complaint is second stage of the complaint procedure which involves raising a formal complaint about a caseworker
- 2.4.2 Due to the impact of Covid -19 and the Government Ombudsman's decision to suspend all complaints from April-July 2020 complaints were very low in the last year
- 2.4.3 As the Covid-19 restrictions are lifted and normal working practices are resumed it is predicted that the number of complaints requiring support from this service will rise.

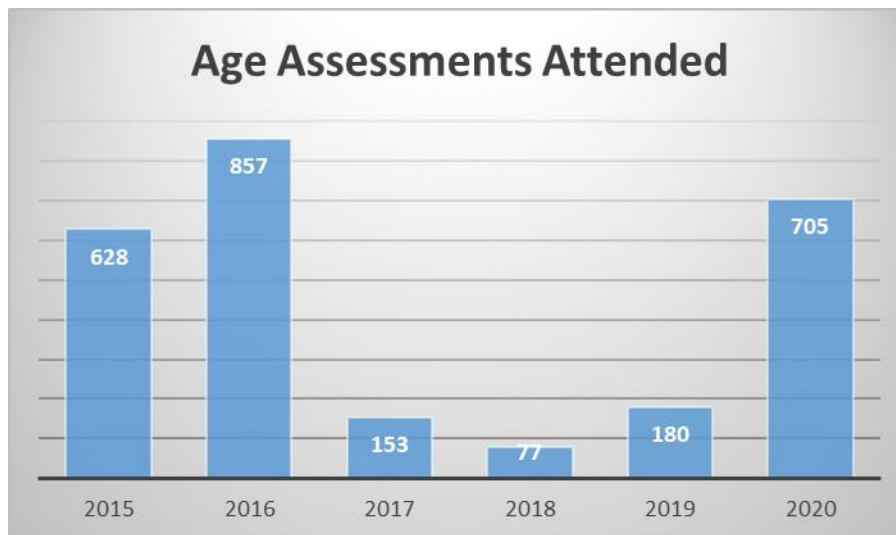
2.5 **Accompanying Adults** – Current financial envelope £19,850 per annum

- 2.5.1 The Accompanying Adults Service provides an independent person to accompany unaccompanied asylum-seeking children (UASC) to age assessment interviews for.
- 2.5.2 In 2020/2021 the service received requests to attend 975 age assessment interviews. This is an increase of 138% on the commissioning requirement
- 2.5.3 Despite the challenges of Covid-19, accompanying adults attended 705 interviews within five working days.
- 2.5.4 Accompanying adults attend a minimum of one interview but this can be up to three and can be spread out over a number of weeks.
- 2.5.5 Fig 2. below demonstrates the pressure this service is under. To help address this the Home Office has agreed additional funding to support a new KCC age assessment team.
- 2.5.6 This team will consist of a team of eight social workers (four pairs of assessors) with a team manager and business support. The expected increase of meetings in which an Accompanying Adult would be required,

will total 46-58 meetings a month which could not currently be catered for within the existing contract.

2.5.7 Additional funding of £30,000k over the contract value was agreed with the Home Office in 2020/2021. An increasing number of age assessments are being appealed which is also leading to an increase in requests for Accompanying Adults.

FIG 2.



3 Commissioning Approach

- 3.1 Development of the Specification will be in partnership with key stakeholders including children and young people, Adults Social Care, providers, Police, PCC Office and the wider market.
- 3.2 A Prior Information Notice will be advertised on the Kent Business Portal requesting feedback on the proposed delivery model and scope of provision.
- 3.3 Part of any Invitation to Tender will include but not be limited to:
 - The requirement for evidence of delivery of advocacy against PACE regulations
 - Previous experience in working against a backdrop of relevant legislation.
 - An ability to flex the model of provision between both face-to-face delivery and a virtual offer to not only protect against any further lockdowns but also match delivery to the needs of children and young people.
 - A track record in embedding the voice of children and young people in the development of provision
 - Ability to flex model to accommodate fluid numbers of referrals (particularly on the Accompanying Adults element)

4 Options Appraisal

4.1 The following table sets out the options considered, along with the advantages and risks of each option:

Option	Advantages	Risks
<p>1. Do nothing: The contract ends and KCC do not meet their statutory obligations.</p>	<ul style="list-style-type: none"> • Annual saving of £258,800 	<ul style="list-style-type: none"> • KCC fail in their statutory obligations. • In order to meet the statutory obligations, for example the requirement to provide an Appropriate Adult, frontline KCC staff would need to attend police custody suites. • Young people who use these services will be left without support at a time when they are at their most vulnerable.
<p>2. Create a new service In-House: KCC to deliver countywide via new Team.</p>	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • The nature of this service has to be delivered by a third party and therefore cannot be delivered in-house
<p>3. Externally commission a new service as a single contract with five lots.</p>	<ul style="list-style-type: none"> • Ability to work with partners to develop a new provision • The use of volunteers has been instrumental to the delivery of this service. Providers are skilled in managing a volunteer workforce that also works to reduce some costings • Robust contract management will be in place to monitor performance. • Potentially enable a consortium approach from providers to best match skill set with need 	<ul style="list-style-type: none"> • A procurement process will be required. • Longer timescale for implementation. • TUPE implications • Potential gap in service provision as a new service mobilises • Prevents providers only applying for those elements (Lots) which are core business.
<p>4. Externally commission five separate services</p>	<ul style="list-style-type: none"> • Would enable smaller providers to bid for a specific area that they would consider 'core business' 	<ul style="list-style-type: none"> • Very small individual services that may not be attractive to tender for from the market • Risks having no bidders for any one of the 'lots' • Disproportionate

		<p>contract management costs for both the provider and Local Authority.</p> <ul style="list-style-type: none"> • A potential for five different providers to be in place which may create a disjoin between service provision. • Protracted procurement exercise for little gain.
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- 4.1 Based on the above options appraisal and discussion at CYPE Directorate Management Team, the recommended option is Option 3, Externally commission a new service as a single contract with five lots
- 4.2 Stakeholder engagement and co-production will be a key part of building a new model, with children and young people and providers sharing their knowledge and experiences. This will be used to inform the development of the specification.
- 4.3 Commissioners expect the contract term to be three years with the option to extend for a further two individual years. There will be a requirement to include flexibility within this term to make delivery is fit for purpose.
- 4.4 Commissioners will work with the market to understand the best approach to incorporate a strong review process to assess how the contract should develop to meet need and if the next year will be managed in the same way (this is in addition to usual contract termination clauses) There would be consideration for an option to extend the contract for a further two years on a one-plus-one basis at the end of its term.

5 Timelines

- 5.1 Should the recommended option be agreed, informal market engagement will commence in December 2021.
- 5.2 Specification development and publication of a notification on the Kent Business Portal can commence on publication of the formal decision.
- 5.3 A procurement process can be implemented to ensure that there is no gap in provision, enabling a new service to be in place from 1 April 2022.

6 Financial Implications

- 6.1 This service will be funded from within the existing revenue KCC base budget reported against Integrated Childrens Services in the Budget Book.
- 6.2 The funding available is £258,800 per annum which totals £1,294,000 for a three-year contract with the option to extend for a further two years.

- 6.3 Commissioners will work with Adult Social Care colleagues and Kent Police to access additional funding to underpin the service and consider the age demographic and a requirement for a 24/7 provision.
- 6.4 Future financial pressures are expected to include both pay inflation and uncertainty in numbers of Accompanying Adults.
- 6.5 Due to the size and nature of the contract no direct financial savings have been identified in relation to this proposal.
- 6.6 Financial risks associated with this proposal are expected to be low: potential costs will be managed through the tender process and ongoing contract management for the commissioned service.

7 Legal implications

- 7.1 Appropriate Adults Service for young people aged 10 - 17 years detained at Police Custody Suites who require support. There is a statutory obligation for young people to have access to an AA regardless of the time of day and currently, this is not being fulfilled.
- 7.2 Advocacy for Children in Care and for Care Leavers aged 16 – 24. Children assessed as being in need, or need safe plans to be made for them, and those subject to a child protection plan under the Children Act 1989.
- 7.3 Independent Visitor service for Children in Care aged 8 – 18 years - Children Act 1989.
- 7.4 Accompanying Adults Service for the purpose of age assessment interviews for unaccompanied asylum-seeking children - Children Act 1989.

8 Equalities implications

- 8.1 If the recommendation to procure a new service without a gap in provision none of the protected characteristics would be adversely impacted. EqIA screening has been completed and found a full action plan was not required. This will continue to be developed and reviewed as this procurement progresses.

[RRA EqIA](#)

9 Other corporate implications

- 9.1 The statutory requirement for this service lies with the CYPE Directorate. Responsibility for a compliant procurement sits within the Strategic Commissioning Division in Strategic and Corporate Services Directorate. Legal engagement will be required in the construction of the contract.

10 Governance

- 10.1 Accountability of the service sits with the Corporate Director for Children, Young People and Education. Responsibility sits with the Director for Integrated Children's Services (East).

11 Conclusions

- 11.1 The Local Authority has a Statutory obligation to provide the elements included in this service.
- 11.2 Current services have been performing well and the wider market is ideally placed to meet the requirements of provision due to the need to flexible deploy resource.
- 11.3 The current funding streams for the overall contract does not match the demographic split of service users. Representations will be made to both Adults Social Care and the police to address this and to look at the viability of a 24/7 service for Appropriate Adults.
- 11.4 Commissioning Activity will, if approved commence in December for a new service to be implemented by 1 April 2022.

12 Recommendation(s)

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

A) Commence formal procurement activity to tender for a service, award a contract and develop internal provision for ownership and oversight of the activity.

and

B) Delegate authority for the Corporate Director Children, Young People and Education in consultation with the Cabinet Member to award a contract following a competitive tender process and implement the Decision.

13 Background Documents

None

14 Contact details

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Cabinet Member for Integrated Children's Services

DECISION NO:

21/00093

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: Representation, Rights and Advocacy (RRA) Services - procurement of a new service

Decision:

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

A) Commence formal procurement activity to tender for a service, award a contract and develop robust contract management for oversight of the contract performance.

and

B) Delegate authority for the Corporate Director Children, Young People and Education in consultation with the Cabinet Member to award a contract following a competitive tender process and implement the Decision.

Reason(s) for decision:

- Decision required because total value of contracts will exceed £1m and impact across multiple districts of the Local Authority.

Background:

- Kent County Council (KCC) has a comprehensive Representation, Rights and Advocacy (RRA) Service delivered by The Young Lives Foundation.
- The contract commenced on the 1 April 2015 was for a period of three years. The contract had an annual value of £250,300. The original contract had no capacity to be extended and a Single Source Justification was entered into and will end 31 March 2022.
- In 2020/2021, an additional service to the Independent Visitor element was included as a Leaving Care Mentoring Service at £8,500.
- The contract performed well and performance targets were consistently met by the provider.

- The Local Authority has a Statutory obligation to provide the elements included in this service.

Options

Option	Advantages	Risks
1. Do nothing: The contract ends and KCC do not meet their statutory obligations.	<ul style="list-style-type: none"> • Annual saving of £258,800 	<ul style="list-style-type: none"> • KCC fail in their statutory obligations. • In order to meet the statutory obligations, for example the requirement to provide an Appropriate Adult, frontline KCC staff would need to attend police custody suites. • Young people who use these services will be left without support at a time when they are at their most vulnerable.
2. Create a new service In-House: KCC to deliver countywide via new Team.	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • The nature of this service has to be delivered by a third party and therefore cannot be delivered in-house
3. Externally commission a new service as a single contract with five lots.	<ul style="list-style-type: none"> • Ability to work with partners to develop a new provision • The use of volunteers has been instrumental to the delivery of this service. Providers are skilled in managing a volunteer workforce that also works to reduce some costings • Robust contract management will be in place to monitor performance. • Potentially enable a consortium approach from providers to best match skill set with need 	<ul style="list-style-type: none"> • A procurement process will be required. • Longer timescale for implementation. • TUPE implications • Potential gap in service provision as a new service mobilises • Prevents providers only applying for those elements (Lots) which are core business.
4. Externally commission five separate services	<ul style="list-style-type: none"> • Would enable smaller providers to bid for a specific area that they would consider 'core business' 	<ul style="list-style-type: none"> • Very small individual services that may not be attractive to tender for from the market • Risks having no bidders for any one of the 'lots' • Disproportionate contract management costs for both the provider and Local Authority. • A potential for five different providers to be in place which may create a disjoin between service provision. • Protracted procurement exercise for little gain.

Based on the options appraisal **Option 3 Externally commission a new service as a single**

contract with five lots is the recommended option

Financial implications

- This service will be funded from within the existing revenue KCC base budget reported against Integrated Childrens Services in the Budget Book.
- The funding available is £258,800 per annum which totals £1,294,000 for a three-year contract with the option to extend for a further two years.
- Commissioners will work with Adult Social Care colleagues and Kent Police to access additional funding to underpin the service and consider the age demographic and a requirement for a 24/7 provision.
- Due to the size and nature of this contract there are no anticipated savings

Legal implications

- Appropriate Adults Service for young people aged 10 - 17 years detained at Police Custody Suites who require support. There is a statutory obligation for young people to have access to an AA regardless of the time of day and currently, this is not being fulfilled.
- Advocacy for Children in Care and for Care Leavers aged 16 – 24. Children assessed as being in need, or need safe plans to be made for them, and those subject to a child protection plan under the Children Act 1989.
- Independent Visitor service for Children in Care aged 8 – 18 years - Children Act 1989.
- Accompanying Adults Service for the purpose of age assessment interviews for unaccompanied asylum-seeking children - Children Act 1989.

Equalities implications

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

Cabinet Committee recommendations and other consultation:

The Children, Young People and Education Cabinet Committee on 16 November 2021 were asked to CONSIDER and ENDORSE, or MAKE RECOMMENDATIONS to the Cabinet Member for Integrated Children's Services on the proposed decision (attached as Appendix A) to:

A) Commence formal procurement activity to tender for a service, award a contract and develop robust contract management for oversight of the contract performance.

and

B) Delegate authority for the Corporate Director Children, Young People and Education in consultation with the Cabinet Member to award a contract following a competitive tender process and implement the Decision.

Any alternatives considered and rejected:

Option 1: Do nothing - The contract ends 31 March 2022. - KCC fail in their statutory obligations.

Option 2: Create a new service In-House: KCC to deliver countywide via new Team - This service has to be independent.

Option 4: Externally commission five separate services - Small individual services that may not be attractive to tender for from the market whilst also running the risk of having no bidders for any one of the 'lots'

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

.....
signed

.....
date

EXECUTIVE DECISION

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

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

To: **Children, Young People and Education Cabinet Committee – 16 November 2021**

Decision: **21/00094 - Regional Residential Procurement Project: "DfE Phase 2"**

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

Classification: Unrestricted

Past Pathway of report: N/A

Future Pathway of report: Cabinet Member Decision

Electoral Division: All

Summary:

This report provides the Children, Young People and Education Cabinet Committee with an overview of the engagement in a project led by the South East Sector Led Improvement Programme, funded by the Department for Education, for innovation in service provision for Complex Looked After Children.

Recommendation(s):

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

A) Continue engagement in the Project

B) Participate in the Regional procurement for new innovative services for Complex Looked After Children

C) Delegate decisions and necessary actions regarding the award of the contract and implementation of the Decision to the Corporate Director for Children, Young People and Education, or other Officer as instructed by the Corporate Director for Children, Young People and Education, in consultation with the Cabinet Member for Integrated Children's Services.

1. Introduction

- 1.1 This report provides an overview of the Project led by the South East Led Sector Improvement Programme (SESLIP) which Officers in Kent County Council have been involved in, the progress to date and the proposed next steps.
- 1.2 Initially, the project was looking at benchmarking high-cost placements for Complex Looked After Children and the outcome was shared amongst participating Local Authorities (initially 19 across the South East Region). The work showed significant variances in costs, as expected, and a bid was made to the Department for Education to progress a Regional Project to commission different models of care that address the common issues experienced broadly for the 11 to 16 year-old adolescent cohort.
- 1.3 Local authorities, as part of their Sufficiency Duty must take steps to secure, as far as reasonably practicable, sufficient accommodation within its areas to meet the needs of children they are looking after. The proposed decision directly relates to this duty by aiming to provide additional placements with new emerging models of care.
- 1.4 The South East Sector Led Improvement Programme (SESLIP) is a membership group of all single/upper-tier local authorities in the South East that aims to:
 - improve outcomes for children and young people across the South East
 - establish a culture of honest and constructive dialogue and challenge within and between authorities
 - demonstrate the capacity and capability of the sector to achieve a coherent and consistent self-improving system

2. The Project

- 2.1 The Department for Education (DfE) Project “Phase 2” is funded by the Department for Education as part of its “Improving Sufficiency Planning to Increase Stability and Permanence for Looked after Children” Programme and aims to develop a procurement approach and pack for new and innovative provision for looked after children with a particular focus on the following key elements:
 - Flexible, creative provision designed to meet the needs of complex children, including options to ‘step across’ various forms of provision (e.g. residential to fostering)
 - Keeping children local, as close to their home address as possible
 - Working with providers who already offer both residential and fostering services and with small providers, developing joined up partnerships, enabling movement between each as appropriate to need
 - Exploring options for considering lifetime costs for placements, the potential to invest in more intensive early interventions, with a view to improving outcomes and potentially reducing longer term costs

- Including measures of progress for children placed based on assessment at the point of placement (regularly reviewed up until placement end using an evidence-based assessment tool)
 - The model will be developed collaboratively between local authorities and providers, finding innovative and creative ways to procure, drawing on relationship commissioning models. It will focus on the competitive advantage to be leveraged by working together, developing better ways to support children and young people.
- 2.2 The Project membership at this stage is three local authorities: Kent, West Sussex and Portsmouth. There are additional local authorities who are interested in joining the project as it progresses.
- 2.3 The South East Region DfE Project “phase 2” develops solutions from the successful “Strategic Needs Analysis and Recommendations for Future Commissioning Arrangements” finalised in May 2020. The project continued over the summer of 2020, with funding from SESLIP. Directors of Children’s Services (DCSs) were engaged, identifying the most pressing areas for service development and implementation. The following key themes were identified for further work:
- **Keeping children local:** the needs analysis evidenced that many children are placed at considerable distance due to placement availability rather than need (200 children - 16.5% placed over 100 miles from home). The belief is that it is generally better for children, local authorities and providers for children to be placed close to home.
 - **Preventing the use of unregistered care:** The needs analysis highlighted a small but significant group of children placed in high-cost settings that are not regulated.
 - **Sufficiency:** The analysis identified children from the South East placed in other distant regions for no obvious good reason. It suggested that there are children in residential care whose needs could possibly be better met in foster care. Future work needs to include options that promote permanency which are sustainable and good value.
 - **New placement options (e.g. hybrid local authority/independent providers, developing links between residential and foster care):** The DCSs were firmly of the view that traditional approaches cannot resolve the challenges faced and that true innovation and some element of risk sharing, both in the placement options developed and commissioning approach adopted are the only way to make real progress.
- 2.4 Residential and fostering providers were engaged in this discussion and, with the considerable support of the Independent Children’s Homes Association (ICHA), whose Chief Executive remains co-sponsor, and the National Association of Fostering Providers (NAFP), whose Chief Executive is a member of the Board, a conference was arranged in July 2020, which was attended by eight local authorities, six residential care home providers, one IFA and Ofsted. The conference was tasked with discussing the above themes and agreed that they should be further explored and used as the basis of a bid for further funding from the DfE as part of their wider “Improving

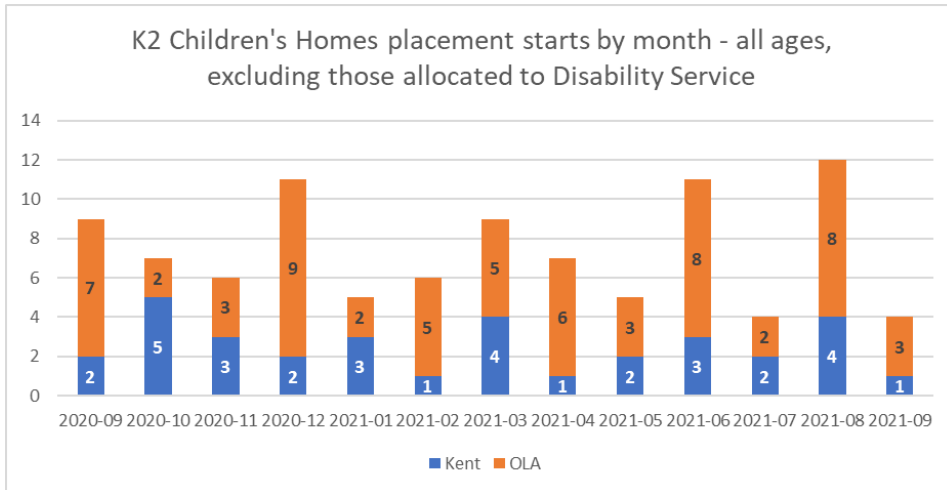
Sufficiency Planning to Increase Stability and Permanence for Looked after Children” programme.

- 2.5 The project set out to involve local authorities, provider organisations and providers (through a formal market consultation exercise), and young people, designing this new approach with a view to local authorities choosing to start delivery by Summer 2021. To achieve this the project will deliver:
- A co-produced framework (authorities, providers and young people) for the new service(s) to support procurement by local authorities (starting late 2021/early 2022)
 - Market interest in delivering services in accordance with the co-produced service framework
 - Legal framework/road map for roll out of the work (robust documentation to support authorities in implementation)
 - Financial mechanism that balances the needs of providers and authorities which evidences value for money
 - Outline business processes and forms, including data items and KPIs which can be used by local authorities and providers in developing their services
 - Compelling outline business case for use by local authorities
- 2.6 The project will deliver an innovative, co-produced model for local authorities to use to support procurement of packages of fostering and residential services to meet the needs of vulnerable children and young people who are looked after.
- 2.7 It is a “proof of concept” project which will stop at the point where a framework is complete ready for use; the project will not be involved in the actual tendering or procurement of any such service.
- 2.8 The scope of the project covers the following:
- Four local authorities (one dropped out in late Spring 2021) and two provider associations in the South East region, who will contribute to the detailed project work and the production of the framework
 - Children and young people who are looked after and who have complex needs (and possibly those on the edge of care - as defined by Phase 1 of the project)
 - The remaining 15 authorities in the South East (within the SESLIP region) who have an interest in the outcome of the project and who may use the model in the future
 - Any provider who may respond to the market consultation process
- 2.9 The scope of the project does not include:
- Children known to the local authorities but not looked after (unless on the edge of care – see above)
 - Children aged under 10 and/or those who do not have complex needs
 - Authorities outside the South East region

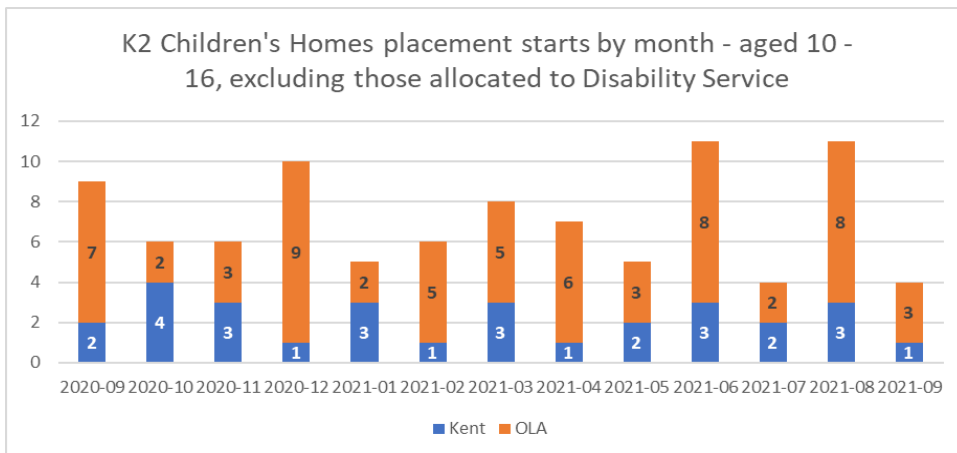
- 2.10 To date, the Project Team has:
- Engaged with young people to talk about the issues with placements and what they would want to see from a new model
 - Engaged with providers through formal market engagement to seek ideas to how our issues could be resolved
 - Engaged with the national forums for Fostering and Residential
 - Developed a procurement plan for the three local authorities to take forward

3. The Kent Position

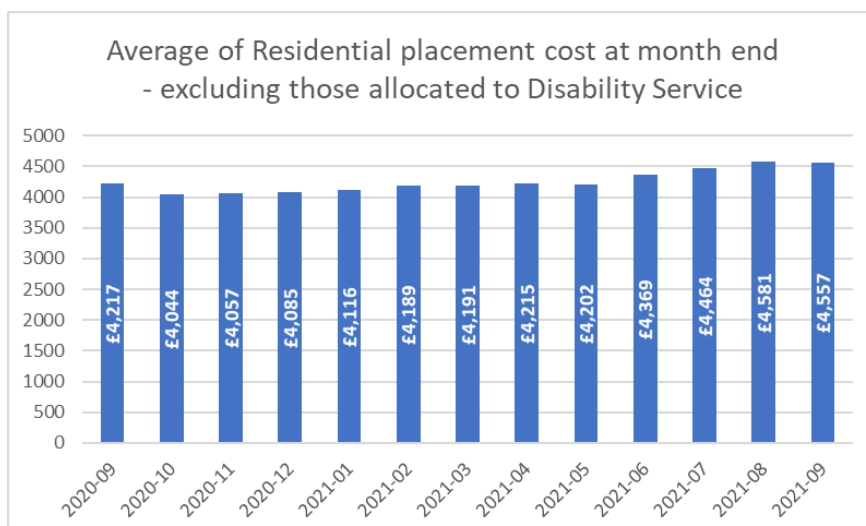
- 3.1 Kent County Council agreed with the other two local authorities in the profile of children and young people it is most difficult to place and have one or more of the following capabilities:
- Aged between 10 and 16, although needs to include some flexibility
 - 70:30 male: female
 - Have often experienced exploitation, usually criminal, sometimes sexual
 - Have long histories of neglect and exposure to domestic abuse and other forms of childhood trauma
 - Sometimes will need to be placed in an emergency
- 3.2 Kent County Council spot purchases residential care and issues an Individual Placement Agreement which details the terms and conditions of the placement along with the Placement Plan for the child.
- 3.3 Within the Kent boundary, there are of 75 residential children's homes with a total of 336 beds. Kent has 42 children placed in Kent (excluding those under the Disabled Children's Teams) as at 30 September 2021. The placements in Kent against the overall capacity shows that KCC occupies 12%. This does not allow KCC to have any leverage within the market and as a result relies on local relationships between the homes and the Total Placement Service. There are a further 33 children (excluding those under the Disabled Children's Teams) placed in residential children's homes outside of Kent.
- 3.4 The graph below shows the numbers of placements made for children (excluding those under the Disabled Children's Teams) in the last 12 months, both in and out of Kent.



3.5 The chart below shows the placements made for those aged 10-16 (excluding those under the Disabled Children’s Teams). In most cases, the data is the same as the previous slide. As the priority is to place children in a family setting, this shows that most of the placements in residential care are for those aged 10-16.



3.6 The 2020/2021 out-turn position on residential children’s home placements was £19.5m. The average weekly fees for all placements (excluding those under the Disabled Children’s Teams) can be seen in the table below. This shows accommodation only costs where placements are current at month end. Some children may have additional costs in addition to these costs for a fixed period of time. It is not possible to provide an average of the additional costs.



3.7 There has to be a significant action with this market to influence positive change. Working with the other local authorities in this project is hoped to attract providers that are willing and able to signal to other providers the expectations from local authorities for these complex adolescents that challenge placements. This project is supported by the Directors of Children’s Services to be a national leader in changing the landscape and reshaping local relationships.

3.8 It is recognised that as a collective (providers and local authorities) the conversations with Ofsted could change to maintain the safety and security of children in a more risk accepting way. With the Government Reforms on 9 September 2021 outlawing the use of unregistered provision for children under 16, options for immediate safety are more limited.

3.9 The initial requirements for KCC are as follows:

	12 months (or less)	18 months (or less)	Total at 18 months	By 24 Months	Total at 24 months
Kent	5	5	10	15	15

Location: The facility will need to be within the County Boundary of Kent County Council with good transport links. Close to a secondary school would be desirable.

4. Next Steps

4.1 In finalising the documentation to run a Procurement, individually or collectively, the Project Team is seeking formal buy-in from the local authorities and in doing so requires the local authorities themselves to prepare their own governance decisions.

4.2 This report seeks to outline the project to date and gain the necessary approvals to enter into a procurement process with the ambition of awarding a contract, or contracts, to the winning organisations.

- 4.3 The Procurement will be led by West Sussex County Council and KCC Officers will actively participate in the process, including the evaluation and ongoing contract management, particularly with local provision.
- 4.4 A Partnership Agreement will be established between the three Local Authorities and any Allied Authorities wishing to join. It is intended that the relationship with the provider(s) in the local authority boundary will be held operationally with that Local Authority with block payment arrangements and vacancies managed locally. Where a vacancy arises with no referral forthcoming from the local authority, the Partnership will be advised to place one of their children, if appropriate. A reconciliation will happen at regular intervals to “charge” the other local authority for the stay in that service.

5. Financial Implications

- 5.1 Residential care for children is currently costing Kent County Council on average £4,557 per week (accommodation only).
- 5.2 It is expected that by procuring a service that differs from the standard offer of residential care would benefit from the partnership across the local authorities.
- 5.3 The project team acknowledges, following the market engagement, that it could take up to 18 months for a new provision to be ready for operation under the new contract terms, although we would be seeking quicker opportunities. With the amount of registered standard children’s home provision in the Kent boundary, providers might want to re-purpose their provision in order to meet the Kent need.
- 5.4 The revenue budget for residential care is reported within the “Looked After Children – Care and Support” key service line. The 2021-22 Financial Monitoring position reported to Cabinet in September, reported a small overspend of £0.2m excluding additional costs of associated with COVID. However, over the past three years the overall budget for the placement of Looked After Children has grown by £9m (16%) whilst the number of children looked after has not changed significantly. The increase in cost has arisen from the higher dependency on more expensive placements such as residential care where the total cost in residential care has increased by £7m over the same period, demonstrating the need to explore alternative options.
- 5.5 The project is expected to be delivered within the existing resources of the Local Authority including use of expertise across the Directorate, Commissioning and Finance services. There are no extra project costs expected. The commissioning of a block contract is expected to be funded within the existing budget for residential care subject to annual inflationary increases as set out in the contract, which have traditionally been funded by additional investment made available through the Medium-Term Financial Planning process.

- 5.6 As this is a proof of concept project, delivered in conjunction with the DFE, it is difficult to fully set out the financial implications. It is unclear how the market will react to a block contract however, we are anticipating the average cost of a bed will be more economical than if purchased individually due to the certainty this arrangement will bring to providers. This will need to be offset against any risks of voids (as set out in the risk section below). Therefore, the project will aim at a very minimum to ensure the average cost of bed under this arrangement is not higher than is purchased through the current spot purchasing arrangement, with an aspiration of potential savings up to 10% if a more competitive rate can be achieved. A clearer position will be known following the procurement from all three Local Authorities.
- 5.7 Based on an expected 15 beds within 24 months and utilising the current average cost, as a maximum this would commit £3.564m per annum. If the contract was for 10 years, as SESLIP are recommending, this would be £30,564m.

6. Risks

- 6.1 The risks and mitigations have been detailed in the table below:

Identified Risk	Mitigation
Unable to fill the placements within the Kent based homes or wider project	Including Medway as a KCC partner will allow additional children for matching purposes as an immediate response, and offering out to the other local authorities should minimise the risk. If all partners are unable to fulfil demand, there will be early termination clauses in the contract, or flexible options to adjust the block at set times. Otherwise, we would encourage other local authorities in the South East to join
Unable to secure a block contract with a provider at an affordable rate	This will be closely managed through the tender. There will be clauses outlining that the local authorities reserve the right not to award contracts if the price is unaffordable.
Partners not committing to the principles of the project	A Partnership Agreement will be in place between the local authorities, and alliance authorities, with escalation to the Directors of Children's Services
The project cannot be delivered in the time required	The outline procurement will secure a minimum number of beds from the outset, there will need to be a mobilisation period which could take 12-18 months in a new building. Payments will commence when the

	service is registered and able to accept children. This will be made clear from the outset of the procurement
No response from the market	Soft market testing through the summer of 2021 identified significant appetite from providers to work more closely with local authorities in a different way. The procurement documentation will continue to be co-produced with the Independent Children's Homes Association

7. Legal Implications

- 7.1 KCC is obliged to fulfil its statutory responsibilities regarding residential placements as set out in The Children Act 1989 (Section 22G), the Sufficiency Duty and other regulations and guidance. In summary local authorities are required to take steps which meets the needs of children that the local authority is looking after, and whose circumstances are such that it would be consistent with their welfare for them to be provided with accommodation that is in the local authority's area ("the sufficiency duty"). KCC's own Sufficiency Strategy supports the use of residential care where appropriate, recognising that good placement matching should be paramount in searching for placements.
- 7.2 Due to the approximate value of the new arrangement the Partnership Agreement and Contracts will be reviewed via the Office of the General Counsel.

8. Equalities Implications

- 8.1 An Equalities Impact Assessment (EQIA) screening has been completed and no high negative impacts have been identified. The EQIA will continue to be developed and reviewed as this project progresses.

9. Other Corporate Implications

- 9.1 The statutory requirement for this service lies with the CYPE Directorate however, the process of sourcing placements resides within the Strategic Commissioning Division in Strategic and Corporate Services Directorate.

10. Governance

- 10.1 Local management of the contract will sit jointly between the CYPE Directorate and Strategic Commissioning (Children's) with ownership and accountability from CYPE. The Partnership will manage the regional contract with West Sussex County Council as the lead authority.

11. Data Protection implications

- 11.1 The Data Protection Impact Assessment will be completed alongside the successful provider so the data flow is clear. KCC currently shares information with Residential Children's Homes providers.

12. Conclusions

- 12.1 This will need to deliver a new, innovative partnership approach to break the current way of working with residential children's home providers.
- 12.2 Children's experiences will continue to be heard and the feedback received by Kent's children (link included in Background Documents below) has been shared with partnering authorities. Children value residential care and do not always feel that professionals share that view.
- 12.3 This will need ongoing assurance and commitment from Kent's Legal and Finance departments. KCC has the Finance lead in the project with Procurement led by West Sussex and Legal by Portsmouth.

13. Recommendation(s):

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

A) Continue engagement in the Project

B) Participate in the Regional procurement for new innovative services for Complex Looked After Children

C) Delegate decisions and necessary actions regarding the award of the contract and implementation of the Decision to the Corporate Director for Children, Young People and Education, or other Officer as instructed by the Corporate Director for Children, Young People and Education, in consultation with the Cabinet Member for Integrated Children's Services.

Background Documents

Link to feedback from Children and Young People

<https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fvimeo.com%2F498055987%2F38a044e4c1&data=04%7C01%7CCaroline.Smith%40kent.gov.uk%7C0cf1b9e87ba5473e1f8408d968a03328%7C3253a20dc7354bfea8b73e6ab37f5f90%7C0%7C0%7C637655859519838472%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCi6Mn0%3D%7C1000&sdata=kc0RAIbpSqVln9vaKZBF0e%2Fs5c8vx3YCx5Xj4qzSbx0%3D&reserved=0>

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Relevant Director(s):

Sarah Hammond
Name and Job title: Director Integrated
Children's Services (Social Work Lead)
Phone number: 03000 411488
E-mail: sarah.hammond@kent.gov.uk

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

Regional Residential Procurement Project: “DfE Phase 2”

Decision:

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

- A) Continue engagement in the Project
- B) Participate in the Regional procurement for new innovative services for Complex Looked After Children
- C) Delegate decisions and necessary actions regarding the award of the contract and implementation of the Decision to the Corporate Director for Children, Young People and Education, or other Officer as instructed by the Corporate Director for Children, Young People and Education, in consultation with the Cabinet Member for Integrated Children’s Services.

Reason(s) for decision:

- Decision required because total value of contracts will exceed the threshold for a Key Decision and impact across multiple districts of the Local Authority.

Background:

The Department for Education (DfE) Project “Phase 2” is funded by the Department for Education as part of its “Improving Sufficiency Planning to Increase Stability and Permanence for Looked after Children” Programme and aims to develop a procurement approach and pack for new and innovative provision for looked after children with a particular focus on the following key elements:

- Flexible, creative provision designed to meet the needs of complex children, including options to ‘step across’ various forms of provision (e.g. residential to fostering)
- Keeping children local, as close to their home address as possible
- Working with providers who already offer both residential and fostering services and with small

providers, developing joined up partnerships, enabling movement between each as appropriate to need

- Exploring options for considering lifetime costs for placements, the potential to invest in more intensive early interventions, with a view to improving outcomes and potentially reducing longer term costs
- Including measures of progress for children placed based on assessment at the point of placement (regularly reviewed up until placement end using an evidence-based assessment tool)
- The model will be developed collaboratively between local authorities and providers, finding innovative and creative ways to procure, drawing on relationship commissioning models. It will focus on the competitive advantage to be leveraged by working together, developing better ways to support children and young people.

The scope of the project covers the following:

- Three local authorities (one dropped out in late Spring 2021) and two provider associations in the South East region, who will contribute to the detailed project work and the production of the framework. The three local authorities are Kent, Portsmouth and West Sussex
- Children and young people who are looked after and who have complex needs (and possibly those on the edge of care - as defined by Phase 1 of the project)
- The remaining 15 authorities in the South East (within the SESLIP region) who have an interest in the outcome of the project and who may use the model in the future
- Any provider who may respond to the market consultation process

Kent County Council agreed with the other two local authorities in the profile of children and young people it is most difficult to place and have one or more of the following capabilities:

- Aged between 10 and 16, although needs to include some flexibility
- 70:30 male: female
- Have often experienced exploitation, usually criminal, sometimes sexual
- Have long histories of neglect and exposure to domestic abuse and other forms of childhood trauma
- Sometimes will need to be placed in an emergency

Kent County Council spot purchases residential care and issues an Individual Placement Agreement which details the terms and conditions of the placement along with the Placement Plan for the child.

Within the Kent boundary, there are of 75 residential children's homes with a total of 336 beds. Kent has 42 children placed in Kent (excluding those under the Disabled Children's Teams) as at 30 September 2021. The placements in Kent against the overall capacity shows that KCC occupies 12%. This does not allow KCC to have any leverage within the market and as a result relies on local relationships between the homes and the Total Placement Service. There are a further 33 children (excluding those under the Disabled Children's Teams) placed in residential children's homes outside of Kent.

Options

1. Do Nothing – continue to spot purchase placements in residential children's homes in a market led system
2. Engage in a framework alone without partners – Commissioners developed an approach and in talking to residential providers through a forum saw costs increase.
3. Engage in a regional procurement with partners – utilising the expertise of the South East Sector Led Improvement Programme (SESLIP) and the combined buying power with other local authorities, **this is the recommended option** to be able to re-set a relationship with providers wanting to engage and innovate positively

Financial implications

- Residential care for children is currently costing Kent County Council on average £4,557 per week (accommodation only).
- It is expected that by procuring a service that differs from the standard offer of residential care would benefit from the partnership across the local authorities.
- The project team acknowledges, following the market engagement, that it could take up to 18 months for a new provision to be ready for operation under the new contract terms, although we would be seeking quicker opportunities. With the amount of registered standard children's home provision in the Kent boundary, providers might want to re-purpose their provision in order to meet the Kent need.
- The revenue budget for residential care is reported within the "Looked After Children – Care and Support" key service line. The 2021-22 Financial Monitoring position reported to Cabinet in September, reported a small overspend of £0.2m excluding additional costs of associated with COVID. However, over the past three years the overall budget for the placement of Looked After Children has grown by £9m (16%) whilst the number of children looked after has not changed significantly. The increase in cost has arisen from the higher dependency on more expensive placements such as residential care where the total cost in residential care has increased by £7m over the same period, demonstrating the need to explore alternative options.
- The project is expected to be delivered within the existing resources of the Local Authority including use of expertise across the Directorate, Commissioning and Finance services. There are no extra project costs expected. The commissioning of a block contract is expected to be funded within the existing budget for residential care subject to annual inflationary increases as set out in the contract, which have traditionally been funded by additional investment made available through the Medium-Term Financial Planning process.
- As this is a proof of concept project, delivered in conjunction with the DFE, it is difficult to fully set out the financial implications. It is unclear how the market will react to a block contract however, we are anticipating the average cost of a bed will be more economical than if purchased individually due to the certainty this arrangement will bring to providers. This will need to be offset against any risks of voids (as set out in the risk section below). Therefore, the project will aim at a very minimum to ensure the average cost of bed under this arrangement is not higher than is purchased through the current spot purchasing arrangement, with an aspiration of potential savings up to 10% if a more competitive rate can be achieved. A clearer position will be known following the procurement from all three Local Authorities.
- Based on an expected 15 beds within 24 months and utilising the current average cost, as a maximum this would commit £3.564m per annum. If the contract was for 10 years, as SESLIP are recommending, this would be £30,564m.

Legal implications

- The Children's and Families Act places a statutory duty on the local authority to ensure sufficiency of provision for Children in Care.

Equalities implications

An Equality Impact Assessment (EqIA) screening has been completed and has concluded that the

proposed option does not present any adverse equality impact, although recognises that this project is for a targeted age group (10-16 with some flexibility) and those without disabilities. Children who require residential care will be able to access this through the usual processes, this is a targeted procurement.

Cabinet Committee recommendations and other consultation:

Children, Young People and Education Cabinet Committee considered this at their meeting of 16 November 2021

Any alternatives considered and rejected:

1. Do Nothing – continue to spot purchase placements in residential children’s homes in a market led system – discounted for this project as there is a need to develop new arrangements with the sector and attempt to break the cycle of care for this targeted group of children
2. Engage in a framework alone without partners – Commissioners developed an approach and in talking to residential providers through a forum saw costs increase - discounted for this project as there is a need to develop new arrangements with the sector and attempt to break the cycle of care for this targeted group of children

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

.....
signed

.....
date

EQIA Submission – ID Number

Section A

EQIA Title	Regional Procurement for innovative Children’s Residential Home provision
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Responsible Officer	Christy Holden - ST SC
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Type of Activity

Service Change	No
Service Redesign	No
Project/Programme	No
Commissioning/Procurement	Commissioning/Procurement
Strategy/Policy	No
Details of other Service Activity	No

Accountability and Responsibility

Directorate	Children Young People and Education
Responsible Service	Integrated Children's Services
Responsible Head of Service	Caroline Smith - CY SCS
Responsible Director	Sarah Hammond - CY SCS

Aims and Objectives

Local authorities, as part of their Sufficiency Duty must take steps to secure, as far as reasonably practicable, sufficient accommodation within its areas to meet the needs of children they are looking after. The proposed decision directly relates to this duty by aiming to provide additional placements with new emerging models of care.

The South East Sector Led Improvement Programme (SESLIP) is a membership group of all single/upper-tier local authorities in the South East that aims to:

- improve outcomes for children and young people across the South East
- establish a culture of honest and constructive dialogue and challenge within and between authorities
- demonstrate the capacity and capability of the sector to achieve a coherent and consistent self-improving system

The Department for Education (DfE) Project “Phase 2” is funded by the Department for Education as part of its “Improving Sufficiency Planning to Increase Stability and Permanence for Looked after Children” Programme and aims to develop a procurement approach and pack for new and innovative provision for looked after children with a particular focus on the following key elements:

- Flexible, creative provision designed to meet the needs of complex children, including options to ‘step across’ various forms of provision (e.g. residential to fostering)
- Keeping children local, as close to their home address as possible
- Working with providers who already offer both residential and fostering services and with small providers, developing joined up partnerships, enabling movement between each as appropriate to need
- Exploring options for considering lifetime costs for placements, the potential to invest in more intensive early interventions, with a view to improving outcomes and potentially reducing longer term costs
- Including measures of progress for children placed based on assessment at the point of placement (regularly reviewed up until placement end using an evidence-based assessment tool)
- The model will be developed collaboratively between local authorities and providers, finding innovative and creative ways to procure, drawing on relationship commissioning models. It will focus on the competitive advantage to be leveraged by working together, developing better ways to support children

and young people.

The Project membership at this stage is three local authorities: Kent, West Sussex and Portsmouth. There are additional local authorities who are interested in joining the project as it progresses.

The beneficiaries of this procurement are the children in care for whom the Council has a corporate parenting responsibility. We would not expect to move any children that are already in settled placements as a result of the outcome of the procurement.

Within the Kent boundary, there are of 75 residential children's homes with a total of 336 beds. Kent has 42 children placed in Kent (excluding those under the Disabled Children's Teams) as at 30 September 2021. The placements in Kent against the overall capacity shows that KCC occupies 12%. This does not allow KCC to have any leverage within the market and as a result relies on local relationships between the homes and the Total Placement Service. There are a further 33 children (excluding those under the Disabled Children's Teams) placed in residential children's homes outside of Kent.

As part of the Council's standard contractual terms and conditions, service providers will be required to have an Equality and Diversity policy and meet the requirements of all related legislation. This is monitored as part of contract compliance on an annual basis. Social workers have a responsibility under relevant care planning legislation to monitor their placements to ensure that all their needs are being met and that individual outcomes are being achieved.

Section B – Evidence

Do you have data related to the protected groups of the people impacted by this activity?	Yes
It is possible to get the data in a timely and cost effective way?	Yes
Is there national evidence/data that you can use?	Yes
Have you consulted with stakeholders?	Yes
Who have you involved, consulted and engaged with?	
The Market: Soft market engagement through the Summer of 2021 with a range of providers demonstrated that there is interest and capacity for providers to tender for any opportunity	
Children and Young People: KCC's Participation Team developed a short film demonstrating children's experience of residential care. The SESLIP Project also engaged with Children and Young People on a regional basis, and locally with Kent.	
Our Partners: West Sussex and Portsmouth Commissioning Teams and Operational Teams are actively involved in the development of the procurement.	
KCC's Internal Teams: The Total Placement Service and Corporate Parenting Leads have been involved and engaged in the Project.	
Has there been a previous Equality	No

Analysis (EQIA) in the last 3 years?	
Do you have evidence that can help you understand the potential impact of your activity?	Yes
Section C – Impact	
Who may be impacted by the activity?	
Service Users/clients	Service users/clients
Staff	No
Residents/Communities/Citizens	No
Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing?	Yes
Details of Positive Impacts	
<p>Development of specific contracts for adolescents aged 10-16 will mean children in care can remain in the County and be supported and enabled to integrate socially and develop emotionally within the community. Future residential provision will achieve this by continuing to support the education of children in care as well as maintaining appropriate links with family and connected persons.</p> <p>Additional benefits from carrying out this activity include:-</p> <ul style="list-style-type: none"> • enabling access to a wide range of residential placement types from registered, good quality providers • Improving placement stability supported by effective matching • Exhibiting strong collaboration and partnership working to ensure the child’s needs and outcomes are central • Demonstrating the involvement of the child or young person ensuring their voice is heard and listened to through participation in decision making (where appropriate) • Demonstrating effective and efficient communication to support placement finding <p>The proposal will not impact negatively on children, young people and their families currently receiving these services. The planning and modelling of a new contract will enable us to improve the way we meet a diverse range of needs and achieve the required outcomes by ensuring that the services we commission and purchase from the sector are fit for purpose and in line with the Council’s new Commissioning and Procurement requirements. This will be monitored and evidenced through the robust contract management arrangements and the statutory care reviews. In addition, Residential Providers are inspected by Ofsted, and the Council regularly monitors the ratings and takes this into consideration should any under-performance or quality requires a sanction process. Continuity of service provision will be ensured by having a transition and mobilisation plan in phase.</p> <p>The residential supply market in Kent has seen considerable growth over the last few years. The market also can experience some limited instability through periodic ownership changes including equity company buy-outs and parent company changes. Ofsted inspection outcomes will also impact on which providers the Council chooses to work with.</p> <p>This project focuses on children and young people it finds most difficult to place. They have one or more of the following capabilities:</p> <ul style="list-style-type: none"> • Aged between 10 and 16, although needs to include some flexibility • 70:30 male: female • Have often experienced exploitation, usually criminal, sometimes sexual • Have long histories of neglect and exposure to domestic abuse and other forms of childhood trauma • Sometimes will need to be placed in an emergency 	

Negative impacts and Mitigating Actions	
19. Negative Impacts and Mitigating actions for Age	
Are there negative impacts for age?	Yes
Details of negative impacts for Age	
This project focuses on children aged 10-16, although there will need to be some flexibility.	
Mitigating Actions for Age	
Needs relating to age will be identified in the child's care plan and included in referrals. Children who are not referred for this specific service and are best matched to a children's home will still be able to access residential provision	
Responsible Officer for Mitigating Actions – Age	Christy Holden
20. Negative impacts and Mitigating actions for Disability	
Are there negative impacts for Disability?	Yes
Details of Negative Impacts for Disability	
This project is for complex adolescents aged between 10-16. Children who are managed by the Disabled Children and Young People's Service will not be excluded from this provision if that is where they will be best matched, however it is not targeted for Disabled Children and Young People.	
Mitigating actions for Disability	
Where those children are disabled, they will not be excluded from this service, however there are other tailored services that are more likely to deliver good outcomes to disabled children.	
Responsible Officer for Disability	Christy Holden
21. Negative Impacts and Mitigating actions for Sex	
Are there negative impacts for Sex	No
Details of negative impacts for Sex	
Not Applicable	
Mitigating actions for Sex	
Not Applicable	
Responsible Officer for Sex	Not Applicable
22. Negative Impacts and Mitigating actions for Gender identity/transgender	
Are there negative impacts for Gender identity/transgender	No
Negative impacts for Gender identity/transgender	
Not Applicable	
Mitigating actions for Gender identity/transgender	
Not Applicable	
Responsible Officer for mitigating actions for Gender identity/transgender	Not Applicable
23. Negative impacts and Mitigating actions for Race	
Are there negative impacts for Race	No
Negative impacts for Race	
Not Applicable	
Mitigating actions for Race	
Not Applicable	
Responsible Officer for mitigating actions for Race	Not Applicable
24. Negative impacts and Mitigating actions for Religion and belief	
Are there negative impacts for Religion and belief	No
Negative impacts for Religion and belief	

Not Applicable	
Mitigating actions for Religion and belief	
Not Applicable	
Responsible Officer for mitigating actions for Religion and Belief	Not Applicable
25. Negative impacts and Mitigating actions for Sexual Orientation	
Are there negative impacts for Sexual Orientation	No
Negative impacts for Sexual Orientation	
Not Applicable	
Mitigating actions for Sexual Orientation	
Not Applicable	
Responsible Officer for mitigating actions for Sexual Orientation	Not Applicable
26. Negative impacts and Mitigating actions for Pregnancy and Maternity	
Are there negative impacts for Pregnancy and Maternity	No
Negative impacts for Pregnancy and Maternity	
Not Applicable	
Mitigating actions for Pregnancy and Maternity	
Not Applicable	
Responsible Officer for mitigating actions for Pregnancy and Maternity	Not Applicable
27. Negative impacts and Mitigating actions for Marriage and Civil Partnerships	
Are there negative impacts for Marriage and Civil Partnerships	No
Negative impacts for Marriage and Civil Partnerships	
Not Applicable	
Mitigating actions for Marriage and Civil Partnerships	
Not Applicable	
Responsible Officer for Marriage and Civil Partnerships	Not Applicable
28. Negative impacts and Mitigating actions for Carer's responsibilities	
Are there negative impacts for Carer's responsibilities	No
Negative impacts for Carer's responsibilities	
Not Applicable	
Mitigating actions for Carer's responsibilities	
Not Applicable	
Responsible Officer for Carer's responsibilities	Not Applicable

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EXECUTIVE DECISION

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 – 16 November 2021

Decision: 21/00095 - Recommissioning of Short breaks 2022-2024 and New Short Break Model Implementation

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

Classification: Unrestricted

Past Pathway of report: N/A

Future Pathway of report: Cabinet Member Decision

Electoral Division: All

Summary:

This report provides the Children, Young People and Education Cabinet Committee with the background and rationale for further tendering short breaks for one year, plus one year extension option (1 April 2022 – 31 March 2024) under the grant-based model of delivery. This will allow the continued development of an alternative delivery model of short breaks which is currently being coproduced with a blended team of stakeholders including children and young people/their representatives.

Recommendation(s):

The Cabinet Committee is asked to consider and endorse, or make recommendations to the Cabinet Member, on the proposed decision to:

- A) Authorise Commissioners to commence a competitive strategic grants process for the provision of Short Break Day Opportunities for Disabled Children and Young People,
- B) Delegate authority to award grants to the Corporate Director for Children, Young People and Education or other Officer as required by the Corporate Director, in consultation with the Cabinet Member

1. Introduction

1.1. In accordance with the Children Act 1989, section six, and subsequently The Breaks for Carers of Disabled Children Regulations 2011, Kent County Council has a duty

to ensure sufficiency of short break activities available to families of disabled children and young people living in Kent.

- 1.2. Short breaks are preventative, family support services that are aimed at families with a disabled child, to allow them to have a break from caring. They can be at any time ranging from an hour to a day, evening, overnight, or weekend depending on the needs of the family. The short break may take place in a community activity setting, a child/young person's home or other residential setting. It allows parents and carers to have a break from their caring responsibilities and gives children and young people the opportunity for a positive experience.
- 1.3. Some disabled children can join in on activities for all children such as Beavers or Brownies, or summer fun days run by their local council. This means that their parents can have a break. Kent County Council commission activities for those children who need extra support, including activities for children who need significant levels of support. These short break activities are crucial services in supporting the resilience of families of disabled children and young people in Kent. Most of these activities are open to families without having to go through a social worker.
- 1.4. The above activities contribute to the continuum of services listed in KCC's Short Break Statement (updated 2021).
- 1.5. The Council already has a comprehensive short break service. However, the existing short breaks offer has been through a period of significant change since the last commissioning exercise and is no longer fit for purpose.

2. Current Provision

- 2.1. The current short break grant agreements went live on 1 April 2018 and were due to end on or before 31 March 2020. Due to COVID-19 a decision was taken by the Corporate Director for Children, Young People and Education to extend the grant agreements for a further year from 1 April 2021 to 31 March 2022
- 2.2. There are currently 21 short break providers across Kent delivering a variety of activities within the short breaks offer. See below:

Activity	Providers
Stay and Play Activities	4us2
Holiday Activity Programmes	CXK, Your Leisure, Common work Trust (Bore Place), East Kent Mencap, Pegasus, Maidstone Mencap, Nova Children's Project CiC, IMAGO, SYMBOL Trust, SNAAP, We Are BEAMS, Brogdale CIC
After School/ Weekend Activity Programmes	Your Leisure, Common work Trust (Bore Place), East Kent Mencap, Maidstone Mencap, Nova Children's Project CiC, IMAGO, SYMBOL Trust, SNAAP, We Are BEAMS, Brogdale CIC
Life Limiting & Life Threatening	Ellenor Hospice, Demelza Hospice Care for Children

Sensory Holiday Activity Programmes	Kent Deaf Children's Society (KDACS) Kent, Association for the Blind (KAB)
Family Support and Events	Totius (lead partner We Are Beams Ltd), Demelza Hospice Care for Children
Autistic Spectrum Condition Innovation Projects	SYMBOL Trust, Project Salus, Brogdale CIC, CXK, Involve, East Kent Mencap

2.3 **Universal Services:** There are many activities in Kent which are open to any child or young person including those who are disabled. Any family, child or young person can access youth centres and children's centres and the activities and support services they have on hand. Some children may not be able to access these services for a variety of reasons and we are committed to overcoming these barriers wherever resources allow.

2.4 KCC also offer five in-house residential short breaks centres, providing both overnight, and short break day opportunities. Overnight short breaks are not part of this current commissioning exercise and will form part of a wider short breaks strategy being developed through 2022 with parents, carers, and other stakeholders.

2.5 Short break providers do respond to varying levels of need: mild, moderate, and high. However, engagement with practitioners and families has identified that there are some gaps across the county for children with high needs.

2.6 The current provision is valued by the communities that access them. Parents have commented that:

"SNAAP plays a big part in our family's life and their help and support has been invaluable"

"I'd be lost without this scheme and probably feel quite isolated and low"
SNAAP – Holiday and term Time Short Break Activities

"As a mother with two children with additional needs, the club is a lifesaver. I'm able to concentrate on one without having to juggle"

"You provide an extremely valuable service to us parents of disabled children. Otherwise, many of us do not get a break at all."
NOVA – Holiday and term Time Short Break Activities

2.7 Through surveys carried out over the past two years, families, children, and young people shared feedback on the current short break services and lack of awareness of the services available in their area, the accessibility, and suitability of local provision.

Parents and carers want a more varied, activity-based model for short breaks that is spread across the county, with options for children and young people across a range of ages with high, moderate, and mild needs, and which operates after school, at the weekends and during school holidays. They also want provision that

meets their own needs in terms of regularity of opportunities, consistency, and availability of places.

91 families answered the questions relating to short break activities:

- 'The services available can meet a range of complex needs' where 50% either agreed or strongly agreed, 20.5% remained neutral while the remaining either disagreed or strongly disagreed.
- 'There are enough short break activities available that cater for my disabled child/young person's special needs' only 10.3% either agreed or strongly agreed. With 75.8% either responding as disagree or strongly disagree. This was the largest negative response in the section relating to short break activities.
- 'It is easy to find the short break activities that are available near to where I live' only 11.2% either agreed or strongly agreed. With 76.1% either responding as disagree or strongly disagree.
- 'I understand which of the short break services are available to my disabled child/young person' 24.5% either agreed or strongly agreed. With 76.1% either responding as disagree or strongly disagree.
- 'Information on Short breaks is clear and readily available to me' 12.1% either agreed or strongly agreed. With 67.8% either responding as disagree or strongly disagree.
- 'The local community-based activities (such as youth clubs or school summer activity programmes) are able to cope with the needs of my disabled child' 13.7% either agreed or strongly agreed. With 67.8% either responding as disagree or strongly disagree.

3 Improvements to current short breaks offer:

- 3.1 Our aspiration is for disabled children and young people and their families to be included in their local communities and to feel a sense of belonging. We want to ensure that people have real choice and control to access the provision they need and that best suits them and their family. To achieve this vision, we need to ensure there is an inclusive county wide offer with our commissioned services, and internal provision, forming one element of a much wider offer.
- 3.2 The strategic grants programme for 2022/2024 will provide increased opportunities for access and suitability of short breaks across the county, including short breaks for children and young people with autism, and those with higher needs. This would allow us to move towards an integrated offer of children's services which remove barriers to entry by being more inclusive and equitable for all.
- 3.3 In addition to more equitable service offer and distribution of funding, the grants programme will enable opportunity to coproduce a short breaks strategy, and subsequent model. This will be coproduced with parents, carers, children, and young people and the market. The future model will be principled around self-directed support, sustainability, equity of access and inclusion.

4 Options Considered

4.1 The options considered are detailed below:

(i). Do nothing

Option	Risk	Benefit
Do nothing – let the existing arrangement end.	<p>KCC would fail in its duty to ensure sufficiency of short break activities available to families of disabled children and young people living in Kent. (The Breaks for Carers of Disabled Children Regulations 2011)</p> <p>Vulnerable families not receiving short breaks with rising escalation to more specialised services.</p> <p>Risk of family breakdown through lack of breaks from caring.</p> <p>Strong partnerships with the VCS sector could be negatively impacted.</p> <p>Risk of destabilising the VCS sector through cessation of funding.</p>	

(ii) Direct Payment Short Break funding model.

Option	Risk	Benefit
Implement Direct Payment model for short breaks from 1 April 2022	<p>Providers may not be able to adapt their business model in a short time frame. This may potentially create an unstable market and increase the risk of provider failure.</p> <p>Could increase service gaps across the county.</p> <p>Family's needs escalate</p>	<p>Direct Payments promote self-directed support which would enable families to access a provider of their choice rather than what is on offer within district.</p> <p>Providers will have the option to grow businesses by the ability to offer services Kent wide.</p>

	<p>due to lack of ability of short breaks resulting in escalation to more specialist services.</p> <p>Risk losing small community-based providers, whose communities they rely on.</p> <p>Strong partnerships with the VCS sector could be negatively impacted.</p> <p>Insufficient capacity to manage demand for Direct Payments.</p> <p>Would require some form assessment.</p> <p>The market for short breaks for Disabled Children and Young People (DCYP) is underdeveloped, meaning parents would have limited choice.</p>	<p>Have responsive funding relating to the needs of the individual, therefore able to receive funding reflective to the staffing costs for providing a higher staffing ratio when needs are higher.</p>
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(iii) Continue with grant-based model for a period of two years (preferred option)

Option	Risk	Benefit
<p>Competitively tender for a new Strategic Grant Framework</p> <p>New grant agreements start 1 April 2022 – 31 March 2023.</p> <p>Grant extension: 1 April 2023 – 31 March 2024</p>	<p>Lack of providers who can respond to DCYP with higher needs. Leading to service gaps across the county.</p> <p>This will be specifically targeted in the grant's prospectus.</p> <p>Demand for short breaks could outstrip capacity, leading to waiting lists.</p>	<p>More equitable funding across the county, according to need.</p> <p>Opportunity to develop and test alternate models of support for children and young people with autism, and those with higher needs.</p> <p>Grants based model ensures continued strong relationships with providers, which will be essential for the development of the short breaks strategy.</p> <p>Contribute to financial stability to voluntary community sector providers through COVID-19 pandemic recovery.</p>

		<p>Grants will enable the opportunity to:</p> <p>Co-produce a short break strategy and alternative delivery model for short breaks, working with families/providers/stakeholders.</p> <p>Develop and build market readiness to shift to new model of short breaks across a whole spectrum of needs.</p>
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4.2 Preferred option:

The preferred option is to competitively tender for Strategic Grants for the provision of short breaks for disabled children and young people from 1 April 2022 to the 31 March 2024. The grants prospectus will set out desired outcomes and intentions for a county wide offer to meet a range of needs, including how organisations should be promoting them.

Following the grant award, the new services will be updated on the Local Offer, shared with Local Children’s Partnership Groups, social workers and the front door for the marketing, promoting, advertising.

5. Financial Implications:

5.1 The cost of the Short Breaks Grant Framework is expected to remain unchanged and will continue to be delivered at a total value of £1,082,995 per annum. This is fully funded from the Children’s Disability 0-18 Commissioning Revenue Base Budget. Additional funding from Kent and Medway Clinical Commissioning Group may be available to support children and young people with autism and discussions are currently ongoing.

5.2 The competitive tender of this programme is not expected to deliver any further savings against the value of the grants awarded, although the bids received will be tested for value for money prior to award.

5.3 The wider benefits of these services will be fully evidenced as part of the coproduction of an alternative delivery model for short breaks over the next 2 years including the avoidance of escalation of need to other statutory children services.

6 Legal implications

6.1 The legal framework relating to short breaks is the general duty to provide services for children in need under section 17(1) of the Children Act 1989. Section 17(11) of the Children Act 1989 defines a child in need to include all

disabled children. The duty to provide short breaks for disabled children and their carers is further detailed within the Breaks for Carers of Disabled Children Regulations 2011. Section 27 of the Children and Families Act 2014 imposes a duty on local authorities to keep under review its social care provision for children with disabilities and to consider the extent to which that provision is sufficient to meet their needs.

6.2 Under the Public Sector Equality Duty in Section 149 of the Equality Act 2010 there is a requirement to have due regard to the need to advance equality of opportunity for people with protected characteristics

7. Equalities implications

7.1 An Equalities Impact Assessment (EQIA) screening has been completed and no high negative impacts have been identified. The EQIA will continue to be developed and reviewed as this project progresses.

8. Other corporate implications

8.1 The proposed Decision is in line with Kent's Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) 2021-2024;

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

8.2 Setting the Course Kent County Council's Interim Strategic Plan December 2020.

- Define our Commissioning Strategy to inform the way we work with the VCSE to meet the needs of our communities and to identify potential new partnership models
- Better engagement with residents and local communities

9. Governance

9.1 Accountability for the Short breaks for Disabled Children and Young People is with the Corporate Director for Children Young People and Education. The responsibility is with the Director for Special Educational Needs and Disabled Children and Young People. .

10 Conclusions

10.1 This report provides the Children, Young People and Education Cabinet Committee with the background and rationale for further tendering short breaks for two years (1 April 2022 – 31 March 2024) under the grant-based model of delivery.

The options considered are:

- Do Nothing
- Implement a Direct Payment Model of short breaks 2022

- Continue with grant-based model for a period of two years (preferred option)

The preferred option is to competitively tender for Strategic Grants for the provision of short breaks for disabled children and young people from 1 April 2022 to the 31 March 2024. The grants programme will enable the opportunity to coproduce the short break strategy with parents, carers, children, and young people, and providers. The future model will be principled around self-directed support, sustainability, equity of access and inclusion.

10.2 The strategic grants programme for 2022/2024 will deliver equitable distribution of funding according to the needs of children and young people providing improved opportunities for access and suitability of short breaks across the county, including short breaks for children and young people with autism, and those with higher needs.

11. Recommendation(s):

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

A) Authorise Commissioners to commence a competitive strategic grants process for the provision of Short Break Day Opportunities for Disabled Children and Young People,

B) Delegate authority to award grants to the Corporate Director for Children, Young People and Education or other Officer as required by the Corporate Director, in consultation with the Cabinet Member

10. Background Documents

None

11. Contact details

Christy Holden, Head of Commissioning
(Children and Young People's Services)
Phone number: 03000 415356
E-mail: Christy.Holden@kent.gov.uk

Mark Walker, Director for Special Educational
Needs and Disabled Children and Young
People Services
Phone number: 03000 415534
Email: Mark.walker@kent.gov.uk

Steve Lusk, Senior Commissioner
(Disabled Children and Young People Services)
Phone number: 03000 410258
E-mail: Steve.Lusk@kent.gov.uk

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Appendix one:

URN	Service name	Provider name	Start date	Annual value	End date
DCS/157	Short breaks Activity Grants 2018-20, Stay and Play, 8yrs and under	4US2	01/04/2018	£ 2,640.00	31/03/2022
DCS/207	Short breaks Activity Grants, Holiday & Term Time Short Break Activities, 8-19 yrs.	Brogdale CIC	01/04/2018	£ 24,999.00	31/03/2022
DCS/220.2	Young People's ASC Innovation Grant	Brogdale CIC	01/04/2021	£ 10,000.00	31/03/2022
DCS/156	Short breaks Activity Grants 2018-20, Holiday & Term Time Activities	Commonwork Trust - Bore Place	01/04/2018	£ 14,715.00	31/03/2022
DCS/151	Short breaks Activities, Disabled Children, Learning Disability and Mental Health (DCLDMH) Service	CXK	CXK	£ 10,000.00	31/03/2022
DCS/222	Young People's ASC Innovation Grant	CXK Ltd	01/04/2021	£ 30,000.00	31/03/2022
DCS/206	Short breaks Activity Grants 2018-20 - Youth Club Life Limiting & Life Threatening under 19yrs	Demelza Hospice Care for Children	01/04/2018	£ 5,000.00	31/03/2022
DCS/214	Family Events for Children & Young People with Life Limiting/Threatening Conditions	Demelza Hospice Care for Children	01/04/2018	£ 1,992.00	31/03/2022
DCS/158	Short breaks Activity Grants 2018-2020, Holiday Activities	East Kent Mencap	01/04/2018	£ 24,368.00	31/03/2022
DCS/159	Short breaks Activity Grants 2018-2020, Term Time	East Kent Mencap	01/04/2018	£ 22,829.00	31/03/2022
DCS/221	Young People's ASC Innovation Grant	East Kent Mencap	01/04/2021	£ 17,426.00	31/03/2022

DCS/155	Short breaks Activity Grants 2018-20 - Life Limiting & Life Threatening	Ellenor Hospices	01/04/2018	£ 5,000.00	31/03/2022
DCS/149	Short breaks Activities, Disabled Children, Learning Disability and Mental Health (DCLDMH) Service, Drama Workshops	Head2Head Theatre	01/09/2017	£ 9,976.00	31/03/2022
DCS/164	Short breaks Activity Grants 2018-20 Holiday & Term Time 15-19 yrs. Ashford	IMAGO	01/04/2018	£ 17,411.00	31/03/2022
DCS/165	Short breaks Activity Grants 2018-20 Holiday & Term Time 15-19 yrs. Canterbury	IMAGO	01/04/2018	£ 17,411.00	31/03/2022
DCS/166	Short breaks Activity Grants 2018-20 Holiday & Term Time 15-19 yrs. Dartford	IMAGO	01/04/2018	£ 17,411.00	31/03/2022
DCS/167	Short breaks Activity Grants 2018-20 Holiday & Term Time 15-19 yds Dover	IMAGO	01/04/2018	£ 17,411.00	31/03/2022
DCS/168	Short breaks Activity Grants 2018-20 Holiday & Term Time 15-19 yrs. Gravesend	IMAGO	01/04/2018	£ 17,411.00	31/03/2022
DCS/169	Short breaks Activity Grants 2018-20 Holiday & Term Time 15-19 Maidstone	IMAGO	01/04/2018	£ 17,411.00	31/03/2022
DCS/170	Short breaks Activity Grants 2018-20 Holiday & Term Time 15-19 Sevenoaks	IMAGO	01/04/2018	£ 17,411.00	31/03/2022
DCS/171	Short breaks Activity Grants 2018-20 Holiday & Term Time 15-19 Shepway	IMAGO	01/04/2018	£ 17,411.00	31/03/2022

DCS/172	Short breaks Activity Grants 2018-20 Holiday & Term Time 15-19 Swale	IMAGO	01/04/2018	£ 17,411.00	31/03/2022
DCS/173	Short breaks Activity Grants 2018-20 Holiday & Term Time 15-19 Thanet	IMAGO	01/04/2018	£ 17,411.00	31/03/2022
DCS/174	Short breaks Activity Grants 2018-20 Holiday & Term Time 15-19 Ton & Mall	IMAGO	01/04/2018	£ 17,411.00	31/03/2022
DCS/175	Short breaks Activity Grants 2018-20 Holiday & Term Time 15-19 Tun Wells	IMAGO	01/04/2018	£ 17,411.00	31/03/2022
DCS/176	Short breaks Activity Grants 2018-2020 8-15 (Youth Cafes) Ashford	IMAGO	01/04/2018	£ 12,205.00	31/03/2022
DCS/177	Short breaks Activity Grants 2018-2020 8-15 (Youth Cafes) Canterbury	IMAGO	01/04/2018	£ 12,205.00	31/03/2022
DCS/178	Short breaks Activity Grants 2018-2020 8-15 (Youth Cafes) Dartford	IMAGO	01/04/2018	£ 12,205.00	31/03/2022
DCS/179	Short breaks Activity Grants 2018-2020 8-15 (Youth Cafes) Dover	IMAGO	01/04/2018	£ 12,205.00	31/03/2022
DCS/180	Short breaks Activity Grants 2018-2020 8-15 (Youth Cafes) Gravesham	IMAGO	01/04/2018	£ 12,205.00	31/03/2022
DCS/181	Short breaks Activity Grants 2018-2020 8-15 (Youth Cafes) Maidstone	IMAGO	01/04/2018	£ 12,205.00	31/03/2022
DCS/182	Short breaks Activity Grants	IMAGO	01/04/2018	£ 12,205.00	31/03/2022

	2018-2020 8-15 (Youth Cafes) Sevenoaks				
DCS/183	Short breaks Activity Grants 2018-2020 8-15 (Youth Cafes) Shepway	IMAGO	01/04/2018	£ 12,205.00	31/03/2022
DCS/184	Short breaks Activity Grants 2018-2020 8-15 (Youth Cafes) Swale	IMAGO	01/04/2018	£ 12,205.00	31/03/2022
DCS/185	Short breaks Activity Grants 2018-2020 8-15 (Youth Cafes) Ton & Mall	IMAGO	01/04/2018	£ 12,205.00	31/03/2022
DCS/186	Short breaks Activity Grants 2018-2020 8-15 (Youth Cafes) Tun Wells	IMAGO	01/04/2018	£ 12,205.00	31/03/2022
DCS/187	Short breaks Activity Grants 2018-2020 8-15 (Youth Cafes) Thanet	IMAGO	01/04/2018	£ 12,205.00	31/03/2022
DCS/219	All year weekend clubs	Inclusive Sport	01/04/2020	£ 14,900.00	31/03/2022
DCS/223	Young People's ASC Innovation Grant	Involve Kent	01/04/2021	£ 20,000.00	31/03/2022
DCS/210	Short breaks Activity Grant 2018- 10	Kent Association for the Blind (KAB)	01/04/2018	£ 6,000.00	31/03/2022
DCS/208	Short breaks Activity Grant 2018- 20	Kent Deaf Children's Society (KDCS)	01/04/2018	£ 9,000.00	31/03/2022
DCS/161	Short breaks Activity Grants 2018-2020, Term Time Activities, 8- 19yrs	Maidstone Mencap	01/04/2018	£ 10,961.00	31/03/2022
DCS/162	Short breaks Activity Grants 2018-20, Holiday Activities, 8yrs and under. 8-19yrs	Maidstone Mencap	01/04/2018	£ 22,718.00	31/03/2022

DCS/218	School holiday clubs	Multiple Intelligence Hub (MiH)	01/04/2020	£ 7,000.00	31/03/2022
DCS/163	Short breaks Activity Grants 2018-20 Holiday and Term Time Activities, 8-19 years	Nova Children's Project CiC	01/04/2018	£ 24,999.50	31/03/2022
DCS/198	Short breaks Programme 2018-2020, Holiday and Term Time Activities, 8-19 years	Nova Children's Project CiC	01/04/2018	£ 24,999.50	31/03/2022
DCS/213	Short breaks Activity Grant 2018-20, Holiday and Term Time Activities, West Kent	Nova Children's Project CiC	01/04/2018	£ 20,000.00	31/03/2022
DCS/160	Short breaks Activity Grants 2018-2020, Holiday Activities, 8-19	Pegasus	01/04/2018	£ 10,000.00	31/03/2022
DCS/224	Young People's ASC Innovation Grant	Project Salus	01/04/2021	£ 24,000.00	31/03/2022
DCS/189	Short breaks Programme 2018-2020 Holiday & Term Time 8-19	Sheppey Matters	01/04/2018	£ 21,336.00	31/03/2022
DCS/199	Short breaks Programme 2018-2020 Holiday Activities & Clubs 8-19	SNAAP	01/04/2018	£ 25,000.00	31/03/2022
DCS/200	Short breaks Programme 2018-2020 Term Time 8-19	SNAAP	01/04/2018	£ 24,815.00	31/03/2022
DCS/202	Short breaks Programme 2018-2020 Term Time 8-19	SNAAP	01/04/2018	£ 18,999.00	31/03/2022
DCS/201	Short breaks Programme 2018-2020 Holiday Activities & Clubs 8-19	SNAAP	01/04/2018	£ 16,121.00	31/03/2022
DCS/203	Short breaks Programme 2018-	SNAAP	01/04/2018	£ 13,374.00	31/03/2022

	2020 Term Time 8-19				
DCS/204	Short breaks Programme 2018-2020 Holiday Activities & Clubs 8-19	SNAAP	01/04/2018	£ 14,499.50	31/03/2022
DCS/215	Short breaks Activity Grants 2018-20, Festability	SNAAP	01/04/2019	£2,000	31/03/2022
DCS/225	Young People's ASC Innovation Grant	Symbol Trust	01/04/2021	£ 39,957.35	31/03/2022
DCS/190	Short breaks Programme 2018-2020 Holiday & Term Time 8-19	Symbol UK Ltd	01/04/2018	£ 13,593.33	31/03/2022
DCS/191	Short breaks Programme 2018-2020 Holiday & Term Time 8-19	Symbol UK Ltd	01/04/2018	£ 20,863.00	31/03/2022
DCS/192	Short breaks Programme 2018-2020 Holiday & Term Time 8-19	Symbol UK Ltd	01/04/2018	£ 26,775.00	31/03/2022
DCS/188	Short breaks Programme 2018/20 Family Support Groups & Events	Totius (lead partner We Are Beams Ltd)	01/04/2018	£ 80,000.00	31/03/2022
DCS/205	Short breaks Programme 2018-2020 Holiday & Term Time 8-19	We Are Beams	01/04/2018	£ 27,331.78	31/03/2022
DCS/153	Short breaks Activity Grants 2018-20, Holiday Activities, 8-19yrs	Your Leisure	01/04/2018	£ 19,960.00	31/03/2022
DCS/154	Short breaks Activity Grants 2018-20, Term Time Activities, 8-19yrs	Your Leisure	01/04/2018	£ 10,838.88	31/03/2022

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

**Sue Chandler, Cabinet Member for Integrated Children’s
Services**

DECISION NO:

21/00095

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

Key decision: YES

Decision required because total value of contracts will exceed £1m and affects more than two Electoral Divisions.

Subject Matter / Title of Decision

Short Break Day Opportunities for Disabled Children and Young People

Decision:

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

- A) Authorise Commissioners to commence a competitive strategic grants process for the provision of Short Break Day Opportunities for Disabled Children and Young People.
- B) Delegate authority to award grants to the Corporate Director for Children, Young People and Education or other Officer as required by the Corporate Director in consultation with the Cabinet Member

Reason(s) for decision:**1. Background**

- 1.1. In accordance the Children Act 1989, section 6, and subsequently The Breaks for Carers of Disabled Children Regulations 2011, Kent County Council has a duty to ensure sufficiency of short break activities available to families of disabled children and young people living in Kent.
- 1.2. The existing grant funding arrangement for Short Breaks for Disabled Children and Young People ends on the 31 March 2022 and it is proposed that a two year Strategic Grants Framework is competitively undertaken, to be in place from 1 April 2022 to 31 March 2024 to ensure sufficiency of short break activities, and co-production of an alternate delivery model for future provision

2. Financial Implications

- 2.1. The available funding for Short Breaks Grants Framework is expected to be £1,082,995 per annum and will be funded from the Children’s Disability 0-18 Commissioning Revenue Budget.

2.2. It is not expected that this programme will deliver savings, although the bids received will be tested for value for money prior to award

3. Legal implications

3.1. The Children's and Families Act places a statutory duty on the local authority to ensure sufficiency of provision for Short Breaks for Disabled Children and Young People.

3.2. In addition, the Health services and Public Health Act 1968 provides a legal framework for the local authority to give grants to the VCS where it is providing services which the Local Authority has a statutory duty to provide.

4. Equalities implications

4.1. An equality impact assessment has been undertaken and no issues have been identified at this stage. The equality impact assessment shall be kept under constant review as this project continues.

5. Preferred Option

5.1. The preferred option is to undertake a competitive process to establish Strategic Grants for the provision of short breaks for disabled children and young people from 1 April 2022 to the 31 March 2024. The grants prospectus will set out desired outcomes and intentions for a county wide offer to meet a range of needs, including how organisations should be promoting them.

Following the grant award, the new services will be updated on the Local Offer, shared with Local Children's Partnership Groups, social workers and the front door for the marketing, promoting, advertising. During the two-year grant period Strategic Commissioning will work with Families, Carers, Service Users and Providers to co-produce a sustainable short breaks model to be fully operational from 1 April 2024.

Cabinet Committee recommendations and other consultation:

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

This decision will be considered at the meeting of the Children's, Young People and Education Cabinet Committee on 16 November 2021

Further engagement with parents and other key stakeholders is planned as part of the Grant process

Any alternatives considered and rejected:

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

- 1) Do Nothing - The current grants for Short Breaks for Disabled Children and Young People will end on the 31 March 2022. Kent County Council will fail in its duty to ensure sufficiency of short breaks activities are available to families of disabled children and young people.
- 2) Use a Direct Payment approach – Market analysis and engagement indicates a lack of capacity at present to respond to this option, meaning that some Parents and Carers will be challenged in sourcing a provider and increase the risk of putting families into crisis. Engagement with Parents and Carers on the use of Direct Payments identified that the process can be complex and difficult to navigate

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

.....
signed

.....
date

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EQIA Submission – ID Number

Section A

EQIA Title	Short Break Day Opportunities for Disabled Children and Young People
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Responsible Officer	Nicola Bowden - ST SC
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Type of Activity

Service Change	No
Service Redesign	No
Project/Programme	No
Commissioning/Procurement	Commissioning/Procurement
Strategy/Policy	No
Details of other Service Activity	No

Accountability and Responsibility

Directorate	Children Young People and Education
Responsible Service	Disabled Children and Young People
Responsible Head of Service	Sharon Howard - CY LDCYP
Responsible Director	Mark Walker - CY LDCYP

Aims and Objectives

The Short Break service is designed to meet Kent County Council's statutory obligations (particularly under The Breaks for Carers of Disabled Children Regulations 2011). This has regard to the needs of those carers who would be unable to continue to provide care without breaks, or where suitable breaks would enable them to care more effectively by allowing them opportunity to undertake certain other activities.

Some disabled children can join in on activities for all children such as Beavers or Brownies, or summer fun days run by their local council. This means that their parents can have a break. Kent County Council commission activities for those children who need extra support, including activities for children who need significant levels of support. These short break activities are crucial services in supporting the resilience of families of disabled children and young people in Kent. Most of these activities are open to families without having to go through a social worker

A successful short break service will therefore:

- provide a break to parent carers to enable them to continue their caring duties
- provide meaningful activities for children, young people when their carers are on a break.

Aims:

To ensure continuity of service delivery, we are planning competitively tender for a new strategic grants framework in to establish a new range of suitable providers able to work with us to deliver a range of suitable opportunities across the county from 1 April 2022.

By ensuring a wide range of available short break activities across the County at different times and to meet differing needs the programme support the following outcomes:

- Children will be working towards specific outcomes during their shortbreak to strengthen their independence.
- Parents and carers feel better supported and have more opportunities to relax with each other or spend quality time with their other children.

- Parents and carers have increased capacity to cope in their caring role improving their health, wellbeing and quality of life.
- Parents and carers have a reduced likelihood of breakdown and crisis in their family role and reduced likelihood of needing social care intervention.
- Children and young people who are disabled have opportunities to enjoy experiences and activities with their peers and siblings, independently of their primary carers.
- Children and young people become more active members of their communities and so as adults tend to be less reliant on adult social care services.
- Better provision of availability and information regarding short breaks opportunities and a reduction in barriers to mainstream and community services so that eligible children and young people have the same access as their non-disabled peers.
- Leverage of other funding sources including in-kind contributions and volunteering to ensure sustainability and increase in short break provision.
- The co-production of services/breaks with parents/carers, children and young people and partner agencies.

Summary of Analysis

Continue: There is a low adverse risk that a range of services to meet varied levels of need will be available across all the districts. The procurement process will include provider and parent/carer engagement to inform the strategy which will seek to mitigate against this risk.

