

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

**Tuesday, 11th January, 2022**

**10.00 am**

**Online**







## AGENDA

# CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE

Tuesday, 11 January 2022 at 10.00 am  
Online

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 by Members in items on the Agenda
- 4 Minutes of the meeting held on 14 September 2021 (Pages 1 - 8)
- 5 Minutes of the meeting held on 16 November 2021 (Pages 9 - 16)
- 6 Verbal Update by Cabinet Members
- 7 Performance Monitoring (Pages 17 - 70)
- 8 Kent Safeguarding Children Multi-agency Partnership's second annual report (Pages 71 - 96)
- 9 Budget Proposals Report  
Report to follow.

- 10 Special Educational Needs Strategy 2021 - 2024 - Update (Pages 97 - 108)
- 11 Coordinated Scheme of Admissions (Pages 109 - 230)
- 12 SEND update (Pages 231 - 270)
- 13 Specialist Teaching and Learning Services (Pages 271 - 338)
- 14 Schools Funding Arrangements for 2022-23 (Pages 339 - 350)
- 15 Adoption Partnership South East, Regional Adoption Agency -Annual Report (Pages 351 - 386)
- 16 Young Carers Overview - Commissioned Service (Pages 387 - 420)

### **School Expansions**

- 17 Swale Secondary Provision. Temporary expansions of Sittingbourne Secondary Schools for September 2022 and September 2023 (Pages 421 - 438)
- 18 Proposed Expansion of Snowfields Academy (Pages 439 - 448)
- 19 Proposal to permanently expand Queen Elizabeth's Grammar School, Abbey Place, Faversham, ME13 7BQ from 150 to 180 places for September 2023 (allocation of funding) (Pages 449 - 456)
- 20 Allocation of Additional Basic Needs Capital Funding Towards Proposed Expansion of Invicta Grammar School (Pages 457 - 466)
- 21 Information report on Academy Trust consultations and projects in East Kent (Pages 467 - 486)
- 22 Proposal to change use of Garlinge Children's Centre building to provide a 16 place Specialist Resource Provision (SRP) for children with Autism Spectrum Disorder (ASD) as part of Garlinge Primary School and Nursery and that will serve Thanet children with ASD (Pages 487 - 516)
- 23 Ofsted Update (Pages 517 - 528)
- 24 Work Programme (Pages 529 - 530)

### **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

**Friday, 31 December 2021**

**KENT COUNTY COUNCIL**

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

MINUTES of a meeting of the Children's, Young People and Education Cabinet Committee held at Online on Tuesday, 14th September, 2021.

PRESENT: Mr M C Dance (Chairman), Mr M Dendor (Vice-Chairman), Mr A Brady, Mr G Cooke, Mr D Crow-Brown, Mrs T Dean, MBE, Ms S Hamilton, Mr R C Love, OBE, Dr L Sullivan, Mr M Reidy, Mr Q Roper and Mr M A J Hood

**UNRESTRICTED ITEMS**

**19. Apologies and Substitutes**  
*(Item 2)*

Apologies were received from Ms McArthur, Mr Beart and Mr Lehmann for whom Mr Hood was present.

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

There were no declarations of interest.

**21. Minutes of the meeting held on 30 June 2021**  
*(Item 4)*

RESOLVED that the minutes of the meeting of the Children's, Young People and Education Cabinet Committee held on 30 June 2021 were correctly recorded and that they be signed by the Chairman.

**22. Verbal Update by Cabinet Member and Corporate Director**  
*(Item 5)*

1) Mrs Prendergast said work had been undertaken with Kent Supported Employment Service which supported people with physical disabilities, learning difficulties, autism and sensory issues to move into sustainable, paid work. Working with people aged 16 to 70, the service also supported employers with recruitment. From September 2021, the team was moving into mainstream schools to help support them in providing employment opportunities for all pupils with special educational needs and disabilities and would encourage pupils with to name employment on their ECHPs starting from year 9. KCC was the first council in the UK to introduce this in all mainstream schools. Training was to include embedding supported employment into the curriculum through head teachers, SENCOs, parents and teacher buy-in. Training also aimed to empower school staff through programmes such as systematic instruction, professional job coaching and the supported employment model as well as independent travel training skills. Work was being done with Oakley College (which was being re-named The Oaks Specialist School) to support their students into employment. The first phase was an on-site Tesco store and an independent coffee shop. Placements were to be

used as a transition to employment. Mrs Prendergast was looking forward to attending the official launch of the Tesco store on 29 September 2021.

The Kent Test was taken by Kent's pupils on Thursday, 9 September and testing for 'out of county' pupils took place on Saturday, 11 September. A significant amount of work was carried out by officers beforehand to ensure the testing environments remained Covid-safe and were in line with government guidance. Where necessary alternative arrangements were made to ensure that no self-isolating child was compelled to attend their original test date. This year, additional training sessions were provided to schools on making the best use of the Head Teacher Assessment process and highlighted the importance of referring all suitable pupils from disadvantaged backgrounds and provided with support, where requested. Results were to be made available on 21 October before the national closing date for secondary applications on 31 October. Unlike in 2020, it was not necessary to provide pupils with additional preferences as parents were to apply knowing whether their child was eligible to attend a Kent grammar school.

Children and young people engaged in variety of online opportunities helping them to 'get ahead' before the start of new school term. Over 82,500 learning opportunities were delivered to children and young people over a 5 week period by Invicta National Academy with 40% of those participants being Kent residents. Over 200 children accessed the Lift Up platform over the summer period. Students took virtual trips to 6 destinations around the world to connect with inspiring human stories that modelled resilience, problem solving, teamwork and other critical skills. In partnership with Reconnect, over 100 young people furthered their learning using the free resources provided by AudioFy. GCSE and A-level students had free access to a library of more than 22,000 podcasts which brought to life a wide range of subjects. Broken down into short episodes of 10 to 12 minutes, students could tune in whether they were at home or 'on the move' so fitting in with their lives.

Following advice from the UK Chief Medical Officers, the Health and Social Care Secretary announced that pupils aged 12 to 15 years old in England were to be offered one dose of the Pfizer/Biontech Covid-19 vaccination. All young people aged 16 and 17 were able to receive a vaccination as well as some children aged 12 to 15 years old who had a condition or lived with someone with a condition that placed them at high risk from Covid-19. The vaccination programme was being expanded to protect young people from catching Covid-19, to reduce transmission in school and to keep pupils in the classroom. Locally, health services were preparing to deliver a schools-based vaccination programme. This was to be supported by GPs and community pharmacies. Parental or guardian consent was to be sought by vaccination healthcare staff prior to the vaccination in line with existing school vaccination programmes. It was understood that a national consent model was being worked on. Alternative provision was to be provided for those who were homes educated, in secure services or in specialist mental health settings.

The call for evidence for the 16-19 Review closed on 31 July 2021 and the findings were being collated. The Review aimed to improve the options and life chances of Kent's young people by enhancing education, skills and training opportunities available to them. Collaborative work with various sectors was being undertaken to utilise the evidence to bring about positive change. In line with the above, a considerable amount of work was being done with the Kent and Medway Employment Taskforce.

Thanks were given to schools' staff who helped to prepare school buildings ahead of the new school term.

In response to questions, it was noted:

- Updates would be provided to Members regarding the Covid-19 vaccination programme in schools. The guidance and consent model were not available at the time of the meeting.
- The news regarding employment services going into schools was welcomed.

2) Mrs Chandler said that the community in Kent had come together to deliver a successful summer programme to help children and young people reconnect to things they had missed during the Covid-19 pandemic including learning but also: health, happiness, friends, family, community, sports activities, the outdoors and economic wellbeing. The Reconnect Programme received lots of positive messages regarding the opportunities available and how valued these were by families. Thanks were given to all the clubs, companies, organisations and volunteers who were involved with summer programme. It was evident that children and young people and their families were able to enjoy a wide range of activities, fun days, trips and support with everything from archery to yoga on offer. A full briefing was circulated with more detail.

The holiday activities and food programme with partners delivered around 4200 free places weekly for children on free school meals. Mrs Chandler visited some of the events and activities taking place in east Kent and saw first-hand the fun and joy had by those attending. The Open Access Service ran a series of events across Kent with 2677 children and young people and 1713 parents and carers attending. Feedback had been particularly strong regarding the free travel offer provided by 14 bus companies, in partnership with whom we distributed approximately 150,000 child tickets and 40,000 family tickets, which recipients truly valued. Thanks were given to the bus companies and the Public Transport Team for their great contribution.

Leisure centres across Kent also provided a great offer, acknowledging that they were also in recovery from lockdown and it was not an easy ask from businesses. Mrs Chandler looked forward to the next phase of the programme and seeing the tremendous work of those supporting Kent's communities.

There had been an update from the Leader and from Mrs Chandler and a report from the Monitoring Officer which detailed the decision for KCC to resume duties in relation to Unaccompanied Asylum Seeking Children (UASC). Following protracted negotiations at the highest level, both with officers and at the political level with the Home Office and the Department for Education to find a sustainable long-term solution, a conclusion had been reached. Members were to be formally updated at an All-Member Briefing.

KCC's Open Access Team was involved with Afghan refugees and support was being provided. Further details would be provided at the Members' Briefing.

In response to questions, it was noted:

- Northfleet Youth Centre was partially re-opened but there had been considerable damage following its use as a Covid-19 centre. The Property Team were working to address the issues and how damage could be remedied.
- Conversations were ongoing with the bus companies but it could not be guaranteed that the free travel offer would be repeated in future years.

### **23. External Fostering Placements Commissioning Strategy** (Item 6)

1) Mrs Chandler introduced the report regarding external fostering and reminded Members that KCC's Kent Fostering Service was providing an exemplary service. There had been active recruitment to the service and foster carers had been recruited within the previous 12 months. Kent Fostering Service had maintained its foster carer numbers during the pandemic. Even with this service, it was necessary to make external placements.

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

- There were regional arrangements which had been explored by KCC but at the current time, there did not appear to be additional benefits to joining those alliances. Therefore, it had been decided to replicate the model with Medway moving forward.
- There was a priority for Looked After Children to have access to mental health support.
- Standards for fostering services were governed by OFSTED requirements. Fostering agencies brought in other services such as counselling and build this into their costs.

3) Members RESOLVED to endorse the recommendations detailed in the report with the following addition to part c):

“ ... in consultation with the Cabinet Member”.

### **24. Performance Monitoring** (Item 7)

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

1) Ms Atkinson introduced the Performance Monitoring scorecard and reported that there had not been significant changes from the previous quarter. Most KPIs had remained stable. The figures relating to ECHPs had been improving each month.

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

- It was noted that the number of NEETs was previously reported annually but it has been requested that it be reported on a monthly basis. Therefore, the indicator was impacted seasonally. The figures that were reported to the Department for Education were those from December, January and February- as those gave the fullest picture.

- It was requested that a detailed report come to the Committee regarding NEETs.
- There was a slower recovery for the indicator relating to the issuing of ECHPs in some areas of Kent and this was due to the level of backlog in those areas. The timescales for issuing ECHPs would improve further once the backlog was cleared and areas across Kent would perform more similarly.

3) RESOLVED that the Committee noted the report.

## 25. SEND Update (Item 8)

*Mark Walker, Director of SEND was in attendance for this item.*

1) Mr Walker said that the Department for Education and NHS England had performed their quarterly monitoring visit. KCC had recorded and evidenced progress made. It was recognised by the DfE and NHS England that SEND was a high priority at KCC and areas 1 to 9 of the Statement of Action had progressed at different rates. Overall, the feedback was positive and the resources that had been put in had been recognised.

KCC had recruited to the following posts: Assistant Director for Disabled Children and Young People, Sharon Howard; Assistant Director for SEND, Steve Tanner; Assistant Director for Educational Psychology, Alison Farmer and Strategic Development Manager, Kerry Green.

2) Mrs Chandler said thanks to all staff who had worked hard to make improvements in SEND.

3) In response to questions from Members, the following points were noted:

- Work had started in March on the backlog of over 600 ECHPs and the backlog had been reduced to less than 190 which were over 20 weeks. At the same time, there had been an unprecedented increase in requests for the assessments. Most areas across the Kent had a backlog of about 10-11% but in Swale, this was over 30% and Canterbury, it was 23%. The higher numbers in the backlog were reflected in the percentage of ECHPs completed within timescale for these areas.
- There were some areas in the Statement of Action where KCC had made significant progress: family engagement, the family offer, information hub, the momentum with ECHPs and educational psychology assessments, joint commissioning, governance and leadership. Further information was sought around waiting times with Health services. Further evidence was sought on pupil progress, inclusive nature of schools and systems to track and improve outcomes. It was recognised that there had been challenges around evidencing these due to the pandemic.

- The SEND service was undergoing a process of transformation and staffing was to be considered as part of this. There was also to be investment in training and ‘upskilling’ staff as well as ensuring recruitment processes were robust.

4) Members RESOLVED to note the update.

**26. Provision of Community Support Services for Disabled Children and Young People - outcome of procurement process**  
(Item 9)

*Christy Holden (Head of Strategic Commissioning – Children’s) and Mark Walker (Director of SEND) were in attendance for this item.*

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

- The existing contract was to expire on 31 March 2024 and there was an option to extend by a further 3 years. If the contract was operating well and delivering, being able to extend under the same terms and conditions was to be welcomed. The contract would allow some improvements throughout.
- There were fewer contracted staff on ‘Zero-Hour’ contracts due to the nature of the work that they were doing and the need to have personalised, tailored support. This could be monitored through contract monitoring.

2) RESOLVED to note the report.

**27. 21/00067 - Commissioning of a service to Support Families to build resilience and self-help strategies (neurodevelopmental pathway)**  
(Item 10)

*Christy Holden (Head of Strategic Commissioning – Children’s), Stuart Collins (Director – Integrated Children’s Services- Early Help Lead) and Helen Cook (Senior Commissioner – Community Resilience) were in attendance for this item.*

1) Ms Holden introduced the report which recommended establishing a contract with the voluntary sector. It was felt that the voluntary sector was best placed to meet KCC’s requirements. However, Members were asked to consider whether this was best approach or whether other economic sectors should be considered.

2) In response to questions, it was noted:

- There was an NHS waiting list of around 12,000 for formal clinical assessment and KCC’s investment along with the NHS was to alleviate concerns and provide early help but it was not expected to reduce the waiting list.
- The voluntary sector was considered best placed to manage volunteers and the services would be delivered through a range of voluntary sector resources. It had also been considered whether to use virtual or in person delivery, depending on the needs of the local families being supported.

- There had been an engagement process with SEND Improvement Board, parental partners, young people and services to consider options. The options had been co-produced and engagement with parents had continued to increase and improve. Parents had expressed a wish to have support from other parents with lived experience and parents volunteering received training. Workshops had been held with partners about what the model should look like and levels of engagement had been high.
- It was requested that where there was engagement and co-production with parents that evidence be provided.

3) Members RESOLVED to endorse the recommendations detailed in the report with the following addition to part b):

“ ... in consultation with the Cabinet Member”.

4) Dr Sullivan and Mr Brady asked for it to be noted that they had abstained from noting the recommendations.

**28. 21/00069 - Proposal to permanently expand Borden Grammar School, Avenue of Remembrance, Sittingbourne, ME10 4DB from 120 places to 150 places for September 2022**  
(Item 11)

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

1) Ms White introduced the report. There had been objections to the planning proposal associated with the expansion and therefore, the planning application was going to be considered at Planning Committee and there was to be a site visit for members of the Planning Committee. The school had taken a temporary one form of entry ‘bulge’ in mobile buildings on the school site and the proposal was also to be subject to a full business case that the Academy would have to put forward to the Regional Schools’ Commissioner, subject to planning permission.

Work was being undertaken with Highsted Grammar, the girls’ grammar school around a funding agreement to expand by one form of entry as well. However they had chosen to take forward their own build proposals.

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

- 5 options had been considered and there had been meeting with residents who were unhappy with the siting of the expansion proposed. As part of the planning process, the options were being reconsidered.

3) RESOLVED to endorse the recommendations in the report.

**29. 21/00070 - Proposal to expand Whitstable and Seasalter Endowed CE Junior School from 192 places to 240 places, increasing the published admission number (PAN) from 48 to 60 for Year three entry in September 2022**  
(Item 12)

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

- 1) Ms White introduced the report and advised that further to the report brought to the Cabinet Committee on 15 January 2021, a more detailed feasibility study had been undertaken alongside other work. The cost had been assessed as higher than previously expected and therefore, required a Key Decision.
- 2) In response to questions from Members, it was noted:
  - The feasibility study had been sub-contracted and there had been mistakes made. The detailed surveys had not been undertaken at the time of the initial feasibility and costing. Some of the pre-planning discussions had not been taken account of at the time of the initial study
  - There had been a 14 month delay and there had been an impact around material and labour costs that could not have been anticipated.
  - An arrangement was in place to manage places at the school for September 2022
- 3) RESOLVED to endorse the recommendations in the report.

**30. Proposal to expand Thamesview School**  
*(Item 13)*

*Ian Watts (Area Education Officer – North Kent) was in attendance for this item.*

- 1) Members AGREED to endorse the recommendations in the report.

**31. Work Programme**  
*(Item 14)*

- 1) Members noted the work programme.

**KENT COUNTY COUNCIL****CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET  
COMMITTEE**

MINUTES of a meeting of the Children's, Young People and Education Cabinet Committee held at Council Chamber on Tuesday, 16th November, 2021.

PRESENT: Mr M C Dance (Chairman), Mr M Dendor (Vice-Chairman), Mr D Beaney, Mr C Beart, Mr A Brady, Mrs B Bruneau, Mr G Cooke, Mr D Crow-Brown, Mrs T Dean, MBE, Mr Lehmann, Mr R C Love, OBE, Ms M McArthur and Dr L Sullivan

**UNRESTRICTED ITEMS****32. Apologies and Substitutes**  
*(Item 2)*

Apologies for absence were received from Mr Reidy and Mr Roper.

**33. Declarations of Interest**  
*(Item 3)***34. Verbal Update by Cabinet Members**  
*(Item 4)*

1) Mrs Prendergast said the Kent Commissioning Plan which was an annual document which set out how KCC was to carry out its responsibilities for ensuring the sufficiency of high quality places for all learners. In recent weeks, meetings had taken place with the district and borough council leaders and planning officers to discuss the expected future needs within their areas over the next 5 years and how needs might be best met.

Work had been undertaken to understand the challenges around demographic changes and the influence of rising labour and material costs on bringing forward housing developments. Delays had contributed to increased revenue costs where mobile classrooms were installed to meet demand in cases where schools did not open in time. In parallel, detailed work had been undertaken to clarify the capital position to ensure that KCC's statutory duties were met. Discussions were ongoing with the Department for Education (DfE) on capital funding to ensure maximisation of resource. While recent correspondence from the DfE on the increased allocation for SEND capital was welcomed, the actual level had not been confirmed.

Internally, officers had provided an initial verification that KCC was providing value for money in use of capital funding and a peer review was being arranged. The securing of developer contributions in a timely manner had emerged as a critical issue and was also being discussed with the DfE.

Home to school transport had continued to be an issue nationally. Growing demand and difficulties in securing appropriate transport and staffing had created a 'perfect storm' which officers had been managing during the term. Work had been undertaken to deal with the backlog and it was noted that since a question was

asked at County Council on 4 November 2021, the number of outstanding applications for appeals for transport for pupils with ECHPs had reduced from 145 to 65. Work was ongoing to reduce this further.

Mrs Prendergast and Mrs Chandler had written a letter at the end of September 2021 to the Secretary of State for Education, Nadhim Zahawi, regarding the high needs funding deficit as well as the basic need capital funding gap. A response was received from Will Quince, Parliamentary Under Secretary of State (Minister for Children and Families). In his letter, he recognised the pressure of the high needs budget had affected some local authorities' finances and cited that provisional high needs allocations for Kent in 2022-23 were to be 8% higher than the funding allocated in the previous year. Mrs Prendergast said that she would share the correspondence with Members.

2) Mrs Chandler said that there had been a high number of Unaccompanied Asylum Seeking Children (UASCs) arriving in Kent that week. Following Lord Blunkett's intervention regarding the National Transfer Scheme being made mandatory, the Leader had reiterated in interviews KCC's position that mandating the scheme was essential. However, the agreement on safe care and reception scheme was working, although transfers had not been as swift as the Home Office might have hoped and the speed in the numbers of transfers appeared to be slowing. During the previous week, 39 young people had arrived, of which 11 were under 16 years old and were placed in foster care. 27 were 16 and 17 year old boys and went to a reception centre. One girl who was over 16 years old went into a semi-independent placement. This was over the agreed capacity and it was the aim that no further UASCs be accepted until the number had lowered to within the agreed 360. On average, 25 new arrivals had been accepted per week under the new arrangements.

There were 17,500 Education, Health and Care Plans (EHCPs) in place across the county and there were 1485 open requests undergoing the assessment process. KCC's performance across the county on the timely completion of educational psychology assessments and EHCPs had continued to improve. Over the previous two months, the Educational Psychology Service had completed over 90% of their assessments within the statutory timeframe. There were a small number of complex historical cases that were to have completed assessments by February 2022. The EHCP time limit was running at 42% for the year and continued to improve month on month. Applications remained at around 350 per month and this was higher than before the pandemic. Most requests were coming from parents and further analysis of this was being undertaken. Many of the requests were more complex than they were prior to the pandemic as well.

Two surveys had recently been undertaken of Qualified Social Work staff and of Care Leavers. 540 responses had been received for the survey of Qualified Social Work Staff and 543 responses had been received for the survey of Care Leavers, which was closing on the day of the meeting. It was noted that it was important to listen to what both cohorts were saying. It would be looked at with officers how to take forward the key messages from each survey.

KCC teamed up with the Young Lives Foundation to try to raise £20,000 which would enable each of Kent's 2000 Care Leavers to receive a £10 gift on Christmas morning. The Corporate Parenting Christmas Appeal was run annually and prior to the pandemic, physical gifts were donated. Last year, the Appeal was very

successful and therefore, the target was more ambitious for Christmas 2021. Members were encouraged to support the appeal.

Mrs Allen's enthusiasm was missed this year and Members were reminded of her encouragement to be generous to young people.

**35. 21/00101 - Young Carers - procurement of a new service**  
*(Item 5)*

*Christy Holden, Head of Strategic Commissioning (Children and Young People's Services), Helen Cook, Senior Commissioner and Matt Dunkley (Corporate Director of CYPE) were present for this item.*

1) Ms Holden introduced the report regarding procurement of a new service for young carers. There were two elements: workforce development and support to carers. A 3 year contract was proposed with an open tender with two elements of extension.

2) In response to questions, it was noted:

- Concerns were raised by Members regarding engagement with stakeholders and in particular, engagement with young carers. Members were advised that service user feedback was part of contract monitoring and there were monthly monitoring meetings being undertaken. There was a process for receiving compliments, complaints and feedback from service users.
- Those working with young people were being 'upskilled' to recognise young carers they were working with and could make referrals. The young person was able to decide whether they wanted a service.
- Further details were requested about the decision and it was asked that further information be brought to January's meeting.

3) RESOLVED to endorse the proposed decision 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;

4) Dr Sullivan asked for it to be recorded that she did not support the proposed decision.

5) It was agreed that further information be brought to the next meeting.

**36. 21/00093 - Representation, Rights and Advocacy (RRA) Services - procurement of a new service**  
*(Item 6)*

*Christy Holden, Head of Strategic Commissioning (Children and Young People's Services) and Helen Cook, Senior Commissioner were present for this item.*

1) Ms Holden introduced the report regarding the procurement of a new service through an open tender for a 3 year contract with two individual 1-year extensions.

2) In response to questions, it was noted:

- The service was statutory so service needed to provide service above cap.
- Work was ongoing with Kent Police around setting 'appropriate adult' interviews within certain times. Rather than detaining young people overnight while waiting for an appropriate adult, interviews were to be set during daytime hours.
- Anyone that was arrested by Kent Police was assessed by the sergeant on duty to establish their level of need, as appropriate adults were used for adults as well as young people.

3) RESOLVED to agree the recommendations outlined in the report.

**37. 21/00094 - Regional Residential Procurement Project: DfE Phase 2**  
*(Item 7)*

*Christy Holden, Head of Strategic Commissioning (Children and Young People's Services) and Matt Dunkley (Corporate Director of CYPE) were present for this item.*

1) Ms Holden introduced the report. A point of clarification was made regarding point 5.7 in the agenda report. Members were asked to disregard the figure mentioned and the reference to maximum cost.

2) In response to questions, it was noted:

- There were 3 local authorities in the pilot scheme and initially there had been 4, with the view that it would be extended to other authorities in the South East (not London) if it was successful. The authorities were selected on the basis of a number of different factors and KCC was the largest of those selected.
- The market for residential procurement had not been working in local authorities' favour as prices were set between providers and there was little price control. The project aimed to take back some of the control from an increasingly aggressive provider market.
- There had been problems in finding appropriate placements for complex young people with high needs individuals.
- Members queries around the length of the contract and were advised that there were mechanisms to terminate the contract.
- There had been co-production with young people. A short video had been provided for Members about the experiences of young people and young people had been involved with developing questions and on evaluation panels. A participation scheme for adults with lived experience would be looked into.

- Lead Members across the South East shared the concerns that had led to the project being put in place and West Sussex Council were acting as lead on the procurement. The partnership agreement was still being drafted.

3) RESOLVED to agree the recommendations outlined in the report.

**38. 21/00095 - Recommissioning of Short breaks 2022-2024 and New Short Break Model Implementation**  
(Item 8)

*Christy Holden, Head of Strategic Commissioning (Children and Young People's Services) was present for this item.*

1) Ms Holden introduced the report.

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

- As part of the grant process, a prospectus was produced for the voluntary sector and the voluntary sector was then to respond and identify the needs of young people in their localities. Proposals would then be evaluated and funding distribution would also be looked at, taking into consideration issues such as deprivation.

3) RESOLVED to endorse the recommendations in the report.

**39. Adoption Annual report (previously called RAA)**  
(Item 9)

*Caroline Smith, Assistant Director of Corporate Parenting and Sarah Skinner, head of Adoption Partnership South East were in attendance for this item.*

1) Mrs Chandler introduced the report.

2) Ms Smith and Ms Skinner outlined the report. Members were advised that the pandemic had added challenge to launching the service but a significant number of children had been matched. Work had continued to place children, recruit and assess adoptive parents. There had been a lot of interest from prospective adopters who had attended information events. The other priority was to support adopters to ensure that they continue to be supported.

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

- The report had been drafted earlier in the year and arrangements around physical and virtual meetings were being reviewed.
- KCC Members were able to sit on the panels, although there was a significant workload for panel members. There had previously been insufficient volunteers.
- It was also noted that a more diverse range of people was needed to sit on panels.

4) RESOLVED to endorse the recommendations in the report.

**40. HMIP Inspection of Youth Justice**  
(Item 10)

*Dan Bride, Assistant Director (North & West Kent Adolescent Services and Youth Justice Head of Service); Katherine Atkinson, Assistant Director of Management Information and Intelligence; Stuart Collins, Director of Integrated Children's Services (West Kent and EHPS Lead) Matt Dunkley, Corporate Director of CYPE were present for this item*

1) Mr Collins introduced the report.

2) Further to questions from Members, the following points were noted:

- The key purpose of the Youth Justice Service was to prevent offending and re-offending. Work was delivered in the community, in custody and on release from custody. The Youth Justice Service was a statutory service and KCC shared responsibility with statutory partners for the strategic and operational service delivery.
- The intervention and outcomes from intervention were considered to be good but the qualities of assessments and plans had not been considered good and were inconsistent, with insufficient management oversight to make them good enough. Expectations and examples of good practice were shared and Team managers were tasked with ensuring consistency of quality. There were to be roadshows which were mutual engagement events and this was where good practice would be shared as well as other methods such as newsletters and a resource hub with guidance and templates.
- HMIP had noted that Kent Police were making unilateral decisions about imposing Informal Community Resolutions were being offered, which were a criminal justice disposal but meant young people had not entered the criminal justice system formally. Early Help was then offered but in future, it would be offered prior before a community resolution was imposed, and decisions would be made jointly with Kent Police to divert young people from the criminal justice system.
- A provider called We Are With You delivered the Kent Youth Drug Intervention Service (KYDIS) which was offered to young people for low level substance misuse offences. Young people could also be referred to early help for a more holistic intervention for substance misuse.

3) RESOLVED to endorse the recommendations in the report.

**41. Kent Commissioning Plan**  
(Item 11)

*Nick Abrahams, Area Education Officer (West Kent); Ian Watts and Marisa White, Area Education Officer; Lee Round, Area Education Officer and Matt Dunkley, Corporate Director for CYPE were in attendance for this item.*

1) Mr Abrahams introduced the Kent Commissioning Plan (KCP) report and advised that this report showed the continuation of trends that had been seen in the

previous few years. There had been a decrease in the number of births overall in Kent. It was forecast that over the next 5 years there would be fewer primary aged children and more secondary age children. Beyond the next 5 years, forecasting was being done for the significant house building due to take place in Kent and the associated anticipated pressure on schools' places.

2) Further to questions from Members, the following points were noted:

- The KCP had to respond to policy direction and the detail of the new capital settlement for SEN was being looked at. How the capital was used was important for the future.
- A request was made for quarterly area meetings with Area Education Officers and other services in order to brief local Members.
- Concerns were raised about 16-19 education provision and the 16-19 Review was attempting to address issues around this. There were challenges around getting a broad and balanced offer for people and providers were less under KCC's influence or post-16 education where it was not a statutory responsibility. However, the review has shown the current model was unsustainable.

3) RESOLVED to agree the recommendations outlined in the report.

4) Mr Brady and Dr Sullivan asked for it to be recorded that they had abstained from the vote.

**42. 21/00092 - Queen's Platinum Jubilee and Alterations to the School Year 2021/22**  
(Item 12)

*Christine McInnes, Director of Education was in attendance for this item*

1) RESOLVED to agree the recommendation in the report.

**43. Performance Monitoring**  
(Item 13)

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

1) Ms Atkinson introduced the report.

2) A request was made for further information regarding delays in issuing ECHPs across the districts in Kent and further information regarding children for whom KCC acted as corporate parent.

2) RESOLVED to note the report.

**44. Ofsted Dashboard**  
(Item 14)

*Katherine Atkinson, Assistant Director of Management Information and Intelligence and Matt Dunkley, Corporate Director of CYPE were present for this item.*

1) Members noted the report.

**45. Work Programme**  
*(Item 15)*

1) Members noted the work programme.

Children, Young People and Education Performance Management

# Children, Young People and Education Directorate Scorecard

October 2021

Produced by: Management Information & Intelligence, KCC

Publication Date: 9th December 2021



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## Guidance Notes

**Notes:** Please note that there is no 2019-20 or 2020-21 Education attainment data due to the impact of Coronavirus (COVID-19).  
 Figures for indicator CYPE8 (Rate of proven re-offending by CYP) shown in red have not been published by the Ministry of Justice (MoJ) but are included for information in this scorecard.  
 Please note that not all Children's Social Work indicators can be shown broken down by District for the associated CSWS team, as caseloads relating to these indicators are held by Area and Kent LA level teams. Cases included in a dataset are based on the Service working with the child and not the child's geographical residence. For new Teams/Services that are created within CSWS or EH, there will be no historical data shown initially, as it is only available from the point at which the new Team/Service begins.

### POLARITY

- H** The aim of this indicator is to achieve the highest number/percentage possible
- L** The aim of this indicator is to achieve the lowest number/percentage possible
- T** The aim of this indicator is to stay close to the target that has been set

### RAG RATINGS

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

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

### DIRECTION OF TRAVEL (DOT)

-  Performance has improved
-  Performance has worsened
-  Performance has remained the same

### INCOMPLETE DATA

-  Data not available
-  Data to be supplied

Data in italics indicates previous reporting year

### MANAGEMENT INFORMATION CONTACT DETAILS

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

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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%)



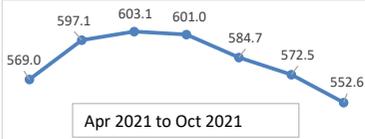
107,308 pupils in 101 secondary schools  
 17.7 % with free school meals (18.9%)

5,271 pupils in 24 special schools  
 41.8 % with free school meals (43.2%)

as at Oct 2021

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





Month	Rate per 10,000
Apr 2021	569.0
May 2021	597.1
Jun 2021	603.1
Jul 2021	601.0
Aug 2021	584.7
Sep 2021	572.5
Oct 2021	552.6

as at Oct 2021

Open cases



Intensive Early Help	2,648 (Families)
Open Social Work Cases	11,497

*Including:*

- Child Protection 1,249
- Children in Care 1,730
- Care Leavers 2,046

as at Oct 2021

Ofsted good or outstanding



EY providers	98.9%	(97%)
Primary	92.9%	(88%)
Secondary	86.7%	(76%)
Special	95.5%	(90%)

as at Oct 2021

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





Month	Rate per 10,000
Apr 2021	569.0
May 2021	582.4
Jun 2021	580.5
Jul 2021	573.0
Aug 2021	562.5
Sep 2021	562.5
Oct 2021	556.7

as at Oct 2021

Number of First Time Entrants into the Youth Justice system





Month	Number of Entrants
Apr 2021	274
May 2021	272
Jun 2021	266
Jul 2021	261
Aug 2021	249
Sep 2021	244
Oct 2021	231

as at Oct 2021

Requests for SEND statutory assessment





Month	Number of Requests
Feb 2021	278
Mar 2021	389
Apr 2021	348
May 2021	378
Jun 2021	140
Jul 2021	337
Aug 2021	386

as at Oct 2021

Activity at the Front Door (children)



Total contacts	6,792
Number resolved at FD	3,233
Number to CSWS	1,541
Number to EH Units	1,421

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 2020-21	Linked to SDP?
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21										
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		27.5	26.6	25.5	25.1	24.5	24.1	23.8	↑	25.0	GREEN	28.0	25.0	AMBER	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		94.9	94.6	93.7	93.1	92.7	92.0	90.5	↓	90.0	GREEN	95.0	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	✓	21.8	22.0	20.5	20.1	21.1	20.1	19.0	↓	20.0	GREEN	22.2	20.0	GREEN	22.5	22.1	
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	✓	67.3	68.2	66.8	71.4	73.8	74.0	74.9	↑	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	✓	79.3	79.5	79.4	80.0	79.5	79.6	79.9	↑	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	✓	274.5	279.7	269.3	308.4	324.5	316.9	330.5	↓	426.0	GREEN	274.3	426.0	GREEN	372	418	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	58.3	59.0	59.0	59.3	59.5	58.8	58.7	↓	65.0	AMBER	57.9	65.0	AMBER	N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	80.5	80.3	80.3	81.5	81.5	80.7	80.7	↔	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	✓	93.0	91.1	92.6	91.8	92.0	90.5	91.3	↑	85.0	GREEN	92.5	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		13.2	13.2	13.1	14.0	14.1	14.5	14.7	↓	15.0	GREEN	13.5	15.0	GREEN	N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		21.0	21.4	21.2	20.8	20.0	20.8	20.8	↔	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		28.2	28.0	27.9	28.0	28.0	27.8	27.9	↓	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		81.0	82.5	83.6	83.3	83.2	83.3	83.5	↑	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		76.1	75.0	75.0	76.9	76.9	76.2	76.2	↔	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		13.3	13.2	13.3	13.8	13.6	13.2	12.9	↑	15.0	GREEN	13.6	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		13.1	14.6	15.3	14.6	12.6	13.2	13.4	↓	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?
					Q3 20-21	Q4 20-21	Q1 21-22	Q2 21-22										
CYPE8	Rate of proven re-offending by CYP	L	Q		35.7	34.2	32.4	37.5		↓	35.0	AMBER	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 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		51.0	25.2	44.7	46.1	41.3	49.8	48.4	↓	60	RED	31.6	60	RED	66.8	58	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.5	3.7	3.6	3.5	3.5	2.3	2.2	↑	2.9	GREEN	3.0	2.9	AMBER	2.5	2.8	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.1	10.5	10.5	10.0	10.5	10.6	10.7	↓	9	RED	10.5	9	AMBER	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	3	3	3	3	3	7	↓	8	GREEN	3	8	GREEN	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	5	6	9	9	12	10	↑	18	GREEN	9	27	GREEN	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		89.3	90.8	88.5	88.9	88.8	89.4	90.3	↑	90	GREEN	88.8	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		93.5	93.6	93.1	92.6	92.7	93.3	93.1	↓	95	AMBER	92.7	95	AMBER	N/A	N/A	

**\*\*Please note that there is no 2019-20 or 2020-21 Education attainment data due to the impact of Coronavirus (COVID-19)\*\***

Education Annual Indicators		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21					SN or SE			
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	A		74.4	69.8	64.0	70	RED	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		74.0	N/A	N/A	76	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		21	N/A	N/A	19	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	N/A	N/A	70	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	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		47.4	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.1	N/A	N/A	12	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		33.23	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		27.69	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		31.40	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.4	3.8	4.2	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		89.3	88.3	89.2	90	AMBER	↓	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		79.0	77.7	69.7	77	RED	↓	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.2	N/A	9.2	8.7	AMBER	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		15.2	N/A	12.2	14.5	GREEN	N/A	14.5	11.1	11.7		

## Directorate Scorecard - Kent KPIs

Education and Early Help targets have been reviewed as they were out of date. Many of the targets were set when new measures were introduced, without any trend or comparative data to support this process. Targets now take into account the national position, where this is available, and the year on year improvements seen to date, and seek to drive continuous improvement.

#### Commentary on Integrated Children's Services Indicators:

##### Children's Social Care

**AMBER:** The percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (excluding UASC) is 79.9% 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 58.7%, against a target of 65.0%. There has been only slight variations in performance since the beginning of the year, with the average of the year to date being 58.9%.

**AMBER:** The average caseload in the Children's Social Work Teams (CSWT) is 21 cases, which is above the target caseload of no more than 18 children/young people. The average caseload for the year-to-date is 21 cases.

**GREEN:** The percentage re-referrals to Children's Social Work Services within 12 months of a previous referral was 23.8% for October 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 22.7%, 21.5% for Kent's Statistical Neighbours and 27.7% for the South East (all comparative rates are for 2020/21 performance).

**GREEN:** Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 90.5% which exceeds the target of 90.0%. No comparative data is available.

**GREEN:** The percentage of children becoming subject to a child protection plan for the second or subsequent time is 19.0% which is within the target range of 17.5% - 22.5% and compares to average rates for England of 22.1%, Statistical Neighbours 22.5% and the South East 23.5% (2020/21).

**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 74.9% and the highest performance achieved since reporting started in March 2014. Kent's performance remains above the latest published the average for Kent's Statistical Neighbours of 69.3%, the average for the South East of 68.0% and the England average of 70.0% (comparative data is for 2020/21).

**GREEN:** The average number of days between becoming a child in care and moving in with an adoptive family is 330 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 80.7%, just above the 80.0% Target.

**GREEN:** The percentage of case holding posts filled by permanent qualified social workers is 91.3%, 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 14.7 cases, an increase from the average of 13.2 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 27.9%, which is above the target of 25.0% but has reduced from the stat of the year (28.2% April 2021).

**AMBER:** The percentage of cases open to Intensive Early Help that were audited and graded as good or outstanding is 76.2% which is below the 80.0% target.

**GREEN:** The percentage of EH Assessments completed in the given month, within 6 weeks of allocation, has now started to stabilise and for October 2021 was 83.5%,. 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 12.9%, remaining below the Target of 15.0%

**GREEN:** The average caseload within Early Help Units is 13.4 families, below the Target of no more than 15 families.

#### Commentary on Education Indicators:

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

**RED:** The percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks now reports the performance each month rather than a 12 month rolling average. In October 75 plans out of a total of 155 were completed within timescale (48.4%) This was slightly down on the previous month but shows an overall improvement compared to five months ago. The service remains focused on clearing the backlog of assessments over 20 weeks and work continues to improve the quality of EHC plans issued.

**RED:** The percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs at 10.7 remains higher than the target of 9% and is at its highest level in the last six months.

**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 93.1% remains below the target of 95%

**GREEN:** The Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) in October was 2.2%. A new suite of information pages which will sit in front of the KentChoices area prospectus/online application system will be launched on 1<sup>st</sup> November which coincides with the start of open evenings/events in secondary schools.

**GREEN:** Seven 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 ten pupils is below the target of 18. The reduction is related to the National Lockdown school closures which resulted in 39 school days lost to all pupils with exception to 'key worker' and 'vulnerable' children from 5 January 2021 to 5 March 2021.

**GREEN:** The number of permanent exclusions from secondary schools at ten pupils is below the target of 18. The reduction is related to the National Lockdown school closures which resulted in 39 school days lost to all pupils with exception to 'key worker' and 'vulnerable' children from 5 January 2021 to 5 March 2021.

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
<b>Activity-Volume Measures</b>				
CYPE10	Number of Primary Schools	MI School Census Database	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 Oct 2021	Nov 2021
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Oct 2021	Nov 2021
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Oct 2021	Nov 2021
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Oct 2021	Nov 2021
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of Oct 2021	Nov 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 Oct 2021	Nov 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 Oct 2021	Nov 2021
FD01-G	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of Oct 2021	Nov 2021
FD1-B	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of Oct 2021	Nov 2021
FD02-B	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	Early Help module	Children referred during the month of Oct 2021	Nov 2021
FD03-G	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of Oct 2021	Nov 2021
EH05-A	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of Oct 2021	Nov 2021
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of Oct 2021	Nov 2021
	Number of Child Protection cases	Liberi	Snapshot data as at end of Oct 2021	Nov 2021
	Number of Children in Care	Liberi	Snapshot data as at end of Oct 2021	Nov 2021
	Number of Care Leavers	Liberi	Snapshot data as at end of Oct 2021	Nov 2021
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to Oct 2021	Nov 2021
<b>Key Performance Indicators</b>				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	Liberi	Rolling 12 months up to Oct 2021	Nov 2021
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to Oct 2021	Nov 2021
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to Oct 2021	Nov 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 Oct 2021	Nov 2021
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at Oct 2021	Nov 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 Oct 2021	Nov 2021
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to Oct 2021	Nov 2021
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to Oct 2021	Nov 2021
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at Oct 2021	Nov 2021
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Oct 2021	Nov 2021
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Oct 2021	Nov 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 Oct 2021	Nov 2021
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at Oct 2021	Nov 2021
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at Oct 2021	Nov 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 Oct 2021	Nov 2021
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at Oct 2021	Nov 2021
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for Jan 2019 to Dec 2019 cohort	Oct 2021

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
<b>Key Performance Indicators (Continued)</b>				
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Synergy - monthly reported data	Snapshot as at Oct 2021	Nov 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 Oct 2021	Nov 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 Oct 2021	Nov 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 Oct 2021	Nov 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 Oct 2021	Nov 2021
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to Oct 2021	Nov 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 Oct 2021	Nov 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 21st December 2020	Dec 2020
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 2021	July 2021
CYPE26	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2021-22	April 2021
CYPE27	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2021-22	April 2021
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Autumn and Spring data for academic year 2020-21	2020-21 DfE Published & MI Calculations	Oct 2021
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Autumn and Spring data for academic year 2020-21	2020-21 DfE Published & MI Calculations	Oct 2021

Indicator Definitions

Code	Indicator	Definition
<b>Activity-Volume Measures</b>		
CYPE10	Number of Primary Schools	The number of Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools). Total is as at the latest available termly school census.
CYPE11	Number of Secondary Schools	The number of Kent maintained Secondary schools and Secondary academies (including Free Schools). Total is as at the latest available termly school census.
CYPE12	Number of Special Schools	The number of Kent maintained Special schools and Special academies. Total is as at the latest available termly school census.
CYPE13	Total pupils on roll in Primary Schools	The number of pupils on roll in Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools). Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE14	Total pupils on roll in Secondary Schools	The number of pupils on roll in Kent maintained Secondary schools and Secondary academies (including Free Schools). Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE15	Total pupils on roll in Special Schools	The number of pupils on roll in Kent maintained Special schools and Special academies. Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools) as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Secondary schools and Secondary academies (including Free Schools) as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
CYPE18	Percentage of Special School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Special schools and Special academies as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	The percentage of Kent Early Years settings (non-domestic premises only), judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all inspected Kent Early Years settings (non domestic premises only).
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Primary schools and Primary academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Primary schools and Primary academies.
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Secondary schools and Secondary academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Secondary schools and Secondary academies.
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Special schools and Special academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Special schools and Special academies.
CYPE19	Number of requests for SEND statutory assessment	The number of initial requests for assessment for Education, Health and Care Plans (EHCPs) for 0-25 year olds in Kent LA.
EH71-C	Rate of notifications received into Early Help per 10,000 of the 0-17 population (inclusive, rolling 12 months)	The total number of referrals to an Early Help Unit completed during the corresponding reporting month per 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year population estimates). This is a child level indicator.
SCS02	Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)	This indicator shows the rate of referrals received by Children's Social Work Services. Numerator: Number of referrals (rolling 12 month period). Denominator: child population figure divided by 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year Estimates).
FD01-C	Number of contacts processed in the Front Door	The total number of notifications received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
FD14-C	Number of Information, Advice and Guidance contacts processed in the Front Door	The total number of notifications with a contact outcome of "Information, Advice & Guidance" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.

Indicator Definitions

Code	Indicator	Definition
<b>Activity-Volume Measures (Continued)</b>		
FD02-C	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	The total number of notifications with a contact outcome of "Threshold met for CSWS" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	The total number of notifications with a contact outcome of "Proceed to Early Help Unit" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
EH05-F	Number of cases open to Early Help Units	The number of open cases as at the end of the corresponding reporting month. The data includes all cases sent to units at Early Help Record stage prior to the end of the month. This is a family level indicator.
SCS01	Number of open Social Work cases	The total caseload figures for Children's Social Work Services.
	Number of Child Protection cases	The number of Children who have a Child Protection Plan as at the end of the corresponding reporting month.
	Number of Children in Care	The number of Children in Care as at the end of the corresponding reporting month.
	Number of Care Leavers	The number of Care Leavers as at the end of the corresponding reporting month.
EH35	Number of First Time Entrants into the Youth Justice system	First time entrants are defined as young people (aged 10 – 17 years) who receive their first substantive outcome (relating to a Youth Caution with or without an intervention, or a Conditional Caution or a Court disposal for those who go directly to Court without a Youth Caution or Conditional Caution).
<b>Key Performance Indicators</b>		
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
<b>Key Performance Indicators (Continued)</b>		
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
EH16	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. <b>It is important to note that this is not comparable to previous proven reoffending publications which reported on a 12 month cohort.</b>
SEND20	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. The data is a snapshot at the end of the month. 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.

Page 28

Indicator Definitions

Code	Indicator	Definition
<b>Key Performance Indicators (Continued)</b>		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	The number of two year old children accessing a free early education place at an early years provider as a proportion of the total number of families identified as potentially eligible for funding by the Department for Work and Pensions (DWP).
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	Percentage of pupils assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	The percentage of pupils at the end of Key Stage 2 working at the Expected Standard in all of Reading, Writing & maths. Includes Kent maintained schools and academies.
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage working at the Expected Standard in all of Reading, Writing & maths at KS2. Includes Kent maintained schools and academies.
SISE12	Average score at KS4 in Attainment 8	The average Attainment 8 score for pupils at end of Key Stage 4. Attainment 8 is a point score based on attainment across eight subjects which must include English; mathematics; three other English 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.
CYPE23	Average point score per A Level entry at KS5 [School students only]	The total number of points achieved in A-Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all A-Level qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE24	Average point score per Applied General entry at KS5 [School students only]	The total number of points achieved in Applied General qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Applied General qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	The total number of points achieved in Tech Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Tech Level qualifications. Outcomes are for Kent maintained schools and academies only.
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	Percentage of pupils with an Education, Health and care Plan (EHCP) as a proportion of all pupils on roll in all schools as at January school census. Includes maintained schools and academies, Pupil Referral Units, Free schools and Independent schools (DfE published data).
CYPE2	Percentage of parents getting first preference of primary school	The percentage of parents who got their first preference of Primary school (out of their three ordered preferences) for their child.
CYPE3	Percentage of parents getting first preference of secondary school	The percentage of parents who got their first preference of Secondary school (out of their three ordered preferences) for their child.
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	The percentage of pupils that have been persistently absent from a Kent maintained Primary school or a Primary academy for 10% or more of their expected sessions over the reported time period.
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	The percentage of pupils that have been persistently absent from a Kent maintained Secondary school or a Secondary academy for 10% or more of their expected sessions over the reported time period.

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Children, Young People and Education Performance Management

# Children, Young People and Education Directorate Scorecard

October 2021

Produced by: Management Information & Intelligence, KCC

Publication Date: 9th December 2021



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## Guidance Notes

**Notes:** Please note that there is no 2019-20 or 2020-21 Education attainment data due to the impact of Coronavirus (COVID-19).  
 Figures for indicator CYPE8 (Rate of proven re-offending by CYP) shown in red have not been published by the Ministry of Justice (MoJ) but are included for information in this scorecard.  
 Please note that not all Children's Social Work indicators can be shown broken down by District for the associated CSWS team, as caseloads relating to these indicators are held by Area and Kent LA level teams. Cases included in a dataset are based on the Service working with the child and not the child's geographical residence. For new Teams/Services that are created within CSWS or EH, there will be no historical data shown initially, as it is only available from the point at which the new Team/Service begins.

### POLARITY

- H** The aim of this indicator is to achieve the highest number/percentage possible
- L** The aim of this indicator is to achieve the lowest number/percentage possible
- T** The aim of this indicator is to stay close to the target that has been set

### RAG RATINGS

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

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

### DIRECTION OF TRAVEL (DOT)

-  Performance has improved
-  Performance has worsened
-  Performance has remained the same

### INCOMPLETE DATA

-  Data not available
-  Data to be supplied

Data in italics indicates previous reporting year

### MANAGEMENT INFORMATION CONTACT DETAILS

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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%)

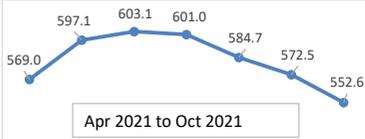


107,308 pupils in 101 secondary schools  
 17.7 % with free school meals (18.9%)

5,271 pupils in 24 special schools  
 41.8 % with free school meals (43.2%)

as at Oct 2021

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



Month	Rate
Apr 2021	569.0
May 2021	597.1
Jun 2021	603.1
Jul 2021	601.0
Aug 2021	584.7
Sep 2021	572.5
Oct 2021	552.6

as at Oct 2021

Open cases



Intensive Early Help	2,648 (Families)
Open Social Work Cases	11,497
<i>Including:</i>	
• Child Protection	1,249
• Children in Care	1,730
• Care Leavers	2,046

as at Oct 2021

Ofsted good or outstanding



EY providers	98.9%	(97%)
Primary	92.9%	(88%)
Secondary	86.7%	(76%)
Special	95.5%	(90%)

as at Oct 2021

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



Month	Rate
Apr 2021	569.0
May 2021	582.4
Jun 2021	580.5
Jul 2021	573.0
Aug 2021	562.5
Sep 2021	562.5
Oct 2021	556.7

as at Oct 2021

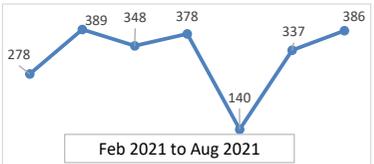
Number of First Time Entrants into the Youth Justice system



Month	Number
Apr 2021	274
May 2021	272
Jun 2021	266
Jul 2021	261
Aug 2021	249
Sep 2021	244
Oct 2021	231

as at Oct 2021

Requests for SEND statutory assessment



Month	Requests
Feb 2021	278
Mar 2021	389
Apr 2021	348
May 2021	378
Jun 2021	140
Jul 2021	337
Aug 2021	386

as at Oct 2021

Activity at the Front Door (children)



Total contacts	6,792
Number resolved at FD	3,233
Number to CSWS	1,541
Number to EH Units	1,421

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 2020-21	Linked to SDP?
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21							SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		27.5	26.6	25.5	25.1	24.5	24.1	23.8	↑	25.0	GREEN	28.0	25.0	AMBER	21.5	22.7		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		94.9	94.6	93.7	93.1	92.7	92.0	90.5	↓	90.0	GREEN	95.0	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	✓	21.8	22.0	20.5	20.1	21.1	20.1	19.0	↓	20.0	GREEN	22.2	20.0	GREEN	22.5	22.1		
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	✓	67.3	68.2	66.8	71.4	73.8	74.0	74.9	↑	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	✓	79.3	79.5	79.4	80.0	79.5	79.6	79.9	↑	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	✓	274.5	279.7	269.3	308.4	324.5	316.9	330.5	↓	426.0	GREEN	274.3	426.0	GREEN	372	418		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	58.3	59.0	59.0	59.3	59.5	58.8	58.7	↓	65.0	AMBER	57.9	65.0	AMBER	N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	80.5	80.3	80.3	81.5	81.5	80.7	80.7	↔	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	✓	93.0	91.1	92.6	91.8	92.0	90.5	91.3	↑	85.0	GREEN	92.5	85.0	GREEN	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS		13.2	13.2	13.1	14.0	14.1	14.5	14.7	↓	15.0	GREEN	13.5	15.0	GREEN	N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		21.0	21.4	21.2	20.8	20.0	20.8	20.8	↔	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		28.2	28.0	27.9	28.0	28.0	27.8	27.9	↓	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		81.0	82.5	83.6	83.3	83.2	83.3	83.5	↑	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		76.1	75.0	75.0	76.9	76.9	76.2	76.2	↔	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		13.3	13.2	13.3	13.8	13.6	13.2	12.9	↑	15.0	GREEN	13.6	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		13.1	14.6	15.3	14.6	12.6	13.2	13.4	↓	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?
					Q3 20-21	Q4 20-21	Q1 21-22	Q2 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		35.7	34.2	32.4	37.5		↓	35.0	AMBER	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 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21										
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		51.0	25.2	44.7	46.1	41.3	49.8	48.4	↓	60	RED	31.6	60	RED	66.8	58	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.5	3.7	3.6	3.5	3.5	2.3	2.2	↑	2.9	GREEN	3.0	2.9	AMBER	2.5	2.8	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.1	10.5	10.5	10.0	10.5	10.6	10.7	↓	9	RED	10.5	9	AMBER	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	3	3	3	3	3	7	↓	8	GREEN	3	8	GREEN	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	5	6	9	9	12	10	↑	18	GREEN	9	27	GREEN	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		89.3	90.8	88.5	88.9	88.8	89.4	90.3	↑	90	GREEN	88.8	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		93.5	93.6	93.1	92.6	92.7	93.3	93.1	↓	95	AMBER	92.7	95	AMBER	N/A	N/A	

**\*\*Please note that there is no 2019-20 or 2020-21 Education attainment data due to the impact of Coronavirus (COVID-19)\*\***

Education Annual Indicators		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21								
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	A		74.4	69.8	64.0	70	RED	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		74.0	N/A	N/A	76	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		21	N/A	N/A	19	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	N/A	N/A	70	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	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		47.4	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.1	N/A	N/A	12	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		33.23	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		27.69	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		31.40	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.4	3.8	4.2	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		89.3	88.3	89.2	90	AMBER	↓	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		79.0	77.7	69.7	77	RED	↓	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.2	N/A	9.2	8.7	AMBER	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		15.2	N/A	12.2	14.5	GREEN	N/A	14.5	11.1	11.7		

Page 4

## 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 79.9% 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 58.7%, against a target of 65.0%. There has been only slight variations in performance since the beginning of the year, with the average of the year to date being 58.9%.

**AMBER:** The average caseload in the Children's Social Work Teams (CSWT) is 21 cases, which is above the target caseload of no more than 18 children/young people. The average caseload for the year-to-date is 21 cases.

**GREEN:** The percentage re-referrals to Children's Social Work Services within 12 months of a previous referral was 23.8% for October 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 22.7%, 21.5% for Kent's Statistical Neighbours and 27.7% for the South East (all comparative rates are for 2020/21 performance).

**GREEN:** Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 90.5% which exceeds the target of 90.0%. No comparative data is available.

**GREEN:** The percentage of children becoming subject to a child protection plan for the second or subsequent time is 19.0% which is within the target range of 17.5% - 22.5% and compares to average rates for England of 22.1%, Statistical Neighbours 22.5% and the South East 23.5% (2020/21).

**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 74.9% and the highest performance achieved since reporting started in March 2014. Kent's performance remains above the latest published the average for Kent's Statistical Neighbours of 69.3%, the average for the South East of 68.0% and the England average of 70.0% (comparative data is for 2020/21).

**GREEN:** The average number of days between becoming a child in care and moving in with an adoptive family is 330 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 80.7%, just above the 80.0% Target.

**GREEN:** The percentage of case holding posts filled by permanent qualified social workers is 91.3%, 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 14.7 cases, an increase from the average of 13.2 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 27.9%, which is above the target of 25.0% but has reduced from the stat of the year (28.2% April 2021).

**AMBER:** The percentage of cases open to Intensive Early Help that were audited and graded as good or outstanding is 76.2% which is below the 80.0% target.

**GREEN:** The percentage of EH Assessments completed in the given month, within 6 weeks of allocation, has now started to stabilise and for October 2021 was 83.5%,. 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 12.9%, remaining below the Target of 15.0%

**GREEN:** The average caseload within Early Help Units is 13.4 families, below the Target of no more than 15 families.

#### Commentary on Education Indicators:

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

**RED:** The percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks now reports the performance each month rather than a 12 month rolling average. In October 75 plans out of a total of 155 were completed within timescale (48.4%) This was slightly down on the previous month but shows an overall improvement compared to five months ago. The service remains focused on clearing the backlog of assessments over 20 weeks and work continues to improve the quality of EHC plans issued.

**RED:** The percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs at 10.7 remains higher than the target of 9% and is at its highest level in the last six months.

**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 93.1% remains below the target of 95%

**GREEN:** The Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) in October was 2.2%. A new suite of information pages which will sit in front of the KentChoices area prospectus/online application system will be launched on 1<sup>st</sup> November which coincides with the start of open evenings/events in secondary schools.

**GREEN:** Seven 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 ten pupils is below the target of 18. The reduction is related to the National Lockdown school closures which resulted in 39 school days lost to all pupils with exception to 'key worker' and 'vulnerable' children from 5 January 2021 to 5 March 2021.

**GREEN:** The number of permanent exclusions from secondary schools at ten pupils is below the target of 18. The reduction is related to the National Lockdown school closures which resulted in 39 school days lost to all pupils with exception to 'key worker' and 'vulnerable' children from 5 January 2021 to 5 March 2021.

Directorate Scorecard - Ashford 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?		
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-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		28.0	26.5	26.1	25.8	25.8	25.6	24.4	↑	25.0	GREEN	28.5	25.0	AMBER	21.5	22.7				
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		97.7	97.7	97.8	97.8	100.0	100.0	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	✓	18.5	17.4	18.6	16.5	18.5	17.5	14.2	↓	20.0	AMBER	17.9	20.0	GREEN	22.5	22.1				
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	✓															372	418			
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	✓	63.6	66.7	66.7	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	✓	97.5	100.4	100.4	100.4	100.4	92.3	92.3	↔	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		21.4	19.6	21.0	23.2	22.2	19.2	22.8	↓	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		28.3	28.6	28.4	28.9	28.8	28.1	28.5	↓	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		94.9	95.1	94.6	94.3	94.9	95.2	94.3	↓	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		66.7	75.0	75.0	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		10.5	11.2	11.0	12.5	12.6	12.3	12.5	↓	15.0	GREEN	9.5	15.0	GREEN	N/A	N/A				
	Average Caseload within EH Units (Families)	L	MS		10.8	11.4	12.8	13.6	11.1	12.2	14.1	↓	15.0	GREEN	12.4	15.0	GREEN	N/A	N/A				

Page 38

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?
					Q3 20-21	Q4 20-21	Q1 21-22	Q2 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		22.6	30.0	41.7	46.4	↓	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 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		74.2	44.4	47.4	67.9	92.3	42.9	50.0	↑	60	AMBER	92.3	60	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		3.6	3.8	3.4	3.4	3.4	1.7	1.6	↑	3.2	GREEN	3.0	3.2	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		10.6	11.0	11.1	10.1	9.7	10.2	10.4	↓	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	1	1	1	1	1	1	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		88.8	90.6	79.8	76.6	79.6	80.4	80.9	↑	90	RED	79.6	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		90.9	92.2	91.5	92.6	92.4	90.5	90.1	↓	95	AMBER	92.4	95	AMBER	N/A	N/A	

Education Annual Indicators - Ashford		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21					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		78.6	67.0	71.5	70	GREEN	↑	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		73.3	N/A	N/A	76	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		21.1	N/A	N/A	19	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		64.9	N/A	N/A	70	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		24.7	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		45.1	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.2	N/A	N/A	12	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		33.75	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		27.13	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		23.00	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.1	3.6	4.1	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.6	N/A	8.3	8.7	GREEN	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		16.0	N/A	11.6	14.5	GREEN	N/A	14.5	11.1	11.7		

Page 39

Directorate Scorecard - Canterbury 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?
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21							SN or SE			
Canterbury CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		34.1	34.4	33.4	33.4	33.5	32.7	33.4	↓	25.0	RED	35.5	25.0	RED	21.5	22.7		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		93.3	93.8	94.1	92.3	90.3	91.7	91.7	↔	90.0	GREEN	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	✓	35.0	35.6	28.6	28.0	27.0	25.7	25.4	↑	20.0	AMBER	31.8	20.0	RED	22.5	22.1		
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	✓															372	418	
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	93.3	93.3	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	✓	79.6	79.6	75.3	75.3	84.0	84.0	89.1	↑	85.0	GREEN	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		20.1	20.0	21.5	24.0	21.8	22.6	21.6	↑	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		26.7	26.9	25.7	25.4	24.7	23.9	25.8	↓	25.0	AMBER	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		76.2	76.6	77.8	77.6	75.8	75.5	75.1	↓	80.0	AMBER	72.6	70.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		66.7	75.0	75.0	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		15.2	15.2	13.9	12.4	11.8	10.6	9.9	↑	15.0	GREEN	15.7	15.0	AMBER	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		14.9	16.7	17.4	17.8	15.6	13.4	13.8	↓	15.0	GREEN	13.4	15.0	GREEN	N/A	N/A		

Page 40

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?
					Q3 20-21	Q4 20-21	Q1 21-22	Q2 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		50.0	50.0	46.7	47.1	↑	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 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		46.4	13.8	55.6	56.3	50.0	50.0	60.0	↑	60	GREEN	50.0	60	AMBER	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	3.2	3.0	2.9	1.6	2.3	↓	2.7	GREEN	2.5	2.7	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		10.6	11.0	10.9	10.7	10.8	10.9	11.0	↓	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	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	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		87.1	87.5	84.6	83.9	85.0	87.5	90.6	↑	90	GREEN	85.0	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		98.2	98.3	98.4	98.9	98.9	98.8	98.7	↓	95	GREEN	98.9	95	GREEN	N/A	N/A	

Education Annual Indicators - Canterbury		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21						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		72.4	73.0	71.7	70	GREEN	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		74.9	N/A	N/A	76	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		25.3	N/A	N/A	19	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		74.3	N/A	N/A	70	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		28.1	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		45.8	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		17.5	N/A	N/A	12	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		32.64	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		27.44	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		27.29	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.7	4.1	4.3	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.1	N/A	9.8	8.7	RED	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		18.0	N/A	12.4	14.5	GREEN	N/A	14.5	11.1	11.7		

Page 41

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?
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-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		19.9	19.9	19.2	18.5	18.7	18.7	17.9	↑	25.0	GREEN	20.3	25.0	GREEN	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		86.7	81.3	80.0	81.0	81.8	84.0	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	✓	7.6	6.8	6.7	6.4	8.6	8.1	8.1	↔	20.0	RED	3.5	20.0	RED	22.5	22.1	
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	✓														372	418	
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	50.0	50.0	58.3	58.3	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	✓	102.2	92.2	102.2	102.2	102.2	98.1	108.2	↑	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		21.5	23.6	23.1	19.8	20.6	22.1	20.1	↑	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		22.7	23.3	24.3	25.2	25.5	26.0	25.9	↑	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		81.4	83.6	84.0	82.4	82.2	82.5	83.0	↑	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		50.0	62.5	62.5	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		8.0	8.2	8.9	10.5	10.9	9.9	9.4	↑	15.0	GREEN	9.3	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		12.2	15.0	13.3	11.7	10.9	13.2	11.3	↑	15.0	GREEN	12.9	15.0	GREEN	N/A	N/A	

Page 42

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?
					Q3 20-21	Q4 20-21	Q1 21-22	Q2 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		53.3	47.1	36.4	50.0	↓	35.0	RED	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 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		33.3	15.0	9.1	35.3	14.9	46.7	75.0	↑	60	GREEN	14.9	60	RED	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		4.2	4.5	4.3	4.2	4.3	2.1	2.1	↔	3.6	GREEN	3.4	3.6	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		10.8	10.7	10.8	10.5	11.3	11.1	11.2	↓	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	0	0	0	1	↓	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		96.6	96.8	87.2	86.5	86.1	82.9	86.7	↑	90	RED	86.1	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		97.4	96.7	96.5	96.6	95.7	93.8	94.3	↑	95	AMBER	95.7	95	GREEN	N/A	N/A	

Education Annual Indicators - Dartford		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21						SN or SE		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		64.7	60.5	45.4	70	RED	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		73.5	N/A	N/A	76	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		18.3	N/A	N/A	19	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		70.4	N/A	N/A	70	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		21.1	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		52.6	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.1	N/A	N/A	12	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		30.38	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		27.74	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		27.58	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		1.9	2.1	2.4	3.0	GREEN	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.9	N/A	8.4	8.7	GREEN	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		11.2	N/A	7.5	14.5	GREEN	N/A	14.5	11.1	11.7		

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?
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21							SN or SE		
Dover CSWT																				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		31.5	32.4	31.2	30.9	32.1	31.0	29.8	↑	25.0	AMBER	30.9	25.0	RED	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		97.3	97.4	94.9	94.3	93.5	92.3	85.0	↓	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	✓	8.0	7.4	8.5	7.5	7.5	5.9	5.3	↓	20.0	RED	13.7	20.0	AMBER	22.5	22.1	
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	✓														372	418	
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	69.2	69.2	69.2	69.2	72.7	72.7	↔	80.0	AMBER	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	87.0	87.0	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		21.8	20.1	18.3	17.3	18.0	21.3	24.0	↓	18.0	RED	23.8	18.0	RED	N/A	N/A	
Dover EHU																				
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		30.2	28.4	26.5	27.2	27.8	26.6	24.6	↑	25.0	GREEN	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		94.2	95.1	94.9	94.4	94.1	93.2	92.5	↓	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		66.7	62.5	62.5	62.5	62.5	75.0	75.0	↔	80.0	AMBER	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		15.5	13.3	14.7	15.9	14.9	15.2	15.2	↔	15.0	AMBER	15.9	15.0	AMBER	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		9.4	11.0	13.1	11.2	9.7	9.9	10.7	↓	15.0	GREEN	10.0	15.0	GREEN	N/A	N/A	

Page 44

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?
					Q3 20-21	Q4 20-21	Q1 21-22	Q2 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		34.4	26.9	30.0	36.8	↓	35.0	AMBER	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 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		81.3	54.5	87.5	58.8	66.7	75.0	100.0	↑	60	GREEN	66.7	60	GREEN	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.1	3.5	3.2	3.1	2.9	2.1	2.0	↑	2.7	GREEN	2.9	2.7	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	12.3	12.1	11.3	11.8	11.9	11.9	↔	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	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		83.2	85.6	80.4	79.2	81.0	82.0	80.2	↓	90	RED	81.0	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		89.9	89.7	88.0	87.0	88.3	88.5	86.3	↓	95	AMBER	88.3	95	AMBER	N/A	N/A	

Education Annual Indicators - Dover		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21					SN or SE			
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		73.1	77.5	74.1	70	GREEN	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		75.0	N/A	N/A	76	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		13.8	N/A	N/A	19	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		69.0	N/A	N/A	70	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		16.6	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		44.6	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		13.3	N/A	N/A	12	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		30.41	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		23.42	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		32.67	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.2	3.6	3.9	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.9	N/A	8.6	8.7	GREEN	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		18.0	N/A	13.1	14.5	GREEN	N/A	14.5	11.1	11.7		

Page 45

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					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21							SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		22.1	21.4	19.8	19.1	18.1	20.1	20.5	↓	25.0	GREEN	23.8	25.0	GREEN	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		94.4	95.0	92.3	92.0	92.0	91.3	91.3	↔	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	✓	21.0	24.0	25.7	24.4	26.3	21.6	17.6	↓	20.0	GREEN	22.9	20.0	AMBER	22.5	22.1	
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	✓														372	418	
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	✓	72.7	73.3	73.3	80.0	80.0	78.6	78.6	↔	80.0	AMBER	71.4	80.0	AMBER	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	95.9	91.7	91.7	95.9	100.1	93.4	97.6	↑	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		22.1	24.9	23.9	22.0	19.5	22.2	20.2	↑	18.0	AMBER	25.2	18.0	RED	N/A	N/A	
Folkestone and Hythe EHU					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21									
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		26.0	25.9	25.8	25.7	25.4	25.6	25.9	↓	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		73.2	76.1	77.0	75.7	74.7	74.6	76.4	↑	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		80.0	71.4	71.4	85.7	85.7	71.4	71.4	↔	80.0	AMBER	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		12.9	12.6	12.7	12.9	12.1	10.8	13.0	↓	15.0	GREEN	13.2	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		11.6	12.9	13.3	12.3	10.6	11.4	12.5	↓	15.0	GREEN	10.8	15.0	GREEN	N/A	N/A	

Page 46

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?
					Q3 20-21	Q4 20-21	Q1 21-22	Q2 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		10.0	7.7	14.3	42.9	↓	35.0	RED	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 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		78.9	63.6	61.1	75.0	100.0	55.6	40.0	↓	60	RED	100.0	60	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		3.6	4.1	4.0	3.8	4.0	2.7	2.3	↑	3.4	GREEN	3.3	3.4	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		8.0	8.9	8.9	8.1	9.5	9.6	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	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		97.3	99.0	92.0	92.7	92.9	93.7	95.1	↑	90	GREEN	92.9	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		92.9	92.7	92.8	91.1	91.4	86.0	84.6	↓	95	RED	91.4	95	AMBER	N/A	N/A	

Education Annual Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21					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		78.7	76.4	69.7	70	AMBER	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		75.0	N/A	N/A	76	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		16.5	N/A	N/A	19	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		67.6	N/A	N/A	70	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		18.4	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		46.9	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		13.8	N/A	N/A	12	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		32.17	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		29.34	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		35.00	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.6	3.8	4.2	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		10.3	N/A	9.4	8.7	AMBER	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		19.8	N/A	14.3	14.5	GREEN	N/A	14.5	11.1	11.7		

Page 47

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?	
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21							SN or SE			
Gravesham CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		24.3	23.6	21.4	19.9	19.9	19.0	20.4	↓	25.0	GREEN	24.9	25.0	GREEN	21.5	22.7		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		100.0	100.0	96.4	96.0	95.8	81.0	78.9	↓	90.0	RED	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	✓	19.0	17.4	15.1	16.1	19.4	19.6	19.8	↑	20.0	GREEN	17.8	20.0	GREEN	22.5	22.1		
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	✓															372	418	
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	✓	62.5	75.0	75.0	85.7	85.7	92.3	92.3	↔	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	✓	107.7	107.7	103.0	88.7	88.7	75.1	79.9	↑	85.0	AMBER	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		21.3	23.5	22.4	22.6	20.0	22.2	23.1	↓	18.0	RED	20.1	18.0	AMBER	N/A	N/A		
Gravesham EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		21.4	21.8	23.2	24.3	24.5	24.8	25.4	↓	25.0	AMBER	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		69.0	72.3	74.5	74.9	77.0	77.1	77.7	↑	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	85.7	85.7	87.5	87.5	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		14.8	14.6	13.7	14.0	14.0	13.2	11.2	↑	15.0	GREEN	15.0	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		12.0	13.9	15.4	15.9	14.9	11.2	10.9	↑	15.0	GREEN	11.3	15.0	GREEN	N/A	N/A		

Page 48

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?
					Q3 20-21	Q4 20-21	Q1 21-22	Q2 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		40.5	46.2	31.6	39.1	↑	35.0	RED	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 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		26.3	13.3	30.8	27.3	15.6	47.1	50.0	↑	60	AMBER	15.6	60	RED	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		4.4	4.5	4.2	4.1	4.2	2.6	1.9	↑	3.7	GREEN	3.2	3.7	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		7.9	7.9	7.6	7.4	8.5	8.7	8.8	↓	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		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		1	1	1	1	1	1	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		99.5	98.6	98.2	98.2	98.6	98.5	98.6	↑	90	GREEN	98.6	90	GREEN	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		91.3	90.7	84.7	82.5	82.3	80.3	82.8	↑	95	RED	82.3	95	RED	N/A	N/A	

Education Annual Indicators - Gravesham		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21						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		55.8	54.7	46.1	70	RED	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		75.4	N/A	N/A	76	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		12.9	N/A	N/A	19	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		65.0	N/A	N/A	70	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		20.5	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		47.6	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		16.0	N/A	N/A	12	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		30.15	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		26.75	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		32.58	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		2.2	2.4	2.7	3.0	GREEN	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.9	N/A	9.9	8.7	RED	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		12.5	N/A	11.5	14.5	GREEN	N/A	14.5	11.1	11.7		

Page 49

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					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21							SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		27.1	26.4	24.7	24.1	23.0	23.4	22.3	↑	25.0	GREEN	27.3	25.0	AMBER	21.5	22.7		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		97.4	97.6	97.9	97.7	97.6	96.8	96.4	↓	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	✓	24.1	26.5	20.0	22.1	20.4	17.3	16.0	↓	20.0	AMBER	23.8	20.0	AMBER	22.5	22.1		
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	✓															372	418	
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	✓	85.7	78.9	78.9	84.2	84.2	78.9	78.9	↔	80.0	AMBER	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	61.5	69.2	69.2	73.1	80.8	84.6	↑	85.0	AMBER	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		17.0	17.5	16.7	16.0	18.6	17.0	17.3	↓	18.0	GREEN	16.4	18.0	GREEN	N/A	N/A		
Maidstone EHU					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		22.9	22.3	23.1	23.0	22.7	22.9	23.3	↓	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		86.4	88.8	89.6	89.7	90.6	91.7	92.5	↑	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		57.1	50.0	50.0	60.0	60.0	63.6	63.6	↔	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	10.6	10.7	11.3	11.1	11.2	10.1	↑	15.0	GREEN	11.2	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		13.8	15.1	15.5	15.4	12.6	15.2	16.5	↓	15.0	AMBER	14.1	15.0	GREEN	N/A	N/A		

Page 50

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?
					Q3 20-21	Q4 20-21	Q1 21-22	Q2 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		30.0	35.7	40.0	35.3	↑	35.0	AMBER	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 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		35.0	43.8	47.6	60.9	72.7	60.0	30.0	↓	60	RED	72.7	60	GREEN	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.1	3.1	3.2	3.1	3.2	2.3	2.5	↓	2.3	AMBER	2.8	2.3	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		6.7	6.7	7.0	6.6	6.8	6.8	6.9	↓	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	2	2	2	2	3	↓	N/A	N/A	2	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		1	1	2	2	2	3	3	↔	N/A	N/A	2	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		80.5	81.9	80.4	82.3	81.5	85.0	86.9	↑	90	RED	81.5	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		90.2	90.9	90.2	90.3	90.4	95.5	95.4	↓	95	GREEN	90.4	95	AMBER	N/A	N/A	

Education Annual Indicators - Maidstone		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21						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		69.3	66.4	58.2	70	RED	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		72.9	N/A	N/A	76	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		22.1	N/A	N/A	19	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		66.0	N/A	N/A	70	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		23.1	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		50.7	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.2	N/A	N/A	12	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		33.99	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		28.38	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		35.76	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.6	3.9	4.5	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.2	N/A	7.7	8.7	GREEN	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		13.1	N/A	8.0	14.5	GREEN	N/A	14.5	11.1	11.7		

Page 51

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?
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-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		27.6	26.5	25.5	26.0	26.0	27.2	27.6	↕	25.0	AMBER	26.8	25.0	AMBER	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		90.9	90.9	91.7	91.7	91.7	89.5	90.9	↑	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	✓	29.4	28.8	25.0	27.0	27.5	26.2	24.8	↑	20.0	AMBER	30.2	20.0	RED	22.5	22.1	
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	✓														372	418	
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	33.3	33.3	44.4	44.4	↔	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	✓	70.0	70.0	70.0	75.0	70.0	70.0	56.0	↕	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		20.3	20.2	20.3	26.6	26.8	29.8	23.5	↑	18.0	RED	21.2	18.0	AMBER	N/A	N/A	
Sevenoaks South & Tunbridge Wells CSWT																				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		24.8	23.1	22.8	23.5	23.1	23.0	22.0	↑	25.0	GREEN	25.5	25.0	AMBER	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		90.0	85.7	85.7	86.7	87.5	87.5	85.7	↕	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	✓	26.9	26.5	25.0	23.1	22.2	21.4	22.2	↕	20.0	GREEN	19.0	20.0	GREEN	22.5	22.1	
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	✓														372	418	
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	71.4	71.4	72.7	72.7	73.3	73.3	↔	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	✓	73.0	73.0	78.0	78.0	78.0	88.0	88.0	↔	85.0	GREEN	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		22.0	23.8	22.7	19.7	16.8	14.2	15.8	↕	18.0	GREEN	20.7	18.0	AMBER	N/A	N/A	

Page 52

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?
Sevenoaks North & Tonbridge and Malling EHU					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		22.2	22.8	23.0	24.5	25.0	24.5	25.5	↓	25.0	AMBER	26.9	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		88.9	89.2	89.8	90.2	90.4	90.4	90.5	↑	80.0	GREEN	84.4	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	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	14.4	15.1	↓	15.0	AMBER		15.0		N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		12.4	14.3	16.4	16.0	13.1	14.1	13.4	↑	15.0	GREEN	12.1	15.0	GREEN	N/A	N/A		
Sevenoaks South & Tunbridge Wells EHU					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		23.9	24.5	25.8	26.1	26.1	27.7	26.2	↑	25.0	AMBER	22.0	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		93.2	94.7	95.4	94.7	94.9	93.9	94.1	↑	80.0	GREEN	95.2	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	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	17.9	15.3	17.1	↓	15.0	AMBER		15.0		N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		13.2	14.5	16.3	16.9	12.2	14.2	13.5	↑	15.0	GREEN	14.8	15.0	GREEN	N/A	N/A		

Page 53

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?
					Q3 20-21	Q4 20-21	Q1 21-22	Q2 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		41.7	40.0	35.3	44.4	↓	35.0	RED	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 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		35.7	15.8	33.3	11.8	13.8	58.3	50.0	↓	60	AMBER	13.8	60	RED	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.7	2.7	2.7	2.5	2.6	1.5	1.2	↑	2.4	GREEN	2.5	2.4	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		14.7	14.5	14.3	13.9	15.2	15.1	15.3	↓	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	1	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	1	1	2	1	↑	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		92.6	93.3	92.2	91.8	94.6	92.9	90.0	↓	90	GREEN	94.6	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		95.9	94.1	92.0	92.3	92.1	91.9	89.4	↓	95	AMBER	92.1	95	AMBER	N/A	N/A	

Education Annual Indicators - Sevenoaks		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21					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		71.0	70.1	53.2	70	RED	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		76.8	N/A	N/A	76	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		19.1	N/A	N/A	19	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		73.1	N/A	N/A	70	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		18.4	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		41.5	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		12.1	N/A	N/A	12	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		30.28	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		29.59	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		32.86	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		4.6	5.0	5.4	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.5	N/A	7.2	8.7	GREEN	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.2	N/A	15.7	14.5	RED	N/A	14.5	11.1	11.7		

Page 54

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?
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-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		23.7	23.9	22.9	22.7	20.6	20.4	21.0	↓	25.0	GREEN	24.7	25.0	GREEN	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		91.3	90.9	95.0	95.5	100.0	100.0	100.0	↔	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	✓	24.2	23.3	24.5	24.2	27.0	29.6	27.8	↑	20.0	RED	23.2	20.0	AMBER	22.5	22.1	
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	✓														372	418	
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	✓	66.7	66.7	66.7	66.7	66.7	62.5	62.5	↔	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	88.9	94.4	94.4	95.5	89.9	↓	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		21.3	21.0	20.9	18.4	18.8	19.1	19.6	↓	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		26.9	27.4	26.7	25.6	24.8	24.5	24.0	↑	25.0	GREEN	27.8	25.0	AMBER	21.5	22.7	
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	✓	21.2	17.9	17.8	18.2	15.5	14.8	13.8	↓	20.0	AMBER	27.1	20.0	AMBER	22.5	22.1	
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	✓														372	418	
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	81.8	81.8	↔	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	✓	94.1	94.1	94.1	94.1	94.1	89.3	95.2	↑	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		20.8	21.1	20.2	19.5	17.1	23.0	20.9	↑	18.0	AMBER	20.1	18.0	AMBER	N/A	N/A	

Page 55

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					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21							SN or SE			
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		24.6	24.8	25.0	25.9	25.7	25.8	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		73.6	77.8	81.3	82.4	80.9	78.3	76.7	↓	80.0	AMBER	69.3	70.0	AMBER	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		85.7	88.9	88.9	87.5	87.5	85.7	85.7	↔	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		11.9	12.1	13.0	13.5	12.8	12.8	12.3	↑	15.0	GREEN	12.8	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		14.1	15.8	17.9	16.5	16.0	17.2	15.5	↑	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?
					Q3 20-21	Q4 20-21	Q1 21-22	Q2 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		35.3	35.5	34.6	34.5	↑	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 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		36.7	7.1	42.9	33.3	37.9	25.6	27.6	↑	60	RED	37.9	60	RED	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		4.1	4.7	4.3	4.5	4.4	2.7	2.7	↔	3.6	GREEN	3.1	3.6	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		9.4	10.7	11.0	10.7	11.6	11.9	12.0	↓	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	1	1	1	1	1	1	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		73.5	80.0	82.4	85.6	85.9	87.2	86.9	↓	90	RED	85.9	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		100.0	100.0	100.0	98.5	100.0	100.0	100.0	↔	95	GREEN	100.0	95	GREEN	N/A	N/A	

Education Annual Indicators - Swale		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21					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		72.1	67.0	68.0	70	AMBER	↑	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		74.2	N/A	N/A	76	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		15.9	N/A	N/A	19	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		67.0	N/A	N/A	70	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		28.5	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		42.1	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		16.0	N/A	N/A	12	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		30.68	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		28.59	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		29.94	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.5	4.0	4.4	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		10.9	N/A	12.0	8.7	RED	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		18.8	N/A	24.2	14.5	RED	N/A	14.5	11.1	11.7		

Page 57

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?	
Thanet Margate CSWT					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21							SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		34.1	32.2	32.2	30.8	28.8	28.2	27.6	↑	25.0	AMBER	33.9	25.0	RED	21.5	22.7		
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	✓	20.9	18.5	17.5	16.7	18.1	17.4	17.8	↑	20.0	GREEN	22.8	20.0	AMBER	22.5	22.1		
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	✓															372	418	
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	90.0	90.0	90.0	90.0	80.0	80.0	↔	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	105.5	106.5	101.2	101.2	95.9	95.0	↓	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		21.3	21.7	23.1	20.5	21.0	21.0	20.0	↑	18.0	AMBER	21.4	18.0	AMBER	N/A	N/A		
Thanet Ramsgate CSWT					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21										
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		30.7	28.7	27.1	26.7	25.9	24.8	24.4	↑	25.0	GREEN	31.2	25.0	RED	21.5	22.7		
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	✓	14.6	23.5	21.4	23.7	22.6	20.9	20.9	↔	20.0	GREEN	17.8	20.0	GREEN	22.5	22.1		
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	✓															372	418	
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	80.0	80.0	80.0	80.0	90.0	90.0	↔	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	✓	100.1	90.7	90.7	85.4	90.7	89.6	89.6	↔	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		23.2	20.9	23.4	24.4	19.4	19.4	21.8	↓	18.0	AMBER	22.0	18.0	AMBER	N/A	N/A		

Page 58

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					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21							SN or SE			
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		33.7	32.6	32.1	30.9	31.1	30.7	31.4	↓	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		80.2	81.2	82.0	82.0	81.5	82.3	82.5	↑	80.0	GREEN	79.2	70.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	75.0	75.0	66.7	66.7	71.4	71.4	↔	80.0	AMBER	100.0	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		8.8	9.3	10.7	12.1	12.2	12.4	12.5	↓	15.0	GREEN	5.1	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		25.0	25.9	17.7	13.5	12.6	13.1	14.5	↓	15.0	GREEN	20.6	15.0	RED	N/A	N/A		
Thanet Ramsgate EHU					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		27.8	27.3	26.3	24.9	25.3	26.2	25.9	↑	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		79.5	81.8	83.6	83.4	83.2	83.2	84.8	↑	80.0	GREEN	76.2	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		11.4	12.1	11.8	16.1	16.2	16.8	15.7	↑	15.0	AMBER	11.1	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		15.4	17.1	16.5	15.5	13.7	15.0	16.4	↓	15.0	AMBER	18.2	15.0	RED	N/A	N/A		

Page 59

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?
					Q3 20-21	Q4 20-21	Q1 21-22	Q2 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		33.8	27.6	22.4	26.8	↑	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 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		58.3	28.6	50.0	59.3	43.8	67.6	55.0	↓	60	AMBER	43.8	60	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	4.4	4.5	4.3	4.6	3.4	3.3	↑	4.0	GREEN	3.7	4.0	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		12.5	12.7	12.5	12.3	11.8	11.8	12.0	↓	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	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		83.8	86.1	85.5	86.7	86.2	86.3	87.3	↑	90	AMBER	86.2	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		85.6	86.5	86.9	86.6	85.8	94.4	93.1	↓	95	AMBER	85.8	95	AMBER	N/A	N/A	

Education Annual Indicators - Thanet		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21					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		75.2	72.0	68.5	70	AMBER	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		64.9	N/A	N/A	76	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		24.7	N/A	N/A	19	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		61.5	N/A	N/A	70	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		14.5	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		40.7	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		14.2	N/A	N/A	12	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		25.77	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		25.87	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		25.96	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		4.3	4.7	5.1	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		10.5	N/A	15.3	8.7	RED	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		15.2	N/A	14.5	14.5	GREEN	N/A	14.5	11.1	11.7		

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?
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-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		27.6	26.5	25.5	26.0	27.2	27.6	↓	25.0	AMBER	26.8	25.0	AMBER	21.5	22.7		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		90.9	90.9	91.7	91.7	91.7	89.5	↑	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	✓	29.4	28.8	25.0	27.0	27.5	26.2	↑	20.0	AMBER	30.2	20.0	RED	22.5	22.1		
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	✓														372	418	
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	33.3	33.3	44.4	↔	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	✓	70.0	70.0	70.0	75.0	70.0	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		20.3	20.2	20.3	26.6	26.8	29.8	↑	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		22.2	22.8	23.0	24.5	25.0	24.5	↓	25.0	AMBER	26.9	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		88.9	89.2	89.8	90.2	90.4	90.4	↑	80.0	GREEN	84.4	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	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	14.4	↓	15.0	AMBER		15.0		N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		12.4	14.3	16.4	16.0	13.1	14.1	↑	15.0	GREEN	12.1	15.0	GREEN	N/A	N/A		

Page 61

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?
					Q3 20-21	Q4 20-21	Q1 21-22	Q2 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		39.3	30.4	11.1	17.4	↑	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 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		65.0	34.8	31.6	25.0	53.3	46.7	63.6	↑	60	GREEN	53.3	60	AMBER	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	2.9	2.9	2.9	2.9	2.3	2.4	↓	2.5	GREEN	2.8	2.5	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		8.7	8.6	8.3	8.1	8.6	8.6	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	1	1	2	2	3	3	↔	N/A	N/A	2	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		96.3	96.7	92.7	93.0	90.4	91.8	91.3	↓	90	GREEN	90.4	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		91.4	90.4	89.5	89.0	89.0	87.7	91.0	↑	95	AMBER	89.0	95	AMBER	N/A	N/A	

Education Annual Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21					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		76.6	70.8	61.6	70	RED	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		77.6	N/A	N/A	76	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		31.7	N/A	N/A	19	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		71.0	N/A	N/A	70	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		26.5	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		51.3	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		22.5	N/A	N/A	12	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		39.49	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		30.21	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		33.55	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.3	3.6	3.9	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		6.8	N/A	5.5	8.7	GREEN	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.5	N/A	10.6	14.5	GREEN	N/A	14.5	11.1	11.7		

Page 62

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?
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21										
Sevenoaks South & Tunbridge Wells CSWT					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21						SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		24.8	23.1	22.8	23.5	23.1	23.0	22.0	↑	25.0	GREEN	25.5	25.0	AMBER	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		90.0	85.7	85.7	86.7	87.5	87.5	85.7	↓	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	✓	26.9	26.5	25.0	23.1	22.2	21.4	22.2	↓	20.0	GREEN	19.0	20.0	GREEN	22.5	22.1	
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	✓													372	418		
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	71.4	71.4	72.7	72.7	73.3	73.3	↔	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	✓	73.0	73.0	78.0	78.0	78.0	88.0	88.0	↔	85.0	GREEN	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		22.0	23.8	22.7	19.7	16.8	14.2	15.8	↓	18.0	GREEN	20.7	18.0	AMBER	N/A	N/A	
Sevenoaks South & Tunbridge Wells EHU					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21									
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		23.9	24.5	25.8	26.1	26.1	27.7	26.2	↑	25.0	AMBER	22.0	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		93.2	94.7	95.4	94.7	94.9	93.9	94.1	↑	80.0	GREEN	95.2	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	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	17.9	15.3	17.1	↓	15.0	AMBER		15.0		N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		13.2	14.5	16.3	16.9	12.2	14.2	13.5	↑	15.0	GREEN	14.8	15.0	GREEN	N/A	N/A	

Page 63

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?
					Q3 20-21	Q4 20-21	Q1 21-22	Q2 21-22										
					Q3 20-21	Q4 20-21	Q1 21-22	Q2 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		35.0	23.5	36.4	44.4	↓	35.0	RED	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 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		62.5	40.0	70.6	66.7	58.3	54.5	40.0	↓	60	RED	58.3	60	AMBER	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	2.8	2.5	2.5	1.7	1.5	↑	1.7	GREEN	2.6	1.7	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		10.4	10.6	10.7	10.3	10.3	10.0	10.0	↔	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	2	↓	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		1	1	1	2	2	2	2	↔	N/A	N/A	2	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		95.2	96.0	96.7	96.1	96.2	93.6	94.9	↑	90	GREEN	96.2	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		99.2	100.0	100.0	100.0	100.0	100.0	100.0	↔	95	GREEN	100.0	95	GREEN	N/A	N/A	

Education Annual Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2020-21	RAG	DOT	Target 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					2018-19	2019-20	2020-21						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		71.7	72.1	64.0	70	RED	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		78.0	N/A	N/A	76	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		21.1	N/A	N/A	19	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		70.2	N/A	N/A	70	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		33.9	N/A	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		54.5	N/A	N/A	49.0	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		21.5	N/A	N/A	12	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		37.97	N/A	N/A	36	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		32.26	N/A	N/A	31	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		40.42	N/A	N/A	34	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.0	3.4	3.7	3.0	RED	↓	3.0	3.9	3.7	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	90	N/A	N/A	90	91.1	91.8		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	77	N/A	N/A	77	79.5	81.1		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		7.2	N/A	6.6	8.7	GREEN	N/A	8.7	7.5	8.1		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		12.6	N/A	7.5	14.5	GREEN	N/A	14.5	11.1	11.7		

Page 64

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
<b>Activity-Volume Measures</b>				
CYPE10	Number of Primary Schools	MI School Census Database	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 Oct 2021	Nov 2021
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Oct 2021	Nov 2021
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Oct 2021	Nov 2021
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Oct 2021	Nov 2021
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of Oct 2021	Nov 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 Oct 2021	Nov 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 Oct 2021	Nov 2021
FD01	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of Oct 2021	Nov 2021
FD1	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of Oct 2021	Nov 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 Oct 2021	Nov 2021
FD03	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of Oct 2021	Nov 2021
EH05-F	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of Oct 2021	Nov 2021
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of Oct 2021	Nov 2021
	Number of Child Protection cases	Liberi	Snapshot data as at end of Oct 2021	Nov 2021
	Number of Children in Care	Liberi	Snapshot data as at end of Oct 2021	Nov 2021
	Number of Care Leavers	Liberi	Snapshot data as at end of Oct 2021	Nov 2021
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to Oct 2021	Nov 2021
<b>Key Performance Indicators</b>				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	Liberi	Rolling 12 months up to Oct 2021	Nov 2021
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to Oct 2021	Nov 2021
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to Oct 2021	Nov 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 Oct 2021	Nov 2021
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at Oct 2021	Nov 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 Oct 2021	Nov 2021
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to Oct 2021	Nov 2021
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to Oct 2021	Nov 2021
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at Oct 2021	Nov 2021
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Oct 2021	Nov 2021
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Oct 2021	Nov 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 Oct 2021	Nov 2021
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at Oct 2021	Nov 2021
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at Oct 2021	Nov 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 Oct 2021	Nov 2021
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at Oct 2021	Nov 2021
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for Jan 2019 to Dec 2019 cohort	Oct 2021

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
<b>Key Performance Indicators (Continued)</b>				
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Synergy - monthly reported data	Snapshot as at Oct 2021	Nov 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 Oct 2021	Nov 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 Oct 2021	Nov 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 Oct 2021	Nov 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 Oct 2021	Nov 2021
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to Oct 2021	Nov 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 Oct 2021	Nov 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 21st December 2020	Dec 2020
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 2021	July 2021
CYPE10	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2021-22	April 2021
CYPE11	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2021-22	April 2021
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Autumn and Spring data for academic year 2020-21	2020-21 DfE Published & MI Calculations	Oct 2021
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Autumn and Spring data for academic year 2020-21	2020-21 DfE Published & MI Calculations	Oct 2021

Indicator Definitions

Code	Indicator	Definition
<b>Activity-Volume Measures</b>		
CYPE10	Number of Primary Schools	The number of Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools). Total is as at the latest available termly school census.
CYPE11	Number of Secondary Schools	The number of Kent maintained Secondary schools and Secondary academies (including Free Schools). Total is as at the latest available termly school census.
CYPE12	Number of Special Schools	The number of Kent maintained Special schools and Special academies. Total is as at the latest available termly school census.
CYPE13	Total pupils on roll in Primary Schools	The number of pupils on roll in Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools). Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE14	Total pupils on roll in Secondary Schools	The number of pupils on roll in Kent maintained Secondary schools and Secondary academies (including Free Schools). Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE15	Total pupils on roll in Special Schools	The number of pupils on roll in Kent maintained Special schools and Special academies. Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools) as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Secondary schools and Secondary academies (including Free Schools) as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
CYPE18	Percentage of Special School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Special schools and Special academies as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	The percentage of Kent Early Years settings (non-domestic premises only), judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all inspected Kent Early Years settings (non domestic premises only).
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Primary schools and Primary academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Primary schools and Primary academies.
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Secondary schools and Secondary academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Secondary schools and Secondary academies.
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Special schools and Special academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Special schools and Special academies.
CYPE19	Number of requests for SEND statutory assessment	The number of initial requests for assessment for Education, Health and Care Plans (EHCPs) for 0-25 year olds in Kent LA.
EH71-C	Rate of notifications received into Early Help per 10,000 of the 0-17 population (inclusive, rolling 12 months)	The total number of referrals to an Early Help Unit completed during the corresponding reporting month per 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year population estimates). This is a child level indicator.
SCS02	Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)	This indicator shows the rate of referrals received by Children's Social Work Services. Numerator: Number of referrals (rolling 12 month period). Denominator: child population figure divided by 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year Estimates).
FD01-C	Number of contacts processed in the Front Door	The total number of notifications received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
FD14-C	Number of Information, Advice and Guidance contacts processed in the Front Door	The total number of notifications with a contact outcome of "Information, Advice & Guidance" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.

Indicator Definitions

Code	Indicator	Definition
<b>Activity-Volume Measures (Continued)</b>		
FD02-C	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	The total number of notifications with a contact outcome of "Threshold met for CSWS" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	The total number of notifications with a contact outcome of "Proceed to Early Help Unit" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
EH05-F	Number of cases open to Early Help Units	The number of open cases as at the end of the corresponding reporting month. The data includes all cases sent to units at Early Help Record stage prior to the end of the month. This is a family level indicator.
SCS01	Number of open Social Work cases	The total caseload figures for Children's Social Work Services.
	Number of Child Protection cases	The number of Children who have a Child Protection Plan as at the end of the corresponding reporting month.
	Number of Children in Care	The number of Children in Care as at the end of the corresponding reporting month.
	Number of Care Leavers	The number of Care Leavers as at the end of the corresponding reporting month.
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).
<b>Key Performance Indicators</b>		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	The percentage of referrals to SCS in the last 12 months where the previous referral date (if any) is within 12 months of the new referral date.
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	The percentage of returner interviews completed in the last 12 months where the case was open to SCS at the point the child went missing and the child was aged under 18 at the point of going missing.
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	The percentage of children who become subject to a Child Protection Plan during the last 12 months who have been subject to a previous plan.
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	The percentage of Children in Care aged under 16 at the snapshot date who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years, or are placed for adoption and their adoptive placement together with their previous placement together last for at least 2 years.
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	The percentage of Kent Children in Care at the snapshot date who are in Foster Care and are placed with KCC Foster Carers or with Relatives and Friends. UASC are excluded
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	The average number of days between becoming a Looked After Child and moving in with Adoptive Family (for children who have been Adopted in the last 12 months)
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	The percentage of relevant and former relevant care leavers who we were in contact with in a 4 month window around their birthday who were aged 17, 18, 19, 20 or 21 and were in education, employment or training.
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

Page 68

Indicator Definitions

Code	Indicator	Definition
<b>Key Performance Indicators (Continued)</b>		
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. <b>It is important to note that this is not comparable to previous proven reoffending publications which reported on a 12 month cohort.</b>
SEND20	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. The data is a snapshot at the end of the month. 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
<b>Key Performance Indicators (Continued)</b>		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	The number of two year old children accessing a free early education place at an early years provider as a proportion of the total number of families identified as potentially eligible for funding by the Department for Work and Pensions (DWP).
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	Percentage of pupils assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	The percentage of pupils at the end of Key Stage 2 working at the Expected Standard in all of Reading, Writing & maths. Includes Kent maintained schools and academies.
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage working at the Expected Standard in all of Reading, Writing & maths at KS2. Includes Kent maintained schools and academies.
SISE12	Average score at KS4 in Attainment 8	The average Attainment 8 score for pupils at end of Key Stage 4. Attainment 8 is a point score based on attainment across eight subjects which must include English; mathematics; three other English 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 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.

**From: Kent Safeguarding Children Multiagency Partnership (KSCMP)**

**To: Children's and Young People's Cabinet Committee – 11 January 2022**

**Subject: KSCMP Annual Report 2020-2021**

**Classification: Unrestricted**

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

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

**Electoral Division: ALL**

**Summary:** In September 2019 the Kent Safeguarding Children Multi-Agency Partnership arrangements commenced, replacing the previous Safeguarding Children Board. The Partnership is led by the Executive Board which is made up of the three safeguarding partners, as defined in 'Working Together 2018' – Kent County Council, Kent and Medway Clinical Commissioning Group and Kent Police. KCC's Executive Board member is the Corporate Director for Children, Young People and Education. The Partnership Scrutiny and Challenge Group, which leads the system of challenge and holding partners to account, is chaired by the KCC Cabinet Member for Integrated Children's Services.

**Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to note and comment the KSCMP Annual Report 2020-2021

**1. Introduction**

1.1 This paper summarises the requirements of and approach taken to the KSCMP Annual Report 2020-2021.

**2. Context**

2.1 Working Together 2018 requires that Safeguarding Children's Partnerships produce an annual report which covers;

- I. What has happened on local partnership arrangements, how effective they have been, and any updates to the published arrangements in this year, with proposed timescale for implementation.
- II. Child Safeguarding Practice Reviews, including recording decisions and actions from recommendations of practice reviews and resulting improvements.

- III. Evidence on impact on outcomes for children and families from early help to looked-after children.
- IV. Analysis of areas where there is little or no evidence of progress on priorities.
- V. Ways in which partners have sought and utilised feedback from children and families to inform local activity.
- VI. In the writing of the annual report consideration has been given to the Analysis of Safeguarding Partners annual reports published on behalf of the National Child Safeguarding Practice Review Panel in May 2021. For the KSCMP report we have aimed to keep the report succinct, focusing on key areas of activity and learning.

### **3. Key Points**

- 3.1 The KSCMP Annual Report was agreed by the KSCMP Executive Board on 2nd December 2021.
- 3.2 The report includes an overview of the key activities undertaken during the period September 2020 to September 2021, alongside ambitions for the next 12 months. It also includes an evaluation from the KSCMP Independent Scrutineer.
- 3.3 The report particularly highlights several key pieces of work:
  - I. KSCMP Architecture Review
  - II. KSCMP Practice Review Project
  - III. KSCMP Education Project
  - IV. Non-Accidental Injury in Under Ones Deep Dive Study.

### **4 NEXT STEPS**

- 4.1 The report is presented for the information of the KCC CYPE Cabinet Committee.
- 4.2 The report will be published on the KSCMP website before the end of January 2022.

### **5 Recommendation(s)**

#### **Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to note and comment the KSCMP Annual Report 2020-2021

### **10. Background Documents**

None

### **11. Contact details**

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# **Annual Report**

## **September 2020 –**

## **September 2021**

<b>Contents</b>	<b>Page</b>
<b>Foreword</b>	3
<b>Headlines</b>	4
<b>Kent Safeguarding Context</b>	4
<b>Kent Safeguarding Children Multi-agency Partnership: Key Projects in 2020-21</b>	5
<b>Scrutiny, Challenge and Assurance</b>	7
<b>KSCMP Priorities</b>	10
<b>Learning and Improvement</b>	11
<b>Appendices</b>	17
Appendix One – KSCMP Structure	17
Appendix Two – KSCMP Budget	18
Appendix Three – Financial Contributions	19
Appendix Four – Agencies within Partnership	20
Appendix Five – Kent Safeguarding Context data references	22

## Foreword

This is the second Kent Safeguarding Children Multi-agency Partnership annual report, reflecting on the period from September 2020 to September 2021. This year has been one of embedding, but also reflection and review. The ongoing global Covid-19 pandemic has continued to impact on the way that we work together as partners, and on our capacity to deliver some activities. Alongside these challenges, there have been changes in personnel within the Executive and KSCMP Business Unit, which only reached its full staffing capacity in August 2021. We are, however, now in a position to move forward positively and at pace.

As an Executive we have taken time during this year to reflect on our new arrangements, to consider how they are working, and to hear the views of our partners. This report covers the range of projects and workstreams that are underway in order to make improvements and refinements where needed. We noted that our structure was not operating in the manner we had hoped, and we listened to feedback about improvements we could make in terms of communication and connectivity. Our Architecture Review has been undertaken with a view to building on these areas and this work has been carried out in conjunction with a Practice Review Project, designed to ensure that learning from case reviews is making a demonstrable change to practice. As such we are in a period of transformation, where we are focusing on ensuring our foundation is right to enable partners to work together effectively and in the best way safeguard the children of Kent.

It has been clear through our projects and our day-to-day working that the partners in Kent are committed to our aims of ensuring the safety and wellbeing of children and young people. As an Executive we aim to strengthen our leadership of the Partnership over the coming year through the renewed architecture and building on the commitment of our partner safeguarding agencies.




**Emma Banks**  
T/Chief Superintendent,  
Head of Protecting  
Vulnerable People  
Command, Kent Police

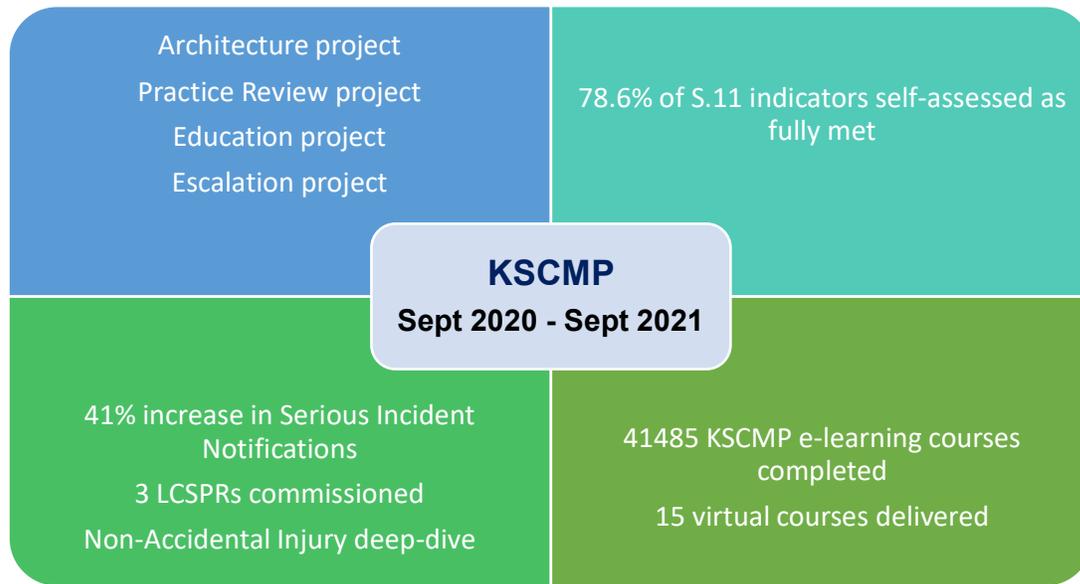



**Matt Dunkley**  
Corporate Director,  
Children, Young People  
and Education, Kent  
County Council

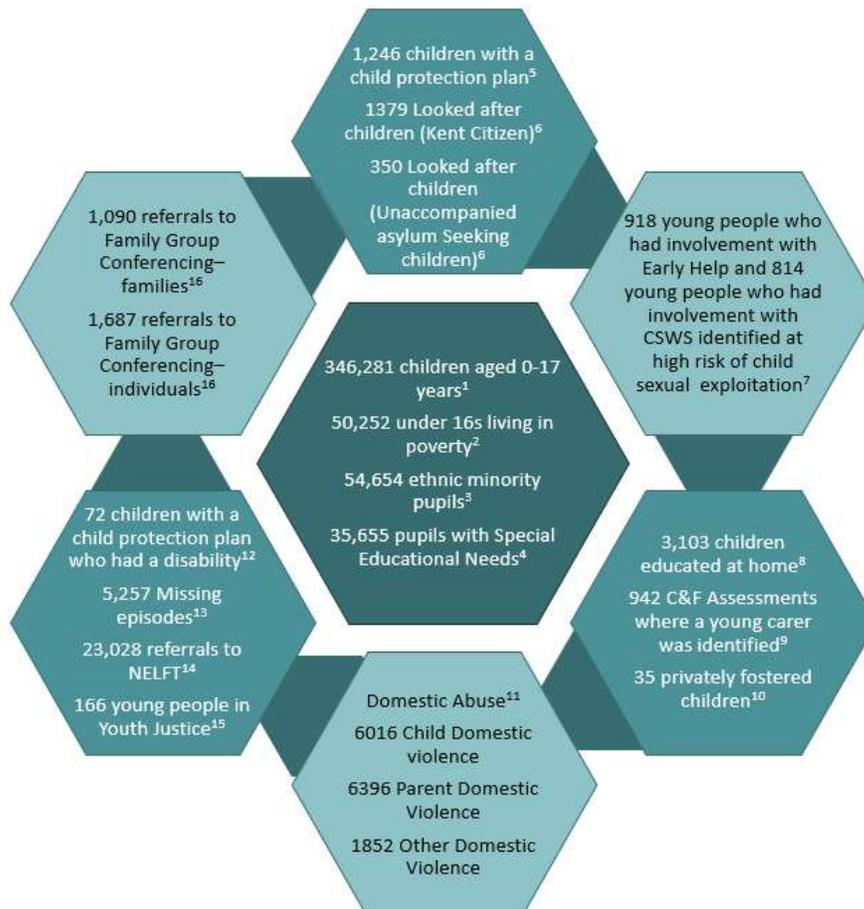



**Paula Wilkins**  
Executive Chief Nurse,  
NHS Kent and Medway  
CCG

## Key headlines



## Kent Safeguarding Context (see Appendix 5 for list of references)



## **Kent Safeguarding Children Multi-agency Partnership: Key Projects in 2020/21**

### **Architecture project**

In September 2019 the new KSCMP working arrangements were launched. They replaced the previous Safeguarding Children Board and were designed to be more streamlined with only three named sub-groups. However, in practice a range of additional multi-agency groups remained operational to varying extents. To assess what was working well and where improvements needed to be made the KSCMP Architecture Review was commenced. The Review aimed to evaluate how the current architecture was operating and identify opportunities for progression. The project commenced in June 2021 with the final report and recommendations completed in September 2021. The Executive reviewed and agreed the requisite recommendations in November 2021.

The project analysis indicates that the fundamental cultural shift from the previous Children Board's ways of working to the new Partnership has not yet been achieved. This has likely been owing to the convergence of a lack of significant launch events at the time the new Partnership came into effect, the impact of the Covid-19 pandemic, and the significant (and delayed) restructure of the KSCMP Business Unit – both in terms of job roles and personnel occupying them. It was also identified that there is currently a lack of a feedback loop between the Executive and Sub-groups (and vice versa), as well as a lack of connectivity between different parts of the structural architecture. Recommendations in the final report have sought to address these issues and to deliver an effective and connected multi-agency partnership structure. Implementation of these reforms will be a key focus over the upcoming year.

### **Education project**

The Ofsted Review of Sexual Abuse in Schools and Colleges Report<sup>1</sup> and the Wood Review both highlighted the need to consider and improve multi-agency engagement with schools and educational establishments in order to improve the effectiveness of safeguarding across local areas. The KSCMP Architecture Review similarly highlighted that the designed arrangements for engagement with education are not currently operating effectively in Kent. As a result, an Education Project has been established and is underway. The project considers a range of aspects, including:

- Reviewing the support currently offered to schools and colleges considering the Ofsted Review findings.
- Developing a free toolkit available to schools and educational establishments to help them identify areas of strength, as well as areas in need of further development in relation to peer-on-peer abuse and harmful sexual behaviour in a school setting.

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<sup>1</sup> <https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges>

- More generally reviewing how the KSCMP engages with schools and colleges.
- Reviewing the workings, forward plan, and agency representation on the Education Sub-group (part of the KSCMP Architecture Review).

The study included an analysis of a range of quantitative (statistics from consultations, training etc) and qualitative (focus groups with Headteachers, interviews, etc) data to inform its study scope and findings. The final report of the project will be considered by the Executive in Autumn 2021.

## Scrutiny, Challenge and Assurance

### Independent Scrutineer Evaluation

Membership of the Executive has been delegated to the Director of Children's Services, the Chief Nurse, and the Chief Superintendent for the area. According to the recent Wood Review (May 2021) 100% of partnerships had delegated the role. There is a strong commitment to partnership working from members of the Executive and a commitment to evidencing impact. However, the three core partners are not yet active in strategic planning and implementation and there are currently no formal arrangements for reporting the activity of the partnership to the senior accountable officers in each agency. Nor is there an opportunity for them to meet in any structured way. Partners are aware of this issue and will implement measures to address this in the coming months.

The new partnership business unit has already undertaken a comprehensive review of the partnership architecture and a number of recommendations are now being implemented. This will more effectively drive the partnership's business and support more impactful delivery in 2022. The team has also recently undertaken a review of rapid reviews of non-accidental injury to children under 1. The findings are being considered by the Executive.

A range of relevant agencies are engaged in the sub-groups supporting the work of the partnership. Responsibility for chairing the various sub-groups is shared between agencies and they are well attended. Further work is underway to clarify the expected deliverables from each sub-group as well as lines of accountability.

The local authority has good links with schools in Kent through The Education People, and as valuable as this is, it means that the views of heads and designated leads is fed in through a third party. There is an opportunity for the partnership to consult with head teachers and designated leads in schools to agree how they might be able to work more effectively with the local arrangements.

Currently, each agency has a programme to audit, and quality assure their work. However, the outcomes of audits are not shared between the partners and there is therefore less opportunity for multi-agency challenge. Furthermore, there have not been any multi-agency audits undertaken in the past year, thereby limiting the opportunity for more detailed scrutiny and challenge of how the partners work together. This may be a role that the Scrutiny and Challenge Sub-Group could take the lead on, and therefore enable greater scrutiny of partnership working. This issue has been recognised through the recent architecture review, and work is now underway to support the S&C Sub-Group to develop a more focussed workplan which will enable it to hold partners more effectively to account.

I undertook a review of Rapid Reviews over an 18-month period. The majority of children were under 1 and an emerging theme was that information sharing, particularly between midwives, health visitors and GPs was presenting as a barrier to effective safeguarding of children. This finding is in line with a similar theme which emerged in the national review of Non-Accidental Injury in under 1s published in

September 2021. This is an area for development which the partnership has acknowledge and will be progressing further in its workplan for 2022.

Rory Patterson, Independent Scrutineer of KSCMP

### **Scrutiny and Challenge**

The Scrutiny and Challenge Group has met three times between September 2020 and September 2021, as currently meetings are held twice yearly. The group has continued to develop its role in the Partnership and has begun to establish ambitions for the activity that it will oversee. The group would particularly like to have oversight of thematic risks and to consider the findings from ‘deep dive’ studies with a view to informing and improving multi-agency safeguarding practice. The first such study on Non-Accidental Injury in the Under Ones will be presented to the next meeting of the Group.

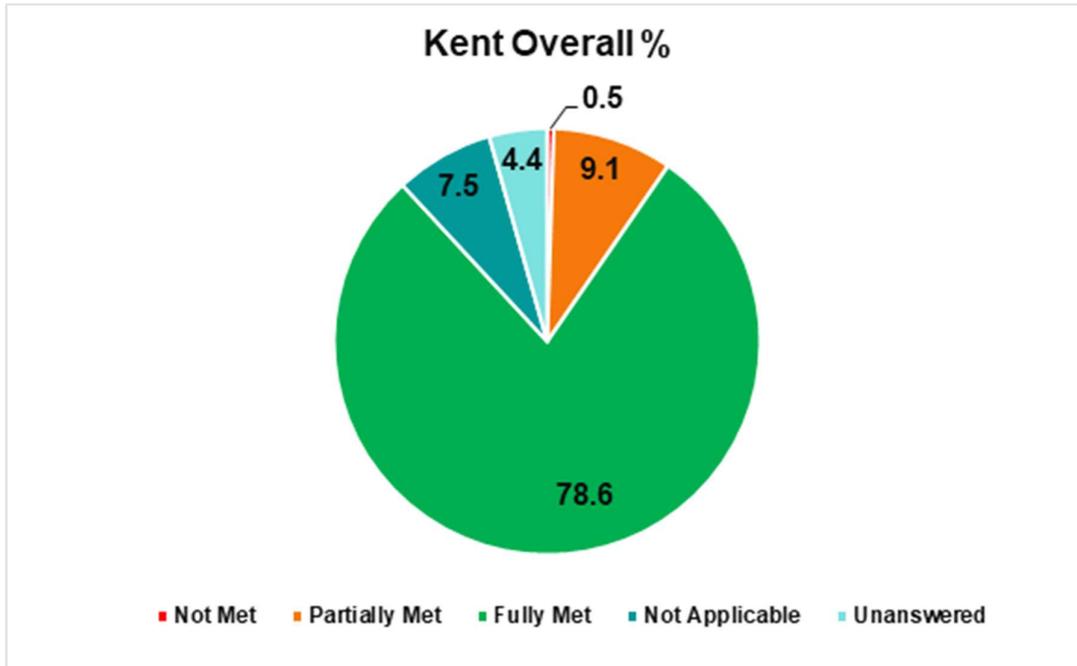
Early in this year the Group asked for an account of how learning from JTAs and National Reviews was being incorporated into the KSCMP training programme, which was subsequently explored in the KSCMP Learning and Development annual report. The Group continues to offer challenge and to ask for evidence of effectiveness and impact. Similarly, the group has a longstanding requirement to consider a multi-agency dataset which considers a range of indicators that can provide an overview of how safeguarding systems are operating, highlighting potential areas of concern for exploration, and allowing for the measurement of impact on practice. Developing a comprehensive multi-agency dataset and dashboard has continued to be challenge during this year, however in the latter months real progress has been made following the appointment of the KSCMP System Performance Analyst. Establishing a robust data dashboard and embedding its use both for the Executive Board and within the Scrutiny and Challenge Group is a priority area of work for the upcoming year, which is already underway.

### **Section 11 Assessments**

Section 11 (S11) of the Children Act 2004 places a statutory responsibility on key agencies and organisations to make arrangements to ensure that in discharging their functions, they have regards to the need to safeguard and promote the welfare of children. Agencies are required to complete a full S11 self-assessment on a biennial basis.

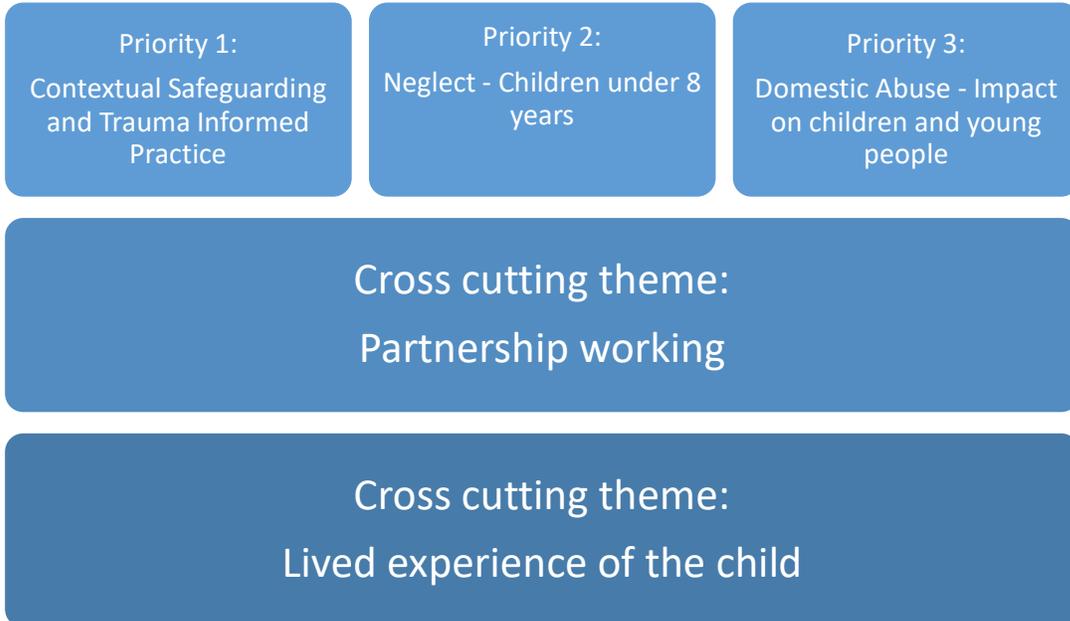
In the past, both the Kent and Medway Safeguarding Children’s Partnerships requested agencies to complete a S11 audit for their respective areas. In 2020, it was decided that the Partnerships would work collaboratively on the process, and so, for the first time, organisations that span both Kent and Medway were asked to complete only one S11 return, covering their duties in one or both local authority areas. Kent’s partners had been advised of a launch of 1<sup>st</sup> April for completion of the S11 toolkit, however due to the impact of Covid-19 on all agencies, the launch was delayed until November 2020. The audit has now been completed, and the joint Kent

and Medway findings collated and analysed. To add to this, a series of multi-agency review panels provided a further element of challenge and scrutiny to the joint audit process. The chart below shows a breakdown of the self-assessment ratings for Kent agencies:



## Priorities

The KSCMP has continued to work towards the current priorities which were established for 2020-2023.

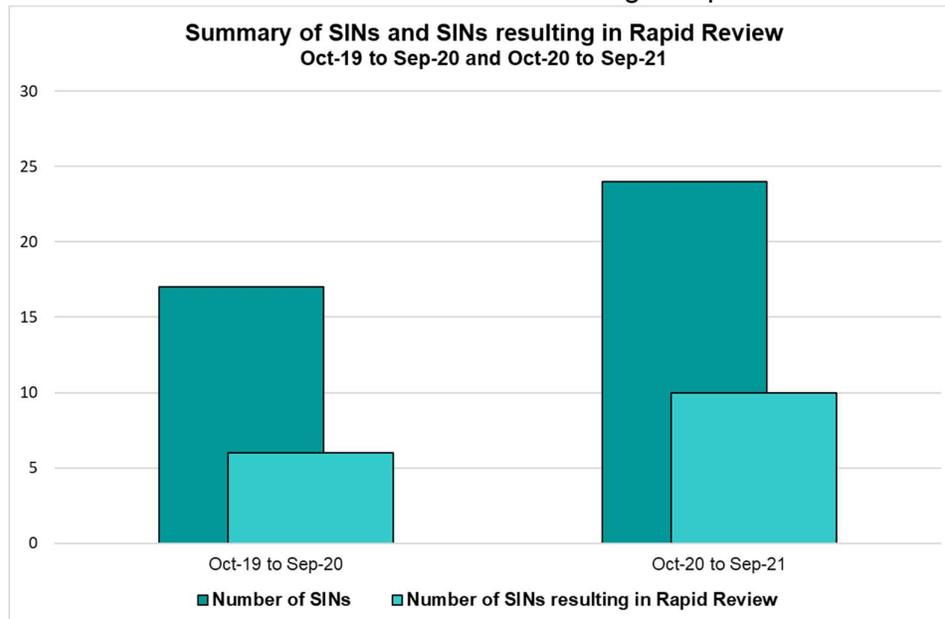


In the upcoming year the Executive will consider whether these priorities remain appropriate, taking into account multi-agency data and emerging practice issues.

## Learning and Improvement

### Serious Incident Notifications

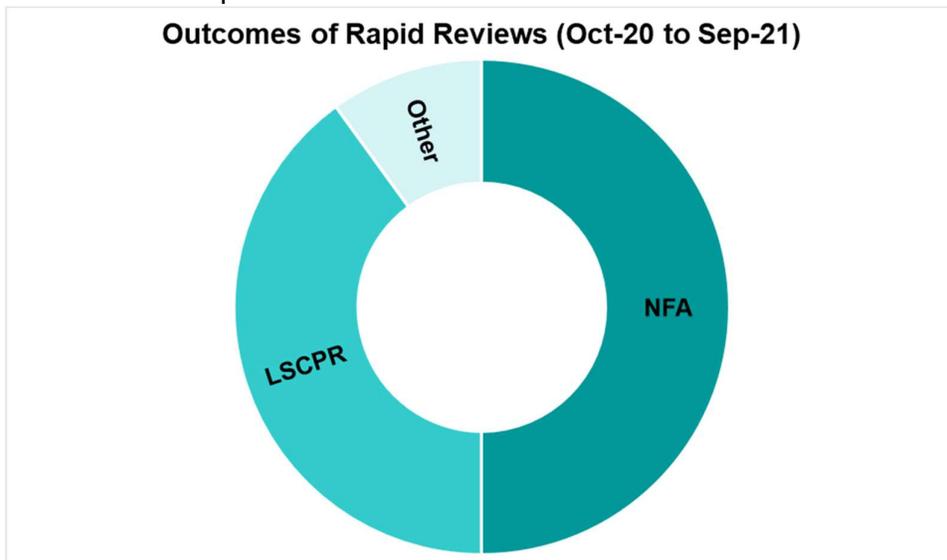
During this year the KSCMP has seen a 41% increase in the number of Serious Incident Notifications<sup>2</sup> (SINs) we have received. Serious Incident Notifications relate to serious child safeguarding cases. The summary chart below shows the number of SINs received and the number of SINs resulting in rapid review.



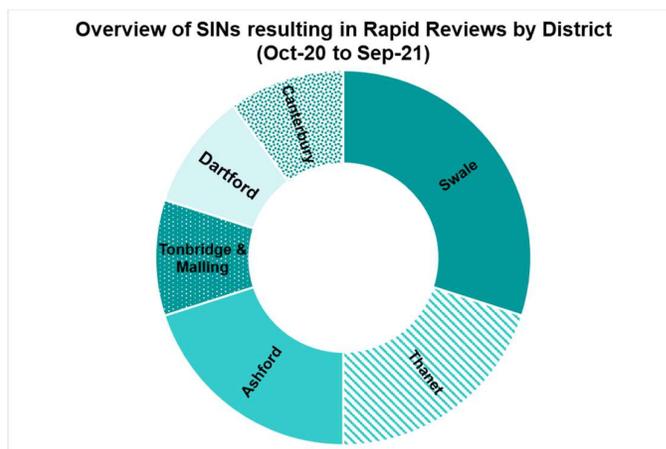
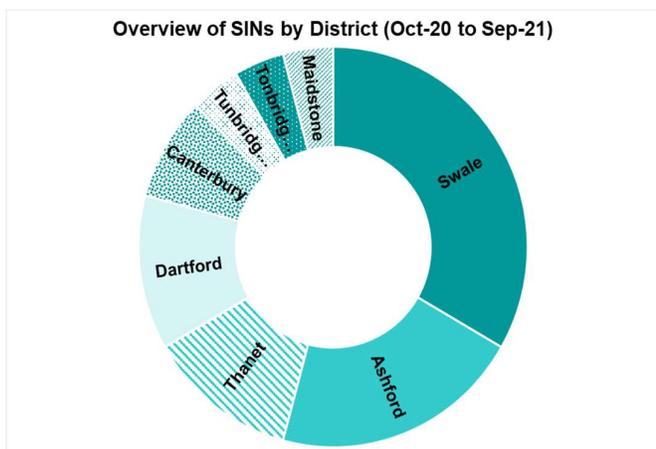
This chart illustrates that between October 2019 and September 2020 the KSCMP received 17 SINs, with 6 leading to a rapid review. Between October 2020 and September 2021 the KSCMP received 24 SINs with 10 resulting in rapid review. An increase was seen not just in the number of SINs, but also in the proportion of SINs progressing to rapid review from 35% to 42%. The chart below shows the outcomes

<sup>2</sup> For the purposes of this report SIN refers to notifications made to KCC Integrated Children’s Services, which are considered for notification to the national Child Safeguarding Practice Review Panel, and notifications for consideration of a practice review made via the KSCMP website directly to the partnership.

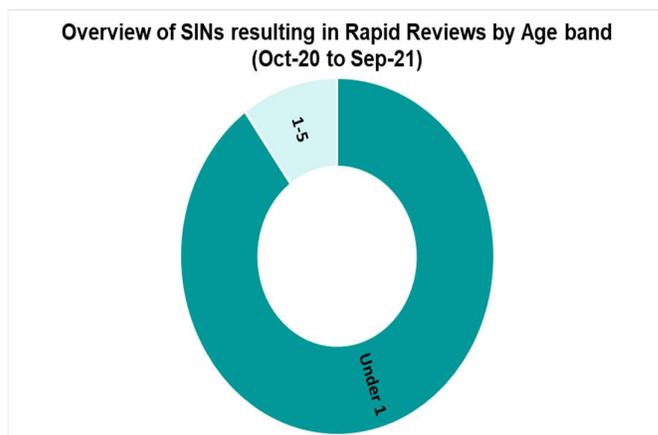
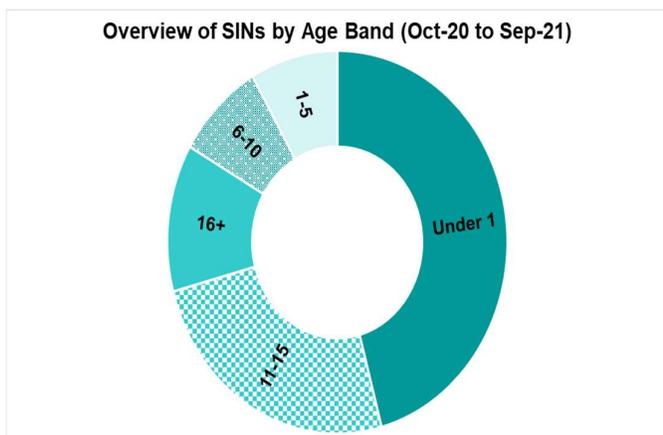
of cases from rapid reviews.



The below charts show the geographic distribution of SINs and rapid review cases across Kent.



The below charts further show the split of SINs and rapid review cases by age band of the child(ren) involved.



## LCSPRs

Whilst no Local Child Safeguarding Practice Reviews have been published in this year, a number have been underway. The LCSPR process provides opportunities for agencies to reflect and learn, and importantly agencies do not wait for the publication of a summary document to act on the learning. One example is Organisational Grooming, identified as a key issue of concern in an LCSPR due to be published imminently related to Child Sexual Abuse, several local actions have been undertaken in response prior to publication. Actions have included preparation of an Organisational Grooming factsheet, provision of enhanced guidance and training in respect of investigating allegations against staff by the Local Authority Designated Officer (LADO) service, and a review of KSCMP training content relating to Child Sexual Abuse.

## Practice Review Group

The Practice Review Group has continued to meet and consider notifications of serious incidents which have not been deemed suitable for Rapid Review, including undertaking Local Lessons Learned reviews where appropriate. The group has identified key thematic learning and undertaken activity including regarding Adolescent Neglect, Fabricated and Induced Illness and Non-Accidental Injury. In 2021 the PRG undertook analysis of learning from cases of adolescent neglect and subsequently published a briefing note outlining key themes and the impact of Covid-19 on young people.

## Practice Themes

### Thematic Review of Teenage Suicide (August 2020)

In the 2019-20 KSCMP annual report it was outlined that, following the tragic increase in suspected suicides of young people in Kent, a thematic review was undertaken, along with a range of other activities under the Suicide and Self-Harm Prevention Strategy for Children and Young People 2021-2026. During this year the KSCMP has continued to work with Kent and Medway Suicide Prevent Programme colleagues, including to deliver a follow-up conference event in Autumn 2021. The KSCMP has also taken on administration for the Youth Mental Health First Aid courses, supporting colleagues to access this vital training.

### Escalation Project

The Escalation Project stemmed from a rapid review of a serious safeguarding case that was held in early 2021. The agency summaries of involvement showed the correct escalation process had not been followed and there was an apparent lack of challenge across the system. The findings from this case echoed those identified in

several previous cases. Therefore, to better understand potential barriers to escalation, it was decided to commission a survey. The survey was targeted at a range of agencies with safeguarding responsibilities, including public services and voluntary and community sector providers, working from universal to specialist services.

The survey was designed with input from Safeguarding Partners and ran for six weeks during June and July 2021. The survey included a range of questions around the theme of escalation including reflecting on their own experience, culture, and challenge, as well as policies. In total 146 people responded to the survey. Analysis of the responses highlighted some key learning areas that KSCMP can address and respond to. Recommendations following the survey findings have been agreed and are being taken forward in the coming year. In order to assess whether changes made have had an impact on practice, the survey will be repeated six months after the report recommendations have been enacted and the results compared to assess whether the changes have resulted in improved knowledge and practice.

#### Non-accidental injury in babies under one

In August and September 2021, it was noted that a significant proportion of SINs the KSCMP was receiving related to Non-Accidental Injury (NAI) in non-mobile babies. Concerns were raised about common practice themes and areas of learning being identified through rapid reviews and subsequent LCSPRs featuring NAI. As such the KSCMP Business Unit undertook a deep dive study of practice reviews where NAI was a factor, to determine key themes and consider recommendations to improve practice - and therefore the safety of babies in Kent. The report from the study was completed in September 2021 and was considered by the Executive in October 2021. Implementation of the report recommendations and responding to the learning will be an area of work in the upcoming year, with a further deep dive expected to take place in Spring 2022 to understand any changes in learning and to consider the impact of actions as a result of this piece of work.

#### Practice Review Project

In September 2019, Kent began the transition to meet new legislation and statutory process set out in *Working Together 2018*, designed to allow for greater flexibility in the reviewing of serious child safeguarding cases. However, at present Kent's practice review process is not capitalising on these flexibilities. As such, a 'root and branch' assessment of the whole process – from the point at which SINs are received, to how we embed the learning from cases is being undertaken. The study is considering both any immediate actions that need addressing so the Partnership can be assured it is functioning effectively, to longer-term considerations around shifting from a blame to a learning culture, the best way of meaningfully involving children and families in reviews, and the interfaces between practice reviews any other types of reviews e.g., Safeguarding Adults Reviews. The report and its recommendations also looks to build on the findings of the KSCMP Architecture

Review. As of September 2021, the Practice Review Project has entered its final report writing phase and it will be considered by the Executive in Autumn/Winter 2021, with delivery of recommendations which will improve the current system and, most importantly, ensure impact on practice, being a focus of the upcoming year.

## Training

### E-learning

The KSCMP continues to provide access to a range of training topics through the e-learning portal on our website. Partners (and the public) are able to undertake the training at no cost. During 2020-21 the number of training courses available on the platform has increased to 61, covering topics including Criminal Exploitation and County Lines, Eating Disorders, Information Sharing and Consent, Neglect, Safeguarding Children, and Unconscious Bias.

In the period 1<sup>st</sup> October 2020 to 30<sup>th</sup> September 2021, 41485 KSCMP e-learning courses were completed - a 29% reduction on the number of course completions in the previous 12 months. This may be due to the extended period of lockdown in the previous year where staff may have been more able to undertake e-learning or use e-learning in place of other training options (such as face-to-face or virtual) which were not yet in place. Below are the top ten courses, in order, by number of completions compared with the previous year.

October 2019 – September 2020		October 2020 – September 2021	
Rank	Course	Rank	Course
1.	Safeguarding children level 1	1.	Safeguarding children level 1
2.	Safeguarding against radicalisation	2.	Safeguarding against radicalisation
3.	Safeguarding children for education	3.	Safeguarding children for education
4.	Online safety: risks to children	4.	Safeguarding children level 2
5.	Autism awareness	5.	GDPR
6.	Safeguarding children level 2	6.	Safeguarding adults
7.	Child sexual exploitation level 1	7.	Female genital mutilation
8.	Neglect	8.	Child sexual exploitation level 1
9.	Emotional abuse	9.	Equality and diversity
10.	GDPR	10.	Online safety: risks to children

### Delivery of training

The delivery of non-e-learning training continued to be impacted by the pandemic over the last 12 months. Seven planned courses had to be cancelled owing to ongoing restrictions (both national and in organisational practice) around Covid-19, and further dates for the core face-to-face courses offered by KSCMP were not planned as a result. Several shorter 'need to know' and half-day courses were able to be adapted to virtual delivery, including Allegation Management: Role of the LADO; Youth Suicide Awareness and Prevention; MAPPA Awareness; Contextual

Safeguarding; and LGBTQ+/Gender Identity Basic Awareness, with 15 courses delivered between September 2020 and September 2021.

Further work has been underway to restructure courses for virtual delivery where appropriate and to identify priority courses for face-to-face delivery starting in Autumn 2021. Exploring innovative training methods and resources will be a feature of the training programme over the next 12 months, alongside introducing enhanced impact measurements.

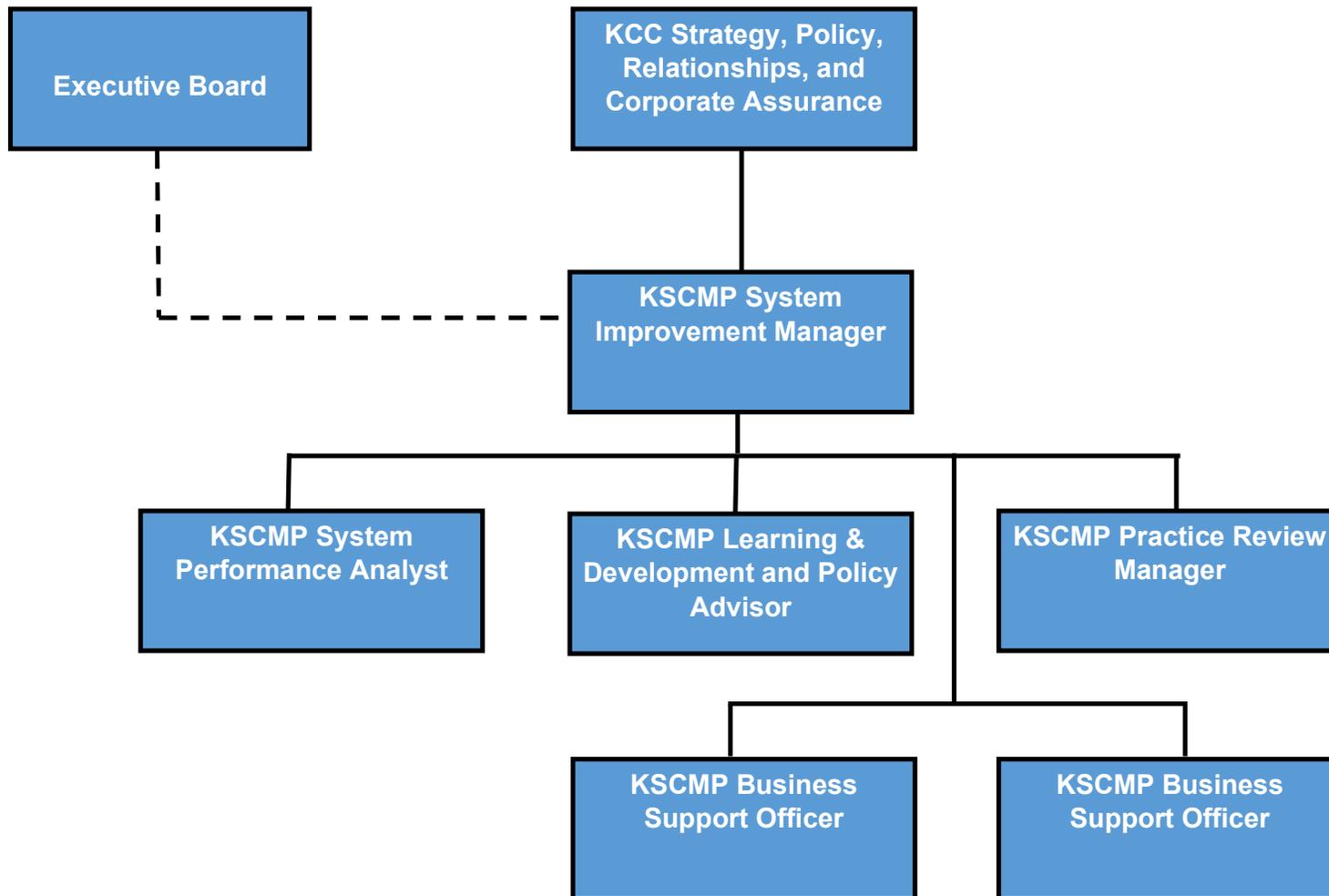
The restriction on delivery of face-to-face training has also impacted on delivery of bespoke courses. Appendix Two shows a reduced training income in this year as a result.

### Learning resources

Despite restrictions to training delivery, the KSCMP has continued to be committed to learning. A range of factsheets have been published on the KSCMP website, designed to offer practical guidance and support to professionals at the moment of need. The topics covered include those related to the partnership priorities (such as contextual safeguarding), procedural information (such as Child Safeguarding Practice Reviews), and themes emerging from practice review (such as suicide awareness and unconscious bias). Alongside these factsheets several training and information videos have been made available via the KSCMP website on topics such as contextual safeguarding, trauma, violence prevention and the Kent Sexual Assault Referral Centre.

**Appendices**

**Appendix One – KSCMP Business Unit Structure**



## Appendix Two – KSCMP Budget

INCOME		2020-21 total contributions	EXPENDITURE		2020/21
Balance b/f from 19/20	£0		KSCMP*		£339,089
KCC contributions	£242,334		Training**		£37,098
External contributions	£193,184.05		Practice Reviews		£39,008
Training income	£15,408		Independent Scrutineer		£8,371
<b>Total</b>	<b>£450,926.05</b>		<b>Total</b>		<b>£423,566</b>

<b>2021/22 roll forward:</b>		<b>£16,988.46</b> (External contributions)
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\* Includes staffing and all associated costs

\*\* Training breakdown includes subscriptions to the e-learning provider (£16,625) and for the online training booking system (£5,300).

### Appendix Three – Financial Contributions

Agency	Contributions 2020/21
<b>Kent County Council</b>	<b>£242,334</b>
<b>Kent Police and Crime Commissioner for Kent</b>	<b>£45,934</b>
Kent CCG (each) x 7	£8,951.85
Health Providers (each) x 6	£8,951.85
<b>Total Health Contributions</b>	<b>£116,374.05</b>
<b>National Probation Service/ Kent, Surrey, and Sussex Community Rehabilitation Company</b>	<b>£7,876</b>
<b>Kent Fire and Rescue Service</b>	<b>£5,000</b>
District/Borough Councils (each) x 12	£1,500
<b>Total District/Borough Council Contributions</b>	<b>£18,000</b>
<b>TOTAL</b>	<b>£435,518.05</b>

## Appendix Four – Agencies within our partnership

<p><b>Education</b></p> <p>16-19 Academies  Alternative provision academies  Governing bodies of maintained schools  Governing bodies of maintained nursery schools  Governing bodies of pupil referral units  Independent educational institutions  Schools approved under section 342 of the Education Act 1996(e) - SEND  Special post-16 institutions  Governing bodies of institutions within the further education sector  Governing bodies of English higher education providers  Childminders</p>
<p><b>Health provider trusts</b></p> <p>Kent Community Health Foundation Trust (KCHFT) – community health provider  Kent and Medway Partnership Trust (KMPT) – adult mental health provider  North East London Foundation Trust (NELFT) – children and young people mental health provider  South London and Maudsley (SLAM) – Tier 4 children and young person’s mental health service provider  East Kent Hospital University Foundation Trust (EKHUFT)  Maidstone and Tunbridge Wells NHS Trust (MTWNHST)  Darent Valley Hospital (DVH)  South East Coast Ambulance Service (SECAmbS)</p>
<p><b>Additional social care</b></p> <p>Registered providers of adoption support services  Registered providers of fostering services  Registered providers of children’s homes  Registered providers of residential family centres  Registered providers of residential holiday schemes for disabled children</p>
<p><b>District councils</b></p> <p>Ashford Borough Council  Canterbury City Council  Dartford Borough Council  Dover District Council  Folkestone and Hythe District Council  Gravesham Borough Council  Maidstone Borough Council  Sevenoaks District Council  Swale Borough Council  Thanet District Council  Tonbridge and Malling Borough Council  Tunbridge Wells Borough Council</p>

<b>Other agencies</b>
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National Probation Service (NPS)
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The Children and Family Court Advisory Support Service (CAFCASS)
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Kent Fire and Rescue Service
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## Appendix Five – Kent Safeguarding Context data references

1. 2020 Mid-Year Population Estimates. Source: ONS, from Kent Analytics (KCC)
2. Children living in **relative** low income families (defined as a family in low income before housing costs in the reference year). Source: DWP, from Kent Analytics (KCC)
3. Ethnic minority categories excluded are: White English, White British, Other White British, Scottish, Welsh, Cornish, Not obtained, Refused, and Not States. Source: January 2021 School Census from MIU, KCC.
4. Source: May 2021 School Census from MIU, KCC
5. Source: MIU, KCC Snapshot as at 30/09/2021
6. Source: MIU, KCC Snapshot as at 30/09/2021
7. Number of young people at high risk of child exploitation (number of YP who have had a risk of CSE identified Oct 20-Sept 21) split by involvement with EH or CSWS. Source: MIU, KCC
8. Source: MIU, KCC Snapshot as at 30/09/2021
9. Number of Children and Families assessments where one of the factors identified was young carers (Oct 20 – Sep 21). Source: MIU, KCC
10. Source: MIU, KCC Snapshot as at 30/09/2021
11. Number of Children and Families assessments where domestic abuse was identified as a factor of the assessment, broken down into 3 categories (Domestic Violence – Child, Domestic Violence – Parent, Domestic Violence – Other). Source: MIU, KCC
12. Source: MIU, KCC Snapshot as at 30/09/2021
13. Number of missing episodes – open to Children’s Social Work, Early Help, Other Local Authority or not known (totalled). Source: MIU, KCC
14. Referrals are for the NELFT single point of access and include referrals to Kent Child and Young People’s mental health service and the Neurodevelopmental diagnostic assessment service. (This figure includes Crisis, Neuro and Locality together.) NELFT are one of four providers of ND assessments in Kent and provide them for 11+ in West and North Kent and 8+ in East Kent. Source: NELFT
15. Breakdown of Youth Justice caseload population (snapshot). Source: MIU, KCC snapshot as at September 2021
16. Number of referrals to Family Group Conferencing (now renamed to Social Connections Service), by families and individuals received between Oct 2020 and Sept 2021. Source: MIU, KCC

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

**To:** Children's, Young People and Education Cabinet Committee – 11 January 2022

**Subject:** Special Educational Needs Strategy 2021-2024 - Update

**Classification:** Unrestricted

**Future Pathway of report:** The report will go to Cabinet on 27 January 2022.

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

*Identify Members using this link:*

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

**Summary:** Kent's Strategy for Children and Young People with Special Educational Needs and Disabilities 2021-2024 (SEND strategy) was agreed by Sue Chandler, Cabinet Member for Integrated Children's Services on 19<sup>th</sup> March 2021. This is the framework supporting the Council's ambitious SEND reform agenda, aiming to improve outcomes for children and young people through increasing opportunities for local education as well as the provision of high quality, timely services, delivered at a sustainable cost to the Council and Direct Schools Grant. Following publication of the strategy, a range of additional guidance has been co-produced with stakeholders and is being implemented in schools, supported by an extensive professional development programme.