Section B – Evidence

Do you have data related to the protected groups of the people impacted by this activity?	Yes
It is possible to get the data in a timely and cost effective way?	Yes
Is there national evidence/data that you can use?	Yes
Have you consulted with stakeholders?	Yes
Who have you involved, consulted and engaged with?	
<p>Parents/carers and CYP</p> <p>In 2019 a survey of families was conducted and again in 2021 a qualitative study was undertaken with families/carers who had engaged with short break activities. 91 families/carers responded to the questionnaire. Although feedback clearly indicated that short breaks were invaluable to families, there was dissatisfaction with the short break process such as availability, accessibility based on need and waiting lists.</p> <p>Social Care Practitioners have identified that there is a need for services to support children and young people with autism as well as availability of services for people with complex needs.</p> <p>Providers of Short Breaks services.</p>	
Has there been a previous Equality Analysis (EQIA) in the last 3 years?	No
Do you have evidence that can help you understand the potential impact of	Yes

your activity?	
Section C – Impact	
Who may be impacted by the activity?	
Service Users/clients	Service users/clients
Staff	No
Residents/Communities/Citizens	No
Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing?	Yes
Details of Positive Impacts	
<p>The grants will provide for open access for disabled children and young people, meaning that a social worker assessment, and application of statutory eligibility criteria will not always be required.</p> <p>Analysis of service gaps for children with complex needs will be targeted in the grants prospectus and market engagement activities to promote a more consistent and equitable offer for families across the county.</p> <p>Enabling disabled children and young people to be included within their communities.</p> <p>The commissioning exercise will seek to provide a range of services to meet the varying needs of children with disabilities, including children and young people with a diagnosis of autism but do not have a learning disability. Education Health and Care Plan data indicate a high proportion of children and young people with a ASD diagnosis and outcomes from recent innovation grants to support people with autism, will be built into the grant’s prospectus for future delivery.</p>	
Negative impacts and Mitigating Actions	
19. Negative Impacts and Mitigating actions for Age	
Are there negative impacts for age?	Yes
Details of negative impacts for Age	
<p>0 – 5 age range.</p> <p>Data analysis from the indicated a lower proportion of 0-5 age range receiving short breaks through a direct payment and services are not across all districts in Kent. Like a non-disabled child, children will have access to universal services, such as Children’s Centres, which they would ordinarily access with a parent. The age range may be extended downwards in exceptional circumstances in line with current practice. This service is targeted at Children</p>	
Mitigating Actions for Age	
<p>Ensure that professional/ agency’s (children centres, social workers, health visitors) involved in families with children 0-5 are aware of the short break offer.</p> <p>Ensure that all families with children within this age range have access to the 0-5 short breaks across all districts</p>	
Responsible Officer for Mitigating Actions – Age	Nicola Bowden
20. Negative impacts and Mitigating actions for Disability	
Are there negative impacts for Disability?	Yes
Details of Negative Impacts for Disability	
<p>Parent feedback indicates a low negative risk that services for people with complex needs will not be widely available throughout the county. The commissioning exercise will set out the aims and objectives of the</p>	

grants programme, including the need for services to meet the complex needs of individuals.	
Mitigating actions for Disability	
Engagement with parents and market engagement to ensure adequate provision of services for people with complex needs across the county.	
Responsible Officer for Disability	Nicola Bowden
21. Negative Impacts and Mitigating actions for Sex	
Are there negative impacts for Sex	No
Details of negative impacts for Sex	
Not Applicable	
Mitigating actions for Sex	
Not Applicable	
Responsible Officer for Sex	Not Applicable
22. Negative Impacts and Mitigating actions for Gender identity/transgender	
Are there negative impacts for Gender identity/transgender	No
Negative impacts for Gender identity/transgender	
Not Applicable	
Mitigating actions for Gender identity/transgender	
Not Applicable	
Responsible Officer for mitigating actions for Gender identity/transgender	Not Applicable
23. Negative impacts and Mitigating actions for Race	
Are there negative impacts for Race	No
Negative impacts for Race	
Not Applicable	
Mitigating actions for Race	
Not Applicable	
Responsible Officer for mitigating actions for Race	Not Applicable
24. Negative impacts and Mitigating actions for Religion and belief	
Are there negative impacts for Religion and belief	No
Negative impacts for Religion and belief	
Not Applicable	
Mitigating actions for Religion and belief	
Not Applicable	
Responsible Officer for mitigating actions for Religion and Belief	Not Applicable
25. Negative impacts and Mitigating actions for Sexual Orientation	
Are there negative impacts for Sexual Orientation	No
Negative impacts for Sexual Orientation	
Not Applicable	
Mitigating actions for Sexual Orientation	
Not Applicable	
Responsible Officer for mitigating actions for Sexual Orientation	Not Applicable
26. Negative impacts and Mitigating actions for Pregnancy and Maternity	
Are there negative impacts for Pregnancy and Maternity	No

Negative impacts for Pregnancy and Maternity	
Not Applicable	
Mitigating actions for Pregnancy and Maternity	
Not Applicable	
Responsible Officer for mitigating actions for Pregnancy and Maternity	Not Applicable
27. Negative impacts and Mitigating actions for Marriage and Civil Partnerships	
Are there negative impacts for Marriage and Civil Partnerships	No
Negative impacts for Marriage and Civil Partnerships	
Not Applicable	
Mitigating actions for Marriage and Civil Partnerships	
Not Applicable	
Responsible Officer for Marriage and Civil Partnerships	Not Applicable
28. Negative impacts and Mitigating actions for Carer's responsibilities	
Are there negative impacts for Carer's responsibilities	Yes
Negative impacts for Carer's responsibilities	
Potential risk that activities are not flexible enough for individual circumstances.	
Mitigating actions for Carer's responsibilities	
Engagement with parent/carer forums to ensure that barriers are identified and addressed in the grants process.	
Responsible Officer for Carer's responsibilities	Nicola Bowden

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

To: Children's, Young People and Education Cabinet Committee - 16th November 2021

Subject: Adoption Partnership south east Performance Update - November 2020 – May 2021
 Adoption Partnership south east Business Plan 2021 - 2022
 Adoption Partnership south east Adoption Panel Chairs Report November 2020 – April 2021

Classification: Unrestricted

Summary:

This paper provides an update on the progress made since the development of Adoption Partnership south east, a Regional Adoption Agency (RAA) consisting of the London Borough of Bexley, Kent County Council and Medway Council. The paper includes information about the recently published 'National Adoption Strategy, Achieving excellence everywhere'.

Recommendations: Members of the Children's, Young People and Education Cabinet Committee are asked to **NOTE** and **COMMENT** on the interim report.

Introduction.

- 1.1 The RAA was launched on 1st November 2020 and a legal partnership agreement, signed off by all three local authorities, is in place and outlines in detail the arrangements.
- 1.2 This report provides an overview of child and adopter activity in the first seven months and outlines practice developments which have taken place or are in progress.
- 1.3 The report includes two appendices; a detailed Business Plan April 2021 - March 2022 and an Adoption Panel Chairs report covering the work of the four adoption panels between 1st November 2020 – 30th April 2021

Body of the Annual Report and Business Plan

2.1 The interim report focuses on:

- Governance of the RAA
- The child's journey - Achieving permanence for children via adoption in the RAA
- The adopter's journey – Recruitment activity and adoption panels activity
- Adoption support – Achieving permanence for children post placement

- Participation & engagement with adopted children and young people
- An overview of the budget
- Practice development
- National Adoption Strategy

2.2 This Business Plan attached (appendix 1) set out how Adoption Partnership south east intends to deliver its services to ensure timely progression for children whose care plan is adoption and the support that we aim to provide to them, their birth, and adoptive families. It outlines Management and Leadership of the service to ensure the workforce is appropriately equipped to meet the requirements.

2.3 The adoption Panel Chairs' report adheres to National Minimum Standard 17.2 "that adoption panels provide a quality assurance feedback to the agency every six months on the quality of reports being presented to the panel."

4. Conclusion

4.1 The interim report outlines the transition from Kent Adoption Service to Adoption Partnership south east and demonstrates that the RAA is successfully delivering adoption services across the region. It enjoys a relatively stable workforce and staff have adjusted to the changes well and are positive and feel part of their team and the service.

4.2 The Service is looking to consolidate the developments it has made thus far and work towards making further improvements, to ensure children's adoption plans progress as swiftly as possible and they are secure in their adoptive families for the duration of their childhood and beyond.

5. Recommendation(s)

Recommendations: Members of the Children's, Young People and Education Cabinet Committee are asked to **NOTE** and **COMMENT** on the interim report.

6. Background documents

6.1 Adoption Partnership south east Performance Update November 2020 – May 2021 including:

- Adoption Partnership south east Business Plan 2020 - 2022 Appendix 1
- Panel Chair Report November 2020 – April 2021 Appendix 2

7. Contact details

Lead Officer

Caroline Smith
Assistant Director of Corporate
Parenting
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Caroline.Smith@kent.gov.uk

Lead Director

Sarah Hammond
Director Integrated Children's
Services
(East)
03000 411 488
Sarah.Hammond@kent.gov.uk

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The logo for Adoption Partnership South East is contained within a light blue circle. It features a white heart icon above the text. The text 'Adoption Partnership' is in a large, bold, white sans-serif font, and 'South East' is in a smaller, white sans-serif font below it.

**Adoption
Partnership**
South East

The slogan 'By your side' is written in white, bold, sans-serif font inside a light blue circle. The words are stacked vertically.

**By
your
side**

Performance Update

(1st November 2020 – 31st May 2021)



Introduction

This paper provides an update on the progress made since the development of Adoption Partnership south east, a Regional Adoption Agency consisting of the London Borough of Bexley, Kent County Council and Medway Council. The formation a Regional Adoption Agency (RAA) is in line with Government’s expectations for Adoption Services nationally.

The RAA was launched on 1st November 2020 and a legal partnership agreement, signed off by all three local authorities, is in place and outlines in detail the arrangements.

This report provides an overview of child and adopter activity in the first seven months and outlines practice developments which have taken place or are in progress.

Governance

An Executive Board has been established, which is Chaired by one of the Partner’s Director of Children’s Services, and attended by the other two, alongside the Assistant Directors, and other Managers from each local authority. There are agreed terms of reference and the Board provides oversight and scrutiny of the RAA.

Regular meetings of the Operational Managers Group provide an opportunity to develop relationships and share best practice across the RAA and the partner local authorities, and to ensure all Partners view Adoption Partnership south east as the delivery arm of adoption services.

A Business Plan has been agreed by the Executive Board, which outlines the work plan for 2021-2022, which is kept under review. (Appendix 1).

KCC’s Internal Audit Team commissioned an external company to audit the Governance of the RAA. The overall Audit Opinion is **Substantial** - *Internal Control, Governance and management of risk are sound overall. The arrangements to secure governance, risk management and internal controls are largely suitably designed and applied effectively.*

Achieving permanence for children – Pre-Order placements

Child level data

Below are two tables showing the number of children who have had an adoption plan decision agreed and the number of children who have been matched since the RAA was launched.

Decision that adoption is the plan for	Nov	Dec	Jan	Feb	Mar	Apr	May	TOTAL





the child 20/21								
Bexley	0	0	1	0	0	3	1	5
Kent	0	0	4	10	12	9	3	38
Medway	4	0	3	2	1	2	4	16

Data Source: Performance and Information, Adoption Partnership South East

Children Placement Order 20/21	Nov	Dec	Jan	Feb	Mar	Apr	May	TOTAL
Bexley	5	1	0	2	0	0	1	9
Kent	7	3	1	3	3	1	8	26
Medway	3	2	2	2	1	3	1	14

Data Source: Performance and Information, Adoption Partnership South East

Children Matched 20/21	Nov	Dec	Jan	Feb	Mar	Apr	May	TOTAL
Bexley	0	1	3	0	1	1	0	6
Kent	9	5	4	6	5	3	4	36
Medway	3	2	3	2	4	3	3	20

Data Source: Performance and Information, Adoption Partnership South East

- Children’s adoption plans – the data shows that in total 59 children between November – May had adoption plans agreed by one of the Agency Decision Makers across the three areas.
- Placement orders - Between November 2020 - May 2021 - 49 children had Placement Orders granted:
- Children achieving permanence – The data shows that 62 matches with prospective adopters were made during the seven-month period since the RAA was launched

Disruptions

Between November 2020 – May 2021, two Medway children had an adoption disruption. A disruption meeting was held for both children, which informed future care planning, in line with procedures.

Adopter data

Recruitment Activity





The RAA has a recruitment strategy which focuses on ensuring there is a ‘sufficient’ number of prospective adopters for the children with adoption plans across Bexley, Kent, and Medway. **All but one of the children placed between November 2020 – May 2021 have been placed with adopters within the RAA.** The child placed with an external adoption agency had his placement order granted prior to November 2020.

The RAA have held three virtual Information Events, these have been well attended and generated many enquires. The table below show the logins to these events; the number of initial enquiries that were generated from them and the number of initial visits that took place.

Month	Number of logins for Virtual Event	Initial Enquiries completed	Initial Visits booked
November	0	55	54
December	0	9	8
January	93	4	4
February	0	8	7
March	0	33	29
April	0	4	3
May	89	16	16
June	0	20	12
Totals	182	149	133

Below is a table showing adopter approval activity within the RAA between November 2020-May 2021.

Panel decisions 20/21	Nov	Dec	Jan	Feb	Mar	Apr	May	TOTAL
Adopters approved by APSE	8	9	7	5	3	13	8	53

Data Source: Performance and Information, Adoption Partnership South East

Adoption Panels

Weekly adoption panels are held virtually via Microsoft Teams due to COVID, and they are working very well. Each Panel has a designated Chair and Vice Chair and is supported by a Panel Adviser. Panel Members are committed and extremely diligent.

The Panel Chairs report attached, (National Minimum Standard 17.2), covers the work of Adoption Partnership’s four adoption panels for the first 6 months since going ‘live’ from 1st November 2020 until 30th April 2021. (*Appendix 2*)

Achieving permanence for children – post-placement





Adoption Support

Adoption Partnership south east has a comprehensive adoption support service for all those affected by adoption. The adoption support service provides adoption support services in line with the “Adoption Passport” according to individual circumstances. This includes individual support, accessing support groups and a Learning & Development programme. It has a mailing list which is regularly updated, so that parents can be kept informed of internal events and services available.

As well as the internal offer of local support networks the RAA also provides support to families via other specialist organisations, e.g., membership to the Adopter Hub, run by the charity Parents and Children Together (PACT), an online platform providing support to adopters. Adopters can also access support from the National Association of Therapeutic Parenting (NATP) and the RAA subscribes to New Family Social, a charity which provides support to LGBT+ adoptive families.

Access to a support and advice line

Parents can request support easily by contacting the RAA’s Initial Enquiries Team and they will be offered a support & advice line call with a social worker in the adoption support service within 5 working days. This is a scheduled call in which they can discuss their concerns and the appropriate follow up action can be identified. Sometime this results in the issue being resolved on the call, or signposting to another service, or agreement that an adoption support assessment is required, which will be completed by a social worker in the adoption support team.

The data below show the number of calls received by the Initial enquiries Team for support between November 2020 – May 2021:

LA	Nov	Dec	Jan	Feb	Mar	Apr	May	TOTAL
Bexley	3	1	3	1	3	2	3	16
Kent	21	15	14	14	24	19	26	133
Medway	3	7	1	4	8	2	3	28

Data Source: Performance and Information, Adoption Partnership South East

141 of these calls progressed to a S&A line call from Adoption Support

82 Adoption support assessments were carried out between November 2020 – May 2021:

Local Authority	Number of adoption support





	assessments
Bexley	9
Kent	65
Medway	8
TOTAL	82

Participation & Engagement

The RAA commissions the Participation & Engagement Team within KCC's Virtual School, to provide a service to all adopted children and young people across the region. This was in place for Kent's adopted children and young people prior to the RAA being formed. It has since been rolled out and the team is working hard to encourage new membership.

Between November 2020 – May 2021, VSK Participation have facilitated 49 Virtual Activities via Microsoft Teams (including arts and crafts, science experiments, dance, animal encounters, bingo, gaming and much more). These have taken place after school and during the school holidays.

522 spaces have been booked in total across the 49 activities.

Breakdown (based on the address of their current home provided by the parent)

Local Authority	Number of Spaces Booked
Kent	458
Medway	41
Bexley	18
Greenwich	4
Bromley	1

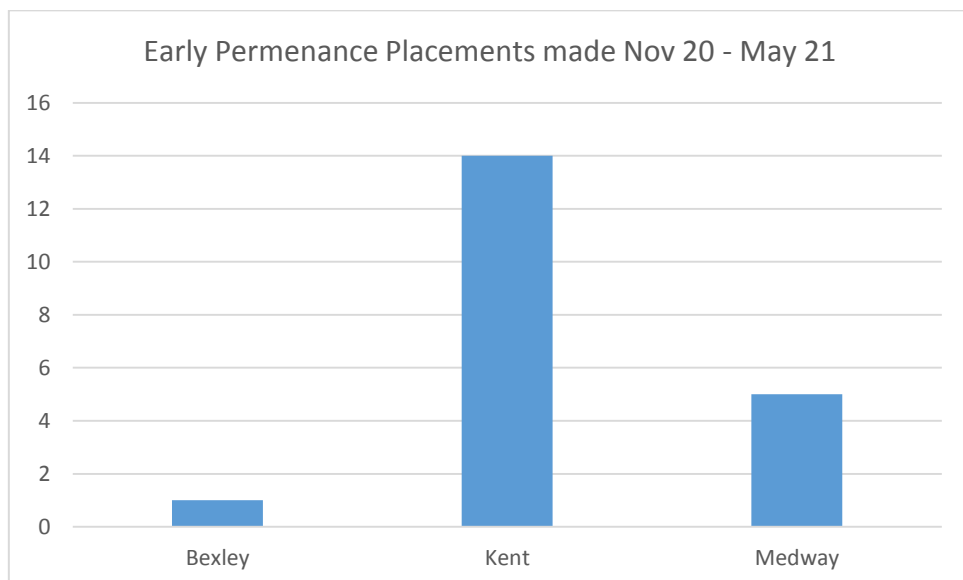
The VSK Participation Team facilitated 6 'Adoptables' Meetings since November 2020. 16 young people aged between 12 and 18 have joined at least one meeting.

Practice Development

- Adoption Plans - Child Permanence Reports - robust independent adoption agency advice is provided to Medway's social worker's and Agency Decision Maker (ADM) to ensure adoption care plans comply with regulations and all the necessary information is available for a Decision to be made in a timely way. Any concerns are fed back to the Child in Care Service Manager, and the ADM.



- Timely decisions regarding ‘matching’ and securing permanence for children - Adoption Panels are held weekly (previously every four weeks in Medway) and proposed ‘matches’ for children can be booked on the first available panel, which results in plans progressing to matching panels in a timely way.
- A dedicated Early Permanence team is part of the service, of which the PPM leads are part of. This team specifically recruits and assesses early permanence carers. These carers are assessed and received specialist preparation training so that they can be approved to foster a child prior to adoption being confirmed as the plan. Once the order is granted by the court agreeing the child is placed for adoption the child remains with the carers and the placement is progressed as an adoption placement the usual way. Since the launch of the RAA, 20 children have been placed in these types of placements. The chart below show the areas the children placed in an early permanence placement were from.



- Permanency Planning Matching (PPM) leads have been created in the RAA to ensure a dedicated focus on permanence planning; each PPM Lead has a specific link to either Bexley, Kent, or Medway; ensuring good connections are made with children’s Social Workers, Team Managers, and the Child in Care Service Managers.
- The PPM Leads track children, to help her identify the children requiring permanence. The PPM Lead provides adoption oversight and consultation when the teams are care planning for children, by attending permanency planning meetings and professional meetings. The PPM Leads offer support and advice to Social Workers and managers when they are planning for adoption and is the link to the Panel Team.
- Robust Family Finding – the two Service Managers within the service robustly track and monitor children who have a plan of adoption with their Team



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Managers and together, on a weekly basis. A Family Finding Social Worker is allocated a child as soon as the Agency Decision Maker agrees the plan of adoption and they will work with the child's Social Worker from this point to become familiar with the child's needs, and to identify potential adopters, so that if a Placement Order is granted, the plan of adoption can progress as quickly as possible. They will also undertake 'early family finding' where the court have given consent, and they will seek agreement to recruiting nationally for adopters, when a child has complex needs and there are no internal matches.

- A sense of identity – is advocated for children who are placed for adoption and the RAA follows the Joy Rees model for life story books, (LSB) and undertakes to draft a LSB for a child prior to them being placed, and the adoption social worker will then work with the prospective adoptive parents to complete this ahead of the adoption order being granted.
- The children's guides to adoption are being reviewed and the same book will be provided to all children across the region.
- The provision of independent counselling for birth parents, as per statutory guidance - this is a new commissioning arrangement with Barnardo's CAFIS in respect of the RAA, previously just provided to Kent birth parents. This service has been well received by the Social Care teams and since 1st November 2020, 22 referrals have been made; 2 from Bexley, 14 from Kent and 6 from Medway.
- Alignment of Policies and Practice has identified where differences exist or did exist and the RAA has worked with Bexley, Kent, and Medway to ensure consistency of service delivery, taking the best practice from each and sharing these. The Adoption Partnership Service Managers have attended the Child in Care Service meeting to update and advise the service on these.

National Adoption Strategy

The Government have recently published an Adoption Strategy, Achieving excellence everywhere, July 2021. It can be accessed via:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1006232/Adoption_strategy.pdf

The document contains a summary as follows (page 3 of the strategy)

"This adoption strategy document sets out a bold vision to deliver excellence in adoption services across England.

The government will work with adoption agencies to ensure that best practice becomes the norm. This will help to ensure that every adopted child and their family can access the services and support they need wherever they live and maximise children's outcomes in the short and long term.

The strategy sets out how we will fulfil our vision so that:





- *All adoptive children are found permanent loving families as quickly as possible where they will be safe and secure.*
- *Adopters are recruited from all communities so that we have a range of approved parents able and well prepared to meet the needs of children waiting to be adopted.*
- *Prospective adopters are never deterred from pursuing an opportunity to adopt because of their ethnicity, sexuality, age or social background.*
- *Prospective adopters from every walk of life are warmly welcomed and supported in a system that is never threatening or judgemental.*
- *Unnecessary barriers and bureaucracy placed in the way of those seeking to adopt are removed, systematically, across the country.*
- *Children are supported to bond with their adopted parents from the first time they meet.*
- *Professionals understand the profound impact of care and adoption on children's physical, emotional and mental wellbeing.*
- *All adoptive children are supported to achieve their full potential.*
- *Children and families get the support they need when they need it*

The strategy outlines how the Government will support the RAA Leaders Group to deliver the vision set out in the document through the RAA Leader Group. It describes this group as “a collaborative group bringing together experienced, dynamic and engaged professionals who work collegiately together. Over the past two years, leaders from the RAAs have come together to share good practice, influence national policy and to solve common problems”

The strategy concludes by stating that it is supported by additional funding of £48.1m in 2021-2022 this year, as set out below:

- Boosting adopter recruitment
- Providing £1m to RAA leaders to improve the recruitment of adopters and drive a consistent approach to the approval process.
- Matching children with families
- Providing £500k to improve Early Permanence arrangements in RAAs to increase the number of children put forward for Early Permanence placements.
- Post adoption placement support
- Continuing to support families through a £46m investment in the Adoption Support Fund
- Research



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- Funding to commission a feasibility stage for a large-scale, longitudinal piece of research to investigate the needs, experiences and outcomes of children who left care on an adoption or Special Guardianship Order.
- Regional Adoption Agencies
- Funding the RAA Leaders Group with £500k to employ a full-time National RAA strategic leader and a support team of two project workers to progress collaborative working on agreed priority areas.

The document also sets out the longer-term proposals for adoption post 2021-2022.

The Head of Adoption Partnership south east is a member of the RAA Leaders Group and sits on several sub groups, including the Governance Group, and she will ensure the Executive Board is kept informed of developments.

Conclusion

Moving to the RAA during a pandemic has been challenging, but Adoption Partnership south east is successfully delivering adoption services across the region. It enjoys a relatively stable workforce and staff have adjusted to the changes well and are positive and feel part of their team and the service.

The Service is looking to consolidate the developments it has made thus far and work towards making further improvements, to ensure children's adoption plans progress as swiftly as possible and they are secure in their adoptive families for the duration of their childhood and beyond.

Sarah Skinner
Head of Adoption Partnership south east

Appendix 1



Adoption
Partnership Business

Appendix 2



AP Panel Chairs
Report 20-21.pdf



Adoption Partnership South East vision: To achieve an outstanding adoption service by March 2022 that ensures legal permanence for children either within their birth/extended family or with non-related adults via Adoption.

In November 2020 Bexley, Kent and Medway Adoption Services became part of a Regional Adoption Agency (RAA) by joining in partnership. These agencies are building on the success of their pre-existing services to improve performance in meeting the needs of children who require permanence through adoption, by bringing together the best practice from each authority within the RAA.

This document uses the National Minimum Standards (NMS) applicable to the provision of adoption services. The NMS together with the adoption regulations form the basis of the regulatory framework under the Care Standards Act 2000 for the conduct of adoption agencies and adoption support agencies.

Adoption Partnership Business Plan April 2021 – March 2022

Adoption Partnership South East is committed to ensuring that children can remain in the care of their parents and birth families wherever possible. However, where it is not possible to achieve stability for the child within the birth family, we work to achieve alternative permanent arrangements for the child within a family setting and these include adoption. This Business Plan set out how Adoption Partnership intends to deliver its services to ensure timely progression for children whose care plan is adoption and the support that we aim to provide to them, their birth and adoptive families. It outlines Management and Leadership of the service to ensure the workforce is appropriately equipped to meet the requirements.

Reviewed quarterly to ensure continuous development

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South East

Delivering adoption services for:



Objective 1: Outcome / Value

The child's welfare, safety and needs are at the centre of the adoption process.

NMS 1, 4,10,13,15,22

Aim	Action to be undertaken	Timescales	Lead	Performance Management	Outcome
Securing permanence for children through a timely adoption process. Every stage of process child(ren)'s safeguarding needs are paramount and evidenced.	Ensure early permanence placements are used when it is assessed the right plan for the child.		Early Permanence (EP) Team Manager	Weekly PPM tracking of unborn and children aged 0-7 subject to legal planning meetings and BLA.	20% of children placed for adoption will have been placed in an early permanence placement.
	Facilitate timely adoption plan decisions	Agreed within 42 days of initiation	Panel Team Manager	Weekly Tracking using PowerBI	Timely permanency plans agreed

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Delivering adoption services for:



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	<p>Every child with an adoption plan decision is allocated a Family Finding Social Worker</p>	<p>Recommended match should be within 183 days (6 months) of the agency decision</p>	<p>Family Finding (FF) Team Manager</p>	<p>Weekly tracking using PowerBI; audits; supervision</p>	<p>At the point of placement order being granted, every child has a robust and detailed profile of their matching needs</p>
	<p>Every child with a placement order will be matched and placed with best possible adoptive family.</p> <p>Matching rationale and support needs are reflected in adoption</p>	<p>A child should be matched within 121 days (4 months) from placement order date.</p> <p>Every child will be placed within 14 months (426 days) of becoming a LAC.</p> <p>Two weeks prior to panel.</p>	<p>FF Team Manager.</p> <p>FF and Panel Team Managers.</p>	<p>Weekly tracking using PowerBI; audits; supervision.</p> <p>QA of cases presented to panel for approval</p>	<p>Child(ren) matched and placed with adoptive family without delay. Where this is not achieved, there is a clear rationale and management oversight.</p> <p>All approvals reflect</p>

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Delivering adoption services for:



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	placement report. Safeguarding needs will be identified and addressed.			by Panel Adviser; Panel Members; LA ADM.	good/outstanding quality adoption placement report and meet national minimum standards.
	Children and adoptive parents are robustly supported post placement	Adoption Order applied for after ten weeks	Recruitment & Assessment Team Managers (RAS), EP Team Manager	Weekly tracking using PowerBI; audits; supervision	Legal permanence secured for child(ren)
	All children placed for adoption will have a Life Story Book	Within 10 working days of adoption ceremony	FF, RAS & EP Team Managers	Monthly tracking using PowerBI; audits; supervision	All adopted children have a high-quality Life Story Book that their adoptive parents can use

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Delivering adoption services for:



	All children with a placement order and no link will have their permanency plans reviewed regularly and revoked where appropriate	Quarterly review of individual permanency plans	FF Team Manager	Tracking using PowerBI; audits; supervision	Permanency plans are appropriate and achievable
Securing permanence for children through an effective recruitment strategy ensuring they are safeguarded	<p>Have a clear recruitment strategy agreed by Partnership Board.</p>  <p>Adoption Partnership Recruitn</p>	Annually	Head of RAA	Partnership Board governance	Recruitment Strategy implementation

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Delivering adoption services for:



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	Provide an Initial Enquiries service	Ongoing	Adoption Agency Coordinator (AAC)	Service user feedback; supervision; audits.	Provide a welcoming and responsive approach to initial enquiries to set tone for service
	Provide a bespoke and dynamic Adoption Partnership website and social media presence.	Ongoing	AAC	Monitor website traffic and social media followers/interaction	Raise profile of agency online
	Recruit sufficient adopters for the children of the RAA	March 2021	RAS/EP Team Managers	Monitor BI Case audits Supervision	There will be enough approved and waiting adopters that meet the needs of the children who required early permanence or have a placement order within the RAA.

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Delivering adoption services for:



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	<p>Recruitment is led by the needs of the child(ren) and prioritization will be given to applicants able to consider early permanence, sibling groups and children with complex needs, specific matching requirements such as ethnicity and/or religion. Risks around safeguarding will also be assessed.</p>	<p>Stage One review</p>	<p>RAS/EP Team Managers</p>	<p>Weekly tracking using PowerBI; audits; supervision.</p>	<p>Sufficient suitable adopters are approved.</p>
	<p>Adopters in Stage Two are assessed and approved within DfE requirements. Safeguarding issues will need to be assessed as part of this.</p>	<p>Four months</p>	<p>RAS/EP Team Managers</p>	<p>Weekly tracking using PowerBI; audits; supervision</p>	<p>Stage Two assessments are completed within timescale. Where this is not achieved, there is a clear rationale and management oversight.</p>

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Delivering adoption services for:



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	All applicants are assessed robustly	Weekly panels	Panel Team Manager	QA of cases presented to panel for approval by Panel Adviser; Panel Members; Head of RAA	All approvals reflect good/outstanding quality assessments and meet national minimum standards.
	Develop and expand mentoring scheme for adopters at pre-order stage.	July 2021	Service and RAS Team Managers	Cohort of mentors	Peer support is available to prospective adopters.
	Once adopters are approved and linked with a child(ren) they will be offered peer support via mentoring scheme	After matching meeting and prior to matching panel	RAS, EP and Panel Team Managers	Panel minutes; APR support plan	Legal permanence secured for child(ren)
	Once child(ren) placed with adopters, families will be supported by adoption Social Worker through visits and support calls in accordance with support plan. Any safeguarding concerns will be	Frequency to be determined on needs of individual families and agreed with manager	RAS and EP Team Managers	Audits; supervision.	Legal permanence secured for child(ren)

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Delivering adoption services for:



	addressed and LA safeguarding procedures followed. Should adopters need additional support then an assessment will be carried out to identify appropriate additional provision				
Page 97	Safeguarding and mandatory eLearning training completed and annually refreshed by staff	Annually	Team Managers	PDPs; LA reporting mechanisms.	All staff complete and refresh course

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Objective 2: Outcome / Value

- Adopted children should have an enjoyable childhood, and benefit from excellent parenting and education, enjoying a wide range of opportunities to develop their talents and skills leading to a successful adult life. Children are entitled to grow up as part of a loving family that can meet their developmental needs during childhood and beyond.
- Children's wishes and feelings are important and will be actively sought and fully considered at all stages of the adoption process.
- A sense of identity is important to a child's well-being. To help children develop this, their ethnic origin, cultural background, religion, language, and sexuality need to be properly recognised and positively valued and promoted.
- The particular needs of disabled children and children with complex needs will be fully recognised and taken into account.

NMS 1,2,5,6,7,10,11,12,13,14,15,17,18,27

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Aim	Action to be undertaken	Timescale	Lead	Performance Management	Outcome
Adopted children thrive in all aspects of their lives within their adoptive families and are supported through the transition into adulthood.	Matching needs for every child are considered at the earliest stage possible and reviewed regularly.	One month after ADM decision; reviewed monthly thereafter	FF SW; FF Team Manager	QA of Matching Matrix; APR; Supervision; Linking and tracking meeting	All children placed for adoption have an individualised and robust support plan.

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Delivering adoption services for:



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	Adoptive parents can request that their support plan is reviewed.	Up to age of 21 (or 25 with EHCP)	Adoption Support Team Managers	Adoption Support assessment; Support & Advice line; Feedback from families	Families are well supported
	All children are prepared and supported throughout adoption journey to understand their story.	Pre-matching panel sections two and three of Life Story Book are completed.	FF SW; FF Team Manager	Supervision; Tracking meetings.	Every child will have a part-completed Life Story Book (LSB) at the point of placement.
		Post-placement Section 1 completed within ten weeks of placement.	RAS SW; RAS Team Managers	Supervision; Tracking meetings.	Every adopted child has completed LSB.
		Section 4 completed within two weeks of adoption order.	RAS SW; RAS Team Managers	Supervision; Tracking meetings.	Every adopted child has a completed LSB



	Continued delivery of life story training for adoptive parents	Individual: Ongoing Workshops: Quarterly	AS Team Managers	Tracking data	Adopters feel able to support children with their life story
	Children's voice is heard throughout their care planning process and adoption journey (including non-agency adoptions)	Permanency Planning meetings Adoption Plan decision Family Finding allocation and matching. Rule 14 submission	Early Permanency Planning Leads; EP Team Manager Panel Adviser; Panel Team Manager FF SW; FF Team Manager RAS SW; RAS Team Manager	PPM write-up; Supervision; Tracking Tracking; Supervision Tracking; Supervision; Matching panel Tracking; Supervision	Child's wishes and feelings are considered at all stages of permanency planning and are reflected in records throughout process.
	Development of Participation Groups and activities for adopted children across the region.	Ongoing	AS Service Manager	Quarterly data reports received from VSK; feedback from participants.	Children feel positive about having been adopted.

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Delivering adoption services for:



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	<p>Strengthening the Adoptables group</p> <p>Review and provide an effective use of Learning and Development workshops and Parenting Programme for 2021/22 financial year.</p> <p>Ongoing website development</p> <p>Ongoing development of Social Media (Facebook & Instagram)</p>	<p>Ongoing</p> <p>April 2021</p> <p>Quarterly reviews (April 2021 onwards)</p> <p>Monthly</p>	<p>AS Service Manager</p> <p>AS Team Managers</p> <p>AS Service Manager, AS Team Managers, Adoption Agency Coordinator (AAC)</p> <p>AAC</p>	<p>Quarterly data reports from VSK.</p> <p>Supervision; Feedback forms; Data reports</p> <p>Supervision; service user feedback; Advisory Board</p> <p>Supervision; Advisory Board</p>	<p>Champion the voice of adopted young people.</p> <p>L&D programme to be available on website for bookings.</p> <p>Effective communication with parents and young people to provide support and advice.</p> <p>As above</p>
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Delivering adoption services for:



	Mailing list	Ongoing	Business Support Officer	Monthly audit of mailing list	As above
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Delivering adoption services for:



Objective 3: Outcome / Value

Where a child cannot be cared for in a suitable manner in their own country, intercountry adoption may be considered as an alternative means of providing a permanent family. **NMS 11,14**

Aim	Action to be undertaken	Timescale	Lead	Performance Management	Outcome
Page 103 Ensure children from other countries for whom adoption is the plan are supported and timely assessments are completed	Commissioned inter-country adoption RAA	Annual renewal	Head of RAA	6 monthly reports	Service provided

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Objective 4: Outcome / Value

- Children, birth parents/guardians and families and adoptive parents and families will be valued and respected **NMS 12, 15**

Aim	Action to be undertaken	Timescales	Lead	Performance Management	Outcomes
<p>Provide responsive and positive service to children, birth parents/guardians and families and adoptive parents and families.</p>	<p>Develop consistency of quality services for birth families, adult adoptees and facilitate post order contact, either directly or indirectly</p>	<p>Ongoing</p>	<p>Head of RAA; AS Service Manager; AS Team Managers</p>	<p>Quarterly data reviews; contract reviews</p>	<p>A 'good, accessible' quality service provided.</p> <p>Established and effective advisory</p>

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Delivering adoption services for:



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	Develop strong RAA Adoption Advisory Board with input from adopters and Adoption staff.	Ongoing	Head of RAA; Service Managers	Review minutes/actions of meetings	board meetings
	Develop adopter-led support groups.	July 2021	Service Manager; Adopter Advisory Board	Group establishment and membership; evaluation/feedback	Peer support for adopter

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Delivering adoption services for:



Target 5: Outcome / Value

Records are clear, accurate, up to date and stored securely, and contribute to an understanding of the child's life.

Aim	Action to be undertaken	Timescales	Lead	Performance Management	Outcomes
<p>A clear narrative for families through timely, accurate record keeping</p>	<p>AP induction plan created.</p> <p>All staff to complete relevant LA and AP induction plans.</p> <p>Ensure all Adoption Service staff are aware of partner's recording policies guideline and</p>	<p>April 2021</p> <p>For new staff to complete within first month of employment</p> <p>Refresh training for current staff where required.</p>	<p>HoS</p> <p>Team Managers</p> <p>Team Managers</p>	<p>Partnership Board</p> <p>Supervision</p> <p>Supervision</p>	<p>Employees integrate well into and across the organisation.</p> <p>Case recording is accurate and up to date</p>



	are trained and competent in the use of case management systems.				
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Delivering adoption services for:



Objective 6: Outcome / Value

The agency is managed ethically, effectively, and efficiently and delivering a good quality service which meets the needs of children and other service users. **NMS 25**

Aim	Action to be undertaken	Timescales	Lead	Performance Management	Outcomes
Ensure Adoption Partnership South East complies with legislation, national and local authority policies and procedures.	Completion of Panel chairs report Report on service delivery & outcomes	September 2021 July 2021	Team Managers, Panel Team Service Manager	Meetings with Panel chairs	Delivery of Panel Chairs report
	Develop TriX page for Adoption Partnership	April 2021	Head of RAA	Reporting to CPP, Cabinet and DfE	RAA established

Adoption Partnership South East

Adoption Panel Chair Report

1st November 2020 – 31st April 2021

Document Owner	Amy Coombs, Service Manager, Adoption Partnership.
Document Author	Cathy Yates, Independent Panel Chair Frances Moffat, Independent Panel Chair Sandra Neilan, Independent Panel Chair Lloyd Glover, Independent Panel Chair Amy Coombs, Service Manager, Adoption Service.
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1. Introduction

This report covers the work of Adoption Partnership four adoption panels for the first 6 months since going live; from 1st November 2020 until 30th April 2021.

The report is adhering to NMS17.2 “that adoption panels provide a quality assurance feedback to the agency every six months on the quality of reports being presented to the panel”

Adoption Partnership south east, is a Regional Adoption Agency (RAA) working across Bexley, Kent and Medway. Adoption Partnership has four panels which currently take place virtually using Microsoft teams, this offers flexibility to applicants and ensures that children’s matches are heard in a timely way. The Adoption Panels consider and make recommendations regarding, new approvals for prospective adopters for Adoption Partnership, the match of a child from Bexley, Kent or Medway with an adopter, approval of an adoption plan for a relinquished baby and deregistration of approved adopters. All panel adopter approval recommendations are ratified by the Head of Adoption Partnership, Sarah Skinner. Children’s matches and relinquished baby recommendations are ratified by the relevant Local authority Assistant Director.

The Panels are chaired by experienced professionals and the independent members of each Panel include a range of people with personal and professional experience of adoption (for example an adoptive parent, health care professional and foster carers). The four Adoption Partnership panels’ are formed from the previous Bexley, Kent and Medway panels. The Panel also benefit from having social workers from Bexley, Kent and Medway sitting on them. All members are subject to an enhanced DBS check.



The panel team has a new team manager; Katy Bennett following the retirement of Sue Peacock. Katy brings a breadth of adoption experience, specifically regarding the child's adoption process. The panel team is part of the pre-adoption order service within Adoption Partnership, which is managed by the Service Manager Amy Coombs.

Appendix A includes a full list of all Panel members and their roles.

2. Membership of Panel and Membership changes (Appendix A)

Each panel includes an Independent Panel Chair, Vice Chair, Medical Adviser, Panel Advisor, Independent panel member, Social Work representative and Panel Administrator.

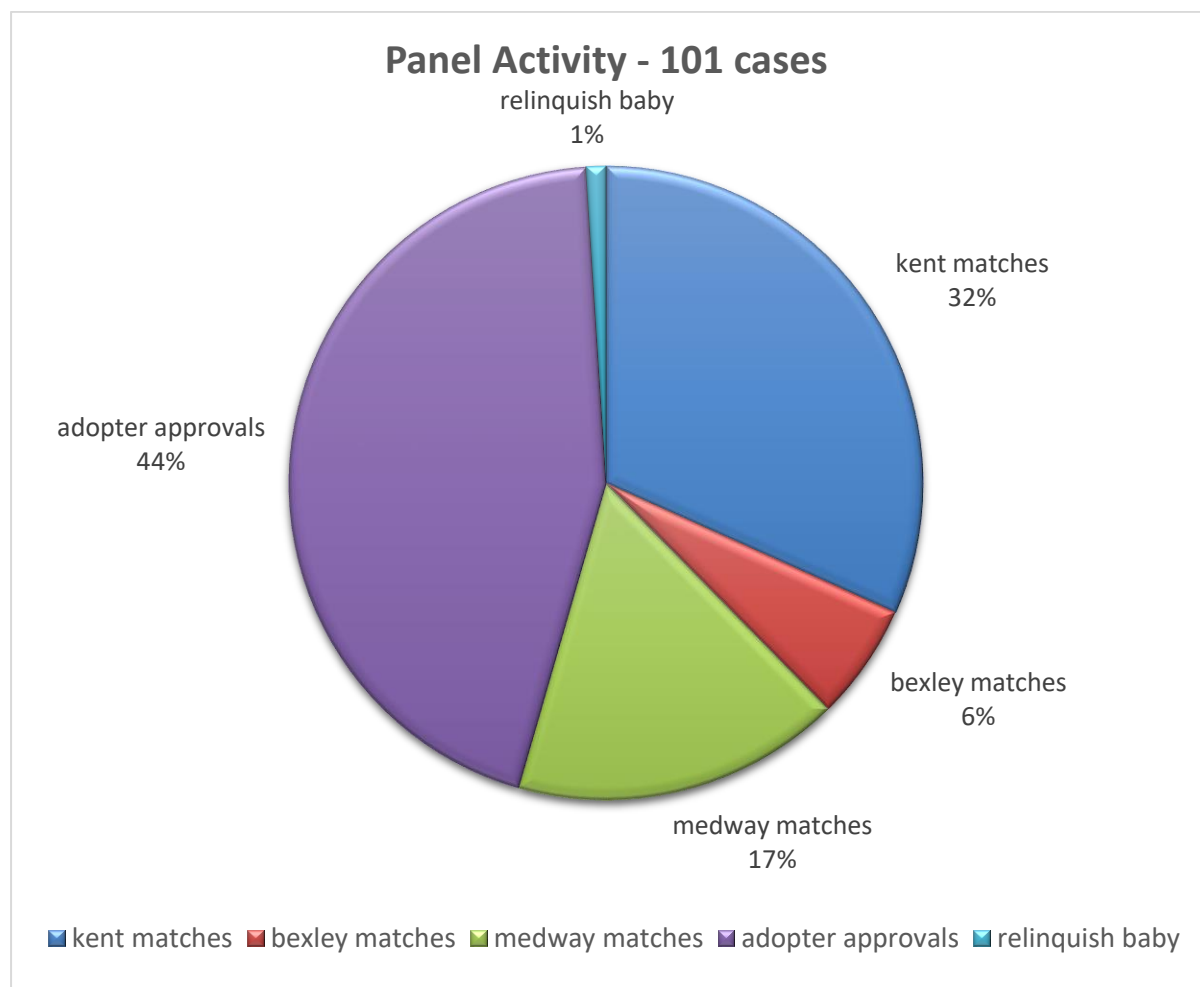
Appraisal of panel members will be carried out on an annual basis, with meetings chaired by the Panel Chair and supported by either the panel team manager or one of the panel advisors. This incorporates feedback on their performance, strengths, and areas for development.

The formation of the Adoption Partnership panels has combined the skills and knowledge from the original Bexley, Kent and Medway panels, which has led to an experienced, varied and skilled panel membership. All panels offer a high commitment from members and quality discussions, informed by a knowledge base drawn from members of wide-ranging experience. This includes professional social work, foster care itself and experience of children's services.

Medical Advisers from across Bexley, Kent and Medway sit on our panel on a rotational basis.

3. Breakdown of types of cases heard by panel

In total 113 cases were heard at Panel from November 20 – April 21



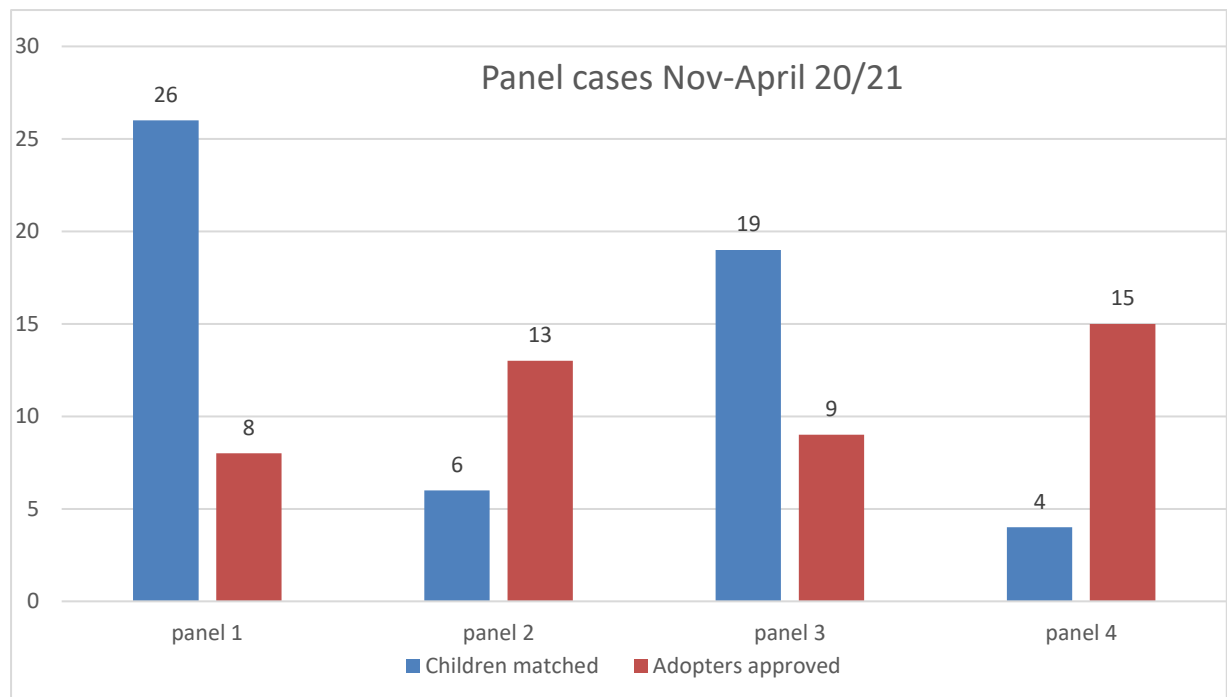
Adopter Approvals	45
De-registration	0
Adoption Matches	55

Relinquished babies	1
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Children matched with another RAA/VAA in the year

TOTAL = 1 (Medway child)

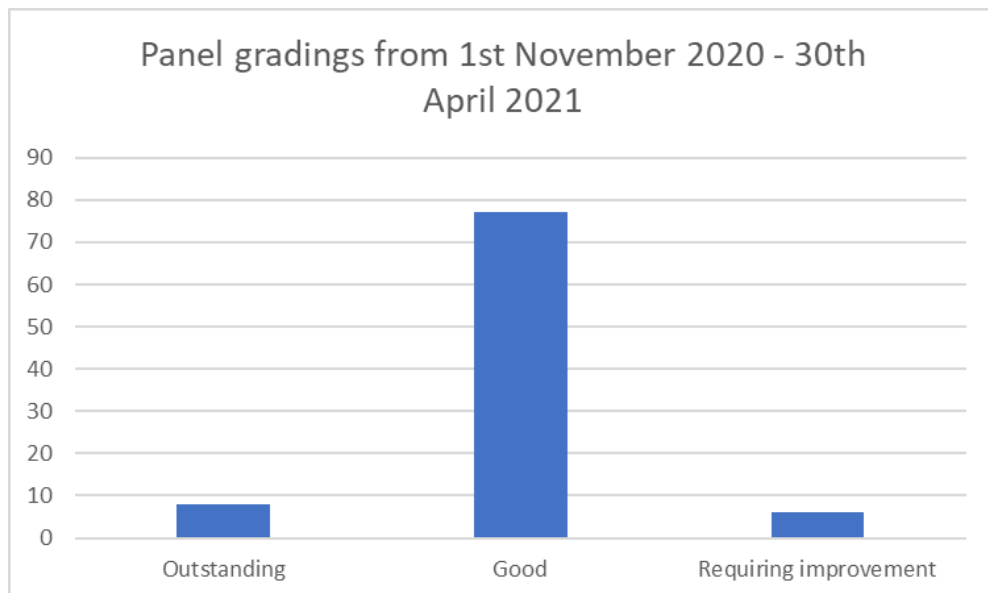
Cases heard by each panel



4. Quality Assurance of reports presented to panel

Part of panels remit is to monitor the quality of the paperwork in relation to prospective adopters' reports and this found to be generally good. All the Adoption Panels grade the quality of the paperwork presented for both approval and matches.

Below shows the gradings given to panel paperwork between November 20 and April 21.



5. Panel Training

Training is provided for the adoption panel members and is well attended.

The first Adoption Partnership panel training took place on the 20th November 2020.

This training included presentations on the following subjects:

- Update on the panels
- Mentoring scheme
- The role of the medical advisor
- An exercise to consider consistent practice across the four panels

6. Disruptions

Of the 55 children matched for adoption, one child's placement resulted in a disruption pre-adoption order. The disruptions meeting held in accordance with statutory guidance and concluded that there were a number of challenges which led to the disruption. The minutes of the disruption meeting will be shared with the relevant panel and discussed and the learning will be taken forward. The child has now been linked with adopters and the match is booked on panel.

7. Panel Chair Comments

Panel 1 – Chair Cathy Yates

Since the inception of the RAA, Panel 1 has been very busy, with a high level of matches. The panel in my view has bonded very well and works well as a team. I am lucky to have a highly skilled and experienced Vice Chair on panel 1 and we work well together. Panel membership has chopped and changed a little over the last 6

months, particularly with different medical advisors and social work members but this has not detracted from the coherence of the panel, and levels of trust and confidence between panel members has built up quickly.

Virtual panels continue to work well overall, but do have their challenges, particularly when panel advisors and minute takers change between cases and this can cause some delays. However, panel members do understand the rationale behind this, but were disappointed to learn at the time of writing that the Agency does not intend to reinstate physical panels under 2022, despite the proposed lifting of restrictions from the Government. Virtual panels have been very well managed by the Agency and it is to the Agency's credit that they have managed to keep the business going throughout the pandemic to such a high standard. However, most people agree that 'something is lost' in a virtual panel!

The support from the Agency to panel is well received and panel members have been well supported in the changeover to Microsoft Teams for the distribution of panel papers.

Sadly, one resignation has been received from Panel 1. This was a surprise both to myself as Chair and to the Agency. Unfortunately, despite following this up, no reason has been received for this resignation.

In conclusion, Panel 1 has been busy and had some challenging cases presented to it. The Panel has dealt with these with confidence and professionalism and with good support from the Panel Advisors and the administration team.

Panel 2 – Chair Fran Moffat

Since the inception of the Adoption Partnership in November we have learned to work well as a panel. I was previously chair of the Bexley panel so it has been helpful to have an experienced vice-chair John McDonald-Baker, well versed in the established



Kent practices and procedures at panel. Bonding with other panel members virtually without having been able to meet face to face has been an extra challenge for me, but I believe that we have worked well together. I was not able to chair the February panel as unfortunately it was discovered too late that my DBS check was out of date. We have also had quite a sudden resignation from an independent panel member, which I believe was for personal reasons.

We have not been as busy as panel 1, possibly because they have already taken up extra cases from the end of the month. The future practice of sharing out cases between panels will improve this balance. We have had more matches than approvals, and the standard of paperwork has generally been good with a few exceptional PARs. The PAR does lend itself to repetition and at times we have commented on this. Some reports from foster carers have really brought the child to life, but at other times we have felt that some foster carers need extra training on how to complete the form.

We have been well supported by our panel adviser, and by the administrators, but most of us have had real challenges on occasions in accessing papers. This was particularly the case after the IT system was changed, and we were the first panel to have to manage this change. I found that I was not able to access the edit function on my ipad, but the administrative team did all they could to help me with this, and the AP has also now supported me in buying a lap top which has made the whole process much easier.

Panel members come well prepared to panel, having read the papers thoroughly, and with prepared questions to ask the applicants or social workers. Members are welcoming in their manner to applicants, and we have not yet had a situation where it has been awkward discussing the recommendation with the applicants present. It would be helpful to receive feedback and comments from applicants and social workers about how they have found panel.

We have had a brief discussion about whether we would prefer to have face to face panels. There have been advantages to virtual panels, especially in terms of eliminating travel time. However we agree that we do lose out some of the visual clues from adopters.

In summary, panel 2 has worked well and professionally together, with good support from social workers and the administrative team. We look forward to an opportunity to meet each other face to face.

Panel 3 - Chair Sandra Neilan

For the period of time covered by the report Panel 3 has maintained a stable membership and represents a range of diversity and experience. Efficiency has increased with the appointment of a skilled Vice Chair, Louise Hawley, who is well able to chair one or two cases when panels are busy, which they have been for a lot of the time this year, thereby ensuring consistency.

Medical Advisers rotate, as do Panel Advisors and Minute Takers. Whilst not always easy this has been contained, within the workings of Panel.

Reports provided for Panel have, in general, been of a good standard, but at times it is felt that analysis could be improved, particularly in regard to the financial statements provided. Results of medical tests are often received at the last minute.

Matching Meeting Minutes are, in general, good and provide Panel with much information of value.

Foster carers' reports are generally helpful but could provide more information for Panel to have a better understanding of the current wellbeing and development of the child, when considering a match.

Panel is concerned that applicants and workers have the opportunity to provide feedback regarding their experience at Panel. It is understood that methods are being considered to ensure that a higher percentage is received.

Panel does feel that the technology for virtual panels, for all members has not always been fit for purpose. However, given the circumstances, over this current time Panel 3 has continued to work with commitment and diligence.

Panel 4 – Chair Lloyd Glover

Panel 4 has been busy, with most months having approximately 4 to 5 cases. We have 2 members from Bexley & the rest from Kent. This is my first panel as permanent chair and I have a Vice Chair who was from Bexley. Although a lot of us haven't worked together before, I feel that the panel as a whole have bonded really well. Iona, my vice chair & I have quickly developed a good professional relationship & I already feel that I can trust & easily respect all of my panel members. We have had a couple of difficult cases to negotiate but I feel that we did them professionally, following procedure & guidelines whilst keeping the feelings of the applicants & the needs of any children involved as paramount to our decisions. We already work well together as a team & I value the input from panel members.

8. Summary by Amy Coombs, Service Manager.

The Panels have had a lot to contend with over the first 6 months of the RAA going live and Bexley, Medway and Kent coming together as Adoption Partnership south east. The RAA launched during the Covid pandemic and therefore panels needed to be held virtually, this creates challenges both technology wise and forming together as new panel members. The technology has been an issue in regards to connectivity and access, however the panel administration and panel advisors have been able to ensure that any issues have been quickly resolved to enable all the cases have been heard. Regarding panel membership coming together to form new panels, this has worked well due to the panel chairs and vice chairs support to their panel members. The panel team have also allocated each panel a specific panel advisor, which has helped with communication across the panels and meant that issues are dealt with efficiently.

Coming together as an RAA has meant a high number of matches being presented to panels and the children have benefitted by having a choice of panel due to there being four panels a month. The RAA has also had a high number of adopter approvals which have all been heard effectively with none resulting in a deferral. Panels have had capacity to hear all the cases and no panel has exceeded 6 cases with 5 being the average number of cases being heard at each panel and some panels only hearing 2 cases on occasions.

The panel membership has remained consistent with only one independent member resigning. Social worker panel members are on a rota and 2/3 social workers are linked to each panel. This works well as it gives us a variety of social worker membership and by them only needing to sit every other month on panel supports them to carry out this role alongside their busy workload. Similarly, the medical advisors across Bexley, Kent and Medway are on a rota for panels.

Overall paperwork is submitted in a timely way to panels, however as mentioned by the panel chairs, there have been issues with medical information reaching panel in a timely way which has led to some cases needing to be delayed. These issues are in part due to challenges surrounding Covid and also a review in practice around when blood borne virus testing is needed. These delays are not ideal in terms of the child's timescales, however have been necessary to ensure that there is good practice in all the match decisions made.

The panels support the RAA with its development through their quality and assurance role. It is positive that the majority of the paperwork has been graded good by the panels and learning from those that require improvement is acted upon. Feedback given in regards to paperwork is taken on board by the relevant teams and also discussed by the managers.

It is noted that some panel members are keen to return to 'face to face' panels, this will be under review, however careful planning, liaisons with other RAA and review of practice will need to take place in regard to this to identify the right way forward.

Panel continues to strive to have a diverse membership which is representative of our adopter families and children. It is noted that currently panel membership lack ethnic diversity, single adopter representation and adults who themselves were adopted. Panels are also keen to improve their practice and be provided with feedback from applicants and professionals attending panel. This feedback has not been consistently received and the panel team need to review how this feedback can be provided to ensure panel's development is influenced by service user feedback.

9. Recommendations

- Increased representation of more diverse ethnic, racial and cultural background membership.
- Increased representation of single adopters.
- Identify new panel members who have been adopted.
- Review virtual panels in 2022.
- Service user feedback to be sought and provided for all those attending panel.

Appendix A

Panel membership

Barbara Redsell – Social work member
 Cathy Yates - Independent panel chair
 Dawn Bigwood – Independent member
 Dr Abhijit Das – Medical advisor
 Dr Aboud Eltom – Medical advisor
 Dr Faiq Tukmachi – Medical advisor
 Dr Khadija Himid – Medical advisor
 Dr Mahein Hussain – Medical advisor
 Dr Minoti Datta – Medical advisor
 Dr Moneesha Bhargarva – Medical advisor
 Dr Nadisha Suriaaratchie – Medical advisor
 Dr Peter Morrell – Medical advisor
 Ellie Hunter – Social work member
 Eloise Creed – Social work member
 Eva Lindsay – Independent vice chair
 Fran Moffatt – Independent panel chair
 Iona Stephens – Independent vice chair
 Jackie Kohler – Social work member
 James Buckland – Independent member
 John McDonald-Baker – Independent vice chair
 Julia Fagg – Social work member
 Karen Lawry – Independent member
 Katie Boyce – Social work member
 Lisa Colyer – Social work member
 Kris Bahadur – Independent member
 Lloyd Glover – Independent panel chair
 Louise Hawley – Independent vice chair
 Martin Johnson – Independent member
 Penny Cadman – Social work member
 Rhiannon Webb – Social work member
 Richard Diment – Bexley councillor
 Rosie Coulson – Social work member
 Sandra Neilan – Independent panel chair
 Theresa Gardiner – Social work member
 Wendy Purdy – Medway councillor

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

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

To: Children, Young People and Education Cabinet Committee – 16th November 2021

Decision No: N/A

Subject: HMIP Inspection of Youth Justice

Classification: Unrestricted

Past Pathway of Paper: N/A

Future Pathway of Paper: N/A

Electoral Division: All

Summary: In June 2021, Her Majesty's Inspectorate of Probation (HMIP) undertook a full inspection of Kent Youth Justice Services. The report was published on 5th October 2021.

The service overall was rated by HMIP as Requires Improvement. The 12 elements which make up the overall judgements consisted of 2 Outstanding, 4 Good, 4 Requires Improvement and 2 Inadequate gradings.

Inspectors recognised the impact of Covid-19, however, they found some inadequate practice in the quality of assessments, to identify the risk of harm posed by children under their supervision, as well as the planning required to keep children and other people safe.

HMIP acknowledged that the outcomes were generally good for the young people, but more focus was needed in young people's plans on the safety of others affected.

The HMIP report stated that the inconsistencies are "*relatively straightforward to solve*" and believe that improvements "*will be achieved quickly and effectively*".

Recommendation(s): Children, Young People and Education Cabinet Committee is asked to NOTE the information and support the Youth Justice Improvement Plan.

1. Background Information

1.1. Statutory Youth Justice Partnerships

- 1.1.1. Section 39 (1) of the Crime and Disorder Act 1998 requires the co-operation of the statutory partners identified in Section 38 (1, 2) [the local authority (Children's Social Work Services, Education and Early Help and Preventative Services), the Police, the National Probation Service, and Health] to form a Youth Offending Team.
- 1.1.2. Additional partners cooperate in Kent to form the 'partnership', including Her Majesty's Courts and Tribunals Service (HMCTS), the Secure Estate, the Police and Crime Commissioner (PCC) and voluntary sector providers.
- 1.1.3. The principal aim of the partnership is to prevent offending and re-offending by children and young people.

1.2. Kent County Youth Justice Board (CYJB)

1.2.1. The Kent Youth Justice Partnership is governed by a Board of partners, chaired by the Corporate Director Matt Dunkley. The Board aims to ensure effective delivery of services to prevent youth crime by:

- Securing and monitoring financial, estates, personnel, strategic planning, effective practice delivery and data management resources
- Championing the provision of effective services for young people at risk of offending or reoffending within their own partner agencies and those agencies they work with
- Steering delivery including contributing to and approving an annual Youth Justice Plan
- Holding each other to account for partnership performance
- Monitoring and scrutinising service performance against the following:
 - reducing reoffending
 - reducing first-time entrants to the youth justice system
 - reducing the use of custody
 - quality and standards
- As well as key elements of effective practice, policies, procedures, local targets, inspections, and feedback from sentencers, partners, service users, staff, volunteers and victims
- Participating in self-assessment and ensuring a QA process identifies strengths and weaknesses
- Driving continuous service improvement

1.2.2. An annual youth justice workshop, involving Board members, and partners, considers key strategic and operational issues impacting on youth justice and informs the priorities for the annual Youth Justice Plan.

1.3. The National Youth Justice Board (YJB)

1.3.1. The YJB are an executive non-departmental public body sponsored by the Ministry of Justice, with responsibility for overseeing the youth justice system in England and

Wales.

1.4. The Role of HM Inspectorate of Probation (HMIP)

1.4.1. Her Majesty's Inspectorate of Probation is the independent inspector of youth offending and probation services in England and Wales. HMIP inspect and report on the effectiveness of probation and youth offending service work with adults and children.

1.4.2. HMIP's inspection of Kent in June 2021 was the end of a four-year programme of youth offending service inspections, so Kent should not expect another HMIP inspection within the next four years.

2. **HM Inspectorate of Probation Standards**

2.1. The inspection methodology is summarised below, linked to the three domains in the standards framework:

2.1.1. Domain 1: Organisational Delivery

The following four standards are judged by the evidence submitted in advance (key documents, policies, strategies, guidance, minutes), the presentation to HMIP by the Board Chairs and the Head of Service, and a range of focus group discussions and surveys with the workforce and key partners.

- i. Governance and Leadership
- ii. Staff
- iii. Partnership and Services
- iv. Information and Facilities

2.1.2. Domain 2: Court Disposals

HMIP audited 39 court disposal cases to inspect against these four standards.

- i. Assessment
- ii. Planning
- iii. Implementation and Delivery
- iv. Review

2.1.3. Domain 3: Out of Court Disposals

HMIP audited 26 out of court disposal cases to inspect against the four standards.

- i. Assessment
- ii. Planning
- iii. Implementation and Delivery
- iv. Review

2.2. Ratings Explained

2.2.1. For each standard in domains 2 and 3, inspectors judge against key questions about different aspects of quality. For example, assessment has three strands: assessment of risk of harm to others; of the safety and well-being of the child; and of desistance.

2.2.2. For each standard, the rating is aligned to the lowest banding at the key question level (a 'limiting judgement').

2.2.3. The HMIP framework assesses 12 standards, grouped under 3 domains. Each standard is scored on a 0-3 scale and then added together to produce an aggregate score and overall rating on a 0-36 scale:

Table 1: HMIP Youth Justice Inspection Scoring and Ratings

Lowest Banding (key question level)	Score per Standard	Aggregate Score	Rating (Standard)
Minority: <50%	0	0-6	Inadequate
Too few: 50-64%	1	7-18	Requires Improvement
Reasonable majority: 65-79%	2	19-30	Good
Large majority: 80%+	3	31-36	Outstanding

3. HMIP Media Statement

3.1. Alongside publication on 5th October 2021, HMIP released a statement to local and national media, and on social media stating:

3.1.1. *Impact of Covid-19 ‘considerable’ as Kent Youth Justice Service (YJS) rated as ‘Requires Improvement’. The Inspectorate gave the YJS an overall rating of ‘Requires Improvement’ but noted that the fieldwork for the inspection reflected a ‘difficult period’ for practitioners.*

3.1.2. *We found inconsistencies in the level of management oversight and in the support offered to new staff. Improvements were also required in the quality of assessments, to identify the risk of harm posed by children under their supervision.*

3.1.3. *However, they have strong leadership and where we have made recommendations to strengthen the service, we have every confidence these will be implemented quickly and effectively.*

3.1.4. *Inspectors praised Kent YJS for its work during the Covid-19 pandemic and noted that it had continued to provide children with consistent access to essential services, such as in-person group sessions and educational and health support.*

3.1.5. *However, where the service may have excelled in supporting desistance, in too many cases its planning to keep children and other people safe did not meet the standards expected.*

3.1.6. *There is a lot for Kent YJS to be proud of – it demonstrates outstanding commitment to integrated services, partnerships and to ensuring children under its supervision have access to appropriate facilities. The inconsistencies should be relatively straightforward to solve.*

3.1.7. *The inspection noted the success of (youth) justice participation apprentices, who speak to children supervised by the YJS – the aim is to channel the voice of children into strategic and operational decisions. This was seen to boost the already solid work of the service in including children, and their families, in a positive and*

supportive way.

3.1.8. Mr Russell concluded: *The accomplishment of the service in their work with children and understanding their needs, is countered with discrepancies in the quality of assessment and planning, and the priority given to protecting victims. A successful balance is required to move the service into an overall rating of 'Good'. Service leaders demonstrated their determination to progress, so this should result in the improvements required.*

3.1.9. HMIP noted the work of the service to support the desistance of offending amongst children as “excellent”. This is further reflected in Kent’s rate of re-offending of (34%) being lower than the national average (38%).

4. Coronavirus Context

HMIP’s report introduction states that “Covid-19 has had a sustained impact in Kent”. While the global pandemic is not the sole reason for the weaknesses identified by HMIP it does give context to some of the challenges felt by practitioners.

5. HMIP Inspection of Kent Youth Justice

5.1. In June 2021 Her Majesty’s Inspectorate of Probation (HMIP) undertook a full, virtual, 2-week inspection of Kent Youth Justice Services. Week 1 scrutinised ‘evidence in advance’ and during week 2 (21-25 June), inspectors undertook fieldwork, comprising stakeholder engagement and case work interviews and audits.

5.2. Summary of HMIP ratings of Kent Youth Justice

Table 2: Summary of HMIP’s Ratings of Kent YJ Against the 12 Standards

Overall Judgement: Requires Improvement	
Domain 1: Organisational Delivery	
1.1 Governance and Leadership	Good
1.2 Staff	Requires Improvement
1.3 Partnerships and Services	Outstanding
1.4 Information and Facilities	Outstanding
Domain 2: Court Orders	
2.1 Assessment	Inadequate
2.2 Planning	Inadequate
2.3 Implementation and Delivery	Good
2.4 Reviewing	Requires Improvement
Domain 3: Out of Court Disposals	
3.1 Assessment	Requires Improvement
3.2 Planning	Requires Improvement
3.3 Implementation and Delivery	Good
3.4 Joint Working	Good

5.3. Key Findings

5.3.1. **Domain 1:** HMIP note that leadership of Kent Youth Justice, the partnership and the Board are all “strong”, citing that “they have shown an impressive commitment to continuing work on their strategic priorities throughout the Covid-19 period, adapting services to strengthen provision where possible. Children reap the benefits of an effective partnership that has the interest, evidence, and resourcefulness to provide a range of evidence-based initiatives, such as the district contextual safeguarding process and serious youth violence project”.

- Practitioners are passionate about their work with children.
- The Kent County Youth Justice Board works effectively; it is well-established, with systems in place to make sure that members understand their roles and responsibilities.
- Strategic leaders across the partnership are decisive and work cohesively to understand and meet the needs of children in the community and in custody.
- The board has an impressive focus on ‘what works’, implementing evidence-based, integrated and innovative initiatives to reduce offending.
- Partners have a genuine interest in understanding and addressing over-representation, especially among children who identify as black, Asian and minority ethnic.
- Partners demonstrate their commitment to listening and responding to the views of victims and children.
- The (youth) participation apprentices provide a good practice model for implementing creative initiatives to strengthen service development.

5.3.2. However, despite the evident commitment to do the best for children, Kent YJS has been unable to sustain an effective approach to case management during the pandemic period”.

- Not all staff have sufficient knowledge and skills to manage the cases allocated to them.
- Some practitioners have considerable workloads.
- Case allocation does not consistently take enough account of the diversity of children.
- Information does not always cascade effectively from the senior leaders to practitioners.

5.3.3. **Domain 2:** HMIP found “enthusiastic practitioners working in a holistic way with families and being appropriately creative and child centred to support positive change. Out-of-court decision-making panel meetings exemplified effective practice, and the additional offer of support attached to informal community resolutions provided the opportunity to work with children whose behaviour might otherwise have escalated. Practitioners work well with their partners to support desistance and help children access appropriate interventions and services”

- The YJ service recognised the link between building relationships and successful outcomes and focused on this appropriately.
- Practitioners worked hard and creatively to maintain meaningful service provision.

- A holistic, strengths-based and solution-focused approach was embedded as normal practice.
- A case formulation 4Ps approach (predisposing, precipitating, perpetuating and protective factors) was used routinely to understand the child's lived experience and how this influenced behaviour.
- In some of the most complex cases, youth justice workers were responsive and insightful, reviewing progress and working well in partnership with the complex adolescent harm management process to address escalating issues.

5.3.4. However:

- There was a lack of consistency in the quality of case management across teams.
- Youth justice workers did not analyse all the factors in a case deeply enough to understand how to support a child's safety and wellbeing and protect victims.
- Underestimation of the risks to the safety and wellbeing of the child and other people affected the quality of planning to address these.
- Work to keep victims safe was not given enough priority.
- There was too little effective management oversight of casework.

5.3.5. **Domain 3:** Overall, work to support desistance was of a high standard.

- The strengths-based, family approach used for out-of-court disposals enabled practitioners to take a responsive, holistic approach to their work.
- The YJ service contributed good-quality information and recommendations to the out-of-court disposal joint decision-making panel.
- Practitioners tailored the implementation of each out-of-court disposal to the needs of the individual case, making sure that this was proportionate to the type of disposal.
- Work to implement informal community resolutions was of consistently good quality.
- Children were supported well to improve their access to education, training, and employment.

5.3.6. However, assessments were too narrow in their focus and lacked analysis of important information.

- There was too little focus on understanding the level and nature of need relating to safety and wellbeing, and the risk of harm that children posed to others.
- Planning did not include appropriate contingency measures to protect the child and others should circumstances in the case change.
- Overall, work to keep others safe required improvement.
- HMIP had concerns that opportunities were being lost to divert children away from the criminal justice system and into services better able to meet their needs.

6. HMIP Recommendations

6.1. HMIP made 6 recommendations to Kent's Youth Justice Service:

- i. Practitioners have the time, knowledge and skills to meet the needs of their cases
- ii. Assessment and planning to keep the child and others safe are thorough and give sufficient focus to protecting victims
- iii. Oversight of case management is applied consistently
- iv. Staff appraisals are timely and add personal and professional value
- v. Staff at all levels understand the activities of the Board (invite observation)
- vi. The partnership Board assures itself that out-of-court disposal decisions are proportionate, and that voluntary outcomes maximise opportunities for support without children being criminalised.

7. Improvement Plan

7.1. The overall requires improvement judgement and the specific failings in assessment and planning which make those gradings inadequate has been a very tough and salutary message to hear. We are absolutely committed to addressing the areas found to be inadequate as a matter of urgency and have begun to do so.

7.2. The service submitted an Improvement Plan to HMIP on 19.10.2021, (attached in full as an appendix to this report), to address HMIP's 6 recommendations as well as each of the areas for improvement identified in the body of the report.

7.3. The action plan has been drafted with the support of key delivery partners, the Directors Management Team, County Youth Justice Board, the senior Youth Justice leadership team, Quality Assurance Professional Standards and Safeguarding, and Information & Intelligence. It has been presented to the YJ workforce and the divisional management team and draws on the expertise and corporate strategies within KCC, partner expertise and experience, and structural service development and learning. The plan will be iteratively updated to reflect progress and workforce development as we travel on our improvement journey.

7.4. The Improvement Plan focusses on 5 key areas of strategic and operational development:

- Creating the capacity and functionality to lead, drive, monitor and assure senior managers and the CYJB of operational service improvements, with a particular focus on case management compliance and management oversight with KCC and YJB policy, guidance, and standards.
- Ensuring that processes and practice for the assessment and planning of risk of harm achieve the required standards to keep young people and their communities safe from harm.
- Ensuring that the capacity and development needs of the workforce are understood, and that quality opportunities achieve the development and embedding of appropriate and improved (practitioner and manager) confidence, skills, and knowledge. Ensuring that staff are supervised and supported to the standards required to manage risk of harm effectively.

- Enhancing communication and engagement between the workforce, managers, senior leaders and the CYJB.
- Developing a proportionate early intervention offer, with joint decision making between the Police and the Local Authority, as an alternative to the imposition of informal and unilateral Out of Court Disposals (informal Community Resolutions).

7.5. Summary of Key Actions:

- Recruit a dedicated operational YJ Service Manager.
- Lead an HMIP improvement 'engagement and development roadshow' series of learning and engagement events with staff and partners which ensures that all staff are proficient and confident in the assessment and planning for the management of risk.
- Build on the work of the new victim service to ensure that robust and meaningful interventions with victims and perpetrators highlight the impact of offending on victims.
- Create and launch a 'YJ Listening' Engagement and Communication Strategy
- Implement Outcome 22 with Police and partners (which provides a diversionary and preventative non-disposal).
- Implement the full Information and Intelligence capability to maximise Core Plus tools and reporting functionalities.
- Develop a bespoke scorecard including key performance indicators to provide assurances for the county and national board.
- Enhance assurance and integration through a refreshed joint auditing and moderation framework with the Quality Assurance Service.
- Refresh the workforce development plan and align it to the Kent Academy to maximise existing Integrated Children's Services (ICS) and YJ bespoke opportunities and methodologies (coaching, shadowing, training, communities of practice, forums, and apprenticeships, specifically to achieve required standards of assessment and planning to manage risk of harm and ensure that all youth justice staff are able to evidence the impact of their learning through their practice with young people.
- Review structural components (roles, responsibilities, progression, succession planning and capacity) to understand performance deficits and inform future staffing developments.

7.6. All actions and progress will be overseen by the Corporate Director, the Director with responsibility for Youth Justice, and the Youth Justice partnership, via the County Youth Justice Board.

8. Appendices

8.1. Kent Youth Justice Service HMIP Inspection Published Report

8.2. Kent Youth Justice Improvement Plan

Recommendation(s): Children, Young People and Education Cabinet Committee is asked to NOTE the information and support the Youth Justice Improvement Plan.

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Background Documents

None



Her Majesty's
Inspectorate of
Probation

An inspection of youth offending services in
Kent

HM Inspectorate of Probation, October 2021

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The role of HM Inspectorate of Probation

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Foreword

This inspection is part of our four-year programme of youth offending service inspections. We have inspected and rated Kent Youth Justice Service (YJS) across three broad areas: the arrangements for organisational delivery of the service, the quality of work done with children sentenced by the courts, and the quality of out-of-court disposal work. Overall, Kent YJS is rated as 'Requires improvement'.

This has been a difficult period for practitioners. Many have felt the pressures of their workload caused by Covid-19. We found inconsistency in the level of management oversight and of support to new staff.

Although practitioners worked well with their partners to support desistance and help children access appropriate interventions, in too many cases the quality of assessment and planning to keep the child and other people safe did not meet the standards we expect, and there was inconsistency in the priority given to protecting victims.

Covid-19 has had a considerable impact on the personal and professional lives of the workforce, and on children's lives. The YJS, as part of an integrated partnership service, has continued to support its children, checking the effectiveness of its procedures and strengthening these to reflect the current working climate.

Leadership of youth justice in Kent is strong. Children reap the benefits of an effective partnership that has the interest, evidence and resourcefulness to provide a range of evidence-based initiatives, such as the district contextual safeguarding process and serious youth violence project. Youth justice work has been strengthened by the introduction of (youth) participation apprentices, who channel the voice of the child into strategic and operational decisions.

We found enthusiastic practitioners working in a holistic way with families, and being appropriately creative and child centred to support positive change. Out-of-court decision-making panel meetings exemplified effective practice, and the additional offer of support attached to informal community resolutions provided the opportunity to work with children whose behaviour might otherwise have escalated.














Practitioners work well with their partners to support desistance and help children access appropriate interventions and services. However, in too many cases the quality of assessment and planning to keep the child and other people safe did not meet the standards we expect, and there was inconsistency in the priority given to protecting victims.

We have made six recommendations to strengthen service delivery and have every confidence that the YJS will implement these quickly and effectively.



Justin Russell
Chief Inspector of Probation

Ratings

Kent Youth Justice Service		Score	18/36
Overall rating		Requires improvement	
1. Organisational delivery			
1.1	Governance and leadership	Good	
1.2	Staff	Requires improvement	
1.3	Partnerships and services	Outstanding	
1.4	Information and facilities	Outstanding	
2. Court disposals			
2.1	Assessment	Inadequate	
2.2	Planning	Inadequate	
2.3	Implementation and delivery	Good	
2.4	Reviewing	Requires improvement	
3. Out-of-court disposals			
3.1	Assessment	Requires improvement	
3.2	Planning	Requires improvement	
3.3	Implementation and delivery	Good	
3.4	Joint working	Good	

Executive summary

Overall, Kent Youth Justice Service (YJS) is rated as 'Requires improvement'. This rating has been determined by inspecting the YJS in three areas of its work, referred to as 'domains'. We inspect against 12 'standards', shared between the domains. Our fieldwork was conducted remotely between 21 June and 25 June 2021. The standards are based on established models and frameworks, which are grounded in evidence, learning and experience. They are designed to drive improvements in the quality of work with children who have offended.¹ Published scoring rules generate the overall YJS rating.² The findings and subsequent ratings in those domains are described below.

1. Organisational delivery



We interviewed the head of Kent YJS and the chair of the Kent County Youth Justice Board. We held meetings with other members of the board; managers, staff and partners working in and with the YJS; and its volunteers.

Kent's youth justice partnership is strong. The Kent County Youth Justice Board functions effectively to drive and govern an ambitious strategic agenda for children. Members have a healthy appetite for deepening their knowledge and investing in effective services and interventions tailored to the needs of children.

Partners work together well to achieve their aims, anticipating, as part of their core business, future needs and risks to delivery. They have shown an impressive commitment to continuing work on their strategic priorities throughout the Covid-19 period, adapting services to strengthen provision where possible. Practitioners have continued to work with children, seeing some face-to-face where necessary and where this will strengthen their engagement in YJS processes.

Kent's experience of Covid-19 has had a considerable impact on staff, personally and professionally. The YJS has retained a core of knowledgeable practitioners, who are passionate about their work with children. However, we found inconsistencies in their knowledge and skills, and that this has resulted in deficiencies in their approach to assessing and planning for risk.

Changes to working arrangements and the impact of staff absence during the pandemic have led to an inevitable drift in some staffing processes. Most notably, this has affected the quality of induction for new staff, and management oversight. During this period, practitioners have become busier, to make sure that children receive the best service possible. Despite the evident commitment to do the best for children, Kent YJS has been unable to sustain an effective approach to case management during the pandemic period.

¹ HM Inspectorate of Probation's standards can be found here:

<https://www.justiceinspectorates.gov.uk/hmiprobation/about-our-work/our-standards-and-ratings/>

² Each of the 12 standards is scored on a 0–3 scale in which 'Inadequate' = 0; 'Requires improvement' = 1; 'Good' = 2; 'Outstanding' = 3. Adding these scores produces a total score ranging from 0–36, which is banded to produce the overall rating, as follows: 0–6 = 'Inadequate', 7–18 = 'Requires improvement', 19–30 = 'Good', 31–36 = 'Outstanding'.

Key findings about organisational delivery were as follows:

- Practitioners are passionate about their work with children.
- The Kent County Youth Justice Board works effectively; it is well established, with systems in place to make sure that members understand their roles and responsibilities.
- Strategic leaders across the partnership are decisive and work cohesively to understand and meet the needs of children in the community and in custody.
- The board has an impressive focus on 'what works', implementing evidence-based, integrated and innovative initiatives to reduce offending.
- Partners have a genuine interest in understanding and addressing over-representation, especially among children who identify as black, Asian and minority ethnic.
- Partners demonstrate their commitment to listening and responding to the views of victims and children.
- The (youth) participation apprentices provide a good practice model for implementing creative initiatives to strengthen service development.

But:

- Not all staff have sufficient knowledge and skills to manage the cases allocated to them.
- Some practitioners have considerable workloads.
- Case allocation does not consistently take enough account of the diversity of children.
- Information does not always cascade effectively from the senior leaders to practitioners.

2. Court disposals



We took a detailed look at 38 community sentences and one custodial sentence managed by the YJS. We also conducted 36 interviews with the relevant case managers. We examined the quality of assessment; planning; implementation and delivery of services; and reviewing. Each of these elements was inspected in respect of work done to address desistance. For services to keep the child safe, we assessed the quality of planning, and implementation and delivery in the 35 cases where we expected meaningful work to take place. Similarly, for work to keep others safe, we assessed the quality of planning, and implementation and delivery in the 31 cases where meaningful work was required.

Overall, assessment and planning were assessed as 'Inadequate' because less than 50 per cent of cases met all our quality requirements for these standards. Although practice around desistance was reasonable, other areas were weaker; in particular, youth justice workers did not analyse all the factors in a case deeply enough to understand how to support a child's safety and wellbeing, and protect victims.

Implementation and delivery was rated as 'Good' as at least 68 per cent of cases were sufficient across all aspects of this work. Although reviewing focused sufficiently on desistance and work to keep the child safe in 82 and 70 per cent of cases,

respectively, reviewing of work to keep other people safe met our requirements in only 59 per cent of cases. This led to an overall rating of 'Requires improvement' for this aspect of case management.

Our key findings about court disposals are as follows:

- The YJS recognised the link between building relationships and successful outcomes, and focused on this appropriately.
- Practitioners worked hard and creatively to maintain meaningful service provision, despite Covid-19 restrictions.
- A holistic, strengths-based and solution-focused approach was embedded as normal practice.
- A case formulation 4Ps approach (predisposing, precipitating, perpetuating and protective factors) was used routinely to understand the child's lived experience and how this influenced behaviour. This included asking 'why me?'; 'why now?'; 'why does it continue?'; 'what can I rely on?'
- In some of the most complex cases, youth justice workers were responsive and insightful, reviewing progress and working well in partnership with the complex adolescent harm management process to address escalating issues.

But:

- There was a lack of consistency in the quality of case management across teams.
- Youth justice workers did not analyse all the factors in a case deeply enough to understand how to support a child's safety and wellbeing, and protect victims.
- Underestimation of the risks to the safety and wellbeing of the child and other people affected the quality of planning to address these.
- Work to keep victims safe was not given enough priority.
- There was too little effective management oversight of casework.

3. Out-of-court disposals



We inspected 26 cases managed by the YJS that had received an out-of-court disposal. These consisted of four youth conditional cautions, eight youth cautions and 14 community resolutions. Some decisions to offer children community resolutions had been made, and delivered, outside the formal process. In Kent, these are still referred to integrated adolescent services, to make sure that needs are assessed, and families offered support. We inspected 12 such cases and interviewed the case managers in 24 cases.

We examined the quality of assessment; planning; and implementation and delivery of services. Each of these elements was inspected in respect of work done to address desistance. For the 16 cases where there were factors related to harm, we also inspected work done to keep other people safe. In the 25 cases where safety and wellbeing concerns were identified, we looked at work done to safeguard the child. We also looked at the quality of joint working with local police in the four youth conditional caution cases.