Nine months on, this report provides the rationale for a complementary 'Ambition Statement' which elaborates on the operational implementation of the SEND strategy, explicitly supporting greater SEND inclusion in mainstream schools, together with making some consequential adjustments in three paragraphs of the strategy to ensure integrity and consistency of the document.

The rationale for the Ambition Statement is both educational and social; however, we also have a duty to consider the financial imperative for accelerating the changes to the local SEND system, which we believe the statement will aid. The report therefore summarises information on increases in demand and spend that have been seen nationally and highlights how those pressures in Kent have increased at an even greater rate. It highlights where Kent is different from other Local Authorities in relation to the lower proportion of children with SEND in mainstream schools and the higher proportion placed in special schools, including independent schools. The consequential impact on outcomes for children, significant financial pressures for the County and a growing deficit in the High Needs Block of the DSG are detailed. Without sustained remedial action, outcomes for children with SEND will not be improved in line with our ambitions, increases in demand and spend will not be halted, and the cost will be unsustainable

Recommendation(s):

That CYPE Cabinet Committee comments on and recommends to Cabinet:

- 1) The addition of the following Statement of Ambition into the SEND Strategy:

*To deliver a model of provision which supports greater inclusion of children and young people within mainstream schools in their local communities through the realignment of the SEN system in Kent and to aim for the proportion of children and young people supported in each provision type (mainstream and specialist provision) to reflect more closely both statistical neighbours and national averages.*

- 2) Proposed updates are made to the SEND Strategy as set out in paragraphs 4.2, 4.3 and 4.4 of this report, to align with that ambition.

## 1. Introduction

- 1.1 Since the 1970 Education (Handicapped Children) Act allowed for all disabled children to receive an education, there have been a number of international and national reforms which aim to increase participation for learners, creating systems that values all individuals equally, and promotes equity, compassion and respect. Whilst there is a very important role for special schools in the system, preparation for adult life for many pupils is best achieved through a mainstream education, where pupils are provided with high -quality educational opportunities in their local community, alongside friends and peers.
- 1.2 This paper sets out how the changes that were introduced in the 2014 Special Educational Needs and Disability (SEND) Code of Practice have altered the landscape nationally and locally for children with SEND, with some significant unintended consequences. Nationally there has been a large increase in demand for Educational Health and Care Plans (EHCPs) and greater numbers of children being supported in special and independent schools. In Kent this trend has grown even faster, and Kent has become somewhat of an outlier nationally in some key respects with the associated huge financial pressures, which in the medium term are unsustainable.
- 1.3 The Council's ambitions for pupils with SEND is articulated through the SEND strategy. Greater detail and exemplification is included in a number of documents, co-produced with key stakeholders including school leaders and parents, in use across the county. These include the Countywide Approach to Inclusive Education (CATIE), Kent's Inclusion Statement and the KCC Mainstream Schools Core Standards and implementation is supported by a professional development programme. In the light of the continuing pressures and our latest demand modelling over the coming four years this paper proposes that we better describe our intentions in respect of greater inclusion within Kent's mainstream schools and set out a clearer aspiration or target for those intentions. We propose this through making adjustments to the SEND strategy.

## 2. Background - Outcomes for children

### Improving Educational outcomes for Children and Young people with SEND

- 2.1 Special schools play an important role in the continuum of educational provision in Kent. KCC acknowledges the crucial work they undertake with children and families, and we are committed to ensuring that continues, as for some pupils a special school is the most appropriate provision. However, our current focus is on developing the role of mainstream schools in the SEND education continuum.
- 2.2 Education is concerned with supporting social development and participation skills, as well as academic attainment, all of which contribute to preparing pupils for adulthood and taking their place as an active citizen in their community. Ideally, most pupils would attend a local school where they can form friendships, contribute to the school community and make use of local amenities, rather than spending significant amounts of time being transported to and from their school. In Kent, we have many mainstream schools that are successfully educating children with additional and special needs. We want to build on and extend this successful practice so that all children and young people have the same opportunities regardless of where they live.
- 2.3 The concept of a SEND inclusive mainstream school is underpinned by evidence that the educational experience and outcomes for many pupils with additional and special needs can be better in a mainstream school, and they are better prepared for adult life in society.
- 2.4 The starting point of a SEND inclusive school is concerned with what goes on in the school every day and is of benefit to all pupils. SEND inclusive schools are committed to the fulfilment of potential in all pupils, building a positive and supportive environment through promoting positive relationships, active engagement, and wellbeing. This approach is currently being supported through the implementation of 'Nurture Schools' across the county, which is of benefit to any pupil who is dealing with challenge in their lives, as well as those with SEND.
- 2.5 Secondly, they invest in developing good teaching, or 'quality first teaching' using a group of evidence-based teaching approaches which can be used flexibly in response to the needs of all pupils but is of particular benefit to pupils with SEND. Quality first teaching is then complemented with carefully selected small- group and one-to-one interventions. If more help is needed, the next step is to access specialist services which can be provided by the Specialist Teaching and Learning Service or a local special school. For many children and young people this will be sufficient support to ensure they make good progress in a mainstream school. This work is being supported by the Kent Leadership Inclusion Programme.
- 2.6 The third big professional development programme for all secondary schools is the Supported Employment programme. This bespoke programme is being rolled out to all secondary schools in Kent, providing training in collaboration with specialist agencies so that school staff are better equipped to develop student skills for the workplace as well as providing information on career pathways and local job opportunities.
- 2.7 This approach, which is embedded in the SEND strategy, has been further elaborated and exemplified in the Countywide Approach to Inclusive Education (CATIE), Kent's Inclusion Statement and the KCC Mainstream Schools Core

Standards, which are all being implemented in Kent schools currently. There has always been a professional development offer to support mainstream schools to become more SEND inclusive, but an intensive, evidence-based professional development programme, funded by retained school budgets, was launched in September 2021 and the three main strands are outlined above. The programmes draw on national and local effective practice and are building capacity across the system to enable consistent implementation in all mainstream schools and so greater opportunities for more pupils with SEND to successfully attend their local school. There has been a high level of interest and all the cohorts for the initial rounds of training are full which is very encouraging; however, it will take time to change the trajectory. The 'Ambition Statement' which clearly articulates the Council's position on this critical part of the SEND strategy and the important role of mainstream schools in the SEND educational provision continuum, reflecting practice nationally, will help in accelerating the progress being made in system reform.

### Managing Demand Differently

- 2.8 There is widespread recognition that the current position (including projected scenarios) is unsustainable both in terms of the outcomes for many children with SEND and financially. It also goes directly against the wishes of parents of children with SEND (who were consulted on the SEND strategy), who expressed a strong desire for a more inclusive educational system.
- 2.9 There are a wide range of activities already in train to better manage this situation, linked to the Written Statement of Action, the SEND strategy, the Countywide Approach to Inclusive Education and the Kent Inclusion statement. The two primary areas of focus being reducing the increasing demand for EHCPs and working with mainstream schools to enable them to successfully support more complex children with SEND and to be more inclusive. Our aspiration in both of those areas is to get to a position where Kent's performance better reflects national and statistical averages.
- 2.10 All of Kent's services, either commissioned or funded for directly provided support in areas such as mainstream top up funding for individual schools, Specialist Teaching and Learning Service, SEN Provision Evaluation Officers amongst others, are under review to ensure they are fit for purpose and are set up to achieve the outcomes needed. New services are also being commissioned where there is clear evidence of gaps in support, with several key services due to be launched in January 2022 which have received good levels of interest from schools. These are funded through the High Needs Block of the DSG and budget transfers from primary and secondary school budgets.

Table 1 below sets out the full details of current and planned services to support inclusion in mainstream schools.

Table 1: Current and Planned Services to support inclusion in mainstream schools

<b>Inclusion Related Services</b>	
Mainstream Top-up funding for individual children with SEN	£30,500,000 per year
Specialist Teaching & Learning Service	£8,200,000 per year
Additional funding for schools with High incidence of SEN	£4,500,000 per year
SEN Provision Evaluation Officers	£1,800,000 per year
Specialist Resource Provision Outreach	Not separately identified (per year)
Whole School Nurture Approach	£1,200,000 over 3 years
Supported Employment in Schools	£1,000,000 over 3 years
Kent Inclusive Leadership Development Programme	£800,000 over 3 years
SEN Inclusion school-based Peer to Peer work	£900,000 over 3 years
'SEND & Learning Behaviours' programme (EEF)	£50,000 one-off
Other including pilots & training activities	£290,000 one-off
Embedding provision planning, transition support, locality-based hubs, capacity building & pilot activities in schools	TBC (up to £15,000,000)

- 2.11 This work is also an active part of the activities of the Education and SEND departments in their work with schools and school head teachers and linked in through the Countywide Approach to Inclusion in Education and the Written Statement of Action.
- 2.12 There is strong evidence emerging through data of the engagement of schools with these strategies, which is being collated with other relevant information, including feedback from parental surveys, to build a detailed picture of strengths and areas for development at a local level. This will enable officers to monitor and evaluate the impact of training and development work as well as to inform future priorities.
- 2.13 As part of the request for an EHCP assessment in Kent we will be ensuring that all EHCP requests have been discussed with educational settings prior to an application via a central mailbox. This will ensure that each child's needs are discussed, identified and the impact of the SEN support already in place is considered prior to a request for an assessment. It will also ensure that any requests that have been made will have had the appropriate SEN support identified, giving every opportunity for the educational setting to meet need without an EHCP application being made.

#### Drivers of Cost Pressures

- 2.14 As set out earlier in the report, the reforms introduced in 2014 created additional pressures across the country in relation to support for pupils with SEND. However, the scale of those pressures has affected Kent disproportionately to the extent that Kent is now an outlier compared to the national picture.

2.15 The specific drivers for those pressures in Kent since 2014 include:

- Rising numbers of EHCPs, which are far now greater than the national averages per 10,000 children
- Kent has proportionately less children identified as needing SEN support in schools than the national average
- There are proportionately less children with EHCPs in mainstream schools in Kent than national and statistical neighbour averages
- There are proportionately far more children placed in either special or independent schools or in Specialist Resourced Provision in Kent than the national and statistical neighbour averages.

2.16 Rising numbers of EHCPs

In 2016, Kent had 7,045 young people with an EHCP, equivalent to 22.2 plans per 1,000 of the 2-18yrs population, which was in line with the national average. This number has increased steadily since then, with 15,300 EHCPs in Kent by January 2021, with the rate more than doubling to 45.6 plans per 1,000 of the 2-18 years population. By comparison, the national rate is now 37.5 per 1,000 of the 2-18 population whilst our statistical neighbours' average rate is 33 per 1,000 of 2-18 population. If Kent had the same rate of EHCPs as national average, there would be 3,000 fewer EHCPs in the system.

2.17 Placement of children with SEND

The types of placements provided for children with SEND in Kent are different to those seen elsewhere in the country. There are proportionately fewer children with SEND in Kent placed in mainstream schools than is the case nationally (10.2 per 1,000 2-18-year-olds vs 12.7 per 1,000 nationally) than in both maintained & independent, Special Schools (195.42 per 1,000 2-18-year-olds vs 131.7 per 1,000 nationally).

2.18 This means that for every 1,000 children, approximately 5 more children in Kent go to either a special or independent provision than is the case nationally. This is equivalent to around 1,900 pupils, which is 33% of children currently placed in special or independent provision. Whilst Kent has had higher percentages of pupils with an EHCP in specialist provision for several years, the gap between the Kent rate and national rate has increased dramatically over the last five years.

2.19 If these figures are measured against the 2016 base, we see a 33% increase in special school places in Kent over the last five years compared to a national increase of 16% This is an increase from 3,628 in 2016 to 5,197 in January 2021.

2.20 The corollary of this position is that only 10.3% of pupils with an EHCP are in mainstream schools in Kent against a national average of 12.7%. If Kent were in line with the national figures, there would be 900 more children with an EHCP being educated in a mainstream setting with even more supported in their mainstream school at SEN support level (and not requiring an EHCP).

2.21 The situation in secondary schools is even more polarised and challenging with the majority of pupils with an EHCP in mainstream being educated in 70% of

Kent schools. In non-selective schools on average 2.0-2.5% of pupils have an EHCP compared to 0-0.5% of the pupil population in selective schooling.

### Future modelling

- 2.22 Future projections based on the current trajectory of both the nature and cost of demand without further intervention, suggest that, if we do not change the way that the system for children with EHCPs functions, we will continue to see numbers of EHCPs increase to 23,726 by 2024/25, an increase of 55% in four years. This forecast is reflective of reality whereby our current number of EHCPs has grown from 15,300 in January 2021 to a current total of around 18,000 (as predicted by the model).
- 2.23 To meet the level of demand in 2024/25 we would also require:
- 700 additional places in Specialist Resource Provisions (SRPs). Based on an SRP offering up to 20 places each, this would equate up to 35 new SRPs at a total cost of £9-18m
  - 2,900 additional special school places in 18 new special schools, equivalent to a capital cost of approximately £360m
  - 1,100 additional independent schools' places or the equivalent to 5 more independent special schools at a capital cost of approximately £100m
- 2.24 If all else remained the same, this would move the in-year deficit to £130m with an overall accumulated deficit of approximately £495m by 2024/25.

## **3. Overview of Financial Pressures for SEND**

- 3.1 Services to children and young people with Special Educational Needs are funded from three main sources:
- General Fund
  - Capital Grant for development of SEN services
  - Specific ring-fenced grant from the Department for Education (DfE)
- 3.2 The General Fund pays for statutory services including the EHCP processes, SEN transport and Educational Psychology. Over the past four years, the Council has had to invest nearly £20m (over 50% increase) to support growing demands for these services.
- 3.3 The Department for Education provides capital funding to support the development of SEN services, in addition to specific funding for the building of new special schools, such as Aspire and Snowfields Special Schools in Kent. The general capital funding has not been sufficient to meet the demand for new SEN services where between 2018/19 and 2021/22 that spend has been £26m against funding of £17.5m. Whilst Government has recently announced additional funding there are no further details available at this stage.
- 3.4 The Dedicated Schools Grant (DSG) is a ringfenced revenue grant to support school budgets and services. It is split into four main funding blocks each with a different purpose and specific rules attached, any under or overspend relating to this grant is held by the Local Authority in a specific reserve to be dealt with through future year spending plans:

- Schools Block
- High Needs Block
- Early Years Block
- Central Services Block.

3.5 The High Needs Block (HNB) of funding is intended to support the educational attainment of children and young people with special educational needs and disabilities (SEND) and pupils attending alternative education provision. The HNB funds payments to maintained schools and academies (both mainstream and special), independent schools, further education colleges, specialist independent providers and pupil referral units. Some of the HNB is also retained by KCC to support some SEND services (staffing/centrally commissioned services) and overheads.

3.6 In recent years, the overspend on the High Needs block has been growing at a faster rate than the increases in the grant. The overspend in 2021/22 is predicted to be £41m, which contrasts with previous years of £32m in 2020/21, £21m in 2019/20 and £6.7m in 2018/19, which will result in an accumulated deficit on the High Needs block at the end of 2021/22 of £102m. This deficit is currently held separately in KCC's final accounts in line with the statutory override that has been in operation since March 2020, whereby Local Authorities are required to ring-fence a DSG deficit and hold it separately within the Local Authority's accounts. This override is time-limited and is subject to review; therefore, if no extension is given, any remaining deficit will form part of the Local Authority's accounts from 2023-24.

3.7 In response to the growing financial pressures many Local Authorities are experiencing in meeting increasing demands for SEN services, the Department for Education (DfE) has, alongside providing extra funding, put in a requirement for affected Local Authorities to develop a deficit recovery plan. The DfE have also provided a commitment to work with Local Authorities to support financial recovery including the possibility of funding historic DSG deficits if a Local Authority can demonstrate it is not possible to pay this off over a reasonable timescale. However, this will only be considered when a Local Authority can demonstrate a reasonable set of actions which will enable the authority to operate within the annual DSG grant by setting out plans to change the pattern of provision where this is necessary, as well as to achieving greater efficiency in other ways. This paper will support the approach that will underpin Kent's Deficit Recovery Plan as we develop one moving forward.

#### 4. **SEND Strategy**

4.1 The SEND strategy which was adopted in March 2021 is the key strategic document that sets the direction of travel for services for young people with SEND. It sets out the aspiration to 'support the inclusion of all children and young people in Kent' and aims to do this through 5 key priorities. The most relevant here are:

- *Priority 4. Improve education, care and health outcomes for children and young people with SEND*
- *Priority 5. Ensure children and young people with SEND are included in*

*their community*

- 4.2 We believe that it would be helpful if we were clearer and more explicit across the system about what these statements mean and, as such are proposing an adjustment to the wording that sits underneath those priorities as set out below. We are not proposing to alter the priorities. To this end, we propose the addition of the following Ambition Statement to the SEND Strategy.

*To deliver a model of provision which supports greater inclusion of children and young people within mainstream schools in their local communities through realigning the SEN system in Kent; and  
To aim for the proportion of children and young people supported in each provision type (mainstream and specialist provision) to more closely reflect both statistical neighbours and national averages.*

- 4.3 Priority 4 has several points sitting underneath the priority statement which spell out how we aim to deliver that priority. We propose changing the second bullet point from:

- Launching a new County Approach to Inclusive Education, working with our schools, settings and colleges to ensure mainstream provision is more inclusive to SEND children and young people  
*To:*
- Using the County Approach to Inclusive Education, working with our schools, settings and colleges to deliver a model of provision which supports greater inclusion, and a higher proportion of children and young people with SEND within mainstream schools in their local area.

- 4.4 Priority 5 has several points setting out how we aim to deliver that priority. The first bullet point is proposed to be changed from:

- Supporting children and young people with SEND in the community where they live. Through attending local schools and colleges, children and young people will build links and social networks in their local community  
*To:*
- Supporting more children and young people with SEND in the community where they live, by aiming for the proportion of children and young people supported in each provision type (mainstream, specialist) to return to national and statistical neighbours' averages within 5 years. By attending local schools and colleges, children and young people will build links and social networks in their local community

- 4.5 We believe that making the adjustments as set out above would create greater clarity about the direction of travel for SEND services in Kent and would better align with the work that is already taking place with schools and others through the Countywide Approach to Inclusive Education and the Written Statement of Action. Special schools play an important role in the continuum of educational provision in Kent and for some pupils a place in a special school is, and always will be the right provision. However, our current focus is on developing the role of mainstream schools in the SEND education continuum so that more pupils can attend a local school where they can form friendships, contribute to the school community and make use of local amenities, rather than spending

significant amounts of time being transported to and from their school.

- 4.6 The concept of SEND inclusive mainstream schooling is underpinned by evidence that the educational experience and outcomes for many pupils with additional and special needs can be better in a mainstream school and they are better prepared for adult life in society. We believe that these adjustments to the strategy would provide helpful clarification of that position and our direction of travel.
- 4.7 The inclusion of a target so that the type of provision utilised in Kent better aligns with national averages is important as it is the cornerstone of a more inclusive system for children with SEND as well as a critical component of our work to balance spending on the High Needs budget. We need to ensure we are striving to achieve the “right provision, at the right time” where possible within the context of a finite resource.
- 4.8 Taken overall the proposals will support an approach across Kent that aims to bring services closer in line with how they are delivered nationally and in statistical neighbours, that begins to address the huge financial deficit that we are facing and finally, will form the cornerstone of a Deficit Recovery Plan that will provide confidence to the DfE that we are able to manage services within an agreed budget.

## **5. Legal Implications**

- 5.1 The paper sets out the current pressures and likely direction of travel in respect of our ability to fulfil our statutory responsibilities for young people with SEND and our ability to manage spend within budget. If we are unable to achieve a change of direction, we will be neither able to fulfil our statutory responsibilities nor to manage services within the designated budget.

## **6. Equalities Implications**

- 6.1 An EQIA is already in place covering the SEND strategy which was completed less than one year ago. The proposed changes are relatively minor and whilst we think it unlikely that they will materially affect the conclusion of that assessment, we will review it in the light of any changes.

## **7. Conclusions**

- 7.1 This paper has set out the pressures as they currently exist within the SEND system, illustrating how these pressures will continue to increase without remedial action and setting them within the national context. Going forward, these pressures will be unsustainable for the Council and not in the best interests of children and young people with special educational needs.
- 7.2 The proposed adjustments to the wording within the SEND strategy will serve to underline our commitment to providing a more inclusive education service to pupils with SEND in Kent, better reflect the work already taking place with schools and evidence that we have listened to the feedback that parents provided on the SEND strategy, namely that they wanted to see a more

inclusive education offer for their children. It would also better align us with the national research which illustrates how many pupils with additional needs have better outcomes in mainstream schooling.

- 7.3 Delivering a pattern of educational provision that better aligns to national averages and moves us away from being an outlier will strengthen our position with DfE and Ofsted when they re-visit Kent to look at progress against the Written Statement of Action
- 7.4 Finally, this increased clarity will also put us in a better position to address the ongoing in-year budget deficit on the High Needs Block as well as the accumulated deficit. If the DfE is to assist us with this deficit, then the Recovery Plan will have to provide assurance that we can, at the very least, manage spend on an annual basis within budget.

## 8. Recommendation(s)

### **That Children's Young People and Education Cabinet Committee comments on and recommends to Cabinet :**

- a) The addition of the following statement of Ambition into the SEND Strategy.

*Deliver a model of provision which supports greater inclusion of children and young people within mainstream schools in their local communities through realigning the SEN system in Kent, and to aim for the proportion of children and young people supported in each provision type (mainstream and specialist provision) to more closely reflect both statistical neighbours and national averages.*

- b) proposed updates to the SEND strategy as set out in paragraphs 4.2, 4.3 and 4.4 of this report, to align with that ambition

## 9. Background Documents

SEND Strategy 2021-24

[SEND strategy - Kent County Council](#)

SEND Strategy 2021-24 EqIA

<https://letstalk.kent.gov.uk/kent-s-strategy-for-children-and-young-people-with-special-educational-needs-and-disabilities-2021-2024>

## 10. Contact details

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**From:** Shellina Prendergast, Cabinet Member for Education and Skills  
Matt Dunkley, Corporate Director for Children, Young People and Education

**To:** Children, Young People and Education Cabinet Committee – 11 January 2022

**Subject:** Proposed Co-ordinated Schemes for Primary and Secondary Schools in Kent and Admission Arrangements for Primary and Secondary Community and Voluntary Controlled Schools 2023/24

**Decision Number:** 21/00112

**Classification:** Unrestricted

**Past Pathway of Paper:** None

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

**Electoral Division:** All

**Summary:**

Cabinet Member will be asked to accept and determine the co-ordinated schemes for Primary & Secondary Admissions in Kent, the In-Year Admission process for Primary & Secondary schools in Kent and the admission arrangements for the 2022/23 school year.

**Recommendations:**

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

- a) The Coordinated Primary Admissions Scheme 2023/24 incorporating the In Year admissions process and relevant statutory consultation areas for Kent Infant, Junior and Primary Schools as detailed in Appendix A
- b) The Co-ordinated Secondary Admissions Scheme 2023/24 incorporating the In Year admissions process and relevant statutory consultation areas for Kent Secondary Schools as detailed in Appendix B
- c) The oversubscription criteria and Published Admissions Number relating to Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2023/24 as detailed in Appendix C
- d) The oversubscription criteria and Published Admissions Number relating to Community and Voluntary Controlled Secondary Schools in Kent 2023/24 as detailed in Appendix D

## **1. Background**

1.1 The Local Authority, as the admissions authority for Community and Voluntary Controlled schools, is required to determine its admission arrangements for these schools by 28 February each year, even if no changes are proposed.

1.2 Local Authorities are also required to determine an Admissions scheme for schools within their geographical boundaries, which details how the co-ordinated and in year admissions processes will operate for the forthcoming year.

1.3 All admission arrangements identified in this document are outside the arrangements for pupils with Education, Health and Care Plans (EHCP).

## **2. Summary**

2.1 The Admissions Code makes clear that where a Local Authority's proposed scheme is substantially different from the scheme adopted for the previous academic year, they must consult the other admission authorities in the area and any other local authorities it determines. Similarly, Admission Authorities are required to hold a public consultation where they intend to change the admissions arrangements for one of their schools. Where the scheme or admission arrangements have not changed from the previous year there is no requirement to consult, subject to the requirement that the local authority must consult on the scheme and arrangements at least once every seven years, even if there have been no changes during that period.

2.2 The Admissions Schemes for Primary and Secondary school intake for 2023/24 remain unchanged, other than minor date adjustments to accommodate the new calendar year. Area Education Officers liaised with Community and Voluntary Controlled schools in their areas, but no adjustments to admission arrangements were identified as necessary. As a result, no formal consultations were required, however, the scheme and arrangements must still be determined to fulfil KCC's legal duties.

2.3 Education Cabinet Committee is therefore requested to comment on and inform the forthcoming Cabinet Member decision to agree the Co-ordinated scheme for Admissions to Primary and Secondary schools in Kent for 2022/23 and determine the proposed admission arrangements for Community and Voluntary Controlled schools.

## **3. Recommendations:**

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

- a) The Coordinated Primary Admissions Scheme 2023/24 incorporating the In Year admissions process and relevant statutory consultation areas for Kent Infant, Junior and Primary Schools as detailed in Appendix A
- b) The Co-ordinated Secondary Admissions Scheme 2023/24 incorporating the In Year

admissions process and relevant statutory consultation areas for Kent Secondary Schools as detailed in Appendix B

- c) The oversubscription criteria and Published Admissions Number relating to Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2023/24 as detailed in Appendix C
- d) The oversubscription criteria and Published Admissions Number relating to Community and Voluntary Controlled Secondary Schools in Kent 2023/24 as detailed in Appendix D

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#### **Background documents**

Appendix A - Coordinated Primary Admissions Scheme 2023/24 (including relevant statutory consultation areas)

Appendix B - Coordinated Secondary Admissions Scheme 2023/24 (including relevant statutory consultation areas)

Appendix C – Admission Arrangements for Community and Voluntary Controlled Infant, Junior and Primary Schools 2023/24 (including oversubscription criteria and published admission numbers)

Appendix D – Admission Arrangements for Community and Voluntary Controlled Secondary Schools 2023/24 (including oversubscription criteria and published admission numbers)

Appendix E – Scheme Equality Impact Assessment

Appendix F – Admission Arrangements Equality Impact Assessment

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# KENT COUNTY COUNCIL –PROPOSED RECORD OF DECISION

**DECISION TO BE TAKEN BY:**

**Shellina Prendergast, Cabinet Member for Education and Skills**

**DECISION NO:**

**21/00112**

Unrestricted

Key decision: **YES**

***Agree proposed coordinated schemes for primary and secondary schools in Kent and admission arrangements for infant, junior and primary and secondary community and voluntary controlled schools 2023/24***

**Subject:** Proposed coordinated schemes for primary and secondary schools in Kent and admission arrangements for infant, junior and primary and secondary community and voluntary controlled schools 2023/24

**Decision:**

As Cabinet Member for Children, Young People and Education, I **determine:**

- a) The Coordinated Primary Admissions Scheme 2023/24 incorporating the In Year admissions process and relevant statutory consultation areas for Kent Infant, Junior and Primary Schools as detailed in Appendix A
- b) The Co-ordinated Secondary Admissions Scheme 2023/24 incorporating the In Year admissions process and relevant statutory consultation areas for Kent Secondary Schools as detailed in Appendix B
- c) The oversubscription criteria and Published Admissions Number relating to Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2023/24 as detailed in Appendix C
- d) The oversubscription criteria and Published Admissions Number relating to Community and Voluntary Controlled Secondary Schools in Kent 2023/24 as detailed in Appendix D

**Reason(s) for decision:**

The Local Authority (LA), as the admissions authority for Community and Voluntary Controlled schools, is required to determine its admission arrangements for these schools by 28 February each year, even if no changes have been proposed.

Local Authorities are also required to determine an Admissions scheme for schools within their geographical boundaries, which details how the co-ordinated and in year admissions processes will operate for the forthcoming year. No changes are proposed to the Admissions scheme for the 2023 intake year, so it was also unnecessary to consult on the scheme this year. CYPE Cabinet Committee is requested to comment and inform the forthcoming Cabinet Member decision to agree the Co-ordinated scheme for Admissions to Infant, Junior and Primary and Secondary schools in Kent for 2023/24 and determine the proposed admission arrangements for Community and Voluntary Controlled schools.

All admission arrangements identified in this document are outside the arrangements for pupils with Education, Health and Care Plans (EHCP).

**Equality Implications**

An updated Equalities Impact Assessment was considered as part of this process

**Financial Implications**

**Legal Implications**

The Education Act 2002 includes a duty on each LA, to formulate a scheme to co-ordinate admission arrangements for all maintained schools in its area and to take action to secure the agreement to the scheme by all admission authorities

**Cabinet Committee recommendations and other consultation:**

This will be completed after the meeting of CYPE Cabinet Committee on 10 January 2022

**Any alternatives considered and rejected:**

All alternatives were considered in the report attached to this document.

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

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**signed**

.....

**date**



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## **Appendix A**

**Kent County Council  
Co-ordinated Scheme for**

# **Primary Admissions Academic Year 2023/24**

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

Produced by:  
Fair Access - Admissions

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## Table of Contents

	<b><i>Page Number</i></b>
Introduction / Background	<b>3</b>
Section 1 – Details of the Co-ordinated Scheme for Entry to Year R and Transfer from Infant School to Junior School (Year 2-3)	<b>4-12</b>
Section 2 – Details of the Primary In-Year Admissions Process	<b>13-18</b>
<i>Section 3 – Glossary of Terms</i>	<b>19-20</b>

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## Introduction / Background

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Each year, the Local Authority is required to draw up and determine:

- Co-ordinated admission arrangements (schemes) for all schools in the Local Authority area for entry at the normal time of admission (Year R for Infant and Primary schools, Year 3 for Junior schools and Year 7 for Secondary schools).

## Section 1 –

### Details of the Co-ordinated Scheme for Entry to Year R and Transfer from Infant School to Junior School Year 3

This section details the Co-ordinated Scheme for Entry to Year R and Transfer from Infant School to Junior School (Year 2-3) in September 2023.

Year R applications are normally for children born between 1 September 2018 and 31 August 2019. Year 3 applications are normally for children born between 1 September 2015 and 31 August 2016.

**The Key Scheme dates are:**

<b>Key Action</b>	<b>Scheme Date</b>
Application for Primary Intake/Junior Transfer opens	Friday 4 November 2022
National closing date for application forms	Monday 16 January 2023
Final data for acceptance of on time changes to application details	Friday 10 February 2023
Summary of applicant numbers sent to all Kent Primary, Infant and Junior schools	Tuesday 14 February 2023
Full applicant details sent to all Kent Primary, Infant and Junior schools for ranking against their oversubscription criteria	By Thursday 16 February 2023 (In half term)
Ranked lists returned to Kent County Council by all schools. Deadline for school to inform Kent County Council of wish to offer in excess of PAN	By Friday 3 March 2023
Primary, Infant and Junior schools sent list of allocated pupils	By Friday 31 March 2023
National Offer Day: e-mails sent after 4pm	Monday 17 April 2023
Schools send out welcome letters no earlier than	Wednesday 19 April 2023
Deadline for late applications and waiting list requests to be included in Kent County Council's reallocation stage. Also date by which places should be accepted or declined to schools	By Monday 1 May 2023
Kent County Council will send schools reallocation waiting lists for ranking against their oversubscription criteria	Thursday 4 May 2023
Deadline for lodging of appeals	Friday 12 May 2023
Schools to send their ranked reallocation waiting list and acceptance and refusals to KCC	Thursday 11 May 2023
Kent County Council to reallocate places that have become available from the schools' waiting lists. After this point, schools will take back ownership of their waiting lists.	Wednesday 7 June 2023

In addition this scheme:

- (a) allows for Supplementary Information Forms (SIFs) to be returned directly to schools to assist in the ranking of applicants against their over-subscription criteria.
- (b) confirms that on **Wednesday 7 June 2023** Kent County Council will run one reallocation process offering places to late applicants and original applicants that have joined a school's waiting list after offer day. Kent County Council will consider late applicants through the process described in paragraphs 25 to 34. After **Wednesday 7 June 2023**, Kent County Council will enable schools to accept applications directly and offer vacancies as they arise, to children on their waiting lists. Copies of applications will be forwarded by parents to Kent County Council who will support and advise where this is needed. Schools must notify Kent County Council of any offers or refusals that are made at the same time these are made to parents.

Kent County Council expects that all schools and Admissions Authorities including Academies and co-ordinating Free schools engaged in the sharing of admissions data will manage personal information in accordance with the Data Protection principles.

1.

For normal points of entry to school, Kent resident parents will have the opportunity to apply for their child's school place using a Reception Common Application Form (RCAF) or Junior Common Application Form (JCAF) via an alternate method available on request. Kent County Council cannot accept multiple applications for the same child. A parent may use either of the above methods, but not both. Kent County Council will take all reasonable steps to ensure that every parent resident in the Kent knows how to apply for a school place by completing a RCAF/JCAF online at [www.kent.gov.uk/ola](http://www.kent.gov.uk/ola) or on paper, and has access to a written explanation of the coordinated admissions scheme.

2.

The RCAF will be used for the purpose of admitting pupils into Year R (the first year of Primary education) and the JCAF for Year 3 of Junior schools.

3.

The RCAF/JCAF must be used as a means of expressing one or more preferences for the purposes of section 86 of the School Standards and Framework Act 1998, by parents resident in the Kent County Council area wishing to express a preference for their child:

- (a) to be admitted to a school within the Kent County Council area (including Voluntary Aided and Foundation schools, Academies and Co-ordinating Free Schools).
- (b) to be admitted to a school located in another Local Authority's area (including Voluntary Aided, Foundation schools, Academies and Co-ordinating Free Schools).

4.

Details of this scheme will apply to every application made by a Kent resident applying to Kent schools. Where a Kent resident applies to schools located in another Local Authority, variations may apply to take into account differences present in that Local Authority's scheme.

5.

RCAFs /JCAFs and supporting publications will:

- (a) invite parents to express up to **three** preferences in priority order. Preferences can be expressed for Kent and non-Kent schools. Parents **must** complete the application for their home Local Authority (e.g. Kent residents complete Kent applications, Medway residents complete Medway applications, etc).
- (b) allow parents to give reasons for each preference, including details of any siblings that will still be on roll at the preferred school at the time of the applicant child's admission.
- (c) invite parents of looked after and previously looked after children to send Kent County Council evidence that supports the request for consideration under either criteria by **Friday 10 February 2023**.
- (d) explain that parents will receive the offer of one school place only and that:
  - (i) a place will be offered at the highest available ranked preference for which they are eligible; and
  - (ii) if a place cannot be offered at any school named on the form, a place will be offered at an alternative school.
- (d) Specify the closing date for applications and where paper RCAFs/JCAFs must be returned to, in accordance with paragraph 7.
- (e) explain that parents cannot name Primary schools on the JCAF and that if they do, they will be deleted and the preference will be lost.

6.

Kent County Council will make appropriate arrangements to ensure:

- (a) the online admissions website is readily accessible to all who wish to apply using this method.
- (b) An alternate method is readily available on request from Kent County Council.
- (c) a composite prospectus of all Kent Primary and Junior schools and a written explanation of the co-ordinated admissions scheme is readily available on request from Kent County Council, all Kent maintained Primary and Junior schools and is also available on the Kent County Council website to read or print.

7.

Completed applications must be submitted by **Monday 16 January 2023**.

### **Supplementary Information Forms (SIFs)**

8.

Only applications submitted on a RCAF/JCAF are valid. Completion of a school's Supplementary Information Form (SIF) alone does not constitute a valid application. Where schools use SIF they must confirm with the parent on receipt of their completed form that they have also made a formal application to Kent County Council.

9.

A school can ask parents who wish to name it, or have named it, on their RCAF/JCAF, to provide additional information on a SIF only where the additional information is required for the governing body to apply its oversubscription criteria to the application. Where a SIF is required it must be requested from the school or Kent County Council and returned to the school. All schools that use SIFs must include the proposed form in their consultation document and in their published admission arrangements.

10.

### **Children with and Education, Health and Care Plan (EHCP)**

Pupils with an Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

Any application received for a child with an EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 " the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs
- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources"

Where a pupil is resident in another Local Authority, the home Authority must again comply with Schedule 27 of the Education Act 1996 which states:

"A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority."

Other Authorities looking for Kent school places for EHCP pupils will need to contact Kent County Council's SEN team in addition to the relevant school.

### **Determining Offers in Response to the RCAF/JCAF**

11.

Kent County Council will act as a clearing house for the allocation of places by the relevant admission authorities in response to RCAFs/JCAFs completed online or on paper. Kent County Council will only make any decision with respect to the offer or refusal of a place in response to any preference expressed on the RCAF/JCAF where:

- (a) it is acting in its separate capacity as an admission authority;
- (b) an applicant is eligible for a place at more than one school;
- (c) an applicant is not eligible for a place at any school that the parent has named.

Kent County Council will allocate places in accordance with paragraph 16.

12.

**By Tuesday 14 February 2023** Kent County Council will:

- (a) notify all schools of the number of applications received for their school;

- (b) notify and forward details of applications to the relevant authority/authorities where parents have nominated a school outside the Kent County Council area.

13.

**By Thursday 16 February 2023** Kent County Council will advise all Kent Primary, Infant and Junior schools of the full details of all valid applications for their schools via rank lists, to enable them to apply their over-subscription criteria. Only children who appear on Kent County Council's list can be considered for places on the relevant offer day.

14.

**By Friday 3 March 2023** All Kent Primary, Infant and Junior schools, including Academies and coordinating Free schools, **must** return completed lists, ranked in priority order in accordance with their over-subscription criteria, to Kent County Council for consideration in the allocation process. Where a school fails clearly to define its oversubscription criteria in its determined arrangements, the definitions laid out by Kent County Council must be adopted.

15.

**Friday 3 March 2023** will also be the final deadline by which any school may notify Kent County Council of their intention to admit above PAN. Changes cannot be made after this date because Kent County Council will not have sufficient time to administer its co-ordination responsibilities.

16.

**By Thursday 30 March 2023** the LA will match each ranked list against the ranked lists of every other school named and:

- (a) where the child is eligible for a place at only one of the named schools, will allocate a place at that school to the child;
- (b) where the child is eligible for a place at two or more of the named schools, will allocate a place to the child at whichever of these is the highest ranked preference;
- (c) where the child is not eligible for a place at any of the named schools, will allocate a place to the child at an alternative school. Where the application is for Junior transfer, this alternative place may be in a Junior school or a Primary school.

17.

**By Thursday 30 March 2023** Kent County Council will have completed any data exchange with other

Local Authorities to cover situations where a resident in Kent County Council's Local Authority area has named a school outside Kent, or a parent living outside the Kent County Council's Local Authority area has named a Kent school.

18.

**By Friday 31 March 2023** Kent County Council will inform schools of the pupils to be offered places at their establishment, and will inform other Local Authorities of places to be offered to their residents in its schools and Academies. Schools must not share this information with parents before **Monday 17 April 2023**.

19.

**On Offer day, Monday 17 April 2023** Kent County Council will:

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

1. The name of the school at which a place is offered.
2. The reasons why the child is not being offered a place at any school named on the application as a higher preference than the school offered.
3. Information about the right of appeal against the decisions to refuse places at other named schools.
4. Information on how to request a place on a waiting list for schools originally named as a preference, if they want their child to be considered for any places that might become available.
5. advice on how to find contact details for the school and Local Authority and the admission authorities of Foundation, Voluntary Aided schools, Academies and coordinating Free schools where they were not offered a place, so that they can lodge an appeal with the governing body.

20.

The email/letter will notify the applicant parent that they need to respond to the offered school to accept or refuse the offer. It will inform applicant parents to send waiting list requests to Kent County Council. It will also inform them of their right to appeal against the refusal of a place at any school on their application and where and when to lodge the appeal.

21.

Parents who reside in other Local Authorities, but who have applied for a Kent school or schools, will be notified of whether or not they are being offered a place at a Kent school by their own Local Authority on **Monday 17 April 2023**.

22.

Kent pupils who have not been offered a place at any of the schools nominated on their RCAF/JCAF will be allocated a place by Kent County Council at an alternative school in the Kent County Council area. This place will be offered on **Monday 17 April 2023**.

23.

Schools will send their welcome letters **no earlier than Wednesday 19 April 2023**.

### **Acceptance/Refusal of Places - Monday 1 May 2023**

24.

**By Monday 1 May 2023** the applicant parent must inform the school whether they wish to accept or refuse the place offered on offer day. Refusals should be made in writing or via e-mail to provide an appropriate audit trail. If a response has not been received by **Monday 1 May 2023**, the school **must** remind the parent in writing of the need to respond within a further ten school days and point out that the place will be withdrawn if no response is received. If the parent fails to respond by this date, a final letter should be sent informing the parent that the offer has been withdrawn. Only after taking reasonable measures to secure a response from parents will a school be able to retract the offer of a place. In cases of shared custody, schools should ensure that confirmation of acceptance or refusal is received from the applying parent.

## Determining Offers in Reallocation Process

25.

Kent County Council will collect a reallocation list for all schools up to **Monday 1 May 2023**. This will include details of the following:

- (a) all applicants who named the school on the RCAF/JCAF and were not offered a place on **Monday 17 April 2023** and who have asked to be included on the school's waiting list;
- (b) late applicants who named the school on their applications which were sent to Kent County Council by **Monday 1 May 2023**.

26.

**By Thursday 4 May 2023** Kent County Council will advise all Kent Primary, Infant and Junior schools, of the full details of all waiting list requests and late applications (reallocation list) for their schools to enable them to apply their over-subscription criteria. Only children who appear on the Kent County Council list can be considered for places on Kent County Council's reallocation day. If a child's circumstances have changed since their original application, Kent County Council will amend their waiting list details up to **Monday 1 May 2023**. Kent County Council will not be able to amend details after this date. The full reallocation list must be put into the school's over-subscription criteria order. No distinction should be made on the basis of the child being a waiting list request or a late applicant.

27.

**By Thursday 11 May 2023** The schools must return their ranked waiting lists to Kent County Council. Schools should also return all acceptance and refusal information collected to ensure Kent County Council can calculate places available for its reallocation day.

28.

**On Wednesday 7 June 2023** Kent County Council will re-allocate any places that have become available since offer day using the same process described in paragraph 16. Applicants will be sent offers using the same process described in paragraph 19. Schools will be sent a list of all new offers and the remainder of their waiting lists. Late applicants will be added to the waiting list of each school that they have not been offered.

## Determining Offers after Waiting Lists returned to Schools

29.

After **Wednesday 7 June 2023** waiting lists will be managed by schools and held in oversubscription criteria order. These lists can include:

- (a) all applicants who were not offered a place on **Monday 17 April 2023**, who asked to be included on the school's waiting list and who subsequently were not offered a place on **Wednesday 7 June 2023** (children on the waiting list described in paragraph 28);
- (b) applicants who did not name the school on their RCAF/JCAF and who have approached the school to be considered via the In Year Application Form (IYAF).
- (c) Late applicants who have not previously been considered for a place at any Primary/Infant or Junior school and who have approached the school to be

considered via Post Reallocation Reception Common Application Form (PRRCAF) or Post Reallocation Junior Common Application Form (PRJCAF).

30.

**After Wednesday 7 June 2023** Schools will make offers from their waiting lists for any spaces available. Kent advises schools to wait until **Friday 9 June 2023** before making offers to allow all parents an opportunity to receive their email/letter detailing the outcome of Reallocation. Schools must inform Kent County Council whenever an offer or refusal is made so that Kent County Council can record all activity. If a school has reached its Published Admission Number, or and agreed number in excess of its Published Admissions Number as specified in paragraph 1.4 of the Admissions Code, an applicant should not be admitted other than through the Independent Appeal process, the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted, or with an EHCP apply.

### **Handling of Late Applications:**

#### **Applications received after the RCAF/JCAF closing date until Friday 10 February 2023**

31.

The closing date for applications in the normal admissions round (as above) is **Monday 16 January 2023**. As far as reasonably practicable, applications for places in the normal admissions round that are received late for a good reason will be accepted and considered in the same way as 'on time' applications, provided they are received by Kent County Council by **Friday 10 February 2023**. On time applicants can also request to amend their application up to this point for a good reason, but these requests must be made in writing to the admissions team as amendments made to the online system after **Monday 16 January 2023** will be ignored.

32.

Exceptional provision is made for the families of UK Service Personnel and Crown Servants as required by the School Admissions Code. Applications will be accepted up until **Friday 10 February 2023**, where it is confirmed in writing by the appropriate authority that the family will be resident in Kent by **1 September 2023**. A confirmed address, or, in the absence of this, a Unit or "quartering area" address, will be accepted as the home address from which home-school distance will be calculated. Children who are not successful in gaining any place they want will be allocated an available place at an alternative school, and will have the same access to a waiting list / right to appeal as other applicants.

#### **Applications received after Friday 10 February 2023 but before Monday 1 May 2023**

33.

Applications received after **Friday 10 February 2023 but before Monday 1 May 2023** (the deadline for inclusion in any reallocation made on **Wednesday 7 June 2023**) will not be considered for places on **Monday 17 April 2023**, but will be included in the re-allocation of places on **Wednesday 7 June 2023** as defined above.

## **Applications received after Monday 1 May 2023**

34.

Late applications received after **Monday 1 May 2023** (the deadline for inclusion in any reallocation made on **Wednesday 7 June 2023**) must be made directly to the LA. Parents will apply using the Post Reallocation Reception Common Application Form (PRRCAF) or Post Reallocation Junior Common Application Form (PRJCAF). Kent County Council will support and advise parents. These will be considered by each school after **Wednesday 7 June 2023**, in accordance with a process similar to the in year admissions process (detailed in Section 2).

## **Cancelling applications**

35.

Applications considered as 'on time' detailed in paragraph 7 and 31 can be cancelled or individual preferences can be removed by the applicant up to **Monday 1 May 2023** (the deadline for waiting list requests and late applications). Requests must be made to the admissions team in writing. New preferences cannot be added to an application at this point. After this date, it is not possible to cancel applications or remove preferences as the offer allocation process will have started.

36.

Parents that have cancelled an 'on time' application may submit a late application, for consideration under the reallocation process, providing that they do not name any preferences that appeared on their original application. The deadline for these late applications is **Monday 1 May 2023**.

37.

Where an application is cancelled, parents cannot join a school's waiting list or appeal for a school that was on their original application unless they submit a new application for the school after **Wednesday 7 June 2023**.

## **Appeals**

38.

All parents have the statutory right to appeal against any decision refusing them a school place and must lodge their appeal by **Friday 12 May 2023** for it to be considered as on time.

39.

Where parents have lodged an appeal against the refusal of a place and a place becomes available at the school, the place can then be offered without an appeal being heard, provided there are no other applicants at that time ranked higher on the school's waiting list, which is held in accordance with the school's oversubscription criteria.

40.

Appeals are not to be heard prior to the Kent Reallocation Day on **Wednesday 7 June**

**2023.**

### **Summer Born Applications**

41.

Kent will process applications for Summer Born children outside the normal age taking account of the needs of the child. A decision as to whether an application will be accepted outside of the admissions round is a decision for the admissions authority, which will normally be guided by the Headteachers of the schools in question. Further Information will be made available to parents on how applications should be made at [kent.gov.uk/primaryadmissions](http://kent.gov.uk/primaryadmissions). Parents are advised to talk to schools no later than **Friday 4 November 2022** to enable a decision to be made before the closing date of the round on **Monday 16 January 2023**.

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

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### In-Year Admission Form.

1.

The scheme shall apply to every maintained school, Academy and co-ordinating Free school in the LA area (except special schools), which are required to comply with its terms, and it shall take effect from the point of formal Kent County Council Cabinet Determination.

2.

Kent County Council will produce a standard form, known as the In-Year Admission Form (IYAF), which Kent schools must use to allow applicants to apply for school places in any year group outside of the normal admissions round. Applicants must use one form for each school they wish to apply for.

3.

As Kent does not co-ordinate In-Year admissions, applications to out of county schools and from out of county residents will not have a standard process and will instead depend on the process of the county in question. Kent residents who wish to apply for a place at an out of county school will need to either approach the school or local authority directly. This will vary between authorities.

4.

Out of county residents of authorities that co-ordinate In-Year admissions should complete their authority's Common Application Form and return it to their authority. Kent County Council has given permission to each authority to liaise directly with Kent schools. Out of county residents of authorities that do not co-ordinate are free to contact Kent schools directly to request a place. It is the responsibility of the out of county resident to ensure they apply by the appropriate method.

5.

Parents will be able to obtain information about the process, other authority processes and IYAFs from Kent County Council's Admissions and Transport Office or from any local Kent school. Enquiries can also be made via e-mail ([kentinyearadmissions@kent.gov.uk](mailto:kentinyearadmissions@kent.gov.uk)). Information and IYAFs will also be available on the Kent County Council's website to read and print.

6.

Kent County Council will take all reasonable steps to ensure that all relevant information is available upon request to any parents who require it.

7.

The IYAF will be used for the purpose of admitting pupils to a school in the year group applied for.

8.

The IYAF must be used by parents resident in the Kent County Council area as a means of expressing one preference for the purposes of section 86 of the School Standards and Framework Act 1998, for their child to be admitted to a school within the Kent County Council area (including Voluntary Aided and Foundation schools, Academies and Coordinating Free Schools)

9.

Parents wishing to apply for more than one school must complete a separate form for each school. Completed forms must be returned directly to the school. Applications by Kent residents to out of county schools should be made to either the other local authority or school, depending on that local authority's In-Year process.

10.

The IYAF will:

- (a) invite the parent to express a school preference.
- (b) invite parents to give their reasons for the preference and give details of any siblings that may be attending the preferred school.
- (c) explain that the parent must complete a form for each school they wish to apply for and return each form to the corresponding school.
- (d) explain that Kent County Council will be informed of any application and will monitor any subsequent offers that are made.
- (e) direct the parent to contact Kent County Council where they are unable to secure a school place.
- (f) explain where they can find information about applying to non-Kent schools.

11.

Kent County Council will make appropriate arrangements to ensure:

- (a) that the IYAF is available in paper form on request from Kent County Council and from all maintained Primary schools, Academies and Co-ordinating Free Schools in the Kent County Council area; and
- (b) that the IYAF is accompanied by a written explanation of the In-Year admissions process in an easy to follow format.

12.

IYAFs for Kent schools must be returned to the school. Schools must process them, no later than 5 days from receipt.

### **Supplementary Information Forms (SIFs)**

13.

All completed IYAFs are valid applications. A school can ask parents who wish to nominate it, or have nominated it, on the IYAF, to provide additional information on a Supplementary Information Form (SIF) only where the additional information is required for the governing body to apply its oversubscription criteria to the application. Where a SIF is required it must be requested from the school or Kent County Council (where supplied) and returned to the

school. All schools that use SIFs must include the form in their published admission arrangements.

14.

A SIF is not a valid application by itself: a formal application can only be made on the IYAF (or corresponding form if out of county applicants live in a county which co-ordinates In-Year admissions). When SIFs are received, the school must ensure that the IYAF or neighbouring LA's Common Application Form has been completed by the parent and, if not, contact the parent and ask them to complete one. Parents will not be under any obligation to complete any part of an individual school's supplementary information form where this is not strictly required for the governing body to apply its oversubscription criteria.

15.

a)

### **Children with an Education, Health and Care Plan (EHCP)**

Pupils with an Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

Any application received for a child with an EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 " the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs
- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources"

Where a pupil is resident in another Local Authority, the home Authority must again comply with Schedule 27 of the Education Act 1996 which states:

"A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority."

Other Authorities looking for Kent school places for EHCP pupils will need to contact Kent County Council's SEN team in addition to the relevant school.

b)

### **Children in Local Authority Care (CiC) and Children Adopted from Care**

When applications are made for young people in the care of other Local Authorities or who ceased to be so because they were adopted, Kent County Council - as receiving authority - will confirm an offer of a school place with the placing authority. Where an in-year application is received from the corporate parent of a child in Local Authority Care or who ceased to be so because they were adopted, Kent Admissions team will expect that in line with Statutory Guidance \*, arrangements for appropriate education will have been made as part of the overall care planning, unless the placement has been made in an emergency. Where the placement has been made in an emergency, and this is not the case, Kent, as the receiving authority, will refer the matter to a school identified by the placing authority, to establish if an offer of a place can be provided. If the school is at capacity or the school provision is not considered appropriate, Kent County Council will advise the home authority

of the schools position and where possible identify alternative education provision that may be more suitable to meet the child's needs. It will be for the corporate parent to determine whether it wishes to challenge the school's or the LA's position or identify an alternative education setting more suited to meeting the child's needs.

Where Kent County Council is the corporate parent of the child in question, an appropriately appointed social worker will liaise in the first instance with Admission Placement Officers and other professionals as necessary, in order to agree the school or setting that would best meet the individual needs of the child (most appropriate provision for the child). Kent County Council will then allocate a place (where it is the admission authority for the school) or contact the school directly and seek a place where it is not. Where a school refuses to admit the child Kent County Council as corporate parent will decide whether to initiate proceedings required to either direct or instruct the school in question or consider if other education provision may be in the best interest of the child.

*\* Statutory Guidance on the duty of local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004 (S35.1-37)*

c)

Exceptional provision is made for the families of UK Service Personnel, Crown Servants and British Council employees, as required by the School Admissions Code. A confirmed address, or, in the absence of this, a Unit or "quartering area" address, will be accepted as the home address from which home-school distance will be calculated. This must be confirmed by a letter from the Commanding Officer or the Foreign Office. However, this does not guarantee a place at the parent's preferred school for their child. Places cannot be held for an extended period of time, as this could create disadvantage with other applications.

### **Determining Offers in Response to the IYAF**

16.

The school will notify applicants resident in the Kent County Council area with the outcome of their application. Where appropriate, the letter will detail:

- (a) the starting date if a place is available;
- (b) the reasons why the child is not being offered a place if a place is unavailable;
- (c) information about the statutory right of appeal against the decisions to refuse places;
- (d) information on how to apply for a place on the waiting list;
- (e) contact details for the school and Kent County Council and for the admission authorities of Foundation, Voluntary Aided schools, Academies and co-ordinating Free schools where they were not offered a place, so that they can lodge an appeal with the governing body.

The letter will notify the applicant parent that they need to respond to accept or refuse the offer of a place within 10 school days

17.

Kent residents who wish to apply for a place at an out of county school will need to either approach the school or local authority directly. This will vary between authorities. Depending

on the other LA's determined process, the parent will confirm the acceptance or refusal of the place to the school or that school's LA.

18.

Kent pupils who have applied to schools and have not been offered a place can contact Kent County Council who will inform them where there is an available place at an alternative school. If no school in the local area has places available, the application may be referred to a local panel under the In Year Fair Access Protocol. If the child is already attending a school in the local area, no alternative place will be offered.

19.

Schools must inform Kent County Council of every offer that is made via the In Year process to allow the necessary safeguarding checks to take place. Notification should be made at the same time as the offer being made to the parent.

20.

Applicants who are not successful in gaining any place can contact Kent County Council and will be informed where there is an available place at an alternative school. Parents can then approach these schools to secure a place. These applicants will have the same access to a waiting list and right to appeal as other applicants.

### **Acceptance/Refusal of Places**

21.

The applicant parent will be advised in their offer letter that they must accept/refuse the school place offer in writing to the school within 10 school days of the date of the offer letter. If the school has not obtained a response within the specified time, it will remind the parent in writing of the need to respond within a further seven days and point out that the place may be withdrawn if no response is received. Only after having exhausted all reasonable enquiries will it be assumed that a place is not required.

22.

The school will notify Kent County Council of places accepted/refused as soon as possible after receipt of the acceptance/refusal. A mechanism for this transfer will be specified by Kent County Council.

23.

Once a place has been accepted, a child must start at the school within a reasonable length of time. This would normally be 10 school days from receipt of acceptance, but schools may extend if they feel there are justifiable reasons to do so.

### **Waiting Lists**

24.

Each oversubscribed school will keep a waiting list at least until the end of the first term. This will include details of all applicants who have named the school on the IYAF but could not be offered a place and have asked to be placed on a waiting list.

25.

Waiting lists will be maintained in order of priority, in accordance with the school's oversubscription criteria. If a school has reached its Published Admission Number it may not admit applicants other than through the Independent Appeal process, via the process detailed in the In Year Fair Access Protocol or where special arrangements relating to

children in Local Authority Care or who ceased to be so because they were adopted, or children with an Education, Health and Care Plans apply. To maintain the database, schools will advise Kent County Council when a place has been offered to a pupil on a waiting list. Parents whose children are refused admission **must** be offered a right of appeal (even if their child's name has been put on the waiting list).

## **Appeals**

26.

All parents have the statutory right to appeal against any decision refusing them a school place.

27.

Where parents have lodged an appeal against the refusal of a place and a place becomes available at the school, the place can then be offered without an appeal being heard, provided there are no other applicants at that time ranked higher on the school's waiting list.

### **Section 3 – Determined Statutory Consultation Area**

Kent County Council is required to define “relevant areas” within which the admissions authorities of all maintained schools must conduct their annual statutory consultation. The relevant statutory consultation areas are those included within a 3 mile radius of the primary school concerned. However because the consultation is distributed across all Kent Admissions Authorities via the Kent County Council Website, admissions authorities and parents outside of the relevant areas are also able to view arrangements. If respondents are located outside of the 3 mile radius of the Primary school in question Kent County Council may chose not to have regard to the comments.

## Glossary of Terms

<b>Term</b>	<b>Definition</b>
<b>LA</b>	<i>A Local Authority</i>
<b>The LA</b>	<i>Kent County Council</i>
<b>The LA area</b>	<i>The area in respect of which Kent County Council is the Local Authority</i>
<b>Primary Education</b>	<i>Has the same meaning as in section 2(1) of the Education Act 1996</i>
<b>Primary School</b>	<i>Has the same meaning as in section 5(1) of the Education Act 1996</i>
<b>School</b>	<i>A Community, Foundation, Voluntary Aided or Voluntary Controlled school and Academy (but not a special school) which is maintained.</i>
<b>Foundation school</b>	<i>Such of the schools as are Foundation schools. The governing body is the admissions authority for these schools.</i>
<b>Voluntary Aided schools</b>	<i>Such of the schools as are Voluntary Aided schools, the governing body of these schools is the admission authority. These schools are church schools, and governors must have regard to the relevant diocesan board when setting admissions arrangements.</i>
<b>VC schools</b>	<i>Such of the schools as are Voluntary Controlled schools</i>
<b>Academies</b>	<i>Such schools which have been established under section 482 of the Education Act 1996 (as amended by section 65 of the Education Act 2002) and/or those established under the Academies Act 2010.</i>
<b>Free Schools</b>	<i>Such of the schools as are Free Schools. All-ability, state-funded school set up in response to what local people say they want and need in order to improve education for their children.</i>
<b>Admission authority</b>	<i>In relation to a community or voluntary controlled school means the LA and, in relation to a trust, foundation or Voluntary Aided school and Academy, means the governing body of that school</i>
<b>Admission arrangements</b>	<i>The arrangements for a particular school or schools which govern the procedures and decision making for the purposes of admitting pupils to the school</i>
<b>Eligible for a place</b>	<i>Means that a child has been placed on a school's ranked list at such a point as falls within the school's published admission number.</i>
<b>RCAF</b>	<i>Reception Common Application Form, completed online or via alternate method</i>
<b>JCAF</b>	<i>Junior Common Application Form, completed online or via alternate method</i>
<b>IYAF</b>	<i>In Year Admission Form – this is the form used by parents to apply for a school place outside of a school's normal point of entry.</i>

<b>SIF</b>	<i>Supplementary Information Form – This is a form used by some Academies, Foundation and Voluntary Aided and Free schools which may use them to collect additional information at the time of application in order for them to apply their oversubscription criteria. They are most commonly used by Faith Schools to collect details in relation to a level of commitment to Faith which can be a factor in the priority given to applicants. A supplementary information form can only collect information which is directly related to the oversubscription criteria published for a school.</i>
<b>Summer Born</b>	<i>A child born between the months of April to August</i>
<b>PAN</b>	<i>Published Admission Number – this is the number of pupils a school is able to admit before it reaches capacity. School admissions authorities must consult on and determine a school’s PAN and must not admit pupils above this number other than where 1.4 of the School Admissions Code 2014 applies.</i>
<b>Late Application</b>	<i>an application sent to the LA after the closing date where the child has not been considered for a place at any school through the Primary Scheme, or where applicants have moved house and their original preferences are no longer suitable.</i>
<b>Reallocation Process</b>	<i>the process by which vacant places are offered by the local authority to late applicants and pupils on school waiting lists.</i>



## **Appendix B**

**Kent County Council  
Co-ordinated Scheme for**

# **Secondary Admissions**

# **Academic Year 2023/24**

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

Produced by:  
Fair Access - Admissions

	<b>Page Number</b>
Introduction / Background	<b>3</b>
Section 1 – Details of the Co-ordinated Scheme for Transfer to Year 7	<b>4-15</b>
Section 2 – Details of the Secondary InYear Admissions Process	<b>16-21</b>
<i>Section 3 – Glossary of Terms</i>	<b>22-23</b>

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## Introduction / Background

Each year, the Local Authority is required to draw up and determine:

- Co-ordinated admission arrangements (schemes) for all schools in the Local Authority area for entry at the normal time of admission (Year 7 for Secondary schools, Year R for Infant and Primary schools and Year 3 for Junior schools).
- Cranbrook School is the only school in Kent with a normal point of entry at Year 9, in addition to a regular Year 7 intake. For Kent residents, application forms for Year 9 are available from the school or the KCC website and will be processed broadly in line with the Year 7 transfer arrangements set out in this scheme. Non-Kent parents must apply through their home authority's In Year admissions process. Year 7 applications are processed in line with the co-ordinated process detailed below.
- Leigh UTC is the only school in Kent with a normal point of entry at Year 10, in addition to a regular Year 7 intake. For Kent residents, application forms for Year 10 are available from the school or the KCC website and will be processed broadly in line with the Year 7 transfer arrangements set out in this scheme. Non-Kent parents must apply through their home authority's co-ordinated UTC process. Year 7 applications are processed in line with the co-ordinated process detailed below.

## Section 1 – Details of the Co-ordinated Scheme for Transfer to Year 7

This section details the Co-ordinated Scheme for Transfer to Year 7 in Secondary Schools in September 2023. Year 7 applications are normally for children born between 1 September 2012 and 31 August 2013.

### The Key Scheme dates are:

<b>Key Action</b>	<b>Scheme Date</b>
Registration for testing opens	Wednesday 1 June 2022
Closing date for registration	Friday 1 July 2022
Application for Secondary Transfer opens	Thursday 1 September 2022
Test date for pupils in Kent Primary schools	Thursday 8 September 2022
Test date for pupils not in Kent Primary schools from	Saturday 10 September 2022
Assessment decision sent to parents	Tuesday 18 October 2022
National closing date for application forms	Monday 31 October 2022
Final date for acceptance of on time changes to application details	Friday 9 December 2022
Summary of applicant numbers sent to Secondary schools (plus info for those needing to arrange additional testing)	Wednesday 14 December 2022
Full applicant details sent to all Kent Secondary schools for ranking against their over-subscription criteria	Wednesday 4 January 2023
Ranked lists returned to Kent County Council by all schools. Deadline for school to inform Kent County Council of wish to offer in excess of PAN	Friday 13 January 2023
Secondary schools sent list of allocated pupils - Primary schools informed of destination of pupils	Thursday 23 February 2023
National Offer Day: e-mails sent after 4pm	Wednesday 1 March 2023
Schools send out welcome letters no earlier than	Friday 3 March 2023
Deadline for late applications and waiting list requests to be included in the Kent County Council reallocation stage. Also the date by which places should be accepted or declined to schools.	Wednesday 15 March 2023
Date Kent County Council will send schools reallocation waiting lists for ranking against their over-subscription criteria	Tuesday 21 March 2023
Schools to send their ranked reallocation waiting list and acceptance and refusals to KCC	Tuesday 28 March 2023
Deadline for lodging appeals	Tuesday 28 March 2023
Kent County Council to reallocate places that have become available from the schools' waiting lists. After this point, schools will take back ownership of their waiting lists.	Tuesday 25 April 2023

In addition, this scheme:

- (a) allows for Supplementary Information Forms (SIFs) to be returned directly to schools to assist in the ranking of applicants against their over-subscription criteria.
- (b) confirms that on **Tuesday 25 April 2023** Kent County Council will run one reallocation process offering places to late applicants and original applicants that have joined a school's waiting list after offer day. Kent County Council will consider late applicants through the process described in paragraphs 40 to 49. After **Tuesday 25 April 2023**, Kent County Council will enable schools to accept applications directly and offer vacancies as they arise, to children on their waiting lists. Copies of applications will be forwarded by parents to Kent County Council who will support and advise where this is needed. Schools must notify Kent County Council of any offers or refusals that are made at the same time these are made to parents.

Kent County Council expects that all schools and Admission Authorities including Academies, co-ordinating Free schools and UTCs engaged in the sharing of admissions data will manage personal information in accordance with Data Protection principles.

1.

For the normal point of entry to schools, Kent resident parents will be able to apply for their child's school place using a Secondary Common Application Form (SCAF) either online at [www.kent.gov.uk/ola](http://www.kent.gov.uk/ola) or via an alternate method available on request. Kent County Council cannot accept multiple applications for the same child: a parent may use either of the above methods, but not both. Kent County Council will take all reasonable steps to ensure that every parent resident in the Kent County Council area who has a child in their last year of Primary education knows how to apply and has access to a written explanation of the co-ordinated admissions scheme.

2.

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

3.

The SCAF must be used as a means of expressing one or more preferences for the purposes of section 86 of the School Standards and Framework Act 1998, by parents resident in the Kent County Council area wishing to express a preference for their child:

- (a) to be admitted to a school within the Kent County Council area (including Voluntary Aided and Foundation schools, Academies and Co-ordinating Free Schools and UTCs).
- (b) to be admitted to a school located in another Local Authority's area (including Voluntary Aided, Foundation schools, Academies and Co-ordinating Free Schools and UTCs).

4.

Details of this scheme will apply to every application made by a Kent resident applying to Kent schools. Where a Kent resident applies to schools located in another Local Authority, variations may apply to take into account differences present in that Local Authority's scheme.

5.

SCAF and supporting publications will:

- (a) invite parents to express **up to four** preferences including, where relevant, any schools outside the Kent County Council area, and to rank each school according to their order of preference. Kent residents **must** complete a Kent SCAF. Residents outside Kent **must** complete their home Local Authority's SCAF (e.g. Medway residents complete a Medway SCAF etc).
- (b) allow parents to give reasons for each preference including details of any siblings that will still be on roll at the preferred school at the time of the applicant child's admission.
- (c) invite parents of looked after and previously looked after children to send Kent County Council evidence that supports the request for consideration under either criteria by **Friday 9 December 2022**.
- (d) explain that the parent will receive no more than one offer of a school place and that:
  - (i) a place will be offered at the highest available ranked preference for which they are eligible for a place; and
  - (ii) if a place cannot be offered at a school named on the form, a place will be offered at an alternative school.
- (e) specify the closing date for applications and where SCAFs can be submitted, in accordance with paragraph 7.

6.

Kent County Council will make appropriate arrangements to ensure:

- (a) the online admissions website is readily accessible to all who wish to apply using this method.
- (b) An alternate method is readily available on request to Kent County Council.
- (c) a composite prospectus of all Kent Secondary schools and a written explanation of the co-ordinated admissions scheme is readily available on request from Kent County Council, all Kent maintained Primary and Junior schools and is also available on the Kent County Council website to read or print.

7.

Completed applications must be submitted by **Monday 31 October 2022**.

8.

To help Kent County Council ensure that everyone who needs to make an application has done so, Primary and Junior schools may ask parents to confirm that an application has been made. They may also ask the online admissions team to check that an online application has been submitted by parents of children attending their school. These schools will also be sent a list of children that have applied close to the closing date to allow schools to check that every child has applied. These are important safeguarding measures schools are encouraged to support.

### **Supplementary Information Forms (SIFs)**

9.

Only applications submitted on a SCAF are valid. Completion of a school's Supplementary Information Form (SIF) alone does not constitute a valid application. Where schools use a SIF they must confirm with the parent on receipt of their completed form that they have also made a formal application to Kent County Council.

10.

A school can ask parents who wish to name it, or have named it, on their SCAF, to provide additional information on a SIF only where the additional information is required for the governing body to apply its oversubscription criteria to the application. Where a SIF is required it must be requested from the school or Kent County Council and returned to the school. All schools that use SIFs must include the proposed form in their consultation document and in their published admission arrangements.

11.

### **Children with an Education, Health and Care Plan (EHCP)**

Pupils with an Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

Any application received for a child with an EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 " the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs
- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources"

Where a pupil is resident in another Local Authority, the home Authority must again comply with Schedule 27 of the Education Act 1996 which states:

"A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority."

Other Authorities looking for Kent school places for EHCP pupils will need to contact Kent County Council's SEN team in addition to the relevant school.

## Assessment

12.

In line with Kent County Council's ongoing commitment to run a selective process, entry to Grammar schools is restricted to children who have been assessed as suitable through the relevant process, most usually via testing. Receiving a Grammar assessment in the Kent Test does not guarantee a Grammar school place at offer day as they may be oversubscribed.

13.

The Kent schools that require children to sit the Kent Grammar school assessment are listed below. Schools which hold alternative assessments will also be highlighted. It is not possible to include details of schools that added alternative tests during their September 2023 consultation period as these consultations were still ongoing at the time of writing:

Barton Court Grammar School	Maidstone Grammar School for Girls
Borden Grammar School	****Mayfield Grammar School, Gravesend
Chatham and Clarendon Grammar School	Norton Knatchbull
Dane Court Grammar School	Oakwood Park Grammar School
Dartford Grammar School	Queen Elizabeth's Grammar School
Dartford Grammar School for Girls	Simon Langton Girls' Grammar School
*Dover Grammar School for Boys	Simon Langton Grammar School for Boys
*Dover Grammar School for Girls	Sir Roger Manwood's School
**Folkestone School for Girls	Skinnners' School
Gravesend Grammar School	Tonbridge Grammar School
**Harvey Grammar School	Tunbridge Wells Girls' Grammar School
***Highsted Grammar School	Tunbridge Wells Grammar School for Boys
Highworth Grammar School for Girls	Weald of Kent Grammar School
Invicta Grammar School	Wilmington Grammar School for Boys
Judd School	Wilmington Grammar School for Girls
Maidstone Grammar School	

\* Dover Grammar School for Boys and Dover Grammar School for Girls also accept pupils who have reached the required standard of the "Dover Tests".

\*\* Folkestone School for Girls and Harvey Grammar School also accept pupils who have reached the required standard of the "Folkestone and Hythe (aka "Shepway") Test". \*\*\* Highsted Grammar School also accepts pupils who have reached the required standard of the "Highsted Test".

\*\*\*\* Mayfield Grammar School, Gravesend also accepts pupils who have reached the required standard of the “Mayfield Test”.

14.

Registration for the Kent Grammar school assessment will open on **Wednesday 1 June 2022**. Parents wishing their children to sit the Kent Grammar school assessment are required to register with the Kent Admissions Team (either online or using an alternate method available from the team) no later than **Friday 1 July 2022**.

15.

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

16.

Kent test will take place:

for pupils attending a Kent school on **Thursday 8 September 2022**

for pupils not attending a Kent school from **Saturday 10 September 2022**

17.

Registration is open to parents of children resident in the UK (not including Crown Dependencies, e.g. Jersey, Guernsey, Isle of Man), and the children of UK service personnel and other Crown Servants returning to the UK, who will transfer to Secondary school in **September 2023**.

18.

A child’s country of residence is where the child normally lives, not a temporary address (such as for holiday or educational purposes) before returning overseas. For UK service personnel and other Crown Servants, if the fixed UK residence is not known at the time of registration, then a unit postal address or a “quartering area” address may be used on production of appropriate evidence.

19.

By **Tuesday 5 July 2022** Kent County Council will send all Kent Primary and Junior schools, including Academies and co-ordinating Free schools, a list of their pupils that have applied to sit the Kent Grammar school tests. Schools will have until **Tuesday 12 July 2022** to contact parents of children who are interested in Grammar school and who have not yet applied.

20.

Late registrations cannot be accepted online. As far as reasonably practicable, registrations for the Kent test from children attending Kent County Council Primary and Junior schools that are received late will be accepted, provided an alternate method for registration is received by Kent County Council by **Friday 22 July 2022**. This deadline may be extended where a child is in receipt of an EHCP, is a looked after or previously looked after child or is in receipt of Pupil Premium, and it is practicable to do so. It will not be possible to accept late applications for children attending non-Kent County Council schools due to the constraints in securing test centre places for this cohort.

21.

If the parent chooses to name a Kent Grammar school on the SCAF for a child who has not taken the appropriate assessment, this preference will be treated as invalid for National Offer Day (**Wednesday 1 March 2023**) because the child will not have met the entry criteria.

22.

In the following exceptional circumstances, where a child is unable to sit the Kent Grammar school tests on the specified dates, arrangements will be made for testing to take place by **Thursday 6 January 2023**:

- (a) illness on one or both test dates, confirmed by a doctor's certificate;
- (b) a move into the Kent County Council area after the closing date for test registration. (NB: This can only be arranged if parents have provided proof of residency and return the late paper SCAF by **Friday 9 December 2022**.)

23.

Outside these specific circumstances, children who have not registered for testing but want a Grammar school place will not have an opportunity to sit the test until after **Tuesday 25 April 2023** when parents can submit a further application through the post reallocation process (detailed in paragraph 49) or the in year admissions process (detailed in Section 2) or, if they have been refused admission, make an appeal to the Independent Appeal Panel.

24.

Following the conclusion of the assessment process Kent County Council will contact parents of all registered children advising them of the assessment decision. Where a parent has provided a valid email address on their Kent Test registration, assessment decision e-mails will be sent after 4pm on **Tuesday 18 October 2022**. Parents who have not provided an email address will be sent a letter by 1<sup>st</sup> class post on **Tuesday 18 October 2022**.

25.

There is no right of appeal against the assessment decision, however, after **Wednesday 1 March 2023** parents may make an admission appeal to an independent appeal panel if their child is refused admission to any school, including a Grammar school.

### **Determining Offers in Response to the SCAF**

26.

Kent County Council will act as a clearing house for the allocation of places by the relevant admission authorities in response to SCAFs. Kent County Council will only make any decision with respect to the offer or refusal of a place in response to any preference expressed on the SCAF where:

- (a) it is acting in its separate capacity as an admission authority;
- (b) an applicant is eligible for a place at more than one school;

(c) an applicant is not eligible for a place at any nominated school.

Kent County Council will allocate places in accordance with the provisions set out in paragraph 31.

27.

**By Wednesday 14 December 2022** Kent County Council will:

- (a) notify all schools of the number of applications received for their school;
- (b) send parent and pupil details to those schools which have not made arrangements to test earlier and which require details to arrange testing by the same date (data may be subject to further validation at this stage);
- (c) notify and forward details of applications to the relevant authority/authorities where parents have nominated a school outside the Kent County Council area.

28.

**By Wednesday 4 January 2023** Kent County Council will advise all Kent Secondary schools of the full details of all valid applications for their schools via rank lists, to enable them to apply their over-subscription criteria. Only children who appear on Kent County Council's list can be considered for places on the relevant offer day.

29.

**By Friday 13 January 2023** All Kent Secondary schools, including Academies and co-ordinating Free schools and UTCs, **must** return completed lists, ranked in priority order in accordance with their over-subscription criteria, to Kent County Council for consideration in the allocation process. Where a school fails clearly to define its oversubscription criteria in its determined arrangements, the definitions laid out by Kent County Council must be adopted.

30.

**Friday 13 January 2023** will also be the final deadline by which any school may notify Kent County Council of their intention to admit above PAN. Changes cannot be made after this date because Kent County Council will not have sufficient time to administer its co-ordination responsibilities.

31.

**By Wednesday 22 February 2023** the LA will match each ranked list against the ranked lists of every other school named and:

- (a) where the child is eligible for a place at only one of the named schools, will allocate a place at that school to the child;
- (b) where the child is eligible for a place at two or more of the named schools, will allocate a place to the child at whichever of these is the highest ranked preference;

(c) where the child is not eligible for a place at any of the named schools, will allocate a place to the child at an alternative school.

32.

**By Wednesday 22 February 2023** Kent County Council will have completed any data exchange with other Local Authorities to cover situations where a resident in Kent County Council's Local Authority area has named a school outside Kent, or a parent living outside the Kent County Council's Local Authority area has named a Kent school.

33.

**By Thursday 23 February 2023** Kent County Council will inform its Secondary schools of the pupils to be offered places at their establishments and will inform other Local Authorities of places to be offered to their residents in its schools and Academies. Kent County Council will also inform all Kent Primary and Junior schools of offers made to their pupils. Schools must not share this information with parents before **Wednesday 1 March 2023**.

34.

**On Offer Day - Wednesday 1 March 2023** Kent County Council will send an offer email after 4pm to those parents who have provided a valid email address and post an offer letter via first class post for all other parents. The offer notification will detail:

1. the name of the school at which a place is offered;
2. the reasons why the child is not being offered a place at each of the other schools named on the SCAF;
3. information about the statutory right of appeal against the decisions to refuse places at the other nominated schools;
4. Information on how to request a place on a waiting list for schools originally named as a preference on their SCAF, if they want their child to be considered for any places that might become available. *Parents cannot ask for their child to go on the waiting list for a Grammar school unless the child has been assessed suitable for Grammar school;*
5. advice on how to find contact details for the school and Local Authority and for the admission authorities of Foundation, Voluntary Aided schools, Academies and co-ordinating Free schools and UTCs where they were not offered a place, so that they can lodge an appeal with the governing body.

35.

The email/letter will notify the applicant parent that they need to respond to the offered school to accept or refuse the offer. It will inform applicant parents to send waiting list requests to Kent County Council. It will also inform them of their right to appeal against the refusal of a place at any school on their application and where and when to lodge the appeal.

36.

Parents who reside in other Local Authorities, but who have applied for a Kent school or schools, will be notified of whether or not they are being offered a place at a Kent school by their own Local Authority on **Wednesday 1 March 2023**.

37.

Kent pupils who have not been offered a place at any of the schools nominated on their SCAF will be allocated a place by Kent County Council at an alternative school in the Kent County Council area. This place will be offered on **Wednesday 1 March 2023**.

38.

Schools will send their welcome letters **no earlier than Friday 3 March 2023**.

### **Acceptance/Refusal of Places - Wednesday 15 March 2023**

39.

**By Wednesday 15 March 2023** the applicant parent must inform the school whether they wish to accept or refuse the place offered on offer day. Refusals should be made in writing or via e-mail to provide an appropriate audit trail. If a response has not been received by **Wednesday 15 March 2023**, the school **must** remind the parent in writing of the need to respond within a further ten school days and point out that the place will be withdrawn if no response is received. If the parent fails to respond by this date, a final letter should be sent informing the parent that the offer has been withdrawn. Only after taking reasonable measures to secure a response from parents will a school be able to retract the offer of a place. In cases of shared custody, schools should ensure that confirmation of acceptance or refusal is received from the applying parent.

### **Determining Offers in Reallocation Process**

40.

Kent County Council will collect a reallocation list for all schools up to **Wednesday 15 March 2023**.

This will include details of the following:

(a) all applicants who named the school on the SCAF and were not offered a place on **Wednesday 1 March 2023** and who have asked to be included on the school's waiting list;

(b) late applicants who named the school on their applications which were sent to Kent County Council by **Wednesday 15 March 2023**.

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

41.

**By Tuesday 21 March 2023** Kent County Council will advise all Kent Secondary schools of the full details of all waiting list requests and late applications (reallocation list) for their schools to enable them to apply their over-subscription criteria. Only children who appear on the Kent County Council list can be considered for places on Kent County Council's reallocation day. If a child's circumstances have changed since their original application, Kent County Council will amend their waiting list details up to **Wednesday 15 March 2023**. Kent County Council will not be able to amend details after this date. The full reallocation

list must be put into the school's over-subscription criteria order. No distinction should be made on the basis of the child being a waiting list request or a late applicant.

42.

**By Tuesday 28 March 2023** The schools must return their ranked waiting lists to Kent County Council. Schools should also return all acceptance and refusal information collected to ensure Kent County Council can calculate places available for its reallocation day.

43.

**On Tuesday 25 April 2023** Kent County Council will re-allocate any places that have become available since offer day using the same process described in paragraph 31. Applicants will be sent offers using the same process described in paragraph 34. Schools will be sent a list of all new offers and the remainder of their waiting lists. Late applicants will be added to the waiting list of each school that they have not been offered.

### **Determining Offers after Waiting Lists returned to Schools**

44.

After **Tuesday 25 April 2023** waiting lists will be managed by schools and held in oversubscription criteria order. These lists can include

- (a) all applicants who were not offered a place on **Wednesday 1 March 2023** and who have asked to be included on the school's waiting list and who subsequently were not offered a place on **Tuesday 25 April 2023** (children on the waiting list described in paragraph 43);
- (b) applicants who did not name the school on their SCAF and who have approached the school to be considered via In Year Application Form (IYAF).
- (c) Late applicants who have not previously been considered for a place at any Secondary school and who have approached the school to be considered via Post Reallocation Secondary Common Application Form (PRSCAF).

45.

**After Tuesday 25 April 2023** Schools will make offers from their waiting lists for any spaces available. Kent advises schools to wait until **Thursday 27 April 2023** before making offers to allow all parents an opportunity to receive their email/letter detailing the outcome of Reallocation. Schools must inform Kent County Council whenever an offer or refusal is made so that Kent County Council can record all activity. If a school has reached its Published Admission Number, or an agreed number in excess of its Published Admissions Number as specified in paragraph 1.4 of the Admissions Code, an applicant should not be admitted other than through the Independent Appeal process, the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted, or with an EHCP apply.

### **Handling of Late Applications:**

**Applications received after the SCAF closing date until Friday 9 December 2022**

46.

The closing date for applications in the normal admissions round (as above) is **Monday 31 October 2022**. As far as reasonably practicable, applications for places in the normal admissions round that are received late for a good reason will be accepted and considered in the same way as 'on time' applications, provided they are received by Kent County Council by **Friday 9 December 2022**. On time applicants can also request to amend their application up to this point for a good reason, but these requests must be made in writing to the admissions team as amendments made to the online system after **Monday 31 October 2022** will be ignored.

47.

Exceptional provision is made for the families of UK Service Personnel and Crown Servants as required by the School Admissions Code. Applications will be accepted up until **Friday 9 December 2022**, where it is confirmed in writing by the appropriate authority that the family will be resident in Kent by **1 September 2023**. A confirmed address, or, in the absence of this, a Unit or "quartering area" address, will be accepted as the home address from which home-school distance will be calculated. Children who are not successful in gaining any place they want will be allocated an available place at an alternative school, and will have the same access to a waiting list / right to appeal as other applicants.

#### **Applications received after Friday 9 December 2022 but before Wednesday 15 March 2023**

48.

Applications received after Friday 9 December 2022 but before Wednesday 15 March 2023 (the deadline for inclusion in any reallocation made on **Tuesday 25 April 2023**) will not be considered for places on **Wednesday 1 March 2023**, but will be included in the re-allocation of places on **Tuesday 25 April 2023** as defined above.

#### **Applications received after Wednesday 15 March 2023**

49.

Late applications received after **Wednesday 15 March 2023** (the deadline for inclusion in any reallocation made on **Tuesday 25 April 2023**) must be made directly to the LA. Parents will apply using the Post Reallocation Secondary Common Application Form (PRSCAF). Kent County Council will support and advise parents. These will be considered after **Tuesday 25 April 2023**, in accordance with a process similar to the in year admissions process (detailed in Section 2).

#### **Cancelling applications**

50.

Applications considered as 'on time' detailed in paragraph 7 and 46 can be cancelled or individual preferences can be removed by the applicant up to **Wednesday 15 March 2023** (the deadline for waiting list requests and late applications). Requests must be made to the admissions team in writing. New preferences cannot be added to an application at this point. After this date, it is not possible to cancel applications or remove preferences as the offer allocation process will have started.

51.

Parents that have cancelled an 'on time' application may submit a late application, for consideration under the reallocation process, providing that they do not name any preferences that appeared on their original application. The deadline for these late applications is **Wednesday 15 March 2023**.

52.

Where an application is cancelled, parents cannot join a school's waiting list or appeal for a school that was on their original application unless they submit a new application for the school after **Tuesday 25 April 2023**.

### **Appeals**

53.

All parents have the statutory right to appeal against any decision refusing them a school place and must lodge their appeal by **Tuesday 28 March 2023** for it to be considered as on time.

54.

Where parents have lodged an appeal against the refusal of a place and a place becomes available at the school, the place can then be offered without an appeal being heard, provided there are no other applicants at that time ranked higher on the school's waiting list, which is held in accordance with the school's oversubscription criteria. *(Where the school is a Grammar school, a place may only be offered if the child has been assessed as being suitable for a Grammar school place and there are no other applicants at that time ranked higher on the school's waiting list.)*

55.

Appeals are not to be heard prior to the Kent Reallocation Day on **Tuesday 25 April 2023**.

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

### In-Year Admission Form.

1

The scheme shall apply to every maintained school, Academy and co-ordinating Free school in the LA area (except special schools), which are required to comply with its terms, and it shall take effect from the point of formal Kent County Council Cabinet Determination.

2.

Kent County Council will produce a standard form, known as the **In-Year Admission Form (IYAF)**, which Kent schools must use to allow applicants to apply for school places in any year group outside the normal admissions round. Applicants must use one form for each school they wish to apply for.

3.

As Kent does not co-ordinate In-Year admissions, applications to out of county schools and from out of county residents will not have a standard process and will instead depend on the process of the county in question. Kent residents who wish to apply for a place at an out of county school will need to either approach the school or local authority directly. This will vary between authorities.

4.

Out of county residents of authorities that co-ordinate In-Year admissions should complete their authority's Common Application Form and return it to their authority. Kent County Council has given permission to each authority to liaise directly with Kent schools. Out of county residents of authorities that do not co-ordinate are free to contact Kent schools directly to request a place. It is the responsibility of the out of county resident to ensure they apply by the appropriate method.

5.

Parents will be able to obtain information about the process, other authority processes and IYAFs from Kent County Council's Admissions and Transport Office or from any local Kent school. Enquiries can also be made via e-mail ([kentinyearadmissions@kent.gov.uk](mailto:kentinyearadmissions@kent.gov.uk)). Information and IYAFs will also be available on the Kent County Council's website to read and print.

6.

Kent County Council will take all reasonable steps to ensure that all relevant information is available upon request to any parents who require it.

7.

The IYAF will be used for the purpose of admitting pupils to a school in the year group applied for.

8.

The IYAF must be used by parents resident in the Kent County Council area as a means of expressing one preference for the purposes of section 86 of the School Standards and Framework Act 1998, for their child to be admitted to a school within the Kent County Council area (including Voluntary Aided and Foundation schools, Academies and Co-ordinating Free Schools and UTCs)

9.

Parents wishing to apply for more than one school must complete a separate form for each school. Completed forms must be returned directly to the school. Applications by Kent residents to out of county schools should be made to either the other local authority or school, depending on that county's In-Year process.

10.

The IYAF will:

- (a) invite the parent to express a school preference.
- (b) invite parents to give their reasons for the preference and give details of any siblings that may be attending the preferred school.
- (c) explain that the parent must complete a form for each school they wish to apply for and return each form to the corresponding school.
- (d) explain that Kent County Council will be informed of any application and will monitor any subsequent offers that are made.
- (e) direct the parent to contact Kent County Council where they are unable to secure a school place.
- (f) explain where they can find information about applying to non-Kent schools.

11.

The LA will make appropriate arrangements to ensure:

- (a) that the IYAF are available in paper form on request from Kent County Council and from all maintained Secondary schools, Academies and Co-ordinating Free Schools and UTCs in the Kent County Council area; and
- (b) that the IYAF is accompanied by a written explanation of the In-Year admissions process in an easy to follow format.

12.

IYAFs for Kent schools must be returned to the school. Schools must process them no later than 5 school days from receipt.

### **Supplementary Information Forms (SIFs)**

13.

All completed IYAFs are valid applications. A school can ask parents who wish to nominate it, or have nominated it, on the IYAF, to provide additional information on a Supplementary

Information Form (SIF) only where the additional information is required for the governing body to apply its oversubscription criteria to the application. Where a SIF is required it must be requested from the school or Kent County Council (where supplied) and returned to the school. All schools that use SIFs must include the proposed form in their published admission arrangements.

14.

A SIF is not a valid application by itself: this can only be made on the IYAF (or corresponding form if out of county applicants live in a county which co-ordinates In-Year admissions). When SIFs are received the school must ensure that the IYAF or neighbouring LA's Common Application Form has been completed by the parent and, if not, contact the parent and ask them to complete one. Parents will not be under any obligation to complete any part of an individual school's supplementary information form where this is not strictly required for the governing body to apply its oversubscription criteria.

### **Schools which have entrance tests**

15.

Parents wishing to apply for a Kent maintained school that tests pupils before admission are required to name the school on their IYAF and contact the school regarding testing arrangements. In most circumstances schools will set their own entry tests other than for normal points of entry. Applications will be held as pending until results of these tests are available.

16.

a)

#### **Children with an Education, Health and Care Plan (EHCP)**

Pupils with an Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

Any application received for a child with an EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 " the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs
- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources"

Where a pupil is resident in another Local Authority, the home Authority must again comply with Schedule 27 of the Education Act 1996 which states:

"A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority."

Other Authorities looking for Kent school places for EHCP pupils will need to contact Kent County Council's SEN team in addition to the relevant school.

b)

### **Children in Local Authority Care (CiC) and Children Adopted from Care**

When applications are made for young people in the care of other Local Authorities or who ceased to be so because they were adopted, Kent (as receiving authority) will confirm an offer of a school place with the placing authority. Where an in-year application is received from the corporate parent of a child in Local Authority Care, Kent Admissions team will expect that in line with Statutory Guidance \*, arrangements for appropriate education will have been made as part of the overall care planning, unless the placement has been made in an emergency.

Where the placement has been made in an emergency, and this is not the case, Kent, as the receiving authority, will refer the matter to a school identified by the placing authority, to establish if an offer of a place can be provided. If the school is full and such a provision is not considered appropriate, Kent County Council will advise the home authority of alternative education provision that may be in the better interest of the child.

Where Kent is the corporate parent of the child in question, an appropriately appointed social worker will liaise in the first instance with Admission Placement Officers and other professionals as necessary, in order to agree the school or setting that would best meet the individual needs of the child (most appropriate provision for the child). Kent County Council will then allocate a place (where it is the admission authority for the school) or contact the school directly and seek a place where it is not. Where a school refuses to admit the child Kent County Council as corporate parent will decide whether to initiate proceedings required to direct the school in question or consider if other education provision may be in the better interest of the child.

*\* Statutory Guidance on the duty of local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004 (S35.1-37)*

c)

Exceptional provision is made for the families of UK Service Personnel, Crown Servants and British Council employees, as required by the School Admissions Code. A confirmed address, or, in the absence of this, a Unit or "quartering area" address, will be accepted as the home address from which home-school distance will be calculated. This must be confirmed by a letter from the Commanding Officer or the Foreign Office. However, this does not guarantee a place at the parent's preferred school for their child. Places cannot be held for an extended period of time, as this could create disadvantage other applications.

### **Determining Offers in Response to the IYAF**

17.

The school will notify applicants resident in Kent County Council area with the outcome of their application. Where appropriate, the letter will detail:

(a) the starting date if a place is available;

(b) the reasons why the child is not being offered a place, if a place is unavailable;

- (c) information about the statutory right of appeal against the decisions to refuse places.
- (d) information on how to apply for a place on the waiting list. (Parents cannot ask for their child to go on the waiting list for a Grammar school unless the child has been assessed suitable for Grammar school);
- (e) contact details for the school and Kent County Council and for the admission authorities of Foundation, Voluntary Aided schools, Academies and co-ordinating Free schools and UTCs where they were not offered a place, so that they can lodge an appeal with the governing body.

The letter will notify the applicant parent that they need to respond to accept or refuse the offer of a place within 10 school days.

18.

Kent residents who wish to apply for a place at an out of county school will need to either approach the school or local authority directly. This will vary between authorities. Depending on the other LA's determined process, the parent will confirm the acceptance or refusal of the place to the school or that school's LA.

19.

Kent pupils who have applied to schools and have not been offered a place can contact Kent County Council who will inform them where there is an available place at an alternative school. If no school in the local area has places available, the application may be referred to a local panel under the In Year Fair Access Protocol. If the child is already attending a school in the local area, no alternative place will be offered.

20.

Schools must inform Kent County Council of every offer that is made via the In Year process to allow the necessary safeguarding checks to take place.

21.

Applicants who are not successful in gaining any place can contact Kent County Council and will be informed where there is an available place at an alternative school. Parents can then approach these schools to secure a place. These applicants will have the same access to a waiting list and right to appeal as other applicants.

### **Acceptance/Refusal of Places**

22.

The applicant parent will be advised in their offer letter that they must accept/refuse the school place offer in writing to the school within 10 school days of the date of the offer letter. If the school has not obtained a response within the specified time, it will remind the parent in writing of the need to respond within a further seven days and point out that the place may be withdrawn if no response is received. Only after having exhausted all reasonable enquiries will it be assumed that a place is not required.

23.

The school will notify Kent County Council of places accepted/refused as soon as possible after receipt of the acceptance/refusal. A mechanism for this transfer will be specified by Kent County Council.

24.

Once a place has been accepted, a child must start at the school within a reasonable length of time. This would normally be 10 school days from receipt of acceptance, but schools may extend if they feel there are justifiable reasons to do so.

### **Waiting Lists**

25.

Each oversubscribed school will keep a waiting list at least until the end of the first term. This will include details of all applicants who have named the school on the IYAF but could not be offered a place and have asked to be placed on a waiting list. *(A Grammar school can only put children on its waiting list if they have been assessed as suitable for a Grammar school.)*

26.

Waiting lists will be maintained in order of priority, in accordance with the school's oversubscription criteria. If a school has reached its Published Admission Number it may not admit applicants other than through the Independent Appeal process, via the process detailed in the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted or children with Education, Health and Care Plans apply. To maintain the database, schools will advise Kent County Council when a place has been offered to a pupil on a waiting list. Parents whose children are refused admission will be offered a right of appeal (even if their child's name has been put on the waiting list).

### **Appeals**

27.

All parents have the statutory right to appeal against any decision refusing them a school place.

28.

Where parents have lodged an appeal against the refusal of a place and a place becomes available at the school, the place can then be offered without an appeal being heard, provided there are no other applicants at that time ranked higher on the school's waiting list. *(Where the school is a Grammar school, a place may only be offered if the child has been assessed as being suitable for a Grammar school place and there are no other applicants at that time on the school's waiting list who rank higher through the application of the school's over-subscription criteria.)*

### Section 3 – Determined Statutory Consultation Area for Kent Secondary schools

The LA is required to define “relevant areas” within which the admissions authorities of all maintained schools must conduct their statutory consultation. Admission authorities for all maintained secondary schools within the relevant area must consult the admission authorities for all maintained primary, middle and secondary schools in the area. An academy must consult in the way that other admission authorities do but cannot alter its admission arrangements without the approval of the Secretary of State. Consultations must take place at least every seven years and in any year that changes are proposed.

The relevant statutory consultation areas continue to be the designated districts and adjoining parishes detailed below:

District	District Areas
<b>Thanet</b>	Thanet District plus Herne Bay, Chislet, Preston, Ash, Sandwich and Worth parishes.
<b>Dover</b>	Dover District plus Folkestone, Hawkinge, Swingfield, Elham, Barham, Adisham Wickhambreaux, Chislet, Monkton, Minster, Ramsgate.
<b>Canterbury</b>	Canterbury City plus St Nicholas at Wade, Preston, Ash, Wingham, Goodnestone, Aylesham, Nonington, Shepherdswell with Coldred, Lydden, Elham, Stelling Minnis, Stowting, Elmsted, Chilham, Dunkirk, Boughton under Blean, Selling, Sheldwich, Hernhill, Graveney with Goodnestone, Faversham, Ospringe, Luddenham.
<b>Swale</b>	Swale Borough plus St Cosmas and St Damian in the Blean, Whitstable.
<b>Folkestone &amp; Hythe</b>	Folkestone and Hythe District plus Capel-le-Ferne, Lydden, Barham, Bradbourne, Smeeth, Aldington, Orlestone.
<b>Ashford</b>	Ashford Borough plus Brenzett, Lymgne, Sellindge, Stowting, Elmsted, Petham, Chartham, Dunkirk, Selling, Sheldwich, Lenham, Headcorn, Frittenden, Cranbrook, Benenden, Sandhurst.
<b>Maidstone</b>	Maidstone Borough plus Hartlip, Newington, Borden, Bredgar, Doddington, Milsted, Kingsdown, Eastling, Charing, Egerton, Smarden, Biddenden, Frittenden, Cranbrook, Goudhurst, Horsmonden, Capel, Wateringbury, Paddock Wood, East Peckham, East Malling, Larkfield, Ditton, Aylesford, Burham, Wouldham, Snodland, Leybourne, Ryarsh, Kings Hill, West Malling, Trottiscliffe, Offham, Mereworth, Platt, Plaxtol, Borough Green, Ightham, Wrotham, Stansted & Fairseat.
<b>Gravesham</b>	Gravesham Borough plus Dartford Borough, Snodland, Ryarsh, Trottiscliffe, Stansted & Fairseat, Ash-cum-Ridley, Hartley, Fawkham, West Kingsdown, Horton Kirby, Farningham, Eynsford, Swanley, Crockenhill.
<b>Dartford</b>	Dartford Borough plus Ash-cum-Ridley, Hartley, West Kingsdown, Fawkham, Eynsford Swanley, Crockenhill.
<b>Sevenoaks</b>	Sevenoaks District plus Dartford Borough, Stansted & Fairseat, Wrotham, Ightham, Southborough, Borough Green, Tunbridge Wells, Plaxtol, Pembury, Shipbourne, Speldhurst.
<b>Tonbridge</b>	Tonbridge and Malling Borough plus Sevenoaks District (excluding Swanley, Farningham, Horton Kirby, Fawkham and Hartley), Tunbridge Wells Borough, Yalding.
<b>Malling</b>	Tonbridge and Malling Borough plus, Boxley, Maidstone, Barming, Meopham, Ash-cum-Ridley, West Kingsdown, Kemsing.

<b>Tunbridge Wells</b>	Tunbridge Wells plus Sevenoaks District (excluding Swanley, Farningham, Horton Kirby, Fawkham and Hartley), Tonbridge, Hildenborough, Hadlow, East Peckham, Shipbourne, Ightham, Plaxtol, Borough Green, Mereworth, Wateringbury, Yalding.
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<b>Cranbrook</b>	Tunbridge Wells plus Marden, Staplehurst, Headcorn, Biddenden, Tenterden, Rolvenden.
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## Glossary of Terms

<b>Term</b>	<b>Definition</b>
<b>LA</b>	<i>A Local Authority</i>
<b>The LA</b>	<i>Kent County Council</i>
<b>The LA area</b>	<i>The area in respect of which Kent County Council is the Local Authority</i>
<b>Primary education</b>	<i>Has the same meaning as in section 2(1) of the Education Act 1996</i>
<b>Secondary education</b>	<i>Has the same meaning as in section 2(2) of the Education Act 1996</i>
<b>Primary school</b>	<i>Has the same meaning as in section 5(1) of the Education Act 1996</i>
<b>Secondary school</b>	<i>Has the same meaning as in section 5(2) of the Education Act 1996</i>
<b>School</b>	<i>A Community, Foundation, Voluntary Aided or Voluntary Controlled school and Academy (but not a special school) which is maintained.</i>
<b>Foundation schools</b>	<i>Such of the schools as are Foundation schools. The governing body is the admissions authority for these schools.</i>
<b>Voluntary Aided schools</b>	<i>Such of the schools as are Voluntary Aided schools, the governing body of these schools is the admission authority. These schools are church schools, and governors must have regard to the relevant diocesan board when setting admissions arrangements.</i>
<b>VC schools</b>	<i>Such of the schools as are Voluntary Controlled schools</i>
<b>Academies</b>	<i>Such schools which have been established under section 482 of the Education Act 1996 (as amended by section 65 of the Education Act 2002) and/or those established under the Academies Act 2010.</i>
<b>Free Schools</b>	<i>Such of the schools as are Free Schools. All-ability, state-funded school set up in response to what local people say they want and need in order to improve education for their children.</i>
<b>UTC</b>	<i>University Technical Colleges - technical Academies for 14- to 19- year-olds. They have university and employer sponsors and combine practical and academic studies. UTCs specialise in subjects that need modern, technical, industry-standard equipment – such as engineering and construction – which are taught alongside business skills and the use of ICT.</i>

<b>Admission authority</b>	<i>In relation to a community or voluntary controlled school means the LA and, in relation to a trust, foundation or Voluntary Aided school and Academy, means the governing body of that school</i>
<b>Admission arrangements</b>	<i>Means the arrangements for a particular school or schools which govern the procedures and decision making for the purposes of admitting pupils to the school</i>
<b>Eligible for a place</b>	<i>Means that a child has been placed on a school's ranked list at such a point as falls within the school's published admission number.</i>
<b>SCAF</b>	<i>Secondary Common Application Form, completed online or via alternate method</i>
<b>IYAF</b>	<i>In Year Admission Form – this is the form used by parents to apply for a school place outside of a school's normal point of entry.</i>
<b>SIF</b>	<i>Supplementary Information Form – This is a form used by some Academies, Foundation and Voluntary Aided and Free schools which may use them to collect additional information at the time of application in order for them to apply their over subscription criteria. They are most commonly used by Faith Schools to collect details in relation to a level of commitment to Faith which can be a factor in the priority given to applicants. A supplementary information form can only collect information which is directly related to the oversubscription criteria published for a school.</i>
<b>PAN</b>	<i>Published Admission Number – this is the number of pupils a school is able to admit before it reaches capacity. School admissions authorities must consult on and determine a school's PAN and must not admit pupils above this number other than where 1.4 of the School Admissions Code 2014 applies.</i>
<b>Late Application</b>	<i>an application sent to the LA after the closing date where the child has not been considered for a place at any school through the Secondary Transfer Scheme, or where applicants have moved house and their original preferences are no longer suitable.</i>
<b>Reallocation Process</b>	<i>the process by which vacant places are allocated</i>
<b>The Kent Grammar school tests</b>	<i>Tests in English, Mathematics and Reasoning devised by an external body (GL Assessment) for admission to Kent Grammar schools</i>
<b>The Kent Procedure for Entrance to Secondary Education (PESE)</b>	<i>the system for determining entry to Kent Grammar Schools</i>



## Appendix C

# Kent County Council

## Admissions Arrangements for Academic Year 2023/24

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

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Produced by:  
Admissions and Transport

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#### Contact Details

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## Introduction / Background

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Each year, Kent County Council is required to determine its admissions arrangements. They must include:

- The over-subscription criteria / arrangements for entry to those schools for whom Kent County Council is the admission authority (Community and Voluntary Controlled schools).
- The Published Admission Number (PAN) for those schools
- Relevant Consultation areas

At the time of going to consultation, arrangements for the schools listed at the back of this paper identifying the Published Admissions Numbers are those schools for which Kent County Council was the admissions authority. Some schools will have been in the process of becoming academies. Where this was the case arrangements determined through Kent's consultation will transfer to the academy and if it then chooses to amend admissions arrangements in the future it will be through its own consultation on changes for future admissions years.

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## **Determined Oversubscription Criteria for Community and Voluntary Controlled Infant Junior and Primary Schools** *(except St Peters CE Primary School, Tunbury Primary School and Whitfield Aspen Primary School)*

The over-subscription criteria for all Community and Voluntary Controlled Infant, Junior and Primary schools are as follows.

Before the application of oversubscription criteria, children with an Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

- **Looked After Children and previously Looked After Children** – A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A previously looked after child means such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

- **Attendance at a linked school** – where admission links have been established between the infant and junior school concerned, children attending the infant school are given priority for admission to the junior school.
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

If sibling priority is lost, it will not be reinstated for any reason.

Linked infant and junior schools are considered to be the same school for this criterion. If sibling priority is lost, it will not be reinstated when a child transfers from an infant school to the linked junior school or for any other reason.

Where a child is transferring from Year 2 and would not be attending the infant school from the start of the next academic year, but applied for the

linked junior school, the sibling link would not be broken for a child applying for the infant school.

In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.

- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school’s legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents’/guardians’ physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
- **Nearness of children's homes to school** - we use the distance between the child’s permanent home address and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point. Distances are measured from a point defined as within the child’s home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant’s address is to the school.

Where new build housing development requires a new school or the significant enlargement of an existing school the ‘Nearness’ criterion will allow for a catchment area (defined by a map) to be created for the relevant school. This will be included in the Statutory Public Notice and admissions determination and will be valid for a period not exceeding three rounds of admissions.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN. If the admissions are to Year R, and so result in a breach of infant class size legislation, the additional pupil(s) will be treated as “excepted” for the time they are in an infant class or until the numbers fall back to the current infant class size limit, as defined in the School Admissions Code.

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

Where an offer has been made, the school will provide for the admission of all children in the September following their fourth birthday. Parents can choose to defer the date their child is admitted to the school until later in the school year, but not beyond the start of the term after their child reaches compulsory school age and not beyond the beginning of the final term of the school year. Where parents wish, children may attend part-time until later in the school year, but not beyond the start of the term after their child reaches compulsory school age.

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper Reception Common Application Form (RCAF) to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/primaryadmissions](http://www.kent.gov.uk/primaryadmissions)

## Determined Oversubscription Criteria for St Peters CE Primary School

Before the application of oversubscription criteria, children with an Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

- **Looked After Children and previously Looked After Children** – A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A previously looked after child means such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

If sibling priority is lost, it will not be reinstated for any reason.

In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.

- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
- **Children who live in the Unparished area of Tunbridge Wells** – Children will be ranked according to the distance from their home to St Peters CE Primary

School with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. A map displaying the priority area is provided below.

- **Nearness of children's homes to school** - we use the distance between the child's permanent home address and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

Where new build housing development requires a new school or the significant enlargement of an existing school the 'Nearness' criterion will allow for a catchment area (defined by a map) to be created for the relevant school. This will be included in the Statutory Public Notice and admissions determination and will be valid for a period not exceeding three rounds of admissions.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

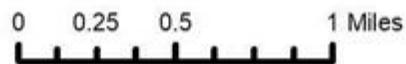
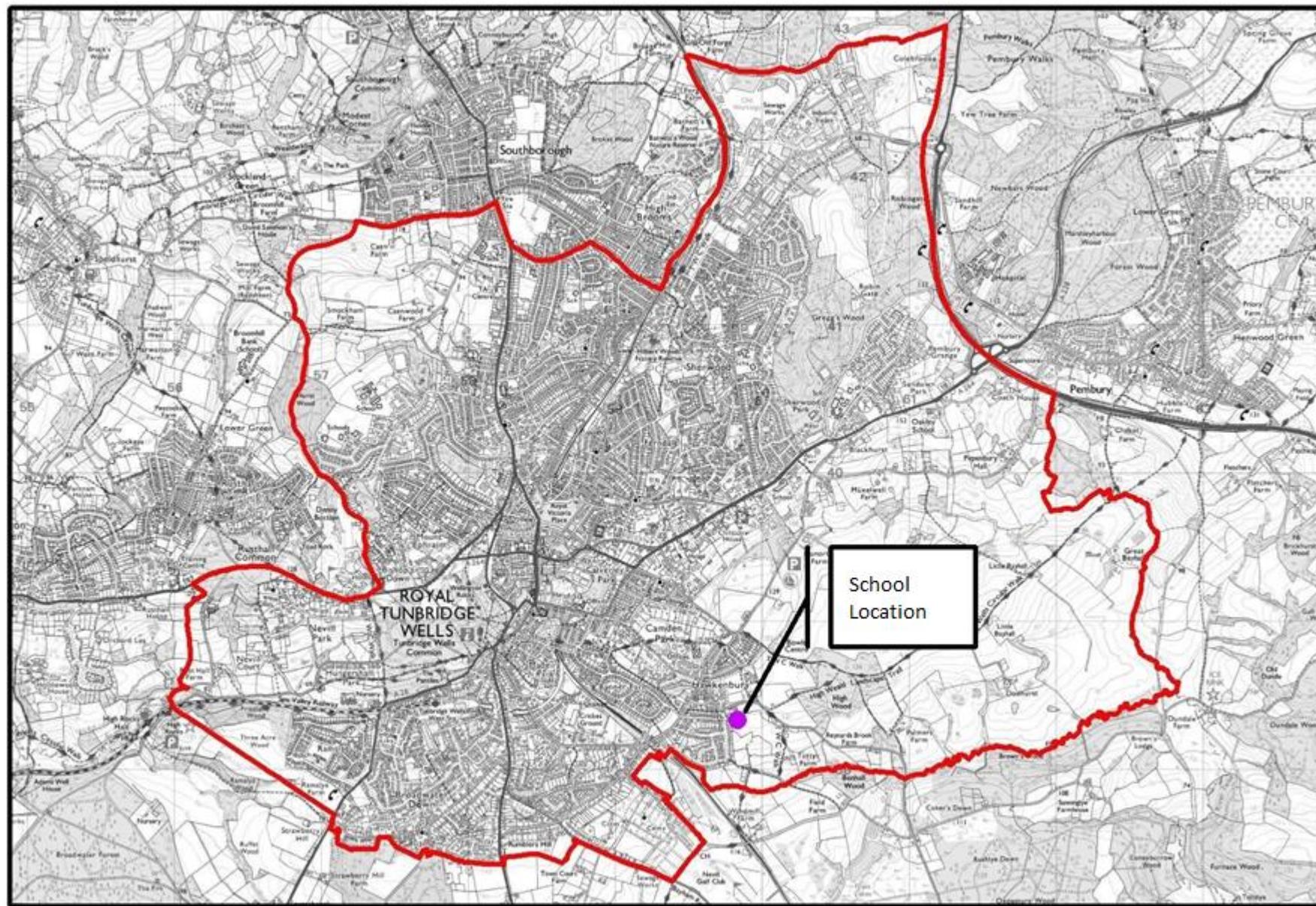
If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN. If the admissions are to Year R, and so result in a breach of infant class size legislation, the additional pupil(s) will be treated as "excepted" for the time they are in an infant class or until the numbers fall back to the current infant class size limit, as defined in the School Admissions Code.

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

Where an offer has been made, the school will provide for the admission of all children in the September following their fourth birthday. Parents can choose to defer the date their child is admitted to the school until later in the school year, but not beyond the start of the term after their child reaches compulsory school age and not beyond the beginning of the final term of the school year. Where parents wish, children may attend part-time until later in the school year, but not beyond the start of the term after their child reaches compulsory school age.

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper Reception Common Application Form (RCAF) to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/primaryadmissions](http://www.kent.gov.uk/primaryadmissions)

# St Peter's Primary and Unparished Tunbridge Wells



## Determined Oversubscription Criteria for Tunbury Primary School

Before the application of oversubscription criteria, children with an Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

- **Looked After Children and previously Looked After Children** – A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A previously looked after child means such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

If sibling priority is lost, it will not be reinstated for any reason.

In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.

- **Children who live within a 0.5 mile radius of the school** - Children will be ranked according to the distance from their home to Tunbury Primary School with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. A map displaying the priority area is provided below.

- **Children who live in the Parish of Aylesford or Boxley and who are also within a 1.5 mile radius of the school** – Children will be ranked according to the distance from their home to Tunbury Primary School with those living closest being ranked highest. The distance is measured between the child’s permanent address and the school in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child’s home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. A map displaying the priority area is provided below.
- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school’s legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents’/guardians’ physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
- **Nearness of children's homes to school** - we use the distance between the child’s permanent home address and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point data address point data. Distances are measured from a point defined as within the child’s home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant’s address is to the school.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

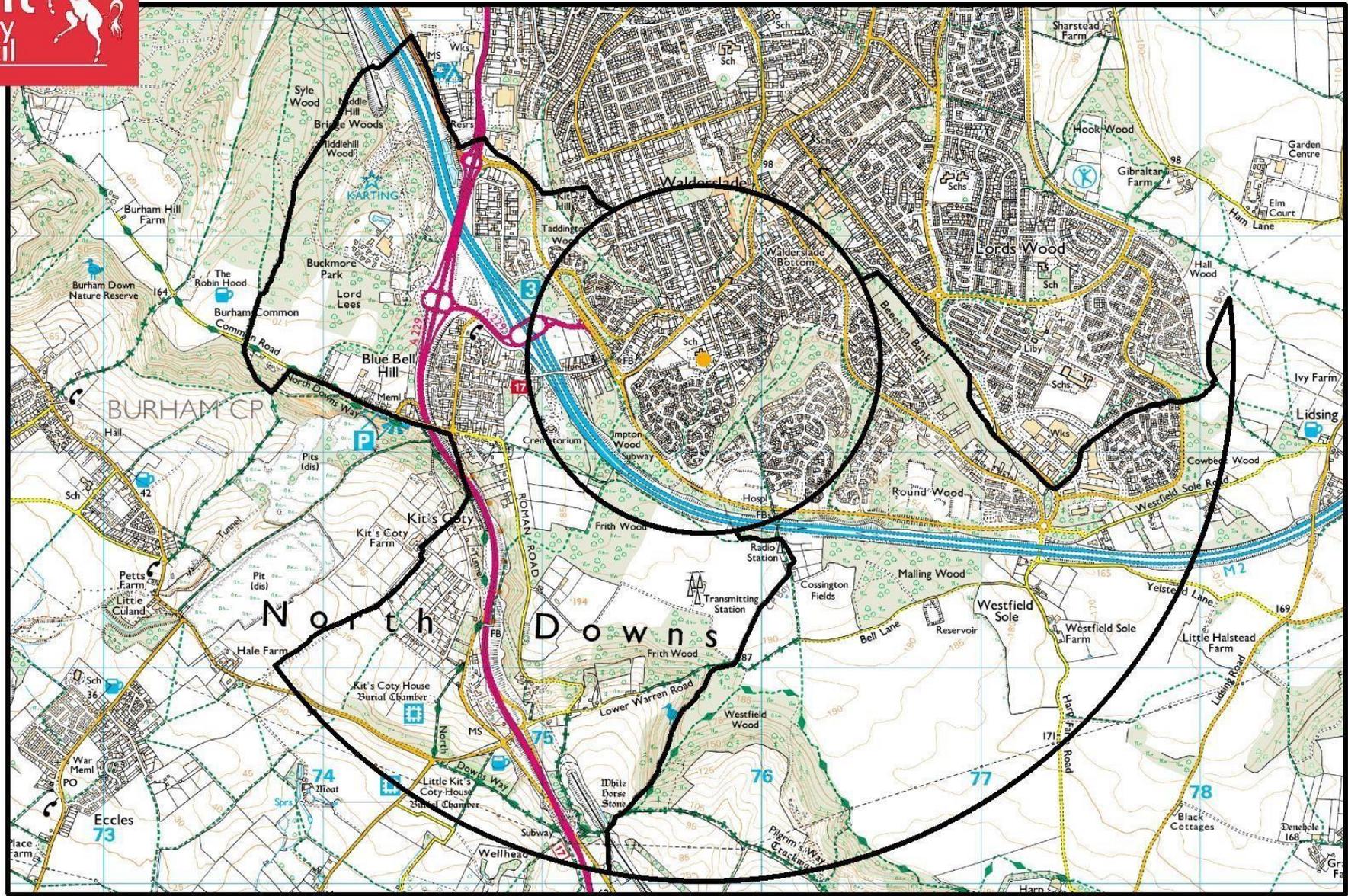
If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN. If the admissions are to Year R, and so result in a breach of infant class size legislation, the additional pupil(s) will be treated as “excepted” for the time they are in an infant class or until the numbers fall back to the current infant class size limit, as defined in the School Admissions Code.

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

Where an offer has been made, the school will provide for the admission of all children in the September following their fourth birthday. Parents can choose to defer the date their child is admitted to the school until later in the school year, but not beyond the start of the term after their child reaches compulsory school age and not beyond the beginning of the final term of the school year. Where parents wish, children may attend part-time until later in the school year, but not beyond the start of the term after their child reaches compulsory school age.

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper Reception Common Application Form (RCAF) to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/primaryadmissions](http://www.kent.gov.uk/primaryadmissions)

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



## Determined Oversubscription Criteria for Whitfield Aspen Primary School

Before the application of oversubscription criteria, children with an Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

- **Looked After Children and previously Looked After Children** – A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A previously looked after child means such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

If sibling priority is lost, it will not be reinstated for any reason.

In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.

- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
- **Nearness of children's homes to school** - Children will be ranked according to the distance from their home to the nearest of either the Mayfield Road site or the Archers Court Road site of Whitfield Aspen school, with those living closest being ranked highest. The distance is measured between the child's permanent address

and the school in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point

defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN. If the admissions are to Year R, and so result in a breach of infant class size legislation, the additional pupil(s) will be treated as "excepted" for the time they are in an infant class or until the numbers fall back to the current infant class size limit, as defined in the School Admissions Code.

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

Where an offer has been made, the school will provide for the admission of all children in the September following their fourth birthday. Parents can choose to defer the date their child is admitted to the school until later in the school year, but not beyond the start of the term after their child reaches compulsory school age and not beyond the beginning of the final term of the school year. Where parents wish, children may attend part-time until later in the school year, but not beyond the start of the term after their child reaches compulsory school age.

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper Reception Common Application Form (RCAF) to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/primaryadmissions](http://www.kent.gov.uk/primaryadmissions)

## Linked Infant and Junior Schools

DFE NO	Infant School Name	Linked With	DFE NO	Junior School Name
2514	Brookfield Infant School	Linked With	5223	Brookfield Junior School
2329	Callis Grange Nursery and Infant School	Linked With	3360	St Peter-in-Thonet Church of England Junior School*
2574	Downs View Infant School	Linked With	2052	Kennington Church of England Junior School*
2263	Herne Bay Infant School	<u>Linked With</u>	5206	Herne Bay Junior School *
3295	Herne CE Infant & Nursery School	Linked With	3338	Herne CE (Aided) Junior School *
2459	Riverhead Infant School	Linked With	2141	Amherst School (Academy) Trust *
2626	Sandwich Infant School *	Linked With	2627	Sandwich Junior School
2337	St Crispin's Community Infant School	Linked With	3181	St Saviour's Church of England Junior School
3073	St Michael's Church of England Infant School	<u>Linked With</u>	3072	St Michael's Church of England Junior School
2474	St Paul's Infant School	<u>Linked With</u>	2175	North Borough Junior School
3081	Thurnham Church of England Infant School	Linked With	5203	Roseacre Junior School*
2276	Willesborough Infant School	<u>Linked With</u>	5226	Willesborough Junior School *

\* Own admission authority Schools

**Determined Published Admission Numbers for Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent:**

<b>DfE no.</b>	<b>School name</b>	<b>District</b>	<b>Sub Type</b>	<b>Status</b>	<b>PAN</b>
3909	Ashford Oaks Community Primary School	Ashford	Primary	Community	60
2278	Bethersden Primary School	Ashford	Primary	Community	20
3136	Brabourne CEP School	Ashford	Primary	Voluntary Controlled	15
2574	Downs View Infant School	Ashford	Infant	Community	90
2272	<i>East Stour Primary School***</i>	<i>Ashford</i>	<i>Primary</i>	<i>Community</i>	60
3199	Egerton CEP School	Ashford	Primary	Voluntary Controlled	30
2282	Great Chart Primary School	Ashford	Primary	Community	60
3139	High Halden CEP School	Ashford	Primary	Voluntary Controlled	15
3134	John Mayne CEP School	Ashford	Primary	Voluntary Controlled	20
3284	Lady Joanna Thornhill (Endowed) Primary School	Ashford	Primary	Voluntary Controlled	60
3138	St. Mary's CEP School, Chilham	Ashford	Primary	Voluntary Controlled	15
2275	Victoria Road Primary School	Ashford	Primary	Community	30
2276	Willesborough Infant School	Ashford	Infant	Community	120
3145	Woodchurch CEP School	Ashford	Primary	Voluntary Controlled	26
3120	Barham CEP School	Canterbury	Primary	Voluntary Controlled	30
2258	Blean Primary School	Canterbury	Primary	Community	60
3122	Bridge & Patricbourne CEP School	Canterbury	Primary	Voluntary Controlled	60
3123	Chislet CEP School	Canterbury	Primary	Voluntary Controlled	14
2263	Herne Bay Infant School	Canterbury	Infant	Community	<b>90</b>
3295	Herne CEI School	Canterbury	Infant	Voluntary Controlled	90
2265	Hoath Primary School	Canterbury	Primary	Community	15
3126	Littlebourne CEP School	Canterbury	Primary	Voluntary Controlled	15
2607	Parkside Community Primary School	Canterbury	Primary	Community	30
2000	St John's CofE Primary School	Canterbury	Primary	Voluntary Controlled	60
3129	St. Alphege CEI School	Canterbury	Infant	Voluntary Controlled	60
3289	St. Peter's Methodist Primary School, Canterbury	Canterbury	Primary	Voluntary Controlled	30
2268	Westmeads Community Infant School	Canterbury	Infant	Community	60
3130	Wickhambreaux CEP School	Canterbury	Primary	Voluntary Controlled	15
2120	Bean Primary School	Dartford	Primary	Community	30
2689	Craylands School, The	Dartford	Primary	Community	60
3296	Langafel CEP School	Dartford	Primary	Voluntary Controlled	45
2066	Maypole Primary School	Dartford	Primary	Community	60
2454	Aycliffe Community Primary School	Dover	Primary	Community	20

2648	Aylesham Primary School	Dover	Primary	Community	60
2559	Capel-le-Ferne Primary School	Dover	Primary	Community	30
3167	Eastry CEP School	Dover	Primary	Voluntary Controlled	30
2320	Eythorne Elvington Community Primary School	Dover	Primary	Community	20
3168	Goodnestone CEP School	Dover	Primary	Voluntary Controlled	10
3916	Green Park Community Primary School	Dover	Primary	Community	60
3169	Guston CEP School	Dover	Primary	Voluntary Controlled	22

2318	Langdon Primary School	Dover	Primary	Community	15
2321	Lydden Primary School	Dover	Primary	Community	12
3171	Nonington CEP School	Dover	Primary	Voluntary Controlled	12
2322	Preston Primary School	Dover	Primary	Community	20
2312	River Primary School	Dover	Primary	Community	60
2627	Sandwich Junior School	Dover	Junior	Community	60
3175	Sibertswold CEP School	Dover	Primary	Voluntary Controlled	30
2532	St. Margaret's-at-Cliffe Primary School	Dover	Primary	Community	30
2471	Whitfield and Aspen School	Dover	Primary	Community	78
2326	Wingham Primary School	Dover	Primary	Community	30
3146	Bodsham CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	13
3137	Brookland CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
3904	Castle Hill Community Primary School	Folkestone & Hythe	Primary	Community	58
3902	Hythe Bay C of E Primary School	Folkestone & Hythe	Primary	Voluntary Controlled	<b>45</b>
3154	Lyminge CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	30
3155	Lympne CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	30
2524	Palmarsh Primary School	Folkestone & Hythe	Primary	Community	20
2545	Sandgate Primary School	Folkestone & Hythe	Primary	Community	60
3153	Seabrook CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
2300	Sellindge Primary School	Folkestone & Hythe	Primary	Community	<b>30</b>
3160	Selsted CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
3149	St. Martin's CEP School, Folkestone	Folkestone & Hythe	Primary	Voluntary Controlled	30
3150	St. Peter's CEP School, Folkestone	Folkestone & Hythe	Primary	Voluntary Controlled	15
3158	Stelling Minnis CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
3159	Stowting CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
2094	Cobham Primary School	Gravesham	Primary	Community	30
2109	Higham Primary School	Gravesham	Primary	Community	30
2674	Kings Farm Primary School	Gravesham	Primary	Community	52
2509	Singlewell Primary School	Gravesham	Primary	Community	60

2519	Vigo Village School	Gravesham	Primary	Community	30
2161	Boughton Monchelsea Primary School	Maidstone	Primary	Community	30
3061	Bredhurst CEP School	Maidstone	Primary	Voluntary Controlled	15
2171	Brunswick House Primary School	Maidstone	Primary	Community	60
2163	East Farleigh Primary School	Maidstone	Primary	Community	30
3898	Greenfields Community Primary School	Maidstone	Primary	Community	45
3067	Harrietsham CEP School	Maidstone	Primary	Voluntary Controlled	60
2165	Headcorn Primary School	Maidstone	Primary	Community	60
2166	Hollingbourne Primary School	Maidstone	Primary	Community	15
2578	Kingswood Primary School	Maidstone	Primary	Community	20
3091	Laddingford St. Mary's CEP School	Maidstone	Primary	Voluntary Controlled	13
3069	Leeds & Broomfield CEP School	Maidstone	Primary	Voluntary Controlled	15
2168	Lenham Primary School	Maidstone	Primary	Community	30
2520	Madginford Primary School	Maidstone	Primary	Community	90
2175	North Borough Junior School	Maidstone	Junior	Community	90
3906	Palace Wood Primary School	Maidstone	Primary	Community	60
2176	Park Way Primary School	Maidstone	Primary	Community	45
2169	Platts Heath Primary School	Maidstone	Primary	Community	13
2552	Sandling Primary School	Maidstone	Primary	Community	60
2586	Senacre Wood Primary School	Maidstone	Primary	Community	30
3090	St. Margaret's CEP School, Collier Street	Maidstone	Primary	Voluntary Controlled	17
3073	St. Michael's CEI School, Maidstone	Maidstone	Infant	Voluntary Controlled	40

3072	St. Michael's CEJ School, Maidstone	Maidstone	Junior	Voluntary Controlled	45
2474	St. Paul's Infant School	Maidstone	Infant	Community	90
2192	Staplehurst School	Maidstone	Primary	Community	75
2193	Sutton Valence Primary School	Maidstone	Primary	Community	30
3081	Thurnham CEI School	Maidstone	Infant	Voluntary Controlled	90
3083	Ulcombe CEP School	Maidstone	Primary	Voluntary Controlled	15
2653	West Borough Primary School	Maidstone	Primary	Community	60
3092	Yalding St. Peter & St. Paul CEP School	Maidstone	Primary	Voluntary Controlled	24
3055	Churchill CEP School	Sevenoaks	Primary	Voluntary Controlled	60
2088	Crockenhill Primary School	Sevenoaks	Primary	Community	30
3054	Crockham Hill CEP School	Sevenoaks	Primary	Voluntary Controlled	20
3896	Downsview Primary	Sevenoaks	Primary	Community	30
2130	Dunton Green Primary School	Sevenoaks	Primary	Community	30
3015	Fawkham CEP School	Sevenoaks	Primary	Voluntary Controlled	15
2134	Four Elms Primary School	Sevenoaks	Primary	Community	15
2133	<i>Halstead Community Primary School***</i>	Sevenoaks	<i>Primary</i>	<i>Community</i>	25

3907	Hextable Primary School	Sevenoaks	Primary	Community	90
2615	High Firs Primary School	Sevenoaks	Primary	Community	30
2136	Kemsing Primary School	Sevenoaks	Primary	Community	30
2137	Leigh Primary School	Sevenoaks	Primary	Community	23
2682	New Ash Green Primary School	Sevenoaks	Primary	Community	60
2138	Otford Primary School	Sevenoaks	Primary	Community	60
2459	Riverhead Infant School	Sevenoaks	Infant	Community	90
3035	Seal CEP School	Sevenoaks	Primary	Voluntary Controlled	60
2632	Sevenoaks Primary School	Sevenoaks	Primary	Community	90
2148	Shoreham Village School	Sevenoaks	Primary	Community	15
3037	St. John's CEP School, Sevenoaks	Sevenoaks	Primary	Voluntary Controlled	30
3201	St. Lawrence CEP School	Sevenoaks	Primary	Voluntary Controlled	12
3010	St. Paul's CEP School	Sevenoaks	Primary	Voluntary Controlled	15
3043	Sundridge & Brasted CEP School	Sevenoaks	Primary	Voluntary Controlled	15
2147	Weald Community Primary School	Sevenoaks	Primary	Community	30
3298	West Kingsdown C.E. Primary School	Sevenoaks	Primary	Voluntary Controlled	<b>30</b>
3282	Boughton-under-Blean & Dunkirk Primary School	Swale	Primary	Voluntary Controlled	30
2254	Canterbury Road Primary School	Swale	Primary	Community	30
2228	Davington Primary School	Swale	Primary	Community	60
2226	Eastling Primary School	Swale	Primary	Community	15
2227	Ethelbert Road Primary School	Swale	Primary	Community	30
3109	Hernhill CEP School	Swale	Primary	Voluntary Controlled	30
2231	Lower Halstow School	Swale	Primary	Community	30
3111	Newington CEP School	Swale	Primary	Voluntary Controlled	30
3108	Ospringe CEP School	Swale	Primary	Voluntary Controlled	30
2239	Rodmersham School	Swale	Primary	Community	10
2245	Rose Street School	Swale	Primary	Community	60
3117	Teynham Parochial CEP School	Swale	Primary	Voluntary Controlled	30
2434	West Minster Primary School	Swale	Primary	Community	90
3178	Birchington CEP School	Thanet	Primary	Voluntary Controlled	60
2329	Callis Grange Nursery & Infant School	Thanet	Infant	Community	90
2340	Ellington Infant School	Thanet	Infant	Community	60

3179	Holy Trinity & St. John's CEP School, Margate	Thanet	Primary	Voluntary Controlled	60
3182	Minster CEP School	Thanet	Primary	Voluntary Controlled	60
3183	Monkton CEP School	Thanet	Primary	Voluntary Controlled	15
3918	Newington Community Primary School and Nursery	Thanet	Primary	Community	90
2672	<i>Palm Bay Primary School***</i>	<i>Thanet</i>	<i>Primary</i>	<i>Community</i>	<i>60</i>
2345	Priory Infant School	Thanet	Infant	Community	60

2337	St. Crispin's Community Primary Infant School	Thanet	Infant	Community	90
3186	St. Nicholas at Wade CEP School	Thanet	Primary	Voluntary Controlled	30
3181	St. Saviour's CEJ School	Thanet	Junior	Voluntary Controlled	96
2514	Brookfield Infant School	Tonbridge & Malling	Infant	Community	60
5223	Brookfield Junior School, Larkfield	Tonbridge & Malling	Junior	Community	64
3062	Burham CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	28
2065	Discovery School	Tonbridge & Malling	Primary	Community	90
2164	East Peckham Primary School	Tonbridge & Malling	Primary	Community	30
2132	Hadlow School	Tonbridge & Malling	Primary	Community	30
3033	Hildenborough CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	30
2167	Ightham Primary School	Tonbridge & Malling	Primary	Community	30
2680	Kings Hill School	Tonbridge & Malling	Primary	Community	60
2562	Lunsford Primary School	Tonbridge & Malling	Primary	Community	30
2185	Mereworth Community Primary School	Tonbridge & Malling	Primary	Community	30
2187	Offham Primary School	Tonbridge & Malling	Primary	Community	30
2188	Plaxtol Primary School	Tonbridge & Malling	Primary	Community	15
2189	Ryarsh Primary School	Tonbridge & Malling	Primary	Community	30
2190	Shipbourne School	Tonbridge & Malling	Primary	Community	8
2155	Slade Primary School	Tonbridge & Malling	Primary	Community	60
3089	St. George's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	30
3057	St. Peter's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	24
2539	Stocks Green Primary School	Tonbridge & Malling	Primary	Community	30
2156	Sussex Road Community Primary School	Tonbridge & Malling	Primary	Community	60
3082	Trottiscliffe CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	12
2530	Tunbury Primary School	Tonbridge & Malling	Primary	Community	90
2079	Woodlands Primary School	Tonbridge & Malling	Primary	Community	90
3088	Wouldham, All Saint's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	60
3022	Benenden CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3023	Bidborough CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
2490	Bishops Down Primary School	Tunbridge Wells	Primary	Community	30
2651	Broadwater Primary School	Tunbridge Wells	Primary	Community	30
2128	Capel Primary School	Tunbridge Wells	Primary	Community	30
2465	Claremont Primary School	Tunbridge Wells	Primary	Community	60
3027	Cranbrook CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3198	Frittenden CEP School	Tunbridge Wells	Primary	Voluntary Controlled	15
3029	Goudhurst & Kildown CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3032	Hawkhurst CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3034	Lamberhurst St. Mary's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
2482	Langton Green Primary School	Tunbridge Wells	Primary	Community	60
2139	Pembury School	Tunbridge Wells	Primary	Community	60
2142	Sandhurst Primary School	Tunbridge Wells	Primary	Community	30

3297	Southborough CEP School	Tunbridge Wells	Primary	Voluntary Controlled	90
3050	St. John's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	90
3052	St. Mark's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	60
3294	St. Matthew's High Brooms CEP School	Tunbridge Wells	Primary	Voluntary Controlled	60
3053	St. Peter's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30

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



## Appendix D

# Kent County Council

## Admissions Arrangements for Academic Year 2023/24

### Community and Voluntary Controlled Secondary Schools in Kent

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Produced by:  
Admissions and Transport

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#### Contact Details

Admissions and Transport Office  
Sessions House  
County Hall  
Maidstone  
Kent, ME14 1XQ

Tel: 03000 412121  
E-mail: [kent.admissions@kent.gov.uk](mailto:kent.admissions@kent.gov.uk)

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## Introduction / Background

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Each year, Kent County Council is required to determine its admissions arrangements. They must include:

- The over-subscription criteria / arrangements for entry to those schools for whom Kent County Council is the admission authority (Community and Voluntary Controlled schools).
- The Published Admission Number (PAN) for those schools
- Relevant Consultation areas

At the time of going to consultation, arrangements for the schools listed at the back of this paper identifying the Published Admissions Numbers are those schools for which Kent County Council was the admissions authority. Some schools will have been in the process of becoming academies. Where this was the case arrangements determined through Kent's consultation will transfer to the academy and if it then chooses to amend admissions arrangements in the future it will be through its own consultation on changes for future admissions years.

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## **Determined oversubscription criteria for entry into Year 7 for Dover Grammar School for Girls will be applied in the following priority order:**

### **Entry to the school is through the Kent Assessment Procedure**

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

Before the application of oversubscription criteria, children with an Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

**Looked After Children and previously Looked After Children** – A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A previously looked after child means such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

**Current Family Association** - a brother or sister in the same school at the time of entry.

In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.

**Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians'

physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

**Children in receipt of Pupil Premium** – A child is eligible for Pupil Premium where they have been registered for free school meals (FSM) at any point in the last 6 years. This does not include children who have only been eligible to receive Universal Infant Free School Meals. Pupil Premium is also afforded to Children in Local Authority Care or Previously in Local Authority Care, however these children will be prioritised in the relevant criteria above. Parents wishing to apply under this criterion must ensure they complete the attached Supplementary Information Form and return it to the school by 31 October in the year of application. Parents must also complete an application (via online or paper Secondary Common Application Form) naming the school, otherwise their child cannot be considered for a place.

**Nearness of children's homes to school** - we use the distance between the child's permanent home address and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN.

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order and will be re-ranked each time a child is added or before an offer is made.

Requests for admission to Year 7 outside of the normal age group should be made to the Headteacher the school as early as possible. As entry to the school is through the Kent Test procedure, parents need to ensure they allow the school and admissions authority sufficient time to make a decision before the closing date for Kent Test registration.

Where a parent is requesting for their child to apply a year early, parents are advised to contact the school shortly before the opening of the Kent Test registration process for the year they wish their child to start. If the request for early testing is accepted, the child cannot sit the test again.

Where a parent is requesting for their child to apply a year later than expected, they should make their request shortly before the opening of the Kent Test registration process associated with the child's date of birth. Parents are advised to complete a Kent test registration for the normal point of entry at the same time, in case their request is declined. This registration can be cancelled if the school agrees to accept a deferred application for entry into Year 7 the following year, allowing the child to apply for the Kent Test the following year.

Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral or early admission to their secondary phase of education.

The school will take into account the year group the child has been taught in leading up to transition. Deferred applications must be made via paper Secondary Common Application Form (SCAF) to the LA, with written confirmation from the school attached. Early or deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/schooladmissions](http://www.kent.gov.uk/schooladmissions)

**DOVER GRAMMAR SCHOOL FOR GIRLS**  
**SUPPLEMENTARY FORM for PUPIL PREMIUM INFORMATION**

- To qualify for Pupil Premium you have to be eligible under one of the following criteria...
  - 3.1 Ever 6 FSM**  
 The pupil premium will include pupils recorded in the January school census before application who are known to have been eligible for free school meals (FSM) in any of the previous 6 years, as well as those first known to be eligible at that January.
  - 3.2 Children adopted from care or who have left care**  
 The pupil premium will include pupils who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order).
- Please fill in the details below and send the form back to the school with your evidence. For further information on what evidence is required please contact the school for assistance.
- Please remember to also fill in a Secondary Common Application Form either online via [www.kent.gov.uk/ola](http://www.kent.gov.uk/ola) or by paper SCAF and return to Kent County Council

**CHILD'S DETAILS**

FORENAME	SURNAME	DATE OF BIRTH
ADDRESS (This address will be used on all future correspondence unless otherwise notified. Please use house numbers and names where applicable.)		
		Postcode
CURRENT SCHOOL	LA	DFE
SCHOOL NAME		

**PARENT / CARER DETAILS**

TITLE	FORENAME	SURNAME	RELATIONSHIP TO CHILD
TELEPHONE NUMBERS	1	2	
EMAIL ADDRESS			
PRINT NAME		SIGNATURE	

Please return to—DOVER GRAMMAR SCHOOL FOR GIRLS, Frith Road, Dover, Kent, CT16 2PZ BY 31st OCTOBER

## **Determined oversubscription criteria for entry into Year 7 for North School will be applied in the following priority order:**

Before the application of oversubscription criteria, children with an Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

**Looked After Children and previously Looked After Children** – A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A previously looked after child means such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

**Current Family Association** - a brother or sister in the same school at the time of entry.

In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.

**Health and Special Access Reasons** - Medical / Health and Special Access Reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians', physical or mental health or social need means there is a demonstrable and significant need for their child to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

**Children who live nearer to The North School than any other maintained non selective secondary school or academy** – Children will be ranked according to the distance from their home to the North School with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by NLPG.

**Children who live nearer to any other maintained non selective secondary school or academy than The North School** – Children for whom the North School is not their nearest non selective secondary school or academy will be ranked according to the distance from their home to the North School with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using National Land and Property Gazetteer (NLPG) address

point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by NLPG.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN.

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order and will be re-ranked each time a child is added or before an offer is made.

Requests for admission to Year 7 outside of the normal age group should be made to the Headteacher the school as early as possible to allow the school and admissions authority sufficient time to make a decision before the closing date.

Where a parent is requesting for their child to apply a year early, they should contact the school at the start of the application process related to the year they wish their child to start.

Where a parent is requesting for their child to apply a year later than expected, they should make their request at the start of the application process associated with the child's date of birth. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year 7 the following year.

Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral or early admission to their secondary phase of education.

The school will take into account the year group the child has been taught in leading up to transition. If the request is declined, a school may offer a year 8 place as an alternative or simply refuse admission if the child is younger than the normal entry age. Deferred applications must be made via paper Secondary Common Application Form (SCAF) to the LA, with written confirmation from each named school attached. Early or deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/schooladmissions](http://www.kent.gov.uk/schooladmissions)

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## **Determined oversubscription criteria for entry into Year 7 for Simon Langton Girls' Grammar School will be applied in the following priority order**

### **Entry to the school is through the Kent Assessment Procedure**

Before the application of oversubscription criteria, children with an Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

**Looked After Children and previously Looked After Children** – A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A previously looked after child means such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

**Current Family Association** - a brother or sister in the same school at the time of entry.

In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.

**Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

**Children in receipt of Pupil Premium** – A child is eligible for Pupil Premium where they have been registered for free school meals (FSM) at any point in the last 6 years. This does not include children who have only been eligible to receive Universal Infant Free School Meals. Pupil Premium is also afforded to Children in Local Authority Care or Previously in Local Authority Care, however these children will be prioritised in the

relevant criteria above. Parents wishing to apply under this criterion must ensure they complete the attached Supplementary Information Form and return it to the school by 31 October in the year of application. Parents must also complete an application (via online or paper Secondary Common Application Form) naming the school, otherwise their child cannot be considered for a place.

**Nearness of children's homes to school** - we use the distance between the child's permanent home address and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN.

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order and will be re-ranked each time a child is added or before an offer is made.

Requests for admission to Year 7 outside of the normal age group should be made to the Headteacher the school as early as possible. As entry to the school is through the Kent Test procedure, parents need to ensure they allow the school and admissions authority sufficient time to make a decision before the closing date for Kent Test registration.

Where a parent is requesting for their child to apply a year early, parents are advised to contact the school shortly before the opening of the Kent Test registration process for the year they wish their child to start. If the request for early testing is accepted, the child cannot sit the test again.

Where a parent is requesting for their child to apply a year later than expected, they should make their request shortly before the opening of the Kent Test registration process associated with the child's date of birth. Parents are advised to complete a Kent test registration for the normal point of entry at the same time, in case their request is declined. This registration can be cancelled if the school agrees to accept a deferred application for entry into Year 7 the following year, allowing the child to apply for the Kent Test the following year.

Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement

for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral or early admission to their secondary phase of education.

The school will take into account the year group the child has been taught in leading up to transition. Deferred applications must be made via paper Secondary Common Application Form (SCAF) to the LA, with written confirmation from the school attached. Early or deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/schooladmissions](http://www.kent.gov.uk/schooladmissions)



**SIMON LANGTON GIRLS' GRAMMAR SCHOOL**  
**SUPPLEMENTARY FORM for PUPIL PREMIUM INFORMATION**

• To qualify for Pupil Premium you have to be eligible under one of the following criteria...

**3.1 Ever 6 FSM**  
 The pupil premium will include pupils recorded in the January school census before application who are known to have been eligible for free school meals (FSM) in any of the previous 6 years, as well as those first known to be eligible at that January.

**3.2 Children adopted from care or who have left care**  
 The pupil premium will include pupils who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order).

- Please fill in the details below and send the form back to the school with your evidence. For further information on what evidence is required please contact the school for assistance.
- Please remember to also fill in a Secondary Common Application Form either online via [www.kent.gov.uk/ola](http://www.kent.gov.uk/ola) or by paper SCAF and return to Kent County Council

**CHILD'S DETAILS**

FORENAME	SURNAME	DATE OF BIRTH
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ADDRESS (This address will be used on all future correspondence unless otherwise notified. Please use house numbers and names where applicable.)

Postcode

CURRENT SCHOOL	LA	DFE	SCHOOL NAME
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**PARENT / CARER DETAILS**

TITLE	FORENAME	SURNAME	RELATIONSHIP TO CHILD
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TELEPHONE NUMBERS	1	2
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EMAIL ADDRESS

PRINT NAME	SIGNATURE
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Please return to—SIMON LANGTON GIRL'S GRAMMAR SCHOOL, OLD DOVER ROAD, CANTERBURY, CT1 3EW BY 31st OCTOBER

## **Determined Oversubscription criteria for Entry into Year 7 for Tunbridge Wells Grammar School for Boys will be applied in the following priority order:**

### **Entry to the school is through the Kent Assessment Procedure**

Before the application of oversubscription criteria, children with an Education, Health and Care Plan which names the school and who are eligible for admission to this academically selective school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order. In the event of any of the criteria being oversubscribed, priority will be given initially to children in receipt of pupil premium who have completed and returned the attached Supplementary Information Form and then on the basis of distance with those closest being given higher priority, as described below.

**Looked After Children and previously Looked After Children** – A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A previously looked after child means such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

**Current Family Association** - a brother or sister attending the school when the child starts. In this context brother or sister means children who live as brother or sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.