Of the cases inspected, only 54 per cent met all our standards for assessment, resulting in a 'Requires improvement' rating for this aspect of work. Although there was a good level of sufficiency in the quality of planning to support desistance, planning to protect other people met our requirements in only half of the cases we inspected, leading to an overall rating for planning of 'Requires improvement'. The service worked consistently well to implement and deliver services to support desistance and the safety and wellbeing of the child, and met our expectations to keep other people safe in 69 per cent of cases. This earned a rating of 'Good'. Initially, joint working was rated as 'Requires improvement'. Following the meeting of our internal ratings panel, however, we used professional discretion to increase this to 'Good'.³

Our key findings about out-of-court disposals are as follows:

- Overall, work to support desistance was of a high standard.
- The strengths-based, family approach used for out-of-court disposals enabled practitioners to take a responsive, holistic approach to their work.
- The YJS contributed good-quality information and recommendations to the out-of-court disposal joint decision-making panel.
- Practitioners tailored the implementation of each out-of-court disposal to the needs of the individual case, making sure that this was proportionate to the type of disposal.
- Work to implement informal community resolutions was of consistently good quality.
- Children were supported well to improve their access to education, training and employment.

But:

- Assessments were too narrow in their focus and lacked analysis of important information.
- There was too little focus on understanding the level and nature of need relating to safety and wellbeing, and the risk of harm that children posed to others.
- Planning did not include appropriate contingency measures to protect the child and others should circumstances in the case change.
- Overall, work to keep others safe required improvement.
- We had concerns that opportunities were being lost to divert children away from the criminal justice system and into services better able to meet their needs.

³ An increase from 'Requires improvement' to 'Good' was made on the following basis: the original rating for joint working was derived from our assessment of four cases. A more positive judgement in one case would have raised the overall score for this aspect of work to 75 per cent. The rating was changed to reflect this and to take account of the overall quality of the YJS's joint work to deliver out-of-court disposals.

Recommendations

As a result of our inspection findings, we have made six recommendations that we believe, if implemented, will have a positive impact on the quality of youth justice services in Kent. This will improve the lives of the children in contact with youth justice services, and better protect the public.

The Kent Youth Justice Service should make sure that:

1. practitioners have the time, knowledge and skills to meet the needs of their cases
2. assessment and planning to keep the child and others safe are thorough and give sufficient focus to protecting victims
3. oversight of case management is applied consistently
4. the staff appraisal system works effectively, with appraisals adding value to practitioners, personally and professionally, and completed in a timely manner
5. staff at all levels understand the activities of the board – for instance, by inviting remote observations of meetings
6. it works with its partners to assure itself that out-of-court disposal decisions are proportionate, and that voluntary outcomes maximise opportunities for children to receive support without being criminalised.

Background

Youth offending teams (YOTs) work with children aged 10 to 18 who have been sentenced by a court, or who have come to the attention of the police because of their offending behaviour but have not been charged – instead, they were dealt with out of court. HM Inspectorate of Probation inspects both these aspects of youth offending services. We use the terms ‘child’ or ‘children’ to denote their special legal status and to highlight the obligations of relevant agencies such as social care, education and health, to meet their safety and wellbeing needs.

Youth justice services (YJSs) are statutory partnerships, and they are multidisciplinary, to deal with the needs of the whole child. They are required to have staff from local authority social care and education services, the police, the National Probation Service (NPS) and local health services.⁴ Most YOTs are based within local authorities; however, this can vary.

YJS work is governed and shaped by a range of legislation and guidance specific to the youth justice sector (such as the National Standards for Youth Justice) or else applicable across the criminal justice sector (for example, Multi-Agency Public Protection Arrangements guidance). The Youth Justice Board for England and Wales (YJB) provides some funding to YOTs. It also monitors their performance and issues guidance to them about how things are to be done.

Kent is one of the largest counties in Great Britain. It shares a border with London, stretching to the River Thames on its north face, Dover to the east and the affluent Tunbridge Wells in the west. Some of the communities in Thanet and Swale are among the 10 per cent most deprived in the country.⁵ Kent County Council works with its 12 district councils and Medway, a unitary authority. The Kent Police and Crime Commissioner (PCC) covers the whole of Kent. Kent has seen a rise in county lines offending and in the number of children moving out of London for safety reasons. While custodial rates are low, a rise in serious youth violence led to a spike in custody rates between 2018 and 2019, with some children subject to substantial sentences.

Youth justice was restructured in 2019 and combined with adolescent early help and a strategic development team into an integrated adolescent service. Each locality is supported by a dedicated business support officer. Adolescent early help practitioners play a key role in the delivery of out-of-court disposals.

Covid-19 has had a sustained impact in Kent. A more virulent strain has been prevalent since autumn 2020, affecting both the personal and professional lives of staff. Additionally, an information and communications technology (ICT) problem early in 2021 left the integrated adolescent service with limited or no access for some time. The findings of this inspection draw heavily on our assessment of cases, dating back to September 2020. As such, our findings are set in the context of the difficulties that practitioners faced at that time.

⁴ The *Crime and Disorder Act (1998)* set out the arrangements for local YOTs and partnership working.

⁵ Information provided by Kent YJS.

Contextual facts

Youth justice information

120	First-time entrant rate per 100,000 in Kent ⁶
207	First-time entrant rate per 100,000 in England and Wales ⁶
34%	Reoffending rate for Kent ⁷
38%	Reoffending rate in England and Wales ⁷

Population information

1,589,057	Total population Kent ⁸ (2020)
156,593	Total youth population (10–17 years) in Kent ⁸ (mid-2020)

Caseload information⁹

Age	10–14	15–17
Kent YJS	19%	81%
National average	22%	78%

Race/ethnicity	White	Black and minority ethnic	Unknown
Kent YJS	80%	18%	2%

Gender	Male	Female
Kent YJS	86%	14%
National average	85%	15%

Additional caseload data¹⁰

283	Total current caseload, of which:
144 (51%)	Court disposals
139 (49%)	Out-of-court disposals

⁶ Youth Justice Board. (2021). *First time entrants, January to December 2019*.

⁷ Ministry of Justice. (2021). *Proven reoffending statistics, April 2018 to March 2019*.

⁸ Office for National Statistics. (2020). *UK population estimates, mid-2020*.

⁹ Youth Justice Board. (2021). *Youth justice annual statistics: 2019 to 2020*.

¹⁰ Information supplied by the YJS.

Of the 144 court disposals:

138 (96%)	Total current caseload on community sentences
4 (3%)	Total current caseload in custody
2 (1%)	Total current caseload on licence

Of the 139 out-of-court disposals:

21 (15%)	Total current caseload with youth caution
13 (9%)	Total current caseload with youth conditional caution
105 (76%)	Total current caseload: community resolution or other out-of-court disposal

Education and child protection status of caseload

8.4%	Current caseload Looked After Children resident in the YOT area
1.9%	Current caseload Looked After Children placed outside the YOT area
1.3%	Current caseload with child protection plan
26.5%	Current caseload with child in need plan
13.5%	Current caseload aged 16 and not in school/pupil referral unit/alternative education
48.6%	Current caseload aged 16 and under in a pupil referral unit or alternative education
39.5%	Current caseload aged 17+ not in education, training or employment

For children in the inspected cases subject to court disposals:¹¹

Offence types	%
Violence against the person	44%
Burglary	8%
Robbery	10%
Theft and handling stolen goods	5%
Criminal damage	3%
Drug offences	13%
Summary motoring offences	5%
Indictable motoring offences	5%
Other summary offences	3%
Other indictable offences	5%

¹¹ Data from the cases assessed during this inspection.

1. Organisational delivery



Kent's youth justice partnership is strong. The Kent County Youth Justice Board functions effectively to drive and govern an ambitious strategic agenda for children. Members are highly motivated to deepen their knowledge, in order to invest in effective services and interventions tailored to the needs of children.

Partners work together well to achieve their aims, anticipating future needs and risks to delivery. They have shown an impressive commitment to continuing work on their strategic priorities throughout the Covid-19 period, adapting services to strengthen provision where possible. Practitioners have continued to work with children, seeing some face-to-face where necessary and where this will strengthen their engagement in YJS processes.

Kent's experience of Covid-19 has had a considerable impact on staff, personally and professionally. Despite this, the YJS has retained a core of knowledgeable practitioners, passionate about their work with children. However, with changes to working arrangements and the impact of staff absence, there has been an inevitable drift in some processes, including induction and management oversight. Practitioners have become busier, to make sure that children receive the best service possible. Despite the evident commitment to do the best for children, Kent YJS has been unable to sustain an effective approach to case management for the period assessed during our inspection.

Strengths:

- Practitioners are passionate about their work with children.
- The Kent County Youth Justice Board works effectively; it is well established, with systems in place to make sure that members understand their roles and responsibilities.
- Strategic leaders across the partnership are decisive and work cohesively to understand and meet the needs of children in the community and in custody.
- The board has an impressive focus on 'what works', implementing evidence-based, integrated and innovative initiatives to reduce offending.
- Partners have a genuine interest in understanding and addressing over-representation, especially among children who identify as black, Asian and minority ethnic.
- Partners demonstrate their commitment to listening and responding to the views of victims and children.
- The (youth) participation apprentices provide a good practice model for implementing creative initiatives to strengthen service development.

Areas for improvement:

- Not all staff have sufficient knowledge and skills to manage the cases allocated to them.
- Some practitioners have considerable workloads.
- Case allocation does not consistently take enough account of the diversity of children.
- Information does not always cascade effectively from the senior leaders to practitioners.

Organisations that are well led and well managed are more likely to achieve their aims. We inspect against four standards.

1.1. Governance and leadership



The governance and leadership of the YOT supports and promotes the delivery of a high-quality, personalised and responsive service for all children.

Good

Key data¹²

Total spend in financial year – 2018/2019	£3.337m (YJB Good Practice Grant £1.161m) ¹³
Total projected budget for the current financial year – 2020/2021	£5.234m (YJB Good Practice Grant £2.828m) ¹³

In making a judgement about governance and leadership, we take into account the answers to the following three questions:

Is there a clear local vision and strategy for the delivery of a high-quality, personalised and responsive service for all children?

The management board is effective and models proactively a culture of empowerment, development, commitment and investment to support children involved in the criminal justice service. The chair is shared between the corporate director for children, young people and education, and the director for integrated children's services. Together, they bring strong and knowledgeable leadership to the partnership.

The YJS and partners, at all levels, know what they want to achieve with children. They understand the strengths of the child-centred, trauma-informed approach used to accomplish this, and reflect their 'child first' ethos in their strategic decision-making.

¹² Information supplied by the YOT.

¹³ The purpose of the Youth Justice Good Practice Grant is to develop good practice and commission research with a view to achieving outcomes in reducing offending, the number of first-time entrants to the justice system, and the use of youth custody.

The head of the YJS has worked effectively to empower the board to drive the direction and strategy for youth justice. The board's structure, responsibilities and agenda are set down clearly and members receive a thorough induction to help them understand these.

Statutory partners are represented on the board at an appropriate level. They are not all the most senior in their organisation but bring a wealth of strategic and operational knowledge to partnership discussions. There are procedures in place to escalate issues to their senior managers where necessary. We found no evidence that this arrangement adversely affected the quality of decision-making by the board.

Membership of the board is broad and includes statutory partners, and representation by public health, the integrated adolescent service information management team, the local magistrates' bench and Kent Equality Cohesion Council. This enriches debate, providing productive challenge at meetings. Generally, attendance across the partnership is good. Amalgamation of Kent's clinical commissioning groups (CCGs) has strengthened representation by the healthcare sector attendance and contribution to partnership commissioning.

Do the partnership arrangements actively support effective service delivery?

The YJS's position at the heart of the adolescent integrated service raises the profile of its children across the partnership. The board chairs and members also attend other key strategic boards, enabling the cross-fertilisation of ideas and joined-up strategic decision-making.

The specific needs of children involved with the YJS are considered consistently as part of the strategic agenda to improve children's access to health and education, training and employment; address serious youth violence; and safeguard children from both intra- and extra-familial harm.

The partnership works creatively to make sure that children are supported, even where services are not normally available in the community. The CCG's provision of a speech, language and communication (SLC) consultation and support service for each locality team is a good example of this. A range of other services has been funded through the board partnership, including a serious youth violence initiative and a (youth) participation apprenticeship scheme.

Does the leadership of the YOT support effective service delivery?

The head of the YJS is visible, transparent and approachable. Managers across the partnership and their staff understand the vision and strategy for children, and work collaboratively and holistically to help achieve this across Kent. Practitioners across the partnership appreciate and can explain the strategic imperative to use a child-first, trauma-informed, case formulation approach to practice.

Leaders support innovation at a strategic and practice level. Practitioners welcome their managers' encouragement to find creative solutions to remove barriers to a child's engagement with them, and we found evidence of this in the cases we inspected. We also saw this ethos applied at a service level. For instance, staff work with children and volunteers to review and adapt the referral panel process, to strengthen participation during the Covid-19 lockdown period.

The board and senior managers use all the data available to understand risks to the business and operational delivery. This includes financial reports, laid out in layperson's terms, to help members understand how the YJS funding is spent and

how it can fund further initiatives. Leaders have completed a thorough assessment of the risks relating to Covid-19. The board has considered the impact of this on children’s wellbeing and in terms of risks to the business, and has taken steps to understand and address these. They have, for instance, supported the YJS’s proposal to recruit additional practitioners to meet the anticipated influx of cases from the courts as they return to full capacity after the lockdown.

Partners, volunteers and sentencers feel that they have a good link with the board and understand its work. They are confident that their views are fed into discussions and taken into account. Team managers have a rota for attending the board, and all staff have an open invitation to attend. A notable proportion of staff, however, do not know enough about board activities or decisions made at a strategic level that affect their area of practice.

Overall, Kent’s out-of-court disposal process is effective. However, the partnership would benefit from improving its understanding of whether and how decisions relating to non-statutory disposals help it achieve its vision for children. Leaders acknowledge that they have yet to do this work, and anticipate that their new information management system will enable them to do so.

1.2. Staff



Staff within the YOT are empowered to deliver a high-quality, personalised and responsive service for all children.

Requires improvement

Key staffing data¹⁴

Total staff headcount (full-time equivalent, FTE)	54.6
Total headcount qualified case managers (FTE)	24
Total headcount other case managers (FTE)	2
Vacancy rate (total unfilled posts as percentage of total staff headcount)	9%
Vacancy rate: case managers only (total unfilled case manager posts as percentage of total case manager headcount)	8%
Average caseload per case manager (FTE)	10.5
Average annual sickness days (all staff)	3
Staff attrition (percentage of all staff leaving in 12-month period)	14%

In making a judgement about staffing, we take into account the answers to the following four questions:

Do staffing and workload levels support the delivery of a high-quality, personalised and responsive service for all children?

¹⁴ Information supplied by the YJS and reflecting the caseload at the time of the inspection announcement.

Leaders take an active and responsive approach to staffing levels. They have looked carefully at the impact of Covid-19 on capacity and anticipated the need for extra staff during this period and beyond. As a result, the YJS and police have been able to maintain timetables for children subject to intensive supervision and surveillance requirements. This will also provide additional capacity to manage the increase in cases referred by courts as the lockdown eases.

Staff are locality based; team boundaries have been set to reflect the complexity of issues prevalent in each area. On the whole, teams work in silo and do not provide cover for other localities. There is an informal approach within teams for covering short-term leave, and senior managers agree solutions for covering long-term absence.

Practitioners are busy. Some fulfil specialist duties or provide ongoing support to families after a child's sentence ends. More than one-third of YJS staff feel that their workloads are too high.

Sickness and vacancy rates are low, currently. However, sickness absence has affected performance in the last 12 months.

Data provided by dedicated youth justice staff in the directorate's management information service are analysed by the YJS' head of service and provided to the board in routine and ad-hoc performance and thematic reports. Together with annual profiling reports, these provide board members with a good level of detailed, well presented information to support their understanding and ambition to develop services tailored to the needs of children.

Do the skills of YOT staff support the delivery of a high-quality, personalised and responsive service for all children?

Kent has experienced extended periods of lockdown due to Covid-19. Staff have felt the weight of this, both personally and professionally, but presented to the Inspectorate as motivated, enthusiastic and willing to go the extra mile to support children through their disposals. We found them to be skilled at having conversations with children to understand their lives. For instance, they explore thoroughly with children their gender and ethnic identity, sexuality, relationships and living circumstances. Magistrates described YJS workers as 'impressive and trusted'.

The YJS has a system in place to make sure that practitioners are skilled and able to manage their cases effectively. It has a core of experienced and knowledgeable practitioners, and all but two have a relevant qualification.

Team managers complete a screening tool in cases where a formal out-of-court disposal is being considered, before assessment and report to the panel. This identifies if a full AssetPlus assessment, rather than an EH assessment, should be completed, and so helps to make sure the case is allocated to a practitioner with the appropriate level of knowledge and skills. More complex cases are allocated to senior youth justice workers. However, this system is not working effectively in practice. Ten per cent of practitioners holding medium- and high-risk cases do not feel sufficiently experienced and qualified to manage these. Our case assessments highlighted that while some practitioners are highly skilled and confident, a number do not have the experience and knowledge to manage their complex cases or to understand the full implications of out-of-court disposals. Some practitioners indicated that case allocation feels ad hoc rather than well considered and linked to skills, knowledge and capabilities.

The diversity of the workforce does not reflect that of the children working with the YJS. 12 per cent of staff and 21 per cent of children identify as black, Asian and minority ethnic. The organisation has changed its approach to advertising staff vacancies, to attract a more diverse workforce.

Although there is no formal succession route through integrated adolescent services, many of those in senior positions have previously worked with Kent County Council and its children. The county council offers dedicated management training courses and a bespoke senior early help worker programme that is being adapted for YJS staff. There are opportunities, also, for development through internal temporary promotion.

Does the oversight of work support high-quality delivery and professional development?

Staff receive supervision from their managers, and reflective supervision in teams weekly to discuss their cases. The YJS has commissioned external clinical supervision for staff and is training its team managers to facilitate this on an ongoing basis. Staff are highly satisfied with the quality of supervision and support they receive from their managers.

Kent County Council has changed its approach to appraisal during the Covid-19 lockdown period, removing its link to financial reward. More than 25 per cent of staff responding to our survey indicated that they had not received an appraisal this year or that this had been of little value.

A new, structured induction programme has been co-created by staff and managers. The majority of staff who joined the organisation in the last 12 months advise that they are content with their induction. However, some new staff reported that there had been challenges in accessing training during the Covid-19 lockdown period. The 'buddying' of experienced practitioners with new staff has helped to address the impact of this.

Staff report that they are held to account, and most appreciate the quality of oversight that managers provide for their casework. However, the post-court cases we inspected were drawn from a period during which one team received inconsistent management. We judged that management oversight did not meet the needs of half of the post-court cases we inspected. Overall, we assessed that oversight is not making enough positive difference to practice against our standard to keep the child and other people safe. The YJS recognises that there has been variation in the quality of management oversight and has taken measures to address this.

Are arrangements for learning and development comprehensive and responsive?

Nearly all staff reported that their training and development needs are met.

There is a strong culture of learning and development across the partnership. Training focuses on making sure that staff understand and can take a trauma-informed approach to their work.

Practitioners are expected to complete programmes on forensic case formulation, trauma and SLC needs. Staff can access training through the Kent County Council, to strengthen their interpersonal skills, awareness about the community, and quality of practice. Some courses are mandatory, and others included as part of the staff induction process. The range is extensive and includes AssetPlus; emotional

intelligence; Gypsy, Romany and Traveller cultural awareness; attachment and child development; and personal resilience.

Training for referral panel volunteers is thorough and a feedback cycle helps to identify ongoing development needs. Sufficient panel members have been trained to ensure that there is a pool qualified to sit on sexually harmful behaviour panels both pre- and post-court, to prevent delays in supporting these children.

1.3. Partnerships and services



A comprehensive range of high-quality services is in place, enabling personalised and responsive provision for all children.

Outstanding

Caseload characteristics¹⁵

Percentage of current caseload with mental health issues	45.2%
Percentage of current caseload with substance misuse issues	68.4%
Percentage of current caseload with an education, health and care plan	18.7%

In making a judgement about partnerships and services, we take into account the answers to the following three questions:

Is there a sufficiently comprehensive and up-to-date analysis of the profile of children, to ensure that the YOT can deliver well-targeted services?

The board has a good understanding of such headline data and takes an ongoing active and inquisitive approach to identify and understand the over-representation of specific characteristics among children working with the integrated adolescent service.

Reports to the board include a multi-agency violence reduction unit strategic needs assessment. Reports on the profile of children receiving post-court and out-of-court disposals provide a good picture of the nature and context of offending behaviour. In addition to routine outcomes data, such reports provide granulated data to help explain the complex factors underpinning behaviour – for instance, in relation to barriers to education, training and employment; specific locations; transience; municipal challenge and access to family basics.

At the time of the inspection, children who identify as black, Asian and minority ethnic comprised 21.3 per cent of the caseload. The board has focused effectively on the over-representation of these children. It has sought to understand their experience of the criminal justice system, particularly in the context of custodial settings. The Kent Equality Cohesion Council has played a key role in strengthening the board's insight and encouraging partners to question their interpretation of data against their personal assumptions. The YJS (youth) participation apprentices have completed a feedback survey of children who identify as black, Asian and minority ethnic. The board has also developed its understanding through a deep-dive audit of

¹⁵ Data supplied by the YJS.

children sentenced to custody, and a visit to HM Youth Offender Institution Cookham Wood. Inspired by the NHS' Secure Stairs' initiative, which provides a holistic package of support to children during their stay in the secure estate and through their transition to the community on release, the board has agreed that the YJS will support and enhance this work.

The YJS partnership continually seeks to strengthen the sophistication of its data sets and the way that these reflect the lives of children. The recent upgrade of the YJS information management system to Core+ will further enrich the data available.

Does the YOT partnership have access to the volume, range and quality of services and interventions to meet the needs of all children?

During the Covid-19 pandemic, children have had access to a good range of services, used well by practitioners to meet identified need. The YJS has continued to see children face-to-face: where risk dictated this to be a priority; for referral order panel meetings and to support children attending court remotely from police cells. Additionally, intensive supervision and surveillance timetables have been maintained during this period.

Service provision is evidence and strengths based and child centred. Practitioners focus on building relationships and take a family approach to intervention. They are skilled at adapting their style to take account of the child's needs and aspirations, finding innovative solutions to remove barriers to progress.

The YJS has recently strengthened its work with victims. A successful business case was made to the board to employ four full-time restorative justice practitioners to co-create a suite of accredited reparation activities. Additionally, the YJS now has its own Victims' Voice team, to complement the work completed by the PCC-funded Restorative Solutions. Victims' Voice practitioners have contacted 100 victims in their first six months of operation.

In normal circumstances, Kent's youth hubs offer interventions and activities – for example, a 'Course4Youth' programme focusing on future choices, healthy relationships, victims, risk-taking behaviour, anger management and antisocial behaviour. Although access has been limited through the Covid-19 lockdown, in the cases we inspected we saw examples of these services being used well to support children and their desistance.

Covid-19 has led to longer waits to access emotional and mental health services. However, the majority of children working with the YJS have access to these services through the conduct and behaviour pathway. We were advised that only 40 in every 5,000 children referred to the North East London NHS Foundation Trust (the provider for the mental health service) wait more than 18 weeks to see a specialist. All children have access to online counselling. Children wait a long time for a neurodevelopmental pathway assessment.

At the time of our inspection, 39.5 per cent of children aged 17 years and above and involved with the YJS were not in formal education, training or employment. The board, having identified significant barriers to post-16 education, training and employment among children working with the YJS, has commissioned The Education People to provide a re-engagement project for this cohort of children.

There is no general provision in Kent for 16–18-year-olds to access SLC services. Having made a business case to the board, the CCG has provided funding for a speech and language therapist (SALT) to work in each locality. They work on a

consultancy basis, have introduced the YJS SLC champion role and have helped to adapt resources to meet the needs of individual children. The CCG has agreed to sustain this service beyond the original contract, pending improvements to Kent-wide provision.

The 'We Are With You' (WAWY) service was commissioned to help children understand and address their use of substances, and is an embedded partner in integrated adolescent services. It also offers emotional wellbeing services, such as cognitive behavioural therapy and counselling. Children are able to access WAWY services without delay.

There is an effective, coordinated approach to support children at risk of exploitation and gang involvement. Children are offered support by specialist mentors and can complete a knife first-aid course, so that they can assist stabbing victims. Referrals are made promptly to the National Referral Mechanism (NRM), but investigations by this service take too long while children continue to be at extreme risk. Senior leaders recognise the role of children as victims and perpetrators of domestic abuse, and are piloting an initiative to support parents and carers harmed by their children.

The YJS encourages a focus on interventions that lead to reward. As an example, children can be referred to the Construction Youth Trust, which facilitates community projects, helps children meet potential employers and provides them with a construction skills certification scheme (CSCS) card and certificate.

Services, such as for substance misuse, knife first-aid and the referral order panel process, are evaluated. Initiatives, for instance the Violence Reduction Unit, are monitored by oversight and scrutiny panels. Out-of-court disposal decisions made by the joint panel are reviewed by both an internal and external scrutiny panel, to provide a localised, robust approach to evaluating this work.

Are arrangements with statutory partners, providers and other agencies established, maintained and used effectively to deliver high-quality services?

The YJS is a key partner in Kent and Medway's adolescent district contextual safeguarding process. This is a fully integrated model, providing a coordinated, evidence-based response to keep children safe from extra-familial harm, especially from exploitation and county lines. Supported by the University of Bedfordshire, it has been set up with the tools to provide for effective evaluation. Cases involving children at high risk of harm or of causing harm are discussed at complex adolescent harm meetings. We found that this process is adding value to the management of both post-court and out-of-court disposals.

The police work effectively with the integrated adolescent service to deliver interventions, share information about children, and address county lines and serious youth violence.

In line with the national protocol, one NPS probation officer is seconded to the service. As a limited resource, this individual provides guidance and support to case managers, rather than managing cases. In addition to the probation officer, the NPS has recently allocated a part-time probation services officer to the YJS. This individual will support YJS work in the youth courts. Transition decisions and arrangements were handled effectively in the cases we inspected.

The YJS features in the 'not in education, employment or training' (NEET) interdependency group action plan. A member of the NEET support team participates in YJS team case discussions and will identify an approach and a NEET worker for

relevant children aged 17 years and above. At the time of our inspection, 30 children working with the YJS were NEET, and 14 had taken up the offer of support from a NEET worker. Work is being undertaken at a strategic level to minimise the use by schools of reduced timetables, and children under the age of 17 receive support to reduce their barriers to attending school.

Practitioners have a good understanding of, and work well with, the positive behaviour support service commissioned by Kent County Council's early help to provide intensive parenting support. We noted a number of referrals to this service among the cases we inspected.

Kent's out-of-court process is well established. Discussions at the out-of-court disposal decision-making panel are chaired effectively by the police youth justice team. Partners attending have a thorough understanding of the children being discussed. Disposal decisions are reached following frank and thorough discussions, and reflect the child's lived experience and wider behaviour, and the voices of the child and victim. Dedicated police staff deliver the disposals that have been discussed by the panel during a formal clinic session, so that children and families understand the terms being offered. All non-statutory disposals are complemented by an offer of support to the child and family (including community resolutions delivered in the community by police officers) as a preventative measure.

Involvement of children and their parents and carers

As part of our inspection, we asked children to rate the quality of the YJS service. Of the 16 children responding, 12 rated the YJS highly. Asked if the YJS had helped them stay out of trouble, 12 said that it had. Children's comments included:

"My YOT worker has been a genuinely nice person and has been easy to get along with, while also helping me through any issues"

and

"... they helped me in loads of other ways to channel my energy into other types of activities and exercises".

Good practice example

The introduction of (youth) participation apprentices is a strength. Funded by Kent CCG, they fulfil a full-time role, splitting their focus between the integrated adolescent service and study towards a youth service qualification. They reach out actively to children in the community and custody, to gather their views and ideas. Their work strengthens decision-making at a strategic and operational level. Their achievements include: completion of a survey of children who identify as black, Asian and minority ethnic; contributing to discussions at Kent's out-of-court disposal panel; helping to review the referral order process; and working with children and with SALTs, to improve written resources, including information to children to improve their experience at court.

1.4. Information and facilities



Timely and relevant information is available and appropriate facilities are in place to support a high-quality, personalised and responsive approach for all children.

Outstanding

In making a judgement about staffing, we take into account the answers to the following four questions:

Are the necessary policies and guidance in place to enable staff to deliver a quality service, meeting the needs of all children?

Practitioners have access to a comprehensive range of policies and guidance through a recently created online resource hub. These are reviewed and kept up to date. Some, such as the induction policy, have been co-created with staff, to strengthen their impact and usefulness.

Staff know how to find the policies and procedures they need, and understand those that apply to their roles.

Does the YOT's delivery environment(s) meet the needs of all children and enable staff to deliver a quality service?

Kent is a large county; some areas are served well by public transport but there is no consistency in this, and children living in more rural areas can find it difficult to access central buildings. Before the Covid-19 lockdown, children could be seen at a range of community venues. Some YJS practitioners were based at children's hubs; these are child-friendly spaces, where they can access a range of interventions, drop-in services and good cooking facilities.

Covid-19 has had a significant impact on where children can be seen. In the main, buildings remain closed. However, practitioners continuing to have face-to-face contact with children can make specific arrangements to meet them at children's hubs. They also meet children in outside spaces or the child's home.

Despite the impact of the pandemic, most staff feel that they work in a suitable environment.

Do the information and communication technology (ICT) systems enable staff to deliver a quality service, meeting the needs of all children?

The YJS and adolescent early help team use different information management systems. Practitioners can access (on a read-only basis) each other's records, and partners embedded in the integrated adolescent service can contribute their information to AEH ICT systems. A small minority of partners would like a more joined-up case recording system.

An ICT incident in March 2021 affected access, with a slow and incremental recovery. However, the vast majority of staff across integrated adolescent services reported that their ICT systems support their work sufficiently well. The decision by the YJS to start using Core+ to record its work will provide a better resource of data to support strategic and operational planning.

Is analysis, evidence and learning used effectively to drive improvement?

The YJS takes a thorough approach to improvement. Board members demonstrate their interest and knowledge through a mature, informed analysis of the variables underpinning performance data.

Discussions relating to performance, service reviews and audit are core agenda items at board meetings. These contribute to the continuous cycle of review and development. For example, an analysis of 'no further action' police decisions highlighted the prevalence of child-to-parent violence, which is now being incorporated into Kent's Outcome 22 development work.

The case audit process is firmly embedded. Practice reviews are meaningful and lead to improvements in systems and processes. The audit framework is revisited, with revisions tested as the service evolves. Currently, an approach to auditing the quality of contextual safeguarding is being piloted in one locality.

The YJS makes effective use of HM Inspectorate of Probation's inspection standards and findings, to understand how well it is performing and to become inspection ready. The trauma-informed model was developed in response to the Inspectorate's public protection thematic inspection,¹⁶ and improvements were made to Kent's out-of-court disposal process after reviewing the findings from the Criminal Justice Joint Inspection out-of-court disposal thematic inspection.¹⁷

¹⁶ HM inspectorate of Probation. (2017). *The Work of Youth Offending Teams to Protect the Public*.

¹⁷ Criminal Justice Joint Inspection. (2018). *Out-of-court disposal work in youth offending teams*.



2. Court disposals

We took a detailed look at 38 community sentences and one custodial sentence managed by the YJS and interviewed the relevant case managers. We examined the quality of assessment; planning; implementation and delivery of services; and reviewing. Each of these elements was inspected in respect of work done to address desistance. For services to keep the child safe, we assessed the quality of planning, and implementation and delivery in the 35 cases where we expected meaningful work to take place. Similarly, for work to keep others safe, we assessed the quality of planning, and implementation and delivery in the 31 cases where meaningful work was required.

In this service, assessment and planning were assessed as 'Inadequate' because less than 50 per cent of cases met all our quality requirements for these standards. Implementation and delivery was rated as 'Good'; work was sufficient in 68 per cent of cases. Although reviewing focused sufficiently on desistance in 82 per cent of cases, and work to keep the child safe in 70 per cent, reviewing of work to keep other people safe met our requirements in only 59 per cent of the cases inspected. This led to an overall rating of 'Requires improvement' for this aspect of case management.

Overall, work to support desistance was effective. Trauma-informed practice and use of a strengths-based model of working were firmly embedded. Despite the constraints brought by Covid-19, youth justice workers used their knowledge and skills well to build relationships with families and take a holistic approach to meeting the child's needs. We saw variation between teams in the quality of practice and, overall, there was too little focus on supporting the safety and wellbeing of the child and to protect other people.

Strengths:

- The YJS recognised the link between building relationships and successful outcomes, and focused on this appropriately.
- Practitioners worked hard and creatively to maintain meaningful service provision, despite Covid-19 restrictions.
- A holistic, strengths-based and solution-focused approach was embedded as normal practice.
- A case formulation 4Ps approach (predisposing, precipitating, perpetuating and protective factors) was used routinely to understand the child's lived experience and how this influenced behaviour. This included asking 'why me?'; 'why now?'; 'why does it continue?'; 'what can I rely on?'
- In some of the most complex cases, youth justice workers were responsive and insightful, reviewing progress and working well in partnership with the complex adolescent harm management process to address escalating issues.

Areas for improvement:

- There was a lack of consistency in the quality of case management across teams.
- Youth justice workers did not analyse all the factors in a case deeply enough to understand how to support a child's safety and wellbeing, and protect victims.
- Underestimation of the risks to the safety and wellbeing of the child and other people affected the quality of planning to address these.
- Work to keep victims safe was not given enough priority.
- There was too little effective management oversight of casework.

Work with children sentenced by the courts will be more effective if it is well targeted, planned and implemented. In our inspections, we look at a sample of cases. In each of those cases, we inspect against four standards.

2.1. Assessment



Assessment is well-informed, analytical and personalised, actively involving the child and their parents/carers.

Inadequate

Our rating¹⁸ for assessment is based on the following key questions:

	% yes
Does assessment sufficiently analyse how to support the child's desistance?	62%
Does assessment sufficiently analyse how to keep the child safe?	46%
Does assessment sufficiently analyse how to keep other people safe?	41%

Youth justice workers routinely asked the 4Ps questions during their assessment. However, they were not using the answers consistently to inform more in-depth enquiries that would help them to understand fully the factors linked to the safety and wellbeing of the child and the need to protect other people.

Does assessment sufficiently analyse how to support the child's desistance?

Work to assess the factors linked to a child's desistance varied in quality.

YJS workers took a trauma-informed approach to assessment. They worked with the whole family, sometimes completing joint assessments with colleagues and partner practitioners to understand how to support desistance. Assessments focused well on

¹⁸ The rating for the standard is driven by the lowest score on each of the key questions, which is placed in a rating band, indicated in bold in the table. See Annexe 1 for a more detailed explanation.

the child's strengths and protective factors, and their level of maturity and readiness to engage and comply with their sentences.

In the main, we found practitioners comfortable and skilled at asking questions about diversity, including sexuality and ethnicity. However, they did not always use this information to understand, for example, how a child's experience of being black, Asian or minority ethnic, or belonging to a particular community, impacted on their behaviour and desistance needs.

One inspector was pleased to note:

"The assessment contains a detailed analysis of all the factors linked to offending. It explores diversity issues (experience and impact of trauma) to understand the child's experiences. Information from partnership agencies has been considered that helped determine how best to work with the child. The child and her mother's voice were present in the assessment. All the factors related to desistance have been included in the initial assessment".

Conversely, in another case, we found:

"...insufficient understanding around previous behaviours and offending, as well as patterns of desistance. Key factors such as poor relationships with parents and childhood trauma are not explored and despite A not wishing to return to father's care due to historical neglect and physical chastisement, he is subject to curfew requirements at the address. There is insufficient attention paid to his educational attainment and the extent to which his desistance may be impacted by constrained choices from exploiters, despite having reasonable grounds decision from NRM".

Does assessment sufficiently analyse how to keep the child safe?

There was no consistency in the quality of this work. Assessment identified clearly and analysed all the risks to the child in 19 of the 39 cases we inspected. The main areas of weakness related to the lack of analysis of measures already in place to protect the child and a tendency to underestimate the level of need in a case. Youth justice workers did not always use all the information available to them or speak to relevant partners. This may have hindered their ability to build an accurate and in-depth picture of factors relating to the safety and wellbeing of the child.

In some cases, where issues relating to domestic abuse or loss of family members were identified, the implications of these and related needs were not explored well enough.

One inspector noted the range of issues that needed further analysis in one case:

"There has not been enough information gathering from partnership agencies ... Areas of concern that have not been adequately explored include: exploitation (indicators of CCE [child sexual exploitation]); witnessing domestic abuse; emotional and physical abuse; substance misuse; and Alice's concern that her family is considering sending her to live in another country".

Does assessment sufficiently analyse how to keep other people safe?

Work completed to understand how to keep other people safe was the weakest area of assessment.

Of the 34 cases where there was evidence of risk of harm to others, youth justice workers had identified clearly all the relevant factors associated with this in only 13 cases. Youth justice workers drew sufficiently on appropriate sources of information and involved other agencies where appropriate in only half of the cases inspected. They did not always consider sufficiently a child’s pattern of behaviour or the controls and interventions in place to manage and minimise the risk of harm presented by the child.

In some cases, there was too little defensible decision-making, which made it hard to understand the rationale for the chosen classification of the risk of serious harm. It was not always clear who the victims were, and a lack of analysis curtailed effective plans to prevent further victims. There was not a consistently effective analysis of sexually harmful behaviour, especially where this was not related to the index offence.

In one case, we found that:

“The narrative across the case file for a high RoSH [risk of serious harm] judgement is insufficiently detailed or analytical to cover the range of harm-related behaviour displayed by Jude. There is no analysis relating to the safety of the vulnerable victim or potential for other victims to be ‘cuckooed’. Given the concerns about Jude’s living conditions, lack of external monitoring, connections with organised crime, and criminal exploitation, there is insufficient exploration of harm”.

2.2. Planning



Planning is well-informed, holistic and personalised, actively involving the child and their parents/carers.

Inadequate

Our rating¹⁹ for planning is based on the following key questions:

	% yes
Does planning focus sufficiently on supporting the child’s desistance?	77%
Does planning focus sufficiently on keeping the child safe?	47%
Does planning focus sufficiently on keeping other people safe?	42%

We found examples of excellent planning to support desistance, and consistently good work to engage the child and their family in this work. However, there was not enough planning to manage the risk of harm that children posed to other people and to address specific risks to victims. As such, planning was rated as ‘Inadequate’.

Does planning focus sufficiently on supporting the child’s desistance?

The strengths-based approach to planning was used well. The YJS worked together with the child and, where appropriate, their family to decide how best to support

¹⁹ The rating for the standard is driven by the lowest score on each of the key questions, which is placed in a rating band, indicated in bold in the table. See Annexe 1 for a more detailed explanation.

desistance. Planning reflected the child's readiness to engage and how to overcome barriers to completion.

In many instances, there was effective planning in relation to helping children access education, training and employment, and to address substance misuse issues. Planning considered the diversity and wider familial and social context of the child in 29 of the 39 cases, but we would have expected to see better planning to meet child's needs.

The majority of cases we inspected involved referral orders. Reparation and restorative justice were well thought through in many of these. However, in the 28 cases where the victim was known, their needs and wishes had been considered sufficiently well in the planning process in only 15 cases.

Does planning focus sufficiently on keeping the child safe?

There was need for planning to keep the child safe in 35 cases. Overall, this was not completed thoroughly enough.

Planning promoted the safety and wellbeing of the child, sufficiently addressing risks in 21 of the 35 cases. There was not enough joint planning with partners, especially with children's social care services, to take account of current or recent 'child in need' plans, or alignment with measures already in place to protect the child. There was a need for more detailed planning to address specific risks relating to situations and specific people. Too little consideration was given to what could change for the child in the future and how this could affect their safety and wellbeing. We saw effective contingency planning in only 13 of the 35 cases.

In one case, we found:

"There are references to the need to keep Jay safe within the family home; however, [there is] no clear plan of how this will be achieved and no cross-reference made to the child in need plan. Contingency actions include liaising with other agencies, such as children's social care services, probation and mental health services. However, the contingency plan does not set out specific measures that could be implemented as a result".

Does planning focus sufficiently on keeping other people safe?

We expected to see effective planning to keep other people safe in 31 cases. Performance in this area of work was poor. Less than half of the cases we inspected met our requirements for each aspect of this work.

There was too little joint planning with other agencies, or reflection on the measures in place to restrict or control behaviour, such as restraining orders and criminal behaviour orders. There was a need to address specific concerns relating to victims in 29 cases, and planning to do this was sufficient in only 12 cases. Contingency planning was the weakest area of work.

In one case, an inspector noted that:

"There was a five-step programme in the plan to raise victim awareness, but no thought given to how this would be delivered to the child, who had severe autism and ADHD [attention-deficit hyperactivity disorder]. A serious youth violence mentor was offering support but there was no specific plan for what this entailed, and his involvement was not recorded in the plan. It was unclear which offences the plan addressed and who was involved in creating it. Planning did not take account of the restraining order, its content or period it covered".

2.3. Implementation and delivery



High-quality, well-focused, personalised and coordinated services are delivered, engaging and assisting the child.

Good

Our rating²⁰ for implementation and delivery is based on the following key questions:

	% yes
Does the implementation and delivery of services effectively support the child's desistance?	85%
Does the implementation and delivery of services effectively support the safety of the child safe?	74%
Does the implementation and delivery of services effectively support the safety of other people?	68%

The YJS worked consistently well with its partners to implement and deliver services to support desistance. We saw examples of good and effective work to keep children safe, but there was variation in the quality of practice to protect other people.

Does the implementation and delivery of services effectively support the child's desistance?

The quality of work to support desistance was outstanding.

Youth justice staff worked diligently and skilfully. The child was kept firmly at the heart of delivery, and the overarching strengths-based, family focus provided them with the support and encouragement they needed to achieve their desistance goals. The staff balanced this approach well with the use of formal compliance measures where these were needed.

Covid-19 restrictions inevitably curtailed the provision of normal services and interventions, and the YJS had to reduce its face-to-face work. However, intensive supervision and surveillance timetables were maintained and children were visited, in order to support their attendance at, and effective participation in, virtual referral panel meetings.

Children continued to complete work to prevent offending behaviour, such as sessions on loyalty and friendships, gang culture and victim awareness. They received practical help with their education, training and employment, and accommodation. They were able to meet WAWY workers without delay, to talk about their use of substances and access therapies such as cognitive behavioural therapy. However, not all the factors identified during assessment were addressed sufficiently. Most notably, this included children who had needs relating to SLC or their emotional and mental health.

Partners worked well together to provide coordinated, comprehensive packages of support for desistance. Children's social care services, serious youth violence mentors and schools were key to effective joined-up working.

²⁰ The rating for the standard is driven by the lowest score on each of the key questions, which is placed in a rating band, indicated in bold in the table. See Annexe 1 for a more detailed explanation.

The YJS gave careful thought to decisions about children who met the criteria to transition to probation services. In one case, a child reached the age of 18 shortly before sentence. Although he was eligible to transfer, the YJS and NPS reviewed the circumstances of the case carefully at his point of sentence. They decided, correctly, that the YJS, having built a positive relationship with the child and having extensive knowledge of his and his family's needs, should retain the case.

Youth justice workers focused on helping children feel a sense of achievement. One inspector wrote:

“There’s a consistent, balanced, well-sequenced approach employed in this case. The case manager is responsive to Arnie’s requests and I particularly like the discussion she had with him about ‘walking away with something’, which was a pivotal point and resulted in positive outcomes, such as a bank account, provisional driving licence and CSCS card”.

Does the implementation and delivery of services effectively support the safety of the child?

Work to support the safety and wellbeing of the child was good.

Service delivery was tailored to the needs of each case. The YJS made appropriate referrals to complex adolescent harm meetings, which added value to the joint management of the most vulnerable children. In some, a mapping exercise was completed, to try to get a better understanding of how to support the child. Family relationships and home environments were monitored and the YJS linked well with the integrated offender management team, in one case making a quick referral to provide a multi-agency response to concerns that the child was at high risk of being exploited.

We found many examples of well-considered and coordinated work. For one, the inspector wrote:

“There is good joint work with the Looked After Children social worker and independent reviewing officer. They provided a coordinated response to Fiona’s placement instability, completing ‘return to home’ interviews to understand her prolific missing episodes. A SALT assessment identified some unmet needs and a CAMHS [Child and Adolescent Mental Health Services] referral was made, to inform an education, health and care plan to help Fiona re-engage with education”.

Does the implementation and delivery of services effectively support the safety of other people?

Work to keep other people safe overall was good. However, there was considerable variation in the quality of this work.

We saw examples of excellent risk management. In these cases, there was an effective flow of information between the police and YJS, and attentive monitoring of restrictive measures such as restraining orders. Serious youth violence mentors worked with children and partners alike to strengthen the joint response to the risk that children posed to others.

However, in some cases there was too little monitoring of children’s activities and living conditions, and a lack of urgency to take action to protect victims. Youth justice workers managed their cases in silo, without drawing on the support from partners or understanding the strength of so doing.

The following is an example of the need for more analysis to understand how to keep other people safe:

“The focus was more towards the risks posed to the child in relation to carrying a knife. The child reported that he frequently carried a knife due to conflict in the local community and this was not adequately investigated. There was no recognition that past trauma could be linked to this”.

In another case, the inspector noted:

“...no risk reduction work was undertaken; the driving intervention was not completed, nor work to understand how he targeted potential victims for burglary. The youth justice worker was unsure whether Dylan had access to a car, as the question was never asked”.

2.4. Reviewing



Reviewing of progress is well-informed, analytical and personalised, actively involving the child and their parents/carers.

Requires improvement

Our rating²¹ for reviewing is based on the following key questions:

	% yes
Does reviewing focus sufficiently on supporting the child's desistance?	82%
Does reviewing focus sufficiently on keeping the child safe?	70%
Does reviewing focus sufficiently on keeping other people safe?	59%

The quality of review relating to desistance work was consistently meaningful. The review of safety and wellbeing was good. However, reviewing did not focus sufficiently on keeping other people safe or necessarily lead to an appropriate response when circumstances in the case changed. This is reflected in the overall rating for reviewing of 'Requires improvement'.

Does reviewing focus sufficiently on supporting the child's desistance?

The quality of reviewing relating to desistance was outstanding.

The YJS was good at working with the child and families to understand and respond to changes in desistance. Youth justice workers also encouraged children to celebrate achievements in this area, even if this related to small improvements in their interest in activities. They monitored compliance well, increasing efforts to re-engage children, especially where their compliance had drifted because of restrictions brought about by Covid-19.

²¹ The rating for the standard is driven by the lowest score on each of the key questions, which is placed in a rating band, indicated in bold in the table. See Annexe 1 for a more detailed explanation.

Reviewing took place in a range of settings, including in family homes and during reflective team case discussions. These were attended by partners dedicated to the YJS, which provided a more joined-up response to changes in cases.

The SALTs were instrumental in helping youth justice workers to review and adapt their approach to strengthen children's engagement in planned activities.

In one particular case of note:

"The review focused on the child's lived experience. The youth justice worker reviewed progress in work to support desistance, alongside what she had learned through the YJS's survey of the experience of children who identify as black, Asian and minority ethnic. Having considered all this information, she proposed changes to the child's plan of work".

Does reviewing focus sufficiently on keeping the child safe?

The quality of reviewing to support safety and wellbeing was good.

We expected to see a review of safety and wellbeing in 27 cases. Reviewing identified relevant changes and responded to these in 18.

In 16 of the 27 cases, youth justice workers considered information held by other agencies to inform their reviews. In one case, we were pleased to see the quick referral made to the complex adolescent harm meeting process and NRM in response to intelligence from the police. In another, the inspector found:

"The statutory assessment review by the new case manager takes sufficient account of emerging safeguarding concerns. This results in appropriate referral to children's social care and positive information sharing with local police and the violence reduction unit. Monthly reviews at the complex adolescent harm meeting contribute to a multi-agency approach, information sharing and exchange, and meaningful actions post-meeting".

Does reviewing focus sufficiently on keeping other people safe?

Work to review how to keep other people safe required improvement.

It was appropriate to review risk of harm to other people in 22 cases. Of these, reviewing was good enough in 13.

Youth justice workers were not taking enough note of information available from other agencies and did not complete consistently their reviews together with the child and their families. Reviews did not lead to corresponding changes in the YJS's work to keep other people safe. The police were not asked consistently for new information to inform reviews, even where there were court-ordered control measures in place. In some instances, youth justice workers received important intelligence, or disclosures were made by the child, which they failed to act on.

In one case, an inspector wrote:

"There has not been adequate investigation throughout this case of the risks posed to others. These relate to Jake's associates, that he carries a knife and his potential links to gangs and criminal exploitation. His experience of trauma and the link to violence not explored enough. Other agencies should have been involved in monitoring/reviewing the risks posed to others and haven't been".

3. Out-of-court disposals



We inspected 26 cases managed by the YOT that had received an out-of-court disposal. These consisted of four youth conditional cautions, eight youth cautions and 14 community resolutions. Some of the community resolutions had been decided and delivered outside the formal process. In Kent, these are referred to integrated adolescent services, to make sure that needs are assessed and families offered appropriate support. We inspected 10 such cases. We interviewed the case managers in 24 cases.

We examined the quality of assessment; planning; and implementation and delivery of services. Each of these elements was inspected in respect of work done to address desistance. For the 16 cases where there were factors related to harm, we also inspected work done to keep other people safe. In the 25 cases where safety and wellbeing concerns were identified, we looked at work done to safeguard the child. We also looked at the quality of joint working with the local police.

In only 54 per cent of cases inspected, our standards for assessment were met, resulting in a 'Requires improvement' rating for this aspect of work. Similarly, although there was a good level of sufficiency in the quality of planning to support desistance, planning to protect other people met our requirements in only half the cases we inspected, leading to an overall rating for planning of 'Requires improvement'.

The service worked consistently well to implement and deliver services to support desistance and the safety and wellbeing of the child, and met our expectations to keep other people safe in 69 per cent of cases. This earned a rating of 'Good'. Initially, joint working was rated as 'Requires improvement'. Following the meeting of our internal ratings panel, however, we used professional discretion to increase this to 'Good'.²²

In general, our case assessments indicated that Kent's out-of-court disposal work functioned well, especially work completed to support families after the delivery of an informal community resolution.

The information provided to the joint decision-making panel was timely and helpful, and disposal proposals were sound. The approach taken to support desistance was consistent and effective. Practitioners were skilled in taking a 'child first', family approach to understand children's needs and aspirations, and help to achieve these. Some of these children lived complex lives, and their offences had been committed in the context of wider worrying behaviour and lived experiences. Not enough was being done to understand and address the risk of harm they posed to others. While oversight of case management was often thorough and insightful, it did not meet the needs of about a quarter of the cases we inspected.

²² An increase from 'Requires improvement' to 'Good' was made on the following basis: the original rating for joint working was derived from our assessment of four cases. A more positive judgement in one case would have raised the overall score for this aspect of work to 75 per cent. The rating was changed to reflect this and to take account of the overall quality of the YJS's joint work to deliver out-of-court disposals.

Strengths:

- Overall, work to support desistance was of a high standard.
- The strengths-based, family approach used for out-of-court disposals enabled practitioners to take a responsive, holistic approach to their work.
- The YJS contributed good-quality information and recommendations to the out-of-court disposal joint decision-making panel.
- Practitioners tailored the implementation of each out-of-court disposal to the needs of the individual case, making sure that this was proportionate to the type of disposal.
- Work to implement informal community resolutions was of consistently good quality.
- Children were supported well to improve their access to education, training and employment.

Areas for improvement:

- Assessments were too narrow in their focus and lacked analysis of important information.
- There was too little focus on understanding the level and nature of need relating to safety and wellbeing, and the risk of harm that children posed to others.
- Planning did not include appropriate contingency measures to protect the child and others should circumstances in the case change.
- Overall, work to keep others safe required improvement.
- We had concerns that opportunities were being lost to divert children away from the criminal justice system and into services better able to meet their needs.

Work with children receiving out-of-court disposals will be more effective if it is well targeted, planned and implemented. In our inspections, we look at a sample of cases. In each of those cases, we inspect against four standards.

3.1. Assessment



Assessment is well-informed, analytical and personalised, actively involving the child and their parents or carers.

Requires improvement

Our rating²³ for assessment is based on the following key questions:

²³ The rating for the standard is driven by the lowest score on each of the key questions, which is placed in a rating band, indicated in bold in the table. See Annexe 1 for a more detailed explanation.

	% yes
Does assessment sufficiently analyse how to support the child's desistance?	69%
Does assessment sufficiently analyse how to keep the child safe?	54%
Does assessment sufficiently analyse how to keep other people safe?	54%

Practitioners worked well with families to complete their assessments, and recorded these well. However, they did not identify and analyse sufficiently all the factors in a case, to gain an adequate understanding of where to focus their work, especially in relation to protecting the child and other people. Overall, assessment was rated as 'Requires improvement'.

Does assessment sufficiently analyse how to support the child's desistance?

Practitioners were skilled at working with the child and their family to complete their assessments, to help them understand the child's lived experience, and their individual needs and aspirations. However, of the 21 cases where it was important to identify the structural barriers that a child faced, they achieved this in only 14. In 18 of the 26 cases inspected, assessment did not provide a thorough enough understanding of the child's level of maturity and readiness to change.

Although a small number were completed late, in 24 of 26 cases there was a clear, written record of the assessment.

Does assessment sufficiently analyse how to keep the child safe?

The assessments identified clearly and analysed all the risks to the child's safety and wellbeing in only 14 of the 26 cases. In 19 of the 26 cases, we saw evidence that practitioners had drawn on all the relevant information available, such as other assessments and information held by partner agencies, to deepen their understanding of how to keep the child safe.

One inspector noted:

"The assessment draws on police and children's social care services information to provide a detailed account of Marty's adverse childhood experiences. This rightly leads to a medium classification. However, the concerns around Marty's exploitation are not sufficiently analysed and it is not clear whether these concerns are current or not".

Does assessment sufficiently analyse how to keep other people safe?

There were indications that the child posed a risk of harm to other people in 25 of the 26 cases inspected. Practitioners had identified and analysed relevant factors, including risks to specific victims, in only 13 of these. In 10 of the 25 cases, practitioners had not drawn on information available from partner agencies or other assessments to help them make decisions about the level and nature of the risk that the child posed, and they tended to underestimate the need to protect other people.

Inspectors provided the following evidence:

“The assessment provides some information around Toni’s assault on her mum, and there is a good level of insight into the family dynamics. However, the assessment focuses on Toni’s wellbeing and lacks analysis around the risk she presents to her parents”.

“The offences included inciting a child to engage in sexual activity and attempting to distribute indecent images of a child. There was a level of sophistication and coercion in Michael’s behaviour, and the impact on his victim is likely to have been significant. However, the YJS underestimated the level of risk Michael posed to other people and assigned a low classification to this case”.

3.2. Planning



Assessment is well-informed, analytical and personalised, actively involving the child and their parents/carers.

Requires improvement

Our rating²⁴ for planning is based on the following key questions:

	% yes
Does planning focus on supporting the child’s desistance?	88%
Does planning focus sufficiently on keeping the child safe?	64%
Does planning focus sufficiently on keeping other people safe?	50%

The YJS took a thorough approach to planning to support desistance but practitioners were not good at anticipating changes in the circumstances of a case, and this affected the quality of planning to support safety and wellbeing. Planning to manage and reduce risk of harm to others was poor.

Does planning focus on supporting the child’s desistance?

The quality of planning to support desistance was excellent.

Practitioners took a consistently thorough approach when planning how to support the child’s desistance. Plans were developed with the family, so that the child could be supported to achieve their objectives with the help of their parents or carers.

There was a good focus on relationships and, where possible, if children were already receiving support from the integrated adolescent service, they carried on working with the same practitioner to complete the work for their out-of-court disposal.

²⁴ The rating for the standard is driven by the lowest score on each of the key questions, which is placed in a rating band, indicated in bold in the table. See Annexe 1 for a more detailed explanation.

Practitioners considered how to help children access opportunities for community integration, and how mainstream services could continue to work with them as part of an exit plan, in 23 of the 26 cases inspected.

In one case, the inspector wrote:

“Planning adequately supports the child’s desistance. The planned interventions link to factors to support the child’s coping skills, understanding behaviours, substance misuse and the impact of offending on his future. The practitioner has identified the agencies to support desistance – mental health services, The Education People and Youth Café (Switch). The child’s family were engaged in this planning”.

In another case, the inspector noted the challenge provided by the joint decision-making panel that led to a more supportive plan for the child:

“The original proposal was a ‘no further action’ disposal. However, it was decided by the panel that a community resolution would more appropriately reflect the impact on the victim, and reduce the likelihood of the child being involved in future incidents. The plan for intervention included: continued work with adolescent early help, including an assessment of the child and siblings; a session to reflect on the offence; and referrals to mainstream services to support desistance”.

Of the 20 cases involving a known victim, planning took sufficient account of their needs and wishes in 13.

Does planning focus sufficiently on keeping the child safe?

There was a need for planning to support the child’s safety and wellbeing in 25 cases. The quality of this work was good and it was normal practice to plan jointly and align plans with partner agencies.

However, practitioners did not take enough account of the fact that circumstances in a case can change rapidly, and plan for that eventuality. The quality of contingency planning was poor; only nine of the 25 cases identified specific measures to address potential escalating risks.

Does planning focus sufficiently on keeping other people safe?

We expected to see planning to address the risk of harm that a child posed to others in 16 cases. There was a need to address specific concerns and risks relating to victims in 15 of these. We judged that planning to keep other people safe required improvement.

The absence of assessment to identify needs led to gaps in planning, and in some cases there was no planning at all to keep victims and other people safe. Planning promoted the safety of other people in nine of the 16 cases. It focused sufficiently on protecting victims in seven of the relevant 15 cases.

In one case, we noted:

“Both the victim and child attend the same school but there is no evidence of liaison with the school about how risks to the victim are to be managed. The child has been assessed as [presenting a] low risk of serious harm to other people and this should be medium. This and the inexperience of the case manager have impacted on effective planning to keep the victim safe”.

Practitioners involved other agencies in their planning in 10 of the relevant 14 cases.

Contingency planning was poor. Only three of the 16 cases where we should have seen this included appropriate action to be taken should circumstances in the case change. Many plans contained generic measures, such as speaking to the child or listing agencies involved in the case.

3.3. Implementation and delivery



High-quality, well-focused, personalised and coordinated services are delivered, engaging and assisting the child.

Good

Our rating²⁵ for implementation and delivery is based on the following key questions:

	% yes
Does service delivery effectively support the child's desistance?	92%
Does service delivery effectively support the safety of the child?	80%
Does service delivery effectively support the safety of other people?	69%

Implementation and delivery was the strongest area of out-of-court disposal work. The delivery of services to support desistance and the safety and wellbeing of the child were consistently effective. The overall rating for implementation and delivery was determined by the quality of work to keep victims and other people safe, which was good.

Does service delivery effectively support the child's desistance?

Practitioners worked well to make sure that children received appropriate support for their desistance. Service delivery reflected the individual needs of the child, and was strengths based and holistic. The need to build and maintain a relationship with the child and family, and to recognise the social context of their lives was given sufficient priority. The YJS continued to offer this service throughout the Covid-19 period, with children provided with the opportunity to engage in a range of mainstream services. All those who were assessed as needing support with education, training and employment received an appropriate offer of help. There was less support for children to help meet their mental health or SLC needs.

Most of the case we inspected included examples of effective and supportive practice. In one case, an inspector wrote:

"The planned interventions have been delivered to improve Jim's understanding and ability to manage his emotions. Appointments have taken place at school or in the family home. Jim's parents have been offered a referral to a positive behaviour support programme, which they have agreed to participate in. Jim has now been referred to speech and language services to receive additional support".

²⁵ The rating for the standard is driven by the lowest score on each of the key questions, which is placed in a rating band, indicated in bold in the table. See Annexe 1 for a more detailed explanation.

Does service delivery effectively support the safety of the child?

Service delivery supported the safety and wellbeing of the child in 21 of the 25 relevant cases.

In 21 cases, it would have been beneficial to have a multi-agency approach to keeping the child safe. We found an effective, coordinated partnership response in 14 of these, including with schools and children’s social care services.

In one case, the practitioner met teachers to ensure that the school was aware of the child’s vulnerabilities, and made sure that school staff had her contact details, so that they could share their concerns with her. An education, health and care plan is in place and the social worker has developed an online safety plan, which has been shared with the YJS. In another case, the practitioner has been a strong advocate for a child who found a recent change in educational provision difficult. Her involvement has led to a decrease in his exclusions from school.

Multi-agency strategy meetings and complex adolescent harm meetings added value to the support provided. For example, in one case an inspector wrote:

“In this case, interventions included sessions on knife crime, gang culture, and county lines and triggers awareness. The (youth) participation apprentice was involved in delivering this work. The family was offered a Buddi tag, which the child and his parents accepted. The missing and exploited and serious youth violence teams were involved to gather intelligence and monitor plans”.

Does service delivery effectively support the safety of other people?

There was a need to deliver services to protect other people in 16 cases we inspected. There was vast variation in the quality of work to keep other people safe but, overall, the level of sufficiency was good.

In well-managed cases, there was an effective, coordinated approach to protecting other people, including throughout the Covid-19 period. Partners such as CAMHS, WAWY and the police played key roles in helping to manage and reduce risk of harm. Cases were discussed at multi-agency meetings and practitioners worked well with families – for instance, to support them or arrange for children to move, to reduce their risk to others. In a small number of cases, however, there was far too little focus on managing risks as these became apparent in the case.

Work to protect victims was good enough in 12 of the 16 relevant cases. Children participated in relevant offending behaviour work, including victim awareness.

3.4. Joint working



Joint working with the police supports the delivery of high-quality, personalised and coordinated services.

Good²⁶

²⁶ An increase from ‘Requires improvement’ to ‘Good’ was made on the following basis: the original rating for joint working was derived from our assessment of four cases. A more positive judgement in one case would have raised the overall score for this aspect of work to 75 per cent. The rating was changed to reflect this and to take account of the overall quality of the YJS’s joint work to deliver out-of-court disposals.

Our rating²⁷ for joint working is based on the following key questions:

	% yes
Are the YOT's recommendations sufficiently well-informed, analytical and personalised to the child, supporting joint decision-making?	62%
Does the YOT work effectively with the police in implementing the out-of-court disposal? ²⁸	50%

Where recommendations were made to the decision-making panel, they were appropriate and proportionate. The rating for joint work, however, was determined by our judgements in the four youth conditional cautions we inspected, two of which met all the requirements for this aspect of work. The scores allowed us to consider whether to apply professional discretion. After careful consideration, the internal ratings panel decided that 'Good' was a more appropriate rating, which reflected the YJS's overall performance for joint working more accurately.

We did, however, have concerns about the potential negative consequences of the local practice of police making unilateral decisions to impose community resolutions. This created a danger that children were receiving community resolutions for emerging criminal behaviour, when it should have been recognised as being indicative of unmet needs. As a consequence, there were lost opportunities to divert children away from the criminal justice system, and into services better able to meet their needs.

Are the YOT's recommendations sufficiently well-informed, analytical and personalised to the child, supporting joint decision-making?

The YJS had not contributed to the out-of-court disposal decision in 10 of the cases we inspected. The police had delivered an informal community resolution and then referred the case to the integrated adolescent service for assessment and, if the family agreed to this, preventative support. In two of these cases, we were not assured that the child should have received a criminal justice disposal.

Of the 16 cases discussed by the joint decision-making panel, the information provided by youth justice workers was submitted in a timely way in 13 cases. In 14 cases, reports to the panel included appropriate and proportionate recommendations for the type of disposal to be offered to children. They suggested relevant interventions and, where they considered a youth conditional caution to be the right outcome, conditions appropriate for this disposal.

YJS reports did not always make it clear that the child understood that they had committed an offence and had admitted responsibility for this. We were not assured that all practitioners had enough understanding of out-of-court disposals to help children and their parents or carers understand the full implications of the disposal they were being offered. We expect to see evidence, even for community resolutions, that information has been shared about how the disposal is recorded and if and when it can be disclosed. We were satisfied that this had been done in 17 of the 26 cases inspected.

²⁷ The rating for the standard is driven by the lowest score on each of the key questions, which is placed in a rating band, indicated in bold in the table. See Annexe 1 for a more detailed explanation.

²⁸ This question is only relevant in youth conditional caution cases.

We noted:

“Adolescent early help worker completed a thorough, timely assessment which fully informed the joint decision-making. Police had initially looked to impose a YCC [youth conditional caution] but the assessor suggested a YC [youth caution]. Worker clear with child, social worker and foster carers that the support was on a voluntary basis”.

In the vast majority of cases, there was a clearly recorded, informative rationale for joint disposal decisions.

Does the YOT work effectively with the police in implementing the out-of-court disposal?

The YJS kept police sufficiently up to date about progress made in the youth conditional caution in two of the three cases where they needed to do this. In both of these, the child completed all the requirements of the disposal successfully. Enough attention was given to compliance and enforcement in three of the four cases. Overall, there was too little communication between the police and YJS in two cases, leading to a fragmented approach to implementation.

Annexe 1: Methodology

HM Inspectorate of Probation standards

The standards against which we inspect youth offending services are based on established models and frameworks, which are grounded in evidence, learning and experience. These standards are designed to drive improvements in the quality of work with children who have offended.²⁹

The inspection methodology is summarised below, linked to the three domains in our standards framework. We focused on obtaining evidence against the standards, key questions and prompts in our inspection framework.

Domain one: organisational delivery

The youth justice service submitted evidence in advance, and the joint chairs of the board (Corporate Director for Children, Young People and Education, and Director of Integrated Children's Services) chaired a presentation covering the following areas:

- How do organisational delivery arrangements in this area make sure that the work of your YJS is as effective as it can be, and that the life chances of children who have offended are improved?
- What are your priorities for further improving these arrangements?

During the main fieldwork phase, we conducted 60 interviews with case managers, asking them about their experiences of training, development, management supervision and leadership. We held various meetings, which allowed us to triangulate evidence and information. In total, we conducted 12 meetings, including with managers, partner organisations and staff. We also observed an out-of-court disposal joint decision-making panel meeting. The evidence collected under this domain was judged against our published ratings characteristics.

Domain two: court disposals

We completed case assessments over a one-week period, examining case files and interviewing case managers. Of the cases selected, 60 per cent were those of children who had received court disposals six to nine months earlier, enabling us to examine work in relation to assessing, planning, implementing and reviewing. Where necessary, interviews with other people significantly involved in the case also took place. We examined 39 court disposals. The sample size was set to achieve a confidence level of 80 per cent (with a margin of error of 5), and we ensured that the ratios in relation to gender, sentence or disposal type, risk of serious harm, and risk to safety and wellbeing classifications matched those in the eligible population.

Domain three: out-of-court disposals

We completed case assessments over a one-week period, examining case files and interviewing case managers. Of the cases selected, 40 per cent were those of children who had received out-of-court disposals two to five months earlier. This enabled us to examine work in relation to assessing, planning, implementing and

²⁹ HM Inspectorate's standards are available here:

<https://www.justiceinspectrates.gov.uk/hmiprobation/about-our-work/our-standards-and-ratings/>

joint working. Where necessary, interviews with other people significantly involved in the case also took place. We examined 26 out-of-court disposals. The sample size was set to achieve a confidence level of 80 per cent (with a margin of error of 5), and we ensured that the ratios in relation to gender, sentence or disposal type, risk of serious harm, and risk to safety and wellbeing classifications matched those in the eligible population.

In some areas of this report, data may have been split into smaller sub-samples – for example, male/female cases. Where this is the case, the margin of error for the sub-sample findings may be higher than five.

Ratings explained

Domain one ratings are proposed by the lead inspector for each standard. They will be a single judgement, using all the relevant sources of evidence. More detailed information can be found in the probation inspection domain one rules and guidance on the website.

In this inspection, we conducted a detailed examination of a sample of 39 court disposals and 26 out-of-court disposals. In each of those cases, we inspect against four standards: assessment, planning, and implementation/delivery. For court disposals, we look at reviewing; and in out-of-court disposals, we look at joint working with the police. For each standard, inspectors answer a number of key questions about different aspects of quality, including whether there was sufficient analysis of the factors related to offending; the extent to which children were involved in assessment and planning; and whether enough was done to assess and manage the safety and wellbeing of the child, and any risk of harm posed to others.

For each standard, the rating is aligned to the lowest banding at the key question level, recognising that each key question is an integral part of the standard.

Lowest banding (key question level)	Rating (standard)
Minority: <50%	Inadequate
Too few: 50-64%	Requires improvement
Reasonable majority: 65-79%	Good
Large majority: 80%+	Outstanding ☆

We use case sub-samples for some of the key questions in domains two and three. For example, when judging whether planning focused sufficiently on keeping other people safe, we exclude those cases where the inspector deemed the risk of serious harm to be low. This approach is justified on the basis that we focus on those cases where we expect meaningful work to take place.

An element of professional discretion may be applied to the standards ratings in domains two and three. Exceptionally, the ratings panel considers whether professional discretion should be exercised where the lowest percentage at the key question level is close to the rating boundary – for example, between 'Requires improvement' and 'Good' (specifically, within five percentage points of the boundary; or where a differing judgement in one case would result in a change in rating; or where the rating is based upon a sample or sub-sample of five cases or fewer). The panel considers the sizes of any sub-samples used and the percentages for the other key questions within that standard, such as whether they fall within different bandings and the level of divergence, to make this decision.

Overall provider rating

Straightforward scoring rules are used to generate the overall provider rating. Each of the 10 standards will be scored on a 0-3 scale as listed in the following table.

Score	Rating (standard)
0	Inadequate
1	Requires improvement
2	Good
3	Outstanding ☆

Adding the scores for each standard together produces the overall rating on a 0-30 scale as listed in the following table.

Score	Rating (overall)
0-6	Inadequate
7-18	Requires improvement
19-30	Good
31-36	Outstanding ☆

We do not include any weightings in the scoring rules. The rationale for this is that all parts of the standards framework are strongly linked to effective service delivery and positive outcomes, and we have restricted ourselves to those that are most essential. Our view is that providers need to focus across all the standards, and we do not want to distort behaviours in any undesirable ways. Furthermore, the underpinning evidence supports including all standards/key questions in the rating, rather than weighting individual elements.

Annexe 2: Inspection data

The answers to the key questions that determine the ratings for each standard are underpinned by answers to more detailed 'prompts'. These tables illustrate the proportions of the case sample with a satisfactory 'yes' response to the prompt questions. It should be noted that there is no mechanistic connection between the proportion of prompt questions answered positively, and the overall score at the key question level. The 'total' does not necessarily equal the 'sum of the parts'. The summary judgement is the overall finding made by the inspector, having taken consideration of the answers to all the prompts, weighing up the relative impact of the strengths and weaknesses.

Domain 2: Court disposals

2.1. Assessment	
Does assessment sufficiently analyse how to support the child's desistance?	% yes
Is there sufficient analysis of offending behaviour, including the child's attitudes towards and motivations for their offending?	62%
Does assessment consider the diversity and wider familial and social context of the child, utilising information held by other agencies?	64%
Does assessment focus on the child's strengths and protective factors?	92%
Does assessment analyse the key structural barriers facing the child?	72%
Is sufficient attention given to understanding the child's levels of maturity, ability and motivation to change, and their likelihood of engaging with the court disposal?	82%
Does assessment give sufficient attention to the needs and wishes of the victim/s, and opportunities for restorative justice?	59%
Is the child and their parents/carers meaningfully involved in their assessment, and are their views taken into account?	79%
Does assessment sufficiently analyse how to keep the child safe?	% yes
Does assessment clearly identify and analyse any risks to the safety and wellbeing of the child?	49%
Does assessment draw sufficiently on available sources of information, including other assessments, and involve other agencies where appropriate?	67%
Does assessment analyse controls and interventions to promote the safety and wellbeing of the child?	51%

Does assessment sufficiently analyse how to keep other people safe?	% yes
Does assessment clearly identify and analyse any risk of harm to others posed by the child, including identifying who is at risk and the nature of that risk?	38%
Does assessment draw sufficiently on available sources of information, including past behaviour and convictions, and involve other agencies where appropriate?	50%
Does assessment analyse controls and interventions to manage and minimise the risk of harm presented by the child?	50%

2.2. Planning

Does planning focus sufficiently on supporting the child's desistance?	% yes
Does planning set out the services most likely to support desistance, paying sufficient attention to the available timescales and the need for sequencing?	82%
Does planning take sufficient account of the diversity and wider familial and social context of the child?	74%
Does planning take sufficient account of the child's strengths and protective factors, and seek to reinforce or develop these as necessary?	79%
Does planning take sufficient account of the child's levels of maturity, ability and motivation to change, and seek to develop these as necessary?	84%
Does planning give sufficient attention to the needs and wishes of the victim/s?	54%
Is the child and their parents/carers meaningfully involved in planning, and are their views taken into account?	87%

Does planning focus sufficiently on keeping the child safe?	% yes
Does planning promote the safety and wellbeing of the child, sufficiently addressing risks?	60%
Does planning involve other agencies where appropriate, and is there sufficient alignment with other plans (e.g. child protection or care plans) concerning the child?	62%

Does planning set out the necessary controls and interventions to promote the safety and wellbeing of the child?	57%
Does planning set out necessary and effective contingency arrangements to manage those risks that have been identified?	37%
Does planning focus sufficiently on keeping other people safe?	% yes
Does planning promote the safety of other people, sufficiently addressing risk of harm factors?	45%
Does planning involve other agencies where appropriate?	41%
Does planning address any specific concerns and risks related to actual and potential victims?	41%
Does planning set out the necessary controls and interventions to promote the safety of other people?	42%
Does planning set out necessary and effective contingency arrangements to manage those risks that have been identified?	35%

2.3. Implementation and delivery

Does the implementation and delivery of services effectively support the child's desistance?	% yes
Are the delivered services those most likely to support desistance, with sufficient attention given to sequencing and the available timescales?	87%
Does service delivery reflect the diversity and wider familial and social context of the child, involving parents/carers or significant others?	87%
Does service delivery build upon the child's strengths and enhance protective factors?	92%
Is sufficient focus given to developing and maintaining an effective working relationship with the child and their parents/carers?	92%
Does service delivery promote opportunities for community integration including access to services post-supervision?	76%
Is sufficient attention given to encouraging and enabling the child's compliance with the work of the YOT?	97%
Are enforcement actions taken when appropriate?	80%
Does the implementation and delivery of services effectively support the safety of the child?	% yes
Does service delivery promote the safety and wellbeing of the child?	83%

Is the involvement of other organisations in keeping the child safe sufficiently well-coordinated?	68%
Does the implementation and delivery of services effectively support the safety of other people?	% yes
Are the delivered services sufficient to manage and minimise the risk of harm?	68%
Is sufficient attention given to the protection of actual and potential victims?	69%
Is the involvement of other agencies in managing the risk of harm sufficiently well-coordinated?	60%

2.4. Reviewing

Does reviewing focus sufficiently on supporting the child's desistance?	% yes
Does reviewing identify and respond to changes in factors linked to desistance?	82%
Does reviewing focus sufficiently on building upon the child's strengths and enhancing protective factors?	82%
Does reviewing consider motivation and engagement levels and any relevant barriers?	86%
Is the child and their parents/carers meaningfully involved in reviewing their progress and engagement, and are their views taken into account?	82%
Does reviewing lead to the necessary adjustments in the ongoing plan of work to support desistance?	71%

Does reviewing focus sufficiently on keeping the child safe?	% yes
Does reviewing identify and respond to changes in factors related to safety and wellbeing?	67%
Is reviewing informed by the necessary input from other agencies involved in promoting the safety and wellbeing of the child?	59%
Does reviewing lead to the necessary adjustments in the ongoing plan of work to promote the safety and wellbeing of the child?	65%

Does reviewing focus sufficiently on keeping other people safe?	% yes
Does reviewing identify and respond to changes in factors related to risk of harm?	59%
Is reviewing informed by the necessary input from other agencies involved in managing the risk of harm?	65%
Is the child and their parents/carers meaningfully involved in reviewing their risk of harm, and are their views taken into account?	59%
Does reviewing lead to the necessary adjustments in the ongoing plan of work to manage and minimise the risk of harm?	65%

Domain 3: Out-of-court disposals

3.1. Assessment	
Does assessment sufficiently analyse how to support the child's desistance?	% yes
Is there sufficient analysis of offending behaviour, including the child's acknowledgement of responsibility, attitudes towards and motivations for their offending?	72%
Does assessment consider the diversity and wider familial and social context of the child, utilising information held by other agencies?	81%
Does assessment focus on the child's strengths and protective factors?	81%
Does assessment analyse the key structural barriers facing the child?	67%
Is sufficient attention given to understanding the child's levels of maturity, ability and motivation to change?	69%
Does assessment give sufficient attention to the needs and wishes of the victim/s, and opportunities for restorative justice?	76%
Is the child and their parents/carers meaningfully involved in their assessment, and are their views taken into account?	88%
Does assessment sufficiently analyse how to keep the child safe?	% yes
Does assessment clearly identify and analyse any risks to the safety and wellbeing of the child?	54%
Does assessment draw sufficiently on available sources of information, including other assessments, and involve other agencies where appropriate?	73%

Does assessment sufficiently analyse how to keep other people safe?	% yes
Does assessment clearly identify and analyse any risk of harm to others posed by the child, including identifying who is at risk and the nature of that risk?	52%
Does assessment draw sufficiently on available sources of information, including any other assessments that have been completed, and other evidence of behaviour by the child?	60%

3.2. Planning

Does planning focus on supporting the child's desistance?	% yes
Does planning set out the services most likely to support desistance, paying sufficient attention to the available timescales and the need for sequencing?	81%
Does planning take sufficient account of the diversity and wider familial and social context of the child?	88%
Does planning take sufficient account of the child's strengths and protective factors, and seek to reinforce or develop these as necessary?	76%
Does planning take sufficient account of the child's levels of maturity, ability and motivation to change, and seek to develop these as necessary?	81%
Does planning take sufficient account of opportunities for community integration, including access to mainstream services following completion of out-of-court disposal work?	88%
Does planning give sufficient attention to the needs and wishes of the victim/s?	65%
Is the child and their parents/carers meaningfully involved in planning, and are their views taken into account?	88%
Does planning focus sufficiently on keeping the child safe?	% yes
Does planning promote the safety and wellbeing of the child, sufficiently addressing risks?	80%
Does planning involve other agencies where appropriate, and is there sufficient alignment with other plans (e.g. child protection or care plans) concerning the child?	78%
Does planning include necessary contingency arrangements for those risks that have been identified?	36%

Does planning focus sufficiently on keeping other people safe?	% yes
Does planning promote the safety of other people, sufficiently addressing risk of harm factors?	56%
Does planning involve other agencies where appropriate?	71%
Does planning address any specific concerns and risks related to actual and potential victims?	47%
Does planning include necessary contingency arrangements for those risks that have been identified?	19%

3.3. Implementation and delivery

Does service delivery support the child's desistance?	% yes
Are the delivered services those most likely to support desistance, with sufficient attention given to sequencing and the available timescales?	88%
Does service delivery reflect the diversity and wider familial and social context of the child, involving parents/carers or significant others?	92%
Is sufficient focus given to developing and maintaining an effective working relationship with the child and their parents/carers?	92%
Is sufficient attention given to encouraging and enabling the child's compliance with the work of the YOT?	96%
Does service delivery promote opportunities for community integration, including access to mainstream services?	92%
Does service delivery effectively support the safety of the child?	% yes
Does service delivery promote the safety and wellbeing of the child?	84%
Is the involvement of other agencies in keeping the child safe sufficiently well utilised and coordinated?	67%
Does service delivery effectively support the safety of other people?	% yes
Is sufficient attention given to the protection of actual and potential victims?	75%
Are the delivered services sufficient to manage and minimise the risk of harm?	69%

3.4. Joint working	
Are the YOT's recommendations sufficiently well-informed, analytical and personalised to the child, supporting joint decision-making?	% yes
Are the recommendations by the YOT for out-of-court disposal outcomes, conditions and interventions appropriate and proportionate?	88%
Do the recommendations consider the degree of the child's understanding of the offence and their acknowledgement of responsibility?	75%
Is a positive contribution made by the YOT to determining the disposal?	75%
Is sufficient attention given to the child's understanding, and their parents/carers' understanding, of the implications of receiving an out-of-court disposal?	65%
Is the information provided to inform decision-making timely to meet the needs of the case, legislation and guidance?	81%
Is the rationale for joint disposal decisions appropriate and clearly recorded?	93%
Does the YOT work effectively with the police in implementing the out-of-court disposal?³⁰	% yes
Does the YOT inform the police of progress and outcomes in a sufficient and timely manner?	67%
Is sufficient attention given to compliance with and enforcement of the conditions?	75%

³⁰ This question is only asked in youth conditional caution cases

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Kent Youth Justice Services Inspection – June 2021

Judgement, response, and improvement plan

Foreword

Our commitment to ensuring Kent's Youth Justice services achieve the best outcomes for young people across the county is unwavering.

HMIP judged Kent's youth justice service overall as requires improvement. This overall grading and two elements of the inspection being judged as inadequate has been a very tough message to hear. We are absolutely committed to addressing the areas found to be inadequate as a matter of urgency and have begun to do so.

However, we welcome the constructive findings of the inspection report and have worked with partners and stakeholders to develop this action plan in response to these challenges.

We know that the legacy of the pandemic is being felt across our communities and, in the challenges our children and young people face. Making sure that our practitioners, services and partners have the right expertise and capacity to respond to this complex environment is at the heart of the actions we have set out to meet the challenges highlighted by the inspectorate.

We have demonstrated in some aspects of our work that we can deliver outstanding outcomes. However, there is much work to be done to ensure that outstanding work is consistently delivered in every aspect of our work for all children and young people who are involved with our Youth Justice services. This improvement plan is a contract. We commit to delivering it to the highest standard to give our practitioners the support they need, and in return we ask all our staff to engage with the improvements and hold ourselves and each other to the highest standards.

Together we know that we can rise to the challenges placed upon us, and together we will make sure all children and young people in Kent can feel safe, valued and able to thrive no matter the challenges they face.

Matt Dunkley, Corporate Director for Children, Young People and Education
Sue Chandler, Cabinet Member for Integrated Children's Services
Dan Bride, Assistant Director - Adolescent and Open Access - West

Introduction

In June 2021 Her Majesty's Inspectorate of Probation (HMIP) undertook a full, virtual, 2-week inspection of Kent Youth Justice Services. Week 1 scrutinised 'evidence in advance' and week 2 (21-25 June), was fieldwork, comprising case work interviews, file audits and stakeholder engagement.

The result of this inspection is that HMIP have judged our services as "requires improvement". We understand and accept this judgement, including the reflections and recommendations set out in [the inspection report](#)¹. This document sets out how we intend to respond to these findings and ensure that Kent's youth justice services are outstanding both in terms of delivery and impact for young people across the county.

What the Inspectorate said

Inspectors recognised the impact of Covid-19 and the Kent variant noting that the service had continued to provide children with consistent access to essential services, such as in-person group sessions and educational and health support.

However, they found some inadequate practice in the quality of assessments, to identify the risk of harm posed by children under their supervision, as well as the planning required to keep children and other people safe. They acknowledged that the outcomes were generally good for the young people, but more focus was needed in young people's plans on the safety of others affected.

HMIP found inconsistencies in the level of management oversight and in the support offered to new staff.

The inspection noted the success of youth justice participation apprentices, who speak to children supervised by the YJS to channel the voice of children into strategic and operational decisions.

HMIP stated that they have "every confidence that these [changes] will be implemented quickly and effectively. There is a lot for Kent YJS to be proud of – it demonstrates outstanding commitment to integrated services, partnerships and to ensuring children under its supervision have access to appropriate facilities". "The inconsistencies should be relatively straightforward to solve".

Our reflections

Kent Youth Justice is a strong partnership which achieves its principle aim of reducing the offending and re-offending of children. HMIP noted our work to support the desistance of offending amongst children as "excellent", and this is reflected in Kent's rate of re-offending (34%) being lower than the national average (38%).