**Health and Special Access Reasons** - Medical / Health and Special Access Reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians', physical or mental health or social need means there is a demonstrable and significant need for their child to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

**Children who live within a 3 mile radius of the school** - Children will be ranked according to the distance from their home to the Tunbridge Wells Grammar school for Boys with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using National Land and

Property Gazetteer (NLPG) address point data. Distances are measured from a point within the child’s home to a similarly defined point within the school as specified by NLPG.

**Children who live in the named parishes below** – Children will be ranked according to the distance from their home to the Tunbridge Wells Grammar School for Boys with those living closest being ranked highest. The distance is measured between the child’s permanent address and the school in a straight line using National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point within the child’s home to a similarly defined point within the school as specified by NLPG.

Badgers Mount	Hildenborough	Sevenoaks
Bidborough	Ightham	Sevenoaks Weald
Brasted	Kemsing	Shipbourne
Capel	Knockholt	Shoreham
Chevening	Leigh	Southborough
Chiddingstone	Otford	Speldhurst
Cowden	Pembury	Sundridge with Ide hill
Dunton Green	Penshurst	Tonbridge
Edenbridge	Plaxtol	Tunbridge Wells
Hadlow	Riverhead	Westerham
Halstead	Rusthall	
Hever	Seal	

**Nearness of all other children's homes to school** – The distance between the child’s permanent home address and the school is measured in a straight line using National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child’s home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant’s address is to the school.

A child is eligible for Pupil Premium where they have been registered for free school meals (FSM) at any point in the last 6 years. This does not include children who have only been eligible to receive Universal Infant Free School Meals. Pupil Premium is also afforded to Children in Local Authority Care or Previously in Local Authority Care, however these children will be prioritised in the relevant criteria above. Parents wishing to apply under this priority must ensure they complete the attached Supplementary Information Form and return it to the school by 31 October in the year of application. Parents must also complete an application (via online or paper Secondary Common Application Form) naming the school, otherwise their child cannot be considered for a place.

In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN.

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order and will be re-ranked each time a child is added or before an offer is made.

Requests for admission to Year 7 outside of the normal age group should be made to the Headteacher the school as early as possible. As entry to the school is through the Kent Test procedure, parents need to ensure they allow the school and admissions authority sufficient time to make a decision before the closing date for Kent Test registration.

Where a parent is requesting for their child to apply a year early, parents are advised to contact the school shortly before the opening of the Kent Test registration process for the year they wish their child to start. If the request for early testing is accepted, the child cannot sit the test again.

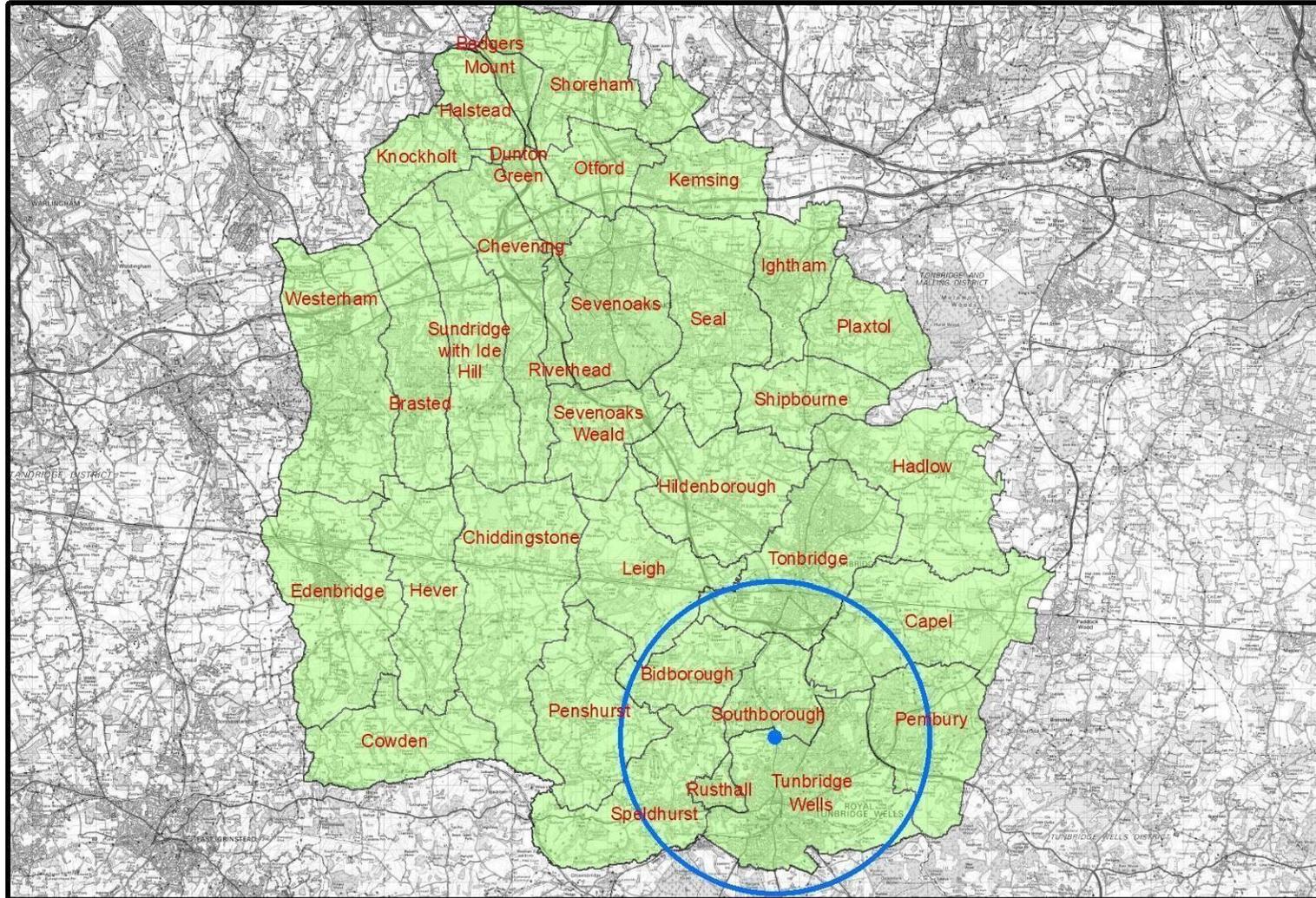
Where a parent is requesting for their child to apply a year later than expected, they should make their request shortly before the opening of the Kent Test registration process associated with the child's date of birth. Parents are advised to complete a Kent test registration for the normal point of entry at the same time, in case their request is declined. This registration can be cancelled if the school agrees to accept a deferred application for entry into Year 7 the following year, allowing the child to apply for the Kent Test the following year.

Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral or early admission to their secondary phase of education.

The school will take into account the year group the child has been taught in leading up to transition. Deferred applications must be made via paper Secondary Common Application Form (SCAF) to the LA, with written confirmation from the school attached. Early or deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at [www.kent.gov.uk/schooladmissions](http://www.kent.gov.uk/schooladmissions)

*A map displaying the priority area is provided below:*

# Tunbridge Wells Grammar School for Boys Priority Areas



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Produced by: Admissions and Transport  
Dated





## TUNBRIDGE WELLS GRAMMAR SCHOOL FOR BOYS

### SUPPLEMENTARY FORM for PUPIL PREMIUM INFORMATION

- To qualify for Pupil Premium you have to be eligible under one of the following criteria....

#### 3.1 Ever 6 FSM

The pupil premium recorded in the January school census before the application who are known to have been eligible for free school meals (FSM) in any of the previous 6 years, as well as those first known to be eligible at that January.

#### 3.2 Children adopted from care or who have left care

The pupil premium will include pupils who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

- Please fill in the details below and send the form back to the school with your evidence. For further information on what evidence is required please contact the school for assistance.
- Please remember to also fill in a Secondary Common Application Form either online via [www.kent.gov.uk/ola](http://www.kent.gov.uk/ola) or by paper SCAF and return to Kent County Council

#### CHILD'S DETAILS

FORENAME	SURNAME	DATE OF BIRTH
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ADDRESS (This address will be used on all future correspondence unless otherwise notified. Please use house numbers and names where applicable.)

Postcode

CURRENT SCHOOL	LA	DFE	SCHOOL NAME
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#### PARENT / CARER DETAILS

TITLE	FORENAME	SURNAME	RELATIONSHIP TO CHILD
TELEPHONE NUMBERS	1	2	
EMAIL ADDRESS			
PRINT NAME		SIGNATURE	

Please return to—TUNBRIDGE WELLS GRAMMAR SCHOOL FOR BOYS, ST JOHN'S ROAD, TUNBRIDGE WELLS, TN4 9XB BY 31st OCTOBER

## **Determined Admission Arrangements for Entry into Year 12 for Community and Voluntary Controlled Secondary Schools**

### **Dover Grammar School for Girls:**

The Planned Admission Number for entry into Dover Grammar School for Girls Sixth Form is a total of 150 students.

#### **Entry Requirements**

The minimum requirement is four 6 and /or B grades and two others at a 5 and / or C Grades

- At least a grade 5 or above in English and Mathematics.
- You will require a 6 or B grade in most subjects you wish to study at A Level
- To study Mathematics, Modern Foreign Languages or a Science subject you will require a 7 or an A grade
- Students may be able to study a Science subject with a 6 or a B grade but their 4<sup>th</sup> option choice must be STEM Access forming part of your Personal Enrichment Pathway
- For Further Mathematics you will need an 8 or 9 and this will be your 4th A Level subject
- Photography will also be offered as a 4th A level option
- Short Courses count as half a GCSE

#### **Oversubscription Criteria**

The school may enrol students above the expected number of places in the VI Form if there are sufficient places on the particular combination of courses requested by suitably qualified applicants. If the number of applications to the Sixth Form exceeds the number of available places, priority will be awarded to those who meet the entry requirements on the basis of the admissions criteria given above.

## **North School:**

For Post 16 admissions, priority will be given to existing students transferring from Year 11. The PAN for external candidates will be 25, but this figure may be exceeded in the event that this, and the number of internal students transferring into Year 12, is less than the overall total figure for the year group, which is 150.

To undertake A Level courses you must have five A\* - C/9-4 grades (including a 4+ in English and Maths) and a B or grade 6 in the subject you wish to study. Some A level subjects will have higher entry requirements and these are detailed in the Entry Requirements section of the Course Information.

Students may select all A Level Pathway courses, all BTEC Pathway courses, or a combination of these. Students wishing to follow a BTEC pathway must have five A\*-C/9-4 grades (including a 4+ in English and Maths) and at least a C or a Merit in the subject they wish to study.

Any student who does not achieve Maths or English at Level 4 or above will be expected to study these alongside their other courses.

Where learners have achieved a better result than the predicted grades, they will be considered based on the grades achieved and ranked accordingly for any places that become available as a result of other learners failing to meet the required entry levels.

### **Oversubscription Criteria**

In the case of oversubscription, the following criteria will apply in the order below:

- children in the care of a local authority/previously in local authority care including those adopted from outside England
- students with a sibling living at the same address and attending the school at the time of entry
- health and special access reasons
- nearness of children's homes to the College

## **Simon Langton Girls' Grammar School:**

The School has a mixed Sixth Form. Priority will be given to existing students transferring from Year 11. The admission number for external candidates will be 80, but this figure may be exceeded in the event that this, the number of internal students transferring into Year 12 and the number of students transferring into Year 13 are less than the overall total figure for the Sixth Form, which is 400.

The admissions criteria for the Sixth Form are as follows:

- Students should study 3 or 4 A Level subjects, an Extended Project Qualification (EPQ) and take part in the Intellectual Vision and Endeavour (IVE) Programme as part of the Langton Extended Curriculum.
- Students should achieve eight GCSE passes in full courses at grade 9 – 5 (A\* - C in unreformed GCSE subjects), including Mathematics and English Languages
- Students should achieve a Grade 7 (A) or better to guarantee a place on his or her chosen course and a Grade 6 (B) means that a student may be accepted on to the course.
- Students should achieve a Grade 7 7 in Dual Science and a Grade 6 in Maths to study Science A levels.
- Students who have not studied a subject at GCSE and who wish to take up that subject at A level will be talked to on a case by case basis.
- Students who have studied non-GCSE qualifications will be assessed on a case-by-case basis.
- Where a student wishes to study a course which is oversubscribed, places will be awarded firstly on the desired grade and then the essential grade for a course.

### **Oversubscription Criteria**

Following the admission of internal students transferring from Year 11, all remaining places will be allocated to learners who have met the entry requirements for the particular course of study. Where there are more learners seeking places than the number of places available, the above over-subscription criteria will be applied in the order set out to rank pupils until the overall figure for the year group is reached.

Parents have a statutory right of appeal, should an application for a place be refused, by writing to the Local Authority, Legal & Democratic Services.

## Tunbridge Wells Grammar School for Boys:

For entry in September 2022 the academic entry requirements will be at least 48 points from your best 8 GCSE grades with no less than a grade 5 in English Language and Mathematics. Students wishing to study Mathematics at A level must have a minimum of grade A equivalent (9-7) at GCSE. For other subjects at least a grade B or equivalent at GCSE is required in the subject you wish to study at A Level or in a closely related subject for those subjects which are new to the curriculum in the Sixth Form.

Offers of places will be made on the basis of forecast (and any actual) grades meeting these standards. Admission is dependent upon achieving the grades set out in these criteria.

Our Planned Admission Number (PAN) for Year 12 is 180 and for external applicants is 30. We may exceed that number if internal applicants and Y13 numbers allow resulting in a Sixth Form of no more than 360 students. If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order. In the event of any of the criteria being oversubscribed, priority will be given initially to children in receipt of pupil premium who have completed and returned the attached Supplementary Information Form and then on the basis of distance with those closest being given higher priority, as described below.

Following the admission of internal students transferring from Year 11, all remaining places will be allocated to learners who have met the entry requirements for the particular course of study. Where there are more learners seeking places than the number of places available, the above over-subscription criteria will be applied in the order set out to rank pupils until the overall figure for the year group is reached.

## Determined Published Admission Numbers for Entry into Year 7 for Community and Voluntary Controlled Secondary Schools in Kent:

DfE no.	School name	District	Sub Type	Status	Published Admission Number
4109	Dover Grammar School for Girls	Dover	Grammar	Community	140
4246	<i>North School***</i>	<i>Ashford</i>	<i>High</i>	<i>Community</i>	215
4534	Simon Langton Girls' Grammar School	Canterbury	Grammar	Voluntary Controlled	165
4045	Tunbridge Wells Grammar School for Boys	Tunbridge Wells	Grammar	Community	300

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

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

**Directorate/ Service:** Education, Learning and Skills

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

**Responsible Owner/ Senior Officer:** Craig Chapman

**Last Review Date:** 7/10/2021

**Author:** Craig Chapman

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

**Summary and recommendations of equality analysis/impact assessment.**

- **Context**

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

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

- **Aims and Objectives**

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

- **Summary of equality impact**

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

**Adverse Equality Impact Rating Low  
Attestation**

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning 2023-24 School Admission Arrangements. I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

**Head of Service**



Signed:

Name: Craig Chapman

Job Title: Head of Fair Access

Date: 07/12/2021

**DMT Member**



Signed:

Name: Christine McInnes

Job Title: Director of Education

Date: 07/12/2021

**Part 1 Screening**

**Could this policy, procedure, project or service, or any proposed changes to it, affect any Protected Group (listed below) less favourably (negatively) than others in Kent?**

**Could this policy, procedure, project or service promote equal opportunities for this group?**

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
<b>Age</b>			School admissions procedure relates to children entering school in reception year, year 3 and year 7 in the transfer window. Outside of this legislative restriction, age of parent or child is not a deciding factor	
<b>Disability</b>			Scheme relates to procedural timeline only.	Where necessary, officers can aid parents to complete the application via telecom technology or in person
<b>Gender/Sex</b>			Scheme relates to procedural timeline only.	
<b>Gender identity/ Transgender</b>			Scheme relates to procedural timeline only.	
<b>Race</b>			Scheme relates to procedural timeline only.	Processes available where guidance material needs to be completely translated.
<b>Religion and Belief</b>			Scheme relates to procedural timeline only.	
<b>Sexual Orientation</b>			Scheme relates to procedural timeline only.	
<b>Pregnancy and Maternity</b>			Scheme relates to procedural timeline only.	

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

## **Part 2**

### **Equality Analysis /Impact Assessment**

#### **Protected groups**

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

#### **Information and Data used to carry out your assessment**

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

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

#### **Who have you involved consulted and engaged?**

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

#### **Analysis**

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

#### **Adverse Impact,**

No expected negative impact

#### **Positive Impact:**

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

### **JUDGEMENT**

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



## Equality Impact Analysis/Assessment Action Plan

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

Page 216

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

Yes/No

### Appendix

Please include relevant data sets

Please forward a final signed electronic copy and Word version to the Equality Team by emailing [diversityinfo@kent.gov.uk](mailto:diversityinfo@kent.gov.uk)

If the activity will be subject to a Cabinet decision, the EqIA must be submitted to committee services along with the relevant Cabinet report. Your EqIA should also be published.

The original signed hard copy and electronic copy should be kept with your team for audit purposes.

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

**Directorate/ Service:** Education, Learning and Skills

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

**Responsible Owner/ Senior Officer:** Craig Chapman

**Last Review Date:** 07/10/2021

**Author:** Craig Chapman

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

**Summary and recommendations of equality analysis/impact assessment.**

- **Context**

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

- **Aims and Objectives**

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

- **Summary of equality impact**

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

**Adverse Equality Impact Rating** **Low**

**Attestation**

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning 2023-24 School Admission Arrangements. I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

**Head of Service**



Signed:

Name: Craig Chapman

Job Title: Head of Fair Access

Date: 07/12/2021

**DMT Member**



Signed:

Name: Christine McInnes

Job Title: Director of Education

Date: 07/12/2021

**Part 1 Screening**

**Could this policy, procedure, project or service, or any proposed changes to it, affect any Protected Group (listed below) less favourably (negatively) than others in Kent?**

**Could this policy, procedure, project or service promote equal opportunities for this group?**

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
<b>Age</b>			N/A as relates solely to children who are provided under The Education Act and The Children's Act	
<b>Disability</b>			Children or parents with disabilities would not be negatively affected by the process.	Where a parental/child disability makes a particular school more suitable, priority is given to that applicant over children/parents with no disability. Parents with disabilities that limit their ability to access information have alternative avenues for application. Information is available online or via telephone. KCC provides yearly admissions training to ensure schools can aid applicants. Where necessary, officers can aid parents to complete the application via telecom technology or in person
<b>Gender/Sex</b>			Only limitation relating to gender for children applying to same sex	

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

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

<b>Carer's Responsibilities</b>			Carer status is not a qualifying factor in admissions process. This data is not collected and is not included in allocation process.	
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## **Part 2**

### **Equality Analysis /Impact Assessment**

#### **Protected groups**

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

#### **Information and Data used to carry out your assessment**

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

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

#### **Who have you involved consulted and engaged?**

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

#### **Analysis**

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

#### **Adverse Impact,**

No expected negative impact

#### **Positive Impact:**

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

## JUDGEMENT

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

## Equality Impact Analysis/Assessment Action Plan

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

Page 228

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

N/A

### Appendix

Please include relevant data sets

Please forward a final signed electronic copy and Word version to the Equality Team by emailing [diversityinfo@kent.gov.uk](mailto:diversityinfo@kent.gov.uk)

If the activity will be subject to a Cabinet decision, the EqIA must be submitted to committee services along with the relevant Cabinet report. Your EqIA should also be published .

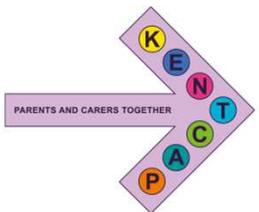
The original signed hard copy and electronic copy should be kept with your team for audit purposes.

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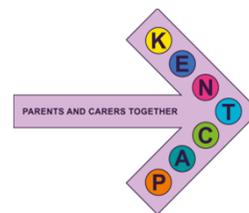
# Kent Local Area

SEND Inspection Report

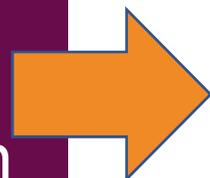
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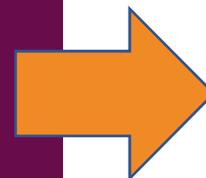
# Re-cap



9 areas of weakness identified by Ofsted and CQC in their joint inspection in January 2019

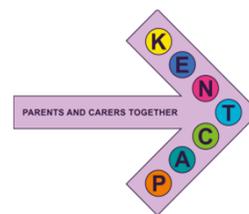


Written statement of action produced by KCC and NHS with 5 workstreams to address weaknesses



Improvement programme with KCC, NHS and Kent PACT membership to monitor progress

# Kent vision



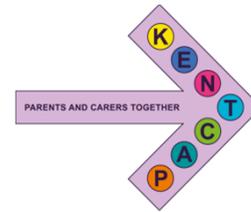
- Children and young people with SEND learn and grow by being well cared for, have their health needs met, and lead happy and fulfilled lives.
- Families can reach the right people at the right time to support their children in the way they need.
- Services work together with families to improve outcomes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

# Strategic setting

*Changing our structures to support improvement*

**2019**

- Disabled Children & Disabled Young People's Service moved into CYPE Directorate from Adult Social Care
- SEN and the EP service situated in a large division with little integration
- Complex health landscape – 8 CCG', no leadership for children
- Appointment of a Senior Responsible Officer for children and young people in Health



**2020**

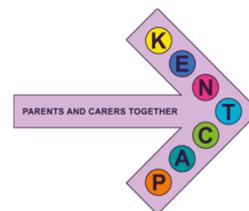
- 8 CCGs merged into single CCG
- Dedicated health leadership posts embedded and more resource from the children's commissioning team
- The DCO team expanded
- New special school nursing model implemented
- Initiated SLCN 5 year project with agreed funding and dedicated SRO

# Strategic setting

*Changing our structures to support improvement*

## 2020 continued

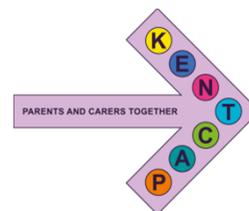
- New division created for SEN, Disabled Children & Young People's Service and Educational Psychology under a new Director of SEND
- New Education division with strong links into SEND
- Workstreams aligned to Areas of Weakness with strategic leads to ensure accountability.
- New joint governance framework



## 2021

- New Director of Education, Assistant Director of SEN, Assistant Director of EP and SEN strategic lead appointed
- New joint governance board and partnership meeting, JRAP review and funding allocation agreed, consistent senior representation at strategic boards
- New SEN service target operating model in development

# SEND demand



Changes in demand for SEN support since

2019



Statutory  
assessment  
requests

2019: 1,516 (Jan-Jun)

**2021: 2,041** (Jan-Jun)

2019: 279 highest monthly  
volume

**2021: 445** highest  
monthly volume



EHCPs and  
SEN Support

2019: 11,763 CYP 0-25 with EHCPs

**2021: 15,281**

2019: 7,860 school age CYP with  
EHCPs

**2021: 9,861**

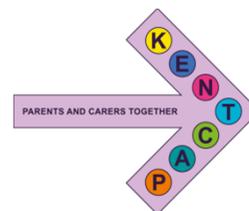
2019: 24,465 school age CYP on  
SEN support

**2021: 27,039**

Demand for SEND  
health services

Awaiting November figures

# COVID-19



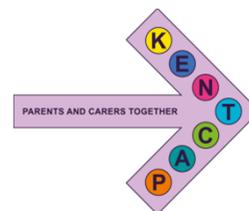
*Supporting children and young people during the COVID-19*

*pandemic*

## Keeping services running

- Texts to young people most at risk of clinical harm to keep in touch and offer support
- Non-contact services delivered during lockdown:
  - Online youth clubs – Kent-wide
  - Online sessions for art, cookery and sport
  - Activity packs in Dover and on the Isle of Sheppey
    - Wellbeing calls to families
    - Online parent support groups
- A parent consultation line set up by the Educational Psychology service
- Parents of qualifying disabled children unable to access their usual social activities during lockdown applied for up to £250 to pay for toys, equipment or vouchers.
- We provided food parcels, resource packs and medication to families in urgent need
- Made changes to clinical platform to continue to support children, such as those with aerosol generated procedures.
- Distributed laptops to reduce digital poverty.

# COVID-19



*Supporting children and young people during the COVID-19*

*pandemic*

## Keeping in touch with service users and residents

- Sent out special editions of our SEND parents' newsletter to provide additional support and information during lockdown.
- Provided a dedicated area on KCC's website for COVID-19 information in relation to SEND.

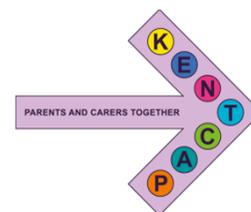
Page 238

## Additional risk assessments and protocols initiated

- Conducted clinical harm reviews
- Established multi-agency system calls
- Initiated suicide cluster protocol
- Risk assessed mental health caseloads

Online services were well-received by many young people and disabled people – their voices were heard and they found it easier to open up to their workers.

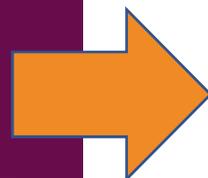
# Kent PACT



## 2019

- Newly set-up
- Mainly staffed by volunteers (1 part-time staff member)
- Funded by £15k DfE grant
- 68 members

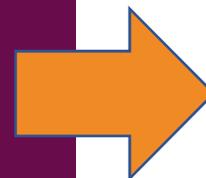
**Little scope for impact**



## 2020

- Funding & staffing remained static
- Time pressures on staff and volunteers limits progress
- Few new members
- MOU between PACT / KCC / NHS

**Limited scope for impact**

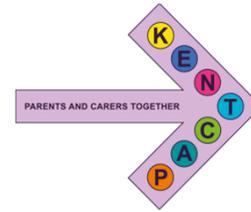


## 2021

- New steering group
- Additional funding secured
- 8 new posts – including Operations Manager and 4 Ambassadors
- Membership 252

**Great scope for impact**

# Our imPACT



## Strategic impact

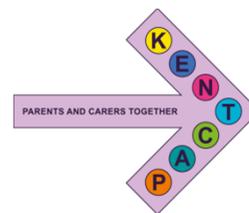
- A transformed, mature and respectful relationship with KCC and Health:
  - membership on all strategic and relevant operational groups
  - partners in service design and improvement activity
  - involved in recruitment of key roles in SEND.
- Vastly improved parental trust, representing the parent voice across the system and the county.

Page 240

## Operational impact

- Provide parent feedback to resolve issues before they become complaints.
- Audit and provide quality assurance for EHCPs .
- Encouraged IPSEA training for 40 SEN staff, and proactive open statements to be issued to parents.
- Improved and promoted Local Offer.
- Commissioned to develop school parent engagement award and to recruit and manage the Key Worker pilot.

# Our imPACT



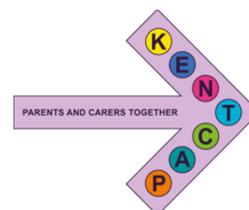
I am under no illusion this will change tomorrow but a collective pressure from a group like this can gradually make the voice of parents heard.

Without Kent PACT although it is not for individual families or cases, without it we wouldn't have a voice as a whole. So thank you and continue your great efforts.

[Video of a parent with two children with SEN \(one, her birth child, and one a child she fosters\)](#)

I stand back and applaud the help I have gotten from a system and forums such as yours.

# Areas of weakness

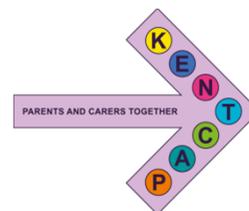


*Aligning our workstreams to tackle areas of weakness identified*

Area of weakness	Workstream
<ul style="list-style-type: none"> <li>The widely held concern of parents that the local area is not able, or in some cases not willing, to meet their children's needs</li> <li>The limited role parents and carers have in reviewing and designing services for children and young people with SEND</li> </ul>	A – Parental engagement & co-production
<ul style="list-style-type: none"> <li>The variable quality of provision and commitment to inclusion in schools, and the lack of willingness of some schools to accommodate children and young people with SEND</li> <li>The poor standards achieved and progress made, by children and young people with SEND</li> <li>The lack of effective systems to track and improve outcomes for those children and young people whose progress to date has been limited by weakness in provision</li> </ul>	B – Inclusive Practice and the Outcomes, Progress and Attainment of CYP
<ul style="list-style-type: none"> <li>The inconsistent quality of the EHC process; the lack of up to date assessment and limited contributions from health and care professionals; the poor processes to check and review the quality of EHC plans</li> </ul>	C – Quality of Education, Health and Care Plans
<ul style="list-style-type: none"> <li>The inability of current joint commissioning arrangements to address known gaps and eliminate longstanding weaknesses in the services for children and young people with SEND</li> <li>The governance of SEND arrangements across the EHC system at strategic and operational level and absence of robust action plans to address known weaknesses</li> </ul>	D – Joint commissioning and governance
<ul style="list-style-type: none"> <li>The unacceptable waiting times for children and young people to be seen by some health services, particularly CAMHS, tier 2 services, SALT, the wheelchair service, and ASD and ADHD assessment and reviews</li> </ul>	E – Service Provision

# Workstream A

## Written Statement of Action outcomes



### Area of Weakness

The widely held concern of parents that the local area is not able, or in some cases not willing, to meet their children's needs.

### WSOA outcome

- A strengthened local offer will better meet the needs of children and young people with SEND
- Families are better informed about what and how the Local Offer will support the needs of children with SEND
- Families and schools/ settings know the resources available to them from the local authority and health to support children with SEND
- Parents of children with newly identified special educational needs can easily find information on the support available to them and are signposted to where they can get advice and help
- Practitioners working in health, education and care, and other stakeholders understand the principles of the SEND Code of practice and the part they play in delivering it

### Area of Weakness

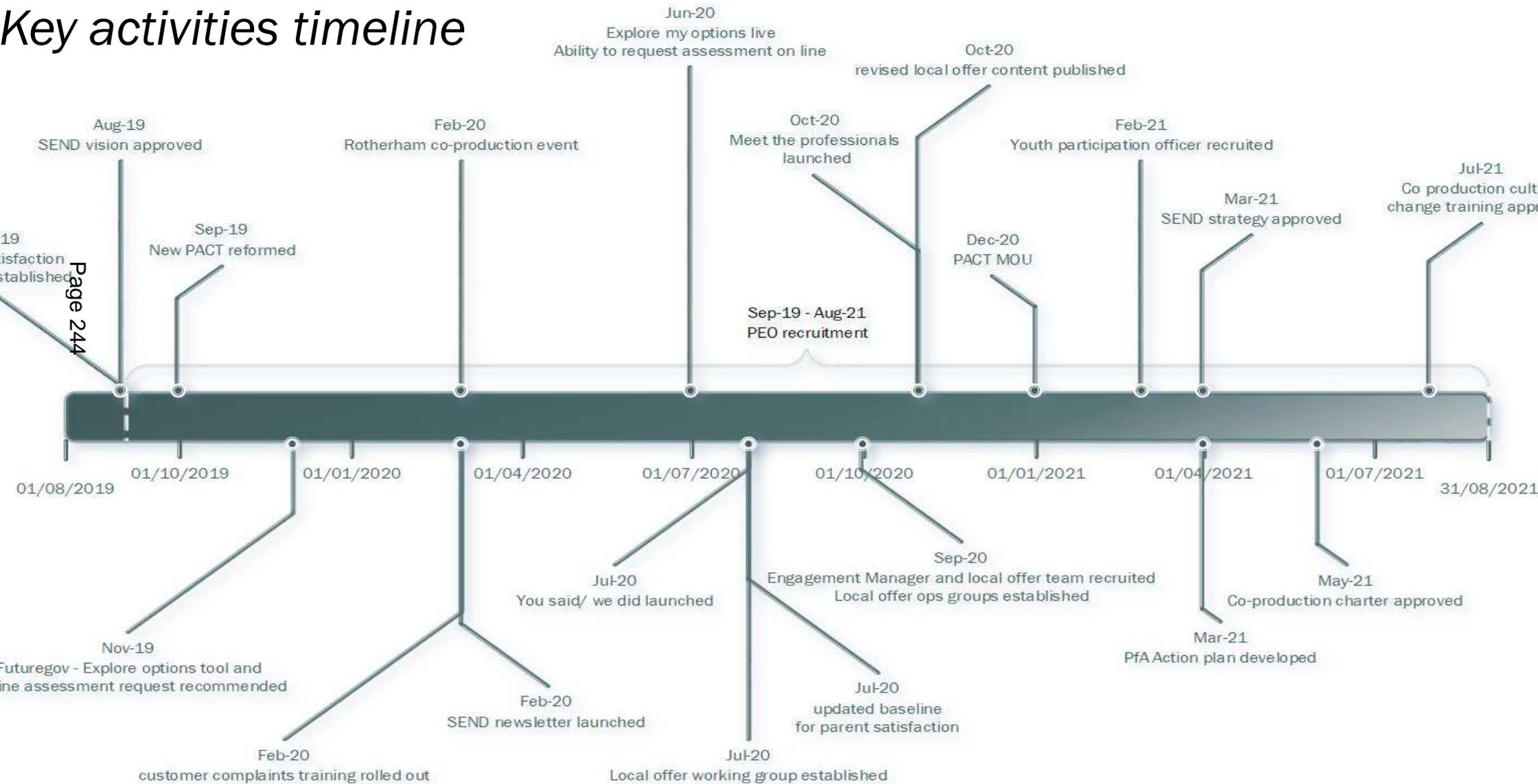
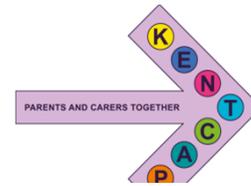
The limited role parents and carers and young people have in reviewing and designing services for children and young people with SEND.

### WSOA outcome

- Parents and Young People have a clearly defined integral role reviewing and designing services
- The vision for SEND in Kent is jointly created and owned by families and all services working with CYP with SEND
- Families find the local offer website and statutory assessment process clear and accessible
- Parents/ carers and CYP have access to information on SEND a timely, clear and transparent way

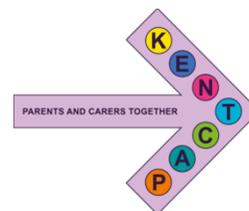
# Workstream A

## Key activities timeline



Page 244

# Workstream A

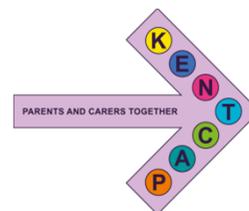


## *Summary of key activities undertaken so far*

- Regular parental satisfaction surveys conducted to track improvement.
- Invested in a SEND Partnership and Engagement Team, dedicated to engagement with stakeholders.
- Significant and continuous improvement of the SEND Information Hub (Kent's Local Offer), which also contains the 0-25 service and activity directory, in collaboration with families and partners.
- Regular publication of the SEND parent newsletter (700+ subscribers) and regular promotion of the Local Offer and other SEND-related tips, advice and guidance for families on social media.
- Published a You Said, We Did section on the website about SEND services and website feedback.
- Created parent guides for key products including Mainstream Core standards to support parents.
- Direct engagement with young people via the jointly funded SEND Youth Participation Officer.
- Extended the agreement to jointly fund Kent's IASK service.
- Participation in Kent PACT's 'Meet the professional' sessions (Transport Team, Specialist Teacher and Learning Service and Provision Evaluation Officers).
- Co-Production charters for parents and young people published, and part of mandatory training for SEND staff.
- 18 SEN Provision Evaluation Officers (PEOs) have been recruited.
- IPSEA training rolled out across SEND, health and social care.

# Workstream A

## Feedback and evidence



Parental involvement is embedded across the improvement programme, ensuring the family's voice is at the heart of improvement.



Page 246

**% of parents that agree or strongly agree with the confidence statements within the parental survey about SEND provision**

Dec 2020: 60% (↑ from 30% in the 2019 parent survey)



**Parents' views on the SEND Information Hub website (Local Offer)**

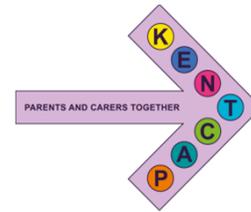
**Satisfaction with the website**

2021: 60% (↑ from 19% in 2019)

Parents tell us that  
We have given them a voice on consultation, participation, and parent-led co-production  
The increased capacity in the PEO service has helped them to understand, navigate and access support within schools  
They feel their needs have been better understood and their views have been key in the development and delivery of the Neuro Developmental pathway.

# Workstream A

## Feedback and evidence



Page 247  
“Each individual including myself and my adult daughter had the opportunity to voice their opinion and be heard. It was good to hear that PACT is involved and helping more voices to be heard and hopefully helping a positive change.” *[(Involving Parents in the Co-Production Charter)]*

“We would also like to extend our very sincere thanks to you for creating the time to meet and to listen so empathetically to the parents’ experiences. We are sure that they found it a very positive experience and would want us to pass on their thanks to you as well.” *[The National Deaf Children’s Society]*

“Had all the information ....All within seconds.” *[feedback on the Local Offer]*

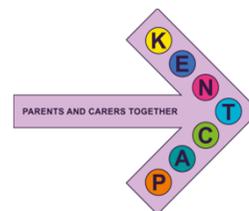
88.5% of parents reported that the PEO took the time to understand their concerns, with over 92% either agreeing, or partially agreeing with this statement.

“I feel much more informed and prepared now after reading the information on the website regarding my needs. Many thanks.” - *[feedback on local offer website]*

“We really enjoyed being a part of this process and having the opportunity to contribute by having a voice.” *[Involving families in the Dynamic Support Register]*

# Workstream A

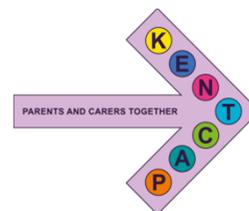
## *Next steps and future direction*



- Work strategically with Kent PACT to ensure that parents' voice is integral to all SEND improvement, from strategic planning to service delivery.
- Engaging, collaborating and co-producing with families to deliver person-centred practices and services through:
  - School engagement with parents' award
  - Mandatory training for SEND staff
  - Mainstream Core Standards e-learning for schools and information for families
- Continuing improvement through service training.
- Continued "Meet the professional" sessions with KENT PACT.
- Kent PACT, with Kent Association of Headteachers, working together to bring parents and schools closer together.

# Workstream B

## Written Statement of Action outcomes



### Area of weakness

The variable quality of provision and commitment to inclusion in schools, and the lack of willingness of some schools to accommodate children and young people with SEND.

### WSOA outcome

- Improved inclusion and quality of SEND provision in schools.
- CYP with SEND have their needs successfully met.
- School staff have the SEND knowledge and skills to be able to meet the needs of all CYP with SEND.

### Area of weakness

The poor standards achieved and progress made, by children and young people with SEND.

### WSOA outcome

- Improved attainment and progress made by CYP with SEND
- Guidance on good practice is available to all providers

### Area of weakness

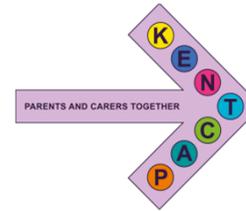
The lack of effective systems to track and improve outcomes for those children and young people whose progress to date has been limited by weakness in provision.

### WSOA outcome

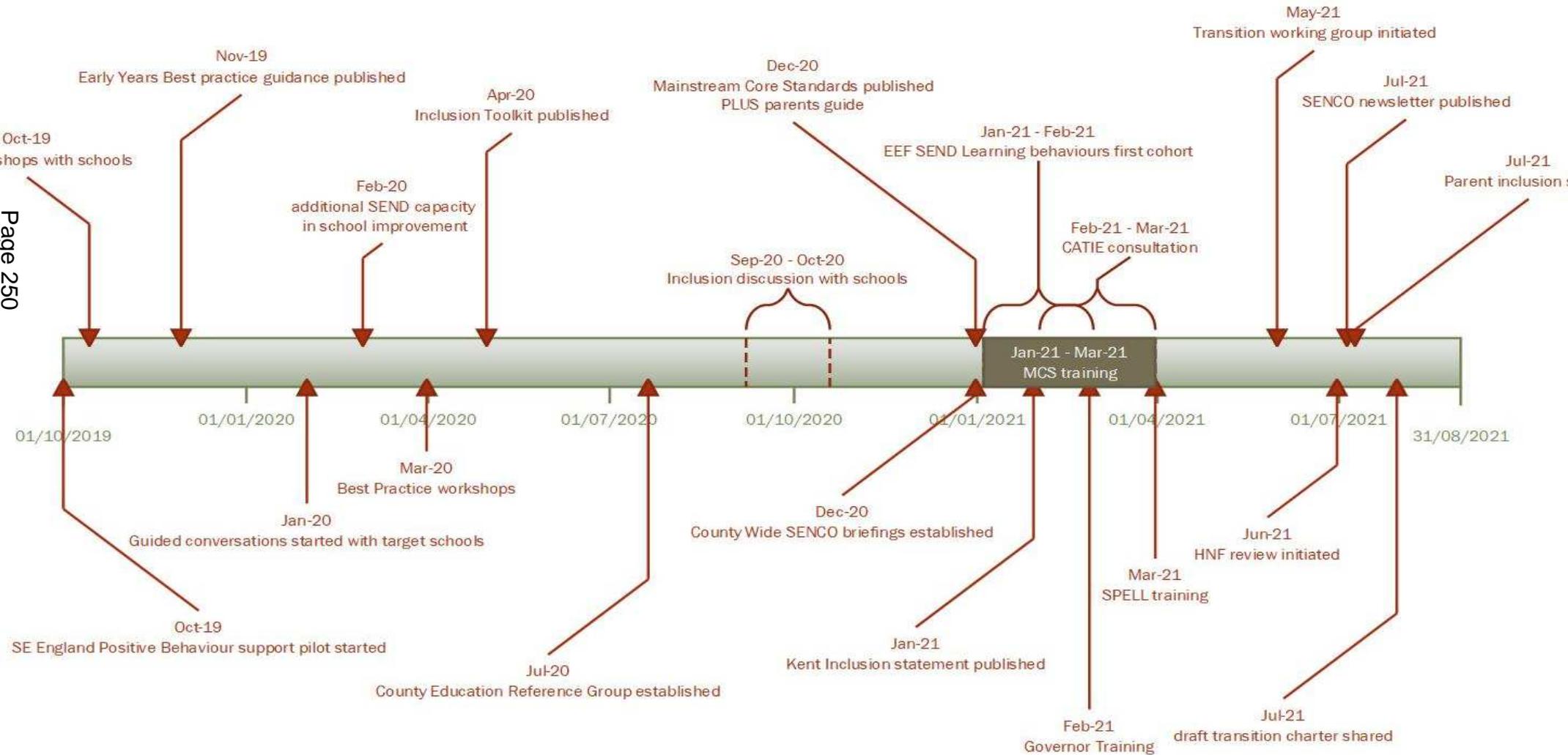
- Systems are effective in tracking and improving outcomes for children and young people with SEND

# Workstream B

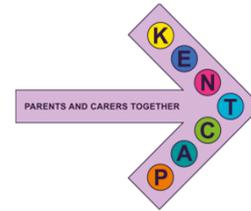
## Key activities timeline



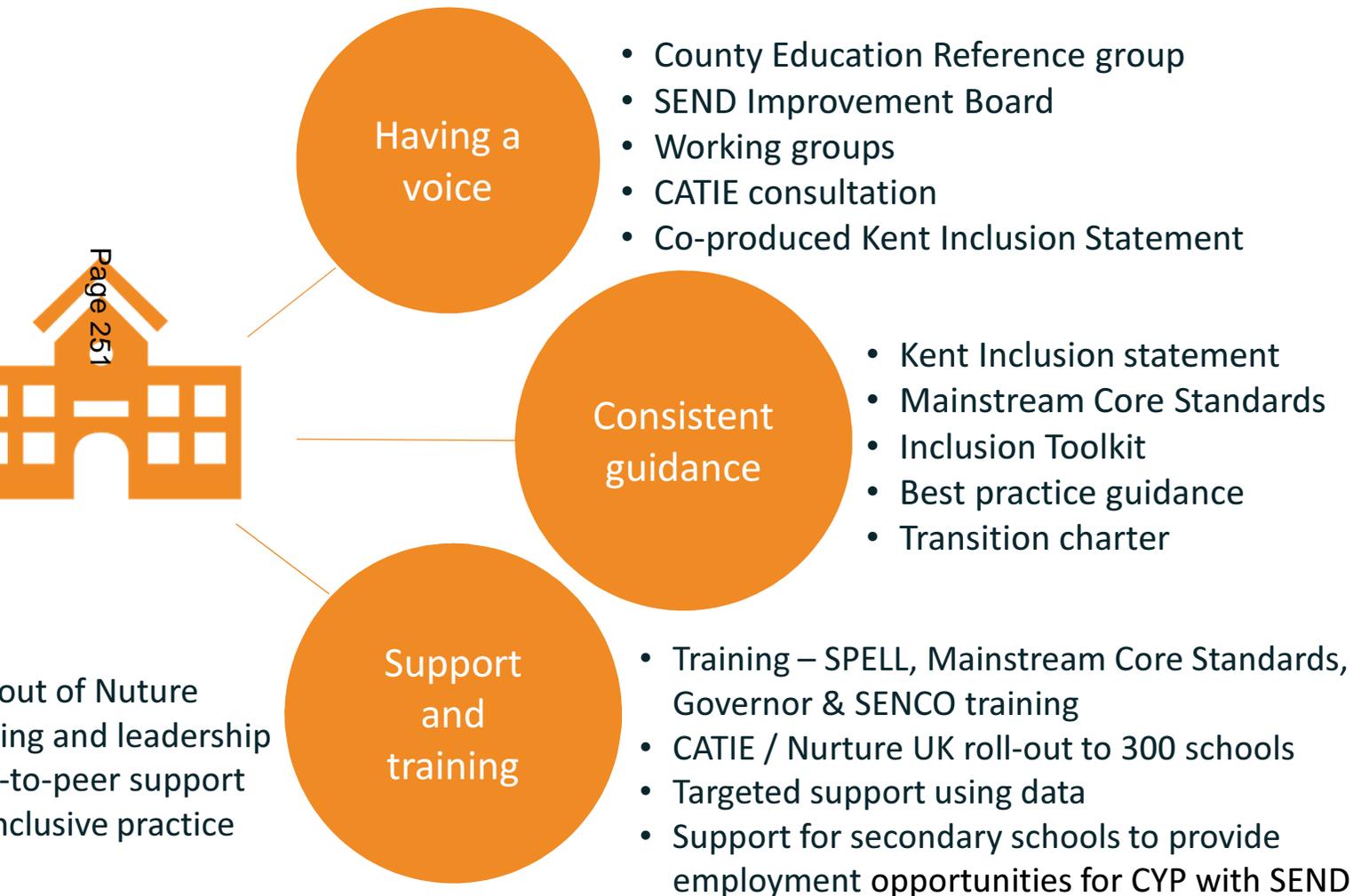
Page 250



# Workstream B



Summary of key activities undertaken so far



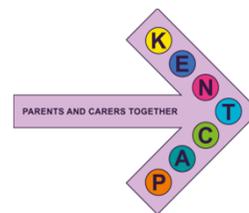
Working with schools and settings to define the Countywide Approach to Inclusive Education.

Ensuring consistent guidance by creating countywide support networks alongside locality based provision support.

Creating an offer to support schools and settings in providing mainstream support for CYP with SEN.

# Workstream B

## Feedback and evidence



“We feel the satellite class has supported us in more ways than preparing [NAME] for mainstream, it has massively helped us to implement a small transition class provision that is supporting our children with complex needs in managing to spend more time in their mainstream class which means more time in school (no reduced timetables to do hoorah!) and much happier parents” - feedback from a school relating to the Wyvern pilot

“We welcome the proposed changes as we hope that they will make a significant difference to the lives and outcomes of SEND children whose needs are not currently being met.”

92% strongly agreeing or agreeing that the MCS supports their understanding of the legal duties of schools, academies and Pupil Referral Units in relation to provision for and inclusion of pupils with SEND.

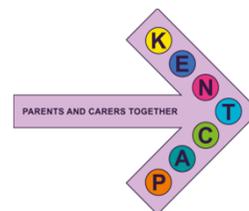
89% of schools and settings agreed that the Kent Inclusion statement reflects our collective understanding of inclusivity.

92% strongly agreeing or agreeing that the MCS supports conversations with parents when discussing their child's needs.

“Thank you for the MCS as it will be very helpful for us to enable comprehensive whole school practice, it provides very clear strategies for us to be able to try, test and implement. We hope that the LEGAL DUTIES will always be kept up to date as well as that it will be such a useful checklist. It is very clear and precise”

# Workstream B

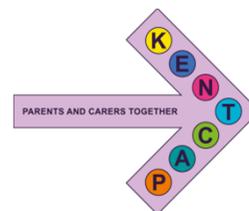
## *Next steps and future direction*



- Kent PACT Quadrant Ambassadors and Kent Association of Headteachers area leads shared working
- Finalise and implement the High Needs Funding consultation.
- Submit STLS consultation feedback and recommendations to Cabinet Committee.
- Support Kent PACT and schools to agree model for parent engagement award.
- Continued development and implementation of the Mainstream Core Standards tools in partnership with SENCOs and parent/carers.
- Case studies of good practice of pupils with EHCPs attending mainstream schools.
- Launch of online offer directory for schools and settings to access support/ guidance/ best practice to support inclusive practice in schools.
- Proposal to pilot locality hubs across 2 areas (January 2022).
- Depending on pilot success, further locality hubs implemented (September 2022).

# Workstream C

## Written Statement of Action outcomes



### Area of weakness

The inconsistent quality of the EHC process; the lack of up to date assessments and limited contributions from health care professionals; the poor processes to check and review the quality of the EHC Plans.

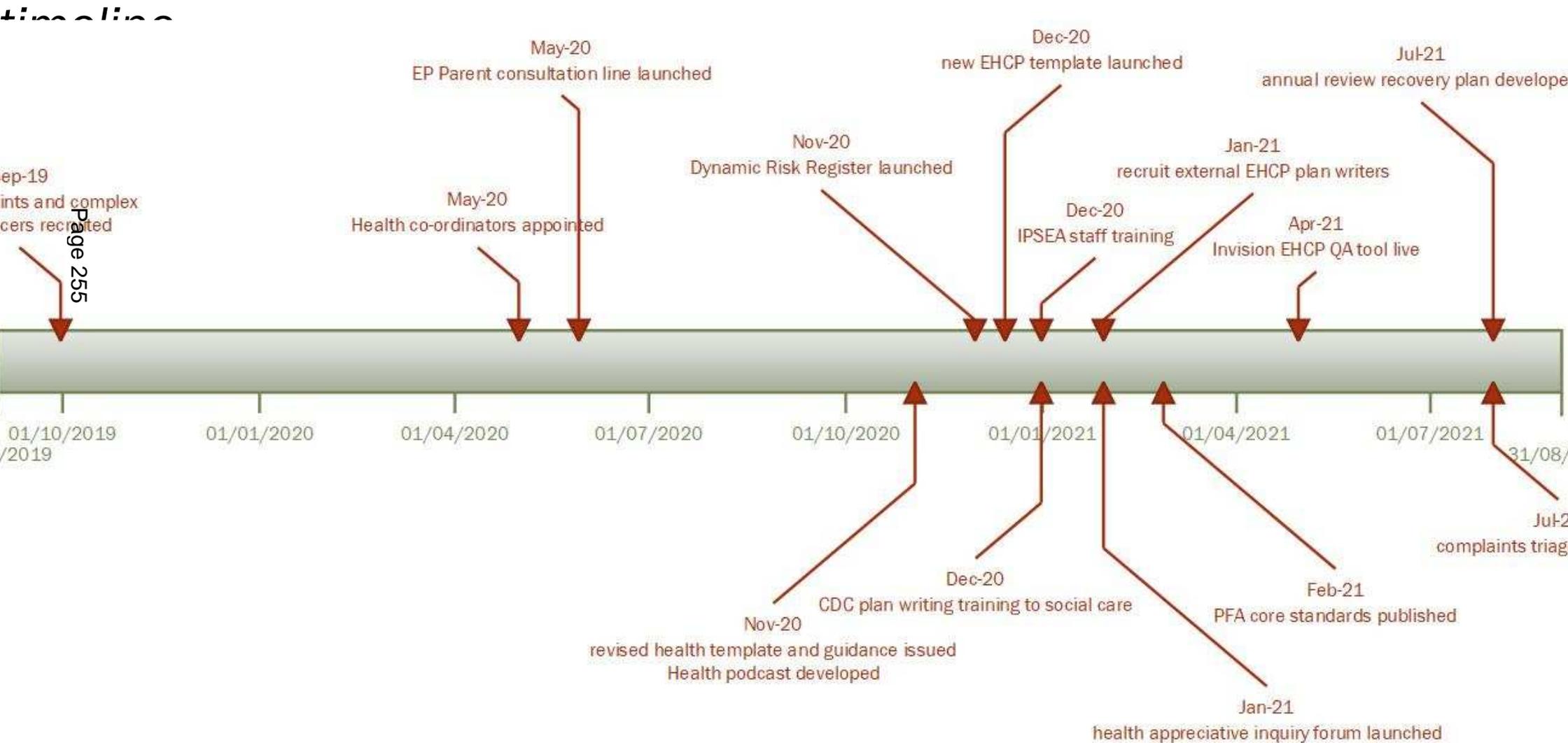
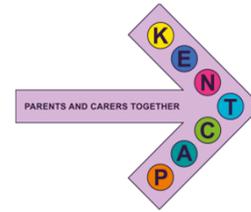
Page 254

### WSOA outcome

- Good quality, holistic, consistent and timely Education, Health and Care Plans.
- All staff have the knowledge and skills required for their role.
- Parent/carers and children and young people are fully involved in the planning and reviewing of the provision required to meet the need.
- Families are supported by all services to prepare for the transition to adulthood.

# Workstream C

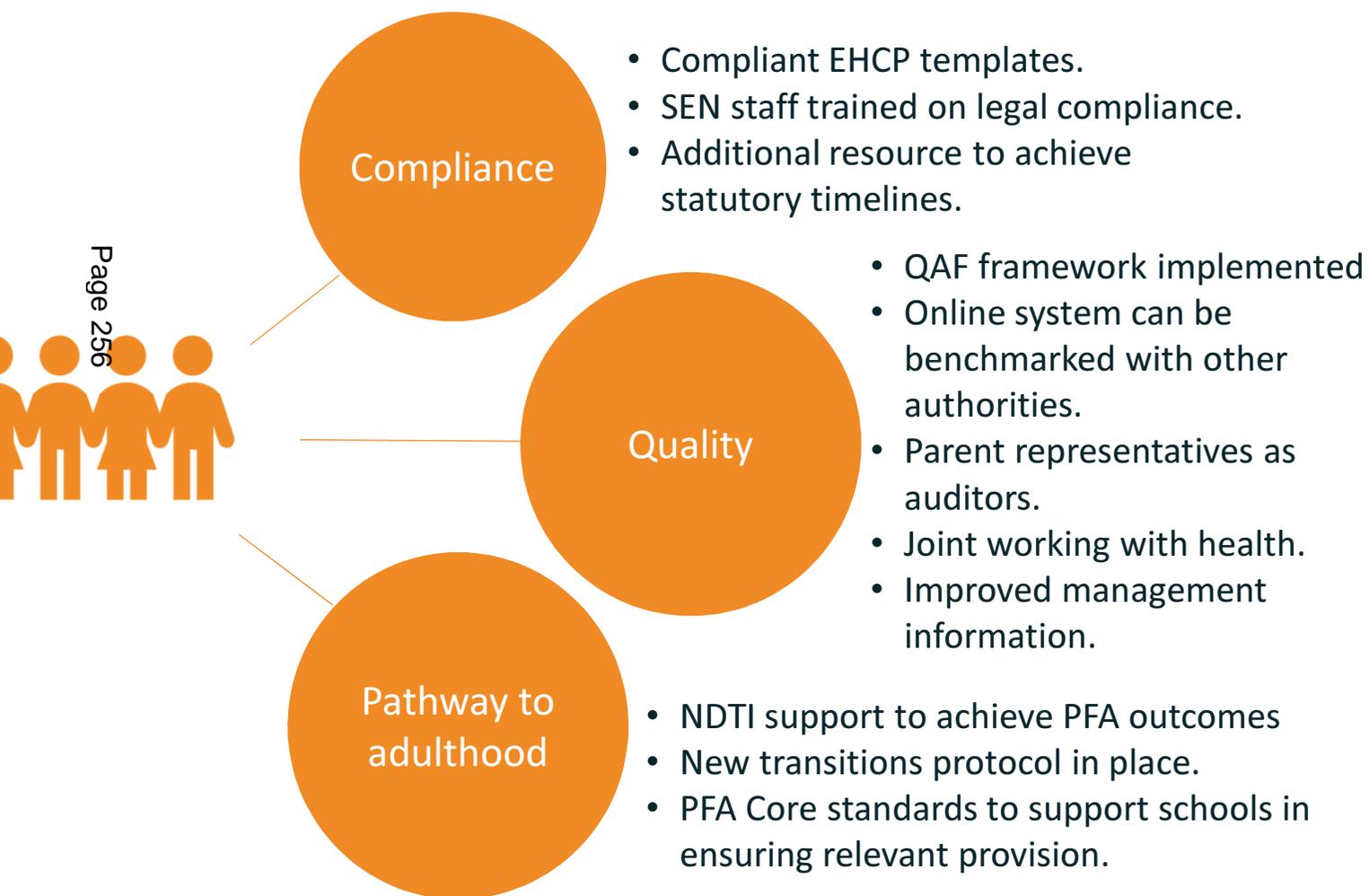
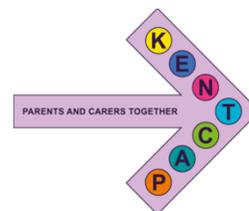
## Key activities timeline



Page 255

# Workstream C

Summary of key activities undertaken so far



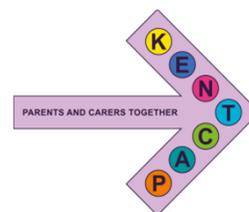
Making sure our working practices and documentation are legally compliant, investing money in staff training and procuring additional resource to reduce backlogs.

Embedding quality into working practices, including better management information and auditing, improved staff expertise and better customer care.

Designed a new protocol and standards to support young people with SEND and their families with better transition into adulthood.

# Workstream C

## Feedback and evidence



“...the scheme was a life saver for me and my family and helped so much through lockdown” - *Toy scheme feedback*

“Being listened to, being able to discuss concerns and what already in place and feeling concerns are validated” - *Parent accessing the EP support line*

“You have done an amazing job of capturing our conversation and getting E's conditions down on paper.” - *Feedback to a health coordinator*

The total number of appeals received in 2019 was 510, and in 2020 there was a decrease to 367. We have received 385 appeals so far in 2021 (as of 23.11.2021).

64% of parents satisfied with all steps of the statutory assessment process and the EHCP.

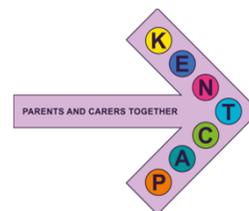
Latest quarterly figures; 62% Percent of parents that agree or strongly agree with the confidence statement within the parental survey.

93% of EHC needs assessment referrals since 1 September 2021 complete within statutory timescale

Plan audit process now active, improvements in the plans over last months are evident.

# Workstream C

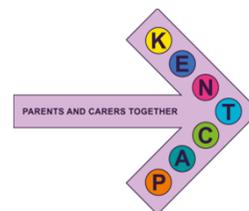
## *Next steps and future direction*



- Annual review, EHCP and EP assessment backlogs closed, with planned capacity to meet future demand. On target to close by end of January 2022.
- Continuous improvement cycle from EHCP QA with planned learning events to capture feedback.
- Continued “meet the professional” sessions with Kent PACT.
- Supporting PACT quadrants with local advice and guidance in forums for parents.
- Reducing the demand for assessments by working with parents to understand their concerns and barriers, and to make it easy to find out and understand what support they can expect for their child in mainstream schools and settings, as well as providing clear information about what EHCPs do and don't do.
- Implement a new operating model for the SEN service to strengthen the focus on assessment, create a case management culture, and join up SEN services in local areas to ensure children, young people and families are at the centre of our work.

# Workstream D

## Written Statement of Action outcomes



### Area of Weakness

The inability of current joint commissioning arrangements to address known gaps and eliminate long-standing weaknesses in the services for children and young people with SEND.

### WSOA outcome

- To better meet children and YPs Special Educational Needs and Disabilities through an agreed understanding of population level of need and implement a joint commissioning plan.
- There are clearly defined roles and responsibilities to address the health needs of CYP in special schools with regular review.
- There is a clear, consistent and equitable outcome based universal, targeted and specialist level offer for CYP with speech and language needs.

### Area of Weakness

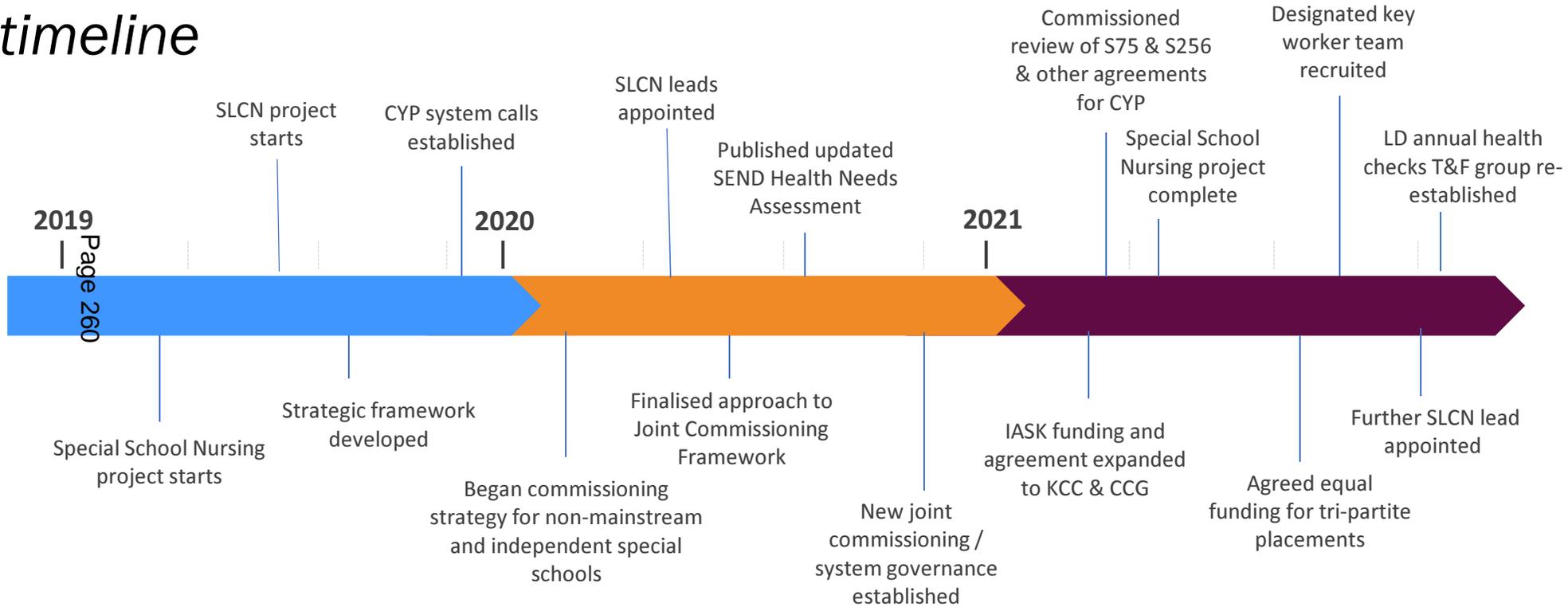
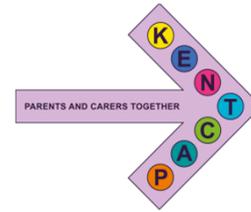
The governance of SEND arrangements across the EHC system at strategic and operational level and absence of robust action plans to address known weaknesses.

### Area of Weakness

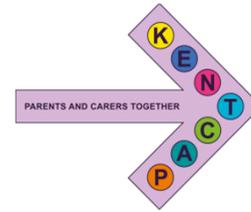
- Clear accountability through governance to address SEND.
- Children's SEN needs and those of their parents are addressed as a priority by all partners.
- CYP with SEND and their families' needs are met more effectively by receiving a more joined up service.

# Workstream D

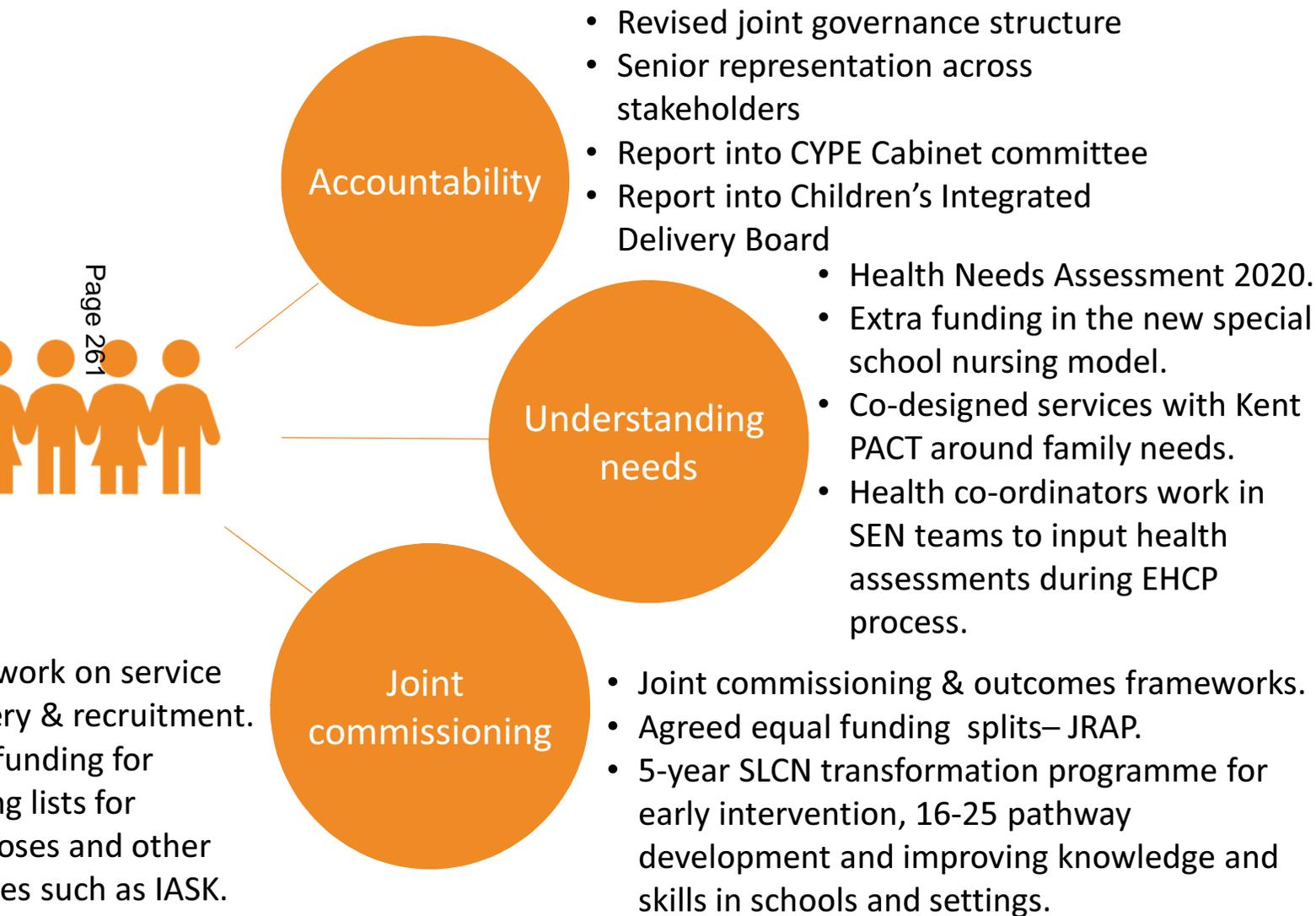
## Key activities timeline



# Workstream D



## Summary of key activities undertaken so far



Creating a joint governance structure and embedding joint working at a strategic and operational level.

Designing services around the needs of CYP and their families through better data, and co-production with Kent PACT.

Embedding joint commissioning arrangements to address gaps in need and smooth the transition for young people into adulthood.

# Workstream D

## Feedback and evidence

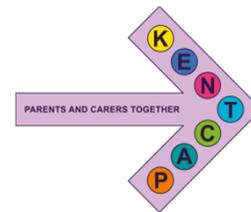
97.5% of parents/carers were contacted by a Health Co-Ordinator within 3 days of a decision to undertake an EHC needs assessment.

Page 262

Children in Kent who require special school nursing provision experience better quality, more equitable, and more resilient provision.

Those children with long-term health conditions who have needed to shield, have had nursing assessments before returning to school and staff have been trained if there have been any changes to their health needs.

“confident that their child’s health needs would be included in the plan and delivered by the health services”  
[parent feedback for HCO]

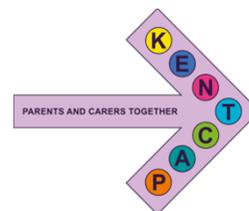


## Speech, language and communication needs (SLCN)

- Opportunity to give feedback and feel heard
- Opportunity to co-produce vision for future of service delivery
- Wider stakeholders aware of their role in supporting SLCN through The Balanced System<sup>®</sup> framework
- Schools completing *Scheme for Schools and Settings* will ensure more CYP achieve good SLCN outcomes
- Coordinated approach across county with different NHS providers working together.
- New system will support early intervention and focus specialist resource

# Workstream D

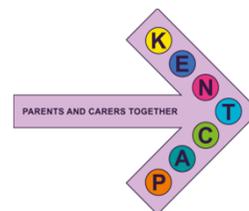
## *Next steps and future direction*



- Implementation of new service delivery model for Speech & Language Therapy service.
- Pilot for 10 Early Years Foundation Stage settings to complete *Scheme for Schools and Settings* accreditation in 2022.
- Local mentors will be trained to support Kent schools completing *Scheme for Schools and Settings* and *Centre of Excellence Accreditation*.
- Schools completing *Scheme for Schools and Settings* and *Centre of Excellence Accreditation* will be offered workshops and mentoring sessions.
- Gather views of 16-25 cohort using visual resources.
- Continued engagement with parents and local stakeholder groups around SLCN provision.
- Ongoing meetings with Heads of Service (NHS providers) to understand and implement the Balanced System approach jointly.

# Workstream E

## Written Statement of Action outcomes



### Area of weakness

The unacceptable waiting times for children and young people to be seen by some health services, particularly CAMHS, tier two services, SALT, the wheelchair service, and ASD and ADHD assessment and reviews.

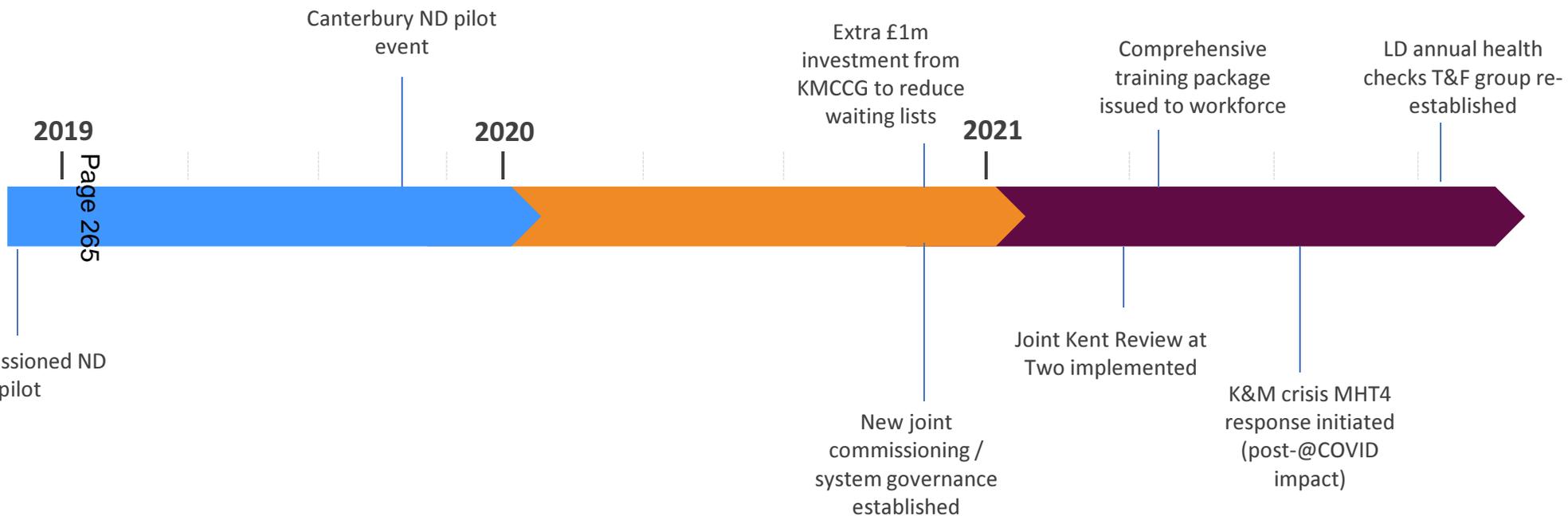
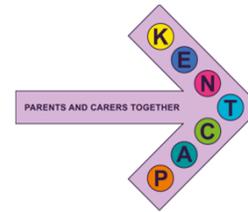
Page 264

### WSOA outcome

- Improved service provision and care pathways to reduce waiting times for health services.
- Appropriate services are in place to meet the population need.
- Children with additional needs will be identified earlier to enable early support to be in place.