¹ The full report can be accessed online here <https://www.justiceinspectorates.gov.uk/hmiprobation/inspections/kent-yjs/>

However, as reflected in the overall grading of 'requires improvement', Kent Youth Justice acknowledges that our articulation of assessments and plans were inadequate during the period inspected. We immediately began to address this and have plans to do more

The global pandemic is not the sole reason for the weaknesses identified by HMIP although the impact of the pandemic does provide some context to the operational challenges.

- During the pandemic many partner agencies stopped their delivery of face-to-face interventions and
- The virtual court exceptional delivery model increased the Youth Justice daily duty demands from 2 Courts to 5 Police stations.

Recommendations for improvement

In order for Kent Youth Justice Services to respond to the findings of the inspection, HMIP recommend that we implement an action plan that delivers on achieving the following objectives:

1. Practitioners have the time, knowledge, and skills to meet the needs of their cases
2. Assessment and planning to keep the child and others safe are thorough and give sufficient focus to protecting victims
3. Oversight of case management is applied consistently
4. Staff appraisals are timely and add personal and professional value
5. Staff at all levels understand the activities of the Board (invite observation)
6. Assures itself that out-of-court disposal decisions are proportionate, and that voluntary outcomes maximise opportunities for support without children being criminalised.

In response, our improvement plan will focus on the following four key strategic objectives:

- Creating the capacity and functionality to lead, drive, monitor and assure Senior Managers and the CYJB of operational service improvements, with a particular focus on case management oversight and compliance with KCC and YJB policy, guidance, and standards
- Ensuring that the capacity and development needs of the workforce are understood, and that quality opportunities achieve the development and embedding of appropriate and improved (practitioner and manager) confidence, skills, and knowledge
- Enhancing communication and engagement between the workforce, Managers, Senior Leaders and the CYJB
- Developing a proportionate early intervention offer, with joint decision making between the Police and the Local Authority, as an alternative to the imposition of informal and unilateral Out of Court Disposals (informal Community Resolutions)

All actions and progress will be overseen by the Corporate Director, the Director with responsibility for Youth Justice, and the Youth Justice partnership, via the County Youth Justice Board.

Improvement Plan

Creating the capacity and functionality to lead, drive, monitor and assure Senior Managers and the CYJB of operational service improvements, with a particular focus on case management oversight and compliance with KCC and YJB policy, guidance, and standards

HMIP Recommendations:

2. Assessment and planning to keep the child and others safe are thorough and give sufficient focus to protecting victims
3. Oversight of case management is applied consistently

Outcomes:

- Consistent high quality case management across all teams
- Effective and consistent management oversight of casework
- Youth justice practitioners have the capacity and expertise to consistently analyse all factors in their assessment and planning, relating to risk of harm (including protection of victims), safety and wellbeing

Ref:	Action	Timeframe (start)	Responsible officer
1.1	Create a new YJ Service Manager role to lead and line-manage the YJ Team Managers	Oct 21	Dan Bride
1.2	Set the new Service Manager ambitious but realistic improvement targets in line with the HMIP improvement plan, line managed directly by the YJ HoS, and reporting to the CYJB, specifically: <ol style="list-style-type: none"> a) Team Manager oversight of YJ staff in line with KCC standards, policy and approaches, including the appraisal, development and supervision of practitioners (recommendations 1, 2 and 4) b) Team Manager oversight of practice and performance, in line with YJB standards, policy and approaches 	Dec 21	Dan Bride
1.3	Re-launch the YJ allocations policy - check compliance through audit.	Oct 21 May 22	Dan Bride Kevin Kasaven
1.4	Set practitioner expectations re maximising use of partnerships and support services (e.g., TEP, RJ, ISS, Transition)	Oct 21	Dan Bride
1.5	Develop Core+ reports and templates (including caseload and a service specific supervision template and report)	Dec 21	Katherine Atkinson
1.6	Deliver training and support to staff to utilise above reports	Dec 21	Katherine Atkinson
1.7	YJ engagement in the CSWS Director's review of Team Manager responsibilities and capacity, to understand any barriers to YJ TM effective oversight, and consider workforce succession planning and progression opportunities	Dec 21	Dan Bride

1.8	Service Manager to set expectations of Team Managers re case management oversight responsibilities and accountabilities to KCC and YJB standards.	Dec 21	Dan Bride
1.9	An ICS-aligned but YJ specific supervision template will be created on Core+ to drive consistent quality of supervision, and facilitate reporting/oversight by the YJ Service Manager to the HoS	Dec 21	Katherine Atkinson
1.10	Create and launch with partners (Probation, Police), an Expert Risk Panel to quality assure ROSH and SWb assessments and plans, and to coach improvements by Practitioners and Team Managers – with a feedback loop to monitor progress.	Sept 21	Dan Bride
1.11	Enhance the accuracy and impact of audit of YJ cases by: a) re-launching the YJ audit tool b) additionally using the CYPE audit tool on YJ cases b) QA moderation using the YJ tool c) appreciative enquiry implementation d) QA audit of YJ in May 2022 to provide reassurance and a clear line of sight of practice to the CYJB	Nov 21 May 22	Kevin Kasaven
1.12	Review and dovetail the KCC alert and KMSCP serious incident review process a) to adopt the national YJB reporting process and criteria b) to include incidents of serious harm to others perpetrated by children b) ensure learning from case reviews is shared with CYJB, DivMT and ICS workforce	Nov 21	Kevin Kasaven
1.13	Current cases brought up to the expected standard of RoH and SWb assessment and plans	Oct 21	Dan Bride
1.14	Produce, enhance and rollout a bespoke Adolescent and YJ scorecard, a suite of reports and a service KPI page, including the levels of RoH identified in assessments; supervision RAGS; quality and activity metrics.	Dec 21	Katherine Atkinson
1.15	a) Host a victim voice roadshow (or communities of practice) to re-launch the victim voice processes and the reflection of the impact, wishes and needs of victims in assessments (of RoH) and plans, and the identification of how to keep victims and potential victims safe b) Measure improvements through audit.	Dec 21 May 22	Dan Bride Kevin Kasaven
	Target YJ staff to attend a Communities of Practice on contextual safeguarding approaches to manage harm, exploring coordination with others, including parents.	Dec 21	Kevin Kasaven

Ensuring that the capacity and development needs of the workforce are understood, and that quality opportunities achieve the development and embedding of appropriate and improved practitioner and manager confidence, skills, and knowledge

HMIP Recommendations:

1. Practitioners have the time, knowledge and skills to meet the needs of their cases
4. Staff appraisals are timely and add personal and professional value

Outcomes:

- All staff have sufficient knowledge and skills to manage cases allocated to them
- Practitioners have appropriate and manageable workloads
- Case allocation consistently takes into account diversity of children

Ref:	Action	Timeframe (start)	Responsible officer
2.1	Deliver a 'bitesize bootcamp' to YJ Team Managers re the appraisal framework and People Strategy	Dec 21	Dan Bride
2.2	YJ Service Manager will role model the TCP/PDP good conversation process with Team Managers and hold Team Managers to account for implementation of the standards	Dec 21	Dan Bride
2.3	Alignment of YJ workforce development with CYPE's workforce development workstream/CFKC and the Kent Academy	Oct 21	Dan Bride
2.4	Conduct a knowledge, skills, and development needs analysis of YJ and AEH practitioners and managers (reflecting audit findings, experience and training)	Dec 21	Dan Bride
2.5	Launch a refreshed YJ and AEH workforce development plan, based on the analysis, reporting to the Kent Academy, which addresses the full range of skills and knowledge, commissioning/procuring bespoke opportunities from the YJ budget, if necessary, in addition to CYPE core development opportunities (assessment skills, professional curiosity, trauma-informed language, and management training including appraisals, HR processes, and Kent Manager)	Dec 21	Dan Bride
2.6	YJ Service Manager oversight of the quality of appraisals, PDPs and supervision, in line with ICS policy, and engagement with learning and development	Dec 21	Dan Bride
2.7	Review of YJ service structure, responsibilities, and progression/ succession planning (Apprenticeships) with WFD strategy officer, reporting to Kent Academy	Jan 22	Dan Bride
2.8	Service manager will evidence that Team Managers have appropriate appraisal/PDPs in line with KCC guidance, which reflect their individual needs for knowledge and skills development, and utilises CYPE management and supervision training including Kent Manager, HR appraisal training and supervision.	Dec 21	Dan Bride

Enhancing communication and engagement between the workforce, Managers, Senior Leaders and the CYJB

HMIP Recommendations:

5. Staff at all levels understand the activities of the Board (invite observation)

Outcomes:

- Information consistently and clearly cascades effectively from senior leaders to practitioners

Ref:	Action	Timeframe (start)	Responsible officer
3.1	A YJ communication strategy will be launched within the workforce engagement and development roadshow to maximise opportunities for ongoing and meaningful communication between practitioners, managers, senior managers and CYJB members	Dec '21	Dan Bride
3.2	Team managers, represented at each CYJB, will feedback key messages and decisions to teams	Nov '21	Dan Bride
3.3	Practitioners and Managers (and CYJB Members) will complete the CYJB induction module	Dec '21	Dan Bride
3.4	CYJB to consider inviting observation of CYJB meetings by practitioners and/or sharing recorded meetings	Dec '21	Matt Dunkley (chair)
3.5	Launch a YJ workforce engagement and development campaign, using a suite of in-house (communities of practice, 'Space to Think') and innovative approaches ('Bitesize Bootcamp Bulletins') to drive key ICS and YJ policy & practice messages including supervision, appraisal, and Asset Plus risk assessment, planning and review. This campaign will also enhance communication between senior managers, the CYJB and practitioners	Dec 21	Dan Bride

Developing a proportionate early intervention offer, with joint decision making between the Police and the Local Authority, as an alternative to the imposition of informal and unilateral Out of Court Disposals (informal Community Resolutions)

HMIP Recommendations:

6. [the CYJB] Assures itself that out-of-court disposal decisions are proportionate, and that voluntary outcomes maximise opportunities for support without children being criminalised.

Outcomes:

- Opportunities consistently identified and utilised to divert children away from the criminal justice system and into services better able to meet their needs
- More children who offend will have holistic assessments and preventative support which meets their needs for safety and wellbeing, desistance and manages risk of harm to others
- Consistently good contingency plans which meet the changing safety and well-being needs of the child, and their risk of harm to others

Ref:	Action	Timeframe (start)	Responsible officer
4.1	Outcome 22 will be implemented and launched	Dec 2021	Sam Matthews (Police)
4.2	KCC will offer a triage (via Front Door) and preventative offer (via AEH) to Outcome 22 where appropriate.	Dec 2021	Susannah Beasley-Murray
4.3	Systems guidance will be updated for Front Door and Business Support re triage and inputting Outcome 22.	Dec 2021	Katherine Atkinson
4.4	Operational guidance re Outcome 22 will be available to the YJ workforce.	Dec 2021	Dan Bride
4.5	Front Door data quality will be improved to enable data linkage between EHM and Core+	Dec 2021	Susannah Beasley-Murray

From: Shellina Prendergast, 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 – 16 November 2021

Subject: Commissioning Plan for Education Provision in Kent 2022-26

Classification: Unrestricted

Past Pathway of report: None

Future Pathway of report: Cabinet 10 January 2022

Electoral Division: All

Summary: This report provides the Committee with the opportunity to comment on the Commissioning Plan for Education Provision in Kent 2022-26 prior to final approval by Cabinet.

Recommendation(s):

The Cabinet Committee is asked to consider and endorse, or make recommendations to, the Cabinet Member for Education and Skills on the Commissioning Plan for Education Provision in Kent 2022-26, prior to the final version being considered and approved by Cabinet on 10 January 2022.

1. Introduction

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

2. The Demographic Context

- 2.1 Information from the Office for National Statistics shows that in 2005 there were 15,613 live births in Kent (excluding Medway). The number of births rose each year up to 2012 when there was a baby boom of 18,147 children. Since this time, birth numbers have fallen to 16,537 in 2019. KCC will continue to monitor this data and forecast its impact over time.
- 2.2 As we have forecast for a number of years the increased number of births until 2012, which required us to add significant primary school places, this now being felt in the secondary sector. Between the 2020-21 and 2025-26 academic years we forecast secondary school rolls will rise by a further 6,600 pupils. This is equivalent to over 7 new 6FE secondary schools. Primary rolls are forecast to fall during the same period. Pupil numbers are also influenced by migration and KCC will monitor the influence of both Brexit and of Covid on future demand for school places.
- 2.3 The pressure for specialist school provision continues to grow. As of January 2021, this totalled 15,281 children and young people with an Education Health and Care Plan (EHCP). This is an increase of 1,782 since January 2020, an increase of 13.2% compared to 10% in England. In Kent, 31.1% of the children and young people with an EHCP are educated in mainstream schools (including Specialist Resourced Provisions), whilst the England figure is 39.9%; 41.8% of children and young people with EHCPs are educated in a special school placement compared to 35.8% nationally.

3. Our Commissioning Intentions

- 3.1 The KCP 2022-26 identifies the need for additional permanent and temporary mainstream school and specialist places each year as follows. Additional provision will be secured through a combination of expanding existing schools and opening new ones.

Primary School Commissioning Intentions:

by 2022-23	by 2023-24	by 2024-25	by 2025-26	Between 2026-29	Post 2030
0FE 30 Year R temp places	1.5FE	6.8FE	5FE	20.8FE	5FE

Total of 39.1FE across the Plan period and up to 30 temporary Year R places

Secondary School Commissioning Intentions

by 2022-23	by 2023-24	by 2024-25	by 2025-26	Between 2026-29	Post 2030
3FE 335 Year 7 temp places	17.5FE 285 Year 7 temp places	4FE 45 Year 7 temp places	2FE 15 Year 7 temp places	26.5FE	2FE

Total of 55FE across the Plan period and up to 680 temporary Year 7 places

SEND Commissioning Intentions:

by 2022-23	by 2023-24	by 2024-25	by 2025-26	Between 2026-29	Post 2030
3FE 335 Year 7 temp places	17.5FE 285 Year 7 temp places	4FE 45 Year 7 temp places	2FE 15 Year 7 temp places	26.5FE	2FE

A total of 778 permanent places across the Plan period

4. Financial Implications

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

4.2 The pressure on the County's Capital Budget continues, particularly as demand for secondary places and for specialist places grows. The cost of delivering school places is currently met from Basic Need grant from the Government, prudential borrowing by the County Council, Section 106 property developer contributions and the Community Infrastructure Levy (CIL). Government funding for 'Basic Need' is allocated on a formula based upon information provided by local authorities concerning forecast numbers of pupils and school capacity.

4.3 Basic need funding is allocated by Government on the basis of a comparison of school capacity (not pupil admission numbers) against forecast mainstream pupil numbers from reception year to year 11 uplifted to provide a 2 per cent operating margin. Where capacity is lower than forecasts, the DfE provides funding towards the gap. The allocations for financial year 2022-23 are based upon the projected need for new places by September 2023; Kent received just £20.18m, this would barely fund the construction of just one 6FE secondary school. The 'lumpy' nature of establishing new school provision means that the County Council incurs the majority of the capital costs at the outset of mitigating a forecast place deficit, e.g. expanding a school by a whole FE; whereas the Basic Need formula does not account for this and provides the Council with funding for places in an incremental way over a longer period of time.

4.3 The Department for Education's (DfE) Free Schools Programme is another way to deliver some of the school provision Kent needs. We have encouraged promoters to submit bids to Waves 13 and 14, with some success, but this programme is not a significant contributor to places overall and does have financial risks.

5 Legal implications

5.1 Each project identified in the KCP will be subject to a separate consultation and decision-making process. The legal implications of each proposal will be identified at that time.

6. Equalities implications

- 6.1 The equality impact assessment considers whether the commissioning principles and guidelines contained within the KCP may have an impact (either positive or negative) on any protected groups and if so what action, if any, should be taken to mitigate the negative impacts. Separate, more detailed equalities impact assessments will be completed as individual project consultations come forward to consider the impacts on any protected group arising from that individual education proposal.

7. Conclusion

- 7.1. The commissioning intentions outlined in the KCP are planned to ensure there are sufficient schools places, in the right locations and at the right time in order to fulfil our legal responsibility to offer an appropriate school place to all who require one. At the same time, we are committed to reducing the budget shortfall, but without compromising on the high-quality provision our children and young people deserve.

8 Recommendation(s):

- 8.1 The Cabinet Committee is asked to consider and endorse, or make recommendations to, the Cabinet Member for Education and Skills on the Commissioning Plan for Education Provision in Kent 2022-26, prior to the final version being considered and approved by Cabinet on 10 January 2022.

9. Background Documents

- 9.1 Commissioning Plan for Education Provision in Kent 2021-25
<https://www.kent.gov.uk/education-and-children/schools/education-provision/education-provision-plan>
- 9.2 Early Years and Childcare Strategy 2020-23
<https://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/early-years-and-childcare-strategy-2020-2023>
- 9.3 Kent Strategy for SEND 2021-2024
<https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategy/strategy-for-children-with-special-educational-needs-and-disabilities>

10. Contact details

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Commissioning Plan for Education Provision in Kent

2022 -2026



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2. Foreword

Welcome to the County Council's Commissioning Plan for Education Provision in Kent 2022-26 (KCP). This is the latest edition of our five-year rolling Plan which we update annually. It sets out our future plans as Strategic Commissioner of education provision across all types and phases of education in Kent.

This Plan builds on the positive achievements of the last few years. We have continued to commission new primary, secondary and special provision to ensure we fulfil our statutory responsibility of ensuring a school place is available for every child, but also our non-statutory commitment to facilitate parental choice. This is not without its challenges, particularly in this period when we see the rolls rise in the secondary sector and the demand for specialist places increase.

For September 2021 we are pleased to report that we commissioned:

- 0.3 FE permanent primary school places and a further 30 temporary Year R places.
- 6.5FE permanent secondary school places and a further 260 temporary Year 7 places.
- 120 places in special schools or specialist resource provisions.

We could not have achieved this without the support of Headteachers, Governors and Academy Trusts who have helped us to ensure sufficient school places while at the same time steering their schools through the unprecedented period of the Covid-19 pandemic.

We forecast that between the 2020-21 and 2025-26 academic years the total primary school rolls will fall by 1,135 pupils and secondary increase by 6,600 pupils, the profile of change in school rolls will vary across the county with local areas requiring additional places to meet demand. As new homes are built, and the overall Kent population increases accordingly, further pressures will likely be felt. To meet need in specific localities, and to support housing development, for the academic years 2022-23 to 2025-26, 13.3FE of primary provision and 30 temporary Year R places will be needed and 26.5FE of secondary provision and 680 temporary Year 7 places.

As in previous years, we continue to see a significant increase in the number of pupils requiring a specialist place in order to meet their special educational needs. We will continue to address the need for high quality SEN provision within the context of the recommendations made in the OFSTED/Quality Care SEND Inspection in 2019. Across the Plan period we intend to commission just over 770 additional specialist places.

It would be remiss not to highlight the huge impact that the Covid-19 pandemic has had on education provision since March 2020. We have continued to ensure the additional school places required have been delivered, however this has not come without additional cost, with impact on the construction industry through lockdowns and now the shortage and rising prices of construction materials and labour across the country. The need to address our significant shortfall in capital funding is already shaping the decision-making process around new education provision.

Shellina Prendergast- Cabinet Member for Education and Skills

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



3. Executive Summary

3.1 Purpose

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

This Plan reflects the dynamic and ongoing process of ensuring there are sufficient places for Kent children in schools, and other provisions. It is subject to regular discussion and consultation with schools, district/borough councils, KCC (Kent County Council) Elected Members, the diocesan authorities, and others. The content of this Plan reflects those discussions and consultations.

3.2 The Kent Context

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

3.3 What We Are Seeking to Achieve

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

3.4 Principles and Guidelines

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

3.5 Kent's Demographic Trends

Information from the Office for National Statistics shows that in 2005 there were 15,613 live births in Kent (excluding Medway). The number of births rose each year up to 2012 when there was a baby boom of 18,147 children. Since this time, birth numbers have fallen to 16,537 in 2019. KCC will continue to monitor this data and forecast its impact over time.

As we have forecast for a number of years the increased number of births until 2012, which required us to add significant primary school places, this now being felt in the secondary sector. Between the 2020-21 and 2025-26 academic years we forecast secondary school rolls will rise by a further 6,600 pupils. This is equivalent to over 7 new 6FE secondary schools. Primary rolls are forecast to fall during the same period.



Pupil numbers are also influenced by migration and KCC will monitor the influence of both Brexit and of Covid on future demand for school places.

3.6 Capital Funding

The pressure on the County's Capital Budget continues, particularly as demand for secondary places and for specialist places grows. The cost of delivering school places is currently met from Basic Need grant from the Government, prudential borrowing by the County Council, Section 106 property developer contributions and the Community Infrastructure Levy (CIL). Government funding for 'Basic Need' is allocated on a formula based upon information provided by local authorities concerning forecast numbers of pupils and school capacity.

The Department for Education's (DfE) Free Schools Programme is another way to deliver some of the school provision Kent needs. We have encouraged promoters to submit bids to Waves 13 and 14, with some success, but this programme is not a significant contributor to places overall and does have financial risks.

KCC also secures developer contributions to the capital programme. The budget gap between what is needed for KCC to meet its statutory duties as school place commissioner and what is available is significant. All avenues are being explored to reduce the risks, but inevitably difficult decisions will have to be made to prioritise KCC's investment of the capital budget.

3.7 Special Educational Needs

The Local Authority is responsible for issuing and maintaining Education Health and Care Plans (EHCPs) for children and young people between the ages of 0-25 years, which in January 2021, totalled 15,281 an increase of 13.2% since January 2020 compared to 10% in England. In Kent, 31.1% of the children and young people with an EHCP are educated in mainstream schools (including Specialist Resourced Provisions), whilst the England figure is 39.9%; 41.8% of children and young people with EHCPs are educated in a special school placement compared to 35.8% nationally.

To ensure the Local Authority is able to provide sustainable high quality provision, the system needs to be realigned and the proportion of children and young people catered for within each provision type brought in line with national figures, so that specialist places are used for only those children and young people with the most complex needs. Work is underway to strengthen mainstream schools' SEND inclusion capacity and to continue investment in Specialist Resource Provisions (SRPs); a model of provision which supports greater inclusion of children and young people within mainstream schools in their local communities.

To meet the need for specialist places across Kent, a mixture of new special schools, expansions of existing schools and the establishment of satellites and SRPs will be commissioned across Kent. A total of 778 new places are forecast to be commissioned across the Plan period.

3.8 Early Education and Childcare

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

Across the whole county, there are sufficient childcare places for 0-4 year olds. However, in Gravesham the modelled demand is greater than the supply of places for the summer term in the 2021/2022 academic year with an estimated deficit of 229 places. All other districts have



a surplus of places, with Dartford reporting a particularly significant surplus. Local intelligence is used alongside the data to assess if the indicative deficits of places are experienced 'on the ground'. For example, the large surplus of places in Dartford must be viewed in the context of the significant ongoing growth in the housing market and that children outside of Kent's geographical borders access childcare in this district.

3.9 Post-16 Education and Training in Kent

As well as facilitating increased levels of participation, the post-16 offer should prepare young people for the post Covid-19 world, particularly supporting their progression into employment, to mitigate the predicted negative impact on their prospects. KCC are also seeking to minimise the number of young people who are Not in Education, Employment or Training (NEET) as a consequence of the disruption of education and support for young people. In September 2021, the Careers and Enterprise Company began rolling out the Careers Hub Model, offering support to all education providers to strengthen practice. This work contributes to the Economic Wellbeing strand of Reconnect, which is KCC's Covid-19 response for young people and is therefore a key priority.

KCC recognises increasing participation can only be achieved through strategic partnerships between 14-19 providers to maximise opportunities and outcomes, increase capacity, and develop appropriate high-quality learning pathways. Vulnerable learners, particularly those who do not have Mathematics and/or English GCSEs should have opportunities to engage in personalised pathways which lead to sustained employment. The low level and flexible learning offer have contracted dramatically across the whole County and a proactive approach is necessary to meet this need.

KCC is in the process of evaluating current provision. To this end, and as part of the strategic plan, the Local Authority is undertaking a system wide review of 16–19 provision. The review aims to develop a rich and deep understanding of the Kent issues, identifying the impact of national policy and the local gaps to ensure key issues can be raised with the sector. Consultation on these issues with core representative groups will result in recommendations that can be used to change, influence and lobby and thus to improve the sector. Once the review is complete, we aim to introduce a more collaborative approach to planning and filling gaps in provision for 16-19 students. This may take the form of area-based groups where all education providers can share issues and plan jointly to meet the needs of their students and support their progression into post 16 education.

Since 2019 the DFE has been consulting on the future of post 16 qualifications. It has issued two consultations: one on Level 2 and below and another on Level 3. At the time of writing, the level 2 consultation results have not been published. The Level 3 consultation results recommendation that in future there should be two main pathways of study for 16-19 year olds, T levels and A levels. Other qualifications, including applied generals such as BTECs, will be defunded in stages from 2023 unless there is no overlap with a T level or A level. This intention has raised concerns across the sector and KCC is in discussion with sector providers to agree next steps.

3.10 Kent's Forward Plan – Commissioning Summary

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



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

Summary of the commissioning proposals for primary schools by district/borough

District	by 2022-23	by 2023-24	by 2024-25	by 2025-26	Between 2026-29	Post 2030
Ashford				2FE	2.8FE	2FE
Canterbury			1.5FE		2FE	1FE
Dartford		1FE	4FE		4FE	
Dover					3.8FE	2FE
Folkestone & Hythe					2.2FE	
Gravesham			0.3FE	1FE		
Maidstone				2FE		
Sevenoaks						
Swale		0.5FE	1FE		2FE	
Thanet					4FE	
Tonbridge and Malling	30 Year R temp place					
Tunbridge Wells						
Totals	0FE 30 Year R temp places	1.5FE	6.8FE	5FE	20.8FE	5FE

Total of 39.1FE of additional provision across the planned period and up to 30 temporary Year R places



Figure 11.2: Summary of the commissioning proposals for secondary schools by planning group

Non-Selective Planning Group	by 2022-23	by 2023-24	by 2024-25	by 2025-26	Between 2026-29	Post 2030
Ashford North	Up to 90 Year 7 temp places	6FE Up to 120 Year 7 temp places				2FE
Canterbury Coastal					1.5FE	
Dartford and Swanley			4FE		4FE	
Dover					2FE	
Faversham	1FE				1FE	
Gravesham and Longfield		1.5FE				
Maidstone District		Up to 60 Year 7 temp places		2FE		
Sevenoaks and Borough Green	Up to 60 Year 7 temp places	2FE				
Sittingbourne	Up to 60 Year 7 temp places	Up to 60 Year 7 temp places	Up to 30 Year 7 temp places		6FE	
Thanet District		6FE				
Tonbridge and Tunbridge Wells					12 FE	
Selective Planning Group	by 2022-23	by 2023-24	by 2024-25	by 2025-26	Between 2026-29	Post 2030
Canterbury and Faversham	Up to 50 Year 7 temp places	1FE				
Sittingbourne and Sheppey	2FE					
Thanet District	15 Year 7 temp places	15 Year 7 temp places	15 Year 7 temp places	15 Year 7 temp places		
Maidstone and Malling		1FE				
West Kent	60 Year 7 temp places	30 Year 7 temp places				
Total secondary commissioning	3FE 335 Year 7 temp places	17.5FE 285 Year 7 temp places	4FE 45 Year 7 temp places	2FE 15 Year 7 temp places	26.5FE	2FE

Total of 55FE across the planned period and 680 temporary Year 7 places



Figure 11.3: Summary of commissioning intentions for specialist provision

District	by 2022-23	by 2023-24	by 2024-25	by 2025-26	Between 2026-29	Post 2030
Ashford						
Canterbury	32 places	16 places	16 places			
Dartford		25 places	225 places			
Dover						
Folkestone and Hythe	14 places					
Gravesham	30 places					
Maidstone						
Sevenoaks						
Swale	16 places	166 places	20 places	50 places		
Thanet		48 places	20 places			
Tonbridge and Malling		50 places				
Tunbridge Wells		50 places				
Totals	92 places	355 places	281 places	50 places		

A total of 778 permanent places across the Plan period



4. What We Are Seeking to Achieve

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

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

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

We will do this by:

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

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

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

- Early Years and Childcare Strategy 2020-23
- Kent Strategy for SEND 2021-2024

To this extent we aim to:

- Ensure sufficient good or better school places for all children and young people in Kent.
- Implement the Early Years and Childcare Strategy 2020-23 to ensure we: develop a more integrated approach to early years and childcare provision and services; ensure better continuity of provision and services across the 0-5 year old age range; ensure an increasing number of children are school ready at the end of the Early Years Foundation Stage and mitigate the effect of poverty, inequality and disadvantage through the provision of high quality early education and childcare, including support for parents and carers and narrowing early development achievement gaps.
- Commission more high-quality specialist provision and support for pupils with Autistic Spectrum Disorder, Speech, Language and Communication Needs and Social, Emotional and Mental Health needs in mainstream and special schools.
- Work with schools, colleges, employers and training organisations to deliver the 14-24 Strategy for Learning, Employment and Skills to ensure the post-16 offer meets the requirements of increasing participation and offers a wide range of options which lead to progressive routes towards sustainable further or higher learning, employment with training or employment.



5. Principles and Planning Guidelines

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

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

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

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

5.1 Principles and Guidelines

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

5.2 Over-Arching Principles

- We will always put the needs of the learners first.
- Every child should have access to a local, good or outstanding school, which is appropriate to their needs.
- All education provision in Kent should be financially efficient and viable.
- We will aim to meet the needs and aspirations of parents and the local community.
- We will promote parental preference.
- We recognise perceptions may differ as to benefits and detrimental impacts of proposals. We aim to ensure our consultation processes capture the voice of all communities. To be supported proposals must demonstrate overall benefit to the community.
- The needs of Children in Care and those with SEN and disabilities will be given priority in any commissioning decision.
- We will also give priority to organisational changes that create environments better able to meet the needs of other vulnerable children, including those from minority ethnic communities and/or from low income families.
- We will make the most efficient use of resources.
- Any educational provision facing difficulties will be supported and challenged to recover in an efficient and timely manner. Where sufficient progress is not so



achieved, we will seek to commission alternative provision or another provider.

- If a provision is considered or found to be inadequate by Ofsted, we will seek to commission alternative provision where we and the local community believe this to be the quickest route to provide high quality provision.
- In areas of housing growth, we will actively seek developer contributions to fund or part fund new and additional school provision.
- In areas of high surplus capacity, we will take action to reduce such surplus.¹

5.3 Planning Guidelines – Primary

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

5.4 Planning Guidelines – Secondary

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

5.5 Planning Guidelines - Special Educational Needs

- We aim, over time, to build capacity in mainstream schools by broadening the skills and special arrangements that can be made within this sector to ensure compliance with the relevant duties under SEN and disability legislation.
- For children and young people who mainstream provision is not appropriate, we seek to make provision through Kent special schools. For young people aged 16-19 years provision may be at school or college. For young people who are aged 19-25 years provision is likely to be college based.
- We recognise the need for children and young people to live within their local

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



community where possible and we seek to provide them with day places unless residential provision is needed for care or health reasons. In such cases agreement to joint placement and support will be sought from the relevant KCC teams or the Health Service.

- We aim to reduce the need for children to be transported to schools far away from their local communities.

5.6 Planning Guidelines - Expansion of Popular Schools and New Provision

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

5.7 Small Schools

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

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

KCC and its partners, in particular the dioceses, will ensure that:

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



6. Capital Funding

6.1 Introduction

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

The cost of providing additional school places is met from Government Basic Need Grant, prudential borrowing by KCC and developer contributions. It continues to be clear through the County Council's Medium-Term Financial Plan that KCC is not in a position to undertake prudential borrowing to support new provision. To do so would place undue pressure on the revenue budget at what is already challenging times for the Authority. The prospect of having to meet the growth in demand for places through additional borrowing confronts the County Council with a dilemma between delivering its statutory duty on school places and maintaining its financial soundness. Members and officers continue to lobby Ministers and officials within the DfE, ESFA and RSC over this critical issue. Delivery of the additional school places needed in the County will rely more than ever on an appropriate level of funding from Government and securing the maximum possible contribution from housing developers.

6.2 Basic Need

Basic need funding is allocated by Government on the basis of a comparison of school capacity (not pupil admission numbers) against forecast mainstream pupil numbers from reception year to year 11 uplifted to provide a 2 per cent operating margin. Where capacity is lower than forecasts, the DfE provides funding towards the gap. The allocations for financial year 2022-23 are based upon the projected need for new places by September 2023; Kent received just £20.18m, this would barely fund the construction of just one 6FE secondary school. The 'lumpy' nature of establishing new school provision means that the County Council incurs the majority of the capital costs at the outset of mitigating a forecast place deficit, e.g. expanding a school by a whole FE; whereas the Basic Need formula does not account for this and provides the Council with funding for places in an incremental way over a longer period of time.

6.3 Free Schools Programme

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

6.4 Developer Contributions

Each of the 12 districts in Kent are planning significant housing growth, it is essential that this growth is supported by sufficient education provision that is well integrated within the areas of growth and established at the right time. The cost of providing school places in response to housing growth is significant, the County Council seeks developer contributions towards mitigating this cost.



Developer contributions for education are secured either through s106 agreements or through the Community Infrastructure Levy (CIL).

S106 agreements are secured from housing developers at the time that planning permission is granted, they are intended to ensure development proposals are acceptable in planning terms. When securing a s106 agreement KCC will outline the additional impact the development would have on local schools, where we would need to add additional provision in response and the cost of doing so. Whilst district authorities, as the relevant Local Planning Authority, are the decision maker on whether contributions towards education provision should be made or not, once a s106 agreement is in place the housing developer becomes legally obligated to pay KCC contributions at specified points.

Five districts in Kent have adopted a CIL, which has largely replaced s106 agreements in those areas. The levy is a tariff based system where developers are charged a set rate per square metre of development. There is no direct link between the development's impact on local infrastructure and the amount it pays. All CIL funding is paid to the relevant district or borough, which then determines how it will be spent once it is received; there is no funding ring-fenced for education provision and KCC will usually be required to 'bid' to the Borough for a share of the funding. This provides KCC with no security that development charged CIL will contribute to the cost of new school provision at the time planning permission is granted. Under CIL the amounts collected for community infrastructure are typically lower than could be secured through S106 and the spending of CIL is entirely at the discretion of the District Authority and not KCC, which places the County Council at significant risk moving forward.

The reality is that in two-tier areas such as Kent, where education and planning responsibilities are not held within the same local authority, s106 agreements are the most effective mechanism for securing developer contributions for education, however an increasing number of District Authorities have adopted CIL; whilst S106 can continue to be used on the largest of developments in those areas, KCC's ability to secure contributions directly from developers to fund additional school places is diminishing.

6.5 Value for Money

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

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

Kent is committed to securing value for money when providing additional school



accommodation, in line with the DfE's baseline designs, and output performance specification. The construction method for new accommodation will be that which is the most appropriate to meet the needs of provision, e.g. temporary or permanent provision and that which represents good value for money.

One of the key benchmarks against which we will be monitoring all Basic Need projects is the 'cost per pupil'. This benchmark divides the construction cost of the project by the number of pupils that the facility will accommodate to provide a project cost per pupil.

KCC commissioned consultancy AECOM to analyse costs of the KCC school construction programme and to benchmark against other Local Authority and DfE schemes. This report provides high level findings of a comparison between KCC costs and the National Schools Delivery Cost Benchmark database, the findings are below:

Figure 6.1: Average costs - National and Kent

Education Phase	Type	National School Delivery Average Costs	KCC Average Costs
Primary	Expansion	£17,470	£17,441
	New Build	£25,285	£22,817
Secondary	Expansion	£20,026	£24,040
	New Build	£22,127	£25,204



7. Commissioning Special Educational Needs

7.1 Duties to Provide for Special Educational Needs and Disabilities (SEND)

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.

The Equality Act 2010 and Part 3 of the Children and Families Act 2014 interact in several 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.

7.2 Kent Overview

Kent's SEND strategy 2021-2024 has been jointly developed by KCC and the NHS in conjunction with children, young people, parents and carers, Kent PACT (Kent Parents and Carers Together) and other key stakeholders.

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

Kent is committed to the early identification of needs to ensure the correct support is identified and plans are put in place with children, young people and families. The SEND 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.

Over the next year (2022/2023), we are developing a detailed SEN Sufficiency Plan that will inform local education SEN placement sufficiency during the plan period. It is intended that this will also reduce unsustainable costs driven by increasing numbers of children having to be placed in high-cost independent and non-maintained sector schools and provisions. The Plan will provide an evidence base that will support the implementation of a graduated approach for supporting the education of children and young people with SEND. From the perspective of place planning for meeting additional needs, bringing Kent in line with other local authorities regarding inclusion of children and young people with EHCPs within mainstream schools is a crucial part of this plan. This direction of travel is being supported through a detailed programme of work, including investment in whole school nurture, an Inclusion Leadership development programme and the development of locality-based resources and hubs.



7.3 Education Health and Care Plans

The Local Authority is responsible for issuing and maintaining Education Health and Care Plans (EHCPs) for children and young people between the ages of 0-25 years. As of January 2021, this totalled 15,281 children and young people with an EHCP. This is an increase of 1,782 since January 2020, an increase of 13.2% compared to 10% in England.

Figure 7.1 shows the number of EHCP's by district, the percentage increase in each district and the percentage of population in each district. Dover has had the highest increase in EHCPs from January 2020, whilst Thanet has the highest percentage of 0-25 year olds with an EHCP and Swale has the highest percentage of 5-19 year olds with an EHCP.

Figure 7.1: Number of pupils with an EHCP Spring 2021 (Full SEN2 Cohort)

Home District	2020 Number of Pupils with an EHCP	2021 Number of Pupils with an EHCP	Number +/- change since 2020	Percentage Change since 2020	District % of all 2021 Pupils with an EHCP	District % of 0-25-year-old population	District % 5-19-year-old population
Ashford	1091	1203	112	10.27%	7.87%	2.99%	4.30%
Canterbury	1331	1520	189	14.20%	9.95%	2.62%	4.45%
Dartford	875	970	95	10.86%	6.35%	2.59%	3.94%
Dover	984	1154	170	17.28%	7.55%	3.57%	5.07%
Folkestone & Hythe	952	1090	138	14.50%	7.13%	3.68%	5.08%
Gravesham	874	959	85	9.73%	6.28%	2.80%	4.02%
Maidstone	1368	1580	212	15.50%	10.34%	3.03%	4.27%
Sevenoaks	820	918	98	11.95%	6.01%	2.57%	3.60%
Swale	1777	2019	242	13.62%	13.21%	4.27%	6.25%
Thanet	1600	1798	198	12.38%	11.77%	4.40%	6.14%
Tonbridge & Malling	1072	1232	160	14.93%	8.06%	3.00%	4.14%
Tunbridge Wells	755	838	83	10.99%	5.48%	2.38%	2.96%
Kent Total	13499	15281	1782	13.20%		3.16%	4.54%

Source: SEN2 Return (District population Mid-year Population Estimates 2020)

7.4 Age Groups

Figure 7.2 shows the rate of children and young people with an EHCP per 1,000 population for the past 6 years. It shows that the proportion of the population aged 4 to 25 years with and EHCP continues to increase year on year.

Figure 7.2: Children and Young People with EHCPs rate with per 1,000 population 2016-2021

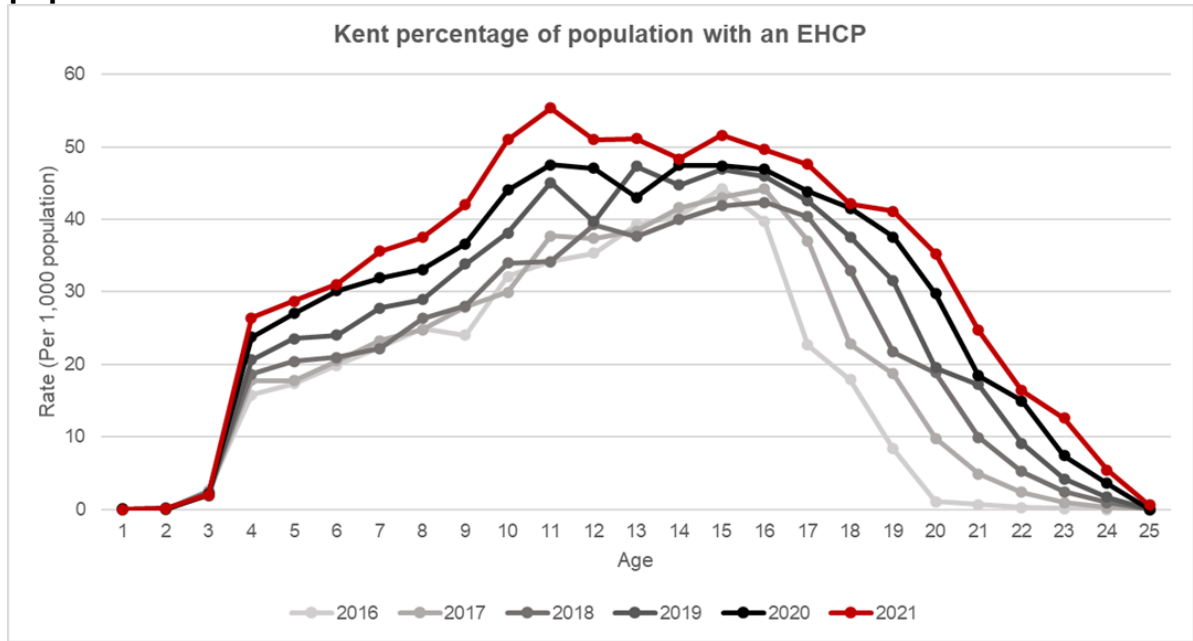


Figure 7.3 shows that children aged 11-15 years old in Kent account for the largest percentage of children and young people with EHCPs (34.8%) This is broadly in line with the national figure of 35.0%. This is followed by those aged 5-10 years old (30.2%). Kent has a higher proportion of 20-25-year-olds with EHCPs at 10.3% compared to England at 6.9%

Figure 7.3: EHCPs by age bands and district of residence January 2021

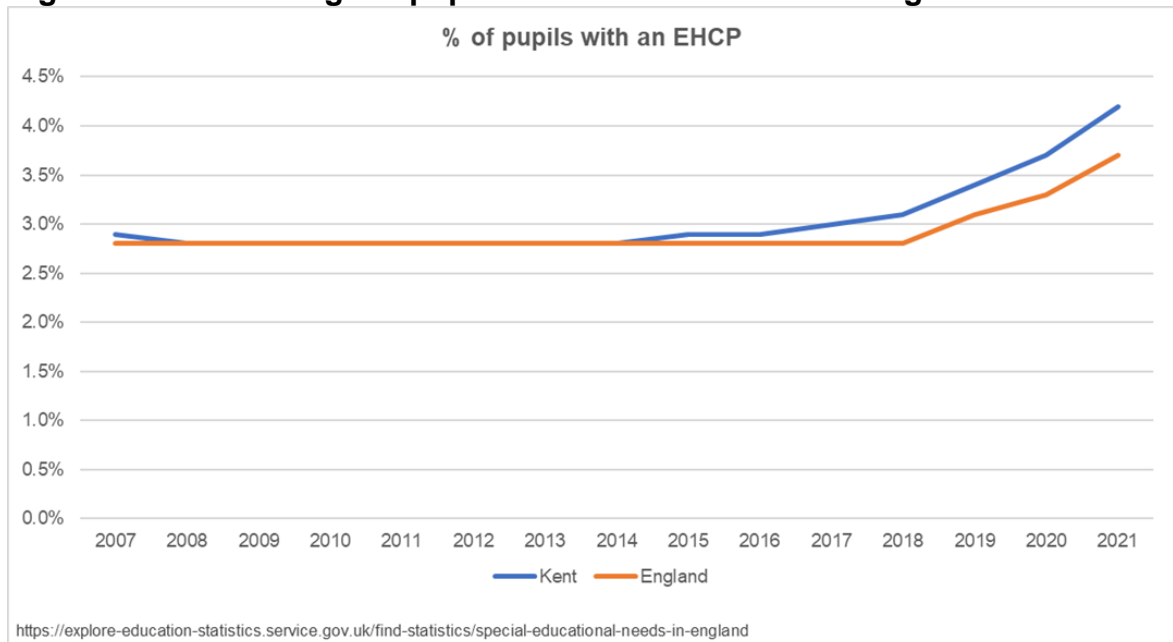
District	Under 5	Aged 5-10	Aged 11-15	Aged 16-19	Aged 20-25	Total
Ashford	43	369	449	255	87	1203
Canterbury	39	381	559	358	183	1520
Dartford	47	316	370	188	49	970
Dover	52	372	380	239	111	1154
Folkestone & Hythe	41	310	379	224	136	1090
Gravesend	46	297	346	196	74	959
Maidstone	65	541	495	304	175	1580
Sevenoaks	33	287	338	191	69	918
Swale	57	645	693	428	196	2019
Thanet	58	495	622	410	213	1798
Tonbridge and Malling	45	367	409	262	149	1232
Tunbridge Wells	24	236	274	174	130	838
Kent Total	550	4616	5314	3229	1572	15281
Kent %	3.6%	30.2%	34.8%	21.1%	10.3%	
England %	3.8%	33.0%	35.0%	21.1%	6.9%	

Source: SEN2 Return 2020

School Pupils

Figure 7.4 shows the percentage of pupils in schools in Kent and England that have an EHCP. Kent has 4.2% of pupils in Kent compared to 3.7% in England. Whilst the proportion has increase nationally in the last three years, Kent's increase started much earlier (2015) and continued to increase, so remains between 0.25% and 0.5% higher than the national figure

Figure 7.4: Percentage of pupils with an EHCP Kent vs. England 2007-2021



7.5 SEN Need Types

Figure 7.5 shows that Autistic Spectrum Disorder (ASD) remains the most common primary need type with 42.7% of children and young people with an EHCP (0-25 years) having ASD identified as their primary need. This is an increase from 41.2% in January 2020. In England ASD is also the most common primary need, but Kent's percentage is significantly higher than the national figure of 30%. The second highest in Kent is Social Emotional and Mental Health (SEMH) at 19.0%.

Figure 7.5: EHCPs by age group and need type January 2021

SEN Need Type	Under 5	Aged 5-10	Aged 11-15	Aged 16-19	Aged 20-25	Total	% of EHCPs
Autistic Spectrum Disorder	257	2045	2309	1285	623	6519	42.7%
Hearing Impairment	9	63	60	41	27	200	1.3%
Moderate Learning Difficulty	14	252	312	215	155	948	6.2%
Multi-Sensory Impairment	0	5	6	3	0	14	0.1%
Physical Disability	40	179	200	130	71	620	4.1%
Profound and Multiple Learning Difficulty	28	153	110	71	22	384	2.5%
Severe Learning Difficulty	13	275	298	190	153	929	6.1%
Social, Emotional and Mental Health	9	566	1236	814	274	2899	19.0%
Specific Learning Difficulty	3	50	130	72	28	283	1.9%
Speech, Language and Communication Needs	169	1005	627	386	203	2390	15.6%
Visual Impairment	8	23	26	22	16	95	0.6%
Kent Total	550	4616	5314	3229	1572	15281	

Source: SEN2 Return January 2021

7.6 Provision

Figure 7.6 shows the number of EHCPs by establishment type (0-25 year olds); 31.1% are educated in mainstream (including Specialist Resourced Provisions), whilst the England figure is 39.9%; 41.8% of children and young people with EHCPs are educated in a special school placement compared to 35.8% nationally.

To ensure the Local Authority is able to provide sustainable high quality provision, the system needs to be realigned and the proportion of children and young people catered for within each provision type brought in line with national figures, so that specialist places are for only those children and young people with the most complex needs. A significant change programme is ongoing to improve mainstream school SEND inclusion capacity so staff are skilled and able to educate more children with EHCPs, with continued investment in SRPs; a model of provision which supports greater inclusion of children and young people within mainstream schools in their local communities. They do this by providing the additional specialist support without which some children and young people would not be able to manage in mainstream.

To meet the need for specialist places across Kent a mixture of new special schools, expansions of existing schools and the establishment of satellites and SRPs will be commissioned across Kent. A total of 742 new places are forecast to be commissioned across the Plan period.



Figure 7.6: EHCPs by establishment type January 2021 (0-25 year olds)

Type of Establishment	Kent		Kent and England % 2021	
	2020	2021	Kent %	England %
Mainstream school including SRPs	4,211	4,750	31.1%	39.9%
Special school inc. independent schools	5,810	6,385	41.8%	35.8%
Non-maintained early years	36	43	0.3%	0.5%
Further education	2,467	2,942	19.3%	16.7%
NEET	59	86	0.6%	2.5%
Educated elsewhere	913	1,072	7.0%	3.4%
Alternative provision/Pupil referral unit	3	3	0.0%	0.8%
Other	0	0	0.0%	0.5%
Total	13,499	15,281		

Source: <https://explore-education-statistics.service.gov.uk/find-statistics/education-health-and-care-plans>

7.7 Specialist Educational Provision in Kent – Specialist Resource Provisions

SRPs are mainstream based provision, reserved for children with EHCPs. An SRP serves children that require higher levels of support than cannot be provided with a mainstream school's normally available resource, but whose needs are not so complex that special school placements are appropriate. The current total designated number of SRP places in Kent primary and secondary schools is 1,278. A total of 1,274 SRP places have been commissioned for September 2021, an increase of 100 places from September 2020. The designated number can differ from the commissioned number of places in any given year. The commissioned number reflects the need for places in that particular year and can be lower or higher than the designated number. A further 1035 places have been commissioned at Further Education colleges, which is an increase of 92.

7.8 Kent Special Schools and Satellite Provisions

Kent has a total of 21 Local Authority maintained special schools and 3 special academies. For the academic year 2021/22 Kent has commissioned 5,236 places in Kent special schools, an increase of 332 places. Of the 5,236 places 699 are post-16. The current total designated number across Kent special schools as of September 2021 was 5,285

Several Special schools have satellites which are classes hosted in mainstream schools and are run by staff from the special school. These offer an opportunity for pupils to learn alongside mainstream peers, with support from specialist teaching staff as appropriate. Pupils remain on the roll of the special school and are included in the designated number of the special school.

7.9 Independent Non-maintained Provision

Where we are unable to provide a specialist school placement in a Kent maintained special school or SRP, placements are commissioned in the independent and non-maintained sector. As of January 2021, 1,266 Kent, resident pupils had places funded in an independent non maintained school, an increase of 191 (15.08%) from January 2020 and representing 8.3% of all EHCPs; 552 of these independent placements were for a primary diagnosis of ASD and 479 for SEMH.

7.10 Post 16 SEN provision

Most young people with SEND will complete their education alongside their peers by 18. However, some young people will require longer to complete and consolidate their education and training and the length of time will vary for each young person.



The Children and Families Act 2014 extended the special educational needs system to young people up to the age of 25. Consequently, since 2015 KCC has seen a large growth in the number of EHCPs for young people up to the age of 25. Figure 7.10 shows the growth by age from 2017 to 2021. In 2021 there were 2,225 young people with an EHCP who were aged 19 or over.

Figure 7.10: Growth in EHCP numbers by age 2017-2021

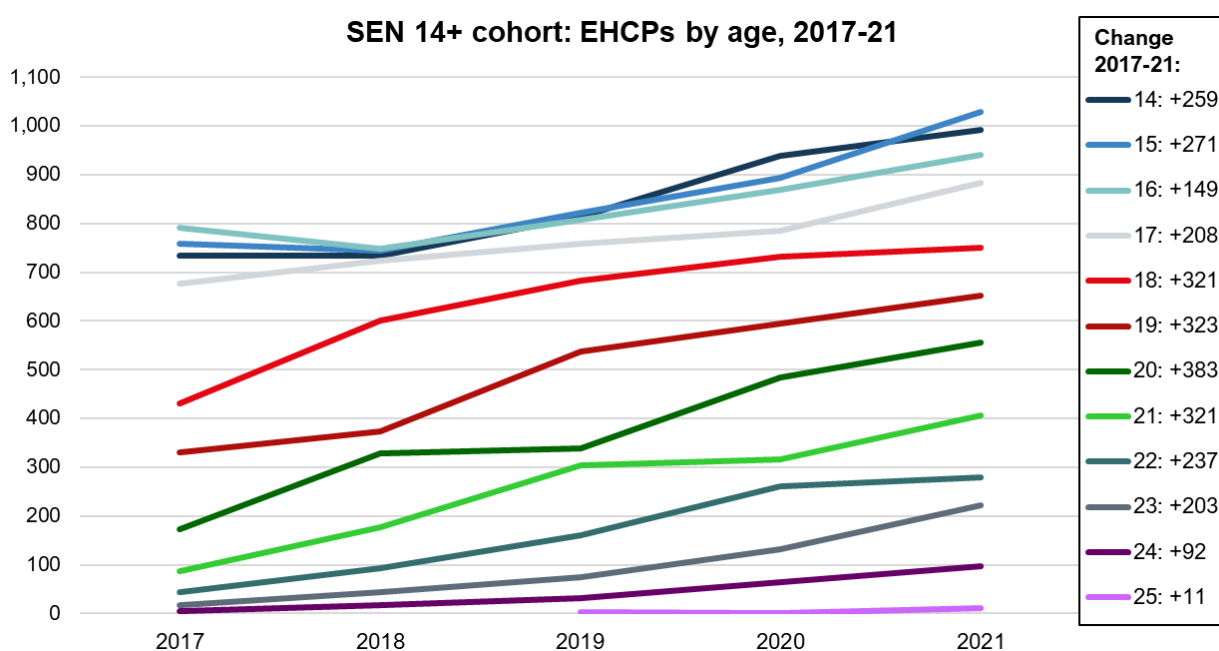


Figure 7.11 shows the growth in EHCPs by Category of SEND. There has been an overall growth in EHCPs of 68% or 1,201 young people between 18 and 25, with SEMH being the SEND category with the largest growth at 135%. This is followed by Specific Learning Difficulties, which has increased by 132%, Speech, Language and Communication Needs, up 88%, and ASD at 45%, up 71%.

Figure 7.11: Growth in ECHPs for 18-25 year olds by need type, 2017-21

Category of SEND	2017	2018	2019	2020	2021	% Change 2017-21
Autistic Spectrum Disorder	677	637	842	1,022	1,157	71%
Hearing Impairment	36	31	36	34	44	22%
Moderate Learning Difficulty	195	187	217	232	264	35%
Multi-Sensory Impairment	-	-	-	1	1	N/A
Physical Disability	115	98	120	118	134	17%
Profound and Multiple Learning Difficulty	36	30	43	51	53	47%
Severe Learning Difficulty	209	185	209	245	251	20%
Social, Emotional and Mental Health (incl. BESD)*	258	212	350	491	607	135%
Specific Learning Difficulty	28	28	37	45	65	132%
Speech, Language and Communication Needs	200	189	260	318	375	88%
Visual Impairment	21	20	23	27	25	19%
Total	1,775	1,617	2,137	2,584	2,976	68%

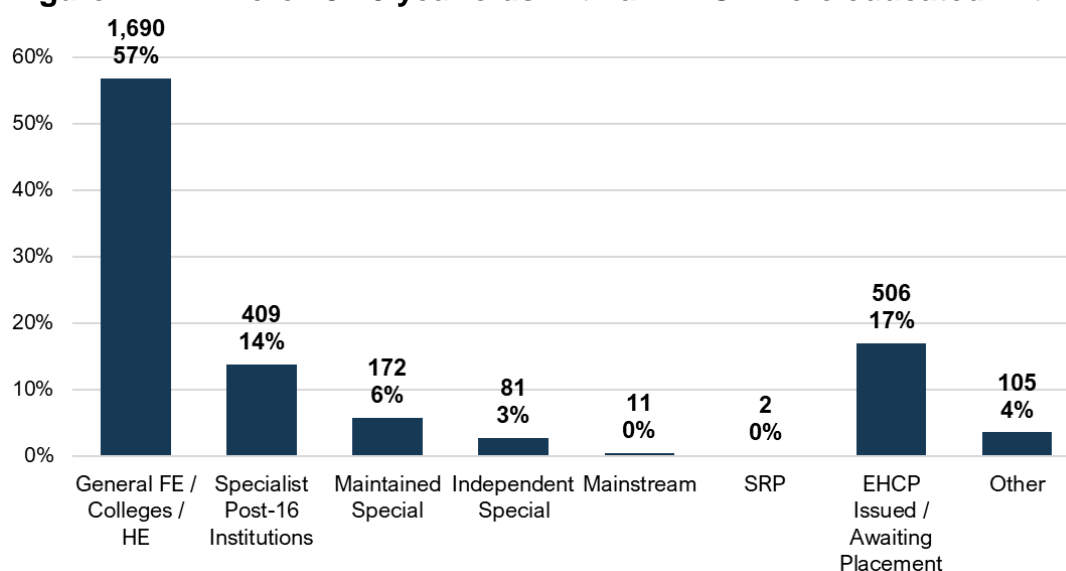
*After 2017 the SEND CODE 'Behavioural, Emotional and Social Development' (BESD) has not been used and the replacement term is 'Social, Emotional and Mental Health'. Therefore the two categories have been merged to calculate the % change.

We know the number of young people wanting to remain in education is growing. However, planning post 16 SEND provision is complex. KCC is working to establish a robust evidence base to resolve any gaps in provision.

Remaining at their secondary school for 6th Form is one of the choices that young people with SEND can make; 14 of Kent’s maintained special schools have 6th form provisions. Between 2020/2021 and 2021-22 the number of young people with SEND joining 6th Form provision increased from 647 to 699.

Figure 7.12 outlines where 18 to 25 years olds with an EHCP continued their education in the 2020-21 academic year. The largest proportion by far attended General Further Education (FE), college or Higher Education (HE), with smaller proportions at Specialist Post-16 Institutions (SPI), Maintained Special Schools/Academies or a Non-maintained/Independent Special School (NMIS).

Figure 7.12: Where 18-25 year olds with an EHCP were educated in the 2020/21



FE, college or HE was the most common type of provision attended across all the age groups. The proportion of young people attending these ranged from 43% among 18 year olds to 68% among those aged 22 years old. FE colleges provide a range of courses for post 16 to 19 SEND learners and are the most popular form of education for this group. However, due to a range of issues, FE colleges are not suitable in the first instance for many SEND learners and a proportion of learners drop out of college in the first semester.

SPIs provide an alternative to FE colleges offering more bespoke learning environments often for learners with additional or more complex needs. In recent years we have seen an increase in the number of 18-25 year olds attending an SPI, rising from 136 (6% of the total cohort) in 2019 to 409 (14% of the total cohort) in 2021. Of the SPIs in 2020, 79% have contractual relationships with KCC, and 21% are totally independent of the Local Authority.

Growth in SPI provision to this point has been largely organic and provider-led. To ensure we have full County coverage, we wish to work in partnership with prospective providers as there is the need for more targeted SPI provision in the County.



We want to work with FE Colleges to ensure that we have good geographical coverage of the right courses at the right levels and that there are clear pathways and partnerships with alternate types of providers such as SPIs to meet the needs of learners with more complex needs or requiring a more bespoke package.

We expect that the number of EHCPs for young people over the age of 18 will continue to grow as the population bulge works its way through secondary school and into Post 16 and Post 19, and without careful planning, demand could outstrip supply. In order to ensure sufficient quality Post 16 SEND provision, we will continue to build on our present work to develop a Post 16 to 19 SEND Strategy. We want to explore new ways of working, including potential collaborations between partner agencies and organisations, which are service intelligence and data-driven; so, we get the right provision in the right area to meet need.

7.11 Forecasts and Future Demands

The EHCP forecast is population driven. It is produced by calculating the rates of the 0-25 year old age groups with an EHCP, based on the 2021 EHCP figures. These are then adjusted to reflect future changes in trend. The adjusted rates are applied to the Kent population forecast figures to estimate the number of children and young people with an EHCP over the next five years. Figure 7.13 shows the EHCP forecast for 0-25-year-olds.

Figure 7.13 EHCPs Forecast (0-25-year olds)

Age Group	2021	2022	2023	2024	2025	2026
EY	52	45	50	56	63	70
Years R-6	5,124	5,729	6,318	7,008	7,768	8,587
Years 7-11	5,314	6,100	6,930	7,785	8,734	9,751
Years 12-13	1,827	2,012	2,234	2,459	2,655	2,868
Years 14+	2,964	3,390	4,002	4,240	4,506	4,800
Total	15,281	17,276	19,534	21,548	23,726	26,076
% Change		13.1%	13.1%	10.3%	10.1%	9.9%

The placement forecast is calculated using a transition rate of each age group. The transition rate is based on the movement of children and young people with an EHCP from 2020 to 2021 by placement type. It includes the proportion that leave and the placements for new EHCPs. The fixed transition rates are then applied to the total future EHCP forecast figures to estimate the number of children and young people in each placement for the next five years.

Figures 7.14, 7.15 and 7.16 show the forecast for placements in mainstream schools, specialist resourced provisions and Special schools and is based on the fixed transition rates.

Figure 7.14 All Mainstream School Places Forecast

Age	2021	2022	2023	2024	2025	2026
EY	4	4	4	4	5	6
Years R-6	2,085	2,312	2,535	2,824	3,135	3,465
Years 7-11	1,215	1,467	1,680	1,896	2,117	2,365
Years 12-13	127	133	153	169	181	190
Years 14+	11	10	9	10	12	13
Total	3,442	3,925	4,381	4,903	5,450	6,038
% Change		14.0%	11.6%	11.9%	11.1%	10.8%

Figure 7. 15 Specialist Resourced Provisions (SRPs) Forecast

Age	2021	2022	2023	2024	2025	2026
EY		-	-	-	-	-
Years R-6	584	680	764	849	942	1,040
Years 7-11	560	600	667	732	818	928
Years 12-13	52	75	84	91	98	101
Years 14+	2	2	2	3	3	4
Total	1,198	1,357	1,518	1,676	1,862	2,073
% Change		13.3%	11.8%	10.4%	11.1%	11.3%

Figure 7.16 All Specialist Places Forecast

Age Group	2021	2022	2023	2024	2025	2026
EY	3	3	3	3	4	4
Years R-6	2,321	2,583	2,849	3,147	3,483	3,851
Years 7-11	3,269	3,702	4,203	4,719	5,304	5,904
Years 12-13	650	728	783	866	947	1,047
Years 14+	252	269	311	340	364	413
Total	6,495	7,285	8,149	9,074	10,102	11,219
% Change		12.2%	11.9%	11.4%	11.3%	11.1%

The table below (figure 7.17) shows the change in the number of children with EHCPs who would need to access their education in mainstream schools (to include SRPs) and special schools (including independent) if we are to aim to bring the proportion of children with EHCPs in line with the national figures.

Figure 7.17 Forecast number of EHPS compared with national percentage in Mainstream and Specialist Provisions.

	Forecast				
	2022	2023	2024	2025	2026
Mainstream school inc. SRPs	5,282	5,899	6,579	7,312	8,111
Special school inc. independent schools	7,285	8,149	9,074	10,102	11,219
Total EHCP	17,276	19,534	21,548	23,726	26,076

		National Rates				
Mainstream school inc. SRPs	39.90%	6,893	7,794	8,598	9,466	10,404
Special school inc. independent schools	35.80%	6,185	6,993	7,714	8,494	9,335

Difference Mainstream	1,611	1,895	2,019	2,154	2,293
Difference Special	-1,100	-1,156	-1,360	-1,608	-1,884

Further detailed analysis of the forecast figures will inform the commissioning of additional special school places and SRPs to meet future need over and above those currently planned as set out in Figure 7.18.

7.12 Future Commissioning of Provision

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



To meet the need for specialist places across Kent a mixture of new special schools, expansions of existing schools and the establishment of satellites and SRPs will be commissioned across Kent. A total of 778 new places are forecast to be commissioned across the Plan period. Figure 7.18 identifies the number, need type and district of these new school places.

Figure 7.18: Agreed and planned additional specialist provision across Kent.

Provision	Proposed opening date	Need Type	District	Total Potential Number of places	Total Planned Places		
					2022-23	2023-24	2024-25
Special School Places							
Satellite of PSCN School Key stage 1	2022	PSCN	Canterbury	8	8	0	0
Satellite of PSCN School Key Stage 2	2024	PSCN	Canterbury	16	0	0	16
Special School (All through)	2024	PSCN	Dartford	210	0	0	60
Isle of Sheppey (Secondary)	2023	SEMH with ASD	Swale	120	0	36	72
2 x Primary Satellite of Meadowfields	2023	PSCN	Swale	30	0	30	30
Expansion of Special school for SEMH with ASD to include Primary provision or a primary satellite.	2025	SEMH with ASD	Swale	50	0	0	0
Satellite of PSCN School	2025	PSCN	Swale	20	0	0	20
Satellite of PSCN School Key Stage 1	2023	PSCN	Thanet	8	0	8	8
Satellite of PSCN School Key Stage 3/4	2023	PSCN	Thanet	20	0	8	16
Satellite of PSCN School Post-16 provision	2023	PSCN	Thanet	20	0	8	16
Satellite of a PSCN School	2023	PSCN	Tonbridge and Malling	50	0	0	50
Satellite of a PSCN School	2023	PSCN	Tunbridge Wells	50	0	50	50
Total Special School places				602	8	140	338

Provision	Proposed opening date	Need Type	District	Total Potential Number of places	Total Planned Places		
					2022-23	2023-24	2024-25
SRP Places							
Canterbury Academy	2022	HI	Canterbury	8	8	0	0
Primary- Herne Bay Infants & Juniors	2022	ASD	Canterbury	16	4	8	16
Primary Cullum Centre	2023	ASD	Canterbury	16	0	8	16
Secondary at Alkerden	2023	TBC	Dartford	25	0	8	16
Primary at Alkerden	2024	TBC	Dartford	15	0	0	4
St. Nicholas CE PS	2022	ASD	Folkestone and Hythe	14	4	8	12
Primary	2022	ASD TBC	Gravesham	15	4	8	15
Primary Springhead Park	2022	SLCN	Gravesham	15	4	8	15
Secondary New School	2024	ASD	Thanet	20	0	0	8
Primary SRP -Isle of Sheppey	2022	ASD	Swale	16	8	16	0
Primary SRP - Sittingbourne	2023	ASD	Swale	16	0	8	16
Total SRP places				176	32	72	118



8. Commissioning Early Years Education and Childcare

8.1 Legislative Context and Free Entitlements

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

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

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

8.2 Early Education and Childcare Provision in Kent

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

Early Years Childcare provision for children aged 0–4 years for at least four hours a day is provided by the aforementioned range of providers. Embedded within this childcare provision will almost always be at least one of the three free entitlements (almost without exception the Universal Entitlement). Levels of provision fluctuate regularly but the summative picture as of September 2021 is as follows:

- Private providers, 417 offering 32,503 childcare places for 0-4 year olds
- Voluntary providers, 194 offering 9,086 childcare places for 0-4 year olds
- Independent schools, 42 offering 1,789 childcare places for 0-4 year olds
- School run providers, 7 offering a total of 320 childcare places for 0-4 year olds
- Childminders, 975 offering 4,355 childcare places for 0-4 year olds
- Maintained provision: there are 30 maintained nursery classes and a maintained nursery school offering a total of 1,596 childcare places for 0-4 year olds.
- Academies: There are 53 academies offering a total of 2,277 childcare places for 0-4 year olds.
- FE colleges, there are 2 providers offering a total of 182 childcare places for 0-4 year olds.
- Standalone Out of School Care: In total there are 105 stand-alone providers. Of those 47 offer breakfast clubs, 80 offer after school clubs and 54 run holiday playschemes.

It is undisputed both nationally and in Kent that assessing the childcare market and ensuring sufficiency and long-term viability of provision is complex and presents a



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

8.3 Childcare Sufficiency Assessment

The annual Childcare Sufficiency Assessment (CSA) is typically prepared through the Summer Term ahead of September in each year. The CSA enables officers to identify the supply of, and demand for, early years and childcare provision across the County, including where there might be over supply and particularly a deficit in provision. We work with providers and potential providers to encourage the establishment of additional provision where it is required.

The CSA for the 2021/2022 academic year was based on the supply and demand for childcare in the Summer Term 2021 when demand for the take up and supply of childcare is greatest.

8.4 Sufficiency of Childcare Places for Children Aged 0-4 Years Old

In the context of the CSA 2021 as described in paragraph 8.3, the assessment of sufficiency is calculated by comparing the total available childcare supply of places with the forecast number of eligible children in each age group living within in each planning group and district.

Analysis of historic patterns of take up show that the majority of families access childcare within the same district in which they live; however, there are families who travel to neighbouring districts for this purpose. The proportion of children accessing childcare within the district in which they live is used to interpret the extent of any indicative surplus or deficit in each district. Therefore, any stated deficit of places may not apply in real terms. The responsibilities of the Children and Families Information Service includes the fulfilment of KCC's statutory duty to provide a Brokerage Service for families who are unable to find childcare to meet their needs. Whilst this was higher during the COVID-19 lockdown period for the children of Critical Workers and those who are vulnerable, outside of this unprecedented context, the number of brokerage cases requested has not exceeded twelve annually for some years now which supports the statistical evidence that there are sufficient early years places for families. This is regularly monitored as, should the number of brokerage cases start to rise, this may be an indication of an actual deficit of locally accessible childcare.

In this broad context, figure 8.1 provides an assessment of the population-based requirements and corresponding supply of places for 0-4 year olds incorporating all free entitlements and childcare funded by parents/carers or otherwise. This indicates that across the whole county, there are sufficient childcare places for 0-4 year olds.

However, in Gravesham the modelled demand is greater than the supply of places for the summer term in the 2021/2022 academic year. There is estimated to a deficit of 229 places in this district. All other districts have a surplus of places, with Dartford reporting a particularly significant surplus. Local intelligence is used alongside the data



to assess if the indicative deficits of places are experienced 'on the ground'. For example, the large surplus of places in Dartford must be viewed in the context of the significant ongoing growth in the housing market and that children outside of Kent's geographical borders access childcare in this district.

Figure 8.1: 0-4 Year Old Childcare Sufficiency Assessment (Summer Term 2021/2022 Academic Year)

District	0-4 Year Olds (Edge Analytics Forecast)	0-4 Year Olds Requiring a Childcare Place (Modelled)	0-4 Year Childcare Places Available	Indicative Surplus/ Deficit of 0-4 Childcare Places (Modelled)	% of Funded 3 & 4 Year Olds Accessing Childcare in the Same District as their Home Address (Summer 2021)
Ashford	7,080	4,003	4,527	524	93.4%
Canterbury	6,501	3,682	4,091	409	95.1%
Dartford	7,898	4,209	5,663	1,454	92.1%
Dover	5,090	2,794	2,970	176	93.7%
Folkestone & Hythe	4,807	2,692	3,897	1,205	92.8%
Gravesham	6,267	3,373	3,144	-229	91.8%
Maidstone	9,508	5,378	5,604	226	91.7%
Sevenoaks	6,239	3,485	3,721	236	89.7%
Swale	8,322	4,603	5,185	582	98.1%
Thanet	6,856	3,732	4,326	594	97.0%
Tonbridge & Malling	7,061	4,130	4,151	21	86.1%
Tunbridge Wells	5,621	3,310	4,295	985	95.1%
Total	81,250	45,391	51,574	6,183	93.1%

The table also shows that the vast majority of families access childcare within the same district in which they live (93.1% of funded 3 & 4 year olds in summer 2021), however, there are families who travel to neighbouring districts for this purpose. The proportion of children accessing childcare within the district in which they live can be used to interpret the extent of the deficit in each district e.g. in Tonbridge & Malling only 86.1% of funded 3 & 4 year olds accessed childcare within the district of their home address, therefore the surplus of places may be greater than the 21 that are modelled.

Sufficiency Estimates by Planning Area

Sufficiency rates have also been calculated using primary planning areas, with this information being available in the CSA if required. Where some primary planning areas indicate a deficit of 0-4 childcare places, it must be considered that often neighbouring areas have a surfeit of places. For example, in primary planning areas where there is a low level of provision or a deficit of provision, children may be travelling to access settings in adjacent areas based on parental preference or travel to work patterns. At the other end of the scale, where primary planning areas have more provision than children, children will be drawn into these areas from other places to access settings.

Within these extremes, the rates can be used to indicate where childcare provision may be lacking locally. The percentage of funded 3 and 4 year olds accessing a setting within the planning area in which they live can be used to interpret the extent of the deficit in each planning area. However, local qualitative analysis is required to understand whether the variation in local take up rates is driven by a preference for particular providers, commuting patterns or a lack of places in the local area. Primary planning areas with the highest indicative deficit of 0-4 year old childcare places are:



- Dartford North
- Maidstone South East
- Marden and Staplehurst

Primary planning areas with the largest indicative surplus of 0-4 year old childcare places are:

- Ashford North
- Dartford West
- Maidstone West

8.5 Future Planning

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

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

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

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



9. Post-16 Education and Training in Kent

9.1 Duties to Provide for Post-16 Students

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

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

9.2 16-19 Review

Kent County Council is in the process of evaluating current provision. To this end, and as part of the strategic plan, the Local Authority is undertaking a system wide review of 16–19 provision. The review aims to develop a rich and deep understanding of the Kent issues, identifying the impact of national policy and the local gaps to ensure key issues can be raised with the sector. Consultation on these issues with core representative groups aims to lead to a set of recommendations that can be used to change, influence and lobby and thus to improve the sector. Once the review is complete, we aim to introduce a more collaborative approach to planning and filling gaps in provision for 16-19 students. This may take the form of area-based groups where all education providers can share issues and plan jointly to meet the needs of their students and support their progression into post 16 education.

9.3 Kent's Key Priorities for the Next Four Years

The Covid-19 pandemic will have a major impact on young people leaving education. A briefing by The Resolution Foundation (Class of 2020: Education leavers in the current crisis, Henehan, May 2020) suggests that their employment and earning prospects could be seriously impaired for up to 6 years with negative effects on social mobility for their entire working lives. Young people with low levels of attainment are particularly likely to be affected.

As well as facilitating increased levels of participation, the post-16 offer should prepare young people for the post Covid-19 world, particularly supporting their progression into employment, to mitigate the predicted negative impact on their prospects. This will also be important to hold down numbers of NEETs (Not in Education, Employment or Training) that are likely to be higher due to the disruption of education and support for young people. In September 2021, the Careers and Enterprise Company began rolling out the Careers Hub Model, offering support to all education providers to develop their delivery in this area. This is also part of the Economic Wellbeing strand of Reconnect, KCC's Covid-19 response for young people. This is therefore a key priority.

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



employment. The low level and flexible learning offer has contracted dramatically across the whole County and a proactive approach is necessary to meet this need.

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

The roll out of T-levels began in September 2020. They offer students a mixture of classroom learning and ‘on-the-job’ experience during an industry placement of at least 315 hours (approximately 45 days). They will provide the knowledge and experience needed to open the door into skilled employment, further study or a higher education.

Figure 9.1: Roll out of T levels in Kent

Provider	2020/21	2021/22	2022/23
EKC Group		Digital, Construction, Education and Childcare, Health and Science	
MidKent College		Transition, Health and Science	
North Kent College			Construction, Engineering and Manufacturing
The Leigh UTC	Digital		Engineering and Manufacturing

It is likely that it will be some time before they have a major impact on post 16 education in the County.

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

Since 2019 the DfE has been consulting on the future of post 16 qualifications. It has issued two consultations, one on level 3, the other on level 2 and below. At the time of writing the Level 3 consultation has published results, but the level 2 consultation has not. The results of the latter consultation are expected by the end of 2021.

The main recommendation is that in future there should be two main pathways of study for 16-19 year olds, T levels and A levels. Other qualifications, including applied generals such as BTECs, will be defunded in stages from 2023 unless there is no overlap with a T level or A level. The planned creation of this binary system, particularly as the implementation of T-levels, is untested and employer support for the workplace element has not been secured, has raised significant concerns across the sector and lobbying of government is taking place.

The timetable for reform of level 3 qualifications is:

- To withdraw approval for funding from 1 August 2020 for new starts on qualifications that the DfE deems meet its criteria for 'pre-existing qualifications'. Students already enrolled/registered on these courses will be funded through to completion.
- To withdraw approval for funding new starts on qualifications with no take-up from August 2021.
- To withdraw approval for funding for new starts on qualifications with low take-up (under 100 enrolments) from August 2021.
- From September 2023 onward, to remove approval funding from applied general and vocational qualifications, where they overlap with A levels or T levels or do not meet defined characteristics that will be consulted on as part of the second consultation.

KCC will need to engage with employers and the Kent Invicta Chamber of Commerce, who will have responsibility for developing the Local Skills Improvement Plan. This plan will influence the development of the FE offer and the allocation of funding. This will impact on our duties to support participation in education and to ensure there are sufficient educational places.

9.6 Provision Outside Schools and Colleges

Kent has historically had a wide range of provision for those who do not wish to attend or who have dropped out of mainstream institutions. These learners are often the county's most vulnerable and have not attained good grades in their GCSEs. Most of this provision is at level 1 or below. In the past two years we have seen a marked contraction of this provision.

Funding for these bespoke, independent post 16 providers has historically been available through European Social Funding (ESF) and via subcontracts with providers who have direct Education and Skills Funding Agency (ESFA) contracts. This funding has almost ceased, and provision has declined. Looking back over the last 3 years we can see:

- The number of providers offering this type of provision declined from 38 (2018/19) to 19 (2019/20). 2021 has seen a small recovery and we now have 25 providers. This still falls short of the historic numbers of providers.
- The number of places available declined from 1451 (2018/19) to 755 (2019/20). There appears to be a slight recovery to 799 places on 2020/21 but most of this is due to national organisations coming into the county and delivering exclusively online programmes, which are not suitable for many of our vulnerable learners. If these courses are discounted, we see a further fall of 104 places to 651.

We have been working with the ESFA to bring more funding into the county to reverse the decline in provision. We provided an evidence base, which has raised the profile of the issue with the ESFA and DFE. As a result, some additional ESF funding has been allocated to the county to cover until 2023. This should bring some improvement but will not fully reverse the decline.

9.7 Capital Funding

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

Independent training providers cannot draw down capital funding. This hinders the development of their offer across the county as premises costs are high.

9.8 District and Area Analysis

This section provides an overview of the provision and offers that we believe are needed in the areas based on an analysis of the present qualifications available. This, together with schools' knowledge of types of qualifications, the sectors they cover and planned destinations should enable a review of provision of learning. From this, providers can build offers (available at different starting points), which respond to local



needs and enable progression. This is essential development for any new or additional post-16 provision, but it must also be remembered that the curriculum for 14-16 year olds has its part to play in sustained progression, improved outcomes and purposeful destinations.

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

Overall, the number of courses has declined over the last few years. This has been particularly noticeable for level 2 and below courses. This year, the decline has halted and there is a very slight increase in course numbers.

Districts with high unemployment rates need to consider how guidance programmes and progression routes will avoid this exclusion, especially considering the Covid-19 pandemic severely effecting youth employment and social mobility.

Across the County there are 25 recognised post-16 providers in addition to the number of schools providing sixth form provision. The LA will work closely with all providers to ensure any post-16 provision is appropriate to the needs of the area and there is joined up thinking between providers to ensure the best possible pathways are offered to all students.

Figure 9.3: Number of courses, by level, offered by schools or colleges through the post 16 online application system in 2020/2021 and 2021/2022 (as reported by the schools and colleges)

	North		South		East		West		County Total	
	2020	2021	2020	2021	2020	2021	2020	2021	2020	2021
Entry level	2	2	6	12	10	15	6	3	24	32
Level 1	20	22	31	37	44	55	37	41	132	155
Level 2	61	70	94	93	91	97	76	87	322	347
Level 3	485	470	521	542	605	627	648	682	2259	2321
Total	568	564	652	684	750	794	767	813	2737	2855

North – Dartford, Gravesham and Sevenoaks

There is a need to develop further transition year, entry level and level one course places across the districts, with the provision in Dartford, Gravesham and Sevenoaks largely school and college based. North Kent college offers fewer Entry Level/lower level courses than other colleges and do not offer ESOL (English to Speakers of Other Languages). Some Schools are responding to student needs and beginning to offer Level 2 courses. The area has also lost providers over the last couple of years, resulting in very limited or no training options for some young people.



South – Ashford, Dover and Folkestone and Hythe

Entry Level and Level 1 courses are being centralised by some provisions due to financial pressures which has required those, often vulnerable cohorts, to travel further to engage in such programmes, increasing the risk of dropouts. Provision in the area is mainly school and college based.

East – Canterbury, Swale and Thanet

Thanet has an established transition plan programme, and the college provides a good Level 1 offer. The Entry Level and flexible education offer needs to be grown. Swale needs greater transition support; The proportion of young people who become NEET at the age of 17 (Year 13) is high in this part of the County. Canterbury College has experienced very high demand for Level 1 courses. There is no Entry Level provision or provision for those without mathematics and English in the town.

West – Maidstone, Tonbridge and Malling and Tunbridge Wells

In Maidstone, there is a declining number of providers. A lot have moved out of the area in the past year. There are not enough places to meet the demand, so it has become more important for a good transition with the College. Dropouts are an issue as provision is sparse halfway through the academic year.

In Tonbridge and Tunbridge Wells, provision is almost entirely within schools or college based. There is a need to develop further transition year, Entry Level and Level 1 course places across the districts.

School Sixth Form entry requirements in the west are higher than other areas due to a high number of Grammar Schools in the area.

9.9 Summary of priorities:

- Qualification reform - Support will be needed to ensure that the changes coming due to the review of post 16 qualifications have a positive impact on the offer to young people.
- Securing the offer for the most vulnerable - A collaborative approach is needed to stop the decline and develop the offer for this cohort.
- Employer Involvement - Recent legislation places employers at the heart of developing and delivering vocational education and defining skills needs at an area level.
- Implementing the 16-19 review - Clear issues are emerging and will require ongoing collaboration across the sector to find solutions.