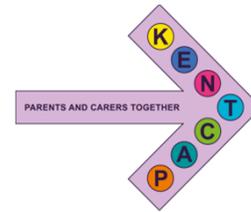
# Workstream E

## Key activities timeline timeline

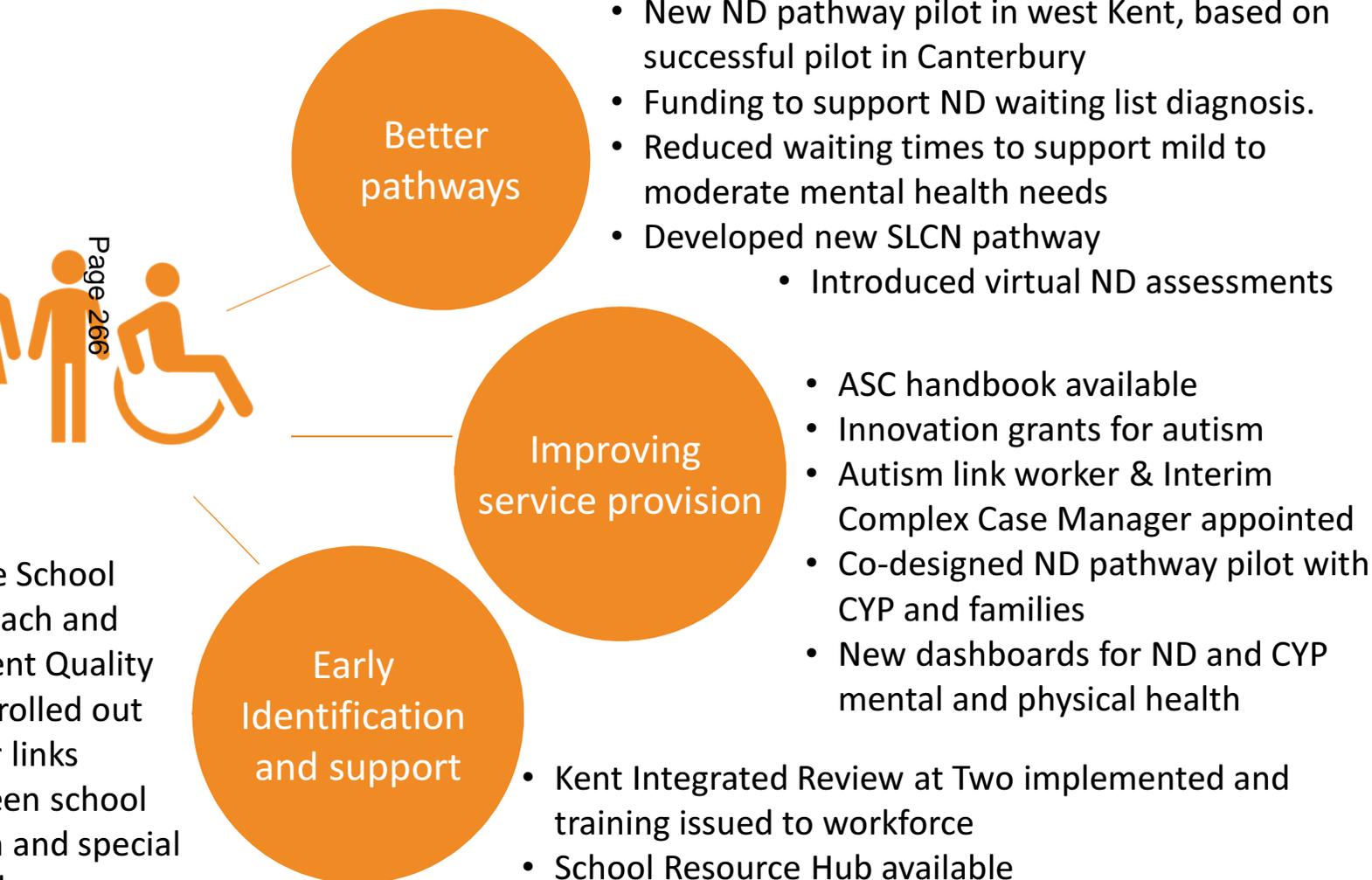


This workstream felt the most impact from COVID-19 as NHS resources were directed to manage the pandemic

# Workstream E



## Summary of key activities undertaken so far



e School  
ach and  
ent Quality  
rolled out  
links  
en school  
and special  
ls

Creating better and new pathways into service provision and reducing waiting times.

Programme to improve service provision based on need, including better data capture and targeting additional funding where needed

Designing early identification and support processes within health and working more effectively with schools.

# Workstream E

## Feedback and evidence



Page 267

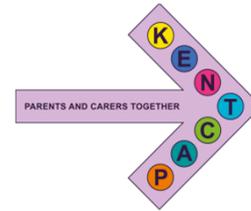
**Waiting times** for CYP with mild to moderate mental health needs – from referral to assessment (Tier 1)

	2018-19	2019-20	2020-21
Primary	21	22	16
Adolescent	20	24	16

**Waiting times** for % of CYP assessed within 12 weeks (referral to first assessment - Tier 2)

	2018-19	2019-20	2020-21
Primary	N/A	90%	95%
Adolescent	waiting list - 826	92%	96%

Total NELFT caseload reduced from 14,189 in July 2019 to 12,128 Jan 2021.



15,545 CYP in Kent and Medway have accessed MH services between Feb 20 and Jan 21.

Enabling CYP with Aerosol generating procedures to access school by arranging nursing assessments and supporting schools with their risk assessments and school health care plans.

*Fantastic Fred* attended 150 primary and special schools and **42,118** CYP took part.

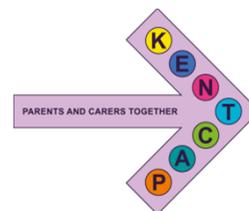
Mind & Body have reported 84% of CYP reported a reduction in the number of days in which they acted on self-harming thoughts (sample of 50 CYP).  
96.97% of CYP reported they are better able to manage risks relating to self-harm following participation in M&B (sample of 132 CYP)



Consistently met the 92% target for Wheelchairs since October 19 (June 19 75.7% - Aug 21 94.2%)

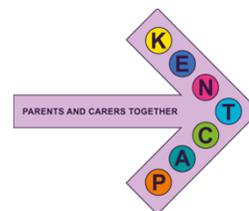
# Workstream E

## *Next steps and future direction*



- Embed the West Kent ND Pathway pilot, review and shape with input from the 12 families recruited to act as advisors/influencers and stakeholders, and roll-out to other localities.
- Collaborate with Berkshire and Portsmouth on their ND projects.
- Conduct further work with NELFT on their waiting list offers.
- Work with NELFT to implement their Home Treatment Team Crisis offer.
- Improve data use with dashboards for ND and CRISIS Vigilance.
- Recruitment of Strategic Complex Lead and Impact Evaluation Officer.
- Further roll out of MHST's.
- Complete PHE Speech training programme for the Health Visiting team.

# Summary



## *Supporting children and young people during the COVID-19*

### *pandemic*

Inspection gave us focus on the areas we recognise have been underperforming.

- Strategically, KCC invested in a new Director role and a dept focused primarily on SEND. CCG have merged into one CCG across Kent as well as additional snr roles (e.g. DCO).
- Partners have invested additional £7m + to drive operational improvements in areas such as EP assessments, EHCP plan writers and capacity, health needs of YP for EHCP, support to Kent PACT, Kent IAS, Special School Nursing, Neuro Developmental Pathway amongst others.
- SEND Improvement Board has driven a more focused improvement programme, driven by strong collaborative working. Governance is clearer, more focused and improvement driven.
- Relationships with parents/carers have been transformed through Kent PACT which is now working alongside KCC/CCG as an equal partner, operationally and strategically and with a great level of trust among all partners.
- Covid has significantly affected the programme, especially around health-driven activity where resources had to be diverted, and schools, where a change of focus was required during critical periods.
- Improvements are more tangible in some areas than others and some improvements, in education and parts of the health economy, will take longer to realise.
- We are now confident we have the right infrastructure to continue to drive improvements going forward.

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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 and Young People's Cabinet Committee – 11 January 2022**

**Subject: Specialist Teaching and Learning Service (STLS) - Consultation outcome on service redesign and delivery options from April 2022**

Decision Number and Title: **TBC**

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

Classification: **Unrestricted**

**Past Pathway of report:**

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

**Electoral Division: all**

**Summary:** To inform the Children, Young People and Education (CYPE) Cabinet Committee of the review, performance and consultation of the Specialist Teaching and Learning Service (STLS) following the Key Decision (21-00023) taken in March 2021 and to seek approval for the future STLS offer in providing expertise and support to Kent's mainstream early years settings and schools as part of a holistic Inclusion Framework.

**Recommendation(s):**

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

1. Extend the existing STLS district Service Level Agreements (SLAs) for five months (April to August 2022, inclusive), and new flexible three-year SLAs for implementation from September 2022.
2. Improve strategic governance and monitoring of the SLAs as part of the wider Children and Young People Outcomes Framework knitting together the SEND Strategy, the priorities set out in the Countywide Approach to Inclusive Education (CATIE) and the STLS Key Performance Indicators.
3. Implement proposals for a consistent countywide tiered model of access to specialist advice, support and interventions from September 2022, including: drop-in clinics, solution focussed Local Inclusion Forum Team (LIFT) Meetings, Intensive Specialist Support to model specialist interventions and strategies, and allocation of a named Link Teacher to settings and schools, as a single point of contact.
4. Implement proposals for STLS to focus on targeted and specialist level training.

This work to be linked to the development of the Kent Directory of Resources.

5. Offer the opportunity for chargeable bespoke training where a need is identified which cannot be met through the existing Kent training offer
6. Improve outcomes for children and young people with SEND by ensuring that all Specialist Teachers have access to an equitable programme of Continuous Professional Development (CPD), and that they have or be willing to work towards accredited qualifications in an area of SEND or membership of relevant national professional bodies.
7. Incorporate the voice of parents/carers as equal partners in design, development and monitoring of specialist training for parents/carers of children and young people with SEND, as well as involving them in service design, identification of gaps, evaluation and improvement.
8. Ensure greater transparency and accountability as part of annual financial audit to ensure resources are targeted and outcome driven.
9. Extend the Physical Disability and Sensory SLAs for 17 months commencing April 2022, with the intention to work through the consultation responses to plan and manage the next steps to create a fully integrated inhouse provision.
10. The Kent Association of the Blind Habilitation Service Grant to be extended in line with the Sensory STLS provision, with a review of the service in the interim period.

## 1. Introduction:

- 1.1 The Special Educational Needs and Disabilities (SEND) Code of Practice 2015 states that a child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made.
- 1.2 A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than most others of the same age, or they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age, in mainstream educational settings.
- 1.3 A child under compulsory school age has special educational needs if he or she is likely to fall within the above definition.
- 1.4 All schools in Kent are expected to have a SEND policy, which sets out their approach to identifying the special educational needs of their pupils. Once identified the support will be provided in addition to the existing support given to all pupils.
- 1.5 The Best Practice Guidance for the Early Years<sup>1</sup> and the Mainstream Core Standards<sup>2</sup> for schools are key reference documents for the provision that the local area expects to be made available for children and young people with SEND attending mainstream early years settings or schools in Kent.

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<sup>1</sup> [Best Practice Guidance \(BPG\) for the Early Years - KELS](#)

<sup>2</sup> <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

1.6 The Children, Young People and Education Cabinet Committee received a report in March 2021 outlining the need to extend the Service Level Agreements with the Special Schools for the delivery of the STLS, amending the KPIs so that a fuller review could be completed.

1.7 The report outlined the context of SEND in Kent which can be summarised as follows:

- Increasing numbers of Children and Young People with Education, Health and Care Plans (EHCPs)
- Fewer pupils with an EHCP being educated in a mainstream school than would be expected nationally, many attending special schools and a significant proportion attending out of county provision.
- The inspection of SEND services in 2019 highlighting that too many children and young people are not getting the support they need and that a fragmented system has created too many opportunities for the needs of these children to be missed.
- The SEND Written Statement of Action (WSOA) identified a suite of activity which has resulted in the development of the County-wide Approach to Inclusive Education, the SEND Strategy and the new Mainstream Care Standards.

1.8 This led to the Cabinet Member for Integrated Children's Services taking the Key Decision to the Variation of the KPIs and 12-month extension of the SLA for Commissioners and SEN to:

- Understand the impact of the current provision
- Undertake a full options appraisal
- Co-produce a new service specification to create sustainable improvements in the STLS
- Contribute towards the activity in the WSoA
- Understand the return on investment, value for money and alignment of all related SEND activities.

## **2. Purpose and Aims of the STLS**

2.1 The main aim of the Specialist Teaching and Learning Service is to enable children and young people with SEND who attend mainstream early years settings and schools to have access to teaching and learning that is differentiated and enables them to make progress. The approach adopted by STLS is the provision of support, training and modelling of intervention to empower staff across mainstream education. The basis for engagement of STLS is support for school staff so that they have the SEND knowledge and skills to be able to meet the needs of children and young people with SEND, who are experiencing a greater difficulty than their peers in accessing the Early Years and National Curriculum, to achieve their personal best.

2.2 STLS support mainstream settings and schools across four dimensions of need as set out in the SEND Code of Practice:

- Cognition and Learning
- Communication and Interaction

- Social, Emotional and Mental Health, and
- Physical and Sensory

- 2.3 The expected outcome is that more children and young people with SEND are able to attend mainstream educational settings, with full access to the curriculum, and parents/ carers having confidence that their children have a sense of belonging in mainstream education, where they can learn, thrive and achieve their full potential alongside their non-SEN counterparts.
- 2.4 Consequently, with early intervention and prevention as part of a whole system of joined up SEND support, fewer children and young people should require an Education, Health and Care Plan (EHCP) to access the SEND support they need, with higher number of children with EHCPs in mainstream settings and schools and better outcomes for pupils on SEND support.
- 2.5 However, the current SEN support system in Kent has not prevented increasing numbers of requests for Education Health Care (EHC) needs assessment made by parents who have indicated a lack of confidence in their child's education provision. Additionally, children have increasingly been placed in specialist provision or special schools; with significant budgetary pressures exacerbated by the rising numbers and costs associated with independent sector placements. Over the last year the local authority has been reviewing the strategic approach to these challenges and the impact of a continuum of support and services to improve inclusivity in mainstream education settings.

### 3. Current Delivery

#### A. Strategic Oversight and Management

- 3.1 In 2012, the STLS was devolved to 12 Special Schools through Service Level Agreements (SLAs) to support the delivery of the service in each of the 12 districts in Kent. The list of the Special Schools in each district is listed below:

Area	District	Special School	STLS Delivery
North	Dartford	Rowhill	District level
North	Gravesham	Ifield	District level
North	Sevenoaks	Valence	District level County Physical Disability County Sensory
South	Ashford	Goldwyn	District level
South	Dover	Elms	District level
South	Folkestone and Hythe	The Beacon	District level
East	Canterbury	St Nicholas	District level
East	Swale	Meadowfield	District level
East	Thanet	Laleham Gap	District level
West	Maidstone	Five Acre Wood	District level
West	Tonbridge & Malling	Nexus	District level
West	Tunbridge Wells	Broomhill Bank	District level

- 3.2 The Valence Special School in Sevenoaks is the only Special School holding three SLAs, one for the district STLS offer, one for the Physical Disability STLS and one for the Sensory STLS.
- 3.3 The STLS teams are employed by the relevant Special School and managed by the Special School Headteacher. The STLS teams include STLS Leads (who co-ordinate the operational delivery of the District level offer), County Professional Leads (who co-ordinate the countywide Physical Disability and Sensory offer), specialist teachers, other qualified practitioners and administrators
- 3.4 Most of the STLS teams are co-located within their respective SLA holding Special School. However, some teams have had to move out due to the pressure on Special Schools capacity to accommodate more children. Currently three STLS teams are based outside their Special Schools.
- 3.5 The STLS main point of referral (not exclusively) is through the opportunities for discussion and decision making at Local Inclusion Forum Team (LIFT) meetings. These meetings are chaired by the STLS Leads and attended (although not consistently) by multi-agency partners, including Early Help, Speech and Language Therapists, Educational Psychologists and SENCOs. An expected prerequisite for taking a referral is that early years settings and schools demonstrate that they have used their resources and best endeavours to meet the child/young person's needs. The role of these meetings is then to offer advice and support through solution focussed discussions. If a referral is accepted then the expected outcomes are agreed to form the basis of the STLS work.
- 3.6 Sensory STLS is the only provision which carries a statutory function. Referrals to the Sensory STLS are made directly to the service, rather than through LIFT.
- 3.7 The strategic oversight of the STLS within districts is provided by the LIFT Executives, which are generally made up of representative Headteachers from early years, primary and secondary schools, the SLA holding Special School Headteacher, the STLS Lead and a range of other relevant key practitioners.
- 3.8 The county level strategic governance of the STLS provision across the 12 districts used to be provided by a Strategic Board comprising of representatives of Early Years settings, Special School and Mainstream School Headteachers and Local Authority Officers, accountable to the Corporate Director for Education, Learning and Skills. This strategic level governance has not been in place since 2017.
- 3.9 These SLAs are due to expire by 30 March 2021. A Key Decision was taken in March 2021 to extend the SLAs for one year, within the existing annual financial envelope, to allow a review and redesign of the service, in line with the wider SEND Strategy 2021-24<sup>3</sup>, the Kent SEND Inclusion Statement<sup>4</sup> and

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<sup>3</sup> <https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategy/strategy-for-children-with-special-educational-needs-and-disabilities>

the Countywide Approach to Inclusive Education (CATIE)<sup>5</sup>, prior to issuing the new SLAs.

## **B. Outreach**

- 3.10 One of the aims of the STLS is to assess and provide outreach support for all children and young people with SEND in early years settings and schools, according to need, and at the earliest possible stage.
- 3.11 The outreach funding historically was aligned to the SMILE training resource. In January 2016, Kent County Council aligned this funding stream (approximately £100k per Special School in Kent) with the STLS SLAs to bolster the LIFT resource for a more flexible approach to develop the district outreach and training offer.
- 3.12 The decision making for these resources should be transparent and led by the SEND needs in the area. Mainstream Headteacher and SENCOs should be consulted via the LIFT Executive and SENCO forum around the utilisation of this resource.
- 3.13 The expectation is that an overall coordinated outreach provision will address district level gaps, maximise outcomes, raise standards and help to close the attainment gap for children with SEND
- 3.14 There is inconsistency in the management and use of the outreach element of the budget; with some Special Schools using this to supplement the core budget, whilst others have been steered by their LIFT Executives to more targeted interventions.
- 3.15 The principles of the outreach budget align closely with the concept of the Locality Based Resources as set out in the Countywide Approach to Inclusive Education (CATIE).

## **C. Service Key Performance Indicators**

- 3.16 A new Inclusion Outcomes Matrix is currently in development for use across all Inclusion commissioned activities. This matrix aims to set out clearly within one document the alignment between three core strategic documents for Inclusion: The Children and Young People Outcomes Framework (co-produced with families in Kent), the SEND Strategy, and CATIE priorities. The matrix takes the core priorities expressed within these documents and groups them into five suggested overarching themes, with the aim of demonstrating the golden threads that connect our strategies, action plans and ultimately translate into service delivery. Beneath the priorities sit a suggested set of Key Performance Indicators against which services will be performance managed going forward. A copy of the draft Inclusion Outcomes Matrix is attached in **Appendix 1**.

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<sup>4</sup> <https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategy/send-inclusion-statement>

<sup>5</sup> [https://www.kelsi.org.uk/data/assets/pdf\\_file/0003/112764/SEND-Inclusion-in-schools-discussion-paper.pdf](https://www.kelsi.org.uk/data/assets/pdf_file/0003/112764/SEND-Inclusion-in-schools-discussion-paper.pdf)

- 3.17 The current district STLS KPIs were co-produced with STLS Leads, and approved by the SEN senior management, Kent Association of Head Teachers (KAH) Area Boards and the Kent Special Educational Needs Trust (KSENT), prior to commencement of the SLAs in April 2021.
- 3.18 A mixture of qualitative and quantitative data from the KPIs and Locality Activity Reports (LAR) are used as part of monitoring discussions to ensure the service is meeting its intended outcomes, identify any gaps and explore barriers to inclusion as well as innovative solutions and improvements. To date we have received three terms worth of KPIs, summary of which is attached in **Appendix 2**.

#### **4. Current context of SEND provision in Kent**

- 4.1 Kent continues to see a year-on-year increase in the number of pre-school age and school-aged children and young people identified with SEND, with increasing numbers who have an EHCP.
- 4.2 The Kent SEND Health Needs Assessment (June 2020)<sup>6</sup> indicates that pupils with an EHCP in Kent are less likely to be educated in a mainstream school than would be expected nationally, with many attending special schools, and a significant proportion attending 'out of county' provision.
- 4.3 The SEND landscape in Kent is complex and fragmented and despite significant investment in a whole range of inclusion support and services across education, health and care sector, they are not always joined up. This results in families, settings and schools feeling confused about what is available and how to access it.
- 4.4 The rise in EHC needs assessment requests are mainly driven by parents, primarily due to a reported lack of confidence in mainstream education provision for children with SEN.
- 4.5 The activity required in response to the SEND Inspection is progressing at pace. The sequencing of activity can be challenging.

#### **5. STLS review and redesign in the context of SEND provision in Kent**

- 5.1 It is acknowledged that a lack of county level SEND strategic governance and oversight, monitoring and management of the delivery of the service over a period of years, has resulted in the SLA holding Special Schools finding different approaches to meet the needs of their mainstream settings and schools. Although this has led to much innovation and good practice, it has also contributed towards a variable offer across Kent.
- 5.2 There is significant variation in the engagement and the role of LIFT Executives in monitoring, evaluating and steering the SEN provision and inclusive practices within districts.

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<sup>6</sup> [SEND-HNA-June-2020.pdf \(kpho.org.uk\)](#)

- 5.3 The general feedback from settings and schools is that the referrals to LIFT meetings are managed well and that the solution focussed multiagency discussions are productive. However, due to capacity constraints the attendance at LIFT of partner agencies is variable. This adversely impacts the outcome of LIFT discussions. For instance, access to Educational Psychology is through Service Level Agreements which may not be provided through lack of capacity, Speech and Language Services are similarly overstretched and not able to meet demand. Early Help officers are not present at all forums.
- 5.4 Capacity and criteria to access other services impacts STLS e.g. Speech and Language Therapy (SALT), Education Psychology, Early Help, Autistic Spectrum Disorder (ASD) diagnosis.
- 5.5 High Needs Funding is provided to local authorities through the high needs block of the dedicated schools grant (DSG). The high needs funding system supports provision for children and young people with SEND enabling local authorities to meet their statutory duties under the Children and Families Act 2014. The High Needs Block has become increasingly overspent with little evidence of impact reflective of the high levels of investment in this area.
- 5.6 The impact of the COVID-19 pandemic on pupils with SEND is well documented. During this period children and young people with SEND have been less likely to be attend their schools. Some children and young people who experienced prolonged absence from education experienced deterioration of their mental health and escalation of their needs. Even where children and young people with SEND were attending settings, most were not able to access the full curriculum. Furthermore, the impact on practitioners working with children and young people with SEND have found the pandemic personally and professionally difficult resulting in reduction of skilled and experienced staff to support children and young people with SEND during these challenging times.
- 5.7 In 2019, Ofsted/ CQC reported that:

*“Regular inclusion meetings, known locally as LIFT, provide support and guidance to schools and early years settings. Practitioners value the discussion and problem-solving approach. Where needed, collaborative working between settings and specialist teachers helps to tailor intervention and better meet children’s needs. Most parents valued these approaches and could see the difference this makes to their children’s progress and development. Primary schools report that the recent introduction of LIFT meetings for early years settings has begun to reduce the number of children starting Reception with unidentified needs.*

*Although LIFT meetings have the capacity to improve the quality of early identification in schools and settings, this is not happening. While stronger schools use the meetings as an opportunity to improve the support they provide, other schools simply view the meeting as an obstacle used to slow down the EHC process. When schools are not clear about the purpose of the LIFT meetings, parents do not receive a clear message about the support their child needs. Several parents said that their concerns were not taken seriously when being discussed at these meetings.”*

These statements still resonate today.

## **6. STLS Service Review and Redesign**

- 6.1 Commissioners and service leads in SEN have undertaken a comprehensive review of the STLS service, have spoken to a wide variety of stakeholder groups, analysed the data that is collected at a local level and evaluated the outcomes the services are delivering. Surveys were undertaken with schools and professionals and with parents and carers. In addition, task and finish groups were set up to examine the survey responses and to better understand how these services can be improved or delivered differently. Further information is included in **Appendix 3**.
- 6.2 Whilst the feedback to the surveys indicate a high level of satisfaction to the current service delivery model, there are some variations and inconsistencies across the county. In addition, with growing number of pupils with more complex needs, settings and schools (particularly at secondary stage) feel they need more targeted and specialist support and training to be able to meet the additional needs of learners. This should lead to a reduction in the number of requests for EHC assessments, where the support needed is universally available.
- 6.3 The feedback from stakeholders suggest that they want a specialist service that is easy to access at the point of need and that is equitable and consistent across the county.
- 6.4 The above activities resulted in the need to publicly consult on the future proposals for the STLS offer to support mainstream early years settings and schools across the four dimensions of need as set out in the SEND Code of Practice. The Code of Practice is currently being review with expected publishing date in the first quarter of the new calendar year January/March 2022.
- 6.5 This service, as part of the overarching Countywide Approach to Inclusive Education, is there to support inclusion of children and young people with SEND in mainstream settings and schools. It will require the mainstream leaders and staff to take ownership, promotion and embedding of the services on offer in order to gain maximum impact and best outcomes for children and young people in Kent. The ambition of the local authority is that the future model is aligned with and compliments the wider SEN inclusive practice across Kent.
- 6.6 In developing the proposals for the future delivery of the Specialist Teaching and Learning Service, we have taken onboard the feedback that too often the support to families, Early Years Settings and Schools is fragmented across health, care and education and too complex to deal with.
- 6.7 The proposals are therefore linked to a broader redesign of the SEND service, to strengthen the SEND support to schools and settings, by the potential introduction of four Area Inclusion Officers, whose role will be to:

- Provide strategic governance and oversight. This means that the local authority will make sure decisions about delivery of support and services will be co-ordinated, consistent and of high quality
  - Co-ordinate delivery of services to meet needs at whole-school level (including Team Around the Class / Team Around the School approaches).
- 6.8 This model has not been formally agreed, but if implemented will improve the area-based support for inclusion.
- 6.9 The proposed relationship of the Area Inclusion Officer with the SEN teams, and commissioned providers (including STLS) and the link to the Area Education Officer is shown diagrammatically in **Appendix 4**.

## 7. Public Consultation

- 7.1 The consultation ran for five weeks from 3 November 2021 until 7 December 2021.
- 7.2 The consultation proposals sought views on the future delivery of the STLS provision on the following areas:
- A. **STLS Structures** – whether to continue with the 12 District arrangements or align to four Areas.
  - B. **Access to Specialist Advice, Support and Interventions** – through a tiered approach formalising what is already in existence in some areas and expanding across the county (dimension led drop-in clinics, district local inclusion forum team meetings, intensive specialist support (1:1), link teacher and links to wider locality resources.)
  - C. **Core Training Offer** – consistent offer across the county above the Mainstream Core Standards along with bespoke training where a need cannot be met through the Kent Core Offer.
  - D. **Communication and Engagement** – to be improved to make sure parents/carers are equal partners in decision making and the outcome communicated with parents and school staff in a more-timely manner.
  - E. **Sensory STLS and Physical Disability (PD) STLS** – currently managed by the Valence School in Sevenoaks, the proposal is to bring back in-house to strengthen multi-agency working and better alignment with the SEN teams.
- 7.3 To take part in the consultation people were directed to visit the KCC consultation webpage <https://letstalk.kent.gov.uk/stls> to complete the online questionnaire, or alternatively to use the postal route for those who may not have access to the internet. The consultation was widely published using different channels, including: direct emails to key stakeholders, Kent Association of Headteacher Chair communication to Headteachers, SEND e-bulletin, Headteacher briefing meetings and social media posts. Furthermore, KENT PACT and National Deaf Children’s Society and the Sensory STLS

Lead Co-ordinators supported further awareness raising of the consultation with families of children and young people with SEND in Kent.

- 7.4 To support the online consultation, a range of Question and Answer sessions were arranged to compliment the formal consultation responses. These included four sessions for the STLS teams, two of which were in person and two virtual, and two further virtual sessions for anyone who wished to attend.
- 7.5 Aside from the formal consultation and scheduled Question and Answer sessions, further feedback has been received via a dedicated mailbox: [stls@kent.gov.uk](mailto:stls@kent.gov.uk).
- 7.6 There has been a high level of response and engagement with the STLS Redesign consultation, with 557 completed questionnaires, of which:
- 462 were completed online
  - 95 hard copies were delivered in person at the County Hall on behalf of Meadowfield Special School in Swale.
- 7.7 The largest proportion of responses were made by education professionals (77%), of which 37% were from Mainstream Primary Schools, 34% from Special Schools, 11% Early Years, 5% Mainstream Secondary Schools. Further 11% of respondents selected 'other', majority of which (70%) were recorded as 'STLS'.
- 7.8 Full analysis of the STLS Redesign consultation feedback can be accessed via KCC's *Let's talk Kent* online consultation webpage: <https://letstalk.kent.gov.uk/stls>

## **8. Interdependencies**

- 8.1 The SEND Strategy and the CATIE frame the developments and interdependencies of this consultation with a further review expected on the distribution of High Needs Funding (HNF) to support children with SEND in mainstream settings and schools.
- 8.2 The HNF review is subject to a separate consultation, the outcome of which could impact the delivery of the STLS, as part of the overall available support to improve access and inclusion of children and young people with SEND in mainstream educational settings. To accommodate any changes that may be necessitated later, flexibility will be built into future STLS SLAs to ensure a joined-up approach.
- 8.3 The Countywide Approach to Inclusive Education, the High Needs Funding review and the STLS review provide the opportunity to consider the whole system and to allocate resources and support where they can have the greatest impact.

## **9. Financial Implications**

- 9.1 The STLS budget is funded from the High Needs Block of the Dedicated Schools Grant. This is a ring-fenced grant from the Department of Education.

This grant is significantly overspent with a projected shortfall in funding of £42m in 2020-21 and when added to the previous shortfalls brings the total deficit to £103m.

- 9.2 The current budget for the STLS is £8.5m per annum, consisting of £5.7m for Core STLS, £2.5m for Outreach and £300K Pension.

<b><u>STLS Budget v Forecast 2021/2022</u></b>				
Budget 2021/22	District STLS	PD STLS	Sensory STLS	Total Budget
Core funding	£3,482,036	£325,200	£1,894,637	£5,701,873
Outreach funding	£2,400,000	£100,000	£0	£2,500,000
Pension funding				£333,063
<b>Total Budget</b>	<b>£5,882,036</b>	<b>£425,200</b>	<b>£1,894,637</b>	<b>£8,534,936</b>

- 9.3 The STLS budget has not significantly changed since devolved in 2012. Some districts have seen a decrease in staffing to operate within the allocated budgets, whilst others have relied on other sources of income (such as funding bids, chargeable training or traded services with other local authorities) to deliver the service.

- 9.4 Over 90% of the STLS district budget is spent on direct staffing costs.

- 9.5 SLA holding Special Schools have taken different approaches to charging of overhead related activities of managing this service. It is recognised this will need to be addressed in the new SLAs.

- 9.6 The distribution of STLS resource/budget will need to be considered in terms of level of demand for the service. A fair and equitable formulae could take account of key factors that determine the expected level of demand on the service, for example deprivation, free school meals, number of SEN pupils and number of EHCPs. Annual financial reviews will need to be conducted to assess continuing sustainability and value for money.

- 9.7 The proposals include plans for a comprehensive countywide programme of continuous professional development to maintain the level of specialism and expertise of the practitioners that will enable capacity building and sustainability. This will be scoped outside of the STLS redesign as part the Local Authority's organisational development of the SEN service.

- 9.8 This is a substantial financial commitment to be made against a budget that is significantly overspent. Therefore, the performance of this service, in conjunction with other services designed to support SEN inclusion in mainstream settings and schools, will need to be carefully monitored. This will ensure sufficient progress is being made towards the target that in Kent the proportion of children with SEN supported in each provision type reflects national averages. The SLAs will need to allow for the refocus/change in level

of resources where required along with being able to respond to any further budgetary constraints.

## **10. Legal implications**

- 10.1 The Specialist Teaching and Learning Service operates within a framework of national legislation and local strategies and standards. The Sensory STLS is the only element of the Specialist Teaching and Learning Service which has a statutory role.
- 10.2 The Children and Families Act 2014<sup>7</sup> and SEND Code of Practice 2015<sup>8</sup> set out the responsibility to improve services, life chances and choices for vulnerable children and to support families. The Act states that “where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil’s area of need, the school should consider involving specialists.”
- 10.3 Under Section 10 of the Children Act 2004 and Section 75 of the National Health Service Act 2006 local authorities and CCGs have a statutory duty to consider the extent to which children and young people’s needs could be met more effectively through integrating services and aligning or pooling budgets in order to offer greater value for money, improve outcomes and/or better integrate services for children and young people with SEND.
- 10.4 Schools have a range of duties under the Equalities Act 2010, including duties relating to disability.
- 10.5 TUPE (Transfer of Undertakings Protection of Employment) regulations protect employees’ rights when they transfer to a new employer. TUPE is a key consideration if the decision is taken to bring any element of the STLS provision back in house. This process will need to be planned and resourced to ensure the local authority will meet its legal obligations and minimise the disruption to service delivery.

## **11. Equalities implications**

- 11.1 An Equality Impact Assessment (EQIA) screening has been completed. It identified a low adverse equality impact rating. The EQIA is a dynamic document and will be updated following the Cabinet Member decision, accordingly.

## **12. Other corporate implications**

- 12.1 This service falls within the responsibility of the Special Educational Needs Division within the Children, Young People and Education Directorate.

## **13. Governance**

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<sup>7</sup> [https://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga\\_20140006\\_en.pdf](https://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf)

<sup>8</sup>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

- 13.1 Overall budget and responsibility of the STLS sits within the Children, Young People and Education Directorate, with accountability with Mark Walker, Director of Special Educational Needs and Disabled Children and Young People.

#### **14. Consultation options and recommendations:**

- 14.1 In developing the recommendations, consideration has been made to the changing landscape of SEND provision as set out in the CATIE, the planned organisational redesign of the SEN teams and the budgetary constraints of the High Needs Block of the Dedicated Schools Grant.
- 14.2 A phased approach is recommended to accommodate all the above variables and potential changes arising from the update to the SEN Code of Practice, and the review of how High Needs Funding is used to support both individual and groups of children with SEN in mainstream schools. This will ensure what STLS are providing and how they are operating continues to align with the local authority's overall vision to inclusion.
- 14.3 Through robust monitoring and management of a consistent, targeted and strategically aligned service, the local authority will be able to assess the impact of the provision, alongside the wider inclusion activities, in managing the demand for EHCPs, reducing the proportion of children being placed in special schools, and limiting our spend on independent sector placements. This approach would allow incremental changes in the light of changing demands, the amended Code of Practice, and other SEND strategic work.
- 14.4 The following recommendations take into consideration the formal responses to the consultation, the feedback from stakeholders, the interdependencies with the wider SEN redesign and the forthcoming High Needs Funding review and Locality Based Resources consultation:

#### **A. Structure of STLS**

##### Proposal

- Option 1 - The STLS District level offer to continue to be aligned with and managed by 12 Special Schools operating in Kent's 12 Districts (District model)
- Option 2 - The STLS District level offer to be aligned with and managed by four Special Schools across Kent in North, South, East and West (Area model)

##### Summary of consultation feedback

- Overwhelming support (76%) for the District model (option 1), particularly when combined with the added benefits of the Area Inclusion Officer role in driving greater oversight, consistency and accountability.

##### Recommendation

- To proceed with option 1 to in continuing to deliver the service via 12 Special Schools across Kent (District model)

- To extend the existing SLAs from April to August 2022
- Grant new three-year flexible SLAs from September 2022 to include the recommendations outlined in sections B, C & D
- The new SLAs to align with key milestones (High Needs Funding Review consultation and SEN Redesign) with annual opportunities to modify the SLAs, accordingly
- The SLAs to be co-produced with KSENT and LIFT Executives to ensure alignment of services and funding, and to maintain high quality provision as wider elements of the SEND landscape are developed over the length of the SLAs. **Appendix 5 is the draft SLA.**
- The budget for the first year will be based on existing levels for core and outreach. The budget will be subject to annual review and adjustment, based on outcome of the interdependencies outlined and the need to distribute resources equitably across the county.

## **B. Access to Specialist Advice, Support and Interventions**

### Proposal

- Drop-in Clinics - to provide targeted and specialist information and advice to school/setting staff on individual cases or cohort of individuals
- Local Inclusion Forum Team (LIFT) meetings - with emphasis on LIFT meetings to be solution focussed and represent multi-agency practitioners providing specialist advice and support to settings and schools with follow up actions to ensure implementation
- Intensive Specialist Support - time-limited, intensive specialist support, working directly with school/setting staff in planning and directly demonstrating targeted support where a child or young person's placement is at risk of breakdown. The emphasis is on building capacity and sustainability in the setting/school to offer specific interventions.
- Allocation of Link Teacher - allocation of a named Specialist Teacher to support whole school level SEND planning and provision

### Summary of consultation feedback

- Over 72% of respondents either agreed or strongly agreed with the proposed tiered access to specialist advice, support and interventions.

### Recommendation

- Incorporate the proposals in the new SLAs from September 2022, with built in timeframe to mitigate any unintended consequences

## **C. Core Training Offer**

### Proposal

- Focus mainly on the Targeted and Specialist level training.

- Access to chargeable bespoke training, where a need is identified which cannot be met through the existing training offer available in Kent,
- Incorporate the voice of parents/carers in identifying gaps, quality and consistency of the training offer for parents/carers.
- Specialist Teachers to have, or work towards obtaining, relevant qualifications in an area of SEND, as part of their Continuous Professional Development (CPD)

#### Summary of consultation feedback

- 68% of respondents either agreed or strongly agreed with the proposal that the SLS core training should be at the targeted and specialist levels.

#### Recommendation

- Incorporate the proposals in the new SLAs from September 2022, with built in timeframe to mitigate any unintended consequences
- The STLS core offer developed in line with the Kent Directory of resources
- Allow 18 months overlap from September 2022 to gradually transition from the current training offer to the new model
- Specialist Teachers to have, or work towards obtaining, relevant qualifications in an area of SEND, as part of their Continuous Professional Development

### **D. Communication and Engagement**

#### Proposal

- Links to other innovative solutions that promote best practice in working with parents and carers.
- Incorporate feedback from parents/ carers and young people in service evaluation, improvement and identification of gaps.
- Signposting to other services supporting parents/carers

#### Recommendation

- Incorporate all proposals in the new SLAs from September 2022
- Develop mechanism to include parent/ carer representation on the LIFT Executive Boards
- Close liaison with Kent PACT to build closer relationships with parents/ carers as part of ongoing formal and informal arrangements

### **E. County Services: PD and Sensory STLS**

#### Proposal

- To realign the Sensory STLS and Physical Disability STLS to be centrally managed by Kent County Council
- To maintain the County Professional Leads for their specialism and countywide quality assurance and line management of the existing staff.
- Development of a new programme of Continued Professional Development for PD STLS Specialist Teachers to be gradually rolled out over the course of the

new Service Level Agreement. The Sensory STLS Team to continue to follow the mandatory qualifications for specialist teachers of pupils with hearing impairment, vision impairment or multi-sensory impairment.

- To support closer alignment with the Kent Supported Employment Service, Adult Social Care Sensory Service, Kent and Medway Communication and Assistive Technology Service (KMCAT) and the Disabled Children and Young People's Occupational Therapy Service to ensure consistent and co-ordinated support in preparing young people with sensory and physical disabilities for the world beyond education, and independent living.
- To consider as part of the co-design of the new operating model how Habilitation Service, currently provided by Kent Association for the Blind, best aligns to ensure a joined-up offer of support for children and young people with visual impairments.

#### Rationale for the proposals

- Children and young people with sensory impairments, physical disabilities and/or long-term complex health conditions are a low incidence cohort who depend on the highly specialised support of qualified teachers to access the curriculum and progress in their education.
- The Sensory and PD STLS would benefit from a single robust governance and management structure due to its specialist nature, the dispersed low incidence and highly variable needs of this cohort of children and young people, and the close interdependencies and support pathways with other specialist teams within the local authority. A single holistic pathway will enable effective oversight, consistent processes of quality assurance and service improvement across the entire system.
- Central management by the council and maintenance of the specialist Professional Leads will enable effective governance and clear accountability, whilst maintaining existing staffing structures.
- Central management of the Sensory STLS by the Council is in line with the Sensory STLS' statutory role and the local authority's statutory function.
- Being part of the KCC structure, the County Professional Leads will be part of the local authority's governance structures with other senior leaders to support, steer and decision-making on a systemwide basis. This integrated model will ensure the adjustments, technology and active support that is needed is considered as part of a holistic network of support.
- Under the local authority, these services will be operational throughout the year.

#### Other Considerations

- The transfer of STLS Sensory and PD teams will involve TUPE consideration. The transfer of staff from one management structure to another will involve some disruption to the service. This will have to be carefully planned to minimise disruption and mitigate as far as possible any adverse impact on delivery
- STLS Sensory and PD teams must be fully involved in the design of a new operating model, bringing their expertise to support KCC colleagues in developing a new holistic offer, that builds on current aspects of best practice.
- There are practical considerations in terms of where staff will be based, equipment, storage of files and specialist equipment, development of new

processes and IT structures and the legal and technical considerations to transfer the highly rated STLS Sensory and PD websites onto the KCC platform.

- The development of a PD specific Continued Professional Development will have to be considered as part of the systemwide CPD programme, which is currently under discussion and development.

### Recommendation

- There has been a mixed response regarding the realignment of the Sensory and PD STLS to be managed by Kent County Council. Whilst the feedback from the service has overwhelmingly opposed the proposals to be centrally managed by Kent County Council, the responses from the wider stakeholder groups have been more closely aligned
- The recommendation for the Sensory STLS and PD STLS therefore reflect the range of responses to:
  - Extend the existing SLAs for 17 months commencing April 2022, with the intention to work through the consultation responses to plan and manage the next steps to create a fully integrated inhouse provision.
  - The Kent Association of the Blind Habilitation Service Grant to be extended in line with the Sensory STLS provision, with a full review of the service in the interim period.

## **15. Conclusions**

- 15.1 A key feature of the redesign is to raise the voice of people with relevant lived experience to shape and influence strategic decisions about this service and about inclusive practices in mainstream education. This approach will nurture trusting, collaborative, ongoing working relationships so people with lived experience can play an active role in designing the support and resources available and ensuring that what is being offered is clear, empowering, and outcomes focussed.
- 15.2 The STLS is one of the cornerstones of inclusive practice in Kent, supporting Early Years settings and schools in a positive way to build their capacity and confidence.
- 15.3 There are key milestones with significant changes that may impact the delivery of the district based STLS provision in the next two years (Changes to the SEND Code of Practice, SEND Organisational Design, HNF review, embedding of newly commissioned inclusion services). The proposal for three-year flexible SLAs will allow flexibility to respond to the changing environment. These will need to be co-produced with the SLA holding schools, KSENT and LIFT Executives at every step change to maintain joined up working, optimum use of resources and achieving better outcomes. The SLAs will be subject to ongoing performance monitoring and annual financial audit.
- 15.4 There are synergies to realigning the countywide STLS Sensory and PD services with the local authority. There are key practical considerations that will take longer to manage. An extension to the existing SLAs will allow

reflection on feedback received through the consultation, and consideration of the broader influencing factors.

15.5 The Schools Funding Forum supported these proposals with the following considerations:

- Length of SLA and future direction of the service.
- Remaining within the fixed funding envelope of £8.5m, subject to resolution of overspends. The service has not had an uplift in 10 years therefore continuing with this approach is seen as a real term cut. Future review of service to assess whether further investment would be beneficial.
- Contract management of the service through clear KPIs to assess impact of the service, including linking of parental satisfaction, interventions and outcomes achieved.

**Recommendation(s):**

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

1. Extend the existing STLS district Service Level Agreements (SLAs) for five months (April to August 2022, inclusive), and new flexible three-year SLAs for implementation from September 2022.
2. Improve strategic governance and monitoring of the SLAs as part of the wider Children and Young People Outcomes Framework knitting together the SEND Strategy, the priorities set out in the Countywide Approach to Inclusive Education (CATIE) and the STLS Key Performance Indicators.
3. Implement proposals for a consistent countywide tiered model of access to specialist advice, support and interventions from September 2022, including: drop-in clinics, solution focussed Local Inclusion Forum Team (LIFT) Meetings, Intensive Specialist Support to model specialist interventions and strategies, and allocation of a named Link Teacher to settings and schools, as a single point of contact.
4. Implement proposals for STLS to focus on targeted and specialist level training. This work to be linked to the development of the Kent Directory of Resources.
5. Offer the opportunity for chargeable bespoke training where a need is identified which cannot be met through the existing Kent training offer
6. Improve outcomes for children and young people with SEND by ensuring that all Specialist Teachers have access to an equitable programme of Continuous Professional Development (CPD), and that they have or be willing to work towards accredited qualifications in an area of SEND or membership of relevant national professional bodies.
7. Incorporate the voice of parents/carers as equal partners in design, development and monitoring of specialist training for parents/carers of children and young people with SEND, as well as involving them in service design, identification of gaps, evaluation and improvement.
8. Ensure greater transparency and accountability as part of annual financial audit to ensure resources are targeted and outcome driven.

9. Extend the Physical Disability and Sensory SLAs for 17 months commencing April 2022, with the intention to work through the consultation responses to plan and manage the next steps to create a fully integrated inhouse provision.
10. The Kent Association of the Blind Habilitation Service Grant to be extended in line with the Sensory STLS provision, with a review of the service in the interim period.

## 16. Background Documents

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

- [STLS Prospectus 2012](#)
- [SEN Mainstream Core Standards 2021](#)
- [Best Practice Guidance for the Early Years](#)
- [Kent SEND Strategy 2021 - 2024](#)
- [Kent Inclusion Statement](#)
- [Commissioning Plan for Education Provision in Kent 2020 to 2024](#)
- [SEND Local Offer](#)
- [Written Statement of Action](#)
  
- Link to Consultation Documents:  
[Specialist Teaching and Learning Service Redesign | Let's talk Kent](#)

## 17. Contact details

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# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

## DECISION TO BE TAKEN BY:

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

## DECISION NO:

To be allocated by Democratic Services

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

## Key decision:

*Key decision criteria. The decision will:*

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

## Subject Matter / Title of Decision

Specialist Teaching and Learning Service (STLS) - Consultation outcome on service redesign and delivery options from April 2022

## Decision:

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

- Extend the existing STLS district Service Level Agreements (SLAs) for five months (April to August 2022, inclusive), and new flexible three-year SLAs for implementation from September 2022.
- Improve strategic governance and monitoring of the SLAs as part of the wider Children and Young People Outcomes Framework knitting together the SEND Strategy, the priorities set out in the Countywide Approach to Inclusive Education (CATIE) and the STLS Key Performance Indicators.
- Implement proposals for a consistent countywide tiered model of access to specialist advice, support and interventions from September 2022, including: drop-in clinics, solution focussed Local Inclusion Forum Team (LIFT) Meetings, Intensive Specialist Support to model specialist interventions and strategies, and allocation of a named Link Teacher to settings and schools, as a single point of contact.
- Implement proposals for STLS to focus on targeted and specialist level training. This work to be linked to the development of the Kent Directory of Resources.
- Offer the opportunity for chargeable bespoke training where a need is identified which cannot be met through the existing Kent training offer
- Improve outcomes for children and young people with SEND by ensuring that all Specialist Teachers have access to an equitable programme of Continuous Professional Development (CPD), and that they have or be willing to work towards accredited qualifications in an area of SEND or membership of relevant national professional bodies.
- Incorporate the voice of parents/carers as equal partners in design, development and monitoring of specialist training for parents/carers of children and young people with SEND, as well as involving them in service design, identification of gaps, evaluation and improvement.

- Ensure greater transparency and accountability as part of annual financial audit to ensure resources are targeted and outcome driven.
- Extend the Physical Disability and Sensory SLAs for 17 months commencing April 2022, with the intention to work through the consultation responses to plan and manage the next steps to create a fully integrated inhouse provision.
- The Kent Association of the Blind Habilitation Service Grant to be extended in line with the Sensory STLS provision, with a review of the service in the interim period.
- To delegate authority to the Corporate Director of Children, Young People and Education or other Officer, to undertake the necessary actions to implement the decision.

**Reason(s) for decision:**

**Background:**

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

The STLS is one the main vehicles for mainstream early years settings and schools to access the specialist advice, support, training and interventions to gain the specialist skills, confidence and capacity to meet the additional needs of children and young people with SEND. The STLS was devolved from the local authority in 2012 and is managed by 12 Special Schools, one per district. There are also two countywide provisions for Sensory and Physical Disability, both managed by one Special School in Sevenoaks district.

However, there have been growing challenges on the system, with increasing numbers of requests for Education Health Care (EHC) needs assessment made by parents who have indicated a lack of confidence in their child’s education provision. Additionally, children have increasingly been placed in specialist provision or special schools; with significant budgetary pressures exacerbated by the rising numbers and costs associated with independent sector placements. Over the last year the local authority has been reviewing the strategic approach to these challenges and the impact of a continuum of support and services to improve inclusivity in mainstream education settings.

Whilst the feedback to the surveys indicate a high level of satisfaction to the current service delivery model, there are some variations and inconsistencies across the county. In addition, with growing number of pupils with more complex needs, settings and schools (particularly at secondary stage) feel they need more targeted and specialist support and training to be able to meet the additional needs of learners. This should lead to a reduction in the number of requests for EHC assessments, where the support needed is universally available.

The above activities resulted in the need to publicly consult on the future proposals for the STLS offer to support mainstream early years settings and schools across the four dimensions of need as set out in the SEND Code of Practice. The Code of Practice is currently being review with expected publishing date in the first quarter of the new calendar year January/March 2022.

The STLS redesign is interdependent on the commissioning activities arising from the CATIE and the proposed High Needs Funding (HNF) review. To accommodate any changes that may be necessitated later, flexibility will be built into the new SLAs to ensure a joined-up approach. These three elements combined provide the opportunity to consider a systemwide approach to allocate resources and support where they can have the greatest impact.

**Financial Implications:**

The annual budget for the STLS is £8.5m per annum. This budget is funded from the High Needs Block of the Dedicated Schools Grant.

**Legal implications**

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

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

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

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

**Equalities implications**

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

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

Discounted options include:

- Open market bids to deliver the service – whilst this option may result in savings, the focus of the STLS redesign has been to introduce greater consistency and equity
- To bring the whole provision back in house. Whilst this is the approach proposed for the countywide Sensory and PD STLS, it was discounted for the district offer.

**Cabinet Committee recommendations and other consultation:**

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

**Any alternatives considered and rejected:**

**As stated above**

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

.....  
signed

.....  
date

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## Appendix 1: Inclusion Outcomes Matrix

INCLUSION OUTCOMES MATRIX					
Kent CYP Outcomes Framework	My Quality of Life: I am happy and enjoy life				
	My Voice: I am listened to and understood	My Learning: I am the best that I can be at school, college or work	My Safety: I feel safe at home and out and about & My Health: I am as healthy as I can be	My Community: I can do things I like in my local area	My Future: I have choice about my future
Themes	Child & family centred	Progress in Education	Social, physical and emotional wellbeing	Community	Transitions & Independence
CATIE Outcomes  (What do we want to achieve?)	Parents and carers are confident that their child's school or setting has the knowledge, skills and confidence to meet their needs.  Parents/carers have confidence that their child or young person's broader health, wellbeing and social care needs are being supported.	Children and young people with SEND have their needs identified early and receive appropriate levels of support that enables them to engage and make appropriate progress in their learning.  Children and young people with SEND achieve their potential academically, gaining skills, knowledge, and confidence to move to the next stage of learning and independence with success.	Children and young people with SEND receive timely and holistic support from education and wider services that responds to their health, wellbeing or social care needs and supports their inclusion in education.  Children and young people with SEND are able to thrive socially and emotionally at school.	Support delivered within and through schools is connected to a wider, integrated offer.	Children and young people experience positive transitions between key stages of education and settings as well as wider life events and are prepared to live as independently as possible.
SEND Strategy Priorities:  (What do we need to do?)	Improve the way we work with children and young people, parents and carers.	Improve education, care and health outcomes for children and young people with SEND.  Identify and assess the needs of children and young people earlier and more effectively.		Ensure children and young people with SEND are included in their local community.	Ensure children, young people and their families have positive experiences at each stage of their journey including a well-planned and smooth transition to adulthood.

<p>How can we support this through mainstream schools?</p>	<p style="text-align: center;">↑</p> <p style="text-align: center; border: 1px solid black; padding: 5px;">Training &amp; Peer Support, IAG and Resources:</p>	<p style="text-align: center;">↑</p> <p style="text-align: center; border: 1px solid black; padding: 5px;">Multi-agency support networks</p>	<p style="text-align: center;">↑</p> <p style="text-align: center; border: 1px solid black; padding: 5px;">Transition Charter and Resources</p>
<p><b>CATIE School level outcomes:</b></p> <p><i>(What would this look like in schools?)</i></p>	<ul style="list-style-type: none"> <li>• Schools meet the needs of children and young people with SEND and strengthen inclusive practice through <b>access to a graduated core offer of training, development and peer review activities.</b></li> <li>• Staff in mainstream schools have improved knowledge, skills and confidence in responding to the needs of CYP with SEND through <b>access to high-quality information, advice and support from multi-agency professionals and specialist teachers.</b></li> <li>• Schools have access to <b>streamlined and effective locality structures</b> through which to share advice, best practice and information as well as accessing wider support for individual CYP with SEND.</li> <li>• Schools <u>are able to</u> draw upon <b>flexible locality resources, in the form of financial and practical support.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Support delivered within and through schools is <b>connected to a wider, integrated offer from partner services</b>, which support the child or young person's broader social, emotional and physical wellbeing.</li> <li>• Schools are able to <b>draw upon, and work in partnership with, a wider range of professionals</b> to ensure a holistic response to meeting the needs of children and young people.</li> </ul>	<p>Schools <u>are able to</u> <b>facilitate smooth and successful transitions through effective local collaboration</b>, built upon:</p> <ul style="list-style-type: none"> <li>• a shared understanding of <b>best practice</b> in relation to transition</li> <li>• <b>tools and approaches</b> to support planning for individual children and young people, including preparing for adulthood.</li> <li>• access to <b>resources and opportunities</b> for transition activities.</li> </ul>

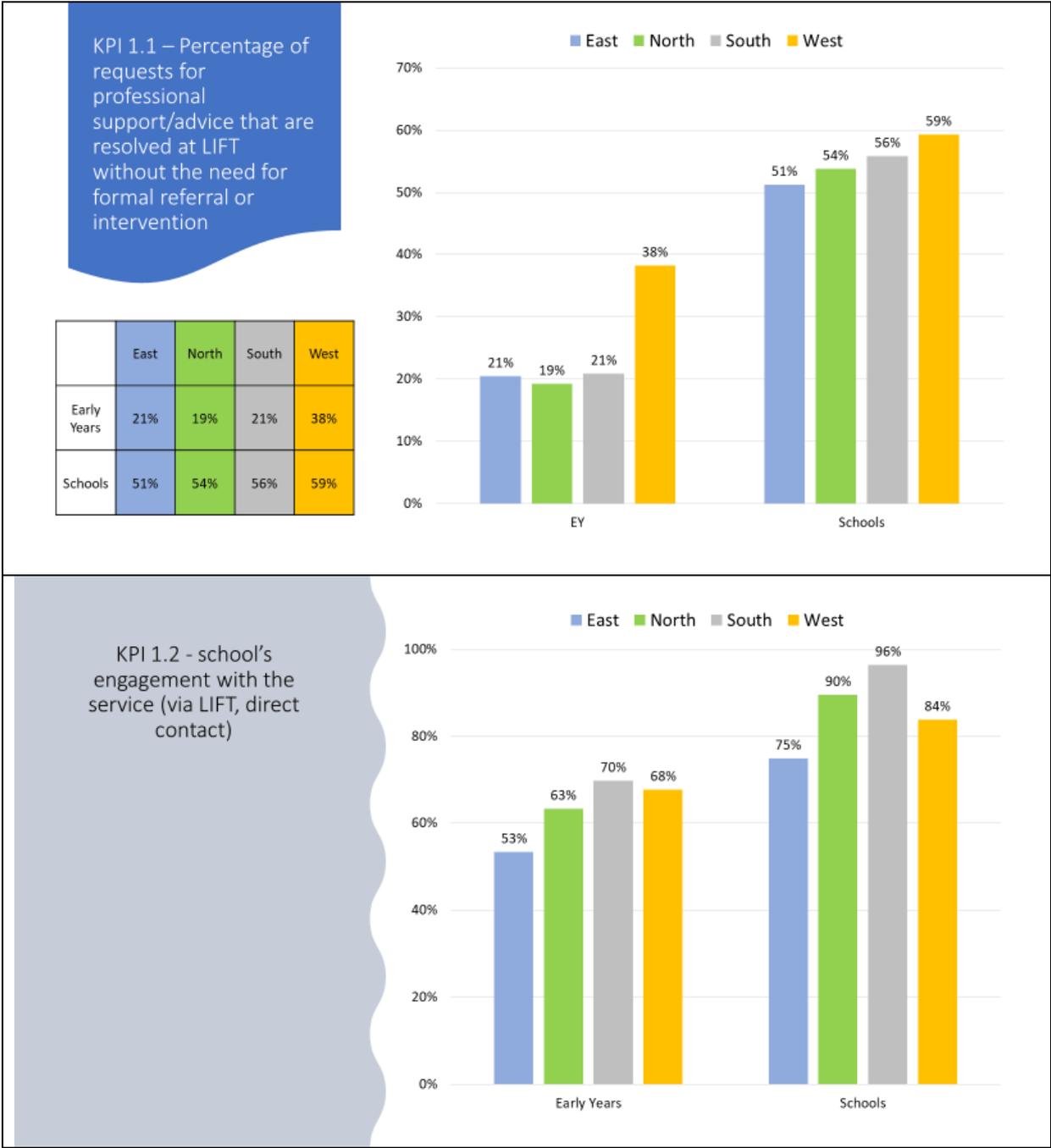
<p><b>Example Indicators</b></p> <p><i>How do we measure impact through service delivery?</i></p> <p><i>(sample of indicators only).</i></p>	<ul style="list-style-type: none"> <li>• Increase in the percentage of parents that agree or strongly agree with the parental survey statements that they are confident the educational provider can meet needs and has the knowledge/ skills)</li> <li>• Staff reporting improved knowledge and skills in responding to the needs of pupils with SEMH</li> <li>• Staff reporting increased confidence in meeting the needs of CYP</li> <li>• Pupils reporting improved emotional wellbeing / reduced relationship difficulties at school (or demonstrated through Boxall Profiling)</li> <li>• Staff reporting improved active participation in learning, including attainment and progress, from CYP who receive SEN Support / have an EHCP.</li> <li>• Pupils achieving or making significant progress towards the targets set by Specialist Teacher</li> <li>• improvement in attendance of CYP who receive SEN Support / have an EHCP</li> <li>• Reduced percentage of CYP with an EHCP / SEN Support subject to a permanent exclusion</li> <li>• Reduced percentage of CYP with an EHCP / SEN Support on a reduced timetable</li> <li>• Proportion of SEND students transitioning successfully into paid work, work experience, or further education to gain qualifications needed for their informed careers pathway.</li> <li>• Ensure the percentage of CYP with an EHCP who <u>are NEET</u> remains below the national figure</li> </ul>
<p><b>System Level Outcomes</b></p> <p><i>What long-term system level outcomes are we aiming to achieve?</i></p>	<p><b>Through strengthening outcomes at an individual and school-level, we will see longer-term progress towards the following countywide outcomes:</b></p> <ul style="list-style-type: none"> <li>• A greater proportion of children and young people with SEND access a high-quality, inclusive education within a mainstream setting (where this is appropriate to their needs)</li> <li>• There is improvement in outcomes, attainment and progress made by children and young people with SEND</li> <li>• Achievement gaps close for pupils on free school meals, children in care, young offenders, and pupils with SEND.</li> </ul>

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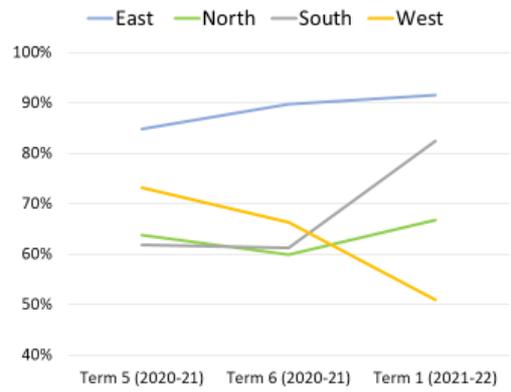
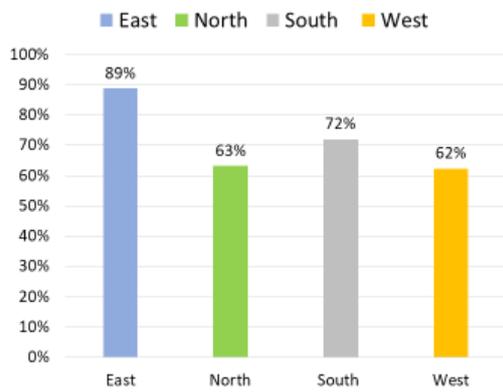
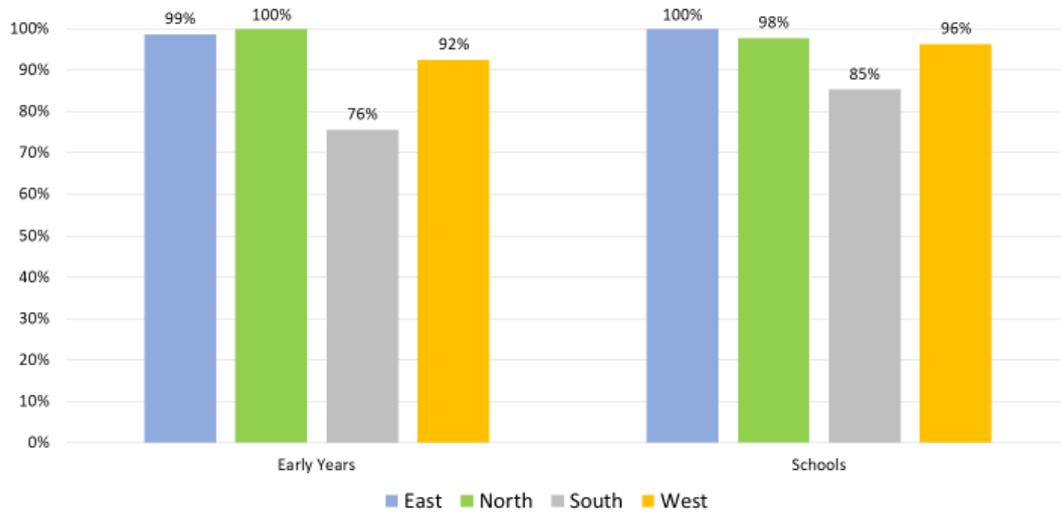
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**Appendix 2 – Summary of Key Performance Indicators introduced from April 2021**

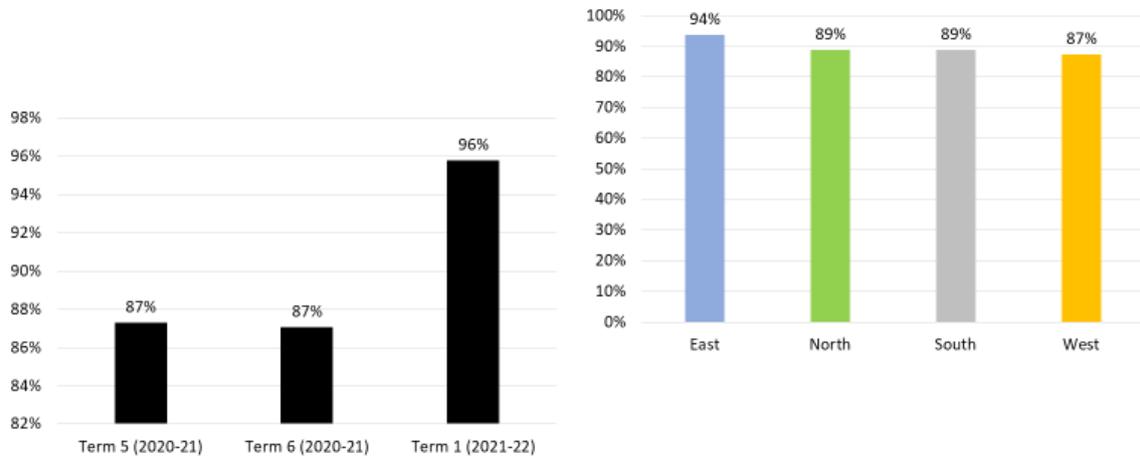


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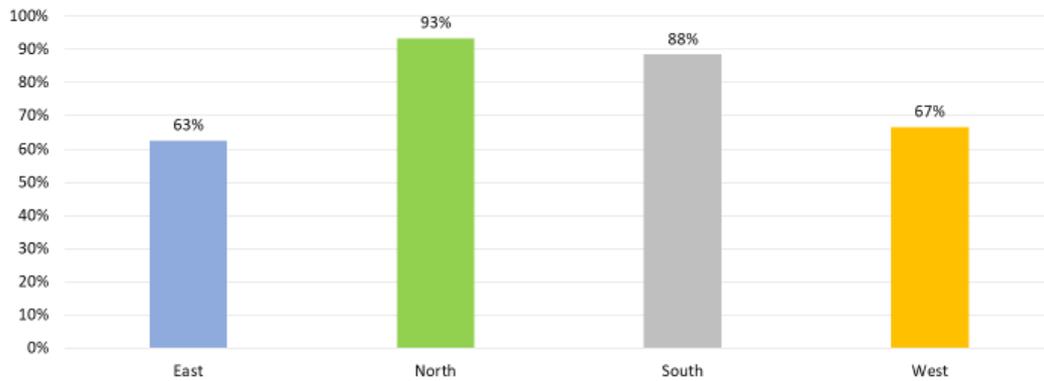


KPI 2.1 - At review how many pupils achieved or making significant progress towards the targets set by Specialist Teacher

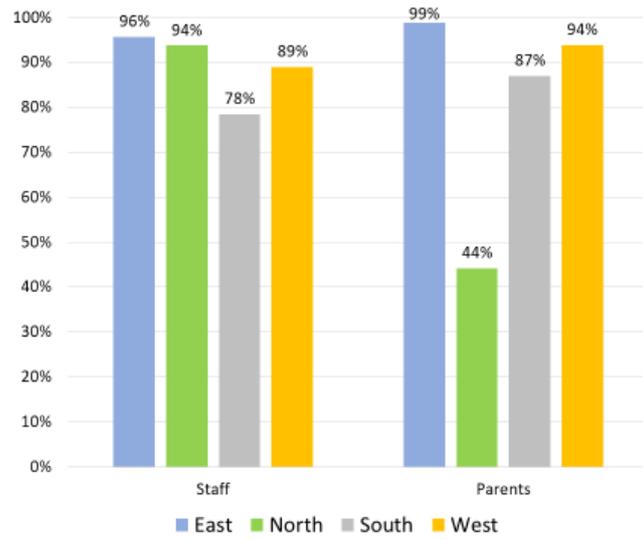
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KPIs 3.1 - 3.2—  
Staff and parents'  
confidence of  
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## Appendix 3 – Initial Service Review Findings

### Service Review – Initial Findings

A comprehensive review of the STLS provision was undertaken with the SLA holding schools between October and November 2020.

The review identified the following areas as those that are most valued and considered as its strength:

- Solution focussed LIFT process embedded in some districts
- Networking with linked professionals, such as Special Educational Needs Coordinators (SENCOs), Provision Evaluation Officers (PEOs) and Inclusion Attendance Advisors (IAA)
- Strong partnerships and collaborative relationships between districts
- Flexible offer to schools and settings to meet local need
- Parental trust and engagement
- Some districts have developed innovative approaches to transition planning and outcomes at different phases of education. The success of these approaches is yet to be tested to assess sustainability.

The review also identified areas requiring improvement. These included:

- Complex governance arrangements
- Capacity and funding issues
- Lack of consistency and equity of offer across Kent
- Access to other resources, particularly those commissioned by the NHS
- Clarity of roles and responsibilities of the wider workforce within SEND
- Accountability versus responsibility in relation to inclusive practice and academic achievement
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### Stakeholder survey feedback

An initial focus area of the redesign included extensive stakeholder engagement to understand what is working well in the current provision, identify gaps and areas for further improvement and appraisal of options for the redesign of the service.

Two on-line stakeholder surveys were launched in May 2021: one to seek feedback from mainstream early years settings, schools and other practitioners; and another for feedback from parents/ carers and young persons with lived experience of the STLS.

The purpose of these surveys was to assess the STLS performance on a range of measures and to obtain feedback on the quality and impact of the current provision, experience of parents/carers of children in receipt of services from STLS, and potentially what the future service could look like. Survey feedback summaries can be found on the Kelsi website via this link <https://www.kelsi.org.uk/special-education-needs/inclusion/stls-review>

**What settings, schools and practitioners have told us:**

A total of 515 responses were received from a cross section of settings, schools and other practitioners from across Kent.

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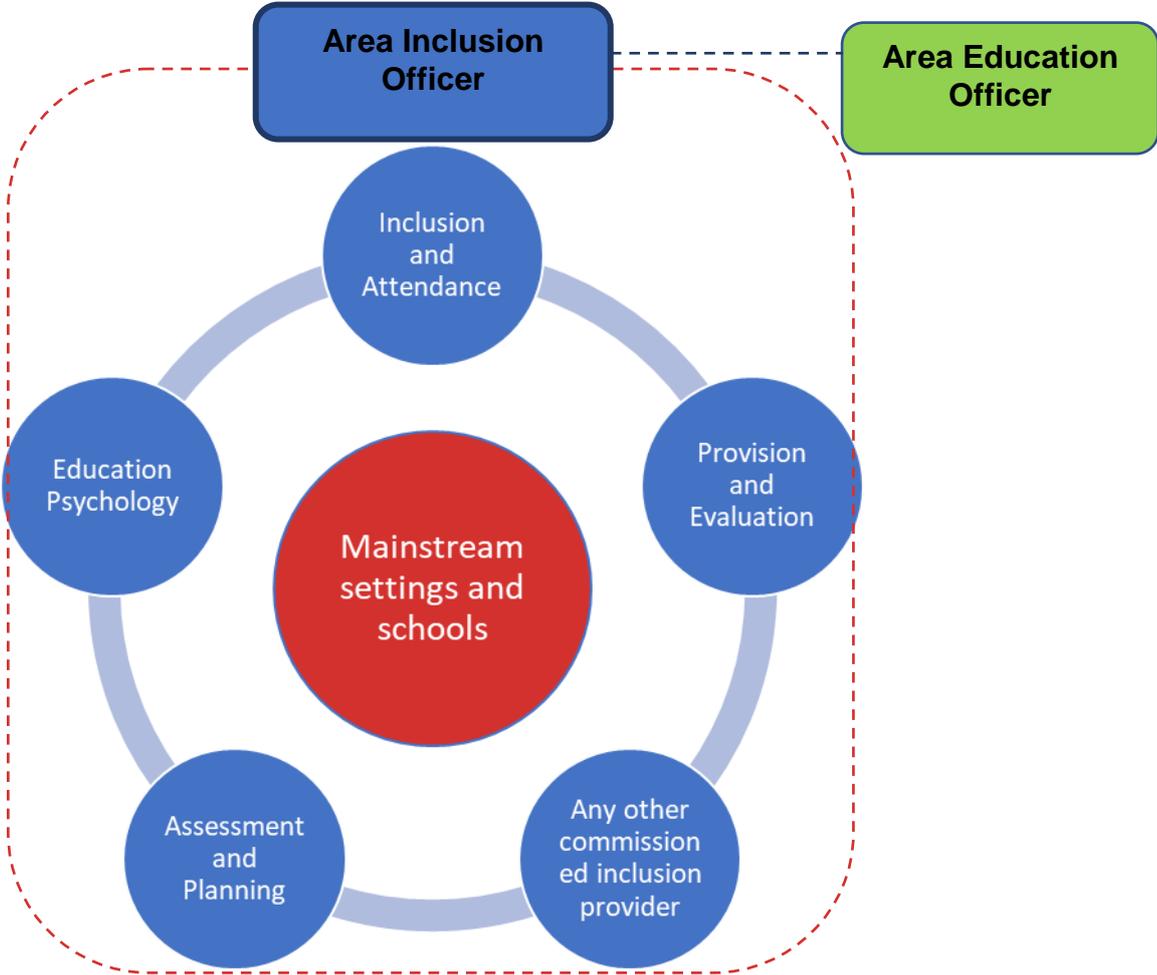
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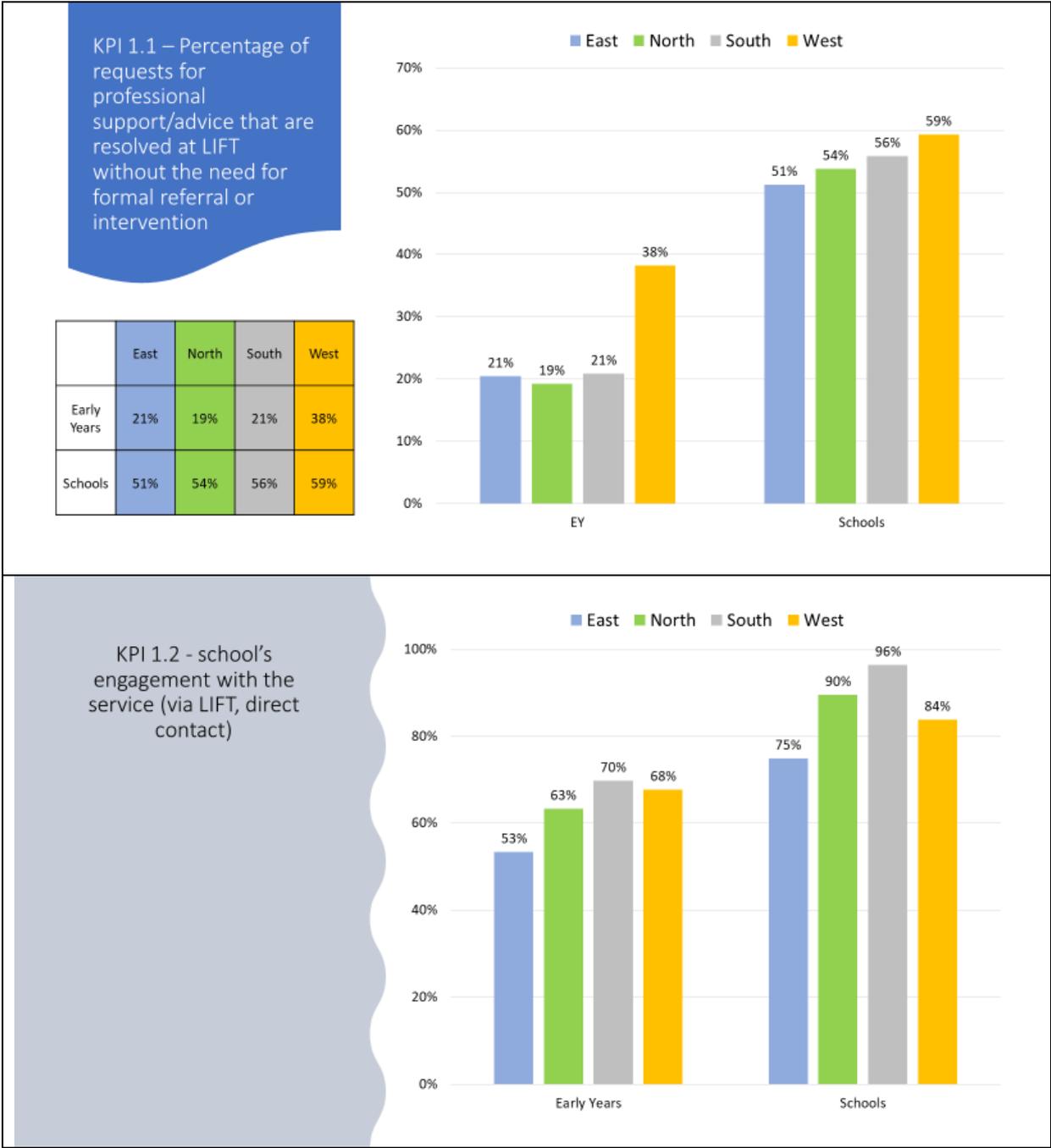
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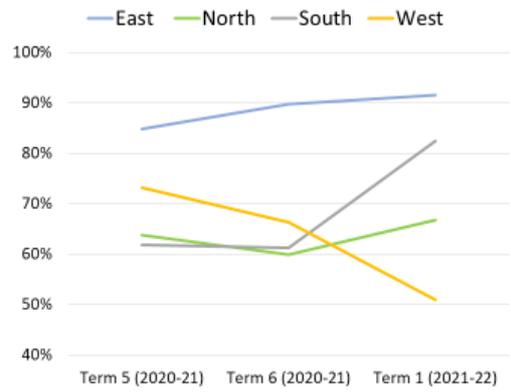
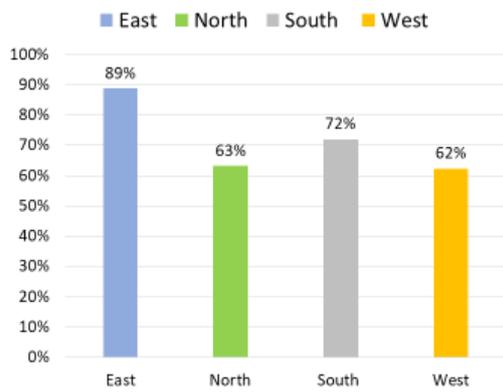
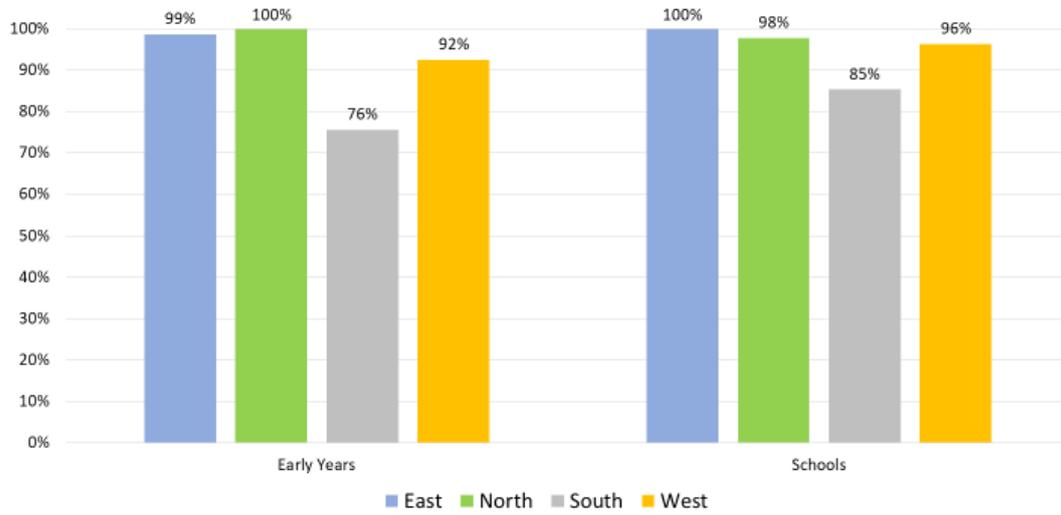


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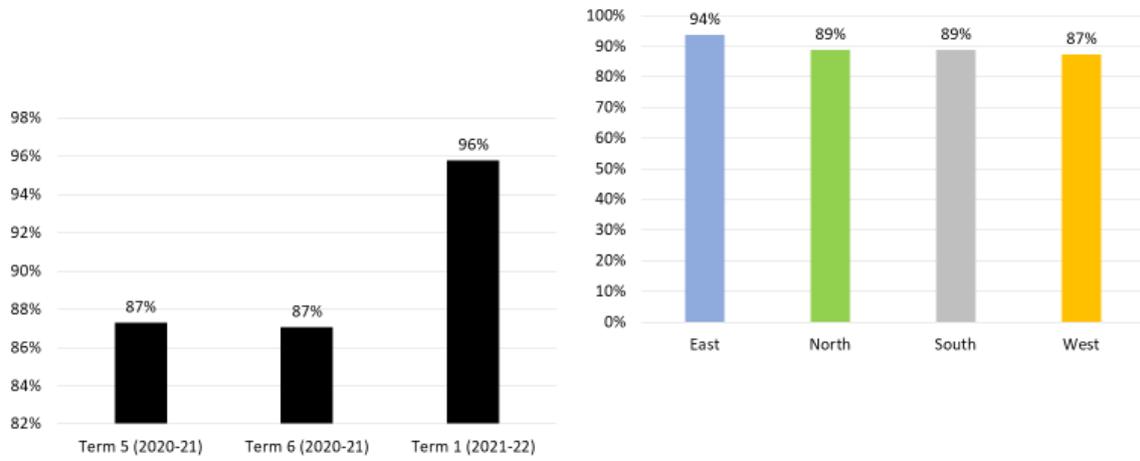


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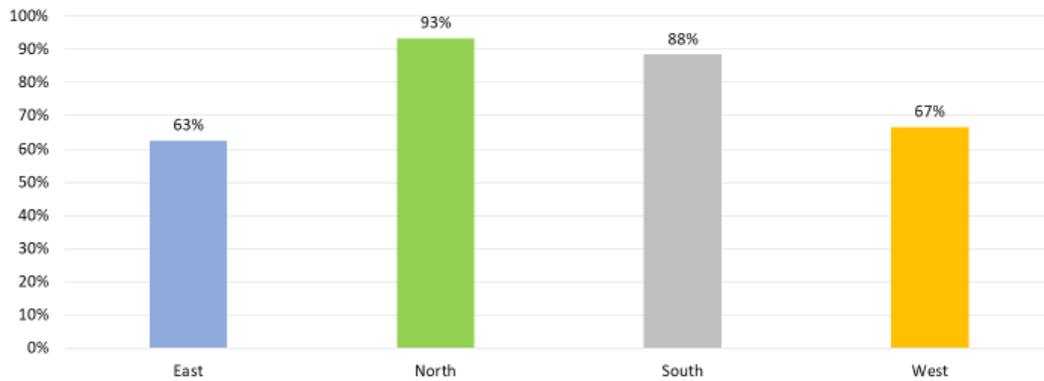


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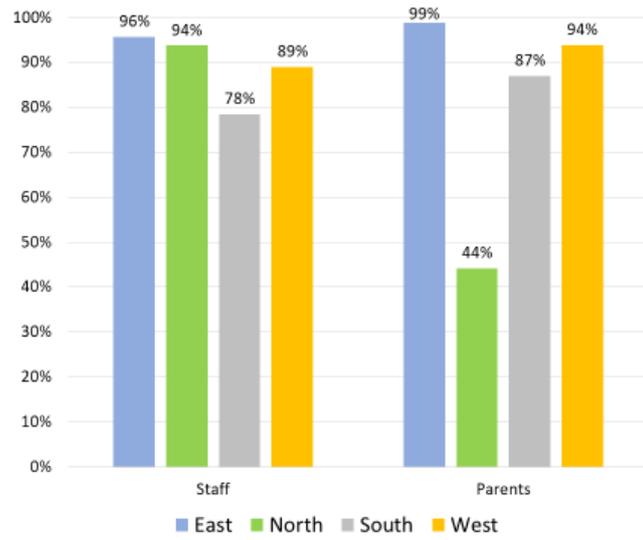
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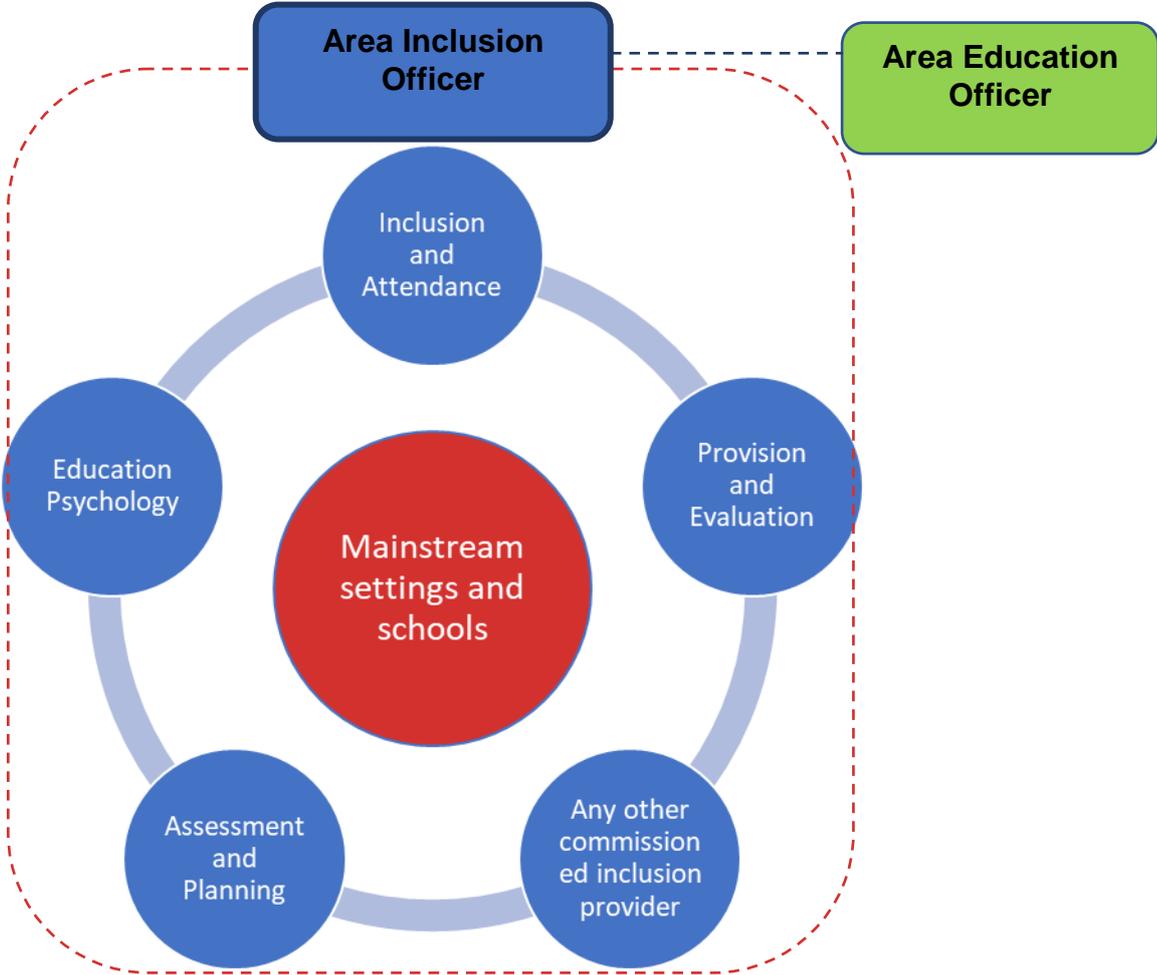
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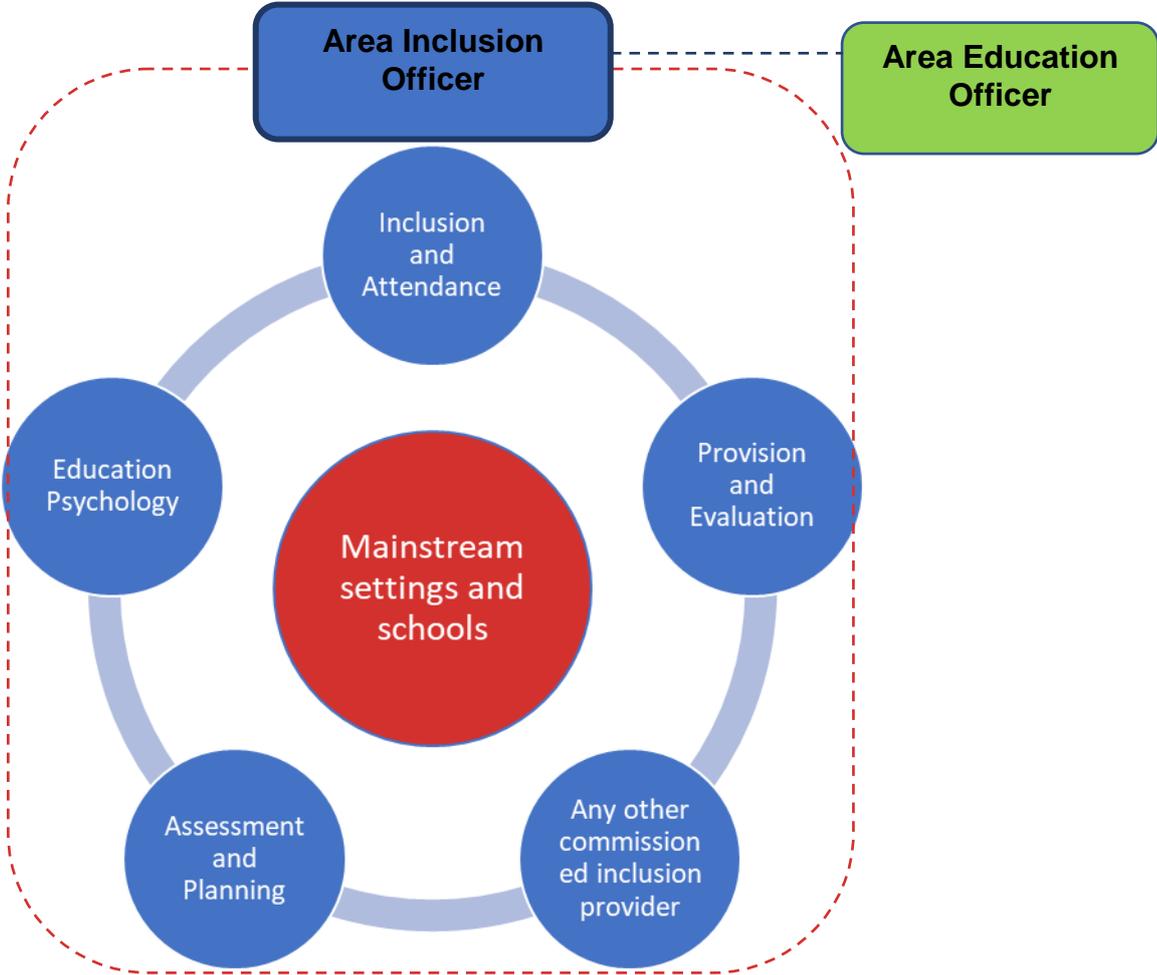
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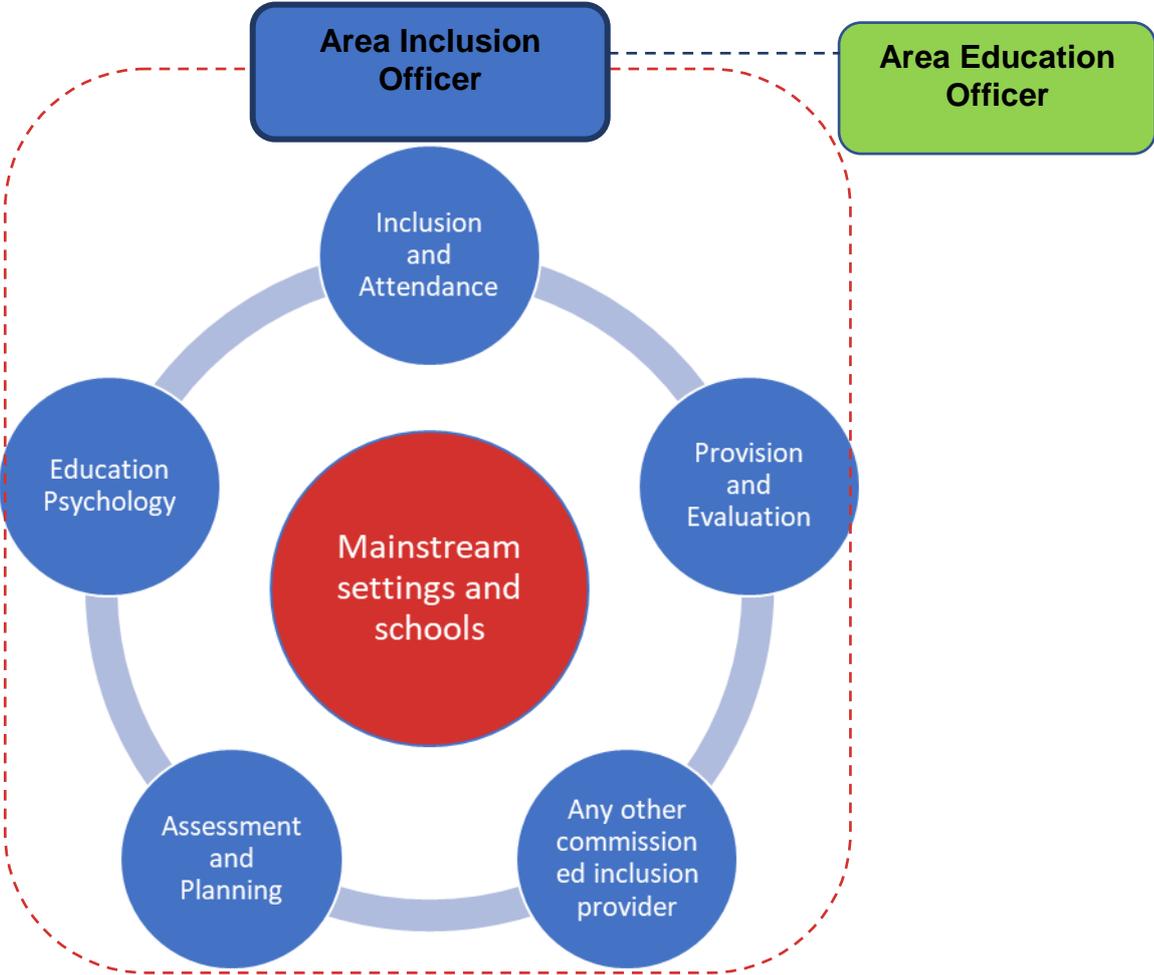
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## Kent County Council Service Level Agreement (SLA) with xxx

to deliver

### The Specialist Teaching and Learning Service in the District of xxx

THIS AGREEMENT is made on the xxx

BETWEEN

**THE KENT COUNTY COUNCIL** of County Hall, Maidstone, Kent ME14 1XQ (“KCC”)

and

**THE GOVERNING BODY OF xxx**, (“School”)

IT IS HEREBY AGREED as follows:

#### **1. The Agreement**

- 1.1 The xxx is commissioned to provide the management and delivery of The Specialist Teaching and Learning Service within the Kent Local Authority xxx District for the period xxx – xxx. The xxx Local Inclusion Forum Team (LIFT) Executive will provide strategic oversight of this service and drive local inclusion responses based on local need.
- 1.2 The total annual funding of this service in the xxx District is £xxx
- 1.3 The purpose of the SLA is to formalise the arrangements for host special schools to provide timely advice and support to Kent’s mainstream schools and early years settings as part of Kent County Council’s co-ordinated strategy for SEN support. The future delivery of the service will be inline with the Kent Special Additional Needs and Disabilities (SEND) Strategy and the Countywide Approach to Inclusive Education (CATIE).

#### **2. Vision and Aims**

The main aim of the Specialist Teaching and Learning Service (STLS) is to enable children and young people with SEND who attend mainstream early years settings and schools to have access to teaching and learning that is differentiated and enables them to make progress.

The STLS must act as a key driver in developing the targeted and specialist knowledge, skills and expertise in Kent early years settings and mainstream schools in order to create a coordinated, equitable, and effective provision of additional support for children and young people with Special Additional to:

- raise standards of high-quality Inclusive teaching in mainstream classrooms
- close attainment gaps and improve pupil SEND targets and track progress to these outcomes

- prevent exclusion by ensuring staff skills and provision is right to meet the needs of vulnerable children
- build SEND capacity in early years settings and mainstream schools to meet the needs of children in the mainstream sector through high quality evidence led advice and training
- reduce the need for statutory assessments by building confidence in the sector and influencing Inclusive cultures
- ensure full access to learning for all the children and young people with special educational needs and disabilities in our schools

The overarching aim of the STLS is to support early years settings and schools to build their capacity and confidence to identify the right children at the right time, deliver high quality provision for children and young people with special educational needs and disabilities (SEND), to improve pupil progress and outcomes and to spread the best practice across Educational settings. This will be achieved in the following way:

- 2.1 Build capacity within mainstream schools and settings to equip staff at all levels to recognise and successfully include learners with SEND.
- 2.2 Provide support for the assessment and identification of support for all children and young people with SEND in mainstream schools and early years settings, according to needs, and at the earliest possible stage.
- 2.3 Evidence led development and use of resources and strategies within mainstream schools and early years settings, so that staff have the right skills, tools and strategies to enable children and young people with SEND to access the curriculum and make good progress in an inclusive learning environment.
- 2.4 Work with mainstream schools and early years settings, school improvement advisors and Local Authority Officers to support staff to develop quality of provision in SEND within mainstream schools and early years settings through training and development targeted to the delivery of the Mainstream Core Standards and Best Practice Guidance, ensuring that these are embedded in practice.
- 2.5 There is an expectation that the service will avidly promote the local offer and pathways of support for children and young people as well as delivering interventions, where needed.
- 2.6 It is essential that lead professionals take responsibility to join up working with other agencies, working in partnership to develop effective links, and with local and national experts to lead research and development projects within the field of SEND
- 2.7 To reduce the need for statutory assessment by establishing more effective processes for children to access timely, high quality earlier intervention, support and provision.
- 2.8 Develop effective partnerships with the LA to ensure the STLS play an effective role in supporting a co-ordinated County SEND Strategy and the priorities set out in the Countywide Approach to Inclusive Education (CATIE).
- 2.9 Ensure that all work undertaken by the team has clear impact and outcome measures that have a level of local accountability through being reported to and monitored by the District LIFT Executives and in monitoring meetings held by the Local Authority. These impact measures will in turn feed up to one of four Area LIFT Executive Forums, to

monitor impact, trends, challenges and opportunities on an area level comprising of 3 Districts.

- 2.10 The countywide strategic oversight will be carried out as part of ongoing commissioning review and monitoring process with representatives of the Area LIFT Executive Forums, working collaboratively with the Local Authority Commissioning and SEN representatives to monitor the impact of the service using the Local Activity Reports and KPIs and to ensure the STLS work is equitable and consistent across Kent, and provides good value for money.
- 2.11 Develop area plans coordinated across the four county areas, to ensure system capacity building. This will focus upon the planning, delivery and review of a professional development programme through an audit of need within the Districts and in partnership with mainstream early years settings and schools.
- 2.12 Undertake thorough course evaluations that will include take up by school, by need type and quantitative data on attendance and feedback, to ensure achievement of outcomes and demonstrate value for money.

### **3. Service Specification**

- 3.1 The delivery model will be through a combination of specialist teachers employed directly by the SLA holding school to support mainstream colleagues and Special School teachers within the SLA holding schools or other special schools within the District who, through their expertise, can enhance that support, and secondment opportunities for SENCOs from mainstream schools.
- 3.2 Support will be delivered through advice and support given at whole school, class/group, individual child and family level to early years settings and mainstream schools completing an appropriate referral. Support can also be requested directly by the Local Authority (LA).
- 3.3 The Service will be coordinated and delivered via 12 LIFT Executives which will consist of mainstream Headteacher representatives of the District LIFT groups and will include other services including (but not exclusively) Provision Evaluation Officers (PEOs), Early Help, Speech and Language Therapists (SALT), Occupational Therapists (OT), Children and Young Peoples Mental Health Services (CYPMHS), Kent Health Needs Education Service (KHNES). *NB\* Terms of Reference will need to be reviewed.*
- 3.4 There will be a central contact facility in each District for early years settings and schools. Schools LIFT will be held 6 times per year per group. Early Years referrals will be via the Early Years LIFT held 2/3 times per term in each District.
- 3.5 An expected prerequisite for support is that early years settings and schools continue to develop their SEND skills, knowledge and capacity; and that they will use this in applying a robust system of provision-mapping for SEND, based upon the 'additional support' section of the Mainstream Core Standards and the Early Years Best Practice Guidance
- 3.6 The LIFT Executive will be the forum for local inclusion discussions, strategies and projects within a District. This allows it to provide the single focal point for the development of inclusive practice for all agencies involved.
- 3.7 LIFT Executives will assess whether schools have used graduated approach before coming to LIFT and ensure any paperwork being brought around individual students

includes Pastoral Support Plans (PSPs) and personalised plans where appropriate. This will allow LIFT Executives to focus the work of the services engaged in LIFT by:

- Using LIFT meetings to focus more upon whole school pieces of work – with strategies identified alongside Speech and Language Therapists with the support of school improvement colleagues
- Focus on meeting schools' inclusion journey to increase capacity for inclusion so that schools become more confident/skilled in maintaining mainstream places and provision for students with SEND.

3.8 LIFT meetings will operate with a solution focussed approach, in which relevant multi-agency professionals and peers provide support for the school and examine strategies already applied and existing capacity. This will lead to the development of strategies for the school and potentially support from the STLS, other professionals or school to school support facilitating peer-to-peer support (sharing of resources / assessments and expertise, opportunities for in/outreach).

3.9 LIFT discussion will use the agreed framework to discuss the provision provided by the school. The team will confirm whether all recommendations provided by professionals have been fully implemented and reviewed and whether the district offer of support has been fully utilised and exhausted.

3.10 LIFT discussion may provide guidance to the school on whether they have the appropriate documentation and evidence for Statutory Assessment, however this will not be the focus of the meeting or advice/support. The LA retains the Statutory Duty to make the final decision as to whether the assessment will be undertaken.

3.11 All actions identified at LIFT meetings will be delivered within agreed timeframes.

3.12 Once the LIFT has agreed support for a school, this will be provided at the earliest point.

3.13 Support plans will be clearly laid out to include:

- details of the support to be provided
- entrance and exit criteria
- potential duration of support
- focus and purpose of the intervention
- progress measures and how these will be evidenced
- review date

3.14 The KCC SEND Early Years (EY) Manager will:

- support STLS colleagues in districts when recruiting for EY posts
- support induction to EY STLS posts if required
- lead EY Professional Seminars for EY Specialist Teachers
- represent Early Years at LIFT Strategic Board Meetings
- ensure Early Years core training is quality assured for consistency
- analyse data to support targeted work in specific areas/districts where the attainment gaps for children with SEND are not narrowing
- moderate EY LIFT & SEND Inclusion Fund (SENDIF) processes across county
- attend the Early Years Phase Working Group Meeting
- moderate the Specialist Nursery SLA
- attend the District Co-ordinators Meeting to provide regular county feedback

- be part of any working groups as appropriate
- co-ordinate working groups to develop Early Help practices.

#### **4. Quality Assurance and Governance**

- 4.1 The provision must be able to demonstrate its impact as well as being able to adapt as SEND needs in schools and early years settings change. It must build on and improve what has been done before to make a real and significant difference to the progress and attainment of children with special educational needs and disabilities in Kent.
- 4.2 To meet this aim, schools need to work closely at leadership team level to impact on whole school inclusive practice and commitment to strategies identified.
- 4.3 Rigorous quality assurance processes will be used, and quality assurance will be undertaken at all levels:
- 4.3.1 Local Authority – Governance and monitoring of the provision will be via the four Area LIFT Executive Forums comprising of representatives of Early Years Settings, Special School and Mainstream School Headteachers and LA Officers.
- 4.3.2 KsENT - Regular monitoring by KsENT Headteachers of activity and impact via the Headteacher STLS Operational group, reporting to be via the KsENT Board.
- 4.3.3 LIFT Executive - All services, teams and professionals need joint responsibility for the performance of District based school support via LIFT and therefore attendance at and accountability to the LIFT Executive is vital to the success of the service.
- 4.3.4 STLS District self-review and evaluation of areas of strength and areas that require improvement, in relation to this SLA, which will be captured at monitoring meetings.
- 4.3.5 Termly meetings of the district STLS Leads to share good practice and act as a direct point of liaison with the LA. These meetings will be chaired by KSENT with LA representation and contribution.
- 4.3.6 Regular monitoring of activity and impact and scrutiny by Governors within lead special schools, with trends, risks and issues reported back to the LA.

#### **5. Partnership Working**

The model should build on existing good practice in partnership working with other agencies and the private, voluntary and independent sector. Examples of this include: Formalising the expectation of STLS promoting local offer and services and often being the early intervention service they have a responsibility to support families through to other Kent support.

- Children's Social Care including Virtual Schools Kent and the Children, Young People and Education Services
- Strong links with PEOs/ Educational Psychologists (Eps)/ Early Years, SENIF practitioners and Early Help
- Collaboration with a wide health professionals in the delivery of specialist services and training
- Joint training planned and delivered in partnership
- Effective integrated multi-agency processes and practice

- Working with private, voluntary and independent sector providers, especially in the early years
- Continuing to develop links for training, joint practice improvement and service delivery with all of Kent's special schools
- Develop integrated working with district Specialist Resource Provisions (SRPs) through SRP attendance as a 'provider' on LIFT Executive

## **6. SLA holding Special Schools**

- 6.1 Low incidence SEND needs (e.g. hearing, visual and physical impairments) will be co-ordinated and managed centrally through the specialist STLS Services.
- 6.2 The table below outlines the lead special schools within each District across Kent.

Area	District	School
East	Canterbury	
East	Swale	
East	Thanet	
West	Maidstone	
West	Tonbridge and Malling	
West	Tunbridge Wells	
North	Dartford	
North	Gravesend	
North	Sevenoaks	
South	Ashford	
South	Dover	
South	Folkestone and Hythe	

## **7. Staffing**

- 7.1 The delivery of the service in the Districts will be the responsibility of the SLA Holding Special School, with access to additional capacity and expertise of other Special School(s) within the District. Expectation that this is transparent and staffing costs and ratios shared with the LA to reflect investment and outcomes achieved.
- 7.2 All staff within the service will have access to robust performance management, Continuous Professional Development (CPD) and professional support in line with the employing school policy and practice. CPD and Specialist affiliation to be agreed at dimension steering groups and captured in specialist teacher specification.
- 7.3 The Headteacher will be responsible for ensuring the service is adequately resourced with enough appropriately qualified and experienced staff to deliver a quality and efficient service.
- 7.4 The Headteacher will be responsible for ensuring relevant, appropriate and continuing CPD for the staff engaged in delivering the service. As highlighted in the CPD and affiliation specification.

## **8. Measurable Outcomes**

- 8.1 The impact of the service will be measured against the Children and Young People's Outcomes Framework (shown below), using both qualitative and quantitative data.



- 8.2 Service overarching targets as part of a Countywide Approach to Inclusive Education:
- deliver an effective Service ensuring that the needs of children and young people are met
  - respond to referrals within an efficient time scale (to be agreed)
  - effectively implement the LIFT process
  - maintain current best practice in working in partnership with internal and external services, health services, charities, independent and voluntary organisations and any other appropriately identified support services
- 8.3 County indicators contributed to by the STLS
- improvement in attainment and progress of children and young people with SEND
  - increasing the % Kent's children accessing a local mainstream school
  - reduced number of children and young people with EHC plans
  - reduced number of children and young people with SEND receiving permanent exclusions
  - improved attendance of children and young people with SEND
  - reducing the number of young people 16-25 subject to EHC plans becoming NEET or whose destinations after school are unknown
  - Number of SEND outcomes met as set by specialist teacher
  - Increased confidence child/parent/school
- 8.4 Performance management of this Agreement will be led by Strategic Commissioning in partnership with Children, Young People and Education who have direction over KCC's SEND Strategy and inclusion workstreams. Wider representatives from within KCC may be asked to attend as required to ensure links with related areas of work.

8.5 The themes for the Key Performance Indicators and the expected impact against which the Service will be monitored are set out in the table below. These KPIs will be supported by a rich set of data captured on a Local Activity Report and relevant feedback questionnaires.

KPI Themes	Impact
1. To develop the breadth of partnership and engagement with mainstream schools, settings and multi-agency partners, via LIFT or any point of access	<ul style="list-style-type: none"> <li>Schools and settings will support CYP to remain in mainstream education (where appropriate) through access to information, advice and support at the earliest opportunity, from a range of multi-agency professionals</li> </ul>
2. The impact of direct school / class / individual interventions	<ul style="list-style-type: none"> <li>CYP with SEND will be able to remain in mainstream education through high quality, specialist information, advice, and interventions provided to schools and settings by STLS</li> </ul>
3. Develop the breadth and impact of the training	<ul style="list-style-type: none"> <li>Early years, settings and schools will be confident and have increased capacity to meet the needs of children and young people with SEND.</li> <li>There will be a wide breadth of training on offer to equip families with the skills to better understand specific areas of need for their child and develop practical strategies to support their individual family needs</li> </ul>
4. Effective sharing of information about individual pupils receiving SEN support at key transition points	<ul style="list-style-type: none"> <li>Schools/ settings will be empowered and supported to enable CYP with SEND to experience a successful transfer</li> </ul>

8.6 Key Performance Indicators will be reported termly, using the template in Appendix 1

## **9. CYP Systems and File Management**

9.1 All involvement and support provided by the Service in relation to children and young people with SEND must be recorded in accordance with KCC Policy and General Data Protection Regulations 2018. Information regarding individual interventions must be recorded on the Synergy system.

9.2 Data input completed by Services and relevant administrative staff will be in accordance with KCC guidance and in line with the General Data Protection Regulations 2018, to ensure quality and consistency

9.3 Responsibility of ensuring appropriate levels of quality and consistency of information contained within electronic and manual systems will be that of each of the individual 12 relevant SLA holding special schools for their relevant District.

9.4 Management and maintenance of all electronic and manual information will be in accordance with the General Data Protection Regulations 2018.

## **10. Subject Access Requests**

10.1 All Subject Access Requests will be received and coordinated by the relevant SLA-Holding special school within the District for which the subject of the request receives support. The responsibility for ensuring appropriate responses are made is that of the relevant SLA holding special school.

## **11. Complaints**

11.1 All complaints must be dealt with according to KCC Policy and should, in the first instance, be addressed to the Headteacher of the SLA holding special school within the district to which the complaint relates.

11.2 If the complaint remains unresolved within a reasonable period of time, the matter can be escalated to the relevant Kent Area Inclusion Officer. (tbc)

11.3 In the event of a complaint regarding the collaborative work between the special schools the KSENT Executive will act on behalf of KCC and mediate in the first instance. If the matter is not resolved within a reasonable period of time, the complaint must be escalated to the Head of SEND Education and Young People's Service. (tbc)

## **12. Budget**

12.1 The SLA holding school will receive a budget for period xxx.

12.2 This will be a devolved budget and as such remains part of the overall Children, Young People and Education Directorate budget, not the SLA holding special schools' budget.

12.3 KCC Finance will provide the SLA holding special school with yearly financial advances.

12.4 The SLA holding special school will be required to report on their annual funding forecast and actual expenditure, with a clear split between core and outreach expenditure.

## **13. Monitoring and Reporting Roles and Responsibilities**

13.1 The SLA holding Headteacher will:

- make available an annual strategic plan related to the delivery and enhancement of outreach provision and effective use of resources to achieve this
- Ensure access to support is transparent, equitable and accessible for mainstream schools and settings
- Publicise, and keep regularly updated, what is on offer, making it clear who does what and how support can be accessed
- Ensure staff engaged in the delivery of support are able to model effective teaching (including Teaching Assistants and Higher-Level Teaching Assistants), participate in observations and take part in moderation in line with the school's procedures
- Ensure their staff are aware of their professional duty of care for the welfare and safety of children with whom they work and know how to respond in line with the procedures of the Kent Safeguarding Children Board. Be familiar with the KCC guidance *Keeping Children Safe in Education 2016*
- Evaluate the impact of their work through reporting to the LA on an annual basis in respect of the areas outlined within this SLA
- All reviews will seek the views of children young people and their families

### 13.2 KCC Management Information Data

- KCC Management Information Unit are responsible for providing annual reports relating to the attainment and performance of children and young people with SEND sourced using the Synergy Database and School Census information. All information will be able to be filtered by district and reports will be submitted to the KCC Monitoring and Quality Assurance Manager to share with each SLA holding special school and any other service deemed appropriate to receive the information.

### 13.3 Local and County Impact Measuring Data

- Headteachers of SLA holding special schools are responsible for ensuring 6 termly Local Activity Reports are submitted during an academic year. The Local Activity Report will be submitted to the LIFT Executive Group, the nominated Commissioning Lead (Contract Manager) and KCC Monitoring and Inclusion Manager. KCC will collate all information from Local Activity Reports for the purpose of monitoring and quality assurance of the Service.

### 13.4 Measuring Service Impact

- On a yearly basis SLA holding special school is responsible for co-ordinating the completion of confidential feedback and satisfaction surveys (10% sample of case lists for parent/carer questionnaire). Results of the surveys will be submitted on a district basis to the LIFT Executive Group, the LIFT County Strategic Group and KCC Monitoring and Inclusion Manager once per academic year.

### 13.5 Reporting Timetable

<b>Responsibility for the Report</b>	<b>Name of Report</b>	<b>Terms to be Submitted</b>	<b>Report Submitted to</b>
MIU	Attainment and Performance Report	1 (for previous year)	N/A
MIU via ISG	Attendance and Exclusion Report	1, 2, 3, 4, 5, 6	N/A
SLA holding school Headteacher	Local Activity Report & KPI Report	1, 2, 3, 4, 5, 6	LIFT Executive Group Contract Manager KCC Monitoring and Inclusion Manager
Headteacher	Budget Reporting	1	Contract Manager SEN Finance

## **14. Termination**

This Agreement may be terminated by either party, before the period end date, by providing 6 months notification in writing.

Failure by the School to consistently abide by and adhere to the principles, terms and procedures outlined within this SLA can result in the reallocation of funding at the discretion of the KCC CYPE Corporate Director.

Failure by the School to consistently deliver an effective level of service can result in the reallocation of funding at the discretion of the KCC CYPE Corporate Director.

This Agreement may be terminated immediately if there is a serious persistent breach of conditions which cannot be resolved by both parties.

## **15. Costs**

Each party to this Agreement will bear its own costs and expenses relating to this Agreement except where otherwise expressly stated.

## **16. Notices**

16.1 Any demand, notice or other communication in connection with this Agreement will be in writing and will, if otherwise given or made in accordance with this Clause 16, be deemed to have been duly given or made as follows;

16.1.1 if sent by pre-paid first class post, on the second business day after the date of posting;

16.1.2 if delivered by hand, upon delivery at the address provided for in this Agreement; or

16.1.3 if sent by facsimile, on the day of transmission provided that a confirmatory copy is, on the same business day that the facsimile is transmitted, sent by pre-paid first class post in the manner provided in this **Clause 16**, provided that if it is delivered by hand or sent by facsimile on a day which is not a business day or after 4.00 pm on a business day, it will instead be deemed given or made on the next business day.

16.2 Any such demand, notice or other communication will, in the case of service by post or delivery by hand, be addressed to the recipient at the recipient's address stated in this Agreement or such other address as may from time to time be notified in writing by the recipient to the sender as being the recipient's address for service and will, in the case of service by facsimile, be sent to the recipient using a facsimile number then used by the recipient.

## **17. Severance**

17.1 If any provision of this Agreement shall be found by any court or body or authority of competent jurisdiction to be invalid or unenforceable, such provision shall be severed from the remainder of this Agreement which shall remain in full force and effect to the extent permitted by law.

17.2 If any provision of this Agreement is so found to be invalid or unenforceable but would be valid or enforceable if some part of the provision were deleted or modified, the provision in question shall apply with such modification as may be necessary to make it valid.

## **18. Validity of the Agreement**

18.1 KCC has full power to enter into and perform this Agreement with the School

18.2 The signature, execution and performance of this Agreement and all documents ancillary to it have been duly authorised by all necessary acts of KCC

**19. General**

- 19.1 This Agreement will be binding on and ensure for the benefit of each party's successors and assigns.
- 19.2 Failure or delay by any party in exercising any right or remedy under this Agreement will not operate as a waiver of it.
- 19.3 Any waiver of any breach of this Agreement will not be deemed a waiver of any subsequent breach and will in no way affect the other terms of this Agreement.
- 19.4 The rights and remedies expressly provided for by this Agreement will not exclude any rights or remedies provided by law.
- 19.5 Nothing in this Agreement shall create or be deemed to create a legal partnership or the relationship of employer and employee or agent and principal between the parties hereto.
- 19.6 The parties to this Agreement do not intend that any of its terms will by virtue of the Contracts (Rights of Third Parties) Act 1999 be enforceable by any person not a party to it.
- 19.7 This Agreement and the documents referred to in it constitute the entire agreement between the parties and supersedes any previous agreement, understanding, undertaking or arrangement of any nature whatsoever between the parties relating to the subject matter of this Agreement. The School has not relied on any representation or warranty in entering into this Agreement, not expressly set out in this Agreement.
- 19.8 The formation, existence, construction, performance, validity and all aspects whatsoever of this Agreement or any terms of this Agreement will be governed by English law. The English courts will have jurisdiction to settle any disputes which may arise out of or in connection with this Agreement. The parties agree to submit to the said jurisdiction.

\*\*\*\*\*

IN WITNESS whereof the parties hereto have signed this Agreement on the date and year first before written.

SIGNED for and on behalf of  
**The Kent County Council**

Signature

Print name and Job title: Click or tap here to enter text.

Date: Click or tap to enter a date.

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SIGNED for and on behalf of  
the Governing Body of  
**xxx**

Signature

Print name and Job title: Click or tap here to enter text.

Date: Click or tap to enter a date.

**Appendix 1**  
**STLS Key Performance Indicators 2021 – 2022**

Theme	Impact (so what)	Performance Indicators	Impact measuring tool	Reported No. out of total	Reported %	Green 75% +	Amber 70-74%	Red Below 70%	
1. To develop the breadth of partnership and engagement with mainstream schools, settings and multi-agency partners – via LIFT or any other point of access	Schools and settings will support CYP to remain in mainstream education (Where appropriate) through access to information, advice and support at the earliest opportunity, from a range of multi-agency professionals.	1.1 No of requests for professional support and advice that are resolved <sup>1</sup> at LIFT without the need for further formal referral or intervention	Local Activity Report			NA	NA	NA	
			Local Activity Report						
		1.2 Number of (different) mainstream settings' and school's engagement with the service (via LIFT, direct contact)	Local Activity Report			NA	NA	NA	
			Local Activity Report						
		1.3 Satisfaction reported by school/ setting following LIFT discussion, indicated through survey/ feedback questionnaire Scoring 4 or above	LIFT Satisfaction questionnaire (reporting on Q2 only)						

<sup>1</sup> Resolved means – schools/settings are provided with recommendations of strategies and interventions they can implement or signposted to an appropriate agency

Theme	Impact (so what)	Performance Indicators	Impact measuring tool	Reported No. out of total	Reported %	Green 75% +	Amber 70-74%	Red Below 70%
2. The impact of direct school / class / individual interventions	CYP with SEND will be able to remain in mainstream education through high quality, specialist information, advice, and interventions provided to schools and settings by STLS	2.1 At review how many pupils achieved or making significant progress <sup>2</sup> towards the targets set by Specialist Teacher (in conjunction with school/ family and child/ young person)	Pupil target data spreadsheet					
		2.2 School/ setting reporting increased staff confidence in meeting the needs of CYP indicated through survey/ feedback questionnaire Scoring 4 or above (out of 5)	School/Setting end of intervention questionnaire (reporting on Q5 only)					
		2.3 Parents' reporting an increase in confidence in the school/setting meeting pupil needs, indicated through survey/ feedback questionnaire Scoring 4 or above (out of 5)	Parent/Carers' end of intervention questionnaire (reporting on Q9 only)					

<sup>2</sup> Significant Progress means at least 50% towards achieving targets set

Theme	Impact (so what)	Performance Indicators	Impact measuring tool	Reported No. out of total	Reported %	Green 75% +	Amber 70-74%	Red Below 70%
3. Develop the breadth and Impact of the training	Early years, settings and schools will be confident and have increased capacity to meet the needs of children and young people with SEND. There will be a wide breadth of training on offer to equip families with the skills to better understand specific areas of need for their child and develop practical strategies to support their individual family needs	3.1 School and setting reporting increased confidence, knowledge, and skills to meet needs, indicated through survey/ feedback questionnaire Scoring 4 or above (out of 5)	School/Setting training course evaluation (reporting on Q4 only)					
		3.2 Parents' reporting increased confidence to meet needs, indicated through survey/ feedback questionnaire	Parent/Carer training course evaluation			NA	NA	NA
		3.3 Number of training courses developed and delivered in response to an identified need in the district. (Please provide narrative about what has been identified to feed into the wider analysis of need)	District to record in a way they see fit (could be LAR or other)			NA	NA	NA

Theme	Impact (so what)	Performance Indicators	Impact measuring tool	Reported No. out of total	Reported %	Green 75% +	Amber 70-74%	Red Below 70%
4. Effective sharing of information about individual pupils receiving SEN support at key transition points	Schools/ settings will be empowered and supported to enable CYP with SEND to experience a successful transfer.	4.1 No. of schools/ settings engaged in transition events facilitated by STLS	Attendance register for events (districts to keep their own) What about other "initiatives?"			NA	NA	NA
		4.2 Settings/ schools reporting high levels of confidence following the transition event/initiative, indicated through survey/ feedback questionnaire Scoring 4 or above (out of 5)	STLS transition event/initiative feedback survey (summer) Reporting on Q1 only					

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**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 – 11<sup>th</sup> January 2022**

**Subject: School Funding Arrangements for 2022-23**

Decision Number and Title – **for Cabinet Member Decisions only**

Key/Non-Key decision –

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

Classification: **Unrestricted**

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

**Future Pathway of report:** Executive Decision

**Electoral Division:** ALL

**Summary:**

2022-23 will be the final year of a three-year Spending Round for schools' budgets. Kent County Council will receive an additional £50m of Schools Block Dedicated Schools Grant in 2022-23 to distribute to Kent schools (and academies via the Education and Skills Funding Agency). Details of future year increases at Local Authority level has not yet been provided.

The distribution to schools is calculated through the operation of a Local Funding Formula (LFF) and this paper advises Members about the recommendations to change to the LFF which was contained within the School Funding Formula Consultation to schools. The consultation was completed in November. This paper is an opportunity for Members of this Committee to comment on these proposals ahead of a key decision being taken by the Cabinet Member in January.

**Recommendation(s):**

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education & Skills on the proposed decision to implement the proposals set out within the Kent Schools' Local Funding Formula 2022-23 consultation attached as appendix A'

**1. Introduction**

- 1.1 Since 2010, the Government has been reforming the school funding system so that it is fairer, simpler and more transparent. Their aim has been to create a system where schools and local authorities will be funded on up-to-date assessment of need that reflects the characteristics of their pupils.
- 1.2 In 2013-14, the school funding system was simplified and made easier to understand. In 2018-19 the soft National Funding Formula (NFF) was introduced, where the DFE allocate funding to local authorities based on a nationally prescribed formula and Local Authorities are responsible for setting a Local Funding Formula (LFF) to distribute this funding to schools in their area.
- 1.3 In September 2019, the Chancellor set out details of a three-year Spending Round for schools' commencing on 1 April 2020, which confirmed national school funding would increase by £7.1 billion (compared to 2019-20) by 2022-23. On the 19 July 2021, The Chancellor reconfirmed the intention to honour this pledge by increasing the school budget by the final £2.3 billion required for 2022-23. The Council must now decide how the Kent's LFF should change from 1 April 2022 taking into account views from both schools and the Schools Funding Forum.

## 2. Background

- 2.1 The Dedicated Schools Grant (DSG) funding is allocated through 4 separate blocks, with each block calculated using their own nationally set formula (known as a National Funding Formula). The estimated block allocations for Kent for 2022-23 announced in July are set out in table 1 below:

Table 1: Indicative Dedicated Schools Grant Block Amounts (estimated in July 2021)

Schools Block (SB)	High Needs Block (HNB)	Early Years Block (EYB)	Central Schools Services Block (CSSB)
£1,102.960m	£269.291m	£87.971m	£11.358m

- 2.2 The allocations for 2022-23 have recently been updated to reflect the latest pupil numbers as recorded on the October 2021 school census confirming the final School Block allocation to be £1,129.2m a total increase of £49.6m compared to 21-22 levels of which £26.2m reflects increases in pupil numbers and £23.4m relating to general increases in funding rates.
- 2.3 This paper and the associated consultation focused on the distribution of the additional £23.4m through the Local Funding Formula in 2022-23.
- 2.4 In addition to their core school budget, schools will also receive a separate Schools Supplementary Grant for 2022-23, which is not the subject of this report. This was first announced as part of the Autumn 2021 spending review and is intended to provide support for the costs of the Health and Social Care Levy and wider costs which were not taken account for when the schools block settlement was announced in July. This funding will be distributed at standard rates based on pupil numbers and number of children eligible for free school meals.

### **3. Consultation Proposals for 2022-23**

- 3.1 The Kent Schools' Local Funding Formula 2022-23 consultation was launched on 4 November 2021 and closed on 24 November 2021. The consultation document, an illustration tool showing the impact of the proposals on individual school budget, an on-line response form and an equality impact assessment could be accessed via the following link:  
[www.kent.gov.uk/schoolfundingconsultation](http://www.kent.gov.uk/schoolfundingconsultation).
- 3.2 The consultation document contains full details of the proposals and we have not replicated the content of the consultation document within this report. We therefore strongly recommend that Members of this Committee read the consultation document alongside this paper.
- 3.3 The consultation contained proposals focused on:
- a) Areas of local concern
  - b) Changes to funding factor factors and funding rates
- 3.4 A recent Government consultation on the future of school funding has reiterated the Department of Education's long-term intention for all schools' budgets (for primary and secondary schools) to be set on the basis of a single, national formula (known as the National Funding Formula or NFF). The results of the consultation and confirmation of next steps are yet to be published but the proposals suggest incremental steps towards this will start from 2023-24.
- 3.5 Over the last three years KCC (with support from both schools and the Schools Funding Forum) has been guided by the general principle that "our Local Funding Formula should move towards the National Funding Formula (used to distribute school block funding to local authorities), but at the same time continue to utilise local flexibility to address areas of local concern". The main purpose of the consultation was to seek schools' views as to whether to continue to support the local area of concern of transferring 1% of the Schools Block to the High Needs Block in 2022-23 to support inclusive practices in mainstream schools. This would be added to the funding transferred in previous years to support the implementation and ongoing operation of inclusion services.
- 3.6 The consultation also sought views as to whether we use the same formula factors to distribute funding to schools as in 2020-21 or update the formula to include the mobility factor. The mobility factor would distribute additional funding to those schools who have a higher proportion of children who start on a non-standard date. There was also a separate question on what level the minimum funding guarantee should be set which determines the minimum increase per pupil a school would expect to receive.

### **4. Consultation Results 2022-23**

- 4.1 Appendix B provides details of the responses. The consultation results were taken into consideration when the Schools Funding Forum put forward their recommendations to the proposals. In total there were 776 visitors to the

website but only 96 unique responses, with 67 out of 459 primary schools responding, 22 out of 101 secondary & all-through schools and 7 out of 24 special schools. The response rate was down from the previous years where there had been 150 responses. The Schools Funding Forum suggested this may have been a direct consequence in the similarity of the questions from previous years and that schools see this request as the “norm” therefore they do not feel the need to respond.

#### 1% Transfer from Schools to High Needs Block

- 4.1 The main question was in relation to whether schools continue to support the transfer of 1% of the schools’ block to the high needs block to support services focused on inclusive practices in mainstream schools. 78% of respondents agreed with this approach and the Schools’ Funding Forum also unanimously agreed.
- 4.2 The Department of Education require all block transfer requests to be consulted with schools and to ensure the Council provides the schools with full background details of the request. This is outlined in Appendix 3 of the consultation document. Block transfers cannot be automatically repeated each year therefore schools must be consulted on an annual basis and where the transfer is greater than 0.5%, the Secretary of State must also agree, in addition to a formal Cabinet Member decision. At the time of writing, we are waiting a response to our request from the Secretary of State.
- 4.3 Appendix 3 of the consultation document, along with section 10 of the Cabinet financial monitoring reports outlines both the latest financial position and proposed principles to addressing the in-year deficit in this grant. In 2021-22 the forecast grant shortfall is £42m. This transfer request forms part of the wider approach to helping to manage the Dedicated Schools Grant deficit recovery alongside reviewing the council’s local policies and process in relation to supporting children with SEN and continuing to lobby Government on both additional funding and wider structural reforms to help manage demand in the future.
- 4.4 It had been hoped the much-delayed SEN review would have been published which would have possibly negated the need to continue to request this transfer however, this is now due to be published in Spring 2022, alongside a green paper and therefore it is unlikely Government proposals will have an immediate effect. Any similar requests in the future will depend on:
  - the outcomes of the SEN review in terms of supporting demand for SEN services,
  - the ability to make transfers of this requests with the possible roll out of the National Funding Formula and,
  - demands from the Department of Education in supporting deficit recovery.
- 4.5 It is important to note, we are only proposing to transfer the same amount as in previous years therefore we are not proposing to take any more money from schools than has been the case in previous years which means any extra funding from the 2022-23 settlement would be passed in full to the schools.

- 4.6 With both the Schools and Schools Funding Forum support and subject to the agreement of the Secretary of State, it is proposed to continue with the 1% transfer from the Schools block to the High Needs Block in 2022-23.

#### Local Funding Formula Factor and Rate Changes for 2022-23

- 4.7 The two remaining questions focused on changes that could be made to the formula factors in Kent's Local Funding Formula (LFF) if there was continued support for the 1% transfer. 59% of respondents favoured the approach to continue with the current Formula Factors and not introduce the mobility factor and 51% of respondents agreed with proposal to increase the Minimum Funding Guarantee by 0.5%. The Schools Funding Forum also unanimously agreed with these outcomes.
- 4.8 If there had not been support for the transfer, the proposal would have defaulted to the mirroring of the National Funding Formula rates as closely as possible. This is in line with the overall guiding principle agreed by the schools and the Schools Funding Forum in previous years.
- 4.8 The mobility factor is provided to those schools where they have a high number of children starting on non-standard dates in the last three years. The impact of the introducing this factor would not have made a significant difference to the majority of schools and where they were eligible the amount provided was relatively low. Therefore, the proposal is to stick with the principles of Kent's Local Funding Formula for a further year and distribute increases in line with national increases as supported by both schools and the Schools Funding Forum.
- 4.9 A similar approach is also proposed for the minimum funding guarantee rate. The minimum funding guarantee rate sets the minimum percentage level the per pupil funding for each school must increase by each year. In previous years, Kent has favoured to apply the minimum level the DFE allows, in this case 0.5% as it is viewed as a mechanism to provide higher levels of funding for some schools in Kent based on historic circumstances. The proposal is to maintain this position for a further year.

## **5. Financial Implications**

- 5.1 All funding proposals associated with the Schools' Local Funding Formula proposals are made within the total school block available for distribution in 2022-23. The Government requires the full school block to be distributed to schools, except where a block transfer has been agreed.
- 5.2 The final rate values may vary for affordability purposes as all proposals in the consultation document are based on modelled data.

## **6. Legal implications**

- 6.1 There are no legal implications, but the Council is required to set the schools budget in accordance with Education Act 2002 and the Conditions of DSG Grant 2022-23. .

## **7. Equalities implications**

- 7.1 An equalities impact assessment has been completed and is included as part of the consultation documentation. There were no adverse impacts identified.

## **8. Other corporate implications**

- 8.1 This does not have an impact on other areas of the Council.

## **9. Governance**

- 9.1 Corporate Director for Children, Young People and Education will be delegated responsibility to enact the decision and to make any further necessary changes to funding rates in light of any final affordability issues.

## **10. Alternatives considered**

- 10.1 The alternatives to the recommendations within this paper are set out as part of the consultation and have been referenced in the body of this report.

## **11. Conclusions**

- 11.1 The estimated increase of £23m to the funding rates for Kent schools in 2022-23 reflects an average increase of 2.8% per pupil. This is the final year of a three-year spending commitment to increase schools' budgets. It represents a significant increase (on top of the 2018-20 increases) and starts to improve the funding provided to Kent, which has traditionally been a lower funded Education Authority.
- 11.2 The Government requires schools to be consulted on an annual basis regarding any proposed changes to Local Funding Formula and the request to transfer funding from the school's block to high needs block. The consultation sought views as to whether to replicate the methodology used in setting school budgets in 2021-22 and continue to recognise and address areas of local concern or move further towards the National Funding Formula and therefore no longer reflect the local circumstances in Kent. It is recognised the request to repeat the transfer of 1% from the schools to high needs block to support inclusive practices in schools is particularly sensitive, but if we did not it would mean we are not exploiting all options open to us to do all that we can to help manage this significant high needs budget challenge.
- 11.3 The Schools Funding Forum considered the feedback from the schools' consultation in reaching their position on the principles of the schools' budgets for 2022-23 and this has been reflected in the recommendations put forward in this paper to continue with the same methodology in setting the Local Funding Formula for 2022-23. The Cabinet Member for Education & Skills will be asked to make this decision in January in readiness for formal publication at the end of February 2022.

**9. Recommendation(s):** *select relevant wording from below:*

9.1 The Children's Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education & Skills on the proposed decision to implement the proposals set out within the Kent Schools' Local Funding Formula 2022-23 consultation attached as appendix A

**10. Background Documents**

10.1 The Kent Schools' Local Funding Formula 2022-23 Consultation documentation can be found in the link below:  
[www.kent.gov.uk/schoolfundingconsultation](http://www.kent.gov.uk/schoolfundingconsultation).

**11. Contact details**

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# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

## DECISION TO BE TAKEN BY:

**Shellina Prendergast,**  
**Cabinet Member for Education and Skills**

## 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) Change the budget for the service or function in excess of £1,000,000; and
- b) It effects the community living or working within two or more electoral divisions.

### Subject Matter / Title of Decision

School Funding Arrangements for 2022-23

### Decision:

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

- a. Transfer 1% of the Schools Block (which equates to approximately to £10.0m) into the High Needs Block for 2022-23.
- b. In relation to the Kent local funding formula for schools:
  - i. Continue with the Falling Roll fund for 2022-23.
  - ii. Set the local Minimum Funding Guarantee percentage at 0.5% for 2022-23 for primary and secondary schools.
  - iii. Set the Ever 6 Free School Meals Factor for 2022-23 as per the value in the table below:

	2022-23 (£ per pupil)
Primary	£345
Secondary	£627

- iv. Set the Basic Entitlement Factor for 2022-23 as per the value in the table below:

	2022-23 (£ per pupil)
Primary	£3,192
KS3	£4,501
KS4	£5,078

- v. All other factors within the current local funding formula to be set as per the National

Funding Formula (NFF), with most increasing between 2-3% compared to 2021-22.

- c. Delegate authority to the Corporate Director of Children, Young People and Education to make any further necessary changes to funding rates in light of any final affordability issues.

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

#### Background:

In September 2019, the Chancellor set out details of a three-year Spending Round for schools' commencing on 1 April 2020, which confirmed national school funding would increase by £7.1 billion (compared to 2019-20) by 2022-23. On the 19 July 2021, The Chancellor reconfirmed the intention to increase school budget by an additional £2.3 billion for 2022-23. Kent County Council is expected to receive an additional £49.6m in 2022-23 of which £26.2m reflects increases in pupil numbers and £23.4m relating to general increases in funding rates.

The Government's intention remains to have all primary and secondary school budgets to be based on a single formula set nationally by Government, with no Local Government involvement. For 2022-23 the Government is continuing with a *soft* NFF. This means that Local Authorities will continue to set a local funding formula to distribute their schools block funding, in consultation with their local schools and their Schools' Funding Forum, however, there have been further movements towards the hard-National Funding Formula which limits the variables within the formulae, and some rates, where local decisions can be made.

Within the current soft NFF arrangements, Local Authorities are able to transfer funding from the Schools Block to the High Needs Block with the agreement of Schools' Funding Forum and in certain circumstances the Secretary of State.

The Government requires schools to be consulted on an annual basis regarding any proposed changes to Local Funding Formula for all schools and the request to transfer funding from the school's block to high needs block.

#### Financial Implications:

The cost of the new funding formula will be fully met from the increases in the Dedicated Schools Grant and will not be a cost to Council Funding.

#### Legal implications:

There are no legal implications, but the Council is required to set the schools budget in accordance with Education Act 2002 and the Conditions of DSG Grant 2022-23.

#### Equalities implications:

An EqIA assessment has been undertaken.

#### Other Alternatives Considered and risks if decision isn't taken:

The Council has a legal obligation to set the schools budget each year.

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

The Children's and Young People Cabinet Committee to consider the decision on 11 January 2022.

An all-schools consultation took place between 4 and 26 November 2021. This was open to all Kent schools. Results were shared with the Schools' Funding Forum on 26 November 2021.

[www.kent.gov.uk/schoolfundingconsultation](http://www.kent.gov.uk/schoolfundingconsultation) Page 348

**Any alternatives considered and rejected:**

All options were considered in the consultation that took place in November 2021. The consultation document, an illustration tool showing the impact of proposals on individual school budget, an on-line response form and an equality impact assessment can be access via the following link: [www.kent.gov.uk/schoolfundingconsultation](http://www.kent.gov.uk/schoolfundingconsultation). The consultation document contains full details of the proposals and this decision is based on the feedback from respondents and detailed discussions at the Schools' Funding Forum on 26 November 2021.

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

None

.....  
Signed

.....  
date

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**From:** Sue Chandler, Cabinet Member for Integrated Children’s Services  
 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/ Cabinet/ CMM/ Scrutiny Committee – 31<sup>st</sup> January 2022

**Subject:** Adoption Partnership South East, Regional Adoption Agency – Annual Report

**Classification:** Unrestricted

**Past Pathway of report:** Adoption Partnership South East Strategic Board

**Future Pathway of report:** The Annual Report will be shared with each partner local authority Member forums

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

*Identify Members using this link:*

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

### Summary

In 2015 the Government set out its vision and commitment to deliver a regional adoption system where adoption agencies would come together to deliver adoption services on a larger scale. CYPE Cabinet Committee agreed in September 2020 to proceed with plans to develop a Regional Adoption Agency (RAA) comprising of the London Borough of Bexley, Kent County Council and Medway Council. Adoption Partnership South East (APSE) was launched on 1st November 2020.

The first RAA annual report provides information and an overview of the service, performance set against government targets and service and practice development for the period November 2020 - October 2021.

### Recommendation(s):

The committee/board is asked to note and comment on the RAA annual report

## 1. Introduction

1. The Statutory Regulations require that Elected Members should be informed of the Adoption Agency’s activity on a regular basis. The annual report

provides information that will assist Elected Members in respect of their responsibilities as Corporate Parents for Looked After Children.

2. The report should be read in conjunction with the Adoption Agencies Statement of Purpose, (SOP) which is attached to the main report as appendix 2. The SOP explains our values and principles, the services we provide and the way we provide them. The information provided meets the requirement of National Minimum Standards for Adoption, and the related regulations (Voluntary Adoption Agencies and Adoption Agencies (Misc. Amendments) Regulations 2003).
3. The agency is committed to fulfilling the requirements of the Adoption and Children Act 2002 and the Children and Families Act 2014 by:
  - Ensuring the provision of a high-quality adoption service which guarantees the best possible standards of care, safety and protection for children or young people who are looked after and who need adoptive placements.
  - Ensuring that all those whose lives have been affected by adoption are helped to identify and receive appropriate services.
  - Working in partnership with adoptive families & other agencies ensuring the service is based on statutory requirements & good practice within the principles of value for money for the agency.

## **2 Body of the report**

1. The report provides information regarding children's adoption journeys, adopters' journeys and reports the voice of adopted children and adoptive parents.
2. The report provides information about the timeliness for Kent children's adoption care plans and the progress made since the RAA went 'live'.
3. The report provides information about adopter recruitment and the number of people enquiring about adopting through APSE
4. The report provides information regarding adoption support services offered to children and families by the RAA, which have expanded within the last 12 months, with agreement from the Partnership Board to provide a consistent service across the region.

## **3 Financial Implications**

1. A legal Partnership Agreement underpins each Partner's financial contribution to the RAA.
2. Regular monthly meetings are held RAA with Finance Officers from across the three local authority partner agencies, with the Head of Service to ensure there is transparency and accountability.

3. Quarterly RAA Board meetings are held, as outlined in the annual report, where Directors from each local authority partner review budget expenditure and forecasting.
4. The service has successfully operated within budget during its first year.

#### **4. Legal implications**

1. The work of the RAA is governed by:
  - Education and Adoption Act 2016
  - Care Planning, placement and Case and fostering services (Miscellaneous Amendments) Regulations 2013
  - Adoption National Minimum Standards 2011
  - Care Planning Regulations 2010
  - Adoption Agency Regulations 2005 (amended 2011)
  - Local Authority Regulations 2005
  - Adoption and Children Act 2002
  - Care Standards Act 2000.
2. The formation of a Regional Adoption Agency meets with government requirements.

#### **5 Equalities implications**

- 1 An Equalities Impact Assessment was completed before the RAA was launched.
- 2 The adoption service abides by equal opportunities legislation and the policies of each Partner. The service works positively and respectfully with all service users and partner agencies regardless of race, colour, religion, language, culture, disability, gender, sexual orientation, or age.
- 3 Every attempt will be made to secure an adoptive family which meets a child's emotional and developmental needs considering their ethnicity, religion, language, culture, gender, and disability considering the need to avoid undue delay.

#### **6 Other corporate implications**

- 1 Adoption Partnership delivers adoption services on behalf of the three partner local authorities. There is a requirement on the service to work closely with other teams and services within CYPE who provide a service to children in care and those who were previously looked after.

## **7 Governance**

- 1 The RAA is operated under the terms of a Partnership Agreement, which confirms the legal and governance arrangements; the budget; staffing and funding contributions for the three local authorities. These are outlined in the Annual Report.

## **8 Alternatives considered**

- 1 The development of the RAA is in line with Government requirements. The RAA Executive Board established prior to the launching of the RAA, considered various operating models and agreed on the current service model.

## **9 Conclusions**

- 1 This report reflects the commitment and hard work of staff within Adoption Partnership South East. The move to a Regional Adoption Agency during a pandemic presented challenges, but staff rose to those challenges.
- 2 The service is child focused and strives to provide a timely, qualitative, and responsive service to achieve good outcomes for children and families. Hearing and responding to the voice of the child and the voice of adoptive parents is important to us and during the coming twelve months there are plans in place to develop and improve these further.
- 3 The service recognises the value of working together, both internally, and with the professional network within each of the partner local authorities and other organisations.
- 4 A significant amount of preparation took place before the launch of the RAA on 1<sup>st</sup> November 2020 which has proven to have been extremely helpful. The legal agreement provides clarity, and the service is supported by a robust governance framework, which is constructively challenging and supportive.
- 5 The service has successfully transitioned from three local authority adoption services in to one regional adoption service and is entering its next phase of consolidation and further development with enthusiasm and a commitment to children and their families.