Figure 9.4 below shows the number of courses, by level in each industry sector, offered by Schools or Colleges through the post 16 UCAS system in 2020

	North Kent												Total
	Dartford				Gravesham				Sevenoaks				
	E	L1	L2	L3	E	L1	L2	L3	E	L1	L2	L3	
Agriculture, horticulture and animal care	0	0	0	1	0	0	1	1	0	0	0	0	3
Arts, media and publishing	0	1	11	26	0	1	2	31	0	0	0	9	81
Business, administration and law	0	0	5	10	0	0	3	9	0	0	0	1	28
Construction, planning and the built environment	0	0	0	24	1	5	3	25	0	0	0	4	62



	North Kent												Total
	Dartford				Gravesham				Sevenoaks				
	E	L1	L2	L3	E	L1	L2	L3	E	L1	L2	L3	
Engineering and manufacturing technologies	0	0	0	14	0	3	6	13	0	0	0	2	38
Health, public services and care	0	4	6	40	0	2	3	39	0	0	1	16	111
History, philosophy and theology	0	0	0	1	0	0	0	4	0	0	0	2	7
Information and communication technology	0	0	3	8	1	0	0	7	0	0	0	4	23
Languages, literature and culture	0	0	5	14	0	0	3	15	0	0	0	2	39
Leisure, travel and tourism	0	2	4	26	0	0	3	26	0	0	0	7	68
Preparation for Life and Work	0	0	0	20	0	0	1	18	0	0	0	4	43
Retail and commercial enterprise	0	0	0	6	0	3	3	6	0	0	1	0	19
Science and mathematics	0	0	1	14	0	0	4	13	0	0	0	5	37
Social Sciences	0	0	0	3	0	0	0	6	0	0	0	0	9
Total	0	7	35	207	2	14	32	213	0	0	2	56	568

	East Kent												Total
	Canterbury				Thanet				Swale				
	E	L1	L2	L3	E	L1	L2	L3	E	L1	L2	L3	
Agriculture, horticulture and animal care	0	1	1	3	0	0	0	4	0	0	0	1	10
Arts, media and publishing	0	4	7	36	0	4	4	26	0	0	0	19	100
Business, administration and law	0	2	2	17	0	0	2	9	0	1	2	9	44
Construction, planning and the built environment	0	4	3	24	0	2	2	19	1	3	1	16	75
Engineering and manufacturing technologies	0	3	4	15	0	2	3	12	0	0	0	18	57
Health, public services and care	0	5	10	54	0	5	11	31	0	3	7	35	161
History, philosophy and theology	0	0	0	6	0	0	0	3	0	0	0	0	9
Information and communication technology	0	0	1	3	0	1	1	5	0	1	1	5	18
Languages, literature and culture	0	0	3	18	0	1	8	9	0	0	2	15	56
Leisure, travel and tourism	0	2	5	42	0	0	1	18	0	0	1	26	95
Preparation for Life and Work	6	4	3	27	6	1	0	16	0	1	1	19	84
Retail and commercial enterprise	0	1	3	3	0	1	1	4	0	1	0	4	18
Science and mathematics	0	1	4	33	0	0	3	8	0	1	2	8	60
Social Sciences	0	0	0	4	0	0	0	3	0	0	0	4	11
Total	6	27	46	285	6	17	36	167	1	11	17	179	798

South Kent			
Ashford	Dover	Folkestone and Hythe	Total



	E	L1	L2	L3	E	L1	L2	L3	E	L1	L2	L3	
Agriculture, horticulture and animal care	0	0	0	3	0	0	0	0	0	0	0	2	5
Arts, media and publishing	0	2	5	36	1	0	2	25	0	1	2	25	99
Business, administration and law	0	0	4	13	0	0	0	11	0	0	2	7	37
Construction, planning and the built environment	0	1	2	18	0	1	1	13	0	2	3	13	54
Engineering and manufacturing technologies	0	1	3	12	0	3	5	11	0	0	0	10	45
Health, public services and care	0	3	10	40	0	2	2	35	0	4	8	32	136
History, philosophy and theology	0	0	0	1	0	0	3	1	0	0	0	2	7
Information and communication technology	0	1	1	6	0	1	2	5	0	0	1	3	20
Languages, literature and culture	0	1	3	20	0	1	4	12	0	1	2	10	54
Leisure, travel and tourism	0	0	3	24	0	1	1	25	0	2	2	13	71
Preparation for Life and Work	1	1	5	15	1	1	1	17	6	1	2	10	61
Retail and commercial enterprise	0	2	4	3	0	0	1	5	0	1	1	4	21
Science and mathematics	0	1	3	17	2	1	3	19	0	1	2	11	60
Social Sciences	0	0	0	5	0	0	0	2	0	0	0	3	10
Total	1	13	43	213	4	11	25	181	6	13	25	145	680

	West Kent												Total
	Maidstone				Tonbridge and Malling				Tunbridge Wells				
	E	L1	L2	L3	E	L1	L2	L3	E	L1	L2	L3	
Agriculture, horticulture and animal care	0	0	0	0	0	5	6	4	0	0	0	3	18
Arts, media and publishing	0	1	4	35	0	4	4	45	0	0	0	29	122
Business, administration and law	0	0	1	11	0	0	3	10	0	0	0	9	34
Construction, planning and the built environment	0	4	3	23	0	3	2	24	0	0	1	17	77
Engineering and manufacturing technologies	0	1	2	12	0	2	5	17	0	0	0	10	49
Health, public services and care	0	0	5	38	0	3	6	47	0	0	0	34	133
History, philosophy and theology	0	0	3	4	0	0	0	8	0	0	0	1	16
Information and communication technology	0	0	1	6	0	1	1	7	0	0	0	7	23
Languages, literature and culture	0	0	5	17	0	0	1	21	0	0	0	19	63
Leisure, travel and tourism	0	1	4	21	0	1	3	35	0	0	0	32	97
Preparation for Life and Work	0	0	0	21	2	2	2	26	0	0	0	17	70
Retail and commercial enterprise	0	1	3	5	1	1	2	4	0	0	0	6	23
Science and mathematics	0	0	4	20	0	0	1	15	0	0	0	15	55



West Kent													
	Maidstone				Tonbridge and Malling				Tunbridge Wells				Total
	E	L1	L2	L3	E	L1	L2	L3	E	L1	L2	L3	
Social Sciences	0	0	0	6	0	0	0	2	0	0	0	2	10
Total	0	8	35	219	3	22	36	265	0	0	1	201	790

	Medway				Total	Kent and Medway				Total
	E	L1	L2	L3		E	L1	L2	L3	
Agriculture, horticulture and animal care	0	1	1	1	3	0	7	9	23	39
Arts, media and publishing	0	3	5	5	13	1	21	46	347	415
Business, administration and law	0	1	3	2	6	0	4	27	118	149
Construction, planning and the built environment	0	4	3	4	11	2	29	24	224	279
Engineering and manufacturing technologies	0	1	4	7	12	0	16	32	153	201
Health, public services and care	0	2	12	4	18	0	33	81	445	559
History, philosophy and theology	0	0	0	0	0	0	0	6	33	39
Information and communication technology	0	1	1	1	3	1	6	13	67	87
Languages, literature and culture	0	0	2	0	2	0	4	38	172	214
Leisure, travel and tourism	0	1	1	6	8	0	10	28	301	339
Preparation for Life and Work	2	0	0	2	4	24	11	15	212	262
Retail and commercial enterprise	0	1	1	0	2	1	12	20	50	83
Science and mathematics	0	0	1	0	1	2	5	28	178	213
Social Sciences	0	0	0	0	0	0	0	0	40	40
Total	2	15	34	32	83	31	158	367	2363	2919



10. Commissioning Statutory School Provision

10.1 Duties to Provide for Ages 4-16 Years

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

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

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

10.2 Kent-Wide Summary

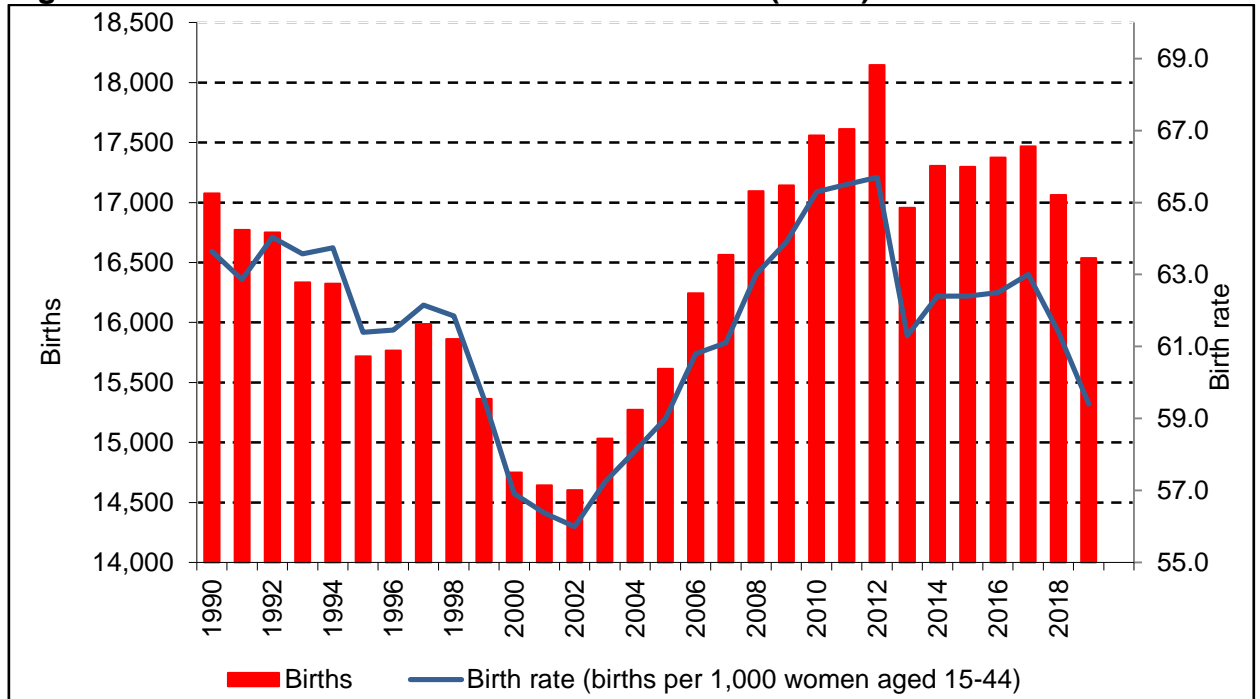
Detail on the requirement for school places is contained in the district/borough commentaries which follow. For 2022-23 and 2023-24 many projects are already in progress. For later years, the need for expansion in planning groups has been noted, but specific schools may not have been identified. For projects beyond 2023 the commissioning proposals may be dependent on the pace of planned housing development being realised. A Countywide summary of the proposals for primary, secondary and SEN school places in each district/borough are set out in Section 3.10.

Figure 10.1 shows the Kent birth rate and the number of recorded births as published by the ONS. The ONS has not yet finalised their data for 2020 as the birth registrations they use to form the data in England and Wales have been delayed because of the coronavirus (COVID-19) pandemic; this chart therefore remains the same as last year to ensure consistency in data comparison over time. Both the total number of births and the birth rate dropped slightly in 2018 and in 2019, with the number of births being over 1,600 lower than the 2012 peak.

Whilst the ONS birth data can be useful for providing an overview of birth trend for the county over time, the pupil forecasts that underline much of this Plan use Health Authority data covering the full pre school population of 0-4 years and to a much smaller geographic area than the ONS birth data. The Health Authority data has been unaffected by Covid 19 interruptions.



Figure 10.1: Kent births and birth rates 1990-2019 (ONS*)



*Source: Office for National Statistics, 2019

Figure 10.2 sets out the long-term population forecasts as generated by KCC’s Business Intelligence team as at Spring 2021. These represent a resident-based forecast of the number of children projected to reside in each district in the relevant periods, incorporating each district’s adopted housing plans. These long-term forecasts provide strategic context to the Plan and forecast beyond the period that the more detailed school-based forecasts (included in each District section of this document) are able to do.

At a County level, these forecasts suggest that the number of primary aged children will decrease by 2,246 pupils by 2030 but increase in the longer term, by 2035 the primary aged population will have increased by 605 more pupils than in 2020. The number of secondary aged young people is forecast to rise by around 3,000 over the next five years and then increase further by circa 2,500 by 2035-36.

There are distinct differences in the population forecasts between the district/boroughs which need to be considered when making commissioning decisions. For example, both the primary and secondary aged child population in Ashford and Dartford Boroughs is expected to rise while in Dover the primary aged population is expected to fall throughout the period.



Figure 10.2: Long term population projections by district (KCC Business Intelligence Spring 2020)

District	Primary Children Aged 4-11 Years				Secondary Children Aged 11-16 Years			
	2020-21	2025-26	2030-31	2035-36	2020-21	2025-26	2030-31	2035-36
Ashford	12,350	12,452	12,739	13,348	8,652	8,919	9,229	9,460
Canterbury	11,918	11,510	11,565	11,791	8,938	9,155	9,344	9,641
Dartford	11,839	13,266	13,344	13,477	7,771	8,218	8,596	8,984
Dover	9,346	9,112	8,844	8,720	6,969	7,086	7,206	7,298
Folkestone & Hythe	8,720	8,028	7,818	7,875	6,226	6,404	6,483	6,545
Gravesham	10,433	10,361	10,182	10,214	7,197	7,411	7,479	7,693
Maidstone	15,889	16,351	16,026	16,086	10,752	11,161	11,583	11,815
Sevenoaks	11,266	10,881	10,884	11,557	8,040	8,293	8,529	8,676
Swale	14,002	13,675	13,259	13,396	9,670	10,029	10,253	10,476
Thanet	12,158	11,645	11,597	12,117	8,685	8,918	9,131	9,283
Tonbridge & Malling	12,249	12,465	12,436	12,597	9,001	9,294	9,434	9,590
Tunbridge Wells	10,526	9,970	9,756	10,124	8,530	8,752	8,914	9,006
Kent	140,696	139,714	138,450	141,301	100,429	103,639	106,181	108,468

Figure 10.3 outlines the historic and forecast house building by district/borough.

Figure 10.3: Housing completions and expected new housing by district as reported by end March 2021

District	2001-06	2006-11	2011-16	2016-21	2021-26	2026-31*
Ashford	4,020	2,653	2,484	4,519	6,629	3,020
Canterbury	2,662	3,651	2,417	2,803	6,961	4,316
Dartford	2,839	2,423	2,926	5,218	4,443	4,606
Dover	1,796	1,507	1,850	2,647	3,147	1,600
Folkestone & Hythe	2,451	1,513	1,286	2,509	1,951	754
Gravesham	1,283	1,554	1,190	1,180	2,663	702
Maidstone	3,232	3,629	3,069	8,006	5,480	1,838
Sevenoaks	1,487	1,363	1,420	2,261	2,775	2,200
Swale	3,196	3,332	2,430	3,135	5,971	3,169
Thanet	2,214	3,773	1,750	2,212	7,637	4,397
Tonbridge & Malling	3,169	3,358	3,058	3,613	976	-
Tunbridge Wells	1,790	2,031	1,343	3,472	1,836	-
Kent	30,139	30,787	25,223	41,575	50,469	26,602

Source: Housing Information Audit (HIA) 2018-19, Strategic Commissioning (Analytics), KCC (2021)

Notes:

(1) Housing data relates to financial year (i.e. 2020-21 is the year up to 31st March 2021)

(2) The first three 5-year time periods between 2001-16 show actual (gross) housing completions (excluding losses from demolitions etc.)

(3) The period 2016-21 includes three years (2016-17, 2017-18 and 2018-19) of actual (gross) housing completions and two years (2019-20 and 2021-21) of expected housing completions (allocations and extant) from the Housing Information Audit (HIA) 2018-19

(4) The periods 2021-26 and 2026-31 are expected housing completions (allocations and extant) from the Housing Information Audit (HIA) 2018-19

* depending on local plan timeline some districts have more advanced plans for 2026-31 than others

All districts/boroughs are planning for significant house building, each district/borough is at a different stage of adopting their Local Plan, the figures above incorporate housing numbers from adopted Local Plans and not each district currently has a Local Plan



covering the period 2026-31, however our school based forecasts incorporate all consented housing whether that housing was allocated within a Local Plan or not.

Around 6,000 dwellings were built annually in the ten-year period up to 2010-11. This reduced to circa 5,000 dwellings per year in period 2011-16. A significant step change in housing completions has been seen since 2015-16 with 41,575 new homes being built in the five year period 2016-21, an average of 8,315 new homes in each year. A long-term yearly average of around 10,000 dwellings is anticipated for the period 2021-26.

We need to ensure we are planning for the education infrastructure required. How we plan to provide for new housing is outlined in the individual district/borough sections. It is important to note that pressure for school places to provide for residents of new housing is in addition to the surplus/deficit places identified in figures 10.4 to 10.9 inclusive. It is equally important to recognise that while surplus places might exist in districts, these will not always be in the right place to support demand generated by new housing.

10.3 Forecast Pupils in Mainstream Primary/Secondary Schools

For Kent primary schools we have seen a steady rise in the overall number of pupils since 2009-10 to 2019-20, rising from 106,097 to 126,251, an increase of 20,154 pupils (19% increase). However, in 2020-21 the primary total saw a slight drop to 125,939 and it is anticipated that it will stabilise at around this level during the Plan period.

Figures 10.4 and 10.5 provide a breakdown of expected surplus or deficit capacity in Year R and across Years R-6, by district/borough, across the five-year period to 2024-25. Dartford Borough shows the most acute need, with an expected deficits throughout the Plan period for Year R places. In the individual district/borough sections we break down the expected surplus/deficit of places into smaller planning groups. This enables us to identify in more detail where and when provision may need to be added or removed. The pupil growth generated by new homes will be an additional demand for school places in specific planning groups and will reduce the surplus set out here.

Figure 10.4: School-based surplus/deficit capacity summary (Year R)

District	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 Capacity
Ashford	1,685	168	127	148	289	222	197	1,685
Canterbury	1,598	215	143	169	193	216	174	1,598
Dartford	1,722	151	-2	-56	-67	-40	-21	1,722
Dover	1,335	184	222	261	313	265	247	1,335
Folkestone & Hythe	1,323	233	241	247	261	261	246	1,323
Gravesham	1,536	173	135	170	160	226	175	1,536
Maidstone	2,129	170	154	78	229	213	177	2,129
Sevenoaks	1,563	233	169	145	168	213	176	1,563
Swale	2,090	208	210	269	170	268	235	2,090
Thanet	1,740	254	213	172	317	327	260	1,740
Tonbridge & Malling	1,768	173	109	82	197	202	168	1,768
Tunbridge Wells	1,326	148	135	117	133	138	115	1,326



Total	19,815	2,310	1,855	1,800	2,364	2,511	2,151	19,815
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Source: Management Information, Children, Young People and Education, KCC

Figure 10.5: School-based surplus/deficit capacity summary (Years R-6)

District	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 Capacity
Ashford	11,685	754	767	830	998	1,047	1,058	11,685
Canterbury	11,174	822	820	870	970	1,014	1,008	11,174
Dartford	11,428	446	358	249	143	41	-58	11,428
Dover	9,451	1,021	1,069	1,182	1,354	1,434	1,496	9,451
Folkestone & Hythe	9,061	833	1,008	1,159	1,337	1,513	1,618	9,061
Gravesham	10,272	529	623	713	802	855	919	10,272
Maidstone	14,311	668	638	577	721	708	761	14,311
Sevenoaks	10,780	1,272	1,390	1,436	1,430	1,446	1,370	10,780
Swale	14,255	1,204	1,365	1,444	1,504	1,546	1,496	14,255
Thanet	12,252	1,351	1,403	1,456	1,581	1,689	1,767	12,252
Tonbridge & Malling	12,408	876	796	697	777	878	902	12,408
Tunbridge Wells	9,232	594	650	645	693	711	704	9,232
Total	136,309	10,370	10,888	11,258	12,309	12,882	13,041	136,309

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

The overall number of pupils in Kent secondary schools has risen since 2014-15, from 77,931 pupils to 87,504 in 2020-21, an increase of 12.3% over a six-year period. This has been driven by larger Year 6 cohorts entering the secondary sector. We anticipate that the Year 7 rolls will average 18,800 places during the Plan Period (average for the previous years was circa 17,000). As mentioned in previous iterations of the Plan this level of roll will continue to require a huge investment in the secondary estate to maintain quality and sufficiency of school places and will represent a major challenge to the Council and its commissioning partners in the years to come.

Figures 10.6 to 10.9 provide a breakdown of expected surplus or deficit capacity in Year 7 and across Years 7-11, by selective and non-selective planning groups, across the seven-year period to 2027-28. Many of districts/boroughs are showing a need for additional non-selective Year 7 secondary school places at some point in the forecast period. Within the selective sector (Figures 10.8 and 10.9) forecasts show a deficit of Year 7 and Year 7-11 places throughout the Plan period for the majority of planning groups. In part this has been due to the selective schools accepting over PAN for a number of years rather than cohorts growing significantly.

The need for additional places in part can be managed through existing schools increasing the number of places offered on a temporary or permanent bases, but as not all of the pressure can be managed this way, there will be a need for new schools or satellites of existing schools. The individual district/borough sections break down the expected surplus/deficit of places into smaller planning groups based on pupil travel to learn patterns, both selective and non-selective. This enables us to identify in more detail where and when provision may be needed.



Figure 10.6: Non-selective school-based surplus/deficit capacity summary (Year 7)

Planning Group	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2027-28 Capacity
Ashford North	840	12	-35	-52	-107	-69	-21	-81	-33	840
Canterbury City	560	51	-20	108	115	127	121	98	106	560
Canterbury Coastal	648	-15	13	-5	-31	30	48	31	53	648
Tenterden and Cranbrook	540	86	95	92	62	122	107	93	97	540
Dartford and Swanley	1,140	61	80	92	72	137	86	95	89	1,140
Dover	510	69	31	41	28	67	57	45	62	510
Deal and Sandwich	435	17	41	27	1	2	23	24	31	435
Folkestone & Hythe	685	100	28	-34	-25	-8	10	65	50	685
Faversham	210	12	7	18	9	17	23	33	6	210
Gravesham and Longfield	1,309	50	3	38	-75	-27	-66	-62	-37	1,309
Maidstone District	1,575	151	77	-28	-101	-25	-66	-65	-65	1,575
Malling	540	110	96	88	81	71	90	99	64	540
Romney Marsh	180	-9	-18	-11	-5	-7	-10	9	18	180
Sevenoaks and Borough Green	585	-13	-44	-32	-18	-34	-12	-21	6	585
Isle of Sheppey	390	110	83	116	83	77	105	125	112	390
Sittingbourne	810	-9	-121	-70	-148	-111	-109	-85	-149	810
Thanet District	1,129	10	29	11	172	191	193	215	227	1,129
Tonbridge and Tunbridge Wells	1,591	162	31	51	33	70	104	50	123	1,591
Kent	13,677	955	377	451	146	632	683	668	759	13,677

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

Figure 10.7: Non-selective school-based surplus/deficit capacity summary (Years 7-11)

Planning Group	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2027-28 Capacity
Ashford North	3,959	272	106	-9	-150	-216	-260	-303	-281	3,959
Canterbury City	2,680	127	97	168	266	373	441	559	557	2,680
Canterbury Coastal	3,120	240	170	104	-1	22	80	98	157	3,120
Tenterden and Cranbrook	2,700	714	628	520	403	389	411	425	439	2,700
Dartford and Swanley	5,420	386	291	336	451	594	629	648	641	5,420
Dover	2,430	468	416	388	328	298	284	296	315	2,430
Deal and Sandwich	2,175	186	167	121	116	98	103	86	90	2,175
Folkestone and Hythe	3,005	220	276	254	150	77	-11	33	121	3,005
Faversham	1,050	39	37	72	71	60	71	99	89	1,050
Gravesham and Longfield	6,281	158	167	186	79	46	-68	-132	-207	6,281
Maidstone District	7,095	723	576	388	172	58	-152	-270	-282	7,095
Malling	2,700	652	615	551	520	490	483	491	469	2,700

Planning Group	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2027-28 Capacity
Romney Marsh	900	23	-10	-6	-7	-17	-17	10	39	900
Sevenoaks and Borough Green	2,825	-6	-40	-64	-90	-107	-103	-79	-36	2,825
Isle of Sheppey	1,950	653	601	603	564	504	499	540	536	1,950
Sittingbourne	3,900	-66	-160	-200	-321	-409	-507	-471	-549	3,900
Thanet District	5,675	451	405	331	393	561	747	924	1,135	5,675
Tonbridge and Tunbridge Wells	7,756	689	526	404	279	245	199	237	358	7,756
Kent	65,621	5,929	4,870	4,147	3,223	3,065	2,828	3,191	3,589	65,621

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

Figure 10.8: Selective school-based surplus/deficit capacity summary (Year 7)

Planning Group	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2027-28 Capacity
Ashford	420	-13	-1	0	1	0	1	3	-2	420
Canterbury and Faversham	605	-34	-29	-50	-44	-22	-9	-24	-21	605
North West Kent	720	-5	13	-4	-11	20	2	2	1	720
Dover District	440	18	14	11	-2	5	23	6	28	440
Folkestone & Hythe District	330	-9	37	38	35	34	33	29	35	330
Gravesham and Longfield	420	-14	-2	10	-30	-8	-25	-22	-15	420
Sittingbourne and Sheppey	270	-12	-65	13	-9	-4	4	13	-6	270
Thanet District	345	-41	-6	-14	-18	-11	-11	-4	0	345
Maidstone and Malling	785	-12	41	2	-33	-12	-22	-17	-29	785
West Kent	1,170	-52	-9	-33	-3	17	47	13	48	1,170
Cranbrook	60	0	-19	-34	-32	-33	-29	-30	-35	60
Kent	5,565	-174	-26	-61	-146	-13	14	-31	4	5,565

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

Figure 10.9: Selective school-based surplus/deficit capacity summary (Years 7-11)

Planning Group	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2027-28 Capacity
Ashford	1,988	-55	-33	-35	-9	-9	5	15	18	1,988
Canterbury and Faversham	2,935	-159	-143	-157	-170	-165	-143	-137	-106	2,935
North West Kent	3,360	2	26	42	54	91	103	93	98	3,360
Dover District	2,140	38	62	89	82	70	72	63	81	2,140
Folkestone & Hythe District	1,680	-24	19	61	101	146	187	183	182	1,680
Gravesham and Longfield	1,791	-93	-71	-38	-41	-25	-36	-56	-81	1,791



Planning Group	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2027-28 Capacity
Sittingbourne and Sheppey	1,290	-42	-97	-72	-73	-60	-44	34	16	1,290
Thanet District	1,815	-109	-68	-55	-58	-44	-14	-16	-3	1,815
Maidstone and Malling	3,855	-85	-18	-8	-18	1	-3	-50	-70	3,855
West Kent	5,708	-154	-133	-120	-105	-72	35	62	153	5,708
Cranbrook	582	13	-16	-53	-67	-65	-62	-60	-65	582
Kent	27,144	-668	-469	-345	-303	-132	99	133	223	27,144

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

10.4 Travel to School Flows

Figures 10.10 and 10.11 outline the travel to school flows for selective and non-selective provision in Kent districts. There are big differences between both the scale of travel to school flows and the direction of flows between districts; for example, Sevenoaks has a net outflow of circa 3,000 pupils across the selective and non-selective sectors combined, whereas Dartford has a net inflow of almost 2,200 pupils. In the 2020-21 academic year almost 3,000 pupils flowed into Dartford to take up secondary school places with over half of these (1,604 pupils) from outside of Kent (mostly from London Boroughs). Tunbridge Wells has a high flow of pupils into the District particularly to access both non-selective denominational provision and selective provision. Tonbridge and Malling has high flows into and out of the District for both selective and non-selective provision.

Figure 10.10: Travel to school flows for non-selective pupils (years 7-11) in Kent mainstream schools (Autumn 2020)

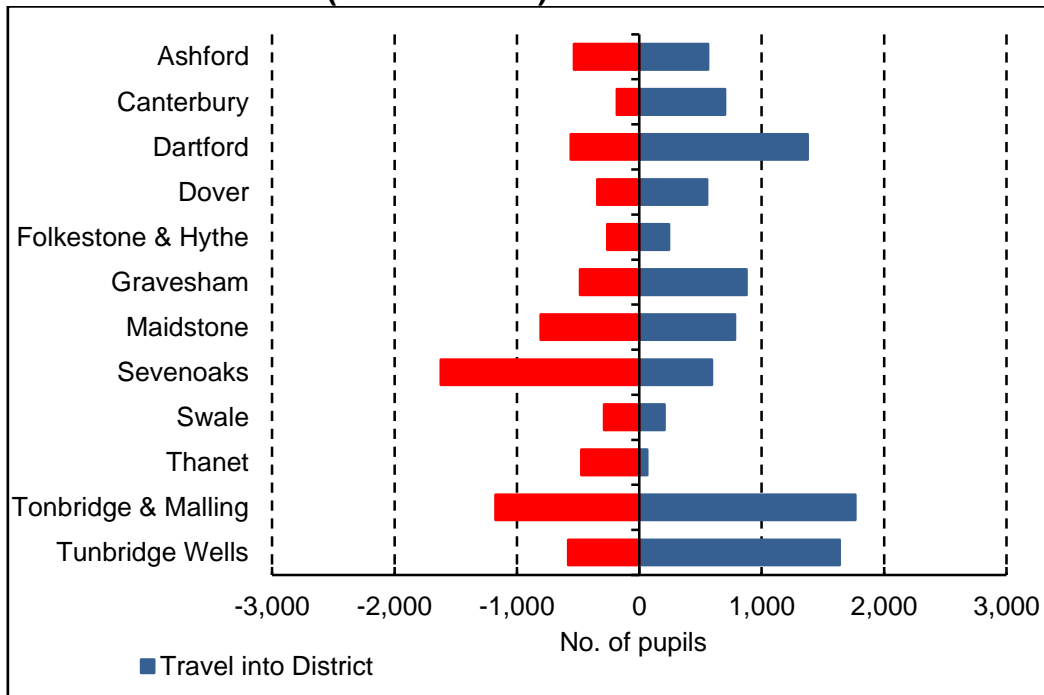
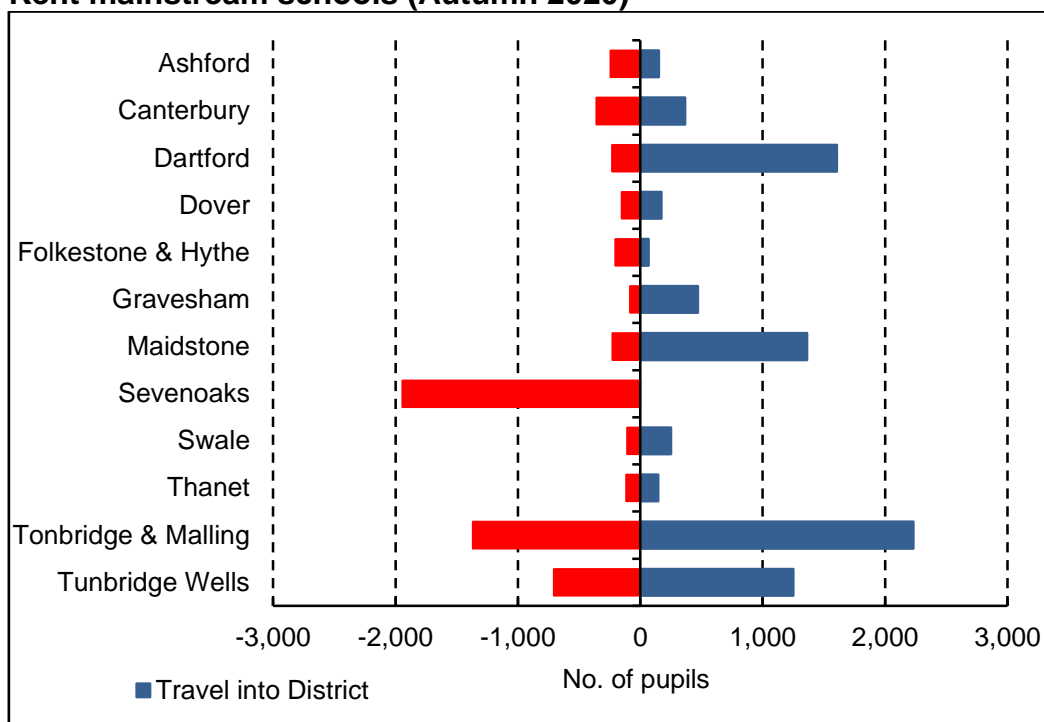


Figure 10.11: Travel to school flows for selective grammar pupils (years 7-11) in Kent mainstream schools (Autumn 2020)



Source: Management Information & Intelligence, Children, Young People and Education, KCC
Actual roll data 2020-21 - Schools Census, Autumn 2020

Notes:

Data excludes Duke of York's Royal Military School, Dover

The Sevenoaks Annex of Weald of Kent Grammar School is treated as being located in Tonbridge & Malling

10.5 Migration into Kent

Figure 10.12 sets out the net migration by pre-school, primary school and secondary school ages for 2019 and 2020. This shows that the overall net migration into Kent significant decline in net migration of school-age children to Kent; this includes three months of the Covid crisis where families may have put planned moves on (temporary) hold from the start of the pandemic in mid-March 2020 to end June 2020.

Figure 10.12: Pre-school (0-3 year olds), primary (4-10 year olds) and secondary aged (11-15 year olds) net migration year ending 30th June 2020

District	2019				2020			
	Kent districts *	London	Elsewhere	Total	Kent districts *	London	Elsewhere	Total
Pre-school	46	1,420	-368	1,098	67	1,051	-252	865
Primary	133	2,017	-408	1,742	67	1,576	-326	1,317
Secondary	22	956	-122	856	62	815	-127	750

*Including Medway

Source: Office for National Statistics, Table IM2018-20

Across the County as a whole any fluctuation in migration may only have a small proportional impact on pupil numbers. However, at a district/borough level the fluctuation from one year to the next can be significant requiring the LA to respond swiftly to ensure sufficient school places.



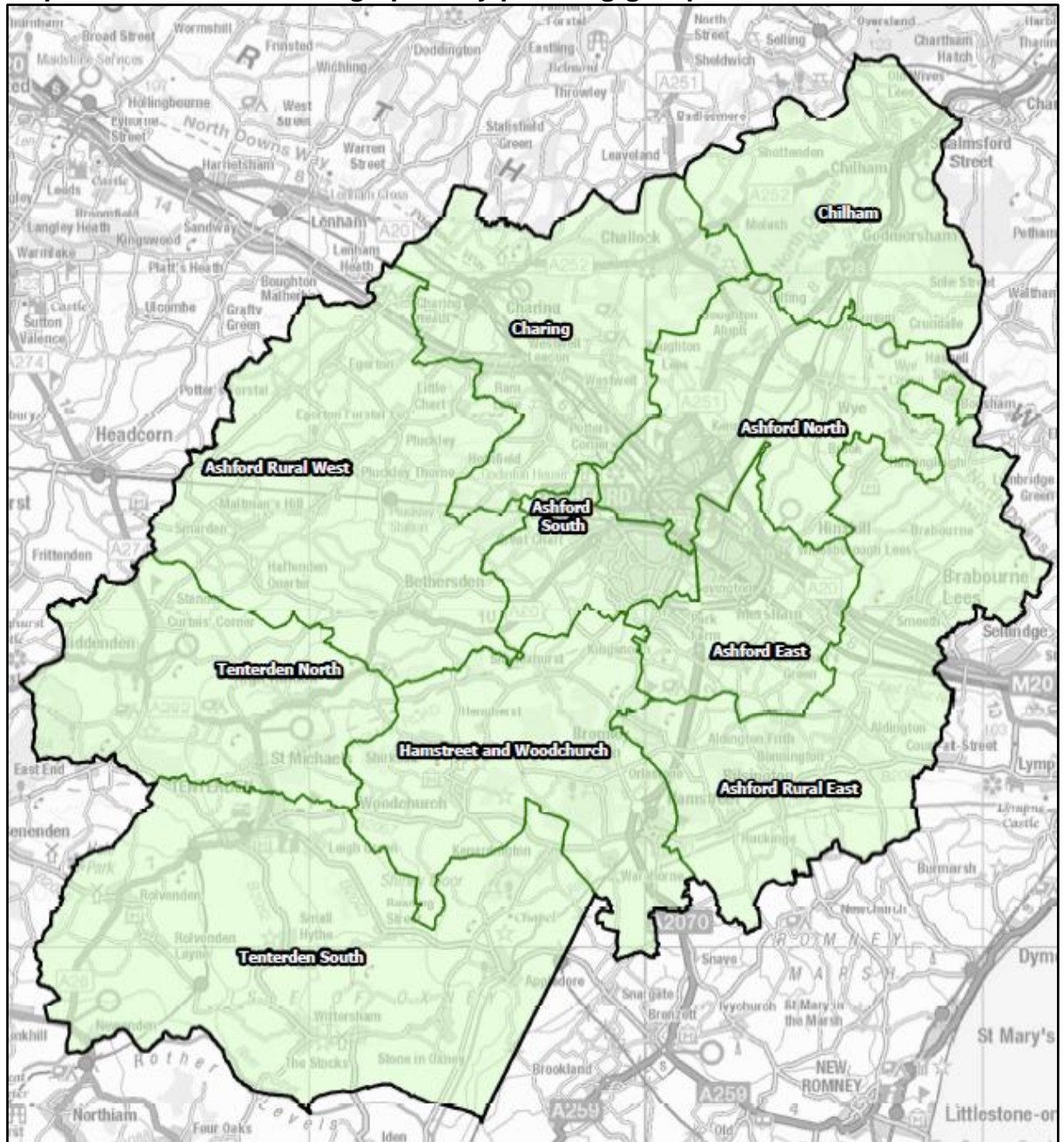
10.6 Ashford

Borough Commentary

- The birth rate in Ashford has fallen since 2017 at a greater rate than both the County and national averages. The number of recorded births increased gradually until a high of 1589 births in 2018, but dropped markedly in 2019 to 1494 and similarly was only slightly increased to 1502 in 2020.
- We forecast sufficient primary school places across the District throughout the Plan period, although there could be some localised pressures which may need to be addressed. Within the secondary sector, we will continue to see a deficit of non-selective secondary school places particularly across urban Ashford. Additional temporary Year 7 places will be added until the opening of a new secondary school at Chilmington Green, planned for 2023-24.
- The Local Plan (up to 2030) was adopted in the first quarter of 2019. Within the Plan, the Borough Council have identified that up to 13,544 new homes could be delivered by 2030. This equates to an average of 1,129 new homes per annum. During the 5 year period 2013-18 a total of 2,837 houses were completed with an average of 567 per year. We are awaiting updated housing information for the year 2018-19.



Map of the Ashford Borough primary planning groups



Ashford primary schools by planning group

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



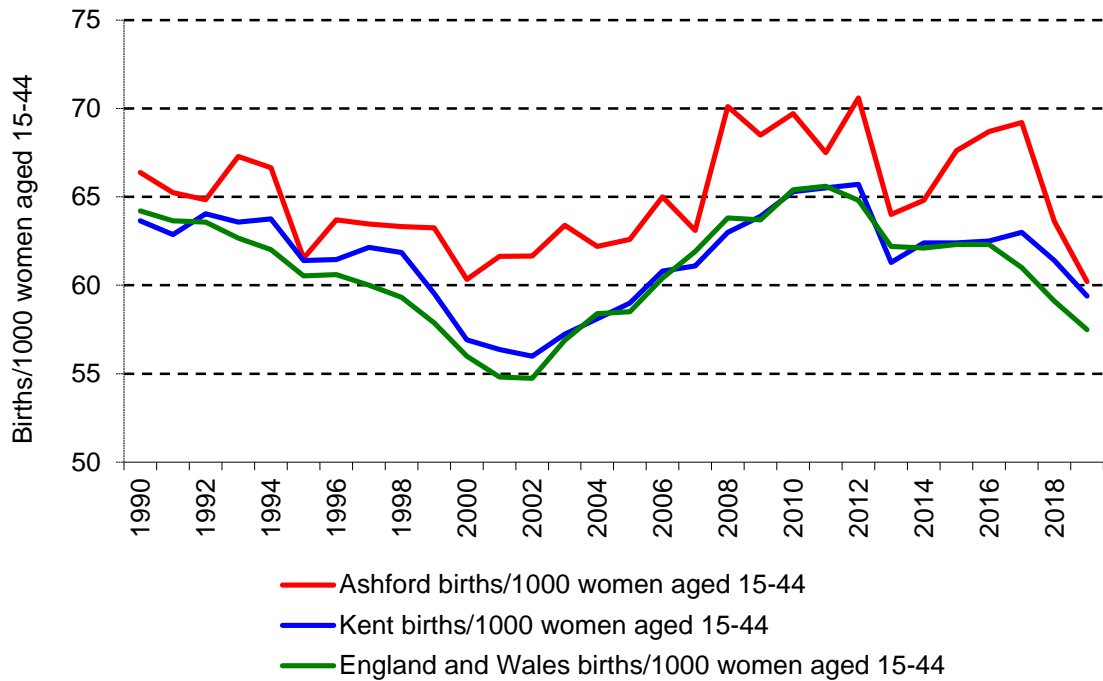
	School	Status
	St. Teresa's RC Primary School	Academy
	Victoria Road Primary School	Community
Ashford Rural East	Aldington Primary School	Foundation
	Brabourne CE Primary School	Voluntary Controlled
	Brook Community Primary School	Foundation
	Smeeth Community Primary School	Foundation
Ashford East	East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



Birth rate and births analysis

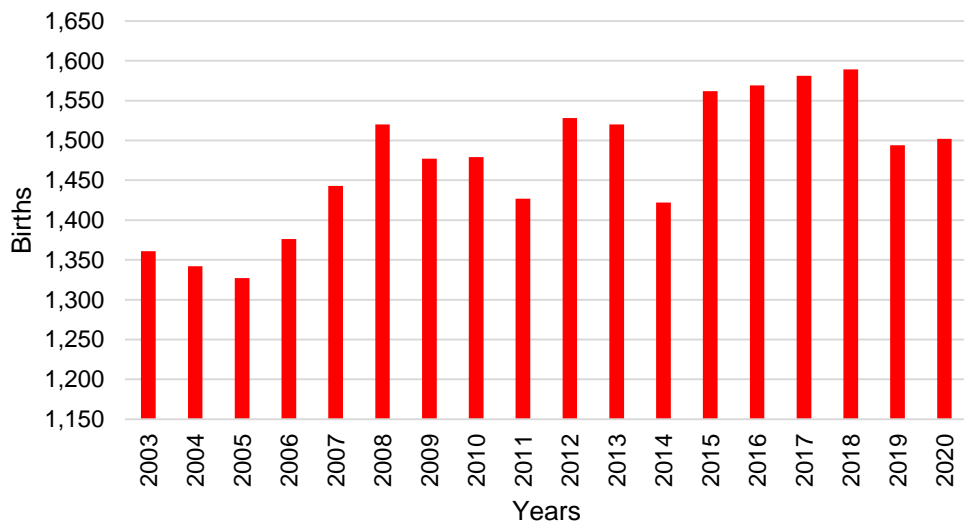
the charts below set out the birth rates for the Borough and the number of recorded births.

Ashford, Kent and England & Wales Birth Rates 1990-2019*



*ONS data

Ashford Births 2013-2020**



** Health Authority birth data



Ashford Borough Analysis - Primary

Forecast Year R surplus/deficit capacity if no further action is taken

Planning Group Name	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 Capacity
Chilham	15	0	5	3	2	4	3	15
Challock and Charing	50	9	11	9	12	12	11	50
Ashford North	450	17	-11	-28	33	28	6	450
Ashford Rural East	80	5	0	14	9	12	9	80
Ashford East	420	56	52	25	78	45	49	420
Ashford South	360	37	37	83	102	86	76	390
Ashford Rural West	80	2	5	11	18	14	13	80
Hamstreet and Woodchurch	71	14	-2	12	11	5	8	71
Tenterden North	65	13	13	9	6	11	10	65
Tenterden South	94	15	19	11	18	4	11	94
Ashford	1,685	168	127	148	289	222	197	1,715

Forecast Years R-6 surplus/deficit capacity if no further action is taken

Planning Group Name	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 Capacity
Chilham	105	19	19	23	18	21	24	105
Challock and Charing	350	54	62	59	63	67	67	350
Ashford North	3,210	54	21	-21	-6	-8	-21	3,150
Ashford Rural East	560	35	34	40	39	39	39	560
Ashford East	2,790	146	170	176	238	270	283	2,910
Ashford South	2,490	167	213	308	395	449	456	2,670
Ashford Rural West	570	33	18	26	49	55	63	560
Hamstreet and Woodchurch	497	44	36	38	35	34	43	497
Tenterden North	455	118	108	92	78	64	49	455
Tenterden South	658	84	87	89	89	55	56	658
Ashford	11,685	754	767	830	998	1,047	1,058	11,915

Borough Commentary

The demand for Year R places is forecast to fluctuate across the plan period although we expect to have well over 5% surplus places across the Borough. The only planning group forecast to have a significant deficit of places is Ashford North. Here we forecast a deficit of Year R places in the first 2 years of the Plan period and in Years R-6 throughout the Plan period.

The number of surplus places across the Borough in Years R-6 is forecast to rise through the initially before levelling off towards the end of the period. This, in part, is due to the opening of a second FE at Finberry Primary and Chilmington Green Primary Schools which was agreed to support growing occupations in both developments.



Ashford North Planning Group

Forecasts suggest a deficit of places in Year R across 2021-22 and 2022-23 and Years R-6 from 2022-23 onwards. The increasing need for primary school places in the planning group over the last few years has been driven by ongoing developments in and around central Ashford which, in some cases, are nearing completion.

Significant developments within the town centre at Elwick Road and Victoria Road are planned. These are in the main flats and the pupil product is expected to be lower than that which we would see from housing. However, we will monitor the demand to ensure that sufficient provision is in place.

In the longer term, planned new developments north of the M20 between Kennington, Willesborough and Eureka Park will increase demand. To address the need for primary school places to support new housing in and around the planning group, the Local Plan makes provision for a new 2FE primary school to be incorporated into the 'Conningbrook Park' development. This school has been approved via the DfE Wave Programme. KCC have requested that the school site is delivered in the early phase of the development. However, as the housing has not come forward as expected opening of the school is likely to be no earlier than 2025-26.

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

Ashford South Planning Group

The development at Chilmington Green is now underway with the first houses having been occupied. Chilmington Green Primary School (opened off-site in September 2018) will relocate on to the development in the 2021-22 academic year. The school will provide 2FE of mainstream provision, a Specialist Resource provision for pupils with ASD and a nursery.

Ashford East Planning Group

Although forecasts suggest a significant level of surplus places across the plan period, existing, permitted and allocated sites including Finberry, Waterbrook, New Town Works, Park Farm, Court Lodge, Willesborough Lees and Conningbrook will be driving the pressure for primary school places. The expansion of Finberry Primary School (Cheeseman's Green) from September 2020 is supporting the need for primary school places in the short to medium term.

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

Charing and Challock Planning Group

Although forecasts suggest there are sufficient surplus primary school places throughout the Plan period, further development in the planning group could lead to the need for additional places in the long term. This could be achieved by the expansion of Charing CE Primary School by 0.3FE if required.



Ashford Rural East Planning Group

The forecasts for 2021-22 suggest there will be no surplus Year R places in the planning group. Any small pressure for Year R places can be managed within this and adjacent planning groups.

Hamstreet and Woodchurch Planning Group

The forecasts suggest a small deficit of Year R places in 2021-22. In the longer term, developments in Hamstreet may need to be supported by a 0.5FE expansion of Hamstreet Primary Academy. In the shorter term and prior to any expansion, any small pressure for Year R places can be managed within this and adjacent planning groups.

Ashford Borough Analysis - Secondary

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

Forecast Year 7 surplus/deficit capacity if no further action is taken

Planning Group Name	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2027-28 Capacity
Ashford North Non-Selective	840	12	-35	-52	-107	-69	-21	-81	-33	758
Tenterden and Cranbrook Non-Selective	540	86	95	92	62	122	107	93	97	540
Ashford Selective	420	-13	-1	0	1	0	1	3	-2	420

Forecast Years 7-11 surplus/deficit capacity if no further action is taken

Planning Group Name	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2027-28 Capacity
Ashford North Non-Selective	3,959	272	106	-9	-150	-216	-260	-303	-281	3,790
Tenterden and Cranbrook Non-Selective	2,700	714	628	520	403	389	411	425	439	2,700
Ashford Selective	1,988	-55	-33	-35	-9	-9	5	15	18	2,100

Ashford North Non-Selective Planning Group

There are four schools in the Ashford North non-selective planning group: John Wallis Church of England Academy, The North School, The Towers School and Sixth Form Centre and Wye School

Forecasts suggest a deficit of Year 7 places throughout the Plan period. Temporary places have been added and will continue to be added until the opening of the new



secondary school within the Chilmington Green development. This is now planned for the 2023-24 academic year, which is a year later than has been previously stated. Should it be delayed any further, we will need to look at longer term strategic solutions to ensure sufficient non-selective school places.

Tenterden and Cranbrook Non-Selective Planning Group

There are two schools in the Tenterden and Cranbrook planning group: High Weald Academy and Homewood School.

The forecasts within the Plan are produced for submission to the DfE as part of the annual School Capacity Survey (SCAP), the deadline for submission of forecasts by Local Authorities is 30 July. On the 27th September 2021 Leigh Academies Trust commenced a listening period on the plan for the closure of High Weald Academy by 31 August 2022 (HWA) this follows a substantive decision by the Secretary of State for Education that HWA's funding agreement should be terminated and the school should close. The forecasts within the Plan consequently do not reflect the closure of High Weald Academy; future forecasts will redistribute the previously anticipated demand for secondary places at HWA to other schools. We anticipate that existing schools in the wider area will have sufficient capacity to accommodate the pupils within the Tenterden and Cranbrook Non-Selective Planning Group.

Ashford Selective Planning Group

There are two selective schools in the Borough: Highworth Grammar School and The Norton Knatchbull Grammar School. Forecasts suggest that there will be sufficient selective places throughout the Plan period. Additional place pressure may be created by new housing developments.



Planned Commissioning - Ashford

Planning Group	By 2022-23	By 2023-24	By 2024-25	By 2025-26	Between 26-29	Post 2030
Ashford East					2FE of New provision at Court Lodge	
Ashford North				2FE New provision at Conningbrook Park		
Charing					0.3FE Charing CEPS	
Hamstreet and Woodchurch					0.5FE expansion of Hamstreet Primary Academy	
Ashford South						2FE of new provision at Chilmington Green
Ashford North Non-Selective	Up to 90 Year 7 places	6FE New provision at Chilmington Green Or up to 120 temporary year 7 places				2FE Expansion of Chilmington Green
Specialist Resourced Provisions						



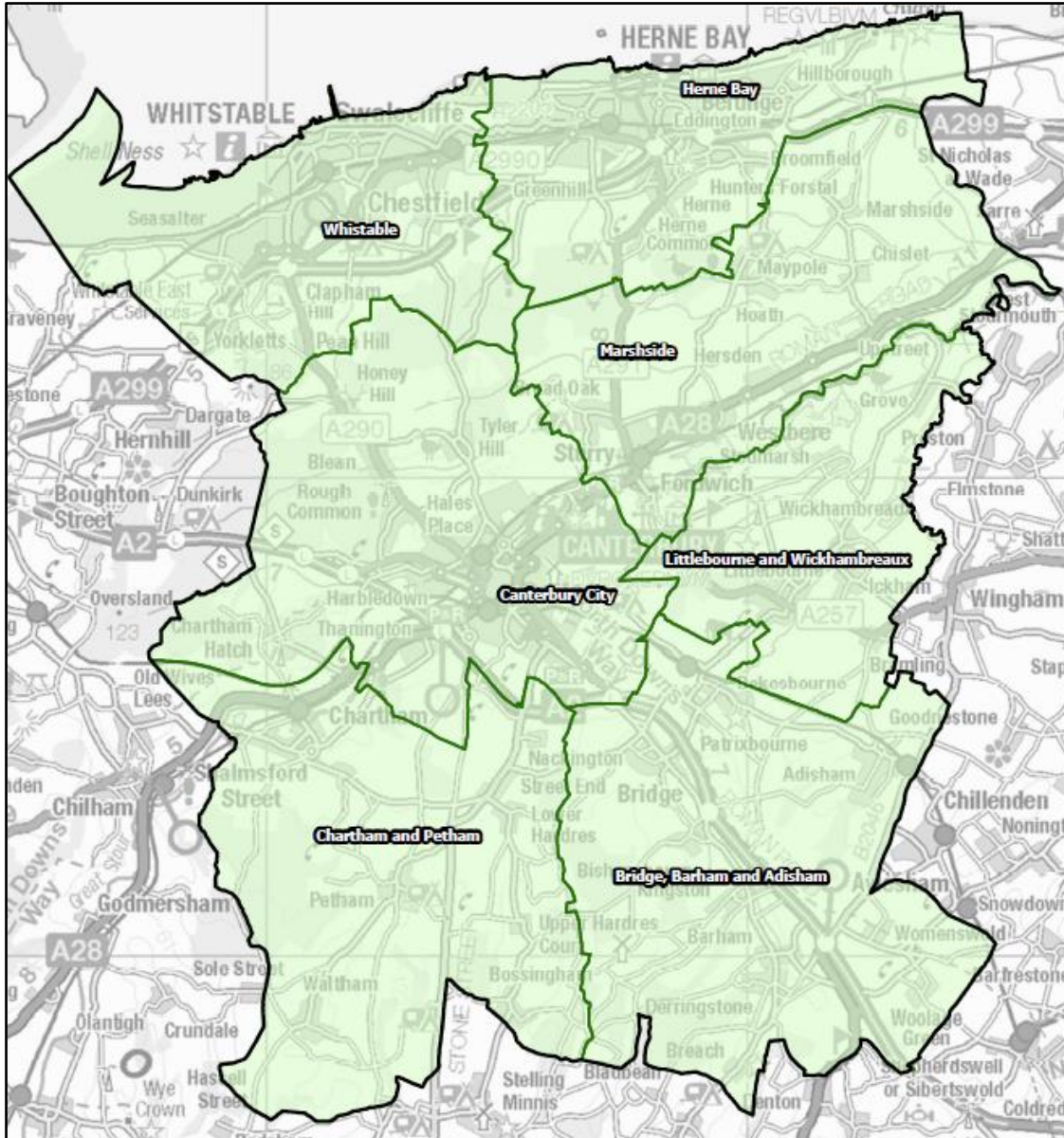
10.7 Canterbury

District Commentary

- The Canterbury district birth rate differs to Kent and the national picture as it is significantly lower, reflecting the large student population. The birth rate has a downward trend and has declined from 55.2 births per 1000 women in 1990 to 38.5 per 1000 in 2018. However, 2019 has seen a slight rise in the birth rate to 39.0 per 1000. The number of recorded births continues to fluctuate but overall has been incline since 2011.
- We forecast surplus primary school places across the District throughout the Plan period of up to 14% in 2024/25. Within the secondary sector, we forecast surplus capacity for non-selective planning groups but pressures for selective places throughout the Plan period.
- Canterbury City Council's Local Plan, adopted on 13 July 2017, proposed a total of just over 16,000 new homes during the Plan period up to 2031. This equates to an average of 925 dwellings per annum. During the 5-year period 2014/15–2018/19 a total of 1,816 houses were completed (NET) with an average of 363 per year. This figure includes a high percentage of student accommodation.
- Canterbury City Council is in the process of drafting their new Local Plan to 2040. From May to August 2021, they consulted on the draft vision, strategic sites and Local Plan options.



Map of the Canterbury Primary Planning Groups



Canterbury Primary Schools by Planning Group

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



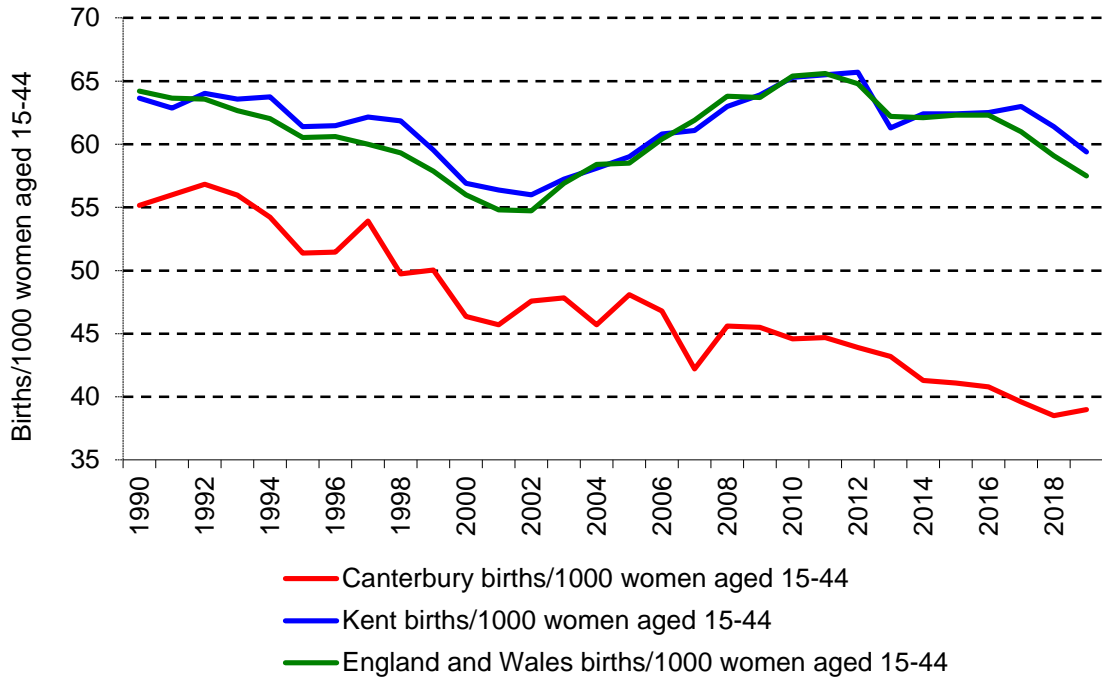
Planning Group	School	Status
	Hoath Primary School	Community
	Sturry CE Primary School	Academy
Bridge, Barham and Adisham	Adisham CE Primary School	Academy
	Barham CE Primary School	Voluntary Controlled
	Bridge and Patricbourne CE Primary School	Voluntary Controlled
Littlebourne and Wickhambreaux	Littlebourne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



Birth Rate and Birth Analysis

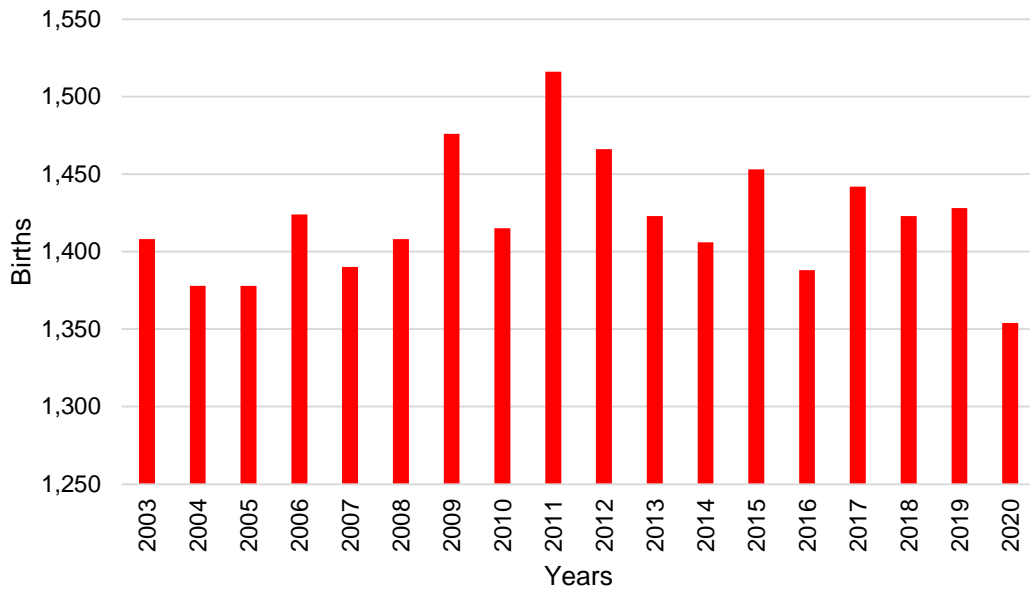
The charts below set out the birth rates for the district and the number of recorded births.

Canterbury, Kent and England & Wales Birth Rates 1990-2019*



* ONS data

Canterbury Births 2003-2020**



** Health Authority birth data



Canterbury Analysis – Primary

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

Planning Group name	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Canterbury City	465	65	6	37	37	54	39	465
Marshside	119	17	16	24	12	16	12	119
Bridge, Barham and Adisham	105	0	-1	-11	3	-3	-1	105
Littlebourne and Wickhambreaux	30	-2	0	-1	1	-2	-1	30
Chartham and Petham	84	26	14	15	15	14	12	75
Whitstable	360	45	73	83	97	103	88	360
Herne Bay	435	64	36	22	30	34	25	390
Canterbury	1,598	215	143	169	193	216	174	1,544

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

Planning Group name	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Canterbury City	3,295	246	182	168	156	127	91	3,295
Marshside	743	58	58	68	69	60	54	818
Bridge, Barham and Adisham	735	-1	-11	-32	-39	-54	-58	735
Littlebourne and Wickhambreaux	225	-15	-18	-21	-22	-25	-24	210
Chartham and Petham	564	103	99	107	100	99	94	552
Whitstable	2,517	164	236	317	416	507	548	2,520
Herne Bay	3,095	267	274	264	290	299	303	2,900
Canterbury	11,174	822	820	870	970	1,014	1,008	11,030

District commentary

Forecasts indicate that across Canterbury district there will be surplus capacity for both Year R and Years R-6. The surplus for Year R fluctuates during the Plan period from a peak in 2024-25 of 216 places to the low of 174 in 2025-26.

The lower rate of housebuilding combined with the decline in birth rate has resulted in surplus primary places, particularly in Herne Bay and Whitstable. Movement of population, from Whitstable to Herne Bay and from the east of Canterbury City to the south and west is having specific impact on schools in these localities that are losing their historic population.

Canterbury City Planning Group

Forecasts indicate a surplus of places in the planning group of over 1FE for Year R for the plan period with a spike in 2024 of 54 places (1.8FE). However, new housing which is currently being built out on the Howe Barracks site in Canterbury (Howe Green) will increase demand in the medium term. To ensure sufficient local places are available, Pilgrims Way School will be expanded by 0.5FE to meet this localised need.



Chartham and Petham Planning Group

Forecasts indicate a 0.5FE capacity for Year R within the planning area. The first phase of a new 2FE primary school in Thanington will be established to serve the new housing development of 750 homes this phased approach will prevent overcapacity in the planning area.

Marshside Planning Group

Forecasts indicate a 0.5FE surplus of Year R places for the plan period. However later in the Plan period, dependant on the order in which developments are built, we will expand Water Meadows Primary Academy by a form of entry or establish the first phase of a new 2FE primary school in Sturry/Broad Oak to serve the housing development in this planning group.

Littlebourne and Wickhambreaux Planning Group and Bridge, Barham and Adisham

Forecasts indicate that there will be a pressure for Year R places and a deficit of Year R-6 places within the planning groups. This is due to the significant number of families who traditionally travel into the planning groups for places in one of the two primary schools in the Littlebourne and Wickhambreaux planning group rather than any indigenous pressure. No additional provision is required as there will remain sufficient places for local residents and those who have traditionally travelled into the planning groups will be able to access school places closer to their homes.

Whitstable Planning Group

Forecasts indicate between 2.5FE and 3.5FE surplus Year R places across the Plan period. Discussions will take place with schools on managing this surplus to ensure all schools remain viable.

Herne Bay Planning Group

Forecasts indicate between 0.7FE and 1.1FE surplus Year R places across the Plan period. If new housing developments are delivered in line with the Local Plan, additional capacity will need to be provided later in the plan period. Dependent on the order in which developments are built-out, this could be delivered through a 1FE expansion of Briary Primary School and/or the phased establishment of a new 2FE primary school related to one of the strategic housing developments for Herne Bay.

Canterbury Analysis – Secondary

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



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

Planning Group Name	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2027-28 Capacity
Canterbury City Non-Selective	560	51	-20	108	115	127	121	98	106	680
Canterbury Coastal Non-Selective	648	-15	13	-5	-31	30	48	31	53	618
Canterbury and Faversham Selective	605	-34	-29	-50	-44	-22	-9	-24	-21	615

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

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 capacity (F)	2027-28 capacity (F)	2027-28 capacity
Canterbury City Non-Selective	2,680	127	97	168	266	373	441	559	557	3,400
Canterbury Coastal Non-Selective	3,120	240	170	104	-1	22	80	98	157	3,090
Canterbury and Faversham Selective	2,935	-159	-143	-157	-170	-165	-143	-137	-106	3,075

Canterbury City Non-Selective Planning Group

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

Forecasts indicate a surplus of places for Year 7 and Years 7-11 from 2022 of 3.6 FE rising to 4.2 FE in 2024 for Year 7 places. The surplus is a result of the opening of the new 5 FE Barton Manor School which was commissioned to meet demand from planned housing in Canterbury City. These developments have not been built out according to the timetable set out in the local plan resulting in this over-capacity.

Canterbury Coastal Non-Selective Planning Group

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

Year 7 forecasts indicate a deficit of 31 places in 2023/24 to a surplus of 53 places by 2027/28. The historical trend of students travelling from the coast to Canterbury City is starting to change as the popularity of all coastal schools continues to rise. The surplus of places in Canterbury City will support the need for places in 2022 and 2023. Feasibilities have been undertaken to explore the future expansion of Herne Bay High by 1.5FE later in the Plan period to support the predicted growth in demand as a result of new housing developments in Herne Bay.



Canterbury and Faversham Selective Planning Group

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

Forecasts indicate a pressure of between -9 places (-0.3FE) and -50 places (-1.6FE) for Year 7 places across the Plan period for selective places. Additional pressures will be placed on Faversham selective places arising from the volume of housing being delivered as per the Local Plan. A feasibility study has been commissioned with a view to exploring the expansion of Queen Elizabeth Grammar by 1FE to meet this need. If this is not possible alternative options will have to be considered. Additional pressure over the 1FE will be met through commissioning up to 50 additional temporary places in discussion with local schools.

Planned Commissioning - Canterbury

Planning Group	By 2022-23	By 2023-24	By 2024-25	By 2025-26	Between 26-29	Post 2030
Canterbury City			0.5FE expansion of Pilgrims Way			
Chartham and Petham			1FE of new Primary School in Thanington			
Marshside					1FE expansion of Water Meadows	1 st 1FE of new provision in Sturry/ Broad Oak.
Herne Bay					1FE new provision in Herne Bay and or 1FE expansion of Briary PS	
Canterbury Coastal Non-Selective					1.5FE expansion of Herne Bay High School	
Canterbury and Faversham Selective	Up to 50 Year 7 places	1FE expansion of QE				
Special School	8 place Satellite of PSCN school for KS 1		16 Satellite of PSCN School for KS 2			
Specialist Resourced Provisions	8 place SRP for HI for Secondary	16 place SRP for ASD for Primary 16 Place SRP for ASD for Primary (Cullum)				



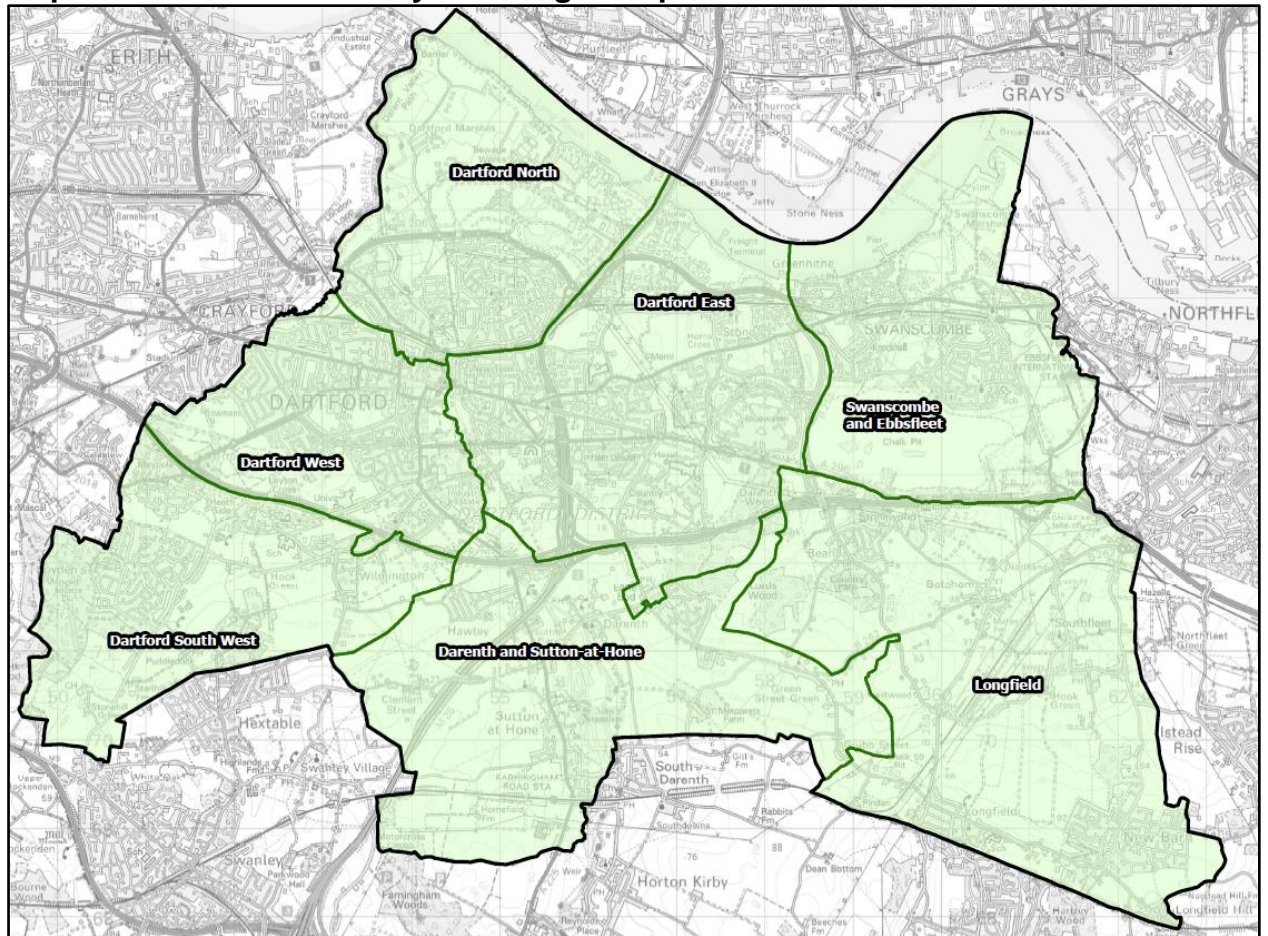
10.8 Dartford

Borough commentary

- The Dartford birth rate has dropped almost five points in 2019 but remains significantly higher than the Kent average. The number of recorded births has increased gradually to a peak in 2019 before reducing by 18 to 1635 births in 2020.
- There is demand for Primary places with forecasts indicating an overall deficit of Year R places throughout the Plan period.
- Forecasts indicate that there is a surplus of places through the Plan period in the Dartford and Swanley Non-Selective planning group. The Gravesham and Longfield Non-Selective planning group has sufficient places until 2023-24 when it moves into deficit for the remainder of the Plan period. Selective demand fluctuates and is under pressure with either small deficits or marginal surpluses evident throughout the Plan period.
- Dartford Borough Council and the Ebbsfleet Development Corporation estimated that between 2011 to 2026, approximately 17,300 new homes will be built. More recently, the Ebbsfleet Development Corporation has said that 15,000 new homes will be built in their area of responsibility alone. During the 5 year period 2013-18 a total of 4,331 houses were completed with an average of 866 per year. It is worth noting that housing delivery has significantly increased over the last three years with almost double the houses being delivered in each of the years 2015-16, 2016-17 and 2017-18 to that which was seen in 2014-15. This will need to continue in order to deliver the housing as planned in the Core Strategy.
- Prior to the Covid pandemic, a significant factor to primary and secondary demand in Dartford Borough was the migration from urban centres in Greater London to locations such as Dartford Borough. Migration reduced significantly during the pandemic, but it is not unreasonable to suggest that post Covid, migration will pick up, possibly to pre-Covid levels.



Map of the Dartford Primary Planning Groups



Dartford Primary Schools by Planning Group

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

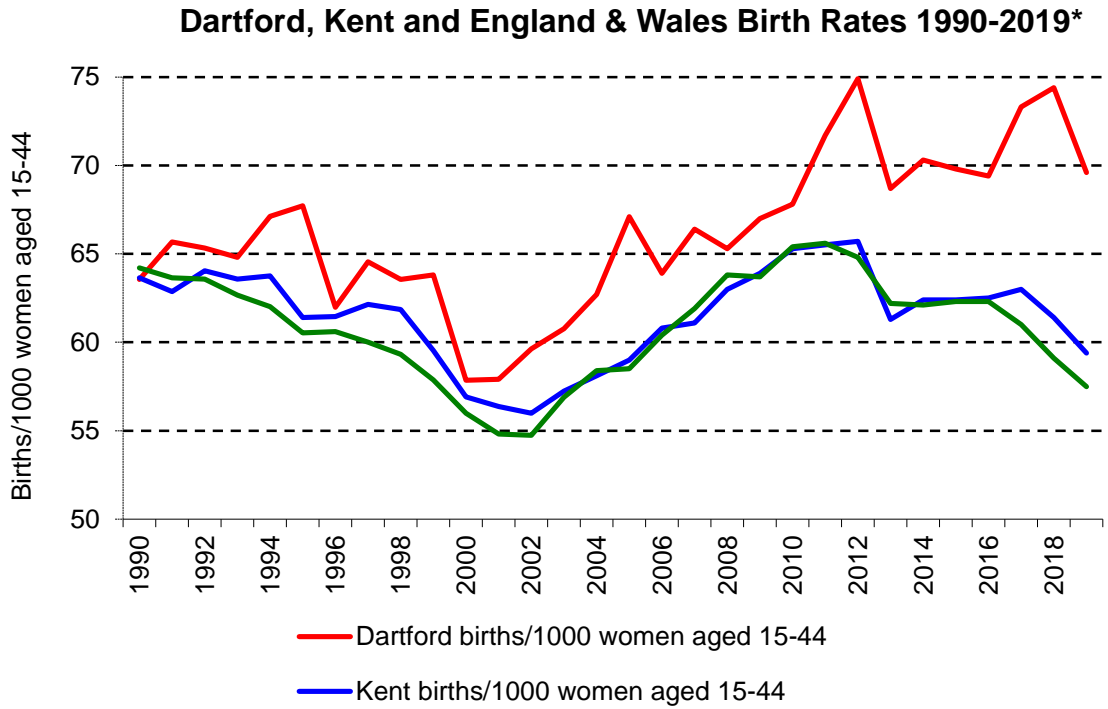


	School	Status
Hone		
Swanscombe and Ebbsfleet	Cherry Orchard Academy	Academy
	Craylands School	Community
	Ebbsfleet Green Primary School	Free
	Knockhall Primary School	Academy
	Manor Community Primary School	Academy
Longfield	Bean Primary School	Community
	Langafel CE Primary School	Voluntary Controlled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

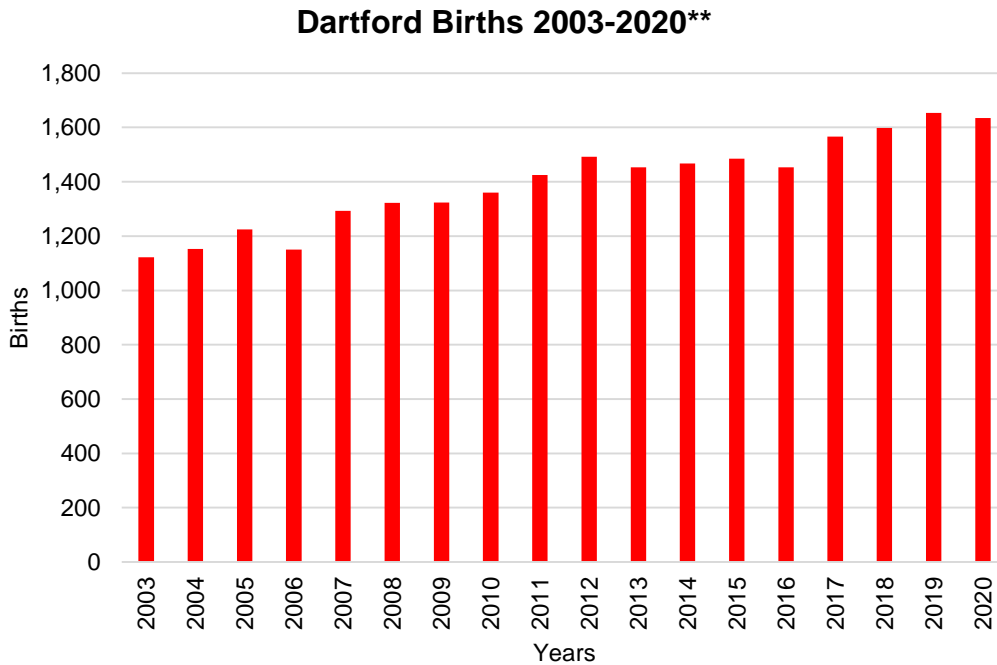


Birth Rate Analysis

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



* ONS data



** Health Authority birth data



Dartford Analysis – Primary

Year R Surplus/Deficit if No Further Action is Taken

Planning Group name	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Dartford North	330	37	-5	-39	-45	-18	-15	330
Dartford West	312	-1	-4	-8	6	4	0	312
Dartford East	390	7	-23	-35	-42	-41	-37	390
Dartford South West	180	2	-8	0	-4	-5	-4	180
Darenth and Sutton-at-Hone	90	13	-5	4	14	14	9	90
Swanscombe and Ebbsfleet	330	81	38	17	-10	-6	16	330
Longfield	90	12	4	6	13	10	9	90
Dartford	1,722	151	-2	-56	-67	-40	-21	1,722

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

Planning Group name	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Dartford North	2,010	58	47	40	22	20	20	2,280
Dartford West	2,208	-44	-52	-48	-42	-39	-46	2,184
Dartford East	2,670	7	-14	-47	-84	-126	-160	2,730
Dartford South West	1,240	37	-2	-30	-61	-85	-100	1,180
Darenth and Sutton-at-Hone	630	42	36	42	54	63	65	630
Swanscombe and Ebbsfleet	2,040	331	320	266	219	160	118	2,295
Longfield	630	15	23	26	35	46	46	630
Dartford	11,428	446	358	249	143	41	-58	11,929

District commentary

Forecasts indicate an overall deficit of Year R places throughout the Plan period, which is mainly generated by the Dartford planning groups. The initial 2 place deficit in 2021-22 increases to -67 places by 2023-24, before reducing in the latter years of the Plan period.

There is forecast to be sufficient Years R-6 places across the planning groups until 2025-26 when a 58 place deficit is forecast. However, there are deficits forecasts throughout the Plan period in Dartford North, Dartford West and Dartford East.

In addition to the forecast need identified above, plans for further housing across the district will increase the need for school places. Over and above the current planned housing numbers, Dartford Borough Council are currently consulting on their revised local plan which could include up to an additional 7000 units. Housing growth could be exacerbated further by the Abbey Wood to Ebbsfleet Crossrail service. Following the consultation in January 2021, KCC has been contacted by representatives from the Crossrail Extension Project Group to discuss the potential education requirements



should the extension go ahead and additional new housing is proposed.

The surplus figures for Years R – 6 reflect similar trends. KCC consider that the deficits can be managed within the existing capacity but will look to negotiate individual temporary capacity with schools if the need arises.

Dartford North Planning Group

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

To support the need for new school places the forecasted demand for the 2022-23 academic year will require a 1FE expansion of an existing primary school from 2023-24. Discussions are ongoing with candidate schools.

Dartford West Planning Group

There is a small deficit of Year R places forecast for 2022-23, but it is less than a third of a form entry for the foreseeable future. Several of the primary schools in Dartford West offer places to children from out of county.

KCC would anticipate all Dartford West resident children will be offered a place in the planning group, with applicants from further afield being offered places at schools more local to their homes. KCC do not anticipate a need to commission additional places in this planning group.

Dartford East Planning Group

Additional demand for Year R places in Dartford East exceeds 1FE for the foreseeable future. This demand will initially be met in local schools in adjacent planning areas, but should it become necessary, KCC will commission a temporary 30 place expansion within existing schools. In the longer term, KCC will work with schools in the locality to commission a further 2FE of primary provision to manage this shortfall. This is expected no earlier than 2024-25.

Dartford South West Planning Group

There is a small, but fluctuating deficit of Year R places forecast from 2022-23 onwards.

KCC would anticipate all Dartford West resident children will be offered a place in the planning group, with applicants from further afield being offered places at schools more local to their homes. KCC do not anticipate a need to commission additional places in this planning group.

Swanscombe and Ebbsfleet Planning Group

This planning area is significantly impacted by the Ebbsfleet Valley housing development area. A new primary school was established on the Ebbsfleet Green development in 2020-21 which opened with 1FE. This will be expanded to its capacity size of 2FE to address additional demand in future years. The Ebbsfleet Garden City development is anticipated to have a total of c15,000 dwellings, but several thousand have not yet received formal planning consent and so will not be reflected in the forecasts.



As the development progresses, a further new 2FE primary provision will be provided at the Alkerden all-through school, with the initial 1 FE by September 2024.

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

Dartford Analysis Secondary

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

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

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 capacity (F)	2027-28 capacity (F)	2027-28 capacity
Dartford and Swanley Non-Selective	1,140	61	80	92	72	137	86	95	89	1,260
Gravesham and Longfield Non-Selective	1,309	50	3	38	-75	-27	-66	-62	-37	1,324
North West Kent Selective	720	-5	13	-4	-11	20	2	2	1	720

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

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 capacity (F)	2027-28 capacity (F)	2027-28 capacity
Dartford and Swanley Non-Selective	5,420	386	291	336	451	594	629	648	641	6,360
Gravesham and Longfield Non-Selective	6,281	158	167	186	79	46	-68	-132	-207	6,620
North West Kent Selective	3,360	2	26	42	54	91	103	93	98	3,600

Dartford and Swanley Non-Selective Planning Group

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

A new secondary school, Stone Lodge School, opened in the planning group in September 2019 in order to support the significant housing being built. Its current capacity (6FE) and planned growth is to 8FE throughout this planning period is already included in the data above. This is to accommodate anticipated further demand



generated from planned developments around the Dartford urban areas and Dartford East.

A second all-ability secondary school, within the Alkerden development, is due to open in September 2024 initially offering 4FE of non-selective provision. In the longer term, taking into account the unconsented housing numbers referenced above, it is expected that this school will need to expand as demand from new housing increases offering a further 4FE of provision. The timing of this will be subject to the demand from new housing.

Gravesham and Longfield Non-Selective Planning Group

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

Demand increases towards the later part of the forecast period which will require slightly more than 2FE of additional capacity. For 2023-24 KCC will commission a further permanent 1FE at Thamesview school and for a period (minimum of 2 years, but this is reviewable), a further 0.5 FE at St John's Catholic Comprehensive School. The small remaining deficit will be met through surplus capacity in adjacent planning areas. KCC will monitor the forecasts as a new Gravesham local plan is expected to create new housing.

North West Kent Selective Planning Group

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

Forecasted demand for selective places in the North West Kent Selective Planning Group is lower than capacity, but it is not expected that there will any surplus places at the four grammar schools in Dartford.



Planned Commissioning - Dartford

Planning Group	By 2022-23	By 2023-24	By 2024-25	By 2025-26	Between 26-29	Post 2030
Dartford North		1FE expansion				
Dartford East			2FE			
Swanscombe and Ebbsfleet			1FE expansion at Ebbsfleet Green 1FE new provision at Alkerden		2FE expansion at Western Cross 2FE expansion at Station Quarter	
Dartford and Swanley Non-Selective Planning Group			4FE new provision at Alkerden		4FE expansion at Alkerden	
Gravesham and Longfield Non-Selective		1FE permanent expansion Thamesview 0.5FE places at St John's Catholic Comprehensive				
Special Schools			210 place PSCN special school			
Specialist Resourced Provisions		25 place secondary SRP at Alkerden	15 place primary SRP at Alkerden			



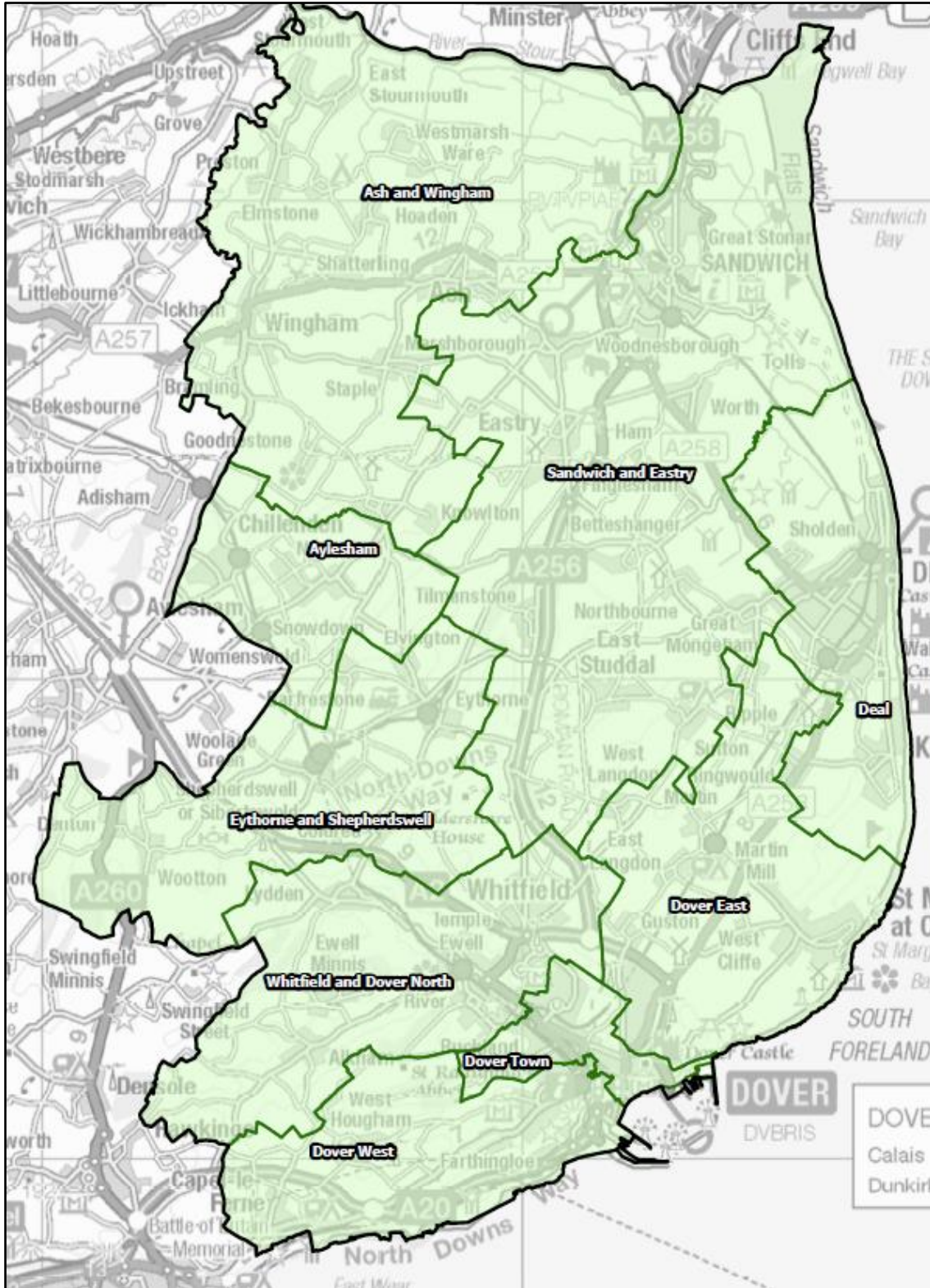
10.9 Dover

District commentary

- The birth rate in Dover District has risen slightly and is now two points below the County average. The number of recorded births in the District has continued on the downward trend and being 145 births below the peak of 2012.
- We forecast sufficient primary school places across the District throughout the Plan period, although there will be some localised pressures associated with house building which may need to be addressed. Within the secondary sector, we forecast sufficient places apart from in 2023-24 when the Year 7 deficit in Dover Selective planning group may necessitate temporary provision to address the place pressure.
- Dover District Council are in the process of producing a new Local Plan for the period 2020-2040. We are working with Dover District Council Officers to consider the impact on the need for additional school places particularly in the longer term.



Map of the Dover primary planning groups



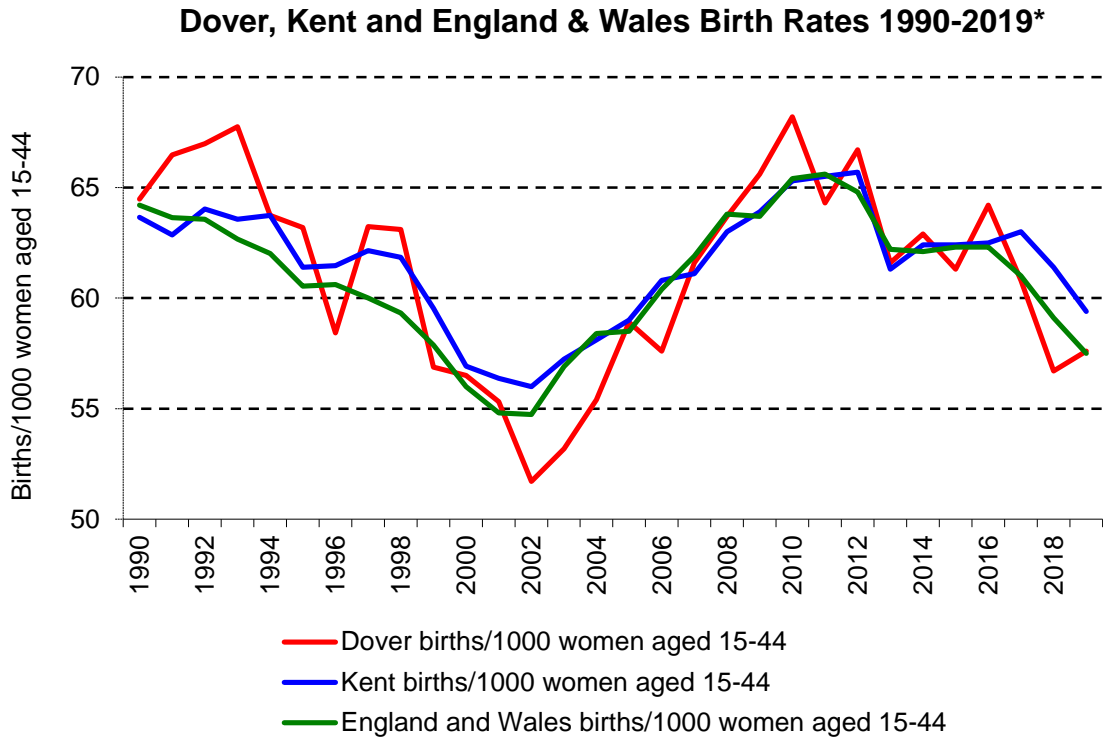
Dover primary schools by planning group

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

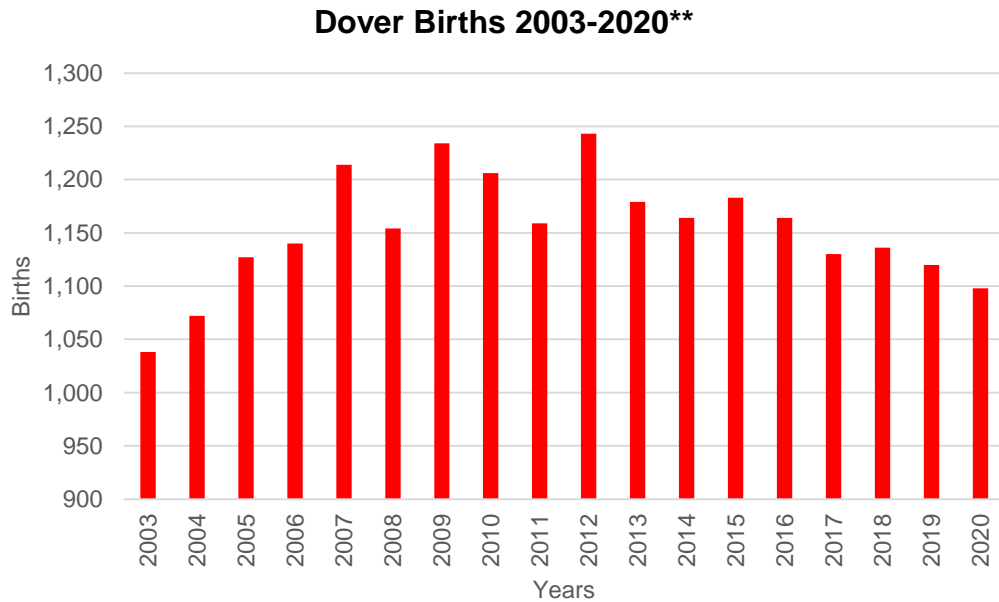


Birth rate and birth analysis

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



* ONS data



** Health Authority birth data



Dover District Analysis – Primary

Year R surplus/deficit capacity if no further action is taken

Planning Group Name	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 Capacity
Dover Town	270	44	51	62	70	60	55	270
Whitfield and Dover North	170	9	12	22	12	13	11	170
Dover West	170	21	19	34	33	24	24	170
Dover East	67	4	5	12	25	6	10	67
Deal	315	44	58	49	94	87	72	315
Sandwich and Eastry	116	13	11	24	21	18	12	116
Ash and Wingham	90	16	30	28	26	20	24	90
Aylesham	87	20	27	17	20	22	27	92
Eythorne and Shepherdswell	50	13	10	13	14	14	12	50
Dover	1,335	184	222	261	313	265	247	1,340

Year R-6 surplus/deficit capacity if no further action is taken

Planning Group Name	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 Capacity
Dover Town	1,890	231	270	308	368	384	413	1,890
Whitfield and Dover North	1,190	55	54	63	71	67	61	1,190
Dover West	1,220	138	123	158	185	193	189	1,190
Dover East	469	34	33	35	40	39	46	469
Deal	2,265	137	174	207	278	343	391	2,205
Sandwich and Eastry	828	135	110	108	81	65	34	828
Ash and Wingham	630	137	147	155	169	173	166	630
Aylesham	609	107	107	87	92	96	112	632
Eythorne and Shepherdswell	350	47	51	60	70	74	85	350
Dover	9,451	1,021	1,069	1,182	1,354	1,434	1,496	9,384

District commentary

We forecast a significant surplus of Year R and Year R-6 places over the Plan period. This surplus is the result of the falling birth rate, with some planning groups having around one quarter increase of Year R surplus in the coming years. As schools are primarily funded on the number of pupils on roll, low Year R numbers will impact on future budgets with some schools choosing to reduce their published admissions numbers.

Whitfield and Dover North Planning Group

Much of this planning comprises the area designated as the Whitfield Urban Expansion (WUE). The WUE has outline planning consent for 5,750 new homes to be delivered over the next 20 years. To provide sufficient primary school places the equivalent of



three 2FE primary schools are included within the Master Plan. The first, the expansion of Whitfield Aspen Primary School on to a satellite site, opened for pupils in September 2021. Initially, this will offer 1FE of mainstream provision and additional specialist classrooms for pupils with Profound, Severe and Complex Needs. An additional block of classrooms, expanding the school to the full 2FE, will be added later in the plan period.

Within the new Local Plan there is the consideration of a further 600 dwellings. If this was to come forward, around 1FE of additional primary school places would be required. This could be achieved if additional land was made available at one of the further 2 primary schools identified in the Masterplan allowing one school to increase to 3FE if required.

Dover East Planning Group

Surplus places are forecast throughout the Plan period. However, in the longer term places will be required to support the planned development of Connaught Barracks. Ideally this will be via the expansion of Guston Church of England Primary School. We are continuing to work with interested parties to secure the additional land that will be required to enable the expansion to happen.

Deal Planning Group

Forecasts suggest sufficient places throughout the Plan period. However, housing continues to be planned and additional primary school provision may be required in the latter half of the decade. Presently this would be via the expansion of Deal Parochial CE Primary school. Should additional housing be consented, particularly in the west of Deal then we would look to relocate and expand Sholden CE Primary School.

Sandwich and Eastry Planning Group

Consented and proposed developments in Sandwich and the neighbouring villages of Eastry and Ash together account for possibly over 1,100 new homes. Should housing come forward as identified in the Local Plan, up to 1FE of provision in Sandwich may be required. The timing of this will be dependent on housing coming forward and is likely to be late in the decade at the earliest. Land will be required for either a new school or to allow the relocation and expansion of an existing school.

Aylesham Planning Group

Forecasts suggest that there are sufficient places throughout the Plan period. However, as one of the fastest selling developments in the Southeast, the pressure for primary school places can fluctuate swiftly. As previously noted, we will continue to work closely with schools in the planning group to manage any localised pressure for places. Developer contributions have been used to support additional places at Aylesham Primary School and will be used when required to support the expansion of St. Joseph's RC primary School by 0.5FE.

Dover District Analysis - Secondary

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



Year 7 surplus/deficit capacity if no further action is taken

Planning Group Name	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2027-28 Capacity
Dover Non-Selective	510	69	31	41	28	67	57	45	62	480
Deal and Sandwich Non-Selective	435	17	41	27	1	2	23	24	31	435
Dover Selective	440	18	14	11	-2	5	23	6	28	440

Years 7-11 surplus/deficit capacity if no further action is taken

Planning Group Name	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2027-28 Capacity
Dover Non-Selective	2,430	468	416	388	328	298	284	296	315	2,400
Deal and Sandwich Non-Selective	2,175	186	167	121	116	98	103	86	90	2,175
Dover Selective	2,140	38	62	89	82	70	72	63	81	2,200

Dover Non-Selective Planning Group

There are three Schools in the Dover non-selective planning group: Astor College of the Arts, Dover Christ Church Academy and St. Edmunds RC School. The Whitfield Urban Expansion will, over time, increase the pressure on local secondary school places which will be met initially via expansion of Dover Christ Church Academy as the local school. A feasibility study is being undertaken so that KCC will be ready to expand the Academy as and when required.

Deal and Sandwich Non-Selective Planning Group

There are two Schools in the Deal and Sandwich non-selective planning group: Goodwin Academy and Sandwich Technology School. Forecasts suggest short term pressures for Year 7 places in the years 2022-23 and 2023-24. This is in part due to well established flow of families choosing travelling into the planning group from Thanet to access school places, particularly to Sandwich Technology School. Should there be any localised pressures it will be managed within existing schools.

Dover Selective Planning Group

Selective provision is provided by three schools: Dover Boys Grammar, Dover Girls Grammar and Sir Roger Manwood's Grammar. Apart from a small deficit of Year 7 places in 2023-24 which can be managed in existing schools, forecasts suggest that there will be sufficient selective places throughout the Plan period subject to further pressure from new housing developments



Planned Commissioning - Dover

Planning Group	By 2022-23	By 2023-24	By 2024-25	By 2025-26	Between 26-29	Post 2030
Whitfield and North Dover					Expansion of Whitfield Aspen Satellite by 1FE	New 2FE primary school in Whitfield
Dover East					0.3FE expansion of Guston CE Primary School	
Aylesham					0.5FE expansion of St. Joseph's RC Primary Academy	
Sandwich and Eastry					1FE Sandwich planning group	
Deal					1FE Expansion in Deal	
Dover Non-selective					2FE at Dover Christ Church academy	



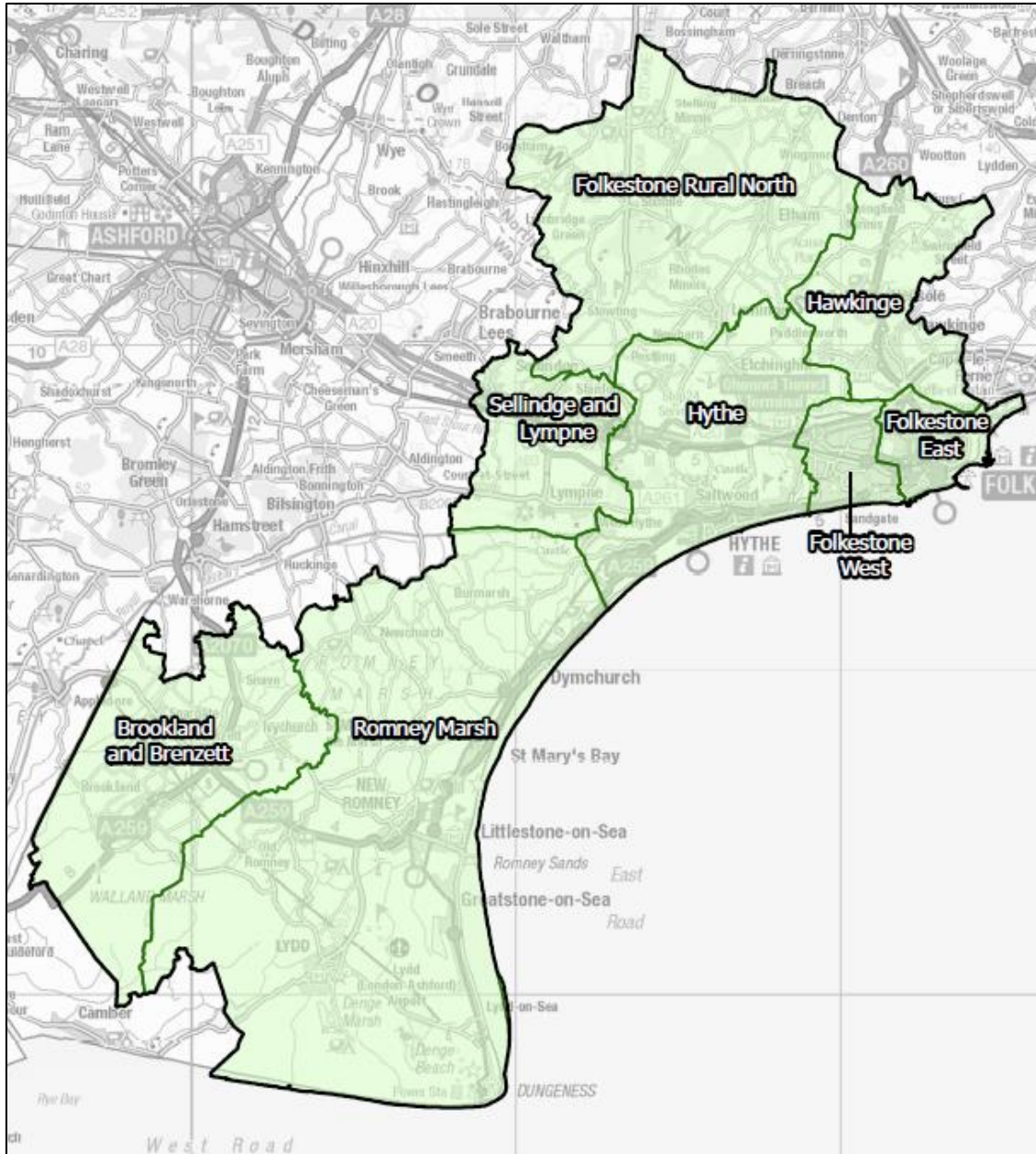
10.10 Folkestone and Hythe

District commentary

- The birth rate in Folkestone and Hythe has risen 2.7 points from the previous year, being almost in line with the County average. The number of recorded births in the District continued the overall downwards trend in 2020, after rising slightly in the previous year.
- We forecast a significant surplus of primary school places across the District throughout the Plan period. Within the secondary sector, we forecast a small deficit of non-selective secondary school places in both Folkestone and Hythe and Romney Marsh in 2021-22 and 2022-23, following which point rolls start to fall and a surplus of non-selective places resumes across the District.
- The adopted Core Strategy (2013) identified that 8,750 dwellings would be required between 2006 and 2031, at an average of 350 per annum. During the 5-year period 2013-18 a total of 1,777 houses were completed with an average of 355 per annum. The District Council are in the process of producing a new local plan covering the period 2018-2037. We are working with Folkestone and Hythe District Council to ensure the education needs arising are catered for.
- Plans for the Garden Village at Otterpool Park continue to progress. The level of development would require significant educational infrastructure across not only primary and secondary phases but also early years and specialist provision. We continue work with the District Council and the promoter of the site to identify how and when new provision will be required.



Map of the Folkestone and Hythe primary planning groups



Folkestone and Hythe primary schools by planning group

Planning Groups	School	Status
Folkestone East	Castle Hill Community Primary School	Community
	Christ Church CE Academy	Academy
	Folkestone Primary Academy	Academy
	Martello Primary School	Academy
	Mundella Primary School	Community
	St. Eanswythe's CE Primary School	Academy
	St. Mary's CE Primary Academy (Folkestone)	Academy
	St. Peter's CE Primary School (Folkestone)	Voluntary Controlled
Folkestone West	All Souls' CE Primary School	Academy
	Cheriton Primary School	Foundation
	Harcourt Primary School	Foundation

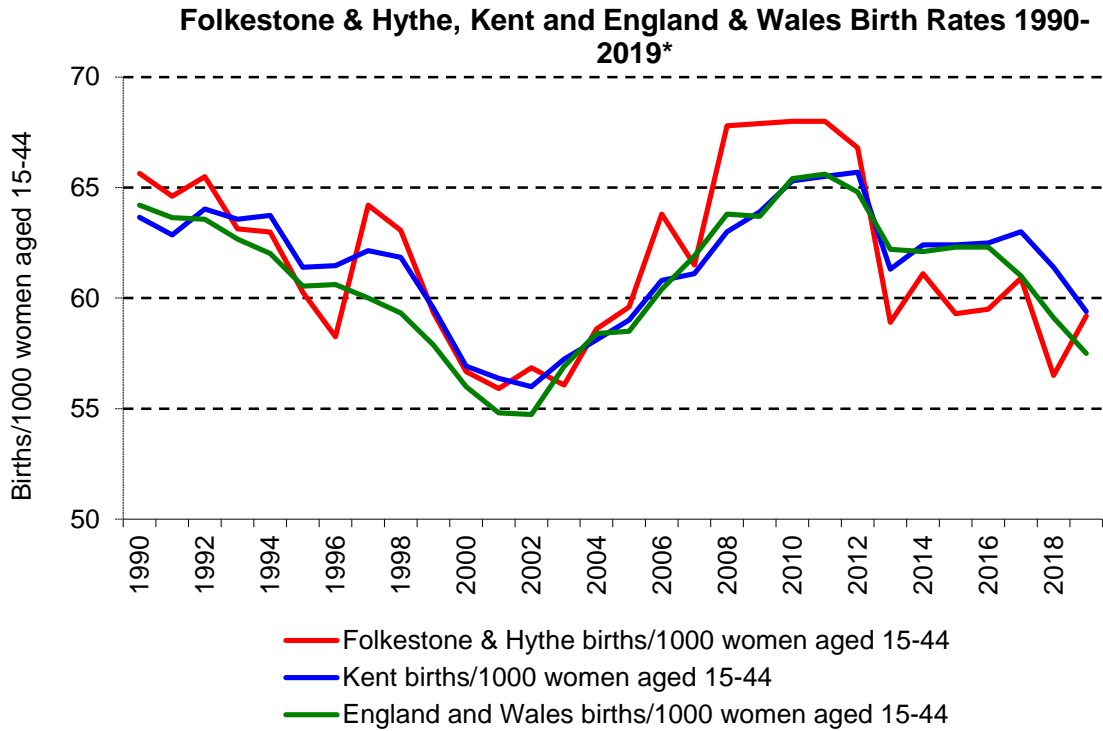


Planning Groups	School	Status
	Morehall Primary School	Academy
	Sandgate Primary School	Community
	St. Martin's CE Primary School (Folkestone)	Voluntary Controlled
Hawkinge	Churchill School (Hawkinge)	Foundation
	Hawkinge Primary School	Foundation
	Selsted CE Primary School	Voluntary Controlled
Folkestone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

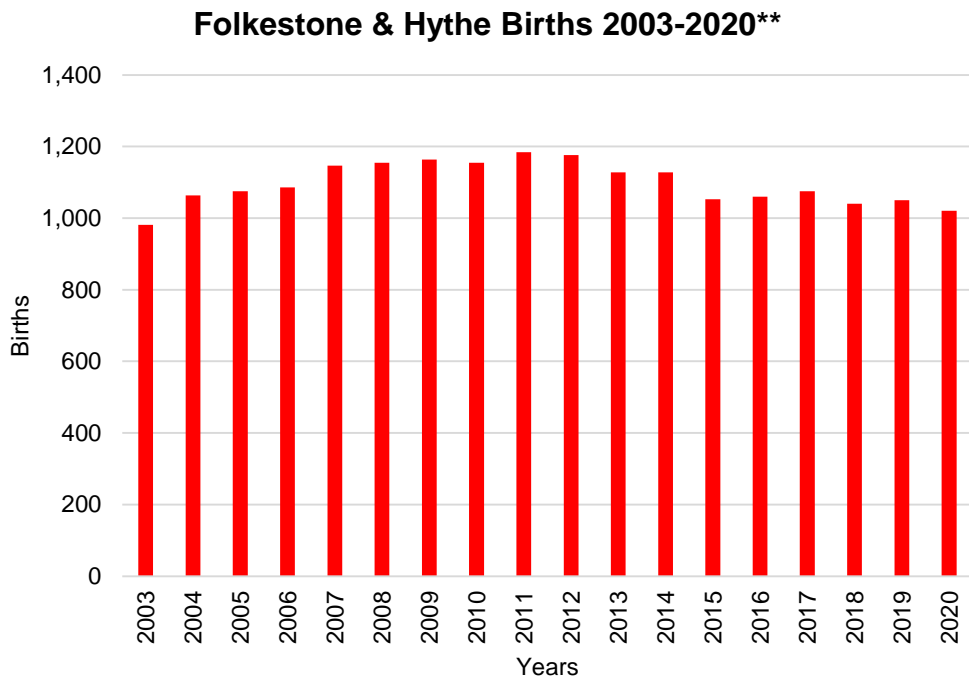


Birth rate and birth analysis

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



* ONS data



** Health Authority birth data



Folkestone and Hythe Analysis – Primary

Year R surplus/deficit capacity if no further action is taken

Planning Group Name	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 Capacity
Folkestone East	373	49	33	50	37	66	52	373
Folkestone West	285	62	62	60	67	54	60	285
Hawkinge	135	9	21	37	39	34	35	135
Folkestone Rural North	93	14	28	17	37	30	26	93
Hythe	155	26	23	5	1	11	7	140
Sellindge and Lypne	60	11	23	13	14	6	8	60
Romney Marsh	187	59	41	50	57	50	49	187
Brookland and Brenzett	35	3	9	14	11	11	11	35
Folkestone & Hythe	1,323	233	241	247	261	261	246	1,323

Year R-6 surplus/deficit capacity if no further action is taken

Planning Group Name	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 Capacity
Folkestone East	2,611	120	168	223	262	335	373	2,611
Folkestone West	1,935	269	299	321	369	403	407	1,995
Hawkinge	945	56	68	106	140	167	196	945
Folkestone Rural North	651	67	88	100	128	150	158	651
Hythe	1,085	61	68	67	67	59	50	1,025
Sellindge and Lypne	330	19	46	39	35	40	43	405
Romney Marsh	1,259	184	213	241	272	303	328	1,309
Brookland and Brenzett	245	57	59	63	63	57	62	245
Folkestone & Hythe	9,061	833	1,008	1,159	1,337	1,513	1,618	9,186

District commentary

Folkestone and Hythe District Analysis - Primary

We forecast a significant surplus of Year R and Year R-6 places over the Plan period due to the falling birth rate with some planning groups forecast to see over one quarter of their year R capacity vacant in the coming years. As schools are primarily funded on the number of pupils on roll, low Year R numbers will impact on future budgets with some schools choosing to reduce their published admissions numbers.

Therefore, we are working with schools both maintained by KCC and those led by academy trusts to reduce pupil admission numbers in areas of significant surplus places from 2022-23 onwards.



Folkestone West and Folkestone East Planning Groups

The Folkestone East and West planning groups cover the Town. Forecasts suggest that there will be significant surplus places across both planning groups throughout the Plan period. Therefore, the new 2FE primary school at Shorncliffe Heights (Folkestone West) will not be required until the latter half of the decade. In the interim, we will work with both maintained schools and academy trusts to manage the high levels of surplus places.

Sellindge and Lympne Planning Group

Sellindge Primary School has been expanded to 1FE to support local housing developments. Surplus places will reduce as the housing continues to come forward. The school could be expanded further to support early housing at Otterpool Park if required.

Romney Marsh Planning Group

The District's Core Strategy provides for just under 600 new homes in the Romney Marsh planning group. Subject to these being delivered, small scale expansions of St Nicholas CEPS and Greatstone Primary School may be required but this is not expected until the latter half of the decade at the earliest. In the short to medium term, we will work with schools in the planning group to manage the high levels of surplus primary school places forecast.

Hythe Planning Group

We forecast fewer than 5% surplus Year R places in 2022-23 and 2023-24. This is due to Hythe Bay Church of England Primary School reducing their PAN by 15 places from September 2022. This was supported by KCC as there were significant surplus places in the planning group which was difficult for schools to manage. This is only short term pressure, as from 2024-25 we forecast over 5% surplus places again.

Folkestone and Hythe District Analysis - Secondary

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

Year 7 surplus/deficit capacity if no further action is taken

Planning Group Name	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2027-28 Capacity
Folkestone and Hythe Non-Selective	100	28	-34	-25	-8	10	65	50	100	625
Romney Marsh Non-Selective	180	-9	-18	-11	-5	-7	-10	9	18	180
Folkestone and Hythe Selective	330	-9	37	38	35	34	33	29	35	330

Years 7-11 surplus/deficit capacity if no further action is taken

Planning Group Name	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2027-28 Capacity
Folkestone and Hythe Non-Selective	3,005	220	276	254	150	77	-11	33	121	3,125
Romney Marsh Non-Selective	900	23	-10	-6	-7	-17	-17	10	39	900
Folkestone and Hythe Selective	1,680	-24	19	61	101	146	187	183	182	1,650

Folkestone and Hythe Non-Selective Planning Group

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

Forecasts suggest there will be a small deficit of Year 7 places in 2021-22, 2022-23 and 2023-24. The forecast deficit in 2022-23 and 2023-24 are due to Folkestone Academy reducing their published admissions number by 60 places from the 2022-23 academic year.

Sufficient places were available for September 2021 and there will be enough moving forward as The Turner Schools Trust (who sponsor both Folkestone Academy and The Turner Free School) will increase places available on National Offer Day if needed to ensure sufficient places are available for all who require one.

Romney Marsh Non-Selective Planning Group

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

Forecasts suggest there will be a less than 5% surplus places or a small deficit of Year 7 places until the end of the Plan period. As the Academy prioritises the admission of pupils who reside in the district, we anticipate there will be sufficient places for local pupils to be admitted whilst those travelling from further afield will be eased back into more local schools.

Folkestone and Hythe Selective Planning Group

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

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



Planned Commissioning – Folkestone and Hythe

Planning Group	By 2022-23	By 2023-24	By 2024-25	By 2025-26	Between 26-29	Post 2030
Folkestone West Primary					2FE new provision in Shorncliffe	
Romney Marsh Primary					0.1FE Greatstone PS 0.1FE St Nicholas CEPS	
Specialist Resourced Provision	14 place primary ASD provision					



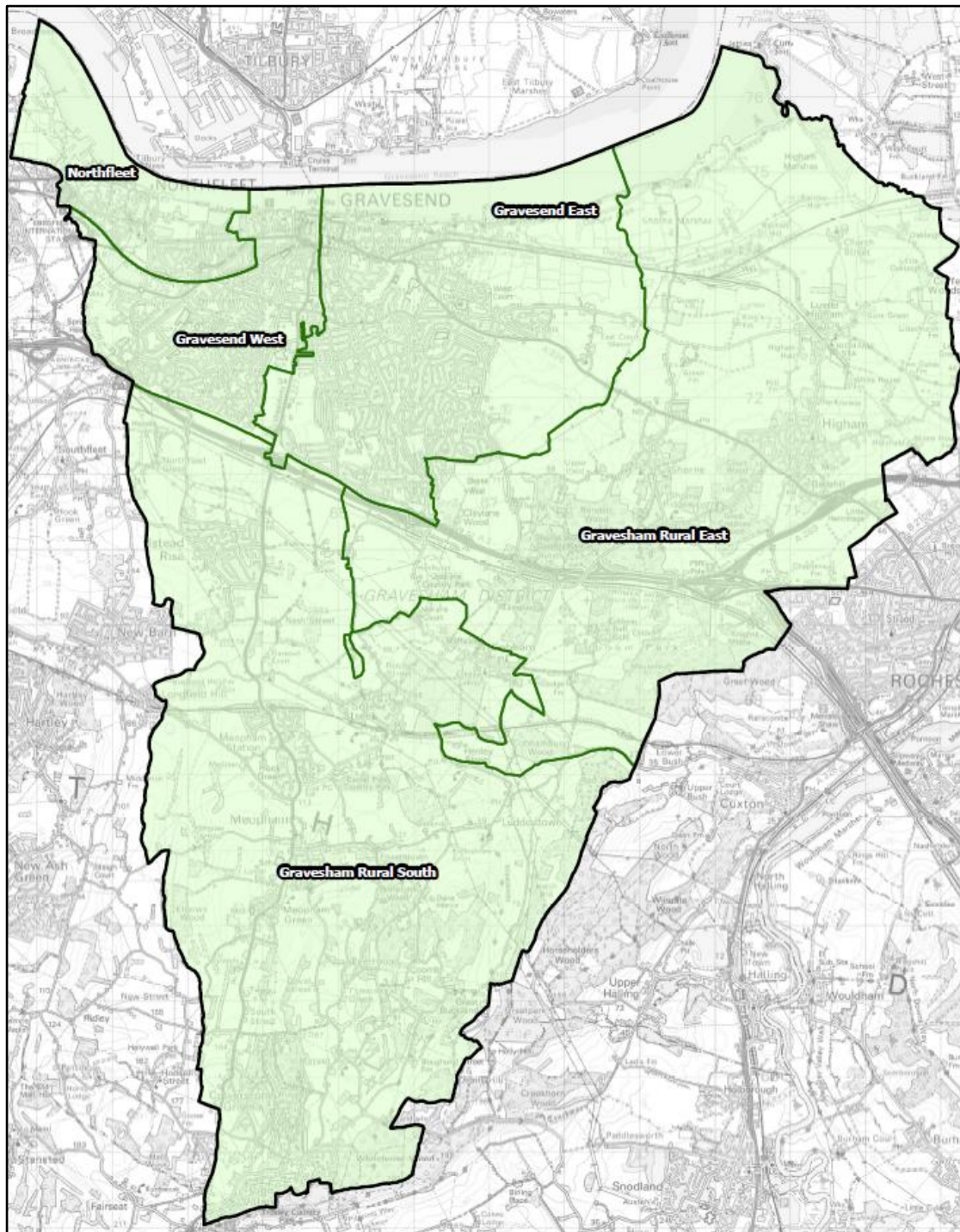
10.11 Gravesham

Borough commentary

- The Gravesham birth rate rose 2.0 points in 2019 and remains significantly above the Kent average, being consistently 6 to 9 points higher every year since 2010. The number of recorded births dropped significantly by 92 births in 2020.
- Forecasts indicate that there is sufficient Year R and Years R-6 places across the Primary planning groups.
- Demand for non-selective Secondary provision in Gravesham continues to increase, necessitating additional capacity. Selective secondary school rolls are also forecast to increase.
- The Gravesham Borough Council Local Plan (adopted September 2014), states an intention to build 6,170 dwellings between 2011 to 2028. About 20% of the Ebbsfleet Development Corporation area is sited in Gravesham. During the 5 year period 2013-18 a total of 1,023 houses were completed with an average of 205 per annum.
- Prior to the Covid pandemic, a significant factor to primary and secondary demand in Gravesham Borough, was the migration from urban centres in Greater London to locations such as Gravesham Borough. Migration reduced significantly during the pandemic, but it is not unreasonable to suggest that post Covid, migration will pick up, possibly to pre-Covid levels.



Map of the Gravesham Primary Planning Groups



Gravesham Primary Schools by Planning Group

Planning Group	School	Status
Gravesend East	Chantry Community Academy	Academy
	Holy Trinity CE Primary School (Gravesend)	Academy
	Kings Farm Primary School	Community
	Riverview Infant School	Academy
	Riverview Junior School	Academy
	Singlewell Primary School	Community
	St. John's RC Primary School (Gravesend)	Academy

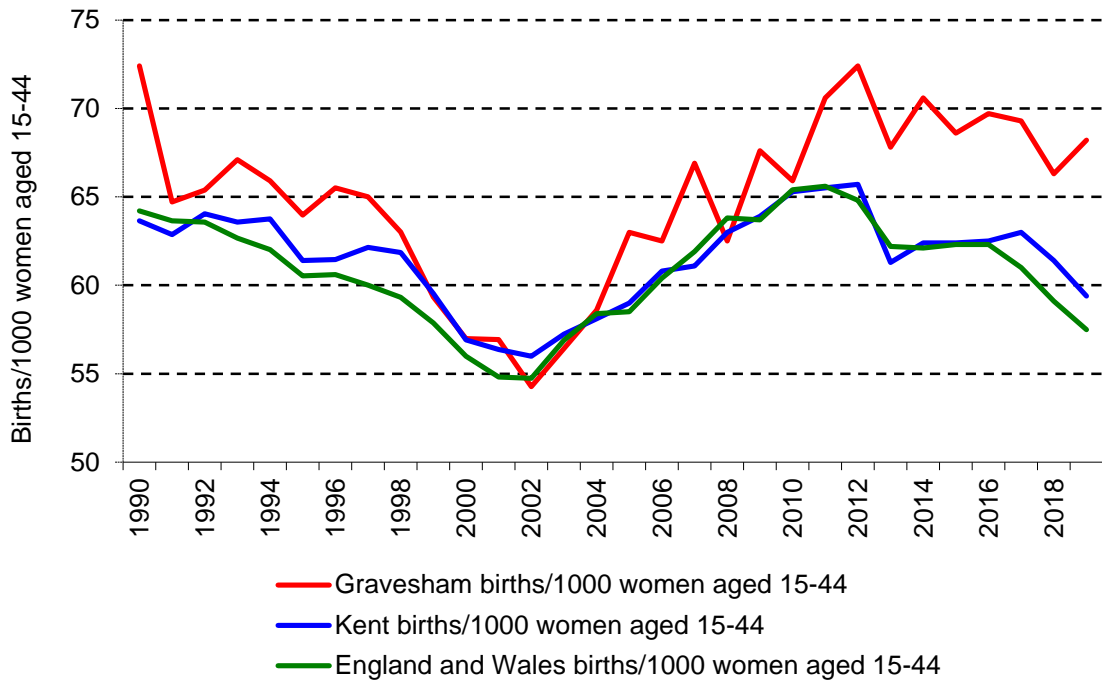
Planning Group	School	Status
	Tymberwood Academy	Academy
	Westcourt Primary School	Academy
	Whitehill Primary School	Academy
Gravesend West	Cecil Road Primary School	Community
	Copperfield Academy	Academy
	Painters Ash Primary School	Community
	Saint George's CE Primary School (Gravesend)	Academy
	Shears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



Birth Rate and Birth Analysis

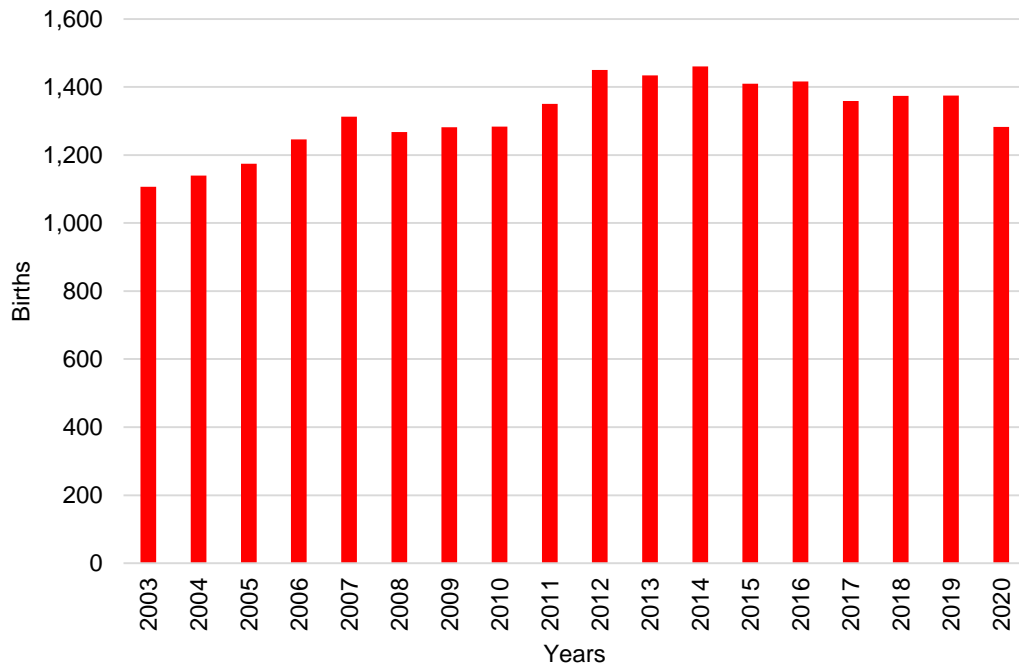
The charts below set out the birth rates for the Borough and the number of recorded births.

Gravesham, Kent and England & Wales Birth Rates 1990-2019*



* ONS data

Gravesham Births 2003-2020**



** Health Authority birth data



Gravesham Analysis – Primary

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

Planning Group name	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Gravesend East	682	72	53	92	74	126	95	682
Gravesend West	474	82	44	44	50	68	51	444
Northfleet	140	1	10	16	11	10	9	140
Gravesham Rural East	60	2	7	8	-5	4	2	60
Gravesham Rural South	180	16	21	10	31	18	18	180
Gravesham	1,536	173	135	170	160	226	175	1,506

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

Planning Group name	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Gravesend East	4,624	201	237	311	365	411	471	4,774
Gravesend West	2,898	272	309	340	348	369	374	3,138
Northfleet	1,010	15	25	37	50	52	57	980
Gravesham Rural East	420	4	5	7	-4	-4	-5	420
Gravesham Rural South	1,320	37	47	18	42	26	22	1,260
Gravesham	10,272	529	623	713	802	855	919	10,572

District commentary

After many years of seeing year on year forecast increases, we are now seeing plateauing of demand, which could in part, be attributed to new housing development being slower than previously anticipated. This has resulted in a surplus of Year R capacity across all planning groups. There is an exception in Gravesham Rural East which indicates a very small deficit for September 2023. This will be managed through the surplus in adjacent planning groups and needs no action.

The surplus figures for Years R – 6 reflect similar trends. No action is required for further growth. However, we acknowledge such surpluses could lead to individual schools facing viability issues if their intakes are significantly reduced for a prolonged period. KCC is working with schools primarily in the planning groups of Gravesham East and West to monitor the situation and to take mitigating action where necessary.

In the longer term, Gravesham is expected to publish a new local plan within the next 18 months. In addition to that, new housing development on the Northfleet Embankment and Gravesend Canal Basin will see demand for Primary School places increase. KCC will be commissioning additional provision by relocating and enlarging Rosherville CE Primary School onto a new site.

It is anticipated that new housing in the Coldharbour area will generate additional need for Year R places. This will be accommodated by the opening of the second FE of

primary provision at Saint George's CE School.

Gravesham Analysis Secondary

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

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

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 capacity (F)	2027-28 capacity (F)	2027-28 capacity
Gravesham and Longfield Non-Selective	1,309	50	3	38	-75	-27	-66	-62	-37	1,324
Gravesham and Longfield Selective	420	-14	-2	10	-30	-8	-25	-22	-15	420

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

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 capacity (F)	2027-28 capacity (F)	2027-28 capacity
Gravesham and Longfield Non-Selective	6,281	158	167	186	79	46	-68	-132	-207	6,620
Gravesham and Longfield Selective	1,791	-93	-71	-38	-41	-25	-36	-56	-81	2,100

Gravesham and Longfield Non-Selective Planning Group

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

Demand increases towards the later part of the forecast period which will require slightly more than 2FE of additional capacity. For 2023-24 KCC will commission a further permanent 1FE at Thamesview school and for a period (minimum of 2 years, but this is reviewable), a further 0.5 FE at St John's Catholic Comprehensive School. The small remaining deficit will be met through surplus capacity in adjacent planning areas. KCC will monitor the forecasts as a new Gravesham local plan is expected to create new housing.

Gravesham and Longfield Selective Planning Group

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

Demand is forecast to be steady, but in deficit throughout the forecasting period. According to their site sizes and considering planning requirements and constraints,



Gravesham Grammar Schools are both at their capacity and cannot be expanded further. Therefore, this demand, will need to be managed across Borough boundaries.

Planned Commissioning – Gravesham

Planning Group	By 2022-23	By 2023-24	By 2024-25	By 2025-26	Between 26-29	Post 2030
Northfleet			0.3FE at Rosherville CEPS			
Gravesham West				1FE expansion at St George's Primary provision		
Gravesham and Longfield Non-Selective		1FE permanent expansion at Thamesview 0.5FE places at St John's Catholic Comprehensive				
Gravesham and Longfield Selective						
Specialist Resourced Provision	15 Place SLCN at Springhead Park Primary 15 Place ASD - TBC					



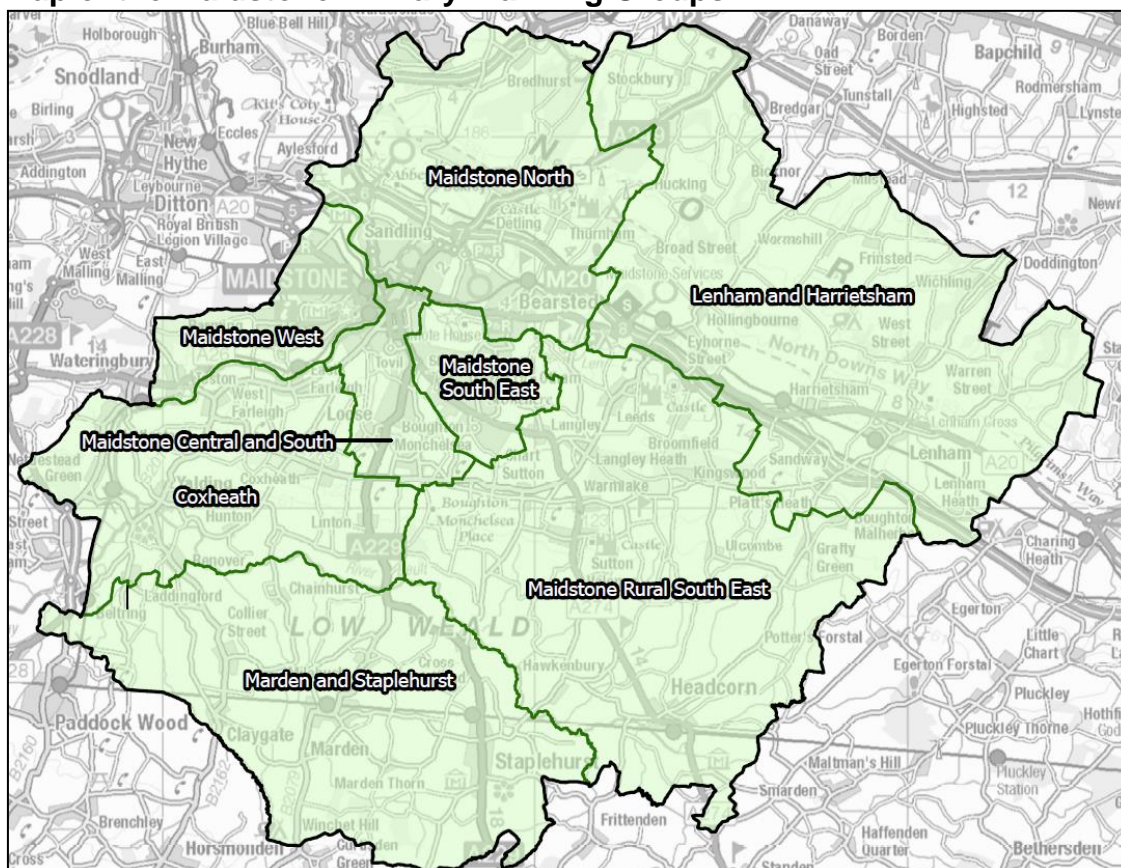
10.12 Maidstone

Borough commentary

- The birth rate in Maidstone dropped significantly in 2019, in line with the County and National trend, to 6.6 points lower than the previous year. The number of recorded births in the Borough also fell for the third successive year in 2020.
- We forecast sufficient primary school places across the Borough throughout the Plan period. However, there is pressure for places forecast within some planning groups. Within the secondary sector, we forecast a pressure for places in both the non-selective and selective sectors.
- Maidstone Borough Council Local Plan was formally adopted in October 2017, setting out the scale and location of proposed development up to 2031. The Borough is planning for around 17,500 dwellings or just under 900 per annum. During the 5 year period 2013-18 a total of 3,797 houses were completed with an average of 759 per year, below the 900 average required. However, it is worth noting that housing delivery has significantly increased over the last two years with well over double the houses being delivered per annum in 2016-17 and 2017-18, compared to the previous three years. The Borough is currently undertaking a review of its Local Plan, which will identify further locations for housing growth; this additional growth is not included within the forecasts presented.



Map of the Maidstone Primary Planning Groups



Maidstone Primary Schools by Planning Group

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



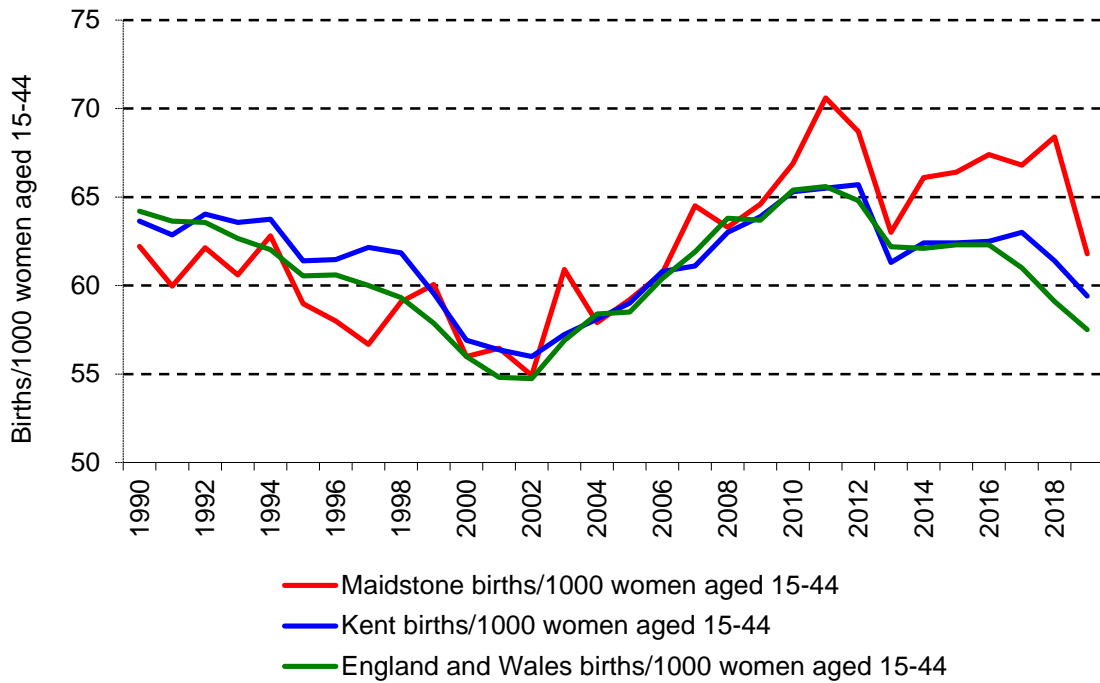
Planning Groups	School	Status
	St. Michael's CE Junior School	Voluntary Controlled
	West Borough Primary School	Community
Maidstone South East	Greenfields Community Primary School	Community
	Holy Family RC Primary School	Academy
	Langley Park Primary Academy	Academy
	Molehill Primary Academy	Academy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



Birth Rate and Births Analysis

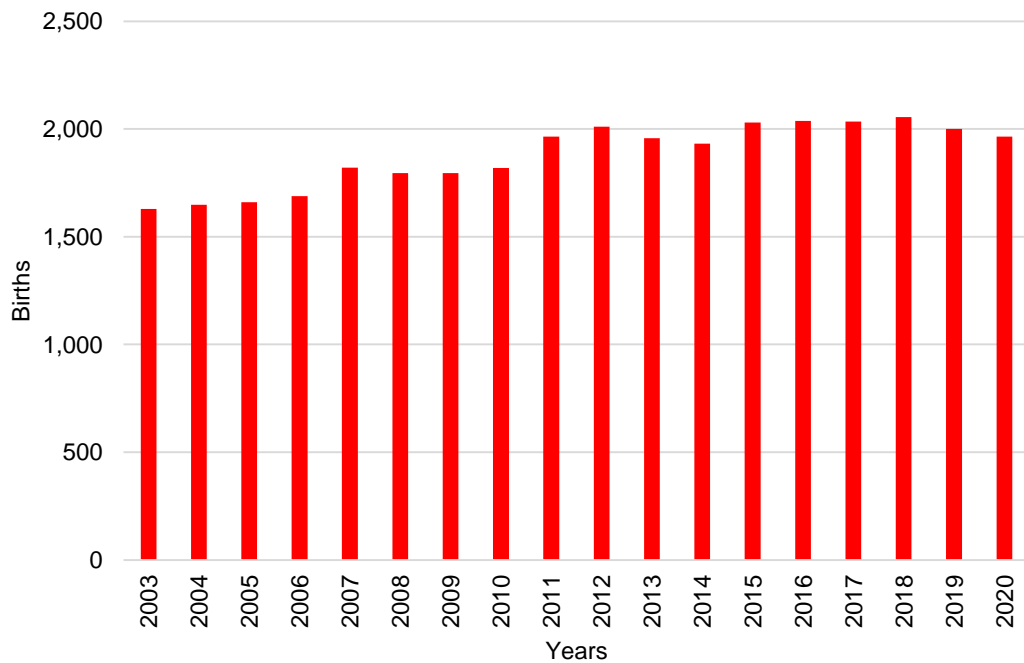
The charts below set out the birth rates for the Borough and the number of recorded births.

Maidstone, Kent and England & Wales Birth Rates 1990-2019*



* ONS data

Maidstone Births 2003-2020**



** Health Authority birth data



Maidstone Analysis – Primary

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

Planning Group name	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Maidstone Central and South	285	6	3	-29	0	14	0	285
Maidstone North	525	27	47	67	84	76	68	525
Maidstone West	460	13	-13	-3	53	58	30	460
Maidstone South East	327	11	4	-3	29	13	13	327
Lenham and Harrietsham	118	27	35	13	21	26	23	118
Coxheath	129	19	12	0	-2	-6	1	129
Marden and Staplehurst	145	39	41	24	26	14	23	145
Maidstone Rural South East	140	28	25	9	19	18	18	140
Maidstone	2,129	170	154	78	229	213	177	2,129

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

Planning Group name	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Maidstone Central and South	2,025	8	23	6	10	17	17	1,995
Maidstone North	3,393	7	47	128	210	246	312	3,663
Maidstone West	3,150	40	-20	-58	-31	-15	-8	3,240
Maidstone South East	2,229	140	104	78	92	59	50	2,289
Lenham and Harrietsham	706	121	146	150	166	182	172	826
Coxheath	903	44	18	3	-5	-27	-29	903
Marden and Staplehurst	1,015	198	214	195	213	216	212	1,015
Maidstone Rural South East	890	110	106	77	66	30	35	980
Maidstone	14,311	668	638	577	721	708	761	14,911

District commentary

Overall, forecasts indicate that there will be sufficient places for both Year R and Years R-6 across the Plan period for the Maidstone district. However, there is pressure for places within the town centre planning groups during the early years of the Plan period. This town centre pressure will be mitigated via available capacity in the Maidstone North planning group created by the opening of the Bearsted Primary Academy Free School in September 2020.

We also anticipate additional pressure from permitted developments across the town centre area of Maidstone. There are numerous projects scheduled and on-going to



convert retail and office spaces into new residential dwellings under permitted development. This will potentially increase the demand for primary places across the Maidstone town centre area in excess of that indicated in the forecasts.

Housing developments on the Maidstone side of Hermitage Lane will necessitate up to 2FE of additional provision. Land has been secured that would enable a 2FE primary school to be established on a site to the East of Hermitage Lane. This is currently not expected to be required earlier than 2025-26 and will be reviewed as houses are occupied.

Maidstone North Planning Group

Forecasts indicate that the Maidstone North planning group will be in surplus from 2021 and throughout the Plan period. However, we do not anticipate this level of surplus of Reception places in Maidstone North schools; forecasting methodology uses existing travel to school flows to distribute Reception pupils from each primary planning group into individual primary schools. Where new provision is established that will alter existing travel to school patterns these adjustments are not embedded within the forecasts until later years.

Maidstone Central and South Planning Group

There is pressure forecast for Year R and Years R-6 places throughout the Plan period, with a 29 deficit for Year R in 2022-3. Surplus places in the neighbouring Maidstone North planning group are expected to accommodate pressure and deficits across the town centre planning groups via established travel to school patterns. However, admissions for 2022-23 Year R entry will be closely monitored and temporary bulge provision in an existing school will be commission in the planning group if required to ensure that every child receives a school offer.

Maidstone West Planning Group

There Year R place pressure early within the Plan period, with an initially small surplus moving into a 3 place deficit in 2022-23. This pressure subsides from 2023-24, when reductions in the Maidstone birth rate from 2019 and 2020 impact the Year R cohort sizes. Years R-6 places are forecast to be in deficit from 2021-22 and throughout the Plan period. As mentioned in the Maidstone North section, additional places in the neighbouring Maidstone North planning group are expected to accommodate pressure and deficits across the town centre planning groups via established travel to school patterns.

In response to planned housing growth, land for a new 2FE has been secured within the East of Hermitage Lane housing development; the establishment of this school will be dependent on the pace of new housing occupation and it is not anticipated to be required prior to 2025-26. The location on the boundary between Maidstone and Tonbridge and Malling means that it is important to consider demand arising from housing growth local to the site in both Maidstone North and East Malling when anticipating the timing of the school's establishment.

Maidstone South East Planning Group

There is forecast pressure in 2022-23, with mainly small surpluses across the remainder of the Plan period for Year R and Years R-6. Any demand for places which cannot be accommodated in this planning group can be catered for in the adjacent Maidstone North planning group.



Marden and Staplehurst Planning Group

The planning group forecast indicates a surplus during the Plan period. However, the future demand for places may be impacted by the number of new houses occupied within new developments in Marden. We will therefore monitor housing occupations and associated demand for Year R places to ensure additional provision will be commissioned when required.

Coxheath Planning Group

The initial surplus of places reduces to 0 in 2023-24 and there are small deficits forecast for 2023-24 and 2024-25. We will monitor the situation carefully to assess whether local temporary measures are required, but it is anticipated that there will be sufficient places in neighbouring planning groups to meet the demand.

Maidstone Analysis Secondary

There are two planning groups which are within Maidstone Borough, one non-selective and one selective (See appendix 12.2 for the non-selective and selective planning group maps). The commentary below outlines the forecast position for each of the planning groups.

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

Planning Group name	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2027-28 capacity
Maidstone Non-Selective	1,575	151	77	-28	-101	-25	-66	-65	-65	1,530
Maidstone and Malling Selective	785	-12	41	2	-33	-12	-22	-17	-29	785

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

Planning Group name	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2027-28 capacity
Maidstone Non-Selective	7,095	723	576	388	172	58	-152	-270	-282	7,650
Maidstone and Malling Selective	3,855	-85	-18	-8	-18	1	-3	-50	-70	3,925

Maidstone Non-Selective Planning Group

There are eight schools in the Maidstone non-selective planning group: Cornwallis Academy, The Lenham School, Maplesden Noakes School, New Line Learning Academy, School of Science and Technology, St. Augustine Academy, St. Simon Stock Catholic School and Valley Park School.



The planning group has an initial surplus of 77 Year 7, places forecast for 2021-22. However, it moves into deficit from 2022-23 and throughout the remaining Plan period. The deficit is forecast to be 28 places in 2022-23, before spiking to a high of 101 in 2023-24 and then moving back to around 1 FE in 2024-25. For the latter years of the Plan period there is forecast to be deficits of just over 2 FE.

In recent years, schools within this planning group have admitted over PAN, creating additional capacity. We anticipate this pattern to continue and will accommodate the forecast deficits for 2022-23 and 2024-25. However, up to 60 places temporary places via bulges provision within the existing Secondary schools will be needed to meet the demand for places in 2023-24.

In the longer term, it will be necessary to commission up to 2 FE of permanent provision from 2025-26 in existing Secondary schools to meet the ongoing demand within planning group.

Maidstone and Malling Selective Planning Group

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

The forecasts for the planning group indicate that there will be a deficit of Year 7 places from 2023-24 and for Years 7-11 groups throughout the Plan period. To meet the demand for Year 7 places we will commission a 1 FE expansion within an existing school in 2023-24.

Planned Commissioning – Maidstone

Planning Group	By 2022-23	By 2023-24	By 2024-25	By 2025-26	Between 26-29	Post 2030
Maidstone West				New 2FE School on East of Hermitage Lane		
Maidstone Non-Selective Planning Group		Up to 60 temporary Year 7 places in existing school(s)		Up to 2 FE expansion within an existing school(s)		
Maidstone and Malling Selective Planning Group		1 FE permanent expansion of existing school				
Special School						



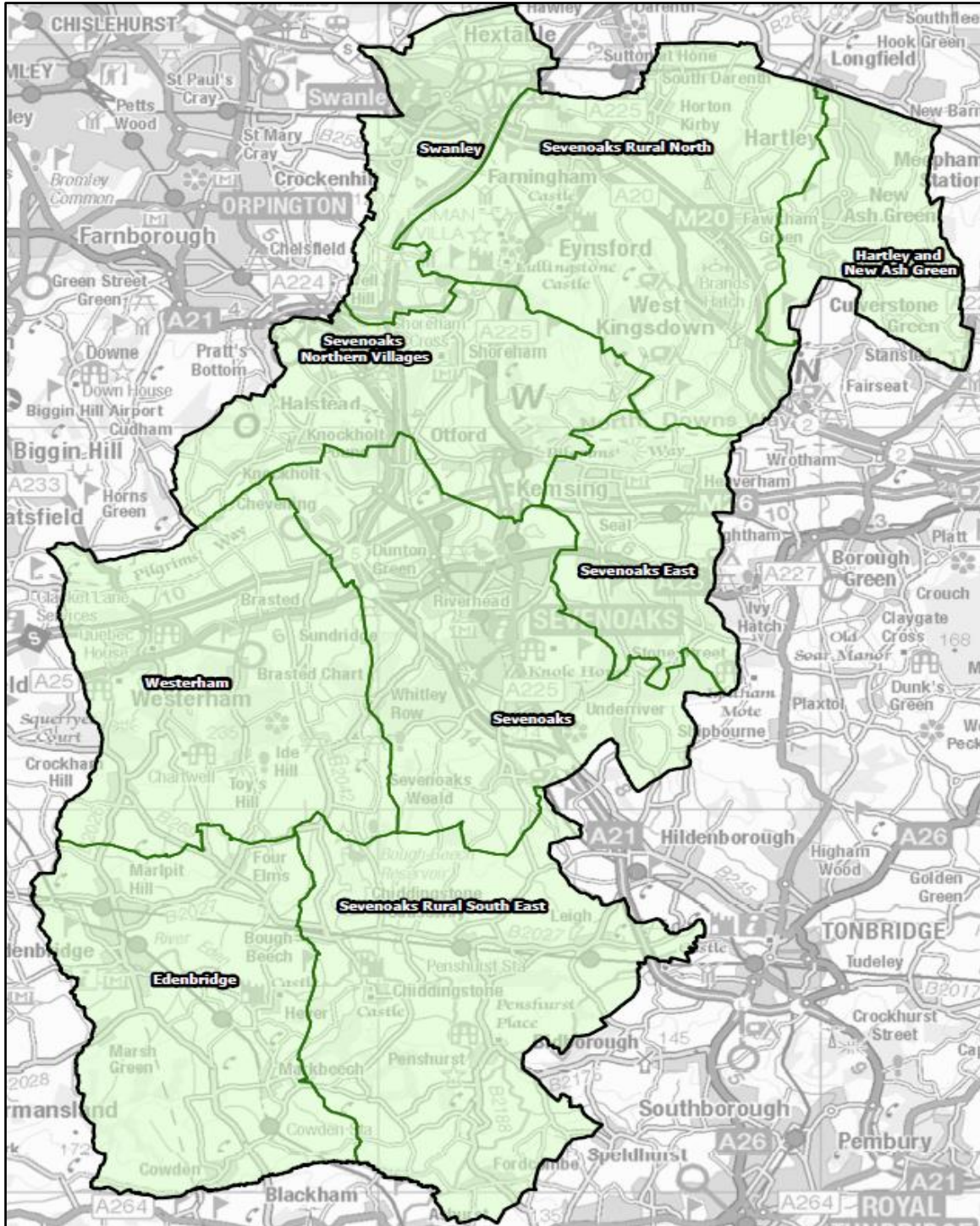
10.13 Sevenoaks

District commentary

- The birth rate in Sevenoaks has fallen slightly from the previous year and is currently 2.5 points above the County average. The number of births decreased sharply by 70 births in 2020, which followed three years of consecutive increases previously.
- There is surplus Year R and Years R-6 places in the district across the Plan period. Temporary additional places may be needed to accommodate localised areas of pressure.
- Sevenoaks District Council is expected to publish a new local plan over the next 18 months that will indicate building a significant number of new dwellings in the years up to 2035.
- Sevenoaks and Borough Green Non-Selective selective group is forecast to have a deficit of Year 7 places throughout the Plan period. Dartford and Swanley Non-Selective group is forecast to have sufficient Year 7 Places throughout the Plan period. The West Kent Selective group is forecast to move from deficits in the early years of the Plan period to small surpluses from 2024-25 onwards.



Map of the Sevenoaks Primary Planning Groups



Sevenoaks Primary Schools by Planning Group

Planning group	School	Status
Swanley	Crockenhill Primary School	Community
	Downsview Community Primary School	Community
	Hextable Primary School	Community
	High Firs Primary School	Community
	Horizon Primary Academy	Academy
	St. Bartholomew's RC Primary School	Voluntary Aided
	St. Mary's CE Primary School (Swanley)	Voluntary Aided



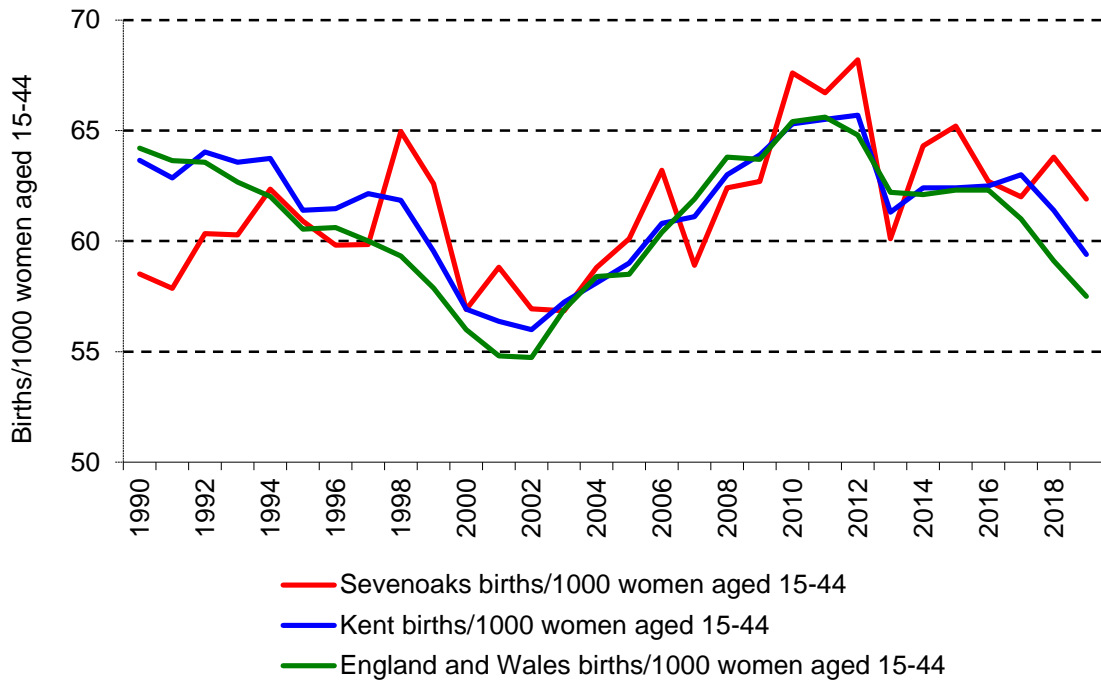
Planning group	School	Status
	St. Paul's CE Primary School	Voluntary Controlled
Sevenoaks Rural North	Anthony Roper Primary School	Foundation
	Fawkham CE Primary School	Voluntary Controlled
	Horton Kirby CE Primary School	Academy
	West Kingsdown CE Primary School	Voluntary Controlled
Hartley and New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



Birth Rate and Births Analysis

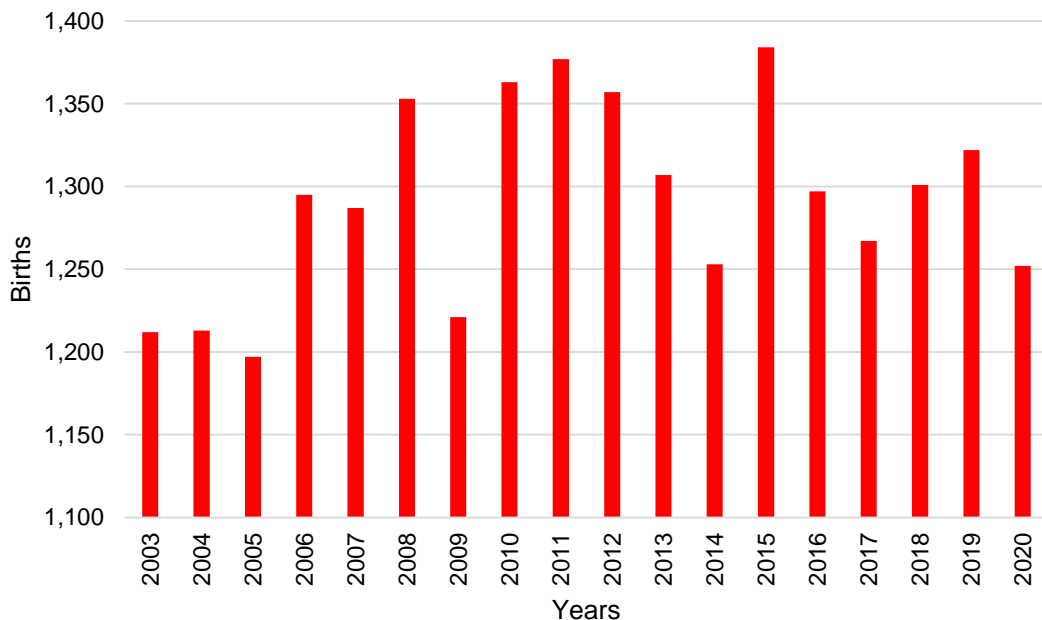
The charts below set out the birth rates for the district and the number of recorded births.

Sevenoaks, Kent and England & Wales Birth Rates 1990-2019*



* ONS data

Sevenoaks births 2003-2020**



** Health Authority birth data



Sevenoaks Analysis – Primary

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

Planning Group name	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Swanley	305	21	-28	-9	-12	18	1	305
Sevenoaks Rural North	150	42	15	18	36	31	27	135
Hartley and New Ash Green	150	0	0	0	22	14	10	150
Sevenoaks Northern Villages	130	35	35	42	42	42	38	130
Sevenoaks East	102	11	23	17	23	27	23	102
Sevenoaks	390	31	22	16	21	35	24	390
Westerham	117	42	37	31	29	31	31	117
Edenbridge	136	39	49	8	-3	8	7	105
Sevenoaks Rural South East	83	12	15	21	11	8	14	83
Sevenoaks	1,563	233	169	145	168	213	176	1,517

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

Planning Group name	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Swanley	2,105	144	105	81	40	24	-8	2,135
Sevenoaks Rural North	1,050	250	241	236	240	238	213	975
Hartley and New Ash Green	1,050	3	2	-1	20	33	36	1,050
Sevenoaks Northern Villages	910	170	195	221	240	253	272	910
Sevenoaks East	684	76	100	105	109	133	144	714
Sevenoaks	2,754	146	185	206	208	221	224	2,754
Westerham	789	214	230	233	244	247	238	819
Edenbridge	857	237	277	277	231	201	152	827
Sevenoaks Rural South East	581	32	54	78	99	96	98	581
Sevenoaks	10,780	1,272	1,390	1,436	1,430	1,446	1,370	10,765

District commentary

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

Where there is the potential for demand to impact on capacity, for example, in Swanley, such demand can be accommodated in adjacent planning groups.

The Year R forecasts are reflected in the Year R-6 forecasts. No action is required for



further growth. However, we acknowledge such surpluses could lead to individual schools facing viability issues, if their intakes are significantly reduced for a prolonged period. KCC is working with schools across the district to monitor the situation and to take mitigating action where necessary.

Swanley Planning Group

There will be a small deficit in places over the next three years in the Swanley planning group. However, the amount of adjacent surplus capacity indicates that no additional commissioning is required.

Sevenoaks Analysis – Secondary

There are two planning groups which are within Sevenoaks district or which cross the district boundary, both are non-selective (See appendix 13.2 for the non-selective and selective planning group maps). A number of students who are resident in Sevenoaks, travel out of the district to attend selective or faith education, although there are now an additional 180 places available to students who wish to access selective provision in Sevenoaks District, via the satellites of Weald of Kent Grammar School and Tunbridge Wells Grammar School for Boys on the Wilderness Site.

Both schools are within the West Kent Selective Planning Group. The forecast surplus/deficit places for this planning group and the commissioning intentions are included below.

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

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 capacity (F)	2027-28 capacity (F)	2027-28 capacity
Sevenoaks and Borough Green Non-Selective	585	-13	-44	-32	-18	-34	-12	-21	6	585
Dartford and Swanley Non-Selective	1,140	61	80	92	72	137	86	95	89	1,260
West Kent Selective	1,170	-52	-9	-33	-3	17	47	13	48	1,235

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

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 capacity (F)	2027-28 capacity (F)	2027-28 capacity
Sevenoaks and Borough Green Non-Selective	2,825	-6	-40	-64	-90	-107	-103	-79	-36	2,925
Dartford and Swanley Non-Selective	5,420	386	291	336	451	594	629	648	641	6,360
West Kent Selective	5,708	-154	-133	-120	-105	-72	35	62	153	6,175

Sevenoaks and Borough Green Non-Selective Planning Group

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

Forecasts indicate fluctuating deficits throughout the Plan period for Year 7 places, which vary from circa 1 FE in 2022-23 of demand to less than 0.5 FE in 2025-26. Temporary bulge provision at an existing school is in place to cater for the 2021-22 and 2022-23 demand. Work is on-going with regards to commissioning a permanent expansion of an existing school of up to 2 FE from 2023-24.

Dartford and Swanley Non-Selective Planning Group

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

A new secondary school, Stone Lodge School, opened in the planning group in September 2019 in order to support the significant housing being built. Its current capacity (6FE) and planned growth is to 8FE throughout this planning period is already included in the data above. This is to accommodate anticipated further demand generated from planned developments around the Dartford urban areas and Dartford East.

A second all-ability secondary school, within the Alkerden development, is due to open in September 2024 initially offering 4FE of non-selective provision. In the longer term, taking into account the unconsented housing numbers referenced above, it is expected that this school will need to expand as demand from new housing increases offering a further 4FE of provision. The timing of this will be subject to the demand from new housing.

West Kent Selective Planning Group

There are six schools in the planning group: Judd School, Tonbridge Grammar School, Weald of Kent Grammar School, Skinners' School, Tunbridge Wells Girls' Grammar School and Tunbridge Wells Grammar School for Boys.

Following initial deficits of Year 7 places in 2022-23 and 2023-24 the planning group has surplus places for the remainder of the Plan period. To accommodate these deficits we have commissioned 60 temporary places in 2022-23 and up to 30 temporary places in 2023-24 within existing school.



Planned Commissioning – Sevenoaks

Planning Group	By 2022-23	By 2023-24	By 2024-25	By 2025-26	Between 26-29	Post 2030
Sevenoaks and Borough Green Non-Selective Planning Group	Up to 60 Year 7 places	Up to 2FE expansion				
Dartford and Swanley Non-Selective Planning Group			4FE new provision at Alkerden		4FE expansion at Alkerden	
West Kent Selective	Up to 60 temporary Year 7 places	Up to 30 temporary Year 7 places				
Special Schools						



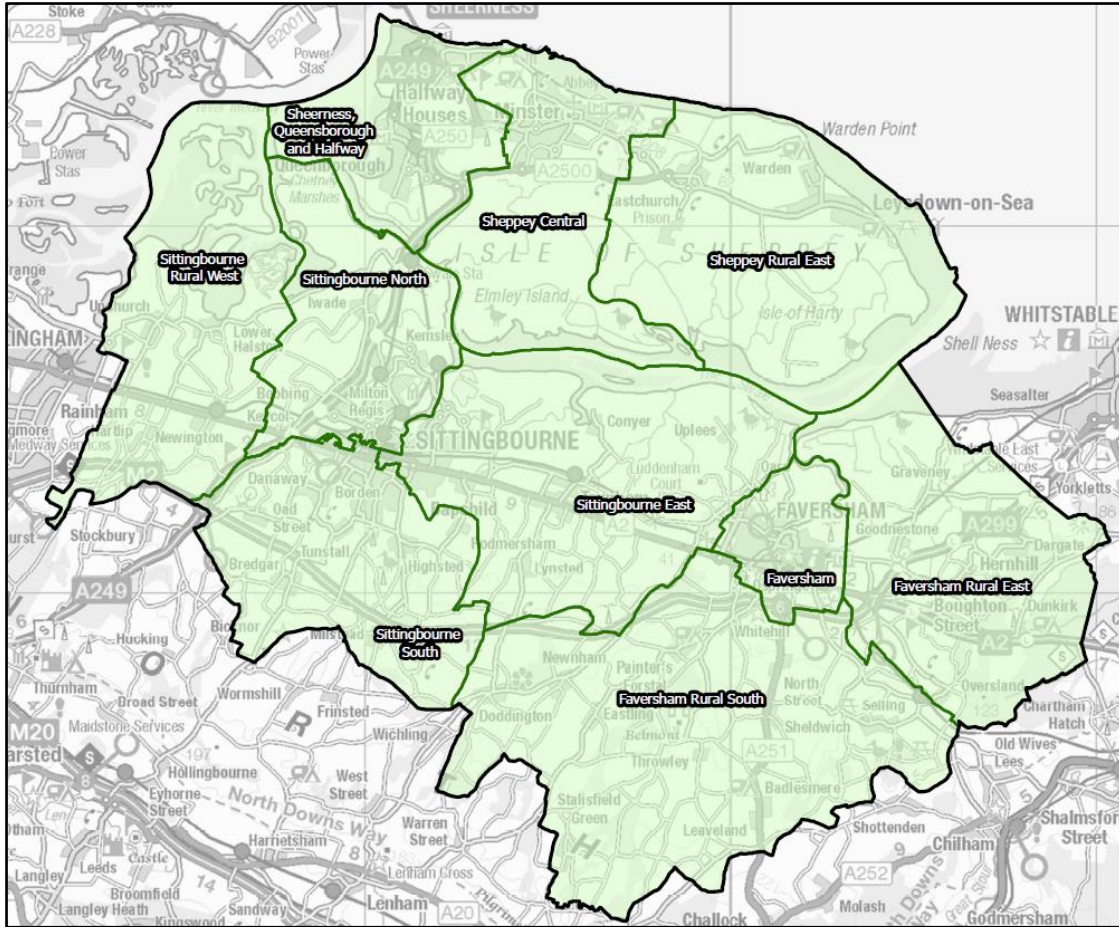
10.14 Swale

District commentary

- The birth rate for Swale remains above the County average and follows the National trend despite declining since 2016 and falling a further 1.3 points in 2019. The number of births recorded reduced in 2020 back to 2018 levels.
- We forecast surplus primary places across the District throughout the Plan period with up to 13% surplus Year R capacity in 2022-23 and 2024/25. Within the secondary sector, we forecast a pressure in the Sittingbourne non selective planning group of up to -118 places (14.9%).
- Swale Borough Council's Local Plan, adopted in July 2017, proposes a total of 13,192 new homes over the Plan period to 2031 with approximately 776 dwellings per year. During the 5-year period 2014/15 to 2018/19 a total of 3,116 houses were completed (NET) with an average of 623 dwellings per year.
- Swale Borough Council have completed their Local Plan review to inform the amount and location of new housing and employment development for the borough for the period 2022 to 2038.



Map of the Swale Primary Planning Groups



Swale Primary Schools by Planning Group

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



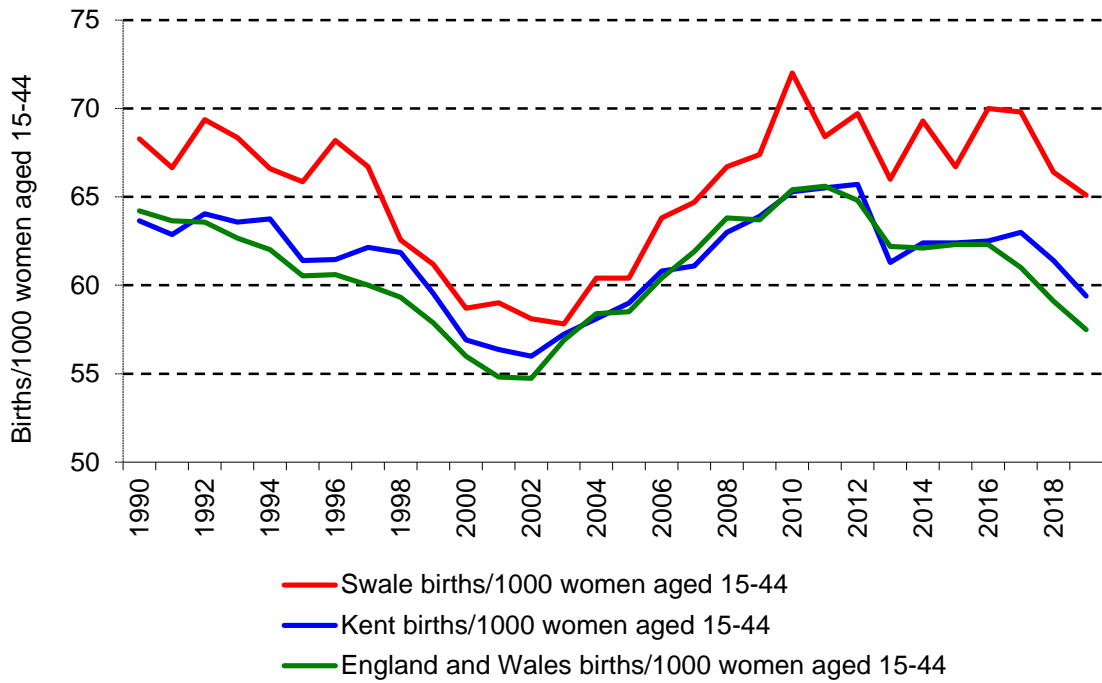
Planning groups	School	Status
	Teynham Parochial CE Primary School	Voluntary Controlled
Sittingbourne South	Borden CE Primary School	Academy
	Bredgar CE Primary School	Academy
	Milstead and Frinsted CE Primary School	Academy
	Minterne Community Junior School	Academy
	Oaks Community Infant School	Academy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



Birth Rate and Births Analysis

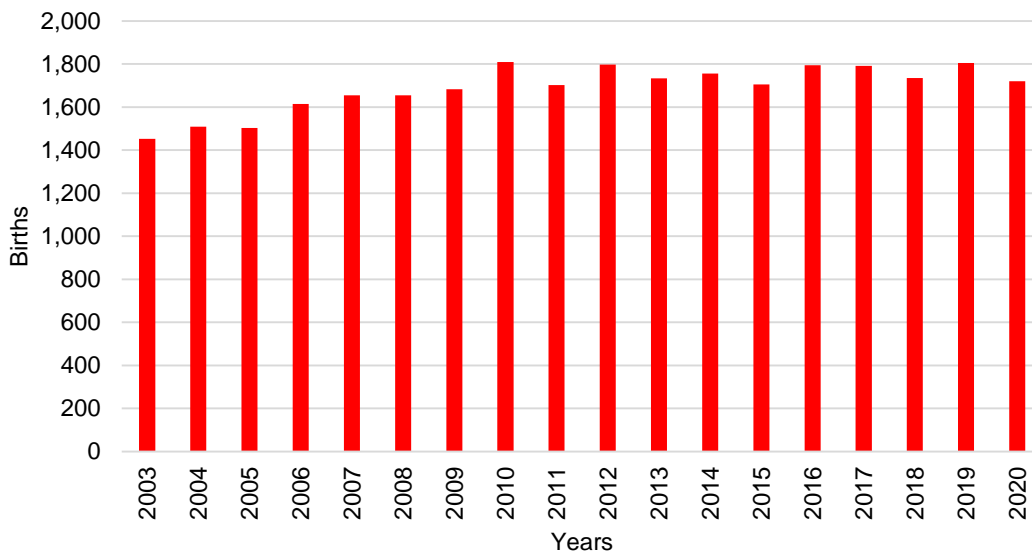
The charts below set out the birth rates for the Borough and the number of recorded births.

Swale, Kent and England & Wales Birth Rates 1990-2019*



* ONS data

Swale Births 2003-2020**



** Health Authority birth data



Swale Analysis – Primary

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

Planning Group name	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Faversham	240	41	58	78	51	65	58	240
Faversham Rural East	75	0	7	4	7	12	8	75
Faversham Rural South	75	17	24	21	17	21	20	75
Sittingbourne East	275	15	-9	37	-3	17	13	275
Sittingbourne South	330	18	-8	9	-7	11	4	300
Sittingbourne North	330	3	38	35	33	47	39	330
Sittingbourne Rural West	105	15	-1	-4	-16	-22	-11	105
Sheerness, Queenborough and Halfway	390	47	60	65	56	73	67	390
Sheppey Central	210	32	33	13	18	32	25	210
Sheppey Rural East	60	20	8	10	13	12	12	60
Swale	2,090	208	210	269	170	268	235	2,060

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

Planning Group name	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Faversham	1,605	238	298	365	382	388	390	1,680
Faversham Rural East	525	17	25	32	36	47	42	525
Faversham Rural South	525	95	108	115	122	118	124	525
Sittingbourne East	1,925	198	169	178	153	112	88	1,925
Sittingbourne South	2,280	56	43	9	1	-7	-27	2,160
Sittingbourne North	2,190	78	114	150	176	220	241	2,310
Sittingbourne Rural West	735	91	72	34	13	-27	-65	735
Sheerness, Queenborough and Halfway	2,700	285	353	401	433	477	479	2,730
Sheppey Central	1,350	99	127	108	109	132	133	1,470
Sheppey Rural East	420	47	58	53	78	86	90	420
Swale	14,255	1,204	1,365	1,444	1,504	1,546	1,496	14,480

District Commentary

Forecasts indicate that across Swale district there will be surplus capacity for both Year R and Years R-6. Year R surplus capacity peaks at 13% in 2022-23 and 2024-25 for the District but there are differences across the primary planning areas. For Year R – 6 from 2022/23 capacity settles at around 10% surplus for the plan period.



Faversham Planning Groups

Across the 3 Faversham planning groups a surplus of places is forecast. Forecasts indicate up to 3.4FE of surplus capacity in Year R in the planning groups in 2022/23 reducing to 2.8FE surplus capacity in 2025/26. Discussions will take place with schools on managing this surplus to ensure all schools remain viable.

Currently all housing developments planned for Faversham are being built out and this is likely to reduce this surplus within a shorter timeframe. Once these developments start to occupy, it is likely that there will be a need for additional capacity to the east of Faversham as current spare capacity is to the west of the town. Feasibilities have been commissioned to look at the possibility of expanding St Mary's of Charity by 1FE to meet this need if required.

Sittingbourne East Planning Group

Forecasts indicate a slight pressure for Year R places in Sittingbourne East in 2023. It is anticipated that new housing developments in the planning area will increase the pressure on places and it is proposed to expand Sunny Bank Primary School by 0.5FE to meet this need when it arises. A 1FE expansion of Teynham Primary School will be required when the proposed housing in the locality is built out and occupied.

Sittingbourne North Planning Group

Forecasts indicate a surplus of 1FE across the plan period. A new 2 FE primary provision as part of an all-through school is to be established later in the Plan period on the Quinton Road development to provide primary places for this development of 1,400 new homes.

Sittingbourne Rural West Planning Group

Forecasts show a deficit of places across the plan period of up to 22 places, It is anticipated that surplus capacity in adjacent primary planning areas will provide sufficient places across the plan period.

Sheerness, Queenborough and Halfway/Sheppey Central Planning Group/Sheppey Rural East

Forecasts indicate a surplus of places of between 3FE and 4FE across these three planning Groups. Discussions will take place with the schools on managing this surplus to ensure all schools remain viable.

Swale Analysis – Secondary

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



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

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 capacity (F)	2027-28 capacity (F)	2027-28 capacity
Faversham Non-Selective	210	12	7	18	9	17	23	33	6	210
Isle of Sheppey Non-Selective	390	110	83	116	83	77	105	125	112	390
Sittingbourne Non-Selective	810	-9	-121	-70	-148	-111	-109	-85	-149	765
Canterbury & Faversham Selective	605	-34	-29	-50	-44	-22	-9	-24	-21	615
Sittingbourne and Sheppey Selective	270	-12	-65	13	-9	-4	4	13	-6	300

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

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 capacity (F)	2027-28 capacity (F)	2027-28 capacity
Faversham Non-Selective	1,050	39	37	72	71	60	71	99	89	1,050
Isle of Sheppey Non-Selective	1,950	653	601	603	564	504	499	540	536	1,950
Sittingbourne Non-Selective	3,900	-66	-160	-170	-261	-319	-387	-321	-399	3,975
Canterbury & Faversham Selective	2,935	-159	-143	-157	-170	-165	-143	-137	-106	3,075
Sittingbourne and Sheppey Selective	1,290	-42	-97	-72	-73	-60	-44	34	16	1,500

Faversham Non-Selective Planning Group

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

Forecasts indicate a surplus of places across the plan period with up to 1FE surplus capacity for 2026 with a low of 6 places for 2027. However, all of the housing developments for Faversham identified in the Local Plan are being built-out and a 1FE permanent expansion of The Abbey School will be required from 2022 with a further 1FE of capacity required to meet the need later in the Plan period. In the short and medium term (2019-2029) the number of houses which are being built out at Faversham in the current Local Plan is 1,765.

Isle of Sheppey Non-Selective Planning Group

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

Forecasts for Year 7 and Years 7-11 show a continuing surplus of places over the Plan period of between 2.5FE to 4FE. This surplus will support the deficit in the Sittingbourne non-selective planning area. The forecast surplus places are a direct



result of the increasing number of pupils travelling off the Isle of Sheppey for their education. This results in additional pressure on places in the Sittingbourne non-selective planning group schools. We will continue to work with Oasis Academy Trust, DfE, Regional Schools Commissioner, Swale Borough Council and local parties to address this issue.

Sittingbourne Non-Selective Planning Group

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

Forecasts indicate that for both Year 7 and Years 7-11 there is a fluctuating deficit of places over the Plan period. 2023 shows a deficit of -148 (19.4%) places decreasing to -85 (-11.1%) in 2026

The pressure showing in Sittingbourne is exacerbated by large numbers of pupils travelling off the Isle of Sheppey for their secondary education. Surplus capacity in Oasis Isle of Sheppey Academy will help to offset some of the deficit in Sittingbourne but will not meet all of the need in 2023 and 2024 and options to provide temporary capacity are being discussed with local secondary schools.

We will continue to press for early access to the North Sittingbourne (Quinton Road) development to establish a new 6FE secondary school to meet the predicated need as additional housing is built out.

Sittingbourne and Sheppey Selective Planning Group

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

Forecasts indicate a small deficit in 2023, 2024 and 2027 with a slight surplus in 2022, 2025 and 2026. Both schools have an expansion project to increase their PANs by 1FE which is now reflected in the forecast and will provide sufficient capacity to meet local demand.

Canterbury and Faversham Selective Planning Group

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

Forecasts indicate a pressure of between -9 places (-0.3FE) and -50 places (-1.6FE) for Year 7 places across the Plan period for selective places. Additional pressures will be placed on Faversham selective places arising from the volume of housing being delivered as per the Local Plan. A feasibility study has been commissioned with a view to exploring the expansion of Queen Elizabeth Grammar by 1FE to meet this need. If this is not possible alternative options will have to be considered.



Planned Commissioning – Swale

Planning Group	By 2022-23	By 2023-24	By 2024-25	By 2025-26	Between 26-29	Post 2030
Sittingbourne East		0.5FE expansion of Sunny Bank PS	1FE expansion of Teynham PS			
Sittingbourne North					2FE new provision on Quinton Road	
Faversham Non-Selective	1FE Expansion of Abbey School				2 nd 1FE expansion of Abbey School.	
Sittingbourne Non-selective	Up to 60 Year 7 places	Up to 60 Year 7 places	Up to 30 Year 7 places		6FE new provision	
Canterbury and Faversham Selective	Up to 50 Year 7 places	1FE expansion of QE				
Special Schools		120 place Special Secondary School for SEMH with ASD		50 place expansion of Special school for SEMH with ASD to include Primary provision or a primary satellite.		
Specialist Resourced Provisions	16 Place SRP for ASD - Isle of Sheppey	16 Place SRP for ASD - Sittingbourne				
Satellites		2x15 place primary satellite of Meadowfield	20 place secondary satellite of Meadowfield			



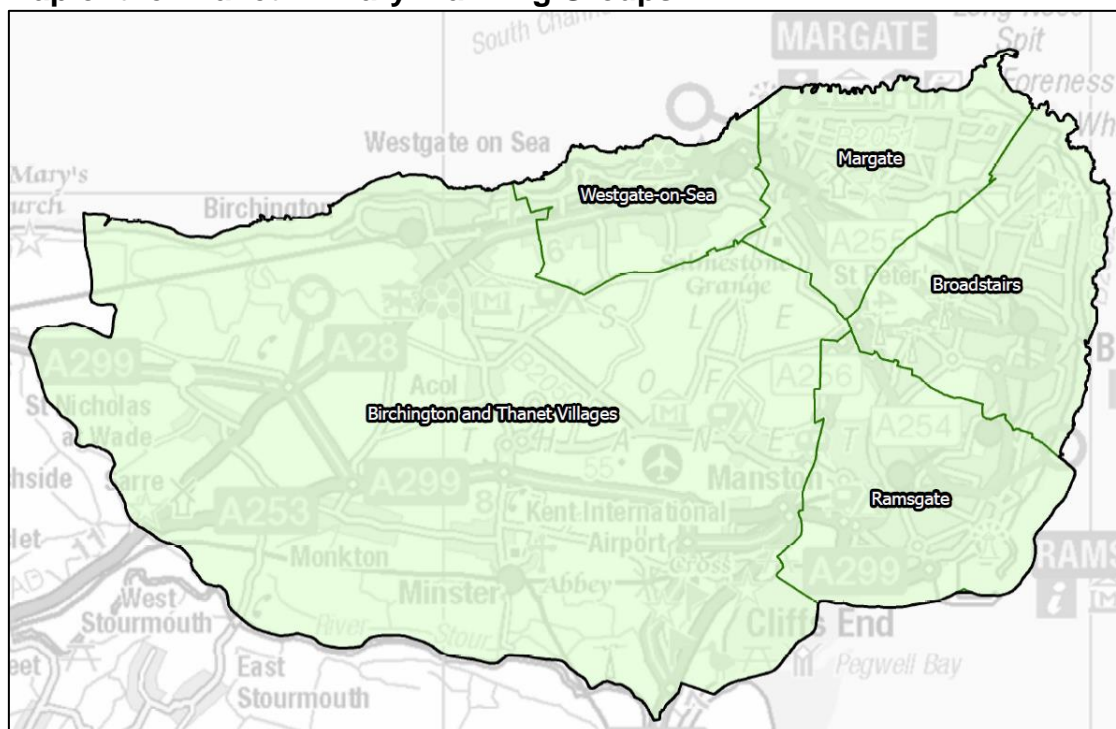
10.15 Thanet

District commentary

- The birth rate in Thanet fell by 4.5 percentage points in 2019 but remains above the County average and follows the National trend. The number of recorded births has fallen gradually from a high of 1,650 in 2012 to 1,415 in 2020.
- We forecast surplus Primary school places across the district throughout the Plan period. Within the Secondary sector, Thanet Non-Selective planning group shows a surplus of places due to the opening of the new 6FE, Park Crescent School in 2023. Forecasts indicates that there will be small deficits throughout the Plan period for the Thanet Selective group.
- Thanet District Council's Local Plan to 2031, adopted on the 9 July 2020, includes the provision of 17,140 additional dwellings in the period up to 2031. The Council is taking a "stepped" approach to delivering the housing target i.e. a lower target is set for the first five years, with higher targets for the following 10 years to make good the total housing requirement for the Plan period. During the 5-year period 2014/15-2018/19 a total of 1,653 houses were completed with an average of 331 per annum.



Map of the Thanet Primary Planning Groups



Thanet Primary Schools by Planning Group

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

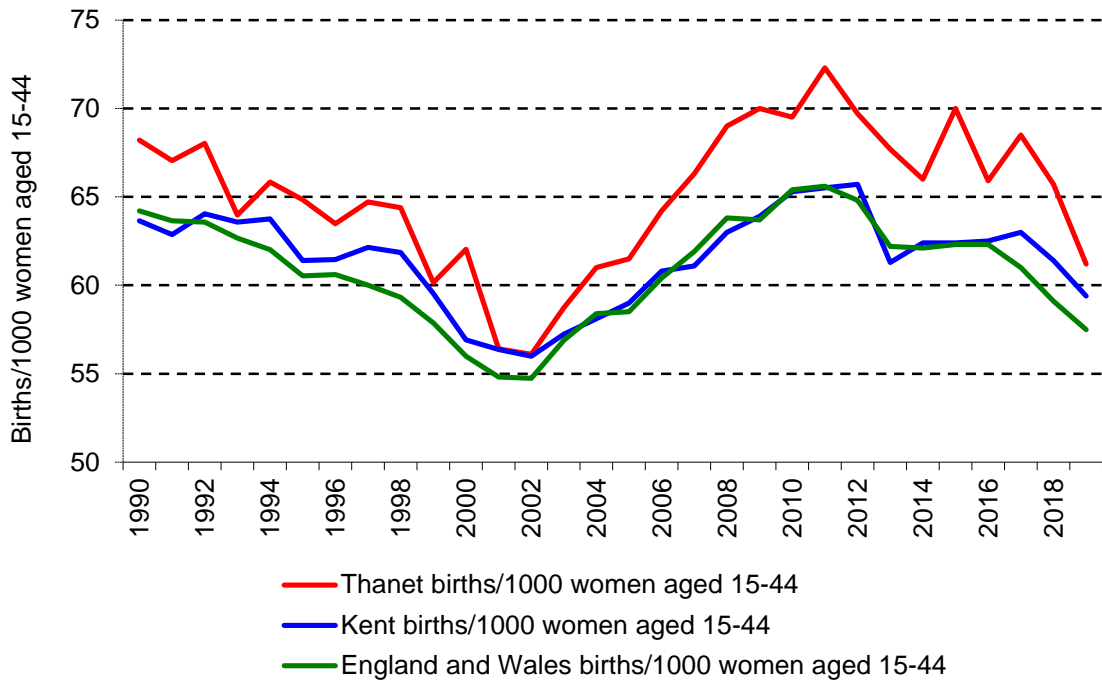
Planning Group	School	Status
	St. George's CE Primary School (Broadstairs)	Foundation
	St. Joseph's RC Primary School (Broadstairs)	Academy
	St. Mildred's Infant School	Community
	St. Peter-in-Thamet CE Junior School	Voluntary Aided
	Upton Junior School	Academy
Birchington and Thanet Villages	Birchington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



Birth Rate and Births Analysis

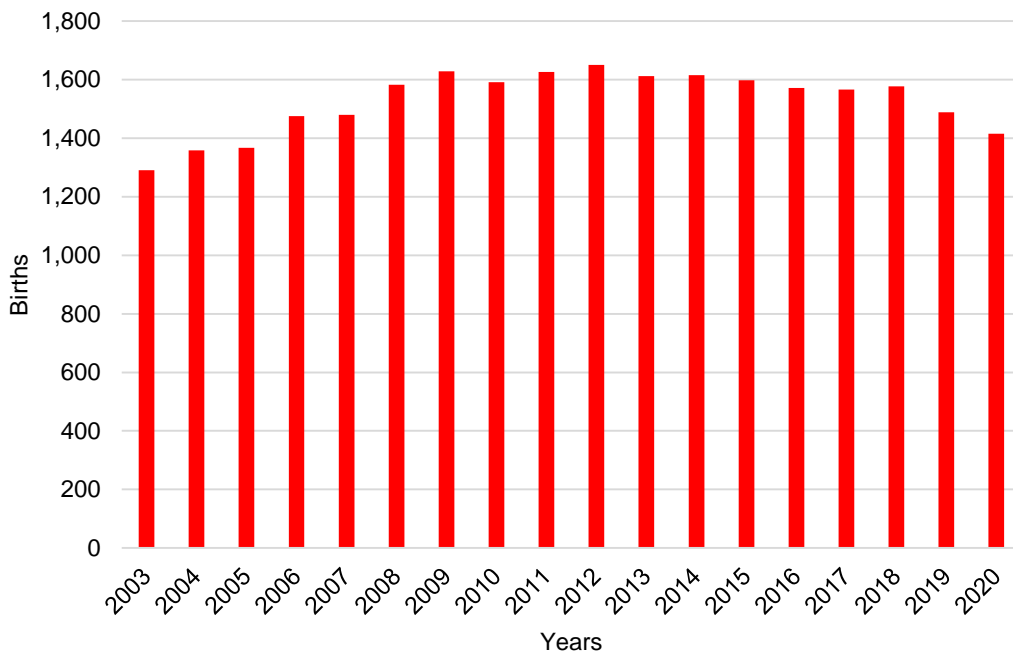
The charts below set out the birth rates for the District and the number of recorded births.

Thanet, Kent and England & Wales Birth Rates 1990-2019*



* ONS data

Thanet Birth 2003-2020**



** Health Authority birth data



Thanet Analysis – Primary

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

Planning Group name	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Margate	465	86	28	42	103	111	84	435
Westgate-on-Sea	210	9	22	36	51	44	38	210
Ramsgate	540	86	131	82	115	121	108	540
Broadstairs	330	26	30	7	43	45	31	330
Birchington and Thanet Villages	195	47	2	4	4	7	-2	165
Thanet	1,740	254	213	172	317	327	260	1,680

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

Planning Group name	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Margate	3,255	491	464	459	511	577	594	3,105
Westgate-on-Sea	1,494	88	99	132	177	202	231	1,494
Ramsgate	3,736	561	643	710	750	790	822	3,796
Broadstairs	2,462	53	52	21	61	99	123	2,462
Birchington and Thanet Villages	1,305	158	144	134	83	20	-4	1,215
Thanet	12,252	1,351	1,403	1,456	1,581	1,689	1,767	12,072

District commentary

Forecasts indicate that Thanet district has surplus capacity for both Year R and Years R-6. The Year R surplus increases across the Plan period to a peak of 19.5% (10.9FE) surplus in 2024-25.

There are significant differences within the individual planning groups, with Margate, Ramsgate and Westgate-on-sea planning groups indicating a peak of surplus capacity of over 20% in Year R in 2023 and 2024, whilst Birchington and Thanet Villages planning group indicates by for 2022 and 2023 only 2.5% surplus capacity in Year R and with a deficit for Year R of -1.1% in 2025.

Margate Planning Group

Forecasts indicate surplus Year R places across the Plan period with between 1.4FE (9.8%) in 2022 and 3.7FE (25.4) in 2024. Discussions will take place with the schools on options to manage this surplus to ensure all schools remain viable. This could be through reduction in Published Admission Numbers.

Ramsgate Planning Group

Forecasts indicate surplus Year R places across the plan period with between 2.7FE (15.3%) in 2022 and 4FE (22.4%) 2024. Discussions are taking place with the schools on managing this surplus to ensure all schools remain viable. This could be through reduction in Published Admission Numbers, if agreed.



Planned developments within Birchington and Thanet Villages planning group will help to reduce the current surplus as a number of the villages border the Ramsgate planning group. A new 2FE primary school to serve the Manston Green Development will be required long term 2028-2031 if all housing proceeds as set out in the Local Plan.

Birchington and Thanet Planning Group

Forecasts indicate a pressure on Year R places from 2022 (2.5%) to a deficit of places of -2 (-1.1%) in 2025. A surplus of places in the adjacent planning groups will support this short term pressure. Any future pupil pressures arising from the developments closer to the borders of the Margate and Ramsgate planning groups could initially be accommodated in Margate and Ramsgate schools due to the surplus capacity available. New primary school provision to serve any new housing developments may be required later in the Plan period in Birchington and/or Westgate-on-Sea if all housing comes forward as set out in the Local Plan.

Thanet Analysis – Secondary

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

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

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2027-28 capacity
Thanet Non-Selective	1,129	10	29	11	172	191	193	215	227	1,309
Thanet Selective	345	-41	-6	-14	-18	-11	-11	-4	0	345

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

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2027-28 capacity
Thanet Non-Selective	5,675	451	405	331	393	561	747	924	1,135	6,545
Thanet Selective	1,815	-109	-68	-55	-58	-44	-14	-16	-3	1,725

Thanet Non-Selective Planning Group

There are six schools in the Thanet non-selective planning group: Charles Dickens School, Hartsdown Academy, King Ethelbert School, Royal Harbour Academy, St George's CE Foundation School and Ursuline College.

Forecasts indicate a surplus of places for both Year 7 and Years 7-11 from 2023 of 5.7FE in 2023 rising to 7.5FE in 2027. The surplus is a result of the opening of the new 6FE Park Crescent School which has been commissioned to meet demand from planned housing that was set out in the Thanet Local Plan.



Thanet Selective Planning Group

There are two schools in the Thanet selective planning group: Chatham and Clarendon Grammar School and Dane Court Grammar School.

Forecasts indicate a small deficit of places for Year 7 of between -18 (0.6FE) -5.3% until 2027. This pattern is also reflected in years 7-11 over the Plan period.

The two Grammar schools in Thanet are both situated on sites where expansion is unlikely to be achievable due to site, planning and highway constraints. Discussions will take place with Thanet schools to identify options for meeting this slight pressure.

Planned Commissioning – Thanet

Planning Group	By 2022-23	By 2023-24	By 2024-25	By 2025-26	Between 26-29	Post 2030
Ramsgate					2FE new primary at Manston Green	
Birchington and Thanet Villages					2FE new primary in Birchington	
Thanet Non-Selective		6FE new School – Park Crescent Academy				
Thanet Selective	Up to 15 Year 7 places	Up to 15 Year 7 places	Up to 15 Year 7 places	Up to 15 Year 7 places		
Satellites		20 place Satellite of Foreland Fields for Key stage 3/4 8 place Satellite of Foreland Fields for KS1 20 place Satellite of Foreland Fields for Post 16				
Specialist Resourced Provisions			20 place Secondary SRP for ASD			



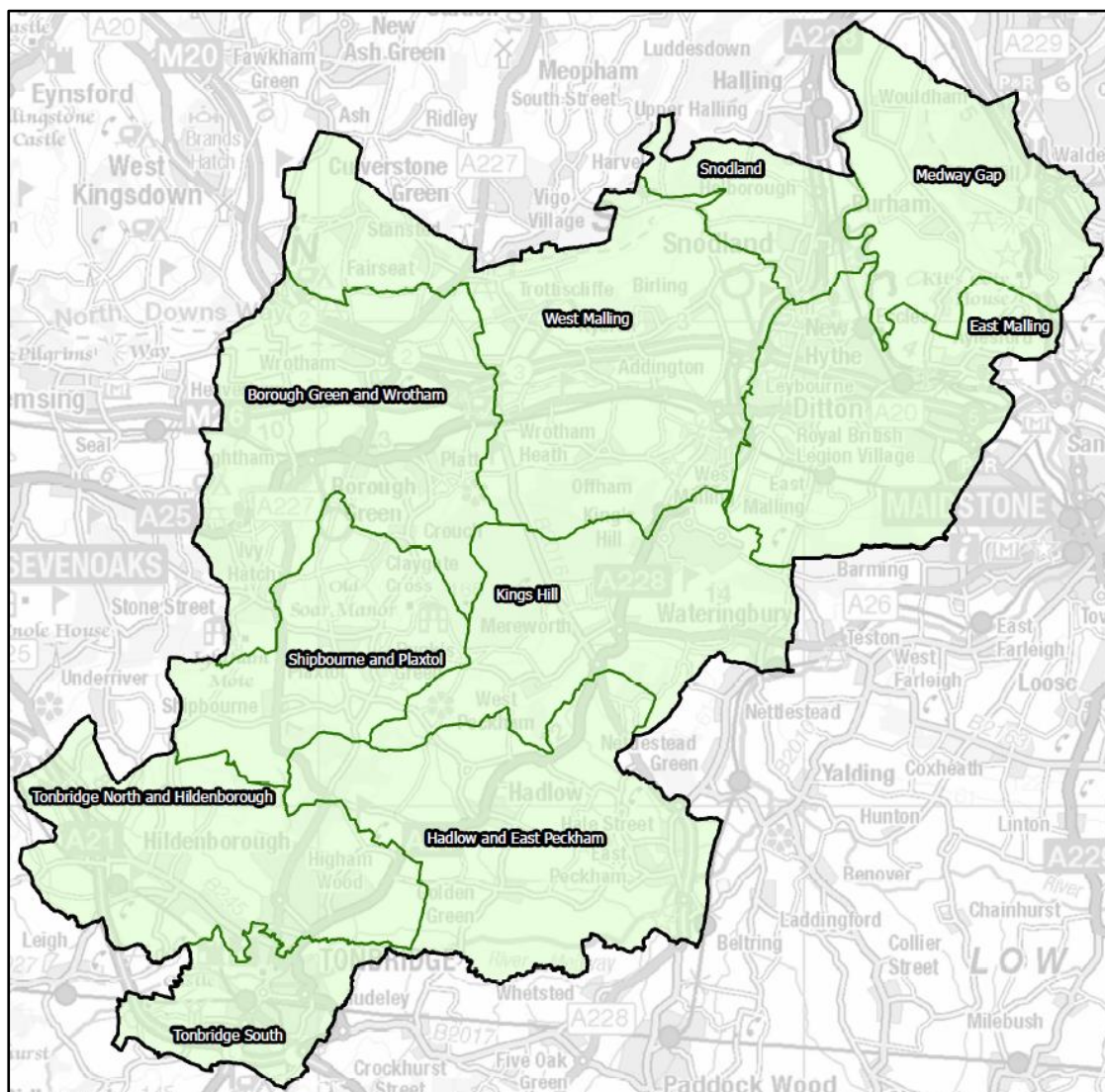
10.16 Tonbridge and Malling

Borough commentary

- The birth rate for Tonbridge and Malling fell 3.7 points in 2019 and is now close to the County average. The number of recorded births fell for the third successive year in 2020.
- We forecast sufficient primary school places across the Borough to meet demand across the Plan period. However, there is local place pressures within some planning groups which will need to be addressed. Within the secondary sector, we anticipate sufficient places during the Plan period for the Malling Non-Selective planning group but a deficit of places in Sevenoaks and Borough Green Non-Selective selective group, Tonbridge and Tunbridge Wells Non-Selective group and the West Kent Selective planning group. Additional places will be required in all three planning groups.
- In January 2019, the latest version of the Local Plan was submitted for examination by the Borough Council. The January 2019 Strategic Housing Market Assessment of the Borough's housing requirement indicated a need for up to 10,880 new dwellings across the 20 year period ending 2030-31, or 544 per year. During the 5 year period 2013-18 a total of 3,870 houses were completed with an average of 774 per year. It is understood that the Borough Council is required to resubmit its Local Plan, we will work with them to ensure any changes compared to the 2019 version can be accommodated.



Map of the Tonbridge and Malling Primary Planning Groups



Tonbridge and Malling Primary Schools by Planning Group

Planning groups	School	Status
Tonbridge South	Bishop Chavasse CE Primary School	Free
	Royal Rise Primary School	Academy
	Slade Primary School	Community
	Sussex Road Community Primary School	Community
Tonbridge North and Hildenborough	Cage Green Primary School	Academy
	Hildenborough CE Primary School	Voluntary Controlled
	Long Mead Community Primary School	Community
	St. Margaret Clitherow RC Primary School	Academy
	Stocks Green Primary School	Community
Hadlow and East Peckham	East Peckham Primary School	Community
	Hadlow Primary School	Community
Shipbourne and Plaxtol	Plaxtol Primary School	Community
	Shipbourne School	Community
Kings Hill	Discovery School	Community
	Kings Hill School	Community

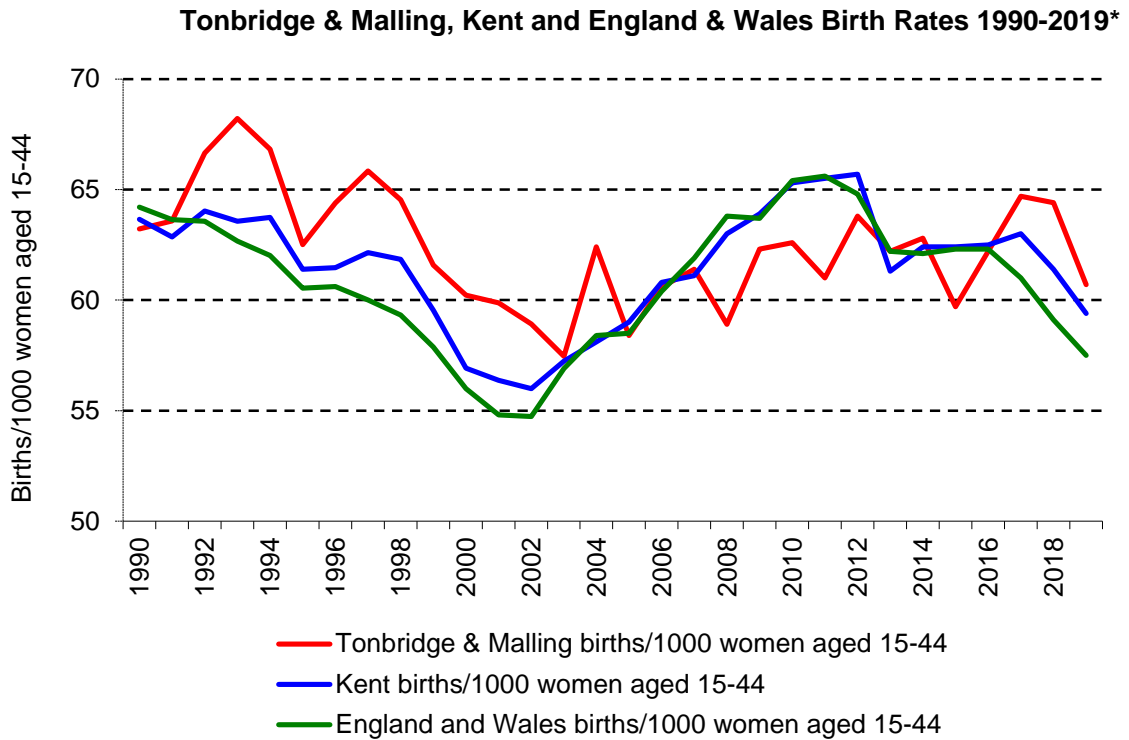


Planning groups	School	Status
	Mereworth Community Primary School	Community
	Valley Invicta Primary School at Kings Hill	Academy
	Wateringbury CE Primary School	Voluntary Aided
Borough Green and Wrotham	Borough Green Primary School	Foundation
	Ightham Primary School	Community
	Platt CE Primary School	Voluntary Aided
	St. George's CE Primary School (Wrotham)	Voluntary Controlled
West Malling	More Park RC Primary School	Academy
	Offham Primary School	Community
	Ryarsh Primary School	Community
	Trottscliffe CE Primary School	Voluntary Controlled
	Valley Invicta Primary School at Leybourne Chase	Academy
	West Malling CE Primary School	Academy
East Malling	Brookfield Infant School	Community
	Brookfield Junior School	Community
	Ditton CE Junior School	Voluntary Aided
	Ditton Infant School	Foundation
	Leybourne St. Peter and St. Paul CE Primary School	Voluntary Aided
	Lunsford Primary School	Community
	St. James the Great Academy	Academy
	St. Peter's CE Primary School (Aylesford)	Voluntary Controlled
Valley Invicta Primary School at Aylesford	Academy	
Snodland	Snodland CE Primary School	Voluntary Aided
	St. Katherine's School (Snodland)	Academy
	Valley Invicta Primary School at Holborough Lakes	Academy
Medway Gap	Burham CE Primary School	Voluntary Controlled
	St. Mark's CE Primary School (Eccles)	Academy
	Tunbury Primary School	Community
	Wouldham All Saint's CE Primary School	Voluntary Controlled

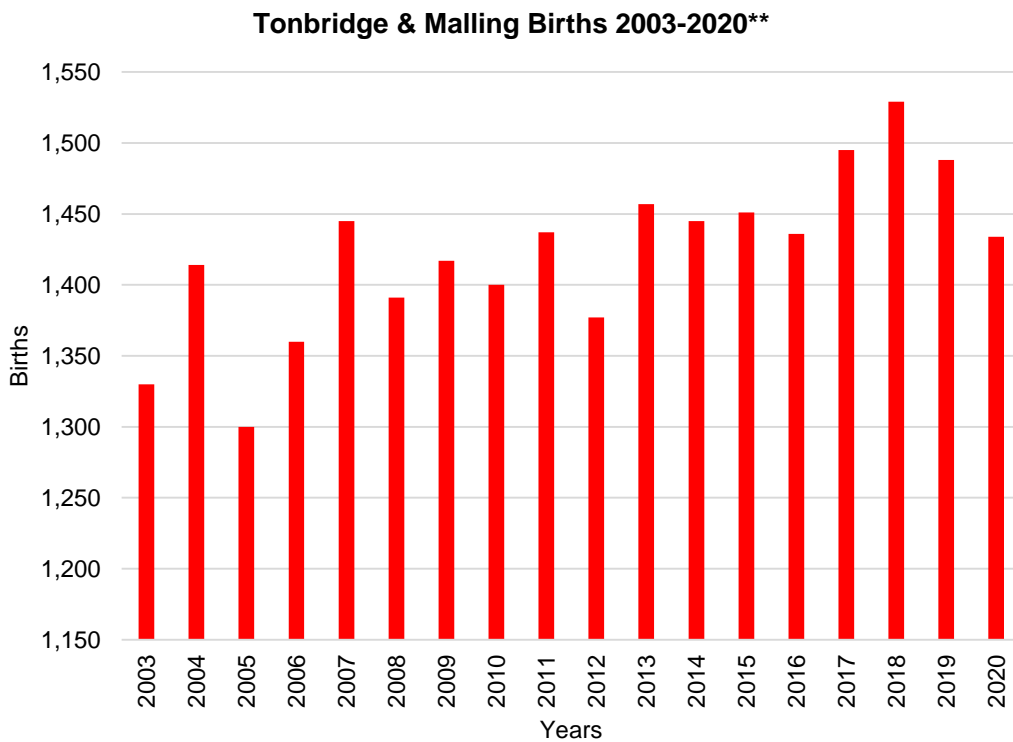


Birth Rate and Births Analysis

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



* ONS data



** Health Authority birth data



Tonbridge and Malling Analysis – Primary

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

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Tonbridge South	210	1	-8	-15	4	4	1	210
Tonbridge North and Hildenborough	300	62	58	40	73	71	57	270
Hadlow and East Peckham	60	14	15	7	17	17	14	60
Shipbourne and Plaxtol	23	1	1	1	-1	5	3	23
Kings Hill	240	18	29	46	59	53	49	240
Borough Green and Wrotham	131	23	7	7	11	19	16	135
West Malling	162	23	-21	-33	-29	-25	-25	162
East Malling	264	4	-26	-6	34	17	14	294
Snodland	180	17	33	22	19	32	27	180
Medway Gap	198	10	21	13	9	9	12	198
Tonbridge & Malling	1,768	173	109	82	197	202	168	1,772

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

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Tonbridge South	1,320	69	69	58	68	73	71	1,470
Tonbridge North and Hildenborough	2,100	255	305	325	391	411	418	1,980
Hadlow and East Peckham	420	76	76	79	82	87	78	420
Shipbourne and Plaxtol	161	5	3	-6	-8	-5	-3	161
Kings Hill	1,710	62	70	97	160	212	253	1,680
Borough Green and Wrotham	917	79	72	59	62	80	83	933
West Malling	1,134	39	-17	-55	-83	-105	-142	1,134
East Malling	2,000	82	39	26	34	40	38	2,015
Snodland	1,260	127	142	144	153	173	199	1,260
Medway Gap	1,386	82	37	-31	-81	-88	-92	1,386
Tonbridge & Malling	12,408	876	796	697	777	878	902	12,439

District commentary

For primary education, the overall forecasts indicate sufficient places to meet demand across the Plan period for Year R and all primary years. However, there is local place pressure within the Tonbridge South, West Malling and East Malling planning groups.

Tonbridge South Planning Group

The forecast indicates deficits in 2021-22 and 2022-23 of 8 and 15 respectively and the



small surpluses through the to the end of the Plan period. We anticipate that the small deficits will be appropriately accommodated within neighbouring planning groups.

Shipbourne and Plaxtol Planning Group

There will be sufficient places in the planning group apart from 2023-24 when a 1 place deficit is forecast. We will monitor the situation but would anticipate that the deficit will be accommodated in the neighbouring planning groups or within one of the small schools within the planning group offering over PAN.

West Malling Planning Group

Forecasts for West Malling shows deficits throughout the Plan period for Year R and all years. The deficits are on average around 25 places for Year R, with a peak of 33 places in 2022-23. These deficits can be accommodated in the adjacent Kings Hill planning group.

East Malling Planning Group

Temporary bulge provision in an existing school has been commissioned to accommodate the Year R deficits for 2021-22 and 2022-23.

Tonbridge and Malling Analysis Secondary

There are four planning groups which are within Tonbridge and Malling Borough or which cross the Borough boundary (See appendix 12.2 for the non-selective and selective planning group maps). Three of which are non-selective. The commentary below outlines the forecast position for each of the planning groups.

Year 7 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 capacity (F)	2027-28 capacity (F)	2027-28 capacity
Malling Non-Selective	540	110	96	88	81	71	90	99	64	543
Sevenoaks and Borough Green Non-Selective	585	-13	-44	-32	-18	-34	-12	-21	6	585
Tonbridge and Tunbridge Wells Non-Selective	1,591	162	31	51	33	70	104	50	123	1,559
West Kent Selective	1,170	-52	-9	-33	-3	17	47	13	48	1,235

Years 7-11 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 capacity (F)	2027-28 capacity (F)	2027-28 capacity
Malling Non-Selective	2,700	652	615	551	520	490	483	491	469	2,715
Sevenoaks and Borough Green Non-Selective	2,825	-6	-40	-64	-90	-107	-103	-79	-36	2,925
Tonbridge and Tunbridge Wells Non-Selective	7,756	689	526	404	279	245	199	237	358	7,795
West Kent Selective	5,708	-154	-133	-120	-105	-72	35	62	153	6,175

Malling Non-Selective Planning Group

There are three schools in the planning group: Aylesford School, Holmesdale School and Malling School. Forecasts indicate that there will be sufficient Year 7 and Year 7-11 across the Plan period.

Sevenoaks and Borough Green Non-Selective Planning Group

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

Forecasts indicate fluctuating deficits throughout the Plan period for Year 7 places, which vary from circa 1 FE in 2022-23 of demand to less than 0.5 FE in 2025-26. Temporary bulge provision at an existing school is in place to cater for the 2021-22 and 2022-23 demand. Work is on-going with regards to commissioning a permanent expansion of an existing school of up to 2 FE from 2023-24.

Tonbridge and Tunbridge Wells Non-Selective Planning Group

There are eight schools in the planning group: Hadlow Rural Community School, Hayesbrook School, Hillview School for Girls, Hugh Christie Technology College, Bennett Memorial Diocesan School, Mascalls Academy, Skinners' Kent Academy and St. Gregory's Catholic School. Forecasts indicate that there will be sufficient Year 7 and Year 7-11 across the Plan period.

In the longer-term, new development in Tonbridge and Malling will necessitate a new 6FE secondary school on a site at Kings Hill that has been identified through the emerging Local Plan process. Similarly, longer term housing developments in Tunbridge Wells will necessitate a new 6FE Secondary school within the Paddock Wood area.

West Kent Selective Planning Group

There are six schools in the planning group: Judd School, Tonbridge Grammar School, Weald of Kent Grammar School, Skinners' School, Tunbridge Wells Girls' Grammar School and Tunbridge Wells Grammar School for Boys.

Following initial deficits of Year 7 places in 2022-23 and 2023-24 the planning group has surplus places for the remainder of the Plan period. To accommodate these



deficits we have commissioned 60 temporary places in 2022-23 and up to 30 temporary places in 2023-24 within existing school.

Planned Commissioning – Tonbridge and Malling

Planning Group	By 2022-23	By 2023-24	By 2024-25	By 2025-26	Between 26-29	Post 2030
East Malling	Up to 30 temporary Year R places					
Tonbridge and Tunbridge Wells Non-Selective					Two 6FE new schools (subject to planned housing growth)	
Sevenoaks and Borough Green Non-Selective Planning Group	Up to 60 Year 7 places	Up to 2FE expansion				
West Kent Selective	Up to 60 temporary Year 7 places	Up to 30 temporary Year 7 places				
Special School		50 place secondary PSCN special school satellite.				



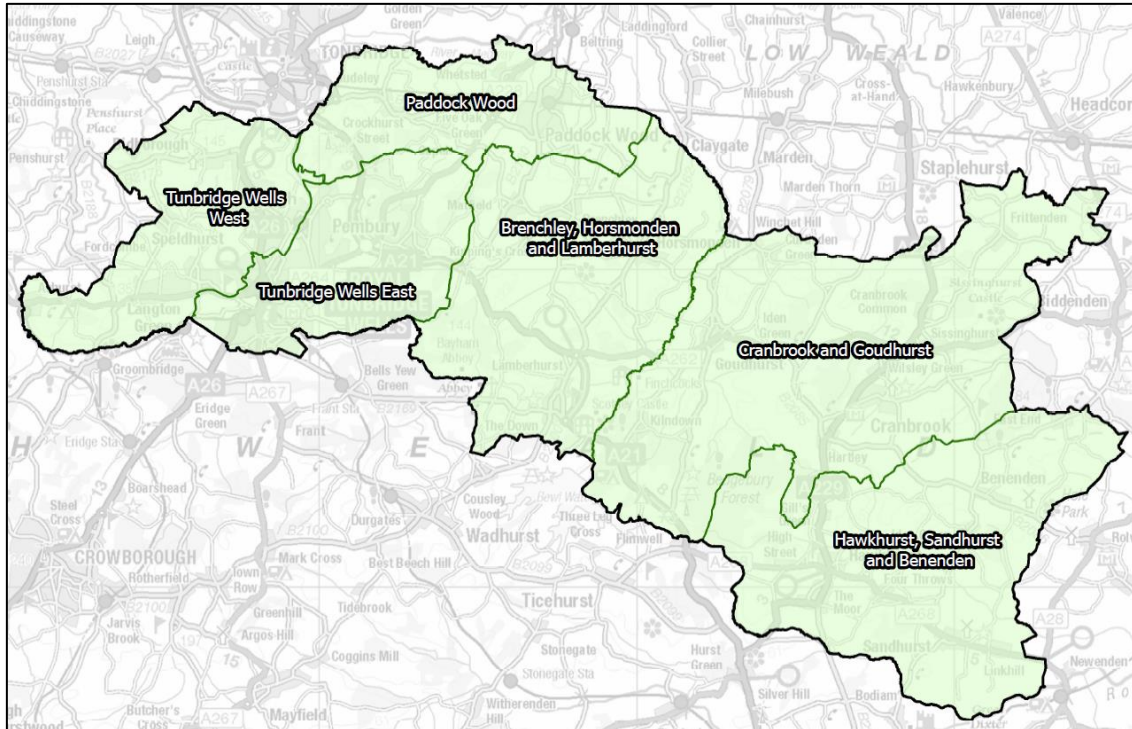
10.17 Tunbridge Wells

Borough Commentary

- The birth rate for Tunbridge Wells fell slightly from 2018 and continued the trend of a falling birth rate seen since 2010. The number of recorded births fell for the third consecutive years.
- We forecast sufficient primary school places across the Borough throughout the Plan period albeit there is local place pressure within the Cranbrook and Goudhurst planning group. Within the secondary sector, we anticipate there will be sufficient places during the Plan period for the Tenterden and Cranbrook and Tonbridge and Tunbridge Wells Non-Selective groups. West Kent Selective planning group will require additional places.
- Tunbridge Wells Borough Council's Issues and Options document identifies the need for 648 homes per year in Tunbridge Wells Borough over the 2013-33 period (12,960 over 20 years). During the 5 year period 2013-18 a total of 1,784 houses were completed with an average of 357 per year. Consultation took place on Issues and Options for the new Local Plan in 2017 and on a Draft Local Plan in autumn 2019. The assessed housing need for the Borough is 678 dwellings per annum, equivalent to some 12,200 additional homes over the plan period to 2038. We will continue working with the Borough Council to ensure sufficient education provision is provided for future housing growth.



Map of the Tunbridge Wells Primary Planning Groups



Tunbridge Wells Primary Schools by Planning Group

Planning Groups	School	Status
Tunbridge Wells East	Broadwater Down Primary School	Community
	Claremont Primary School	Community
	Pembury School	Community
	Skinnners' Kent Primary School	Academy
	St. Barnabas CE Primary School	Voluntary Aided
	St. James' CE Infant School	Voluntary Aided
	St. James' CE Junior School	Voluntary Controlled
	St. Mark's CE Primary School (Tunbridge Wells)	Voluntary Controlled
	St. Peter's CE Primary School (Tunbridge Wells)	Voluntary Controlled
	Temple Grove Academy	Academy
	Wells Free School	Free
Tunbridge Wells West	Bidborough CE Primary School	Voluntary Controlled
	Bishops Down Primary School	Community
	Langton Green Primary School	Community
	Rusthall St. Paul's CE Primary School	Voluntary Aided
	Southborough CE Primary School	Voluntary Controlled
	Speldhurst CE Primary School	Voluntary Aided
	St. Augustine's RC Primary School (Tunbridge Wells)	Academy
	St. John's CE Primary School (Tunbridge Wells)	Voluntary Controlled
	St. Matthew's High Brooms CE Primary School	Voluntary Controlled
Paddock Wood	Capel Primary School	Community
	Paddock Wood Primary School	Community
Brenchley, Horsmonden	Brenchley and Matfield CE Primary School	Academy
	Horsmonden Primary School	Community

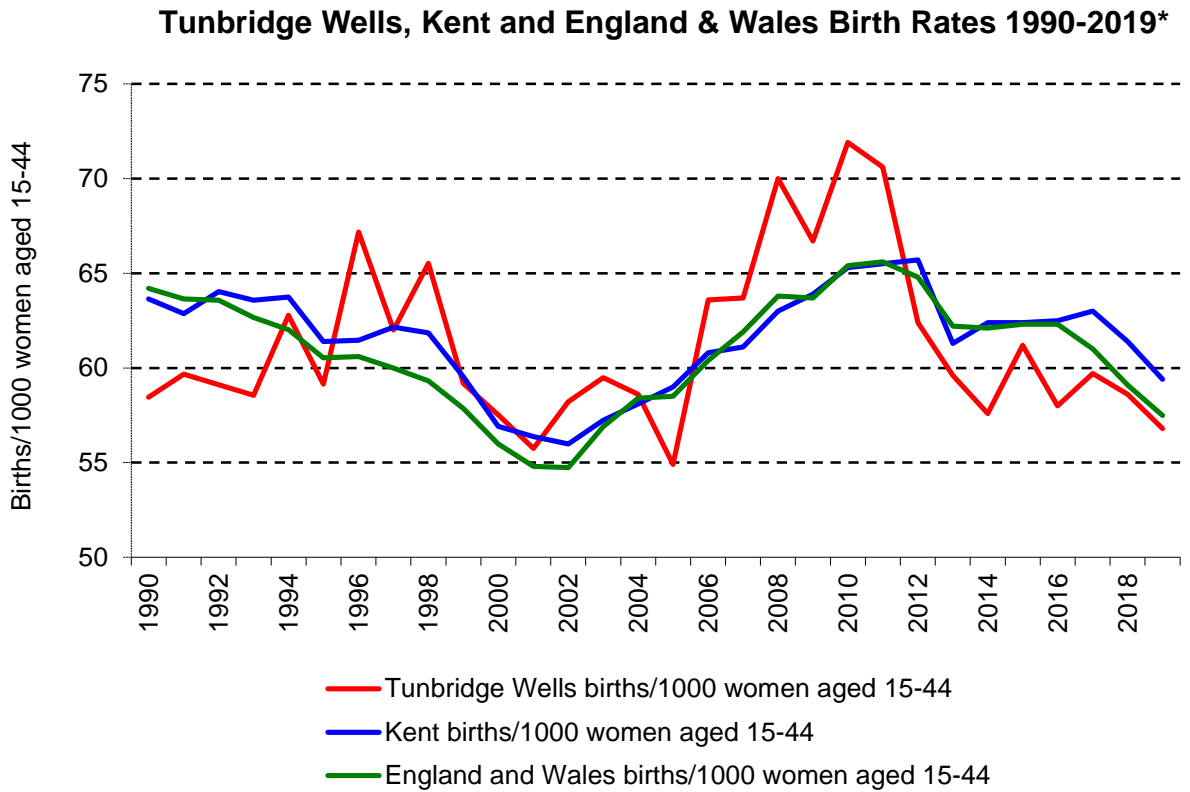


Planning Groups	School	Status
and Lamberhurst	Lamberhurst St. Mary's CE Primary School	Voluntary Controlled
Cranbrook and Goudhurst	Colliers Green CE Primary School	Voluntary Aided
	Cranbrook CE Primary School	Voluntary Controlled
	Frittenden CE Primary School	Voluntary Controlled
	Goudhurst and Kilndown CE Primary School	Voluntary Controlled
	Sissinghurst CE Primary School	Voluntary Aided
Hawkhurst, Sandhurst and Benenden	Benenden CE Primary School	Voluntary Controlled
	Hawkhurst CE Primary School	Voluntary Controlled
	Sandhurst Primary School	Community

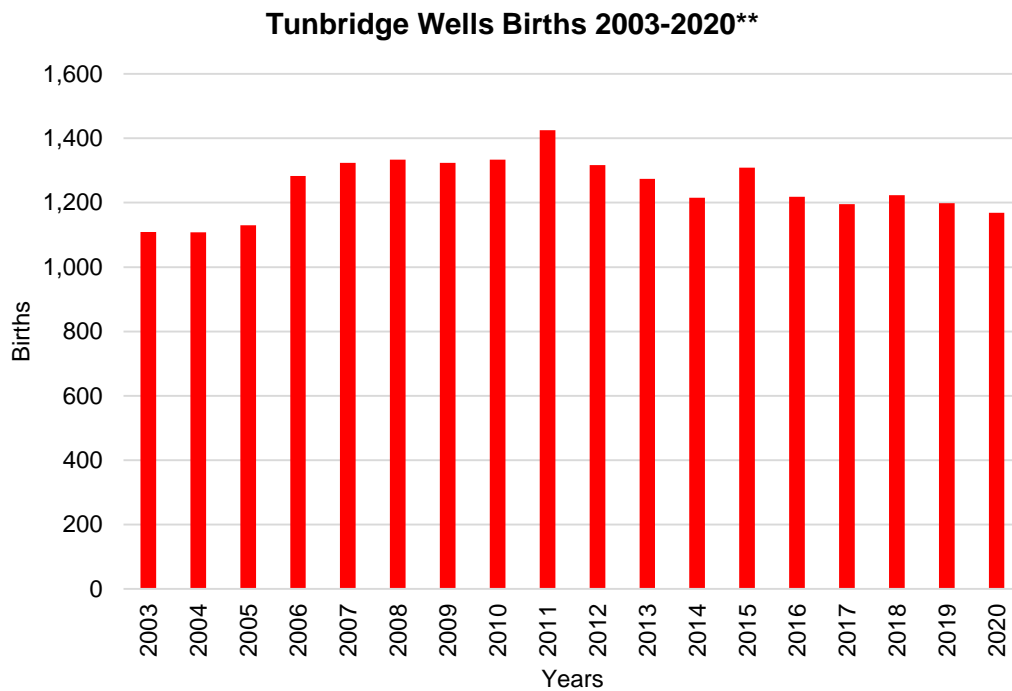


Birth Rate Analysis

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



* ONS data



** Health Authority birth data



Tunbridge Wells Analysis – Primary Year R Surplus/Deficit Capacity if No Further Action is Taken

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Tunbridge Wells East	450	30	20	28	52	67	47	450
Tunbridge Wells West	465	62	58	42	47	53	41	435
Paddock Wood	120	17	21	8	-1	-6	-6	120
Brenchley, Horsmonden and Lamberhurst	90	29	18	15	19	17	17	90
Cranbrook and Goudhurst	111	-6	-2	-6	-1	-3	-2	111
Hawkhurst, Sandhurst and Benenden	90	16	20	30	17	10	18	90
Tunbridge Wells	1,326	148	135	117	133	138	115	1,296

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

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2025-26 capacity
Tunbridge Wells East	3,070	172	159	167	206	252	264	3,150
Tunbridge Wells West	3,255	183	231	259	293	305	307	3,135
Paddock Wood	870	56	67	13	-25	-61	-79	840
Brenchley, Horsmonden and Lamberhurst	630	88	102	99	101	106	104	630
Cranbrook and Goudhurst	777	13	5	-7	2	-2	0	777
Hawkhurst, Sandhurst and Benenden	630	82	86	113	116	110	108	630
Tunbridge Wells	9,232	594	650	645	693	711	704	9,162

District commentary

For primary education the overall forecasts indicate sufficient places to meet demand across the Plan period for Year R and all primary years. There is local place pressure within the Cranbrook and Goudhurst and Paddock Wood planning groups that can be met across adjacent planning groups.

The Year R surplus in Tunbridge Wells town (Tunbridge Wells East and West planning groups) is forecast at approximately 10%; depending on the distribution of this surplus between schools it may necessitate adjustment to the PANs of individual schools in order to ensure class sizes remain financially viable.

Tunbridge Wells Analysis – Secondary

There are four planning groups which are within Tunbridge Wells Borough or which cross the Borough boundary (See appendix 12.2 for the non-selective and selective planning group maps). Two planning groups are non-selective Tenterden and Cranbrook and Tonbridge and Tunbridge Wells. The commentary below outlines the forecast position for each of the planning groups.



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

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 capacity (F)	2027-28 capacity (F)	2027-28 capacity
Tenterden and Cranbrook Non-Selective	540	86	95	92	62	122	107	93	97	540
Tonbridge and Tunbridge Wells Non-Selective	1,591	162	31	51	33	70	104	50	123	1,559
West Kent Selective	1,170	-52	-9	-33	-3	17	47	13	48	1,235
Cranbrook Selective	60	0	0	0	0	0	0	0	0	60

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

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 capacity (F)	2027-28 capacity (F)	2027-28 capacity
Tenterden and Cranbrook Non-Selective	2,700	714	628	520	403	389	411	425	439	2,700
Tonbridge and Tunbridge Wells Non-Selective	7,756	689	526	404	249	245	199	237	358	7,795
West Kent Selective	5,708	-154	-133	-120	-105	-72	35	62	153	6,175
Cranbrook Selective	582	13	0	0	0	0	0	0	0	570

Tenterden and Cranbrook Non-Selective Planning Group

There are two schools in the Tenterden and Cranbrook planning group: High Weald Academy and Homewood School.

The forecasts within the Plan are produced for submission to the DfE as part of the annual School Capacity Survey (SCAP), the deadline for submission of forecasts by Local Authorities is 30 July. On the 27 September 2021 Leigh Academies Trust commenced a listening period on the plan for the closure of High Weald Academy by 31 August 2022 (HWA) this follows a substantive decision by the Secretary of State for Education that HWA's funding agreement should be terminated and the school close. The forecasts within the Plan consequently do not reflect the closure of High Weald Academy; future forecasts will redistribute the previously anticipated demand for secondary places at HWA to other schools. We anticipate that existing schools in the wider area will have sufficient capacity to accommodate the pupils within the Tenterden and Cranbrook Non-Selective Planning Group.

Tonbridge and Tunbridge Wells Non-Selective Planning Group

There are eight schools in the planning group: Hadlow Rural Community School, Hayesbrook School, Hillview School for Girls, Hugh Christie Technology College, Bennett Memorial Diocesan School, Mascalls Academy, Skinners' Kent Academy and



St. Gregory's Catholic School. Forecasts indicate that there will be sufficient Year 7 and Year 7-11 across the Plan period.

In the longer-term, new development in Tonbridge and Malling will necessitate a new 6FE secondary school on a site at Kings Hill that has been identified through the emerging Local Plan process. Similarly, longer term housing developments in Tunbridge Wells will necessitate a new 6FE Secondary school within the Paddock Wood area.

West Kent Selective Planning Group

There are six schools in the planning group: Judd School, Tonbridge Grammar School, Weald of Kent Grammar School, Skinners' School, Tunbridge Wells Girls' Grammar School and Tunbridge Wells Grammar School for Boys.

Following initial deficits of Year 7 places in 2022-23 and 2023-24 the planning group has surplus places for the remainder of the Plan period. To accommodate these deficits we have commissioned 60 temporary places in 2022-23 and up to 30 temporary places in 2023-24 within existing school.

Cranbrook Selective Planning Group

There is only one school in the Cranbrook selective planning group: Cranbrook School. We forecast sufficient Year 7 and Years 7-11 places throughout the Plan period. However, we will continue to monitor the demand as there are no surplus places forecast.

Planned Commissioning – Tunbridge Wells

Planning Group	By 2022-23	By 2023-24	By 2024-25	By 2025-26	Between 26-29	Post 2030
Tonbridge and Tunbridge Wells Non-Selective					Two 6FE new schools (subject to planned housing growth)	
West Kent Selective	Up to 60 temporary places in existing schools.	Up to 30 temporary places in existing schools.				
Special Schools		50 place secondary PSCN special school satellite.				

11. Appendices

11.1 Forecasting Methodology Summary

To inform the process of forecasting Primary school pupil numbers, KCC receives information from the Kent Primary Care Agency to track the number of births and location of Pre-school age children. The Pre-school age population is forecast into Primary school rolls according to trend-based intake patterns by ward area. Secondary school forecasts are calculated by projecting forward the Year 6 cohort, also according to trend-based intake patterns. If the size of the Year 6 cohort is forecast to rise, the projected Year 7 cohort size at Secondary schools will also be forecast to rise.

It is recognised that past trends are not always an indication of the future. However, for the Secondary phase, travel to school patterns are firmly established, parental preference is arguably more constant than in the Primary phase and large numbers of pupils are drawn from a wide area. Consequently, forecasts have been found to be accurate.

Pupil forecasts are compared with school capacities to give the projected surplus or deficit of places in each area. It is important to note that where a deficit is identified within the next few years work will already be underway to address the situation.

The forecasting process is trend-based, which means that relative popularity, intake patterns, and inward migration factors from the previous five years are assumed to continue throughout the forecasting period. Migration factors will reflect the trend-based level of house building in an area over the previous five years, but also the general level of in and out migration, including movements into and out of existing housing. An area that has a large positive migration factor may be due to recent large-scale housebuilding, and an area with a large negative migration factor may reflect a net out-migration of families. These migration factors are calculated at Pre-school level by ward area and also at school level for transition between year groups, as the forecasts are progressed.

Information about expected levels of new housing, through the yearly Housing Information Audits (HIA) and Local Development Framework (LDF) Core Strategies is the most accurate reflection of short, medium and long term building projects at the local level. Where a large development is expected, compared with little or no previous house building in the area, a manual adjustment to the forecasts may be required to reflect the likely growth in pupil numbers more accurately.

Pupil product rates (the expected number of pupils from new housebuilding) are informed by the MORI New Build Survey 2005. KCC has developed a system that combines these new-build pupil product rates (PPRs) with the stock housing PPR of the local area to model the impact of new housing developments together with changing local demographics over time. This information is shared with district authorities to inform longer term requirements for education infrastructure and the Community Infrastructure Levy (CIL) discussions at an early stage.

Forecasting future demand for school places can never be completely precise given the broad assumptions which have to be made about movements in and out of any given locality, the pace of individual housing developments, patterns of occupation and not least parental preferences for places at individual schools. This will be a function of



geography, school reputation, past and present achievement levels and the availability of alternative provision.



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From: Shelina Prendergast, Cabinet Member for Education and Skills
 Matt Dunkley CBE, Corporate Director for Children, Young People and Education

To: Children’s and Young People Cabinet Committee – 16 November 2021

Subject: Queen’s Platinum Jubilee and Alterations to the School Year 2021/22

Decision Number: 21/00092

Future Pathway: Cabinet Member Decision of Paper

Electoral Division: All

Classification: Unrestricted

Summary:

This report summarises the outcome of the consultation with LA schools regarding the additional Bank Holiday to celebrate the Queen’s Platinum Jubilee.

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:

- (i) End the Summer term a day early so that term finishes on Thursday 21 July 2022 instead of Friday 22 July 2022.

1. Introduction

- 1.1 In England, local authority-maintained schools operating according to the School Teachers’ Pay and Conditions Document (STPCD) must open for 195 days.
- 1.2 Of these, a maximum of 190 days involve teaching children and young people. The remaining five days are non-teaching days when teachers may be asked to undertake other duties related to their role as a teacher. These are often known as in-service training (INSET) days.
- 1.3 The school term dates for Kent community, voluntary-controlled, community special or maintained nursery schools are determined by KCC and the local authority is the employer.

- 1.4 For the academic year 2021/22, in acknowledgement of the additional Bank Holiday for the Queen's Platinum Jubilee, the DfE has agreed the following position to assist schools and local authorities in their planning:

'The Spring Bank Holiday in 2022 will be moved to Thursday 2 June and an additional bank holiday on Friday 3 June will see a four-day weekend to celebrate Her Majesty the Queen's Platinum Jubilee.

'Many schools will already be on their half-term breaks in the week commencing 31 May, but where the additional bank holiday falls in term time, schools and local authorities (LAs) should observe the bank holidays on 2/3 June and may therefore need to prepare and make any amendments to their published term dates for the academic year 2021/22.

'We [the DfE] have laid regulations to reduce the minimum number of sessions schools are required to meet in the academic year 2021/2022 and enable everyone to celebrate the Platinum Jubilee of Her Majesty the Queen on 3 June 2022.

'The Department will review the necessary legislation and, as far as the STPCD is concerned, make an amendment for the September 21 version that reduces the number of days that teachers need to be available to work from 190 (+5 INSET days) to 189 (+5 INSET days) and will also reduce the number of directed hours by 6.5. The total school year will therefore be 194 days.'

In essence, teachers will teach one less day for the academic year 2021/22, down from 195 to 194 (including INSET days), or down from 190 to 189 (excluding INSET days) across 1,258.5 hours as opposed to 1,265 hours of directed time. An extra day of holiday will therefore need to be allocated by KCC as the employer.

2. Proposal

- 2.1 KCC has considered various options:
- A. Add an extra day to the Christmas break for 2021, as the holidays end on 3rd January (Bank Holiday Monday) with schools returning on Tuesday 4th January 2022. Schools would therefore return on Wednesday 5th January 2022 instead.
 - B. Add an extra day to the end of the Easter break so that schools return on Wednesday 20th April instead of Tuesday 19th April 2022.
 - C. Add an extra day to the Spring Bank Holiday in 2022, so that term begins on Tuesday 7th June instead of Monday 6th.
 - D. End the Summer term a day early so that term finishes on Thursday 21 July 2022 instead of Friday 22 July 2022.
- 2.2 Consideration was given to the first two options, however giving an extra day before the Platinum Jubilee may not be in the spirit of celebrating the longevity of the Queen's reign. A further consideration is that mock exams are often held in January and schools may not welcome an extra day.
- 2.3 Option C was ruled out as, similar to option A, exams fall after this holiday and schools are unlikely to welcome an additional day off.

- 2.4 A further consideration is that many schools have already planned for the year ahead, and by adding an extra day to any of the holidays before the end of the summer term may prove challenging.

3. Other Local Authorities

- 3.1 Following a direct email to the officers responsible for setting the term dates for OLAs to establish their planned date, it seems that there are a variety of dates being taken. However, the majority of LAs who have responded, including East Sussex, West Sussex and Hampshire, are choosing to end the summer term a day earlier.

4. Consultation

- 4.1 A two-week consultation on option D was circulated to Local Authority Head Teachers, Governors, Unions and the Kent Association of Head Teachers to gain their views on the planned shortening of term 6.
- 4.2 46 responses were received, 45 were from Headteachers and one from a school governor. 25 were in favour of the proposal and 21 against. The majority of those against the proposal wished to choose which date was appropriate to take off.
- 4.3 As the majority of Headteachers who responded agreed with the proposal, KCC has decided to recommend to the Cabinet Member that the Summer term ends a day early so that term finishes on Thursday 21 July 2022 instead of Friday 22 July 2022.

5. Legal Implications

- 5.1 KCC as the employer must administer these changes enacted by the DfE

6. Equalities implications

- 6.1 A full EqIA has been completed and presented to the Cabinet member and CYPE Cabinet Committee, as part of the democratic process.

7. Recommendation

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:

- (i) End the Summer term a day early so that term finishes on Thursday 21 July 2022 instead of Friday 22 July 2022.

Background Documents

- 10.1 Term Dates 2021-22

<https://www.kent.gov.uk/education-and-children/schools/term-dates#tab-1>

11. Contact details

Report Author:
Relevant Director
Director of Education
Tel number: 03000418913
Christine.mcinnis@kent.gov.uk

Relevant Officer:
Name, Job Title: Ian Watts
AEO North Kent
Telephone number 03000414302
Email address; ian.Watts@kent.gov.uk

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Shelina Prendergast

Cabinet Member for Education and Skills

DECISION NO:

21/00092

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

Queen's Platinum Jubilee and Alterations to the School Year 2021/22

Decision:

As Cabinet Member for, I agree to:

- 1) End the Summer term 2022 a day early so that term finishes on Thursday 21 July 2022 instead of Friday 22 July 2022.

Reason(s) for decision:

- 1.1 In England, local authority-maintained schools operating according to the School Teachers' Pay and Conditions Document (STPCD) must open for 195 days.
- 1.2 Of these, a maximum of 190 days involve teaching children and young people. The remaining five days are non-teaching days when teachers may be asked to undertake other duties related to their role as a teacher. These are often known as in-service training (INSET) days.
- 1.3 The school term dates for Kent community, voluntary-controlled, community special or maintained nursery schools are determined by KCC and the local authority is the employer.
- 1.4 For the academic year 2021/22, in acknowledgement of the additional Bank Holiday for the Queen's Platinum Jubilee, the DfE has agreed the following position to assist schools and local authorities in their planning:
- 1.5 DfE have laid regulations to reduce the minimum number of sessions schools are required to meet in the academic year 2021/2022 and enable everyone to celebrate the Platinum Jubilee of Her Majesty the Queen on 3 June 2022.
- 1.6 The Department will review the necessary legislation and, as far as the STPCD is concerned, make an amendment for the September 21 version that reduces the number of days that

teachers need to be available to work from 190 (+5 INSET days) to 189 (+5 INSET days) and will also reduce the number of directed hours by 6.5. The total school year will therefore be 194 days.

- 1.7 In essence, teachers will teach one less day for the academic year 2021/22, down from 195 to 194 (including INSET days), or down from 190 to 189 (excluding INSET days) across 1,258.5 hours as opposed to 1,265 hours of directed time. An extra day of holiday will therefore need to be allocated by KCC as the employer.

2. Preferred option

- 2.1 KCC has considered various options and the option with the least impact was to end the Summer term a day early so that term finishes on Thursday 21 July 2022 instead of Friday 22 July 2022.

3. Consultation (if any)

- 3.1 Local Authority controlled schools were consulted along with Governors, Unions and the Kent Association of Headteachers.

4. **Equalities Assessment:** A full impact assessment has been completed.

5. Financial Implications

- 5.1 There are no direct cost implications arising from the decision on the school calendar. However, there may be a small reduction in school transport costs as term is ending a day earlier.

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 16 November 2021.

Any alternatives considered and rejected:

KCC has considered various options:

- I. Add an extra day to the Christmas break for 2021, as the holidays end on 3rd January (Bank holiday Monday) with schools returning on Tuesday 4th January 2022. Schools would therefore return on Wednesday 5th January 2022 instead.
- II. Add an extra day to the end of the Easter break so that schools return on Wednesday 20th April instead of Tuesday 19th April 2022.
- III. Add an extra day to the Spring Bank Holiday in 2022, so that term begins on Tuesday 7th June instead of Monday 6th.
- IV. End the Summer term a day early so that term finishes on Thursday 21 July 2022 instead of Friday 22 July 2022.

Consideration was given to the first two options, however giving an extra day before the Platinum Jubilee may not be in the spirit of celebrating the longevity of the Queen's reign. A further consideration is that mock exams are often held in January and schools may not welcome an extra day.

Option C was ruled out as, similar to option A, exams fall after this holiday and schools are unlikely to welcome an additional day off.

A further consideration is that many schools have already planned for the year ahead, and by adding an extra day to any of the holidays before the end of the summer term may prove challenging.

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: Revised School Term Dates 2021-22

Responsible Owner/ Senior Officer: Ian Watts

Version: 1

Author: Louise Dench

Pathway of Equality Analysis: DMT, CMM, CYPE Cabinet Committee

Summary and recommendations of equality analysis/impact assessment.

- **Context**

The school calendar for 2021 – 20211 needs to be amended to reflect the extra Bank Holiday to celebrate the Queen’s Platinum Jubilee. A consultation was held with LA controlled schools to end the summer term a day early. The outcome of the consultation will be considered by Children’s, Young People and Education Cabinet Committee and following this, the Cabinet Member for Education and Skills will take her final decision. Following the consultation, the school calendar for 2021-22 will be amended and republished.

- **Aims and Objectives**

Ensure that the maximum number of children and young people of statutory school age are enabled to attend education provision on a full-time basis by providing term dates for all Kent maintained schools to provide a co-ordinated service.

- One of our key challenges in Kent is to improve attendance to at least that of the national average. A strong focus of Education and Young People’s Strategic Plan (Vision and Priorities for Improvement 2018-21) is to promote regular school attendance. To support this priority, KCC consults with schools including VSK, Kent Youth Council, Children Centres, Parents and Carers, Unions, religious groups and other interested parties to provide a co-ordinated and agreed set of future term dates for all Kent’s family of schools.

- **Summary of equality impact**

The proposed revision to the term dates for 2021-2022 does not impact adversely on any of the protected groups.

Adverse Equality Impact Rating Low

Updated 08/11/2021

1

Attestation

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

Head of Service



Signed:

Name: Ian Watts
Job Title: AEO – North Kent
Date: 20.10.21

DMT Member

Signed:



Name: Christine McInnes
Job Title: Director - Education
Date: 20.10.21

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, Sex, Gender identity/ Transgender, Race, Sexual Orientation, Pregnancy and Maternity, Marriage and Civil Partnerships.				
Disability			x	Changes to term dates need to be made as soon as possible to allow good management of school transport to ensure that school children reach their destination on time and help parents with learning disabilities / disabled parents who have support in caring for young people plan their days accordingly. This will positively impact on children with

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				disabilities or SEN and their families, who sometimes require consistent travel arrangements, longer travel time, specially adapted vehicles and/or an escort. T
Religion and Belief				As many religious festivals are held over the Summer holiday period a longer summer break allows communities to come together to worship and celebrate the festivities.
Carer's Responsibilities				

Part 2

Equality Analysis /Impact Assessment

Protected groups

No group will be indirectly or directly negatively impacted by the alteration of the term dates for 2021-22
Information and Data used to carry out your assessment
Contact was made with the Fair Access Team and PRU, Inclusion and Attendance Service

Who have you involved consulted and engaged?

Fair Access Team and PRU, Inclusion and Attendance Service who provided data on absences from Education

Analysis

From the information received from PIAS and Fair Access the reasons for children missing education / absences from school cannot be linked to the timings of the term dates as various reasons were given and not one contributing factor prevailed.

From the Equality data available, it showed that whilst females in year 11 were the most likely to miss education, there was not a singular contributable reason as to why. Most children missing education are female and White English again there are no attributing facts as to why this is. There is no evidence to suggest the proposed term dates will improve this behaviour.

Adverse Impact,

From the evidence analysed no protected group is adversely affected by alteration of the term dates for 2021-22.

Positive Impact:

The positive impacts to altering the term dates for 2021-22 is that parents and carers will have the opportunity to spend an additional day with their children and teachers will enjoy an extra day's holiday.

JUDGEMENT

Updated 08/11/2021

Following the consultation, no potential for discrimination has been identified and all opportunities to promote equality have been taken.

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

Internal Action Required **NO**

There is potential for adverse impact on groups and we have found scope to improve the proposal.

Equality Impact Analysis/Assessment Action Plan

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications
Age, Gender, Gender identity, Race, Religion or belief, Sexual orientation, Pregnancy and maternity, Marriage and Civil Partnerships	None	Begin consultation with other Schools governors and Unions	There are not expected to be any equalities implications.	Louise Dench	2 weeks	There are no cost implications
Disability	Alterations to the term dates need to be communicated swiftly to allow good management of school transport to ensure that school children reach their destination on time and help parents with learning disabilities / disabled parents		There are not expected to be any other outcomes than the ones identified.	Louise Dench	6 weeks	There may be a small saving to the council as school transport will be required for a day less.

Updated 08/11/2021

	<p>who have support in caring for young people plan their days accordingly. This will positively impact on children with disabilities or SEN and their families, who sometimes require consistent travel arrangements, longer travel time, specially adapted vehicles and/or an escort. The consultation will be circulated to all LA controlled schools including special schools.</p>					
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Have the actions been included in your business/ service plan? (If no please state how the actions will be monitored)

No – on completion of the consultation the EQIA will be reassessed and updated. The findings will be report to CYPE Cabinet Committee and the Cabinet Member for CYPE.

Appendix

Please include relevant data sets

Updated 08/11/2021

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.

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Children, Young People and Education Performance Management

Children, Young People and Education Directorate Scorecard

August 2021

Produced by: Management Information & Intelligence, KCC

Publication Date: 20th October 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

MANAGEMENT INFORMATION CONTACT DETAILS

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Matt Ashman	03000 417012
Chris Nunn	03000 417145

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

DATA PERIOD

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


CHILDREN, YOUNG PEOPLE AND EDUCATION SCORECARDS

CYPE	Children, Young People and Education Directorate Scorecard
EY	Early Years Scorecard
NEET	NEET Monthly Scorecard
SEND	Special Educational Needs & Disabilities Scorecard
ICS	Intensive EH and CSWS Monthly Performance Report

KEY TO ABBREVIATIONS

CIC	Children in Care
CSWT	Children's Social Work Teams
CYP	Children and Young People
DWP	Department for Work and Pensions
EY	Early Years
EYFE	Early Years Free Entitlement
EYFS	Early Years Foundation Stage
FF2	Free For Two
FSM	Free School Meals
NEET	Not in Education, Employment or Training
SCS	Specialist Children's Services
SEN	Special Educational Needs

as at May 2021




130,080 pupils in 459 primary schools
 22.9 % with free school meals (21.6%)

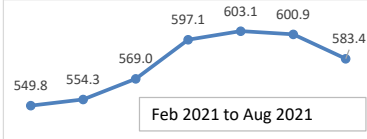
107,308 pupils in 101 secondary schools
 17.7 % with free school meals (18.9%)

5,271 pupils in 24 special schools
 41.8 % with free school meals (43.2%)

as at Aug 2021




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



Month	Rate
Feb 2021	549.8
Mar 2021	554.3
Apr 2021	569.0
May 2021	597.1
Jun 2021	603.1
Jul 2021	600.9
Aug 2021	583.4


as at Aug 2021



Open cases

Intensive Early Help	2,522 (Families)
Open Social Work Cases	11,141
<i>Including:</i>	
• Child Protection	1,260
• Children in Care	1,685
• Care Leavers	2,054


as at Jun 2021



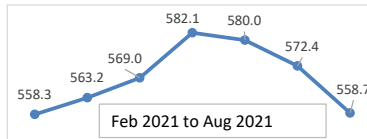
Ofsted good or outstanding

EY providers	97.8%	(97%)
Primary	94.1%	(88%)
Secondary	87.4%	(76%)
Special	90.9%	(90%)

as at Aug 2021




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

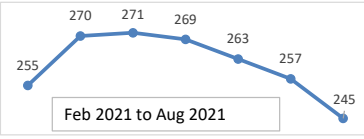


Month	Rate
Feb 2021	558.3
Mar 2021	563.2
Apr 2021	569.0
May 2021	582.1
Jun 2021	580.0
Jul 2021	572.4
Aug 2021	558.7

as at Aug 2021




Number of First Time Entrants into the Youth Justice system

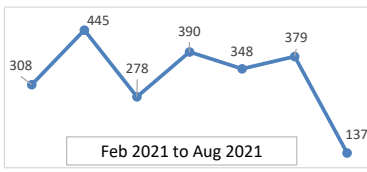


Month	Number
Feb 2021	255
Mar 2021	270
Apr 2021	271
May 2021	269
Jun 2021	263
Jul 2021	257
Aug 2021	245

as at Aug 2021




Requests for SEND statutory assessment



Month	Number
Feb 2021	308
Mar 2021	445
Apr 2021	278
May 2021	390
Jun 2021	348
Jul 2021	379
Aug 2021	137


as at Aug 2021



Activity at the Front Door (children)

Total contacts	5,089
Number resolved at FD	2,810
Number to CSWS	1,209
Number to EH Units	584

Open Access Indicators



Most centres have been closed through Covid, meaning that reporting would not be meaningful. We have now reopened 57 Open Access buildings over the summer maintaining Covid safe measures and we are in the process of opening the remainder of our centres. Open Access reporting here will commence in January 2022.

- Figures shown in brackets are National averages
- Ofsted National averages are as at 31st March 2021
- Free School Meal averages are as at January 2021 school census and based on state funded schools only

Directorate Scorecard - Kent KPIs

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2021-22	RAG 2021-22	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2019-20	Linked to SDP?
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21										
																	SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		28.8	28.0	27.5	26.6	25.5	25.0	24.5	↑	25.0	GREEN	28.0	25.0	AMBER	26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		94.5	94.8	94.6	94.1	92.9	92.2	91.4	↓	90.0	GREEN	94.8	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	22.6	22.2	21.8	22.0	20.5	20.1	21.1	↓	20.0	GREEN	22.2	20.0	GREEN	24	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	✓	68.7	67.2	67.3	68.2	66.8	71.4	73.8	↑	70.0	GREEN	67.2	70.0	AMBER	64	N/A	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	79.8	79.3	79.3	79.5	79.4	80.0	79.5	↓	85.0	AMBER	79.3	85.0	AMBER	N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	281.8	274.3	274.5	279.7	269.3	308.4	324.5	↓	426.0	GREEN	274.3	426.0	GREEN	379	N/A	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	58.6	58.4	58.8	59.4	59.4	59.8	60.0	↑	65.0	AMBER	58.4	65.0	AMBER	N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	80.3	80.1	80.5	80.3	80.3	81.5	81.5	↔	80.0	GREEN	80.1	80.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	91.8	92.5	93.0	91.1	92.6	91.8	92.0	↑	85.0	GREEN	92.5	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		13.7	13.5	13.2	13.2	13.1	14.0	14.1	↓	15.0	GREEN	13.5	15.0	GREEN	N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		20.0	21.0	21.0	21.4	21.2	20.8	20.0	↑	18.0	AMBER	21.0	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		27.6	28.1	28.2	28.0	27.9	28.0	28.1	↓	25.0	AMBER	28.1	25.0	AMBER	28	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		76.3	78.4	81.0	82.5	83.6	83.3	83.3	↔	80.0	GREEN	78.4	70.0	GREEN	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		73.1	72.3	76.1	75.0	75.0	76.9	76.9	↔	80.0	AMBER	72.3	80.0	AMBER	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		14.0	13.6	13.3	13.2	13.3	13.8	13.5	↑	15.0	GREEN	13.6	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		13.2	13.1	13.1	14.6	15.3	14.6	12.6	↑	15.0	GREEN	13.1	15.0	GREEN	N/A	N/A	

Integrated Children's Services Quarterly Indicators		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q2 20-21	Q3 20-21	Q4 20-21	Q1 21-22										
															SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		36.2	35.7	34.2	32.4	↑	35.0	GREEN	34.2	38.4	GREEN	38.3	37.8		

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?
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21										
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	32.2	32.6	34.4	36.0	37.0	38.8	39.1	↑	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		3.2	3.2	3.5	3.7	3.6	3.5	3.5	↔	2.9	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 responsible EHCPs	L	MS		10.2	10.0	10.1	10.5	10.5	10.0	10.5	↓	9	AMBER	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		2	1	1	3	3	3	3	↔	8	GREEN	12	9	AMBER	N/A	N/A	Yes
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		3	1	3	5	6	9	9	↔	27	GREEN	12	30	GREEN	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		86.6	88.8	89.3	90.8	88.5	88.9	88.8	↓	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		92.9	93.5	93.5	93.6	93.1	92.6	92.7	↑	95	AMBER	96.3	100	AMBER	N/A	N/A	

****Please note that there is no 2019-20 or 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								
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		

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Directorate Scorecard - Kent KPIs

Education and Early Help targets have been reviewed as they were out of date. Many of the targets were set when new measures were introduced, without any trend or comparative data to support this process. Targets now take into account the national position, where this is available, and the year on year improvements seen to date, and seek to drive continuous improvement.

Commentary on Integrated Children's Services Indicators:

Children's Social Care

AMBER: The percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (excluding UASC) is 79.5% which is below the target of 85.0%. Performance for the last 12 months has averaged 79.8%, remaining static over the past year. Information regarding the availability of in-house foster placements is continually reviewed to ensure that foster carer capacity is fully utilised and that children and young people are placed in the most suitable placement 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 60.0%, which is a slight improvement in performance achieved since the start of 2021.

AMBER: The average caseload in the Children's Social Work Teams (CSWT) is 20 cases, which is above the target caseload of no more than 18 children/young people but the lowest level achieved since February 2021 when it was also an average of 20 cases.

GREEN: The percentage re-referrals to Children's Social Work Services within 12 months of a previous referral was 24.5% for August 21, achieving the Target of below 25.0%. The rates of re-referrals have been decreasing steadily since the beginning of the year. This performance compares to the latest published 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).

GREEN: Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 91.4% which exceeds the target of 90.0%

GREEN: The percentage of children becoming subject to a child protection plan for the second or subsequent time is 21.1% which is within 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).

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 73.8% and the highest performance achieved since December 2019 (74.4%). Kent's performance remains above the latest published the average for Kent's Statistical Neighbours of 64.7%, the average for the South East of 65.0% and the England average of 68.0% (comparative data is for 2019/20).

GREEN: The average number of days between becoming a child in care and moving in with an adoptive family is 324 days, which remains significantly below the nationally set target of 426 days. The definition for this measure has been amended for 2021/22 reporting following a change by the DfE to make an adjustment for foster carer adoptions. All of the figures contained within this report have been provided based on that new definition, but previous versions of this report will have used the previous definition.

GREEN: The percentage of Children's Social Work Case File Audits graded good or outstanding is 81.5%, just above the 80.0% Target.

GREEN: The percentage of case holding posts filled by permanent qualified social workers is 92.0%, remaining significantly above the target of 85.0% (which is based on the national average for Agency Social Workers of 15%)

GREEN: The average caseloads in the Children in Care (CIC) Teams is 14 cases, a slight increase from the average of 13 cases achieved earlier in the year but 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 28.1%, 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 76.9% which is below the 80.0% target.

GREEN: The percentage of EH Assessments completed in the given month, within 6 weeks of allocation, has now started to stabilise and for August 2021 was 83.3%. The Target of 80.0% was achieved in April 2021 and performance has remained above Target.

GREEN: The percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 months is 13.5%, remaining below the Target of 15.0%

GREEN: The average caseload within Early Help Units is 12.6 families, below the Target of no more than 15 families and the lowest average achieved since June 2020 (9.8 cases).

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: Based on the rolling 12-month average, 39.1% of EHCPs were issued within 20 weeks (1,117 out of 2,856). In the single month of August this increased to 41.3% with 125 of plans out of 303 being issued within timescale. The Service remains focused on clearing the backlog of assessments over 20 weeks with the number reduced from 460 at the end of March to 250 at the end of June. This work on reducing the backlog is being undertaken in conjunction with the Educational Psychology service, who have experienced similar backlog challenges. The number of requests for Statutory Assessment (EHC needs assessment) remains high, with an average of 338 requests per month over the last quarter.

AMBER: 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 92.7% remains below the target of 95%

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 August, it was 3.5%, worse than the target of 2.9% but a slight improvement on the same time last year (3.9%). However Local Authorities are judged by the DfE on the 3-month rolled figure (for December, January, and February) which in 2020/21 was 3.0% was Kent; just 0.2 percentage points behind national. A deep dive review will take place into NEET activity this autumn/winter, including district variations in NEETs and Not Knowns figures and the key characteristics of those groups, the availability of training opportunities during Covid-19, and a review of our figures compared to statistical neighbours and national. This will come to a future Cabinet Committee.

AMBER: The percentage of Children Missing Education cases, closed within 30 school days, at 88.8% is just below the target of 90%. Despite the Covid-19 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: Three primary aged pupils were permanently excluded from school during the last 12 months, fewer than the target (of 8). 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 nine pupils is well below the target of 27. The reduction is related to the restriction of year groups returning to the school classroom following the Covid-19 'National Lockdown 1.0' school closures last year and the recent 'National Lockdown 3.0'

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	OPR	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	Summer 2021 School Census	July 2021
CYPE11	Number of Secondary Schools	MI School Census Database	Summer 2021 School Census	July 2021
CYPE12	Number of Special Schools	MI School Census Database	Summer 2021 School Census	July 2021
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	Summer 2021 School Census	July 2021
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	Summer 2021 School Census	July 2021
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	Summer 2021 School Census	July 2021
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	Summer 2021 School Census	July 2021
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	Summer 2021 School Census	July 2021
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	Summer 2021 School Census	July 2021
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	MI Ofsted Database	Inspections as at end of Aug 2021	Sept 2021
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2021	Sept 2021
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2021	Sept 2021
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2021	Sept 2021
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of Aug 2021	Sept 2021
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 Aug 2021	Sept 2021
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 Aug 2021	Sept 2021
FD01	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of Aug 2021	Sept 2021
FD10	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of Aug 2021	Sept 2021
FD02	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	Early Help module	Children referred during the month of Aug 2021	Sept 2021
FD03	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of Aug 2021	Sept 2021
EH03	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of Aug 2021	Sept 2021
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of Aug 2021	Sept 2021
	Number of Child Protection cases	Liberi	Snapshot data as at end of Aug 2021	Sept 2021
	Number of Children in Care	Liberi	Snapshot data as at end of Aug 2021	Sept 2021
	Number of Care Leavers	Liberi	Snapshot data as at end of Aug 2021	Sept 2021
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to Aug 2021	Sept 2021
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 Aug 2021	Sept 2021
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to Aug 2021	Sept 2021
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to Aug 2021	Sept 2021
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 Aug 2021	Sept 2021
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at Aug 2021	Sept 2021
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	Liberi	Rolling 12 months up to Aug 2021	Sept 2021
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to Aug 2021	Sept 2021
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to Aug 2021	Sept 2021
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at Aug 2021	Sept 2021
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Aug 2021	Sept 2021
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Aug 2021	Sept 2021
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	Early Help module	Snapshot as at Aug 2021	Sept 2021
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at Aug 2021	Sept 2021
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at Aug 2021	Sept 2021
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 Aug 2021	Sept 2021
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at Aug 2021	Sept 2021
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for Oct 2018 to Sep 2019 cohort	July 2021

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	Synergy - monthly reported data	Snapshot as at Aug 2021	Sept 2021
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 Aug 2021	Sept 2021
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	Synergy - monthly reported data	Snapshot as at Aug 2021	Sept 2021
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	Synergy - monthly reported data	Rolling 12 months up to Aug 2021	Sept 2021
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	Synergy - monthly reported data	Rolling 12 months up to Aug 2021	Sept 2021
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to Aug 2021	Sept 2021
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 Aug 2021	Sept 2021
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
SEND20	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
CYPE26	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
CYPE27	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2020-21	April 2020
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Provisional data for academic year 2018-19	2018-19 MI Calculations	Jan 2020
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Provisional data for academic year 2018-19	2018-19 MI Calculations	Jan 2020

Indicator Definitions

Code	Indicator	Definition
Activity-Volume Measures		
CYPE10	Number of Primary Schools	The number of Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools). Total is as at the latest available termly school census.
CYPE11	Number of Secondary Schools	The number of Kent maintained Secondary schools and Secondary academies (including Free Schools). Total is as at the latest available termly school census.
CYPE12	Number of Special Schools	The number of Kent maintained Special schools and Special academies. Total is as at the latest available termly school census.
CYPE13	Total pupils on roll in Primary Schools	The number of pupils on roll in Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools). Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE14	Total pupils on roll in Secondary Schools	The number of pupils on roll in Kent maintained Secondary schools and Secondary academies (including Free Schools). Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE15	Total pupils on roll in Special Schools	The number of pupils on roll in Kent maintained Special schools and Special academies. Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools) as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Secondary schools and Secondary academies (including Free Schools) as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
CYPE18	Percentage of Special School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Special schools and Special academies as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	The percentage of Kent Early Years settings (non-domestic premises only), judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all inspected Kent Early Years settings (non domestic premises only).
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Primary schools and Primary academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Primary schools and Primary academies.
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Secondary schools and Secondary academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Secondary schools and Secondary academies.
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Special schools and Special academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Special schools and Special academies.
CYPE19	Number of requests for SEND statutory assessment	The number of initial requests for assessment for Education, Health and Care Plans (EHCPs) for 0-25 year olds in Kent LA.
EH71-C	Rate of notifications received into Early Help per 10,000 of the 0-17 population (inclusive, rolling 12 months)	The total number of referrals to an Early Help Unit completed during the corresponding reporting month per 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year population estimates). This is a child level indicator.
SCS02	Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)	This indicator shows the rate of referrals received by Children's Social Work Services. Numerator: Number of referrals (rolling 12 month period). Denominator: child population figure divided by 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year Estimates).
FD01-C	Number of contacts processed in the Front Door	The total number of notifications received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
FD14-C	Number of Information, Advice and Guidance contacts processed in the Front Door	The total number of notifications with a contact outcome of "Information, Advice & Guidance" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.

Indicator Definitions

Code	Indicator	Definition
Activity-Volume Measures (Continued)		
FD02-C	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	The total number of notifications with a contact outcome of "Threshold met for CSWS" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	The total number of notifications with a contact outcome of "Proceed to Early Help Unit" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
EH05-F	Number of cases open to Early Help Units	The number of open cases as at the end of the corresponding reporting month. The data includes all cases sent to units at Early Help Record stage prior to the end of the month. This is a family level indicator.
SCS01	Number of open Social Work cases	The total caseload figures for Children's Social Work Services.
	Number of Child Protection cases	The number of Children who have a Child Protection Plan as at the end of the corresponding reporting month.
	Number of Children in Care	The number of Children in Care as at the end of the corresponding reporting month.
	Number of Care Leavers	The number of Care Leavers as at the end of the corresponding reporting month.
EH3	Number of First Time Entrants into the Youth Justice system	First time entrants are defined as young people (aged 10 – 17 years) who receive their first substantive outcome (relating to a Youth Caution with or without an intervention, or a Conditional Caution or a Court disposal for those who go directly to Court without a Youth Caution or Conditional Caution).
Key Performance Indicators		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	The percentage of referrals to SCS in the last 12 months where the previous referral date (if any) is within 12 months of the new referral date.
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	The percentage of returner interviews completed in the last 12 months where the case was open to SCS at the point the child went missing and the child was aged under 18 at the point of going missing.
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	The percentage of children who become subject to a Child Protection Plan during the last 12 months who have been subject to a previous plan.
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	The percentage of Children in Care aged under 16 at the snapshot date who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years, or are placed for adoption and their adoptive placement together with their previous placement together last for at least 2 years.
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	The percentage of Kent Children in Care at the snapshot date who are in Foster Care and are placed with KCC Foster Carers or with Relatives and Friends. UASC are excluded
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	The average number of days between becoming a Looked After Child and moving in with Adoptive Family (for children who have been Adopted in the last 12 months)
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	The percentage of relevant and former relevant care leavers who we were in contact with in a 4 month window around their birthday who were aged 17, 18, 19, 20 or 21 and were in education, employment or training.
SCS37	Percentage of Case File Audits graded good or outstanding	The percentage of all completed case audits in the last 12 months where the overall grading was good or outstanding

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Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	The percentage of case holding posts (FTE) at the snapshot date which are held by qualified social workers employed by Kent County Council.
SCS42	Average caseloads in the CIC Teams	The average caseload of social workers within district based CIC Teams at the snapshot date.
SCS43	Average caseloads in the CSWT Teams	The average caseload of social workers within the district based Children's Social Work Teams (CSWTs) at the snapshot date.
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	The percentage of referrals into an EH Unit (R12M) that previously had an episode open to an Early Help Unit in the preceding 12 months. The data only looks at referrals allocated to a Unit. It is calculated using a comparison between the episode end date of the previous episode and the episode start date of the subsequent referral.
EH52-F	Percentage of Assessments completed in the given month, within 6 weeks of allocation	The percentage of assessments completed in the reporting month, where the assessment was completed within 30 working days of allocation.
	Percentage of EH Unit Case Audits rated good or outstanding	The percentage of all EH Unit completed case audits in the last 12 months where the overall grading was good or outstanding
EH1	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 responsible EHCPs	The number of pupils with an EHCP that are placed in independent Special schools or out-of-county Special schools as a percentage of the total number of pupils with an EHCP
EH43	Number of pupils permanently excluded 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 pupils permanently excluded 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 Bacculaureate (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.
CYPE24	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

August 2021

Produced by: Management Information & Intelligence, KCC

Publication Date: 20th October 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 May 2021




130,080 pupils in 459 primary schools
 22.9 % with free school meals (21.6%)

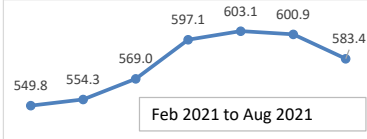
107,308 pupils in 101 secondary schools
 17.7 % with free school meals (18.9%)

5,271 pupils in 24 special schools
 41.8 % with free school meals (43.2%)

as at Aug 2021




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



Month	Rate
Feb 2021	549.8
Mar 2021	554.3
Apr 2021	569.0
May 2021	597.1
Jun 2021	603.1
Jul 2021	600.9
Aug 2021	583.4


as at Aug 2021



Open cases

Intensive Early Help	2,522 (Families)
Open Social Work Cases	11,141
<i>Including:</i>	
• Child Protection	1,260
• Children in Care	1,685
• Care Leavers	2,054


as at Jun 2021



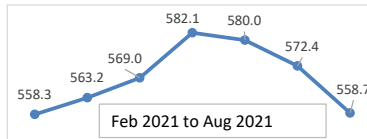
Ofsted good or outstanding

EY providers	97.8%	(97%)
Primary	94.1%	(88%)
Secondary	87.4%	(76%)
Special	90.9%	(90%)

as at Aug 2021




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

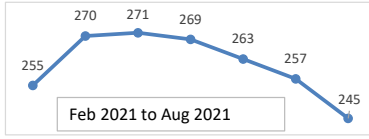


Month	Rate
Feb 2021	558.3
Mar 2021	563.2
Apr 2021	569.0
May 2021	582.1
Jun 2021	580.0
Jul 2021	572.4
Aug 2021	558.7

as at Aug 2021




Number of First Time Entrants into the Youth Justice system

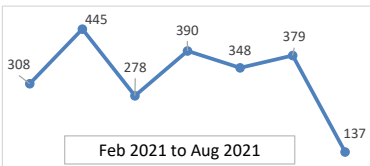


Month	Number
Feb 2021	255
Mar 2021	270
Apr 2021	271
May 2021	269
Jun 2021	263
Jul 2021	257
Aug 2021	245

as at Aug 2021




Requests for SEND statutory assessment



Month	Requests
Feb 2021	308
Mar 2021	445
Apr 2021	278
May 2021	390
Jun 2021	348
Jul 2021	379
Aug 2021	137


as at Aug 2021



Activity at the Front Door (children)

Total contacts	5,089
Number resolved at FD	2,810
Number to CSWS	1,209
Number to EH Units	584

Open Access Indicators



Most centres have been closed through Covid, meaning that reporting would not be meaningful. We have now reopened 57 Open Access buildings over the summer maintaining Covid safe measures and we are in the process of opening the remainder of our centres. Open Access reporting here will commence in January 2022.

- Figures shown in brackets are National averages
- Ofsted National averages are as at 31st March 2021
- Free School Meal averages are as at January 2021 school census and based on state funded schools only

Directorate Scorecard - Kent KPIs

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2021-22	RAG 2021-22	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2019-20	Linked to SDP?
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21										
																		SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		28.8	28.0	27.5	26.6	25.5	25.0	24.5	↑	25.0	GREEN	28.0	25.0	AMBER	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		94.5	94.8	94.6	94.1	92.9	92.2	91.4	↓	90.0	GREEN	94.8	90.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	22.6	22.2	21.8	22.0	20.5	20.1	21.1	↓	20.0	GREEN	22.2	20.0	GREEN	24	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	✓	68.7	67.2	67.3	68.2	66.8	71.4	73.8	↑	70.0	GREEN	67.2	70.0	AMBER	64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	79.8	79.3	79.3	79.5	79.4	80.0	79.5	↓	85.0	AMBER	79.3	85.0	AMBER	N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	281.8	274.3	274.5	279.7	269.3	308.4	324.5	↓	426.0	GREEN	274.3	426.0	GREEN	379	N/A		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	58.6	58.4	58.8	59.4	59.4	59.8	60.0	↑	65.0	AMBER	58.4	65.0	AMBER	N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	80.3	80.1	80.5	80.3	80.3	81.5	81.5	↔	80.0	GREEN	80.1	80.0	GREEN	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	91.8	92.5	93.0	91.1	92.6	91.8	92.0	↑	85.0	GREEN	92.5	85.0	GREEN	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS		13.7	13.5	13.2	13.2	13.1	14.0	14.1	↓	15.0	GREEN	13.5	15.0	GREEN	N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		20.0	21.0	21.0	21.4	21.2	20.8	20.0	↑	18.0	AMBER	21.0	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		27.6	28.1	28.2	28.0	27.9	28.0	28.1	↓	25.0	AMBER	28.1	25.0	AMBER	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		76.3	78.4	81.0	82.5	83.6	83.3	83.3	↔	80.0	GREEN	78.4	70.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		73.1	72.3	76.1	75.0	75.0	76.9	76.9	↔	80.0	AMBER	72.3	80.0	AMBER	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		14.0	13.6	13.3	13.2	13.3	13.8	13.5	↑	15.0	GREEN	13.6	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		13.2	13.1	13.1	14.6	15.3	14.6	12.6	↑	15.0	GREEN	13.1	15.0	GREEN	N/A	N/A		

Integrated Children's Services Quarterly Indicators		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q2 20-21	Q3 20-21	Q4 20-21	Q1 21-22										
CYPE8	Rate of proven re-offending by CYP	L	Q		36.2	35.7	34.2	32.4	↑	35.0	GREEN	34.2	38.4	GREEN	38.3	37.8		

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?
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21										
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	32.2	32.6	34.4	36.0	37.0	38.8	39.1	↑	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		3.2	3.2	3.5	3.7	3.6	3.5	3.5	↔	2.9	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 responsible EHCPs	L	MS		10.2	10.0	10.1	10.5	10.5	10.0	10.5	↓	9	AMBER	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		2	1	1	3	3	3	3	↔	8	GREEN	12	9	AMBER	N/A	N/A	Yes
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		3	1	3	5	6	9	9	↔	27	GREEN	12	30	GREEN	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		86.6	88.8	89.3	90.8	88.5	88.9	88.8	↓	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		92.9	93.5	93.5	93.6	93.1	92.6	92.7	↑	95	AMBER	96.3	100	AMBER	N/A	N/A	

****Please note that there is no 2019-20 or 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								
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		

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Directorate Scorecard - Kent KPIs

Education and Early Help targets have been reviewed as they were out of date. Many of the targets were set when new measures were introduced, without any trend or comparative data to support this process. Targets now take into account the national position, where this is available, and the year on year improvements seen to date, and seek to drive continuous improvement.

Commentary on Integrated Children's Services Indicators:

Children's Social Care

AMBER: The percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (excluding UASC) is 79.5% which is below the target of 85.0%. Performance for the last 12 months has averaged 79.8%, remaining static over the past year. Information regarding the availability of in-house foster placements is continually reviewed to ensure that foster carer capacity is fully utilised and that children and young people are placed in the most suitable placement 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 60.0%, which is a slight improvement in performance achieved since the start of 2021.

AMBER: The average caseload in the Children's Social Work Teams (CSWT) is 20 cases, which is above the target caseload of no more than 18 children/young people but the lowest level achieved since February 2021 when it was also an average of 20 cases.

GREEN: The percentage re-referrals to Children's Social Work Services within 12 months of a previous referral was 24.5% for August 21, achieving the Target of below 25.0%. The rates of re-referrals have been decreasing steadily since the beginning of the year. This performance compares to the latest published 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).

GREEN: Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 91.4% which exceeds the target of 90.0%

GREEN: The percentage of children becoming subject to a child protection plan for the second or subsequent time is 21.1% which is within 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).

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 73.8% and the highest performance achieved since December 2019 (74.4%). Kent's performance remains above the latest published the average for Kent's Statistical Neighbours of 64.7%, the average for the South East of 65.0% and the England average of 68.0% (comparative data is for 2019/20).

GREEN: The average number of days between becoming a child in care and moving in with an adoptive family is 324 days, which remains significantly below the nationally set target of 426 days. The definition for this measure has been amended for 2021/22 reporting following a change by the DfE to make an adjustment for foster carer adoptions. All of the figures contained within this report have been provided based on that new definition, but previous versions of this report will have used the previous definition.

GREEN: The percentage of Children's Social Work Case File Audits graded good or outstanding is 81.5%, just above the 80.0% Target.

GREEN: The percentage of case holding posts filled by permanent qualified social workers is 92.0%, remaining significantly above the target of 85.0% (which is based on the national average for Agency Social Workers of 15%)

GREEN: The average caseloads in the Children in Care (CIC) Teams is 14 cases, a slight increase from the average of 13 cases achieved earlier in the year but 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 28.1%, 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 76.9% which is below the 80.0% target.

GREEN: The percentage of EH Assessments completed in the given month, within 6 weeks of allocation, has now started to stabilise and for August 2021 was 83.3%. The Target of 80.0% was achieved in April 2021 and performance has remained above Target.

GREEN: The percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 months is 13.5%, remaining below the Target of 15.0%

GREEN: The average caseload within Early Help Units is 12.6 families, below the Target of no more than 15 families and the lowest average achieved since June 2020 (9.8 cases).

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: Based on the rolling 12-month average, 39.1% of EHCPs were issued within 20 weeks (1,117 out of 2,856). In the single month of August this increased to 41.3% with 125 of plans out of 303 being issued within timescale. The Service remains focused on clearing the backlog of assessments over 20 weeks with the number reduced from 460 at the end of March to 250 at the end of June. This work on reducing the backlog is being undertaken in conjunction with the Educational Psychology service, who have experienced similar backlog challenges. The number of requests for Statutory Assessment (EHC needs assessment) remains high, with an average of 338 requests per month over the last quarter.

AMBER: 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 92.7% remains below the target of 95%

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 August, it was 3.5%, worse than the target of 2.9% but a slight improvement on the same time last year (3.9%). However Local Authorities are judged by the DfE on the 3-month rolled figure (for December, January, and February) which in 2020/21 was 3.0% was Kent; just 0.2 percentage points behind national. A deep dive review will take place into NEET activity this autumn/winter, including district variations in NEETs and Not Knowns figures and the key characteristics of those groups, the availability of training opportunities during Covid-19, and a review of our figures compared to statistical neighbours and national. This will come to a future Cabinet Committee.

AMBER: The percentage of Children Missing Education cases, closed within 30 school days, at 88.8% is just below the target of 90%. Despite the Covid-19 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: Three primary aged pupils were permanently excluded from school during the last 12 months, fewer than the target (of 8). 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 nine pupils is well below the target of 27. The reduction is related to the restriction of year groups returning to the school classroom following the Covid-19 'National Lockdown 1.0' school closures last year and the recent 'National Lockdown 3.0'

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	OPR	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

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Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2021-22	RAG 2021-22	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2019-20	Linked to SDP?	
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21								SN or SE			
Ashford CSWT																						
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		29.2	28.5	28.0	26.5	26.1	25.7	25.5	↑	25.0	AMBER	28.5	25.0	AMBER	26	22.6			
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		97.6	97.7	97.7	97.7	97.8	97.8	100.0	↑	90.0	GREEN	97.7	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	✓	21.0	17.9	18.5	17.4	18.6	16.5	18.5	↑	20.0	GREEN	17.9	20.0	GREEN	24	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	✓														64	N/A			
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓															N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓															379	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	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	61.5	61.5	63.6	66.7	66.7	66.7	66.7	↔	80.0	RED	61.5	80.0	RED	N/A	N/A			
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	93.1	95.3	97.5	100.4	100.4	100.4	100.4	↔	85.0	GREEN	95.3	85.0	GREEN	N/A	N/A			
SCS42	Average caseloads in the CIC Teams	L	MS																	N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		19.5	21.5	21.4	19.6	21.0	23.2	22.2	↑	18.0	RED	21.5	18.0	AMBER	N/A	N/A			
Ashford EHU																						
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		27.8	28.1	28.3	28.6	28.4	28.9	28.8	↑	25.0	AMBER	28.1	25.0	AMBER	28	N/A	Yes		
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		89.5	93.6	94.9	95.1	94.6	94.3	94.9	↑	80.0	GREEN	93.6	70.0	GREEN	N/A	N/A	Yes		
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		71.4	66.7	66.7	75.0	75.0	75.0	75.0	↔	80.0	AMBER	66.7	80.0	AMBER	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		10.0	9.5	10.5	11.2	11.0	12.5	12.6	↓	15.0	GREEN	9.5	15.0	GREEN	N/A	N/A			
	Average Caseload within EH Units (Families)	L	MS		12.0	12.4	10.8	11.4	12.8	13.6	11.1	↑	15.0	GREEN	12.4	15.0	GREEN	N/A	N/A			

Integrated Children's Services Quarterly Indicators - Ashford		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q2 20-21	Q3 20-21	Q4 20-21	Q1 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		25.0	22.6	30.0	41.7	↓	35.0	RED	30.0	38.4	GREEN	38.3	37.8		

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?
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21										
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	34.6	33.5	38.5	41.9	42.7	47.3	49.6	↑	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		3.3	3.4	3.6	3.8	3.4	3.4	3.4	↔	3.2	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 responsible EHCPs	L	MS		10.6	10.4	10.6	11.0	11.1	10.1	9.7	↑	9	AMBER	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded 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 pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	1	1	1	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		85.5	90.7	88.8	90.6	79.8	76.6	79.6	↑	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		90.4	90.4	90.9	92.2	91.5	92.6	92.4	↓	95	AMBER	96.4	100	AMBER	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		

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Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2021-22	RAG 2021-22	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2019-20	Linked to SDP?
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21										
Canterbury CSWT																			SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		35.5	35.5	34.1	34.4	33.4	33.4	33.3	↑	25.0	RED	35.5	25.0	RED	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		96.7	96.4	93.3	90.6	91.2	89.7	87.1	↓	90.0	AMBER	96.4	90.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	28.9	31.8	35.0	35.6	28.6	28.0	27.7	↑	20.0	RED	31.8	20.0	RED	24	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	✓														64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓														N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓														379	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		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	100.0	100.0	100.0	100.0	100.0	93.3	93.3	↔	80.0	GREEN	100.0	80.0	GREEN	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	78.8	79.6	79.6	79.6	75.3	75.3	84.0	↑	85.0	AMBER	79.6	85.0	AMBER	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS															N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		21.2	19.5	20.1	20.0	21.5	24.0	21.8	↑	18.0	AMBER	19.5	18.0	AMBER	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		24.3	26.1	26.6	26.8	25.6	25.3	24.7	↑	25.0	GREEN	26.1	25.0	AMBER	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		71.4	72.4	76.1	76.6	77.9	77.6	75.9	↓	80.0	AMBER	72.4	70.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		71.4	71.4	66.7	75.0	75.0	75.0	75.0	↔	80.0	AMBER	71.4	80.0	AMBER	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	15.7	15.2	15.2	13.9	12.4	11.8	↑	15.0	GREEN	15.7	15.0	AMBER	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		14.1	13.4	14.9	16.7	17.4	17.8	15.6	↑	15.0	AMBER	13.4	15.0	GREEN	N/A	N/A		

Integrated Children's Services Quarterly Indicators - Canterbury		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q2 20-21	Q3 20-21	Q4 20-21	Q1 21-22										
CYPE8	Rate of proven re-offending by CYP	L	Q		50.0	50.0	50.0	46.7	↑	35.0	RED	50.0	38.4	RED	38.3	37.8		

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?
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21										
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	24.2	25.8	28.8	29.3	32.9	36.2	37.9	↑	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		2.8	2.7	3.1	3.0	3.2	3.0	2.9	↑	2.7	AMBER	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 responsible EHCPs	L	MS		10.9	10.7	10.6	11.0	10.9	10.7	10.8	↓	9	RED	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded 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 pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		81.9	86.3	87.1	87.5	84.6	83.9	85.0	↑	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		97.9	98.1	98.2	98.3	98.4	98.9	98.9	↓	95	GREEN	92.9	100	AMBER	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								
AY2	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		

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Directorate Scorecard - Dartford District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2021-22	RAG 2021-22	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2019-20	Linked to SDP?	
					Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21							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		19.8	20.3	19.9	19.7	19.0	18.4	18.7	↓	25.0	GREEN	20.3	25.0	GREEN	26	22.6			
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		83.3	86.7	86.7	81.3	80.0	81.0	81.8	↑	90.0	AMBER	86.7	90.0	AMBER	N/A	N/A			
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	2.2	3.5	7.6	6.8	6.7	6.4	8.6	↑	20.0	RED	3.5	20.0	RED	24	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	✓														64	N/A			
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓															N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓															379	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	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	75.0	75.0	75.0	50.0	50.0	58.3	58.3	↔	80.0	RED	75.0	80.0	AMBER	N/A	N/A			
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	98.1	108.1	102.2	92.2	102.2	102.2	102.2	↔	85.0	GREEN	108.1	85.0	GREEN	N/A	N/A			
SCS42	Average caseloads in the CIC Teams	L	MS																N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		23.0	19.7	21.5	23.6	23.1	19.8	20.6	↓	18.0	AMBER	19.7	18.0	AMBER	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		21.5	23.8	22.9	23.7	24.8	25.4	25.8	↓	25.0	AMBER	23.8	25.0	GREEN	28	N/A	Yes		
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		81.3	81.6	81.4	83.6	84.0	82.4	82.2	↓	80.0	GREEN	81.6	70.0	GREEN	N/A	N/A	Yes		
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		62.5	50.0	50.0	62.5	62.5	62.5	62.5	↔	80.0	RED	50.0	80.0	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		10.7	9.3	8.0	8.2	8.9	10.5	10.9	↓	15.0	GREEN	9.3	15.0	GREEN	N/A	N/A			
	Average Caseload within EH Units (Families)	L	MS		12.2	12.9	12.2	15.0	13.3	11.7	10.9	↑	15.0	GREEN	12.9	15.0	GREEN	N/A	N/A			

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Integrated Children's Services Quarterly Indicators - Dartford		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q2 20-21	Q3 20-21	Q4 20-21	Q1 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		40.9	53.3	47.1	36.4	↑	35.0	AMBER	47.1	38.4	RED	38.3	37.8		

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?
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	32.0	30.9	28.8	30.8	27.6	28.2	25.5	↓	60	RED	50.0	40	GREEN	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.7	3.9	4.2	4.5	4.3	4.2	4.3	↓	3.6	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 responsible EHCPs	L	MS		11.0	11.0	10.8	10.7	10.8	10.5	11.3	↓	9	RED	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	3	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	0	0	↔	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		98.5	98.5	96.6	96.8	87.2	86.5	86.1	↓	90	RED	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		97.3	97.2	97.4	96.7	96.5	96.6	95.7	↓	95	GREEN	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					SN or SE			
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		65.9	64.7	60.5	73	RED	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		76.1	73.5	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		

Directorate Scorecard - Dover District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2021-22	RAG 2021-22	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2019-20	Linked to SDP?
Dover CSWT					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21							SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		30.7	30.7	31.4	32.3	31.1	30.8	31.8	↓	25.0	RED	30.7	25.0	RED	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		93.6	95.1	97.3	94.9	90.0	88.9	87.5	↓	90.0	AMBER	95.1	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	✓	12.2	13.7	8.0	7.4	8.5	7.5	7.5	↔	20.0	RED	13.7	20.0	AMBER	24	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	✓														64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓															N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓															379	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	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	60.0	60.0	75.0	69.2	69.2	69.2	69.2	↔	80.0	RED	60.0	80.0	RED	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	91.3	91.3	91.3	91.3	91.3	91.3	87.0	↓	85.0	GREEN	91.3	85.0	GREEN	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS																N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		21.2	23.8	21.8	20.1	18.3	17.3	18.0	↓	18.0	GREEN	23.8	18.0	RED	N/A	N/A		
Dover EHU					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		29.7	30.2	30.2	28.4	26.5	27.2	27.9	↓	25.0	AMBER	30.2	25.0	RED	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		90.4	91.8	94.2	95.1	94.9	94.4	94.1	↓	80.0	GREEN	91.8	70.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		57.1	57.1	66.7	62.5	62.5	62.5	62.5	↔	80.0	RED	57.1	80.0	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		16.4	15.9	15.5	13.3	14.7	15.9	14.9	↑	15.0	GREEN	15.9	15.0	AMBER	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		9.7	10.0	9.4	11.0	13.1	11.2	9.7	↑	15.0	GREEN	10.0	15.0	GREEN	N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Dover		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q2 20-21	Q3 20-21	Q4 20-21	Q1 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		40.0	34.4	26.9	30.0	↑	35.0	GREEN	26.9	38.4	GREEN	38.3	37.8		

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?
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	23.1	27.4	31.8	36.7	40.6	47.9	49.7	↑	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		3.1	3.0	3.1	3.5	3.2	3.1	2.9	↑	2.7	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 responsible EHCPs	L	MS		11.9	11.8	11.9	12.3	12.1	11.3	11.8	↓	9	RED	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	3	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	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		78.0	80.8	83.2	85.6	80.4	79.2	81.0	↑	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		87.9	89.2	89.9	89.7	88.0	87.0	88.3	↑	95	AMBER	96.3	100	AMBER	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		

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Directorate Scorecard - Folkestone and Hythe District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2021-22	RAG 2021-22	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2019-20	Linked to SDP?
Folkestone and Hythe CSWT					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21							SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		26.1	23.8	22.1	21.4	19.8	19.1	18.2	↑	25.0	GREEN	23.8	25.0	GREEN	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		100.0	94.7	94.4	95.0	92.3	92.0	92.0	↔	90.0	GREEN	94.7	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	✓	24.6	23.2	21.3	24.4	26.1	25.0	26.9	↓	20.0	AMBER	23.2	20.0	AMBER	24	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	✓														64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓															N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓															379	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	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	71.4	71.4	72.7	73.3	73.3	80.0	80.0	↔	80.0	GREEN	71.4	80.0	AMBER	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	89.2	93.4	95.9	91.7	91.7	95.9	100.1	↑	85.0	GREEN	93.4	85.0	GREEN	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS																N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		26.0	25.2	22.1	24.9	23.9	22.0	19.5	↑	18.0	AMBER	25.2	18.0	RED	N/A	N/A		
Folkestone and Hythe EHU					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		25.3	27.0	26.0	26.0	25.9	25.8	25.4	↑	25.0	AMBER	27.0	25.0	AMBER	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		64.1	67.7	73.2	76.1	77.0	75.7	74.7	↓	80.0	AMBER	67.7	70.0	AMBER	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		83.3	83.3	80.0	71.4	71.4	85.7	85.7	↔	80.0	GREEN	83.3	80.0	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		13.3	13.2	12.9	12.6	12.7	12.9	12.1	↑	15.0	GREEN	13.2	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		9.2	10.8	11.6	12.9	13.3	12.3	10.6	↑	15.0	GREEN	10.8	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 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q2 20-21	Q3 20-21	Q4 20-21	Q1 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		12.5	10.0	7.7	14.3	↓	35.0	GREEN	7.7	38.4	GREEN	38.3	37.8		

Directorate Scorecard - Folkestone and Hythe District

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?
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	28.0	31.9	36.1	41.5	42.9	47.8	51.3	↑	60	AMBER	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		3.4	3.5	3.6	4.1	4.0	3.8	4.0	↓	3.4	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 responsible EHCPs	L	MS		8.0	7.9	8.0	8.9	8.9	8.1	9.5	↓	9	AMBER	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded 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		95.9	95.7	97.3	99.0	92.0	92.7	92.9	↑	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		96.5	93.0	92.9	92.7	92.8	91.1	91.4	↑	95	AMBER	96.5	100	AMBER	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					SN or SE			
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		80.0	78.7	76.4	73	GREEN	↓	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 2021-22	RAG 2021-22	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2019-20	Linked to SDP?
Gravesham CSWT					Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21							SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		25.7	24.9	24.3	23.6	21.4	19.9	19.8	↑	25.0	GREEN	24.9	25.0	GREEN	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		97.7	100.0	96.8	96.4	92.9	92.0	91.7	↓	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	✓	23.1	17.8	19.0	17.4	15.1	16.1	19.4	↑	20.0	GREEN	17.8	20.0	GREEN	24	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	✓														64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓															N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓															379	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	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	75.0	70.0	62.5	75.0	75.0	85.7	85.7	↔	80.0	GREEN	70.0	80.0	AMBER	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	83.9	84.8	107.7	107.7	103.0	88.7	88.7	↔	85.0	GREEN	84.8	85.0	AMBER	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS																N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		19.9	20.1	21.3	23.5	22.4	22.6	20.0	↑	18.0	AMBER	20.1	18.0	AMBER	N/A	N/A		
Gravesham EHU					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		22.5	22.1	21.4	21.8	23.2	24.3	24.6	↓	25.0	GREEN	22.1	25.0	GREEN	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		60.3	65.0	69.0	72.3	74.5	74.9	77.0	↑	80.0	AMBER	65.0	70.0	AMBER	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	100.0	100.0	85.7	85.7	87.5	87.5	↔	80.0	GREEN	100.0	80.0	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		14.7	15.0	14.8	14.6	13.7	14.0	14.0	↔	15.0	GREEN	15.0	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		11.8	11.3	12.0	13.9	15.4	15.9	14.9	↑	15.0	GREEN	11.3	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 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q2 20-21	Q3 20-21	Q4 20-21	Q1 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		38.3	40.5	46.2	31.6	↑	35.0	GREEN	46.2	38.4	RED	38.3	37.8		

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?
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21							SN or SE			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	28.0	31.9	36.1	41.5	42.9	33.3	30.1	↓	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		3.8	3.9	4.4	4.5	4.2	4.1	4.2	↓	3.7	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 responsible EHCPs	L	MS		8.2	7.9	7.9	7.9	7.6	7.4	8.5	↓	9	GREEN	N/A	N/A	N/A	N/A	N/A	Yes	
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		1	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		1	1	1	1	1	1	1	↔	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		99.5	99.5	99.5	98.6	98.2	98.2	98.6	↑	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		88.7	90.8	91.3	90.7	84.7	82.5	82.3	↓	95	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 2021-22	RAG 2021-22	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2019-20	Linked to SDP?
Maidstone CSWT					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21							SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		26.8	27.3	27.0	26.4	24.7	24.1	23.1	↑	25.0	GREEN	27.3	25.0	AMBER	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		97.6	97.4	97.4	97.6	97.9	97.7	97.6	↓	90.0	GREEN	97.4	90.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	22.3	23.8	24.1	26.5	20.0	22.1	20.4	↑	20.0	GREEN	23.8	20.0	AMBER	24	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	✓														64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓														N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓														379	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		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	81.3	81.3	85.7	78.9	78.9	84.2	84.2	↔	80.0	GREEN	81.3	80.0	GREEN	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	69.2	73.1	69.2	61.5	69.2	69.2	73.1	↑	85.0	RED	73.1	85.0	RED	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS															N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		17.9	16.4	17.0	17.5	16.7	16.0	18.6	↓	18.0	AMBER	16.4	18.0	GREEN	N/A	N/A		
Maidstone EHU					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		21.0	21.5	22.9	22.3	23.0	23.0	22.8	↑	25.0	GREEN	21.5	25.0	GREEN	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		78.5	81.9	86.4	88.7	89.5	89.7	90.6	↑	80.0	GREEN	81.9	70.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		50.0	50.0	57.1	50.0	50.0	60.0	60.0	↔	80.0	RED	50.0	80.0	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		10.8	11.2	10.7	10.6	10.7	11.3	11.1	↑	15.0	GREEN	11.2	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		19.8	14.1	13.8	15.1	15.5	15.4	12.6	↑	15.0	GREEN	14.1	15.0	GREEN	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 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q2 20-21	Q3 20-21	Q4 20-21	Q1 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		25.5	30.0	35.7	40.0	↓	35.0	RED	35.7	38.4	GREEN	38.3	37.8		

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?
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	45.8	46.8	45.7	46.6	45.9	46.8	48.9	↑	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	3.0	3.1	3.1	3.2	3.1	3.2	↓	2.3	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 responsible EHCPs	L	MS		6.6	6.5	6.7	6.7	7.0	6.6	6.8	↓	9	GREEN	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		1	1	1	1	2	2	2	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	1	1	2	2	2	↔	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		83.8	86.7	80.5	81.9	80.4	82.3	81.5	↓	90	RED	76.7	90	RED	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		88.6	90.3	90.2	90.9	90.2	90.3	90.4	↑	95	AMBER	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		

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Directorate Scorecard - Sevenoaks District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2021-22	RAG 2021-22	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2019-20	Linked to SDP?
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21										
Sevenoaks North & Tonbridge and Malling CSWT					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21						SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		26.3	26.8	27.6	26.5	25.4	26.0	25.9	↑	25.0	AMBER	26.8	25.0	AMBER	26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		100.0	88.9	90.9	90.9	91.7	91.7	91.7	↔	90.0	GREEN	88.9	90.0	AMBER	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	39.4	30.2	29.4	28.8	25.0	27.0	27.5	↓	20.0	RED	30.2	20.0	RED	24	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	✓													64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓													N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓													379	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		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	50.0	50.0	50.0	50.0	50.0	33.3	33.3	↔	80.0	RED	50.0	80.0	RED	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	80.0	70.0	70.0	70.0	70.0	75.0	70.0	↓	85.0	RED	70.0	85.0	RED	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS														N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		17.7	21.2	20.3	20.2	20.3	26.6	26.8	↓	18.0	RED	21.2	18.0	AMBER	N/A	N/A	
Sevenoaks South & Tunbridge Wells CSWT					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21									
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		27.9	25.5	24.8	23.1	22.8	23.5	23.4	↑	25.0	GREEN	25.5	25.0	AMBER	26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		87.5	88.9	90.0	85.7	85.7	86.7	87.5	↑	90.0	AMBER	88.9	90.0	AMBER	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	19.6	19.0	26.9	26.5	25.0	23.1	22.2	↑	20.0	GREEN	19.0	20.0	GREEN	24	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	✓													64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓													N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓													379	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		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	100.0	100.0	100.0	71.4	71.4	72.7	72.7	↔	80.0	AMBER	100.0	80.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	81.0	76.0	73.0	73.0	78.0	78.0	78.0	↔	85.0	AMBER	76.0	85.0	AMBER	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS														N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		22.6	20.7	22.0	23.8	22.7	19.7	16.8	↑	18.0	GREEN	20.7	18.0	AMBER	N/A	N/A	

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Directorate Scorecard - Sevenoaks District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2021-22	RAG 2021-22	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21										
Sevenoaks North & Tonbridge and Malling EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		20.0	22.2	24.0	24.6	25.8	26.2	26.2	↔	25.0	AMBER	22.2	25.0	GREEN	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS			95.0	93.0	94.6	95.4	94.6	94.8	↑	80.0	GREEN	95.0	70.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M					66.7	66.7	66.7	66.7	↔	80.0	AMBER		80.0		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						17.4	15.4	16.5	↓	15.0	AMBER		15.0		N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS			12.1	12.4	14.3	16.4	16.0	13.1	↑	15.0	GREEN	12.1	15.0	GREEN	N/A	N/A		
Sevenoaks South & Tunbridge Wells EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		60.0	27.3	22.4	22.9	23.0	24.5	24.8	↓	25.0	GREEN	27.3	25.0	AMBER	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS			90.0	91.4	91.2	91.3	91.3	91.3	↔	80.0	GREEN	90.0	70.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M					50.0	50.0	50.0	50.0	↔	80.0	RED		80.0		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						9.1	14.8	16.7	↓	15.0	AMBER		15.0		N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS			14.8	13.2	14.5	16.3	16.9	12.2	↑	15.0	GREEN	14.8	15.0	GREEN	N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Sevenoaks		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q2 20-21	Q3 20-21	Q4 20-21	Q1 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		41.7	41.7	40.0	35.3	↑	35.0	AMBER	40.0	38.4	AMBER	38.3	37.8		

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?
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21										
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	31.1	28.7	28.1	28.0	28.3	25.6	24.2	↓	60	RED	24.5	40	RED	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.5	2.4	2.7	2.7	2.7	2.5	2.6	↓	2.4	AMBER	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 responsible EHCPs	L	MS		14.6	14.7	14.7	14.5	14.3	13.9	15.2	↓	9	RED	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		0	0	0	1	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		1	0	0	0	0	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		93.3	93.4	92.6	93.3	92.2	91.8	94.6	↑	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		95.3	95.7	95.9	94.1	92.0	92.3	92.1	↓	95	AMBER	93.8	100	AMBER	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								
Y2	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		

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Directorate Scorecard - Swale District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2021-22	RAG 2021-22	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2019-20	Linked to SDP?
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21							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		27.2	24.7	23.7	23.9	22.9	22.6	20.8	↑	25.0	GREEN	24.7	25.0	GREEN	26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		91.7	91.7	91.3	90.9	90.5	91.3	95.2	↑	90.0	GREEN	91.7	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	✓	24.1	23.2	24.2	23.3	24.5	24.2	27.0	↓	20.0	AMBER	23.2	20.0	AMBER	24	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	✓														64	N/A	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓														N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓														379	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	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	75.0	75.0	66.7	66.7	66.7	66.7	66.7	↔	80.0	RED	75.0	80.0	AMBER	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	94.4	94.4	94.4	94.4	88.9	94.4	94.4	↔	85.0	GREEN	94.4	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS															N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		14.5	22.1	21.3	21.0	20.9	18.4	18.8	↓	18.0	AMBER	22.1	18.0	RED	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		29.5	27.8	26.9	27.4	26.7	25.6	24.5	↑	25.0	GREEN	27.8	25.0	AMBER	26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		92.3	92.9	90.9	90.9	92.3	92.3	90.9	↓	90.0	GREEN	92.9	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	✓	24.7	27.1	21.2	17.9	17.8	18.2	15.5	↓	20.0	AMBER	27.1	20.0	AMBER	24	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	✓														64	N/A	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓														N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓														379	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	
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	80.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	100.0	94.1	94.1	94.1	94.1	94.1	94.1	↔	85.0	GREEN	94.1	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS															N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		17.5	20.1	20.8	21.1	20.2	19.5	17.1	↑	18.0	GREEN	20.1	18.0	AMBER	N/A	N/A	

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Directorate Scorecard - Swale District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2021-22	RAG 2021-22	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
Swale EHU					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21							SN or SE			
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		23.6	24.0	24.6	24.8	25.0	25.9	25.8	↑	25.0	AMBER	24.0	25.0	GREEN	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		64.3	69.3	73.6	77.8	81.3	82.4	81.0	↓	80.0	GREEN	69.3	70.0	AMBER	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		75.0	75.0	85.7	88.9	88.9	87.5	87.5	↔	80.0	GREEN	75.0	80.0	AMBER	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		13.6	12.8	11.9	12.1	13.0	13.5	12.8	↑	15.0	GREEN	12.8	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		13.8	13.9	14.1	15.8	17.9	16.5	16.0	↑	15.0	AMBER	13.9	15.0	GREEN	N/A	N/A		

Integrated Children's Services Quarterly Indicators - Swale		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q2 20-21	Q3 20-21	Q4 20-21	Q1 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		35.9	35.3	35.5	34.6	↑	35.0	GREEN	35.5	38.4	GREEN	38.3	37.8		

Directorate Scorecard - Swale District

Education Monthly Indicators - Swale		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	19.7	22.1	24.8	24.5	26.8	28.5	29.4	↑	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		3.4	3.7	4.1	4.7	4.3	4.5	4.4	↑	3.6	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 responsible EHCPs	L	MS		9.4	9.4	9.4	10.7	11.0	10.7	11.6	↓	9	RED	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		0	0	0	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		68.0	71.7	73.5	80.0	82.4	85.6	85.9	↑	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		100.0	100.0	100.0	100.0	100.0	98.5	100.0	↑	95	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 2021-22	RAG 2021-22	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2019-20	Linked to SDP?
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21							SN or SE		
Thanet Margate CSWT																				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		36.1	33.9	34.1	32.2	32.2	30.8	28.9	↑	25.0	AMBER	33.9	25.0	RED	26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	100.0	↔	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	✓	17.7	22.8	20.9	18.5	17.5	16.7	18.1	↑	20.0	GREEN	22.8	20.0	AMBER	24	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	✓														64	N/A	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓														N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓														379	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	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	100.0	100.0	100.0	90.0	90.0	90.0	90.0	↔	80.0	GREEN	100.0	80.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	101.2	101.2	101.2	105.5	106.5	101.2	101.2	↔	85.0	GREEN	101.2	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS															N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		20.1	21.4	21.3	21.7	23.1	20.5	21.0	↓	18.0	AMBER	21.4	18.0	AMBER	N/A	N/A	
Thanet Ramsgate CSWT																				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		31.2	31.2	30.7	28.7	27.1	26.7	26.0	↑	25.0	AMBER	31.2	25.0	RED	26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	100.0	↔	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	✓	14.0	17.8	14.6	23.5	21.4	23.7	22.6	↑	20.0	AMBER	17.8	20.0	GREEN	24	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	✓														64	N/A	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓														N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓														379	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	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	80.0	80.0	75.0	80.0	80.0	80.0	80.0	↔	80.0	GREEN	80.0	80.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	94.9	100.1	100.1	90.7	90.7	85.4	90.7	↑	85.0	GREEN	100.1	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS															N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		19.1	22.0	23.2	20.9	23.4	24.4	19.4	↑	18.0	AMBER	22.0	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 2021-22	RAG 2021-22	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
Thanet Margate EHU					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21							SN or SE			
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		33.8	34.8	33.7	32.6	32.1	30.9	31.1	↓	25.0	RED	34.8	25.0	RED	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		84.5	79.1	80.0	81.0	81.9	81.8	81.4	↓	80.0	GREEN	79.1	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	75.0	75.0	66.7	66.7	↔	80.0	AMBER	100.0	80.0	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		7.0	5.1	8.8	9.3	10.7	12.1	12.2	↓	15.0	GREEN	5.1	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		18.9	20.6	25.0	25.9	17.7	13.5	12.6	↑	15.0	GREEN	20.6	15.0	RED	N/A	N/A		
Thanet Ramsgate EHU					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		29.8	28.8	27.5	27.2	26.3	24.9	25.4	↓	25.0	AMBER	28.8	25.0	AMBER	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		79.0	76.5	79.8	82.0	83.7	83.5	83.6	↑	80.0	GREEN	76.5	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	↔	80.0	GREEN	100.0	80.0	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		6.9	11.1	11.4	12.1	11.8	16.1	16.2	↓	15.0	AMBER	11.1	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		13.8	18.2	15.4	17.1	16.5	15.5	13.7	↑	15.0	GREEN	18.2	15.0	RED	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 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q2 20-21	Q3 20-21	Q4 20-21	Q1 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		38.0	33.8	27.6	22.4	↑	35.0	GREEN	27.6	38.4	GREEN	38.3	37.8		

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?
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21							SN or SE			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	27.1	32.0	36.1	39.6	40.6	42.9	43.3	↑	60	RED	20.2	40	RED	58.5	60.4	Yes	
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.8	3.7	3.8	4.4	4.5	4.3	4.6	↓	4.0	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 responsible EHCPs	L	MS		12.7	12.2	12.5	12.7	12.5	12.3	11.8	↑	9	RED	N/A	N/A	N/A	N/A	N/A	Yes	
EH43	Number of pupils permanently excluded 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		72.5	77.8	83.8	86.1	85.5	86.7	86.2	↓	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		81.4	85.0	85.6	86.5	86.9	86.6	85.8	↓	95	AMBER	92.4	100	AMBER	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		

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Directorate Scorecard - Tonbridge and Malling District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2021-22	RAG 2021-22	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2019-20	Linked to SDP?
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21							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		26.3	26.8	27.6	26.5	25.4	26.0	25.9	↑	25.0	AMBER	26.8	25.0	AMBER	26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		100.0	88.9	90.9	90.9	91.7	91.7	91.7	↔	90.0	GREEN	88.9	90.0	AMBER	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	39.4	30.2	29.4	28.8	25.0	27.0	27.5	↓	20.0	RED	30.2	20.0	RED	24	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	✓														64	N/A	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓														N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓														379	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	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	50.0	50.0	50.0	50.0	50.0	33.3	33.3	↔	80.0	RED	50.0	80.0	RED	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	80.0	70.0	70.0	70.0	70.0	75.0	70.0	↓	85.0	RED	70.0	85.0	RED	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS															N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		17.7	21.2	20.3	20.2	20.3	26.6	26.8	↓	18.0	RED	21.2	18.0	AMBER	N/A	N/A	
Sevenoaks North & Tonbridge and Malling EHU																				
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		20.0	22.2	24.0	24.6	25.8	26.2	26.2	↔	25.0	AMBER	22.2	25.0	GREEN	28	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS			95.0	93.0	94.6	95.4	94.6	94.8	↑	80.0	GREEN	95.0	70.0	GREEN	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M					66.7	66.7	66.7	66.7	↔	80.0	AMBER		80.0		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						17.4	15.4	16.5	↓	15.0	AMBER		15.0		N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS			12.1	12.4	14.3	16.4	16.0	13.1	↑	15.0	GREEN	12.1	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 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q2 20-21	Q3 20-21	Q4 20-21	Q1 21-22							SN or SE		
CYPE8	Rate of proven re-offending by CYP	L	Q		40.0	39.3	30.4	11.1	↑	35.0	GREEN	30.4	38.4	GREEN	38.3	37.8	

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?
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	41.6	38.3	41.6	42.4	41.1	39.3	41.2	↑	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		2.9	3.0	2.9	2.9	2.9	2.9	2.9	↔	2.5	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 responsible EHCPs	L	MS		8.9	8.7	8.7	8.6	8.3	8.1	8.6	↓	9	GREEN	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded 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	1	1	2	2	↔	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		94.6	96.5	96.3	96.7	92.7	93.0	90.4	↓	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		93.0	92.4	91.4	90.4	89.5	89.0	89.0	↔	95	AMBER	95.8	100	AMBER	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	2019-20						SN or SE		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		79.3	76.6	70.8	73	AMBER	↓	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 2021-22	RAG 2021-22	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2019-20	Linked to SDP?		
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21								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		27.9	25.5	24.8	23.1	22.8	23.5	23.4	↑	25.0	GREEN	25.5	25.0	AMBER	26	22.6				
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		87.5	88.9	90.0	85.7	85.7	86.7	87.5	↑	90.0	AMBER	88.9	90.0	AMBER	N/A	N/A				
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	19.6	19.0	26.9	26.5	25.0	23.1	22.2	↑	20.0	GREEN	19.0	20.0	GREEN	24	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	✓														64	N/A				
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓															N/A	N/A			
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓															379	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		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	100.0	100.0	100.0	71.4	71.4	72.7	72.7	↔	80.0	AMBER	100.0	80.0	GREEN	N/A	N/A				
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	81.0	76.0	73.0	73.0	78.0	78.0	78.0	↔	85.0	AMBER	76.0	85.0	AMBER	N/A	N/A				
SCS42	Average caseloads in the CIC Teams	L	MS																N/A	N/A			
SCS43	Average caseloads in the CSWT Teams	L	MS		22.6	20.7	22.0	23.8	22.7	19.7	16.8	↑	18.0	GREEN	20.7	18.0	AMBER	N/A	N/A				
Sevenoaks South & Tunbridge Wells EHU																							
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		60.0	27.3	22.4	22.9	23.0	24.5	24.8	↓	25.0	GREEN	27.3	25.0	AMBER	28	N/A	Yes			
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS			90.0	91.4	91.2	91.3	91.3	91.3	↔	80.0	GREEN	90.0	70.0	GREEN	N/A	N/A	Yes			
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M					50.0	50.0	50.0	50.0	↔	80.0	RED		80.0		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						9.1	14.8	16.7	↓	15.0	AMBER		15.0		N/A	N/A				
	Average Caseload within EH Units (Families)	L	MS			14.8	13.2	14.5	16.3	16.9	12.2	↑	15.0	GREEN	14.8	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 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q2 20-21	Q3 20-21	Q4 20-21	Q1 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		44.4	35.0	23.5	36.4	↓	35.0	AMBER	23.5	38.4	GREEN	38.3	37.8		

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?
					Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21							SN or SE			
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	53.3	48.0	49.1	49.1	52.3	52.3	51.5	↓	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		2.7	2.7	2.8	2.7	2.8	2.5	2.5	↔	1.7	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 responsible EHCPs	L	MS		10.4	10.2	10.4	10.6	10.7	10.3	10.3	↔	9	AMBER	N/A	N/A	N/A	N/A	N/A	Yes	
EH43	Number of pupils permanently excluded 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		1	0	1	1	1	2	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		91.8	96.5	95.2	96.0	96.7	96.1	96.2	↑	90	GREEN	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		99.1	99.2	99.2	100.0	100.0	100.0	100.0	↔	95	GREEN	95.7	100	AMBER	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		

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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	Summer 2021 School Census	July 2021
CYPE11	Number of Secondary Schools	MI School Census Database	Summer 2021 School Census	July 2021
CYPE12	Number of Special Schools	MI School Census Database	Summer 2021 School Census	July 2021
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	Summer 2021 School Census	July 2021
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	Summer 2021 School Census	July 2021
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	Summer 2021 School Census	July 2021
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	Summer 2021 School Census	July 2021
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	Summer 2021 School Census	July 2021
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	Summer 2021 School Census	July 2021
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	MI Ofsted Database	Inspections as at end of Aug 2021	Sept 2021
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2021	Sept 2021
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2021	Sept 2021
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2021	Sept 2021
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of Aug 2021	Sept 2021
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 Aug 2021	Sept 2021
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 Aug 2021	Sept 2021
FD01	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of Aug 2021	Sept 2021
FD1	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of Aug 2021	Sept 2021
FD02	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	Early Help module	Children referred during the month of Aug 2021	Sept 2021
FD03	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of Aug 2021	Sept 2021
EH03	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of Aug 2021	Sept 2021
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of Aug 2021	Sept 2021
	Number of Child Protection cases	Liberi	Snapshot data as at end of Aug 2021	Sept 2021
	Number of Children in Care	Liberi	Snapshot data as at end of Aug 2021	Sept 2021
	Number of Care Leavers	Liberi	Snapshot data as at end of Aug 2021	Sept 2021
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to Aug 2021	Sept 2021
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 Aug 2021	Sept 2021
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to Aug 2021	Sept 2021
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to Aug 2021	Sept 2021
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 Aug 2021	Sept 2021
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at Aug 2021	Sept 2021
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	Liberi	Rolling 12 months up to Aug 2021	Sept 2021
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to Aug 2021	Sept 2021
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to Aug 2021	Sept 2021
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at Aug 2021	Sept 2021
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Aug 2021	Sept 2021
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Aug 2021	Sept 2021
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	Early Help module	Snapshot as at Aug 2021	Sept 2021
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at Aug 2021	Sept 2021
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at Aug 2021	Sept 2021
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 Aug 2021	Sept 2021
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at Aug 2021	Sept 2021
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for Oct 2018 to Sep 2019 cohort	July 2021

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	Synergy - monthly reported data	Snapshot as at Aug 2021	Sept 2021
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 Aug 2021	Sept 2021
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	Synergy - monthly reported data	Snapshot as at Aug 2021	Sept 2021
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	Synergy - monthly reported data	Rolling 12 months up to Aug 2021	Sept 2021
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	Synergy - monthly reported data	Rolling 12 months up to Aug 2021	Sept 2021
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to Aug 2021	Sept 2021
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 Aug 2021	Sept 2021
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
SEND20	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
CYPE27	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
CYPE28	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

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
EH1	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 responsible EHCPs	The number of pupils with an EHCP that are placed in independent Special schools or out-of-county Special schools as a percentage of the total number of pupils with an EHCP
EH43	Number of pupils permanently excluded 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 pupils permanently excluded 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 Bacculaureate (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.
CYPE19	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 Directorate

Ofsted Dashboard

Inspections up to 30 September 2021

Produced by: Management Information (Education), KCC

Ofsted Monthly Dataset Publication Date: 12 October 2021



Ofsted Inspection Outcomes Dashboard

Most Recent Inspection Outcomes - ALL										
Type	Number of schools inspected	Number Inadequate	Number RI	Number Good	Number Outstanding	% Inadequate	% RI	% Good	% Outstanding	% Good or Outstanding
Primary	452	7	26	337	82	1.5	5.8	74.6	18.1	92.7
Secondary	98	0	13	59	26	0.0	13.3	60.2	26.5	86.7
Special	22	0	1	14	7	0.0	4.5	63.6	31.8	95.5
PRU	6	0	2	3	1	0.0	33.3	50.0	16.7	66.7
TOTAL	578	7	42	413	116	1.2	7.3	71.5	20.1	91.5
No. of schools not inspected	5									
National						4	10	67	19	86
School Sixth Form	66	0	5	41	20	0.0	7.6	62.1	30.3	92.4
School Early Years Provision	282	3	20	178	81	1.1	7.1	63.1	28.7	91.8
EY Settings	537	1	5	426	105	0.2	0.9	79.3	19.6	98.9

Notes:

In addition to the above outcomes for EY Settings, there were 25 Settings with an outcome of Met, 1 Setting with an outcome of Not Met (enforcement) and 2 Setting with an outcome of Not Met (with actions)
 This table includes the most recent inspection result for a school based on either their current or previous DfE number/status
 National data is based on the published Ofsted dataset as at 30/09/2021

Most Recent Inspection Outcomes - CURRENT ACADEMIC YEAR ONLY										
Type	Number of schools inspected	Number Inadequate	Number RI	Number Good	Number Outstanding	% Inadequate	% RI	% Good	% Outstanding	% Good or Outstanding
Primary										
Secondary										
Special										
PRU										
TOTAL										
EY Settings	3	0	0	3	0	0.0	0.0	100.0	0.0	100.0

Notes:

There were no inspections reported for Kent schools during September 2021 in the Ofsted dataset released on 14th October. The above table will be updated when inspection data for 2021/22 is published in subsequent datasets.
The above totals for EY settings include all available Ofsted published data as at 28th October for inspections so far in the 2021/22 academic year.
 In addition to the above outcomes for EY Settings, there were 4 Settings with an outcome of Met.

Direction of travel - ALL SCHOOLS - Numbers				
	Latest inspection result			
Previous inspection result	Outstanding	Good	RI	Inadequate
Outstanding	18	33	3	0
Good	70	135	19	2
RI	7	203	10	4
Inadequate	1	26	8	0

Direction of travel - ALL SCHOOLS - Percentages				
	Latest inspection result			
Previous inspection result	Outstanding	Good	RI	Inadequate
Outstanding	3.3	6.1	0.6	0.0
Good	13.0	25.0	3.5	0.4
RI	1.3	37.7	1.9	0.7
Inadequate	0.2	4.8	1.5	0.0

Direction of travel - CURRENT ACADEMIC YEAR - Numbers				
	Latest inspection result			
Previous inspection result	Outstanding	Good	RI	Inadequate
Outstanding				
Good				
RI				
Inadequate				

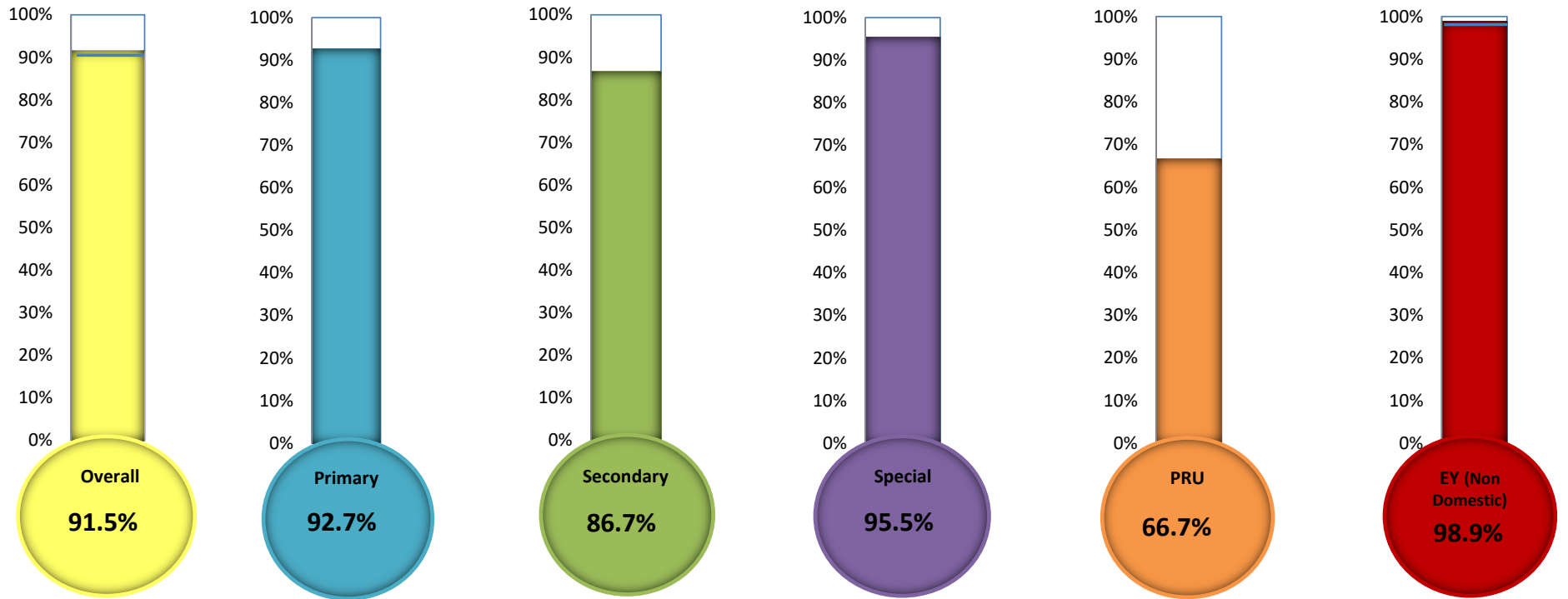
Direction of travel - CURRENT ACADEMIC YEAR - Percentages				
	Latest inspection result			
Previous inspection result	Outstanding	Good	RI	Inadequate
Outstanding				
Good				
RI				
Inadequate				

Note: The total numbers in these tables will not add up to the totals in the summary tables above, as a school must have both a current and a previous inspection result to be included in the direction of travel analysis, whereas all schools are included in the summary tables above.

The were no inspections reported for Kent schools during September 2021 in the Ofsted dataset released on 14th October. The above 'Current Academic Year' tables will be updated when inspection data for 2021/22 is published in subsequent datasets. Page 432

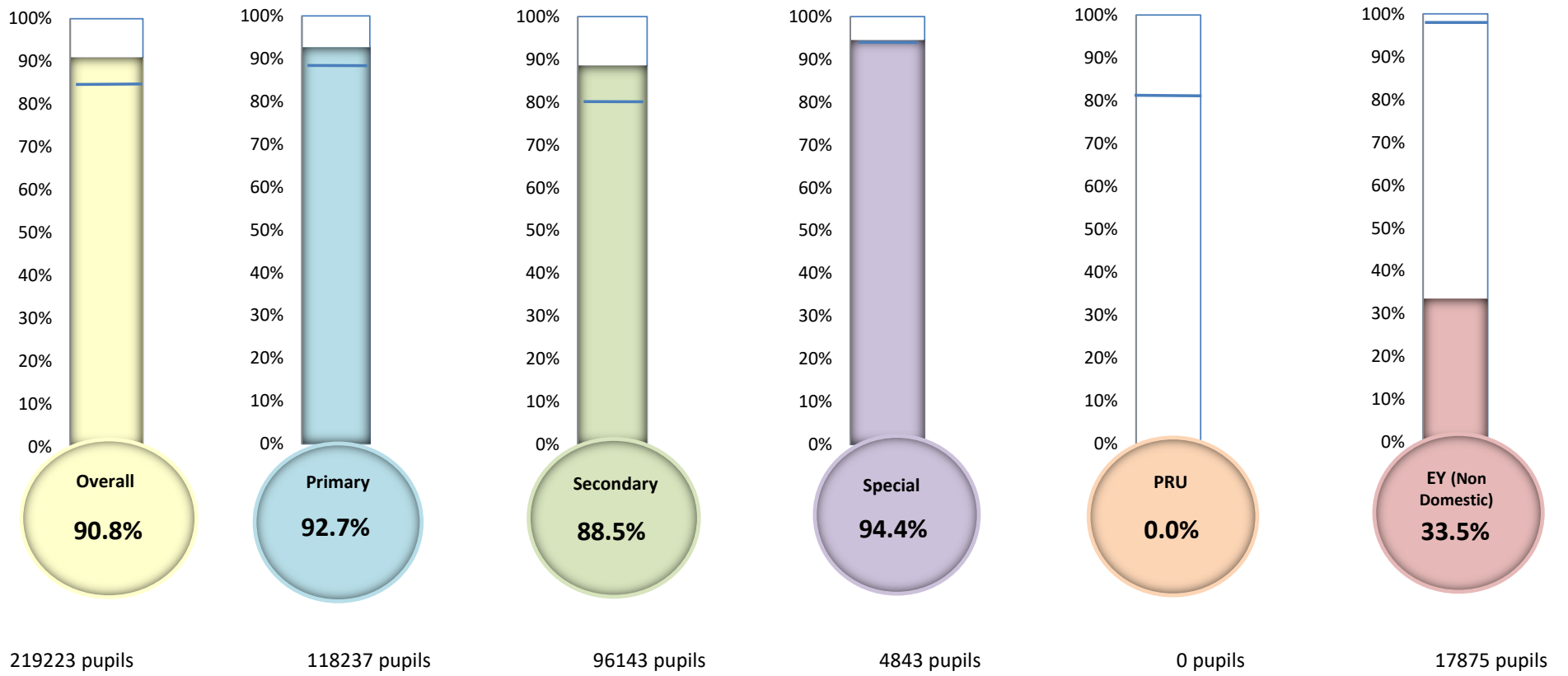
Ofsted Inspection Results Dashboard

% of Schools and EY Settings with Good and Outstanding Ofsted Judgements - as at 30th September 2021



N.B. Horizontal lines represent Kent targets for 2021/22

% of Pupils attending Schools and EY Settings with Good and Outstanding Ofsted Judgements - as at 30th September



N.B. Horizontal line represents the national % of pupils attending Schools with Good or Outstanding Ofsted Judgements as at 31/03/2021

May 2021 School Census data has been used for total roll numbers

Please note that PRU totals only include Main or Single registration pupils

Early Years: Based on Spring 2021 Headcount (including late joiners) Non Domestic Premises Only

Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - September 2021 - All Schools						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	PRI	42	4	36	2	0	40	95.2
Canterbury	PRI	35	10	23	1	1	33	94.3
Dartford	PRI	26	2	22	1	1	24	92.3
Dover	PRI	41	8	31	2	0	39	95.1
Folkestone and Hythe	PRI	35	8	24	3	0	32	91.4
Gravesham	PRI	28	3	23	2	0	26	92.9
Maidstone	PRI	48	8	34	6	0	42	87.5
Sevenoaks	PRI	42	6	32	3	1	38	90.5
Swale	PRI	48	10	33	3	2	43	89.6
Thanet	PRI	31	7	23	1	0	30	96.8
Tonbridge and Malling	PRI	44	10	30	2	2	40	90.9
Tunbridge Wells	PRI	32	6	26	0	0	32	100.0
Kent	PRI	410	78	301	24	7	379	92.4

Ashford	PRU	0	0	0	0	0	0	0.0
Canterbury	PRU	0	0	0	0	0	0	0.0
Dartford	PRU	0	0	0	0	0	0	0.0
Dover	PRU	0	0	0	0	0	0	0.0
Folkestone and Hythe	PRU	1	0	1	0	0	1	100.0
Gravesham	PRU	1	0	0	1	0	0	0.0
Maidstone	PRU	1	0	1	0	0	1	100.0
Sevenoaks	PRU	0	0	0	0	0	0	0.0
Swale	PRU	0	0	0	0	0	0	0.0
Thanet	PRU	1	0	1	0	0	1	100.0
Tonbridge and Malling	PRU	1	0	0	1	0	0	0.0
Tunbridge Wells	PRU	1	1	0	0	0	1	100.0
Kent	PRU	6	1	3	2	0	4	66.7

Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - September 2021 - All Schools						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	SEC	7	1	5	1	0	6	85.7
Canterbury	SEC	9	1	7	1	0	8	88.9
Dartford	SEC	10	3	7	0	0	10	100.0
Dover	SEC	9	2	3	4	0	5	55.6
Folkestone and Hythe	SEC	5	2	3	0	0	5	100.0
Gravesham	SEC	8	3	5	0	0	8	100.0
Maidstone	SEC	11	2	9	0	0	11	100.0
Sevenoaks	SEC	3	0	3	0	0	3	100.0
Swale	SEC	8	2	5	1	0	7	87.5
Thanet	SEC	8	1	4	3	0	5	62.5
Tonbridge and Malling	SEC	11	3	6	2	0	9	81.8
Tunbridge Wells	SEC	9	6	2	1	0	8	88.9
Kent	SEC	91	25	54	12	0	79	86.8

Ashford	SPE	2	1	1	0	0	2	100.0
Canterbury	SPE	2	0	2	0	0	2	100.0
Dartford	SPE	1	0	1	0	0	1	100.0
Dover	SPE	2	0	2	0	0	2	100.0
Folkestone and Hythe	SPE	1	1	0	0	0	1	100.0
Gravesham	SPE	1	1	0	0	0	1	100.0
Maidstone	SPE	2	2	0	0	0	2	100.0
Sevenoaks	SPE	2	1	1	0	0	2	100.0
Swale	SPE	1	1	0	0	0	1	100.0
Thanet	SPE	4	0	4	0	0	4	100.0
Tonbridge and Malling	SPE	2	0	1	1	0	1	50.0
Tunbridge Wells	SPE	2	0	2	0	0	2	100.0
Kent	SPE	20	6	13	1	0	19	95.0

Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - September 2021 - All Schools						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	ALL	51	6	42	3	0	48	94.1
Canterbury	ALL	46	11	32	2	1	43	93.5
Dartford	ALL	37	5	30	1	1	35	94.6
Dover	ALL	52	10	36	6	0	46	88.5
Folkestone and Hythe	ALL	42	11	28	3	0	39	92.9
Gravesham	ALL	38	7	28	3	0	35	92.1
Maidstone	ALL	62	12	44	6	0	56	90.3
Sevenoaks	ALL	47	7	36	3	1	43	91.5
Swale	ALL	57	13	38	4	2	51	89.5
Thanet	ALL	44	8	32	4	0	40	90.9
Tonbridge and Malling	ALL	58	13	37	6	2	50	86.2
Tunbridge Wells	ALL	44	13	30	1	0	43	97.7
Kent	ALL	527	110	371	39	7	481	91.3

Ashford	EY	41	4	37	0	0	41	100.0
Canterbury	EY	44	9	35	0	0	44	100.0
Dartford	EY	39	6	32	1	0	38	97.4
Dover	EY	37	8	28	1	0	36	97.3
Folkestone and Hythe	EY	34	9	25	0	0	34	100.0
Gravesham	EY	25	3	22	0	0	25	100.0
Maidstone	EY	61	12	48	1	0	60	98.4
Sevenoaks	EY	44	7	37	0	0	44	100.0
Swale	EY	47	9	36	1	1	45	95.7
Thanet	EY	33	8	25	0	0	33	100.0
Tonbridge and Malling	EY	45	8	37	0	0	45	100.0
Tunbridge Wells	EY	45	11	34	0	0	45	100.0
Kent	EY	537	105	426	5	1	531	98.9

Note: EY District Totals are based on Settings matched to Kent Districts only and the sum does not equal the overall Kent total.

Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - September 2021 - Academies						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	PRI	16	0	16	0	0	16	100.0
Canterbury	PRI	13	3	9	0	1	12	92.3
Dartford	PRI	18	2	14	1	1	16	88.9
Dover	PRI	21	4	17	0	0	21	100.0
Folkestone and Hythe	PRI	12	1	8	3	0	9	75.0
Gravesham	PRI	17	1	14	2	0	15	88.2
Maidstone	PRI	16	4	9	3	0	13	81.3
Sevenoaks	PRI	9	4	4	0	1	8	88.9
Swale	PRI	32	6	21	3	2	27	84.4
Thanet	PRI	13	3	9	1	0	12	92.3
Tonbridge and Malling	PRI	13	2	8	1	2	10	76.9
Tunbridge Wells	PRI	7	0	7	0	0	7	100.0
Kent	PRI	171	30	120	14	7	150	87.7

Ashford	PRU							
Canterbury	PRU							
Dartford	PRU							
Dover	PRU							
Folkestone and Hythe	PRU							
Gravesham	PRU	1	0	0	1	0	0	0.0
Maidstone	PRU							
Sevenoaks	PRU							
Swale	PRU							
Thanet	PRU							
Tonbridge and Malling	PRU							
Tunbridge Wells	PRU							
Kent	PRU							

Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - September 2021 - Academies						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	SEC	6	1	4	1	0	5	83.3
Canterbury	SEC	6	0	6	0	0	6	100.0
Dartford	SEC	9	3	6	0	0	9	100.0
Dover	SEC	7	1	2	4	0	3	42.9
Folkestone and Hythe	SEC	5	2	3	0	0	5	100.0
Gravesham	SEC	4	3	1	0	0	4	100.0
Maidstone	SEC	9	1	8	0	0	9	100.0
Sevenoaks	SEC	3	0	3	0	0	3	100.0
Swale	SEC	8	2	5	1	0	7	87.5
Thanet	SEC	6	1	3	2	0	4	66.7
Tonbridge and Malling	SEC	6	2	4	0	0	6	100.0
Tunbridge Wells	SEC	7	5	1	1	0	6	85.7
Kent	SEC	76	21	46	9	0	67	88.2

Ashford	SPE	0	0	0	0	0	0	0.0
Canterbury	SPE	0	0	0	0	0	0	0.0
Dartford	SPE	0	0	0	0	0	0	0.0
Dover	SPE	0	0	0	0	0	0	0.0
Folkestone and Hythe	SPE	0	0	0	0	0	0	0.0
Gravesham	SPE	0	0	0	0	0	0	0.0
Maidstone	SPE	0	0	0	0	0	0	0.0
Sevenoaks	SPE	1	1	0	0	0	1	100.0
Swale	SPE	0	0	0	0	0	0	0.0
Thanet	SPE	0	0	0	0	0	0	0.0
Tonbridge and Malling	SPE	0	0	0	0	0	0	0.0
Tunbridge Wells	SPE	0	0	0	0	0	0	0.0
Kent	SPE	1	1	0	0	0	1	100.0

Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - September 2021 - Academies						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	ALL	22	1	20	1	0	21	95.5
Canterbury	ALL	19	3	15	0	1	18	94.7
Dartford	ALL	27	5	20	1	1	25	92.6
Dover	ALL	28	5	19	4	0	24	85.7
Folkestone and Hythe	ALL	17	3	11	3	0	14	82.4
Gravesham	ALL	22	4	15	3	0	19	86.4
Maidstone	ALL	25	5	17	3	0	22	88.0
Sevenoaks	ALL	13	5	7	0	1	12	92.3
Swale	ALL	40	8	26	4	2	34	85.0
Thanet	ALL	19	4	12	3	0	16	84.2
Tonbridge and Malling	ALL	19	4	12	1	2	16	84.2
Tunbridge Wells	ALL	14	5	8	1	0	13	92.9
Kent	ALL	265	52	182	24	7	234	88.3

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Ashford	EY							
Canterbury	EY							
Dartford	EY							
Dover	EY							
Folkestone and Hythe	EY							
Gravesham	EY							
Maidstone	EY							
Sevenoaks	EY							
Swale	EY							
Thanet	EY							
Tonbridge and Malling	EY							
Tunbridge Wells	EY							
Kent	EY							

Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - September 2021 - Non Academies						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	PRI	26	4	20	2	0	24	92.3
Canterbury	PRI	22	7	14	1	0	21	95.5
Dartford	PRI	8	0	8	0	0	8	100.0
Dover	PRI	20	4	14	2	0	18	90.0
Folkestone and Hythe	PRI	23	7	16	0	0	23	100.0
Gravesham	PRI	11	2	9	0	0	11	100.0
Maidstone	PRI	32	4	25	3	0	29	90.6
Sevenoaks	PRI	33	2	28	3	0	30	90.9
Swale	PRI	16	4	12	0	0	16	100.0
Thanet	PRI	18	4	14	0	0	18	100.0
Tonbridge and Malling	PRI	31	8	22	1	0	30	96.8
Tunbridge Wells	PRI	25	6	19	0	0	25	100.0
Kent	PRI	239	48	181	10	0	229	95.8

Ashford	PRU	0	0	0	0	0	0	0.0
Canterbury	PRU	0	0	0	0	0	0	0.0
Dartford	PRU	0	0	0	0	0	0	0.0
Dover	PRU	0	0	0	0	0	0	0.0
Folkestone and Hythe	PRU	1	0	1	0	0	1	100.0
Gravesham	PRU	0	0	0	0	0	0	0.0
Maidstone	PRU	1	0	1	0	0	1	100.0
Sevenoaks	PRU	0	0	0	0	0	0	0.0
Swale	PRU	0	0	0	0	0	0	0.0
Thanet	PRU	1	0	1	0	0	1	100.0
Tonbridge and Malling	PRU	1	0	0	1	0	0	0.0
Tunbridge Wells	PRU	1	1	0	0	0	1	100.0
Kent	PRU	5	1	3	1	0	4	80.0

Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - September 2021 - Non Academies						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	SEC	1	0	1	0	0	1	100.0
Canterbury	SEC	3	1	1	1	0	2	66.7
Dartford	SEC	1	0	1	0	0	1	100.0
Dover	SEC	2	1	1	0	0	2	100.0
Folkestone and Hythe	SEC	0	0	0	0	0	0	0.0
Gravesham	SEC	4	0	4	0	0	4	100.0
Maidstone	SEC	2	1	1	0	0	2	100.0
Sevenoaks	SEC	0	0	0	0	0	0	0.0
Swale	SEC	0	0	0	0	0	0	0.0
Thanet	SEC	2	0	1	1	0	1	50.0
Tonbridge and Malling	SEC	5	1	2	2	0	3	60.0
Tunbridge Wells	SEC	2	1	1	0	0	2	100.0
Kent	SEC	21	5	12	4	0	17	81.0

Ashford	SPE	2	1	1	0	0	2	100.0
Canterbury	SPE	2	0	2	0	0	2	100.0
Dartford	SPE	1	0	1	0	0	1	100.0
Dover	SPE	2	0	2	0	0	2	100.0
Folkestone and Hythe	SPE	1	1	0	0	0	1	100.0
Gravesham	SPE	1	1	0	0	0	1	100.0
Maidstone	SPE	2	2	0	0	0	2	100.0
Sevenoaks	SPE	1	0	1	0	0	1	100.0
Swale	SPE	1	1	0	0	0	1	100.0
Thanet	SPE	4	0	4	0	0	4	100.0
Tonbridge and Malling	SPE	2	0	1	1	0	1	50.0
Tunbridge Wells	SPE	2	0	2	0	0	2	100.0
Kent	SPE	19	5	13	1	0	18	94.7

Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - September 2021 - Non Academies						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	ALL	29	5	22	2	0	27	93.1
Canterbury	ALL	27	8	17	2	0	25	92.6
Dartford	ALL	10	0	10	0	0	10	100.0
Dover	ALL	24	5	17	2	0	22	91.7
Folkestone and Hythe	ALL	25	8	17	0	0	25	100.0
Gravesham	ALL	16	3	13	0	0	16	100.0
Maidstone	ALL	37	7	27	3	0	34	91.9
Sevenoaks	ALL	34	2	29	3	0	31	91.2
Swale	ALL	17	5	12	0	0	17	100.0
Thanet	ALL	25	4	20	1	0	24	96.0
Tonbridge and Malling	ALL	39	9	25	5	0	34	87.2
Tunbridge Wells	ALL	30	8	22	0	0	30	100.0
Kent	ALL	284	59	209	16	0	268	94.4

Ashford	EY	41	4	37	0	0	41	100.0
Canterbury	EY	44	9	35	0	0	44	100.0
Dartford	EY	39	6	32	1	0	38	97.4
Dover	EY	37	8	28	1	0	36	97.3
Folkestone and Hythe	EY	34	9	25	0	0	34	100.0
Gravesham	EY	25	3	22	0	0	25	100.0
Maidstone	EY	61	12	48	1	0	60	98.4
Sevenoaks	EY	44	7	37	0	0	44	100.0
Swale	EY	47	9	36	1	1	45	95.7
Thanet	EY	33	8	25	0	0	33	100.0
Tonbridge and Malling	EY	45	8	37	0	0	45	100.0
Tunbridge Wells	EY	45	11	34	0	0	45	100.0
Kent	EY	537	105	426	5	1	531	98.9

Note: EY District Totals are based on Settings matched to Kent Districts only and the sum does not equal the overall Kent total.

CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE – WORK PROGRAMME 2021/22

14 JANUARY 2022		
• SEND Update	Standing Item	
• School Expansions/Alterations	Standing Item	
• Performance Monitoring	Standing item	
• Ofsted Update	Standing item	
• Budget Proposals Report		
• Specialist Teaching and Learning Services		
• Kent Safeguarding Children Multi-agency Partnership Annual Report	Annual report	Added 08/11/2021
• Coordinated Scheme of Admissions	Annual report	
• Work Programme 2021/22	Standing item	
10 MARCH 2022		
• Post 16 Transport Policy	Annual report	
• Annual presentation of risk reports	Annual report	
• SACRE Report	Annual report	
• SEND Update	Standing item	
• School Expansions/Alterations	Standing Item	
• Performance Monitoring	Standing item	
• Ofsted Update	Standing item	
• Serious Youth Violence Project	Update	Added at Agenda Setting on 22/10/21
• Work Programme 2021/22	Standing item	
23 JUNE 2022		
• Strategic Delivery Plan Monitoring	Bi-annual report	

• Kent Commissioning Plan Update	Bi-annual report	
• Post 16 Transport Policy Statement 2021/22	Annual report	
• School Expansions/Alterations	Standing Item	
• Performance Monitoring	Standing item	
• SEND Update	Standing Item	
• Ofsted Update	Standing item	
• NEETs Data Report		Added at Agenda Setting on 22/10/21
• North Kent Serious Youth Violence Programme; Contextual Safeguarding Work		
• Headstart Kent		
• Work Programme 2021/22	Standing item	

Updated: 8 November 2021