## **10 Recommendation(s)**

### **Recommendation(s):**

The committee/board is asked to note and comment on the annual report

## 11 Background Documents

- 1 The Regional Adoption Agency annual report November 2020 – October 2021 is attached and there are appendices within the report.

## 12 Contact details

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**Adoption  
Partnership**  
South East



**By  
your  
side**

# **ADOPTION PARTNERSHIP**

**Annual Report 2021**

## **CONTENTS**

1 – INTRODUCTION	PAGE 2
2 - PRINCIPLES AND VALUES	PAGE 3
3 - THE AIMS AND OBJECTIVES OF THE AGENCY	PAGE 4
4 - GOVERNANCE & SERVICE STRUCTURE	PAGE 6
5 - THE CHILD'S JOURNEY	PAGE 12
6 - THE ADOPTER JOURNEY – ADOPTION DATA	PAGE 19
7 - ADOPTION SUPPORT DATA	PAGE 21
8 - VOICE OF THE CHILD – PARTICIPATION & ENGAGEMENT	PAGE 22
9 – ADOPTER VOICE	PAGE 24
10 – NATIONAL WORKSTREAM	PAGE 26
11 – CONCLUSION	PAGE 27
12 – APPENDIX	PAGE 28

## 1 – INTRODUCTION

In 2015 the Government set out its vision and commitment to deliver a regional adoption system where adoption agencies would come together to deliver adoption services on a larger scale. Adoption Partnership South East (APSE) is a Regional Adoption Agency (RAA) comprising of the London Borough of Bexley, Kent County Council and Medway Council, and it launched on 1st November 2020 and delivers adoption services on behalf of the three local authorities. There are now 31 RAAs established across the country.

The regional adoption agency is operated under the terms of a Partnership Agreement, which confirms the legal and governance arrangements; the budget; staffing and funding contributions for the three local authorities.

### Legislation & Regulations

The work of the RAA is governed by:

- Education and Adoption Act 2016
- Care Planning, placement and Case and fostering services (Miscellaneous Amendments) Regulations 2013
- Adoption National Minimum Standards 2011
- Care Planning Regulations 2010
- Adoption Agency Regulations 2005 (amended 2011)
- Local Authority Regulations 2005
- Adoption and Children Act 2002
- Care Standards Act 2000

## 2. PRINCIPLES AND VALUES

The requirements of the Adoption and Children Act 2002 and the Children and Families Act 2014 underpin the principles and values of our service:

### Principles & Core Values

- Children are entitled to grow up as part of a loving family which can meet their needs during childhood and beyond and where possible this should be within their own family
- The Child's welfare, safety and needs will be at the centre of the adoption process
- The Child's wishes and feelings will be considered at all stages
- Delays in adoption can have a severe impact on the health and development of children and should be avoided wherever possible
- The child's ethnic origin, cultural background, religion, language, and sexuality will be fully recognised, positively valued, and promoted when decisions are made
- The needs of disabled children will be fully recognised and considered when decisions are made
- The role of adoptive parents in offering a permanent family to a child who cannot live with their birth family will be valued and respected
- Adoption has lifelong implications for all involved and requires lifelong commitment from many organisations, professionals and individuals who must work together to deliver to meet the needs of the services
- Birth parents and birth families are entitled to services that recognise the lifelong implications of adoption. They will be treated fairly, openly and offered a support service.

### Equal Opportunities

The adoption service abides by equal opportunities legislation and the policies of each Partner. The service works positively and respectfully with all service users and partner agencies regardless of race, colour, religion, language, culture, disability, gender, sexual orientation, or age.

Every attempt will be made to secure an adoptive family which meets a child's emotional and developmental needs considering their ethnicity, religion, language, culture, gender, and disability considering the need to avoid undue delay.

### **3. THE AIMS AND OBJECTIVES OF THE AGENCY**

The agency is committed to fulfilling the requirements of the Adoption and Children Act 2002 and the Children and Families Act 2014 by:

1. Ensuring the provision of a high-quality adoption service which guarantees the best possible standards of care, safety and protection for children or young people who are looked after and who need adoptive placements
2. Ensuring that all those whose lives have been affected by adoption are helped to identify and receive appropriate services
3. Working in partnership with adoptive families and other agencies ensuring the service is based on statutory requirements and good practice within the principles of value for money for the agency

#### **Objectives of the agency**

1. To recruit, assess and provide adopters that meet the needs of the children to be placed for adoption within the timescales laid down by National Adoption Standards
2. To provide information on the process to applicants interested in becoming adopters and on the children requiring adoption
3. To ensure that adopters receive appropriate preparation, training, support, and advice to enable them to offer the best possible standards of parenting, safety and protection for children or young people in their care
4. To minimise delay in family finding, always paying attention to the needs of the child
5. To provide information on the services available to all those affected by adoption recognising that as adoption has lifelong implications for all those involved, their needs will change over time
6. To provide a range of adoption support services to birth relatives, adopted adults, adopters, and their children in partnership with other agencies
7. To provide information on the service that is available to those wishing to adopt from abroad
8. To ensure that any decisions are transparent and fair
9. That concerns about the service are addressed and that information about the complaint's procedure is made available

10. That the organisation regularly reviews the services it provides, consults with, and learns from, those in receipt of their services through comments, compliments, and complaints.

### Impact of COVID on Service Delivery

Maintaining a good service and developing it further during the first year of the RAA's existence, has been a priority. Staff can take credit for managing to make the transition into an RAA and achieving good outcomes for children during this period of great change and a pandemic. Management and staff are positive and work together well to overcome challenges but also celebrate success.

Several adjustments were needed due to Covid, some of which have been very successful, and will be maintained, whilst others will not. Staff and parents have embraced the roll out of improved technology, and it has enabled social workers to undertake assessments and provide support to families remotely, despite the pandemic. The use of technology has also enabled people based in different parts of the RAA region, to meet safely.

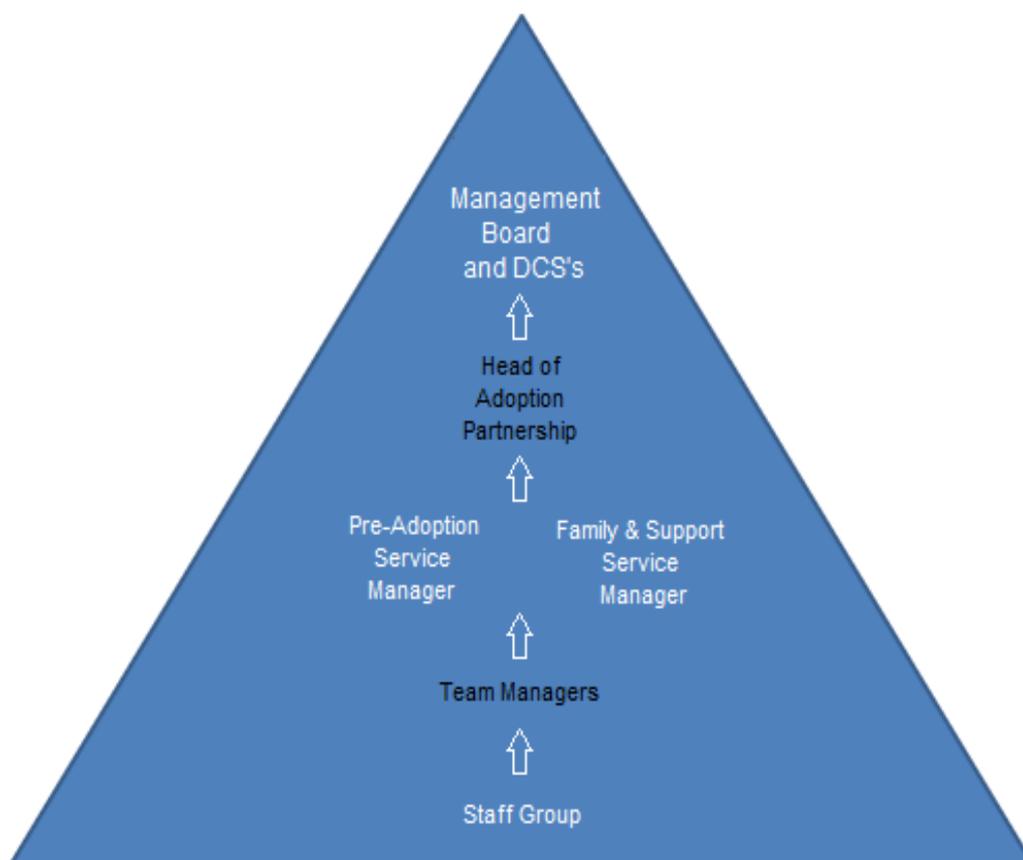
Social worker visits to families have returned to in person visits and the teams are physically meeting on at least a monthly basis.

There has been a delay in the timeliness of children's care proceedings and adoption hearings due to the pandemic and this is reflected in the data section.

Current practices are reviewed regularly to ensure we can plan strategically to deliver a quality service and respond to changes as and when they are required.

#### 4. GOVERNANCE & SERVICE STRUCTURE

- The Head of Service reports quarterly to a Partnership Management Board, which is comprised of Director of Children’s Services and Senior Officers from each partner local authority with representation drawn from the wider professional network. The Chair is rotated on an annual basis and for the period 1<sup>st</sup> November 2020 to 31<sup>st</sup> October 2021, the Chair of the Board was Director, Integrated Children’s Services (Social Work), Children, Young People and Education Services (KCC), and she handed this over to Director of People (Children & Adults), Medway for the following twelve months.
- An Operational Managers group has met monthly, which includes the Head of APSE, Service Managers (APSE), Service Managers for Children in Care teams from Bexley, Kent & Medway, lead Finance Officer and lead Performance Officer for each partner local authority.
- KCC’s Internal audit – undertaken January 2021 focused on the Governance of the RAA. The conclusion of the audit found overall an opinion of substantial internal control, governance and management of risk are sound overall.



## Service Structure

Adoption Partnership South East is managed by a Head of Service, two Service Managers, one of whom is responsible for the pre-adoption order work streams and one who is responsible for overseeing family finding and adoption support.

There are nine teams within the Service structured as follows: (Structure chart attached appendix 1)

- One Initial Enquiries Team
- One Panel Team
- One Early Permanence team
- Two Recruitment, Assessment and Support teams
- One Family Finding team
- Three Adoption Support teams
- Each Team is supported by Business Support Officers who are line managed centrally by their respective local authorities.

## Service Delivery

The RAA provides detailed information in its Statement of Purpose (SOP) (appendix 2). This explains our values and principles, the services we provide and the way we provide them. The information provided meets the requirement of National Minimum Standards for Adoption, and the related regulations (Voluntary Adoption Agencies and Adoption Agencies (Misc. Amendments) Regulations 2003). It is available on the APSE website: [Adoption Partnership South East website](#).

Those enquiring about becoming an adopter or adoptive parents seeking support enter the Service by contacting the Initial Enquiries Team, or enquirers can access information via the website.

A recruitment strategy is in place and is reviewed regularly (appendix 3)

## Adoption Panel Team

A Panel Team supports the Agency's approval process for adopters and the Local Authority Partners when pursuing adoption as the care plan for children. The team has a quality assurance role and support the four adoption panels that cover the region.

Weekly adoption panels are held virtually, and each panel has a designated independent Chair and Vice Chair and is supported by a Panel Advisor (Senior Social Worker) from within the Panel Team.

The panels are comprised of a range of representatives, including:

- People affected by adoption (adult adoptees and adopters)
- Local Authority Members
- Independent Panel Chair
- Independent/Vice Chair
- Adoption Social Workers
- Children's Social Workers
- Medical Advisers

The Agency has been conscious that the panel membership has not been diverse enough; largely white British, with two members from ethnic minorities (other than the Medical Advisors) and has now recruited new members to the panel to address this. Whilst we have more females than male panel members, we have male members on every panel, and two of our three new members currently being recruited are male. All three new members are from ethnic minorities, and we are seeking a single adopter to join the panel. There is representation from the LGBTQ community sitting on panel.

### Early Permanence

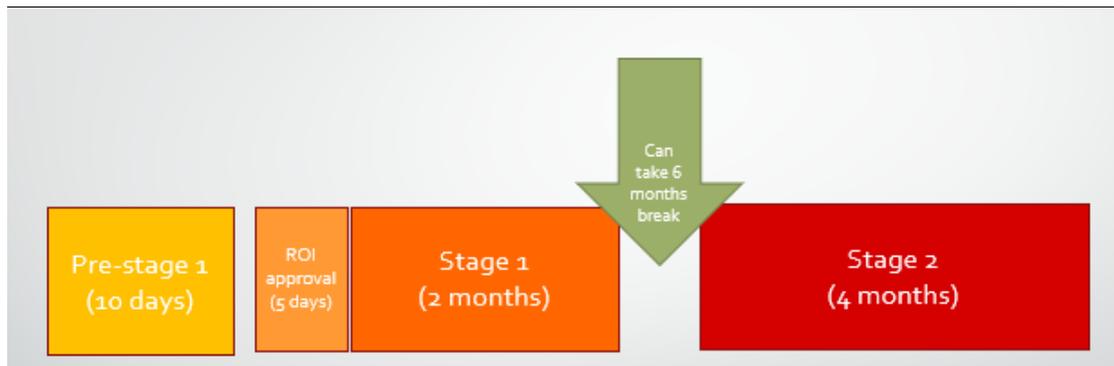
Adoption Partnership South East has an Early Permanence scheme which provides early permanence foster placements to young children who have a potential adoption plan and are either subject to care proceedings or have been relinquished by their parents at birth. These placements will go onto become an adoptive placement via matching and Agency Decision Maker (ADM) Decision, should the court agree the adoption plan and grant a placement order, or the parents have signed adoption consent for a relinquished child.

The adoption service has a dedicated team; Early Permanence team which include permanency planning social workers, who track, and support locality children's teams care planning in identifying children who might need an early permanence placement. The team also has recruitment and assessment social workers who recruit, assess, train, and support early permanence carers. These carers are approved adopters who are also assessed and trained to be approved to foster a specific child as part of the Early Permanence scheme.

### Recruitment, Assessment and Support Team (RAS)

There are two Recruitment, Assessment and Support Teams in APSE and staff within these teams undertake the recruitment, assessment, training, and support of potential adopters, wishing to adopt children in care, and are known as 'Agency Adopters'.

The adopter assessment process is a two-stage approach, prescribed by government regulations.



\*ROI: Registration of Interest

These teams also undertake assessments of extended members of a family wishing to adopt, i.e., step parents and these are known as 'non-agency' adopters.

### Family Finding

The Regional Adoption Agency has a dedicated Family Finding Team which consists of one Team Manager and Senior Practitioners/Social Workers. A family finding social worker is allocated to a child when the local authority identifies that adoption should be the care plan. The family finding social worker works closely with the child's social worker to identify their needs and proactively seek to find adopters who can meet them. This includes liaising with the internal recruitment & assessment team and if necessary, with external adoption agencies.

The family finding team is child focused and seeks to ensure children's adoption plans are progressed in a timely way.

The agency has taken on the full responsibility for completing the Life Story Book for children who are placed for adoption, and these are created through a collaboration between family finding social workers, adopters' adoption social workers, children's social workers and with the adopters to ensure they are equipped and feel comfortable and confident with the book, so it can be used to support their child with their life story.

### Adoption Support

Adoption Partnership South East has a comprehensive adoption support service for those affected by adoption.

The RAA will ensure that adopters have access to local support networks and specialist organisations, through a variety of subscriptions to other agencies, including Coram BAAF, National Association for Therapeutic Parenting (NATP), New Family Social, and We Are Family. We have a mailing list with whom we share information and publicise events and other resources as well as using social media to share information with adoptive parents and others.

The agency has two specialist adoption social work teams and one therapeutic team, comprising of clinicians who are qualified in a range of clinical interventions. The agency will also 'spot purchase' external provisions when the internal clinical team are not able to provide the service needed.

The adoption support service provides adoption support services in line with the "Adoption Passport" according to individual circumstances.

#### [Access to a support and advice line service](#)

To seek support 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.

#### [Service for adoptive families](#)

- Access to an assessment of need, resulting in a support package based on the family's identified needs, including consideration of making an application to the Adoption Support Fund.
- Access to support groups
- Access to a learning and development programme and workshops
- Access to therapeutic support groups
- Access to Theraplay trained workers
- Access to support with education via Virtual Schools in each local authority
- Assistance and review of contact arrangements between adopters and birth relatives

#### [Service for adopted children & young people](#)

- Social groups and activities, delivered by Virtual School Kent's Participation & Engagement Team
- Offering training and advice for schools to help teachers understand adopted children's needs
- Working with children in their adoptive families around understanding their life stories

#### [Service for those affected by adoption](#)

The RAA commissions independent services from Barnardo's to support those affected by adoption. The Service is a bespoke service to families eligible to receive

support from Adoption Partnership South East. The Service is called Connecting Adoptive Families Independent Service known as CAFIS. Services are provided to four groups of people affected by adoption:

- i. Service for birth parents
- ii. Support for birth relatives
- iii. Access to information and intermediary services
- iv. Contact Service

## 5. THE CHILD'S JOURNEY

The Department for Education (DfE) have recently published data showing information on children looked after in England, including numbers of children looked after who were adopted. The data is taken from the annual data collection which is provided by local authorities in England:

- In 2021, the number of Children Looked After (CLA) by local authorities in England rose to its highest level at 80,850, up 1% on last year and continuing the rise seen in recent years.
- 2,879 were adopted between April 2020 – March 2021
- The number of CLA who were adopted fell by 18% in 2021, continuing a fall from a peak in 2015. The large decrease this year is likely driven by the impact on court proceedings during the pandemic, where cases progressed more slowly or were paused.
- On average, it takes 2 years and 2 months for a child to be adopted and this time has been increasing, up from 1 year and 11 months in 2018. In 2021, the average time between a child entering care and being placed for adoption was 1 year and 4 months, it then takes a further 10 months for an adoption order to be granted and the adoption to be completed.
- The average age of a child at adoption has risen by 3 months to 3 years and 3 months, back to the same level as in 2018.

<https://explore-education-statistics.service.gov.uk/find-statistics/children-looked-after-in-england-including-adoptions/2021>

### Adoption Partnership South East Data:

The table below shows the number of children within the Regional Adoption Agency who had an adoption plan during the last three years. The data captured from 2019-2021 has been submitted to DfE and published, whereas the data from November 2020 – October 2021, has not yet been published, but shows activity since the RAA was launched. This is known as 'service data'.

Indicator	Authority	2019-2020	2020-2021	Nov 20 - Oct 21
Agency decision makers best interest decisions	Bexley	>5*	7	11
	Kent	92	79	53
	Medway	34	37	20

Placement Orders	Bexley	>5*	7	12
	Kent	64	54	44
	Medway	20	27	23
Matches approved	Bexley	>5*	6	8
	Kent	60	64	53
	Medway	23	23	35
Children placed	Bexley	>5*	6	8
	Kent	61	64	53
	Medway	23	21	36
Adoption Order granted	Bexley	>5*	7	11
	Kent	63	42	36
	Medway	19	14	21

\* >Data suppressed due to low number

### Agency Decision Maker Best Interest Decisions

The Agency Decision Maker (ADM) is usually a Director of Children's Services or an Assistant Director who agrees that adoption would be in a child's best interest and should be presented to a court as the local authority's care plan.

In 2020/2021 there was an increase, in the number of adoption plans agreed by the Agency Decision Maker for Bexley children compared to the previous year; from >5\* to 7, and a further increase of 4 children, to 11 from November 2020 - October 2021. Kent agreed the plan for adoption for 79 Kent children, 14% less than in the same period in previous year (92) and a further decrease of 26 between November 2020 - October 2021. Medway saw a 9% increase, from 34 children to 37 in 2020/2021, followed by a decrease to 20 from November 2020 - October 2021.

### Placement Orders

A Placement Order is the legal order granted when a court agrees that adoption should be the care plan for a child. There were 7 Placement Orders granted for Bexley children in 2020/2021 compared to >5\* compared to the previous year and this increased to 12 children from November 2020 to October 2021. 54 Placement Orders were granted for Kent children in 2020/2021 which was 10 fewer (16%) than

in 2019/2020 and this further to 44 for the period November 2020 - October 2021. Medway saw a 35% increase in Placement Orders granted, from 20 to 27 in 2020/2021, which slipped down to 23 for the period November 2020 – October 2021.

### Matches Approved

Between 01 April 2020 and 31 March 2021, Bexley saw an increase from >5\* to 6 children matched with adopters in 2020/21 and this increased further to 8 children between November 2020 – October 2021. 64 Kent children were matched with an adoptive family, during this period, an increase of 7% more children than in the previous year when there were 60 children matched. This decreased to 53 children between November 2020 - October 2021. Medway had the same number of matches approved, 23, in 2019/2020 and 2020/2021 but a significant increase of 52% to 35 children between November 2020 - October 2021.

### Children Placed for Adoption

Between 1st April 2020 and 31st March 2021, 6 Bexley children were placed for adoption compared to >5\* in 2019/20, with an increase to 8 children during November 2020 - October 2021. 64 Kent children were placed with an adoptive family, in 2020/2021, 5% more children than in the previous year (61 children), reducing to 53 between November 2020 - October 2021. Medway had 2 fewer children placed for adoption in 2020/21 (21) when compared to the previous year, but this increased to 36 between November 2020 to October 2021.

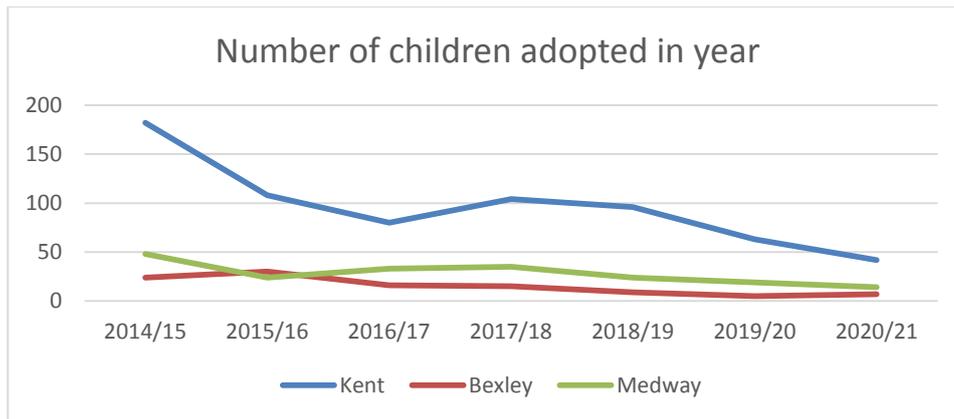
Sibling placements - Within the group of 97 children placed, 29 were part of a sibling group: Bexley: 3 siblings (1 group of 3), Kent 10 siblings (5 pairs), Medway 16 siblings (8 pairs).

### Children Waiting

As of 30<sup>th</sup> November 2021, there are 31 children within the RAA who have a Placement Order, who are not yet placed with an adoptive family.

Of this group, 13 children are booked on to adoption panel for a match, and 8 have a potential link. There is active family finding taking place for the remaining 8 children.

### Adoption Orders Granted



Bexley saw a slight increase to 7 Adoption Orders granted for children in 2020/2021 compared to previous year's figure published >5\*, and this increased to 11 between November 2020 - October 2021.

42 Adoption Orders were granted for Kent children during 2020/2021, which reduced to 36 between November 2020 – October 2021.

Medway also encountered a reduction, in Adoption Orders granted in 2020/2021 to 14, compared to 19 in 2019/2020, but saw an increase to 21 adoption orders granted between November 2020 – October 2021.

Timescale indicator	Authority	2019/20	2020/21	From target 2020/21 (days)	Nov 20 - Oct 21
Placement order to matching decision, children matched in a year	Bexley	55	59	-62	67 average days in year, (50 average for those where a PO granted after Nov)
	Kent	74	144	+23	131 average days in year, (70 average for those where a PO granted after Nov)
	Medway	181	262	+141	167 average days in year, (112 average for those where a PO granted after Nov)
Placement order to matching decision, children adopted in year	Bexley	66	52	-69	55
	Kent	95.6	80	-41	98.9
	Medway	218	237	+116	228
Became in care to placed for adoption, children placed in year	Bexley	241	412	-14	409
	Kent	309.4	452	+26	455
	Medway	463	459	+33	420
Became in care to placed for adoption, children adopted in year	Bexley	287	412	-14	443
	Kent	336.7	316	-110	406
	Medway	502	519	+93	435

#### Placement Order to Matching Decision

The target time from the local authority receiving court authority (Placement Order) to place a child for adoption to the approval of a match with an adoptive family is 121 days, 4 months, for children adopted. Adoption leadership board data shows that nationally the timescale was 206 days in 2020-2021.

For children who have been adopted, the data shows that in 2020-2021 Bexley's saw a decrease in the average number of days it took to match children from 66 in 2019/2020 to 52 days in 2020/2021, increasing slightly to 55 during November 2020 – October 2021. Kent also saw a decrease in the average number of days from 95.6 in 2019/2020 to 80 days in 2020/2021, followed by an increase to 98.9 days between November 2020 – October 2021. Medway's saw an increase from an average of 218 days in 2019/2020 to 237 days in 2020/2021, and a reduction to 228 for children adopted in the last twelve months.

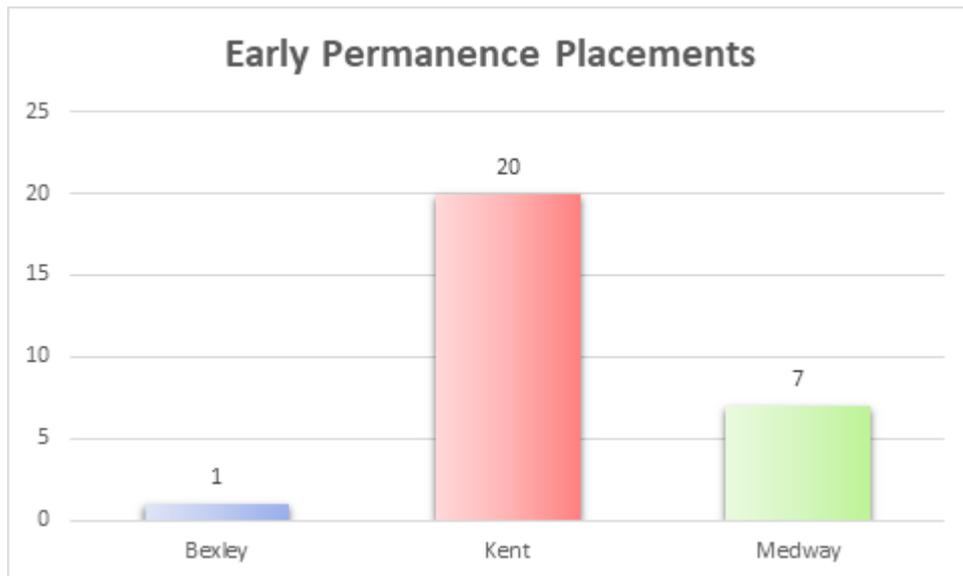
When seeking to review more recent or current performance, the table above shows an improvement in the timeliness between a Placement Order being granted and a match agreed with adopters between November 2020 – October 2021. In respect of Bexley children, it took on average 59 days for children to be matched in year in 2021/2021, whereas this reduced to an average of 50 days for those whose Placement Order was granted between November 2020 – October 2021. Kent children also saw an improvement from an average of 144 days for those matched in year in 2020/2021 to an average of 70 days for those whose Placement Order was granted between November 2020 - October 2021. Medway saw the biggest improvement with children whose Placement Order was granted between November 2020 – October 2021, being matched on average in 112 days, as opposed to an average of 262 days in 2020/2021.

#### [Became in Care to Placed for Adoption](#)

The current DfE threshold for children becoming in care to placement is 426 days, 14 months, for children adopted in year. Regarding this measurement, the timeliness for Bexley's children increased in 2020/2021 to 412 days, compared to 287, the previous year, with a slight increase to 443 days during November 2020 – October 2021. Kent's timeliness decreased by 6% to 316 days in 2020-2021 but saw an increase to 406 for November 2020 – October 2021, whereas Medway's duration increased slightly to 519 in 2020/2021, compared to 502 days in 2019/2020, and decreased to an average of 435 days between November 2020 – October 2021.

Adoption leadership board data shows that nationally there was a 34 day increase in timescale for this measure to 494 days in 2020-2021.

#### [Early Permanence](#)



Between Nov 2020 – October 2021 28 children have been placed in an Early Permanence placement (1 Bexley child, 20 Kent children and 7 Medway children). Two of these children placed have not remained with their early permanence carers, one child was returned to the parents and one child placed in a different placement due to difficulties within the placement.

Adoption Partnership South East have exceeded the aim to place 20% of the children placed for adoption in an Early Permanence placement. The service has a focus on Early Permanence due to the benefits of these placements to the children. The placements avoid additional foster placement moves for children and give the opportunity for children to attach to the carers and received consistent and secure care whilst decisions are made. The Early Permanence team ensure potential carers are assessed, trained, and supported robustly, due to the scheme requiring the carers to take to risk of uncertainty regarding whether the child will remain with them. There is an additional training within the recruitment and assessment of the carers and monthly support groups for carers whilst they foster a child.

### Disruptions

Between November 2020 – October 2021, three children experienced an adoption disruption. This refers to children who were placed within prospective adopters but returned to foster care and were not adopted by those adopters. A disruption meeting was held for all three children, chaired by an independent person, in line with procedures.

## 6. THE ADOPTER JOURNEY – ADOPTION DATA

Adopter activity	Nov 20 – Oct 21
Enquiries in year	257 Households
Stage 1 starts in year	79
Stage 2 starts in year	77
Stage 2 ends in year	83
Adoptive families matched in year	82
Adoptive families with placements in year	82

Average timescales for newly approved adopters in the 2-stage adopter recruitment process, excluding fast tracks

Timescale	Target	Nov 20 -Oct 21
Enquiry to Stage 1 Start (days)	N/A	65
Stage 1 Start to Stage 1 End (days)	61	139
Stage 2 Starts to Stage 2 End (days)	121	125

The target duration for stage 1, pre-assessment, is 2 months, 61 days.

Between November 2020- September 2021 figures indicate that Adoption Partnership South East was outside this timescale with an average of 139 days.

However, stage 1 is adopter led, during this stage the agency undertakes statutory checks and references. The prospective adopters also complete their own home learning and attend a 3-day preparation course.

On reviewing the applications which exceeded 61 days there were specific themes identified which caused these delays:

- Applicants having difficulties getting appointments with their general practitioner for the adult health assessment to be completed. Due to the

pressure caused by the pandemic general practitioners have been under these delays are understandable.

- Applicants having a change in personal circumstances, such as job change, a bereavement or health issue. The increase of these changes of circumstances is likely to have been increased due to the pandemic.
- In some of the cases there had been change of manager and or social worker due to the transition into the Regional Adoption Agency. These changes caused some delay in the progression of cases, especially with the bringing together and aligning practice.
- Regular tracking of assessment cases has been implemented by the managers in the service to ensure these timescales improve.

Priority is given to assessing prospective adopters who can provide homes for our children who have more complex needs i.e., have a known disability, hereditary/genetic illness in the birth family, and slightly older children, plus some siblings. This is part of our sufficiency strategy to reduce the time children are waiting for adoptive families and to ensure we are approving families that match the needs of Bexley, Kent, and Medway children with adoption plans.

This is translated in to practice by identifying in Stage One, prospective adopters who are considered as potentially a good match for a child/child that requires an adoptive placement, and, in such circumstances, the assessment of the prospective adopter(s) will be fast tracked. This does not always result in the match with the child progressing, as information exchanged during the assessment, may result in a different view being reached, but it has resulted in some very good outcomes for children and adopters.

The target duration for Stage Two, assessment, is 4 months, 121 days. Adoption Partnership South East took on average 125 days to complete stage 2 assessments between November 2020 – October 2021, which is 3 days over the target timescale.

During this period 83 households were approved as adopters, which has ensured sufficiency of adopters for Bexley, Kent, and Medway children. In total 97 children were placed with adopters during 1<sup>st</sup> November 2020 – 31<sup>st</sup> October 2021 and all but four of these children were placed within the Regional Adoption Agency. One of the four children placed outside of the region, joined a sibling who had already been adopted.

#### Adopter Gap – sufficiency

As of 30<sup>th</sup> November 2020- The RAA has 36 'approved and waiting adopters' who are not linked with a child, of these, 14 of these are currently being considered for children.

## 7. ADOPTION SUPPORT DATA

As of 31<sup>st</sup> October 2021, APSE was supporting over 500 adopted children and their families either directly or indirectly.

The data below shows the number of families who contacted the Initial Enquiries Team for support and were offered a support and advice line appointment between November 2020 – October 2021:

LA	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	TOTAL
Bexley	3	1	3	0	1	2	2	2	0	1	1	4	<b>20</b>
Kent	12	12	12	10	20	18	24	13	23	14	17	12	<b>187</b>
Medway	0	5	1	3	7	2	6	0	1	1	1	1	<b>28</b>
<b>TOTAL</b>	<b>15</b>	<b>18</b>	<b>16</b>	<b>13</b>	<b>28</b>	<b>22</b>	<b>32</b>	<b>15</b>	<b>24</b>	<b>16</b>	<b>19</b>	<b>17</b>	<b>235</b>

Data Source: Performance and Information, Adoption Partnership South East

Adoption support assessments (households) carried out between November 2020 – October 2021:

Local Authority	Number of adoption support assessments
Bexley	17
Kent	135
Medway	19
<b>TOTAL</b>	<b>171</b>

### Adoption Support Fund

Type of application	Number of applications
Internal provision	59
External provision	170
<b>TOTAL</b>	<b>229</b>

Data from February 2021 when RAA ASF portal went live



## 8. VOICE OF THE CHILD – 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. A separate report outlining the range of participation and engagement taking place is attached (appendix 4).

The report includes detailed information on the following:

- i. Young Person's Council
- ii. Participation Activity Days and Virtual Sessions
- iii. Participation Events
- iv. Further Activities to promote the Voice of the Child in School

Feedback on the virtual activities has included:

*"Thank you, I liked making the bears and doggies with the other children. When we were talking and laughing at the same time it was like being back with my friends, it was so much fun!"*

*"Thank you for hosting yet another amazing morning's workshop. The aquarium tour was a really good experience... We've learnt a lot from the comfort of our sofa! VSK yet again, you have offered something so great for our children which we'd never normally get a chance to do."*

Feedback on face-to-face activities has included:

Lots of positive feedback was received from young people and parents:

*"Please pass our thanks on to everyone involved. The children and Mummy had a great time and thoroughly enjoyed ourselves. It has given us the opportunity to open the conversation about adoption in a very relaxed way which is normally a highly emotive subject for xxx. The one area we really felt he needed support was to realise his situation is special but he's by no means unique. When he realised all the children were adopted he had a smiley lightbulb moment. He now feels he's part of a special club rather than 'different'."*

*"What a lovely group of young people, the effort they put into the activity days is amazing, their effort is outstanding along with the excitement and smiles they bring along spreads through the children, they have done an amazing job and VSK could not be VSK without them all."*

Feedback from children and parents on the summer picnic included:

*'The best thing about today was, slime making, having a balloon model made, swing ball, space hoppers and having space to run round'*

*'Seeing everybody face to face and catching up'*

*'We loved everything, Captain Fantastic party entertainer, making slime and making other friends who are adopted too'*

## 9. ADOPTER VOICE

An Adopter Advisory Board - meets quarterly and membership is drawn from a range of adoptive parents from across the region. The purpose of the Board is to provide a stakeholder perspective to the RAA and to act as a conduit between those living the adoption journey and policy and decision makers within the RAA. Membership of the Board is drawn from a wide range of adopters to best reflect the broadest experiences within adoption, including adopters who had children placed some years ago and are parenting older children, to recently approved adopters. The Board consists of same sex adopters, single adopters, sibling group adopters and adopters of children with complex needs etc. A member of the Adopter Advisory Board sits on the Partnership Board to represent the voice of adoptive families.

Social Gatherings - There are twice yearly social events organised to facilitate adoptive families coming together. There is an annual summer picnic which saw 33 families, 56 children attend. A Christmas party, which could not be held last year due to the pandemic, but there is one planned in December 2021 and already over 200 families booked to attend.

### Compliments

There are several forums for receiving feedback outlined below and some comments which are used to inform and improve practice and service delivery.

- Adopters' views at the time they attend the adoption panel for approval and a match
- The views of others who attend the adoption panel including social workers from Kent and other adoption agencies if placing the child via inter-agency route
- Adopters' views after they have adopted - an 'after adoption' feedback form is sent to each family after the adoption order is granted
- Panel members attending panel training
- Adopters attending the preparation training
- Adopters attending the Post Adoption Support Team Learning & Development training.

Examples of feedback received by the Adoption service:

*"After calling you, we called round a few more agencies (you were our first), but none of them compared to you. Your warmth and genuine interest in us as a couple spoke volumes. The thanks is really all from us."* Adoption enquiry.

*"Thank you for all you have done for our child and the family, you have helped us get through the most difficult part of our lives and we all appreciate everything you have done for us. You will always be part of that journey and thought of with love. We will never forget you."* Approved adopter.

*"You have really helped fill in so many gaps of what I feel has been missing for us over the years getting to understand our child's needs more. Having that time to properly sit, talk and unpick aspects of her thoughts, feelings and behaviours has helped all of us as home work better together. We are incredibly grateful for everything you have done, and your help has far exceeded any expectation of the support I thought we might have received."* Adoptive parent.

## Complaints

The Partnership has agreed that Kent County Council will be the lead partner on all complaints which relate either wholly or in part to the Adoption Partnership South East. Most of the concerns or issues raised in relation to the service provided by the Regional Adoption Agency are resolved through a problem-solving approach within the service and the service aims to respond quickly and with sensitivity.

Between 1<sup>st</sup> November 2020 – 31<sup>st</sup> October 2021, six complaints were received. All were dealt with at Stage 1:

- Two related to the adoption process
- Two related to support provided
- Two related to issues post adoption

## 10. NATIONAL WORKSTREAM

There are now 31 RAAs across the country, with only 5 local authorities not yet in the programme, and the expectation is that 3 of them to be in a 'live' RAA in January.

Recent publications that impact on our work include the Case for Change Review, the National Adoption Strategy: achieving excellence everywhere and the APPG for Adoption and Permanence, Strengthening Families. The key messages from the research focus on the recruitment of adopters, improving care planning, and the need to provide comprehensive and timely adoption support.

The Head of Adoption Partnership South East is engaged in the national forum of RAA Leaders and involved in several work streams with a view to delivering on the priority areas identified. One such area is to develop an Outcome Measurement Tool to measure the effectiveness of the Adoption support Fund (ASF). A pilot will take place in January 2022 and APSE will be a part of this.

A recently published report by the DfE on the Evaluation of Regional Adoption Agencies (October 2020) [Evaluation of regional adoption agencies second report \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) noted some early signs of improvements in relation to the impact of RAA's since the first evaluation was undertaken in 2018. The qualitative and quantitative data reflects some of the findings within our own RAA. These include, the RAA being less reliant on inter-agency placements, and placing more children within our area, and greater consideration of routes to early permanence, such as fostering to adoption. The report identified that RAA's are taking a more strategic approach to marketing, developing inclusive websites to boost efforts to increase adopter diversity, which is important for adopter engagement. The evaluation recognised a drive to more strategic approach to commissioning adoption support, resulting in improved early intervention and universal offers.

## **11. CONCLUSION**

This report reflects the commitment and hard work of staff within Adoption Partnership South East. The move to a Regional Adoption Agency during a pandemic presented challenges, but staff rose to those challenges. The service is child focused and strives to provide a timely, qualitative, and responsive service to achieve good outcomes for children and families. Hearing and responding to the voice of the child and the voice of adoptive parents is important to us and during the coming twelve months there are plans in place to develop and improve these further.

The service recognises the value of working together, both internally, and with the professional network within each of the partner local authorities and other organisations.

A significant amount of preparation took place before the launch of the RAA on 1<sup>st</sup> November 2020 which has proven to have been extremely helpful. The legal agreement provides clarity, and the service is supported by a robust governance framework, which is constructively challenging and supportive.

The service has successfully transitioned from three local authority adoption services in to one regional adoption service and is entering its next phase of consolidation and further development with enthusiasm and a commitment to children and their families.

**Sarah Skinner**

Head of Adoption Partnership South East

**November 2021**

## **12. APPENDIX**

[Appendix 1 – RAA Structure Chart](#)

[Appendix 2 – Statement of Purpose](#)

[Appendix 3 – Recruitment Strategy](#)

[Appendix 4 – VSK Participation Team Annual Report](#)

**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 – 11 January 2022**

**Subject: Young Carers Overview – Commissioned 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:** N/A

**Electoral Division:** All

**Summary:**

- This report summarises the scope and activity of the Young Carers Service, commissioned on behalf of Integrated Children's Services (ICS), as requested at the CYPE Cabinet Committee in November 2021.

**Recommendation(s):**

The Children, Young People and Education Cabinet Committee is asked to **NOTE** the report.

## 1. Background

- 1.1. Following a competitive Procurement process, Kent County Councils Young Carers Contract commenced on the 1 May 2016 for a term of three years with the provision to further extend on a one year plus one year basis.
- 1.2. Kent's Young Carers Service is delivered by Imago and comprises two distinct elements: workforce development; and direct support for children and young people.
- 1.3. As a result of Covid-19, the Local Authority utilised section 72 (1) c of the Public Contract Regulations 2015 and the Procurement Policy Note, to further extend this contract by one year to 30 April 2022. The reasons for the extension included but were not limited to:
  - The inability of a new provider in the current circumstances to deliver an uninterrupted Young Carers provision. This may have resulted in an increase in young people requiring a higher level of support from internal service provision

- A reduced amount of support for Young Carers as a new provision mobilises.
- Loss of engagement with any new provider from young people who, by nature of the levels of complexity, can be difficult to engage, at a time when young people and their parents needed it more than ever.
- The loss of substantial additional social value provision delivered by both Imago, including elements of social prescribing that extends beyond the remit of the contract.
- Reputational risk whereby the Voluntary Sector Recovery Cell and the Children and Young People's Recovery Cell recognised that the Voluntary Sector were in a period of Recovery and Reset themselves and need assurances of continuation of funding and a reduction in tendering activity.

1.4. The total annual value of the contract is £325,484. Over the six years, payments to the value of £1,952,904 were made for this service.

## **2. Introduction**

- 2.1. A young carer is someone aged 18 or under who helps look after a relative with a disability, illness, mental health condition, or drug or alcohol problem. A young carer probably looks after their parent(s), or cares for a brother or sister. Research shows us that caring responsibilities can significantly impact upon a child's health, education and development.
- 2.2. Under the amendments to the Children and Families Act, Local Authorities must take steps to ensure that all young carers under the age of 18, regardless of who they care for or how often they provide care, 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 when their support needs have changed. The assessment should find out if the young carer is participating in, or wishes to participate in, education, training or recreation; and the extent and impact of the caring role which they undertake.
- 2.3. A Local Authority is expected to take 'reasonable steps' to identify which children in their area are young carers and if they have the need for support. The Local Authority must carry out a proportionate and appropriate 'Young Carer's Needs Assessment' if it appears that the young carer has the need for support. This assessment must be carried out in a manner which matches the needs and circumstances of the young carer to whom it relates.
- 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. KCC has a comprehensive Young Carers Service delivered by Imago. The Kent Young Carers (KYC) provision has two distinct elements:

- Young Carers support: For young people aged 5-24 across Kent who have a caring responsibility for an adult or sibling. Young Carers are assessed to understand how best their needs can be met and through co-design a plan is developed and agreed with actions. Plans are in place to prevent inappropriate caring and minimise the negative impact of their caring role. The primary aim of the service is to ensure Kent's Young Carers have a voice and equal opportunity for education and employment whilst maximising their potential.
  - Workforce Development: Free and flexible training to identify and support Young Carers who may be hidden or hard to reach.
- 2.6. The Young Carers Service has provided direct support to approximately 17,300 individual young carers across the county, since the service began May 2016. This support can take the form of young carers assessments, 1:1 support, access to a district young carer 'Chill Club', signposting and information.
- 2.7. Each district has a monthly 'Chill Club', many of which take place in KCC's Open Access buildings. Where possible Imago support young people with transportation to attend these clubs. This in part is achieved through the KCC free Young Carers Bus Pass, which Imago also support in addition to their contract.
- 2.8. Statistically Young Carers are more likely to be girls with 55% of the current cohort seen by Imago identifying as female. 87.6% of the cohort identify as white British, with 8% identifying as BAME.
- 2.9. There are over 10,000 known Young Carers in Kent. However, it is likely that many young carers remain hidden from services. research undertaken by the BBC in 2021 suggests that Kent may have as many as 30,000 hidden Young Carers. As an authority, KCC needs to identify and support young carers and ensure that all services are more 'carer aware'.
- 2.10. To help meet this, the workforce development element of the contract is in recognition that the identification and support for young carers needs to vary according to the type of care that is provided. Young carers are not a homogenous group. The contract ensures that the training covers a wide workforce (including schools, Early Help and Preventative Services, Adults Social Care, health professionals and the wider VCS). It raises awareness about young carers, the challenges they face and how best to support them.

### **3. Contract Management**

- 3.1. The following activities are undertaken as preparation for contract monitoring meetings:
- i. Data analysis of KPIs looking at a county, area, and district level performance.
  - ii. Qualitative information gathered from both the provider and an ICS prospective provides challenge and support in relation to the quality-of-service provision.

- iii. Narrative for the scorecard and case study analysis for the performance from the provider.
  - iv. Analysis of the Compliments, Comments and Complaints log, Social Value Log, Safeguarding Themes Log and Risk Log
- 3.2. The Contract Manger for the Young Carers Contract has day to day responsibility for the service and contract delivery across the county, dealing with all contractual and performance issues. Oversight of this role is provided by the Senior Commissioner and wider commissioning unit
- 3.3. This information is gathered to form a 'whole contract' picture of provision to inform the contract monitoring meetings. As the contract is performing at or above the anticipated levels, the contract monitoring meetings occur on a quarterly basis, with a monthly desk-based analysis of data and qualitative information.
- 3.4. In addition to contract monitoring, monthly highlight reports are prepared for the commissioning portfolio. This highlights any risks, themes and contract activity.

#### **4. Covid-19**

- 4.1. Imago continued to deliver their support to young carers throughout Covid-19 virtually and with assessments and support undertaken over the phone or, in some cases, on doorsteps or through windows with all the necessary safety precautions in place. Young carers are statistically the most likely to be digitally excluded and therefore, operating only a 'virtual offer' would not have been suitable on its own.
- 4.2. Throughout the pandemic, the service has continued to support positive wellbeing outcomes across the county. Following feedback from young carers that they were struggling to see support workers as frequently as they'd have liked, additional group work sessions via Zoom were offered. These sessions have a different content to the regular monthly workshops and enable a wider participation opportunity. The virtual sessions have been well received and attended by young carers.
- 4.3. To ensure that quality of provision and service development was maintained throughout lockdown, Imago worked with young carers to understand how they engaged with the online offer and how/if they would like to see it developed.
- 4.4. Whilst some young carers found it easier to engage online feeding back that "*I enjoy zoom and the workshops, it makes me calm and happy .... it's OK I still feel part of young carers'*", and "*...THE SERVICE... has been very supportive and helpful during the lockdown specially when I wasn't feeling myself and some of the zoom video calls helped*" (young carer).
- 4.5. Other young people really missed the ability to meet face to face '*I didn't like the zoom meetings and felt a bit lost not seeing my support workers face to face*' (young carer).
- 4.6. Feedback from young carers is shaping future provision and a hybrid model (a combination of online and face to face provision) of delivery is being rolled out.

Feedback from this will be used to help shape future specifications for the provision.

- 4.7. Despite the pandemic Young Carers Action Day was celebrated in a variety of ways across Kent Young Carers (KYC) with the young people. KYC had a positive media and social media presence on the day, with one young carer and their family being interviewed by BBC Southeast which was televised on 17 March 2021 and another young carer from Tunbridge Wells, being interviewed by BBC Radio Kent talking about her experience of being a young carer on 16 March 2021.
- 4.8. The overall impact across the service has been an increase in school attendances and access (when the restrictions and personal circumstances of the young carer allowed), a reduction in anxiety levels and improved mental health, increased family cohesion and wellbeing.

## **5. Voice of the Child**

- 5.1. The Commissioning Team have worked with Imago to gauge the views of young people on what it means to be a young carer, what good support means to young people and the value of the service to users.
- 5.2. Children, young people and families who use this service also have their views heard through the Compliments, Comments and Complaints log (Triple 'C' log) This feedback from young carers is reviewed as part of the formal contract management process as the provider is asked to document this feedback and demonstrate how it has been used to develop their services.
- 5.3. Feedback on the log have led to the development of the Siblings Service and a Social Prescribing Service. Both services are funded externally to this contract (totalling £300,000 over the life of the contract) Imago are currently looking into further funding options to grow this provision.
- 5.4. The Sibling Service was developed in recognition of the work Imago were doing with a specific group of young people engaging in the Chill Clubs and raised some of the challenges of what it is like to be the brother or sister of someone who has disabilities. From this work, Imago sought external funding to be able to offer a provision to specifically support siblings in both Maidstone and Swale with further funding secured to extend to both Dover and Folkestone and Hythe. Feedback from this group has included *"It helps me remember that it's not all about my brother's illness"* (young carer using the sibling service)
- 5.5. The Social Prescribing service, which covers two districts (Ashford and Folkestone & Hythe) was developed in direct response to the feedback in the Triple C log. Young people were reporting that they needed additional support in achieving personal goals. Social prescribing provides a non-medical referral that links individuals to community resources. This service works to improve health and wellbeing, resilience and encourage self-management for long-term health conditions. Through working with the Social Prescribing Service, young people have voiced that they feel more able to set personal goals but that *"I know I have a long journey ahead of me, but I now feel that my future is within reach"* (Young carer from using Social Prescribing).

- 5.6. Feedback through the Triple C log is used to shape provision, develop best practice and understand district variances, whilst also providing commissioners with an understanding of the views and perspectives of various stakeholders. This information is then used as a key source of information for decision-making and service development. Evidence of this feedback can be found in Appendix 4 Triple 'C' log.
- 5.7. Imago as an organisation proactively engages in understanding children and young people, including the development of an annual [Impact report](#).. As part of understanding all of their provision as an organisation, Imago supports various forums to promote 'Youth Voice' this includes a Young Carers shadow board.
- 5.8. The Shadow board helps to provide opportunities for young people to play a central role in influencing policy, provision, and decision-making regarding the service. The intelligence from these forums is fed through to commissioners via contract management to help inform service development.
- 5.9. To demonstrate a small portion of this work Appendices 1 and 3 provide insight from young people who use this service.
- 5.10. All commissioned services are required to ensure that the voice of children and/or young people is captured throughout their organisations, including staff recruitment. Imago proactively engage in this by ensuring that young people are represented as part of their approach and wherever possible have a young person actively engaged in the recruitment and interview process.

## **6. Financial Implications**

- 6.1. The total annual value of the contract is £325,484. From 1 May 2016 to 30 April 2022 Kent County Council have spent £1,952,904 on the delivery of the young carers service.

## **7. Governance**

- 7.1. Regular reporting on the effectiveness of this service is shared with the Director for Integrated Children's Services (Early Help Lead).
- 7.2. Robust arrangements are in place to ensure the effective delivery of the Young Carers Service, including contract and performance management that consider the need to ensure that children are effectively safeguarded, and that the service demonstrates best value for money.
- 7.3. At the [CYPE May 2018 Cabinet Committee](#), it was demonstrated that the contract management oversight included a Deep Dive into the contract performance and monitoring. Due to Covid 19, in 2020 this was undertaken as a desk-based exercise. During 2022, Commissioners are hopeful to reinstate a 'field based' approach to deep dives which will include (but not limited to) meeting with young carers, observing provision, meeting with staff, engaging with wider stakeholders who are linked to the service and comparing this with the information shared as part of contract oversight.

## 8. Conclusion

- 8.1. Overall, KCC has seen good performance against the contract, delivered by Imago, for Young Carers across the county. KCC will continue to contract manage Imago to ensure the service is of good quality and is delivered in a timely manner to meet the needs of children and young people who have a caring responsibility.
- 8.2. In line with the Decision taken by the Cabinet Member of Integrated Children's Services, Commissioners will commence a procurement to ensure a continuation of service delivery for Kent Young Carers.
- 8.3. Subject to a successful procurement process the new contract will commence 1 May 2022 for a period of three years, with the option to extend on a one year plus one year basis.
- 8.4. Key to shaping the new provision and provider selection will be Young Carers. This will include, but not limited to, specification development with stakeholders, young carers and subject experts with evaluation designed and undertaken with young people and a continued focus on the voice of children and young people in ongoing contract management.

### **Recommendation(s):**

The Childrens, Young People and Education Cabinet Committee is asked to **NOTE** the report.

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## Appendix 1

### Imago - Young Carers Contract

1st May 2016 to 30 November 2021

Gender	No of individuals	% of Population
Female	5088	55%
Male	4138	45%
Prefer not to say	28	0%
Other	19	0%
<b>Total Respondents</b>	<b>9273</b>	

Ethnicity Breakdown of YCs referred between May 2016 to date	No of individuals	% of Population
Asian or Asian British	4	0.0%
Asian or Asian British - Arab	12	0.1%
Asian or Asian British - Bangladeshi	28	0.3%
Asian or Asian British - Chinese	3	0.0%
Asian or Asian British - Indian	54	0.6%
Asian or Asian British - Other	33	0.4%
Asian or Asian British - Pakistani	13	0.1%
Black or Black British	2	0.0%
Black or Black British - African	59	0.6%
Black or Black British - Caribbean	28	0.3%
Black or Black British - Other	27	0.3%
Mixed - Other	116	1.3%
Mixed - White and Asian	62	0.7%
Mixed - White and Black African	54	0.6%
Mixed - White and Black Caribbean	135	1.5%
Mixed White	5	0.1%
Other Ethnic Group	17	0.2%
Prefer Not to Say	49	0.5%
Traveller / Romany Community	66	0.7%
White	29	0.3%
White - British	8122	87.6%
White - English	189	2.0%
White - Irish	21	0.2%
White - Northern Irish	1	0.0%
White - Other	139	1.5%
White - Scottish	1	0.0%
White - Welsh	4	0.0%
<b>Total</b>	<b>9273</b>	

## Appendix 3

### Who Am I? A poem written by young carers in SYC

May I have your attention? A few minutes of your time,  
Take a break from your life, I'll tell you how I live mine.  
See this face? See this smile? See these eyes open wide?  
It's a mask to disguise how I'm feeling inside,  
I'm one in twelve in my city, yet it's hard to describe,  
But just give me a moment, I promise, I'll try.  
I'm a cook; a cleaner; a doctor; a healer,  
A helper; a sitter; a supporter; a leader,  
By my demeanour, it may not always be clear that I'm needed,  
When my mum takes a fall, has a fit or a seizure,  
When my brother breaks his toys and I pick up the pieces,  
When his autism means that even though I pleaded,  
He kicks and he screams and every day this is repeated,  
But before bed, I still hug him, because I know he doesn't mean it.  
And some might say that this sounds strange,  
Why I have all these skills and I don't even get paid,  
When I get home from school and make sure the table is laid,  
Because my dad is upstairs, still in bed, still afraid,  
Oh, I'm sorry, did I not mention?  
That his mind is affected by stress and by tension,  
Depression that means he requires my attention,  
So my homework goes unwritten with no chance of extension.  
I shop; I feed; I help shower and bathe,  
I wash; I make sure that the beds are all made,  
I talk; I listen; I cuddle; I play,  
I make sure that the medicine is stored safely away.  
And even though I know that those who love me understand,  
It's hard to keep up friendships when I have to cancel plans,  
When phone calls go unanswered, when they say they'll lend a hand,  
Sometimes it feels that it's only me who can.  
So thank you for listening, To the words I have to say,  
About how I live my life, About what I do each day,  
I hope; I dream; I wonder; I pray,  
**Because I'm a young carer, And I wouldn't have it any other way.**

## Appendix 4 – Triple C log – Compliments, Comments and Complaints



3C'sKYCJuly-Sept20  
21Anon

## Appendix 2

### Who Am I? A poem written by young carers in SYC

May I have your attention? A few minutes of your time,  
Take a break from your life, I'll tell you how I live mine.  
See this face? See this smile? See these eyes open wide?  
It's a mask to disguise how I'm feeling inside,  
I'm one in twelve in my city, yet it's hard to describe,  
But just give me a moment, I promise, I'll try.  
I'm a cook; a cleaner; a doctor; a healer,  
A helper; a sitter; a supporter; a leader,  
By my demeanour, it may not always be clear that I'm needed,  
When my mum takes a fall, has a fit or a seizure,  
When my brother breaks his toys and I pick up the pieces,  
When his autism means that even though I pleaded,  
He kicks and he screams and every day this is repeated,  
But before bed, I still hug him, because I know he doesn't mean it.  
And some might say that this sounds strange,  
Why I have all these skills and I don't even get paid,  
When I get home from school and make sure the table is laid,  
Because my dad is upstairs, still in bed, still afraid,  
Oh, I'm sorry, did I not mention?  
That his mind is affected by stress and by tension,  
Depression that means he requires my attention,  
So my homework goes unwritten with no chance of extension.  
I shop; I feed; I help shower and bathe,  
I wash; I make sure that the beds are all made,  
I talk; I listen; I cuddle; I play,  
I make sure that the medicine is stored safely away.  
And even though I know that those who love me understand,  
It's hard to keep up friendships when I have to cancel plans,  
When phone calls go unanswered, when they say they'll lend a hand,  
Sometimes it feels that it's only me who can.  
So thank you for listening, To the words I have to say,  
About how I live my life, About what I do each day,  
I hope; I dream; I wonder; I pray,  
**Because I'm a young carer, And I wouldn't have it any other way.**

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## Appendix 4 - Compliments, Comments, Complaints and Contributions Log July-September

Please record all examples of feedback on this form.

Date Received (to be actual date not just month please)	Name or initials of person providing feedback and their position, ie LD Headteacher of yellow brick road primary.	Which would best describe the feedback? Compliment, Comment Complaint or Contribution?	Description of feedback/contribution	How was this feedback/contribution collected?	What action was taken as a result of this feedback or what happened with the contribution?
1 <sup>st</sup> July 2021	MB – DSL at B Grammar	Compliment	Michelle told me that she thought our referral form was the easiest from to complete,	Spoken	I thanked her and said that I was glad and I agreed. She said she would happily refer in the future
1 <sup>st</sup> July 2021	YC – MH	Compliment	"It wasn't good, it was brilliant".	Feedback regarding xxx trip to xxxx. Was given feedback at the end of the trip from young carer MH.	No further action.
1 <sup>st</sup> July 2021	YC TB's Mum	Compliment	"Good afternoon. T really enjoyed himself at Dartford Central Park on Wednesday. Thank you so much. C T's Mum".	Feedback sent by text regarding xxxxxxxx trip.	No further action.
1 <sup>st</sup> July 2021	YC MS's Mum	Compliment	"M loved it and he felt safe and happy and was able to not worry about anything".	Feedback sent by text regarding xxxxxxxx trip.	No further action.
1 <sup>st</sup> July 2021	YC MF's Mum	Compliment	"Hi, M had a great time and said she eventually made some friends! Very apprehensive at first but she felt comfortable in the end – maybe it was a small group. What can go wrong with skipping ropes, hula hoops and dominos!? It was her first time and nice that she had someone there from her school. I think the location, games, food and toys to take home were fantastic and of course the weather was good. You do an amazing job. X "	Feedback sent by text regarding xxxxxxxx trip.	No further action.
2 <sup>nd</sup> July 2021	EP-Parent	Compliment	Thanked me for reminding them about the free bus pass, which will make a tremendous difference to the family	Telephone	

## Appendix 4 - Compliments, Comments, Complaints and Contributions Log July-September

Please record all examples of feedback on this form.

5 <sup>th</sup> July 2021	YC MH's Mum	Compliment	"Hi Amy, we were so pleased with the trip. M had a lovely time, she was really nervous before but then completely put at ease by everyone. It was fabulous to see her so relaxed and happy. Thank you!"	Feedback sent by text regarding Ivy and Jane Dartford Central Park trip.	No further action.
7 <sup>th</sup> July 2021	TT-Parent	Compliment	Said how extremely helpful I had been in identifying further siblings in the household for the Young Carer Project.	Telephone	
8 <sup>th</sup> July 2021	SW Coordinator XXX Academy	Compliment	Told me how thankful she was for the face to face time I had spent with her going over the project and what a difference I was making to the pupils that needed the help most at the school	In person	
9 <sup>th</sup> July 2021	YC PS Mum	Comment	Just a suggestion (and may not be viable), but during the summer holidays, it maybe a good idea, to perhaps (I know there are all kinds of restrictions/etc.) do a family "fun day" at a park or field where families can come along and there are little sections for families (ie – short breaks take those children) and do activities, young carers are in a different section and the parent/carers have a section to go to (with perhaps mini stalls of manicure,etc) and also "family orientated" activities with help nearby to assist those who need it so we can all be included. That would be of great assistance to myself (for example: if J has a meltdown and then I have to deal with that and P then has to stand and wait until the meltdown has finished or we have to go and P then feels like it's not fair. If there was somewhere that P could then go to (ie young carers section) until the meltdown has finished it would mean that we could stay/he could continue to have fun	Feedback by email.	Will be considered as part of the future planning. Given details of Reconnect activities over summer.
13 <sup>th</sup> July 2021	E T Mum	Compliment	E is very nervous in our 1:1 at School and doesn't speak much so I offered calls and text over the holidays. Mum thanked me for offering to continue to support E	Text	Continue sessions when we return to school.
13 <sup>th</sup> July 2021	CC-Parent YC	Compliment	Didn't realise that all her children could be a part of YC, and the bus passes alone will save her a small fortune.	Telephone	
14 <sup>th</sup> July 2021	TF Student Support Manager and Lead First Aider	Compliment	Thank you ladies for your continued support of our students. Kind regards Teresa	Email	This was a response to an email sent from a YC's social worker who wanted to know what activities YC's and the

## Appendix 4 - Compliments, Comments, Complaints and Contributions Log July-September

Please record all examples of feedback on this form.

					school were providing over the holidays. The school responding to both YC's and the social worker.
14 <sup>th</sup> July 2021	RK-xxxxxxxx School SENCO	Compliment	Thanked me for being proactive with the Young Carers. Following up on those without internet to ensure Bus Pass applications are made has really helped	In Person	
14 <sup>th</sup> July 2021	EM	Compliment	Mum thanked us for the support we have offered before I closed him. He is over 18 and does not need the YAC service.	Email	Closed.
14 <sup>th</sup> July 2021	DT	Compliment	Mum thanked me for sending out assessment and consent form links.	Telephone	To get D fully registered.
14 <sup>th</sup> July 2021	HP	Compliment	Mum thanked me for all the support offered so far and it is nice to know she has someone to talk to.	Telephone	Continue to offer support to Pullar family.
15 <sup>th</sup> July 2021	EW-D YC's Mum	Compliment	"Thank you Amy.  You have been an amazing support for E recently."	Email received. Have been completing programme of one to ones with E. Sent email to mum as doctors had asked for proof she is a young carer due to her covid vaccine.	No further action. Continue in supporting family.
15 <sup>th</sup> July 2021	MC Mum	Compliment	Mum thanked me as we got Ms bus pass application sorted on time and this has saved her a lot of stress.	Telephone	Reassessment offer.
15 <sup>th</sup> July 2021	JD Mum	Compliment	Mum agreed with outcomes on assessment and has thanked me for offering a place to J on trips as this will help a lot.	Telephone	Invite J on trips.
15 <sup>th</sup> July 2021	L S Mum	Compliment	Mum thanked me for offering L school visits and YAC referral. Mum thanked us for the support.	Email	Make YAC referral
15 <sup>th</sup> July 2021	K Y Mum	Compliment	Mum thanked me for being able to offer K a place on the workshop, this will benefit the family.	Telephone	Invite K to workshop
16 <sup>th</sup> July 2021	C T mum	Compliment	Mum thanked me for referring C into the YAC service so she is able to meet up with YACs her own age.	Email	Reassessment
16 <sup>th</sup> July 2021	A B J Mum	Compliment	Mum has emailed this after offering 1:1 sessions with A "Young Carers have been a more consistent service so hopefully she will be willing to engage."	Email	1:1's to start
16 <sup>th</sup> July 2021	S KC Mum	Compliment	Mum thanked me for offering support to S over the holidays.	Text	Check in with S

## Appendix 4 - Compliments, Comments, Complaints and Contributions Log July-September

Please record all examples of feedback on this form.

16 <sup>th</sup> July 2021	B J Mum	Compliment	Mum agreed with outcomes of assessment and thanked me for the support offered. Mum will call if they need anything.	Telephone	Reassessment
19 <sup>th</sup> July 2021	Feedback from young carers at the workshop	comment	'it was really fun' 'I enjoyed coming outside for a while, having and have a good time' 'it's a bit distracting from at home stuff, it really helps' 'it was a very fun experience and I really enjoyed it' 'I enjoyed it because it keeps me away from the noise from my house'  Question to YC: what do you enjoy about the workshop today: YC: 'being able to talk to people I can relate to'	Verbally	
19 <sup>th</sup> July 2021	L and I R Mum	Compliment	Mum thanked me for offering to go and see the two girls in School as there Dad is terminal and would be a good place to start building that support.	Telephone	Visit in School
19 <sup>th</sup> July 2021	R M Mum	Compliment	Mum thanked me for completing the bus pass application for them. Mum could not get it to work and was worried about it..	Text and Email	Check in with R once she has started.
19 <sup>th</sup> July 2021	J S Mum	Compliment	Mum thanked me for completing bus pass application for J as she did not know how to do this.	Telephone	Reassessment
26 <sup>th</sup> July 2021		Comment	Feedback from parent re clothing given to YP from Imago charity shop 'H says thank you for the bits you left' and from parent 'thank you so much'  Message from parent re arrange one to one with YP (16) 'thanks for the call, was good speaking to you'	Message	
27 <sup>th</sup> July 2021	P T Mum	Compliment	Mum thanked us for the support we have offered following new assessment. I will also be referring him into Short Breaks.	Telephone	Refer into Short Breaks.
28 <sup>th</sup> July 2021	OA-Parent	Compliment	Thanked me so much for inviting YC to respite. Said it means so much to be included, ad he is looking forward to it so much	On phone	
28 <sup>th</sup> July 2021	C Cook	Compliment	Charlie absolutely loved it thank you so much	Text	Respite visit to Mount Ephraim gardens. C mum replied to a text from me thanking all of our YC's for a great day.
29 <sup>th</sup> July 2021	YC-GC	Compliment	Asked if she could leave last as she was having such a lovely time, she didn't want to go.	In person	

## Appendix 4 - Compliments, Comments, Complaints and Contributions Log July-September

Please record all examples of feedback on this form.

29 <sup>th</sup> July 2021	MW-YC Parent	Compliment	Mum said that MW really enjoyed the respite trip and wouldn't stop talking about it all the way home	Text	
30 <sup>th</sup> July 2021	O RMum	Compliment	Mum sent me this after workshop "Just wanted to pop you an email to say thank you for the young carers session O attended on Thursday. He really enjoyed himself and got a much needed break. I think these are even more important during school holidays as he is around L 24/7 most of the time."	Email	Invite O to future workshops.
2 <sup>nd</sup> August 2021	Young People who attended respite activie		<p>Feedback from young people who attended the respite activity on the 5th</p> <p>'I liked it on my first activity and I liked playing'</p> <p>'it was great, I got food'</p> <p>'it was good I didn't have to look after my siblings, I'm happy and I'm hard to impress'</p> <p>'it was good because we played lots of games'</p> <p>'I really liked it because it's fun and I get away from my brother'</p> <p>'I enjoyed doing games and doing rounders and I enjoyed the food and having fun'</p>	Verbally	
	Parent feedback		<p>Received from a parent from the young person: 'Today i went to young carers picnic morning and it was really fun because we got to do all sorts of activities like football, rounder's, swing ball and we got to eat some food. I meet new children who does the same job as me by caring for one of their loved ones and we can have a break and be ourselves instead of watching what we do around our siblings.'</p>	Message	
	Parent Feedback		<p>Feedback from parent 'Thank you for this morning billy really enjoyed himself and he gave him a break from his brother'</p>	Message	
	Parent feedback		<p>A parent enquired re transport as unable to get to the Reconnect Family fun day, advised of KCC free family bus pass, however, mum had no way in collecting this from Gravesend Library as they are waiting for her son's new wheelchair as the current one is broken. I was in town on Friday so picked the pass up for mum and dropped this off on my way to the Maidstone office. Messaged mum to advised I have posted this and mum responded 'ah brilliant, thank you so much I really do appreciate it xx'</p>	Message	

## Appendix 4 - Compliments, Comments, Complaints and Contributions Log July-September

Please record all examples of feedback on this form.

2 <sup>nd</sup> August 2021	RO - Parent YC	Compliment	YC is now 18. Mum and YC thanked me for all the help I have given over the years	Telephone	
2 <sup>nd</sup> August 2021	JH-Social Worker	Compliment	Thanked me for my speedy return of emails and for being informative and helpful	Email	
3 <sup>rd</sup> August 2021	NA – Parent	Comment	Thank you for inviting U to all the events recently, he doesn't have many opportunities to go out in summer so the Family Fun day was really good for him.	Via telephone – speaking with NA about inviting Uto future events and asking if he enjoyed the Family Funday	Acknowledged
4 <sup>th</sup> August 2021	Mrs P	Compliment	“Thank you so much for the support you (Imago) provide and for setting up this day. (Family Fun day)”	Verbally – face to face	
5 <sup>th</sup> August 2021	GC-Parent YC	Compliment	Told me what a difference respite was making and has given the YC confidence.	Text	
9 <sup>th</sup> August 2021	Feedback from parent who's family came to the Reconnect day	Comment	Feedback from a parent: 'thank you for having us there, the kids are now wanting to start boxing lol'	Message	
9 <sup>th</sup> August 2021	KJ- Parent	Comment	Thank you so much for sorting out the transport for O, he had a lovely time	Text received following workshop	Acknowledged

## Appendix 4 - Compliments, Comments, Complaints and Contributions Log July-September

Please record all examples of feedback on this form.

10 <sup>th</sup> August 2021	AH - YC	Comment	It has been so great to get to know you, thank you so much for listening and supporting me over the last 6 months	Comment during final 1:1 with YC before also closing as 18	Acknowledged
10 <sup>th</sup> August 2021	KB-Parent	Compliment	Could not thank me enough for my help, especially with Bus Pass application	Email	
10 <sup>th</sup> August 2021	Mrs H	Compliment	"You are amazing for organising all these activities for the children and it allows HFH some time that is just his."	Verbally – face to face	
11 <sup>th</sup> August 2021	TW-Social Worker	Compliment	Thanked me for my speedy response, and the time I spent informing her of the projects and how we help YCs	Email	
12 <sup>th</sup> August 2021	Mrs W	Compliment	Dear Tina  Thank you for the fun day today, both O and B enjoyed themselves (and B actually!) I hope going forward you have more families attend, both of the children were quite pleased though that they had a chance to try everything on their own! Please extend our thanks to your team and the lovely circus skills lady too.	Email	
16 <sup>th</sup> August 2021		Comment	Contact with parent re respite on the 24th as had not gotten back to me but was very keen for their YC to attend, at the end of one of the messages mum said 'thank you for thinking of him'	Message	

## Appendix 4 - Compliments, Comments, Complaints and Contributions Log July-September

Please record all examples of feedback on this form.

16 <sup>th</sup> August 2021	CR- FC	Compliment	Thanked me for my help in identifying YCs who would appreciate a VIP experience to Margate FC	Email	
17 <sup>th</sup> August 2021	SM-Young Carers Parent	Compliment	Thanked me for taking time out to apply for Bus Pass on their behalf. She doesn't know what she would have done without me.	Email	
17 <sup>th</sup> August 2021	Young Carers (mum) EW-D	Compliment/thanks	"Thank you for your time and input with E".	Received via text.	No further action.
18 <sup>th</sup> August 2021	TN-Young Carer Parent	Compliment	Told me how excited TN was to be selected for a VIP Margate FC trip on 21/8/21, and how thankful they are to me for the opportunity	In person	
18 <sup>th</sup> August 2021	Mum of YC LG	Compliment/Thanks	"Thank you for all of your help you have been giving L".	Feedback received via text after one to one.	No further action.
18 <sup>th</sup> August 2021	JW – Young Carer	Comment	I love making stress balls – can we do it again	In person – at workshop	Acknowledged
18 <sup>th</sup> August 2021	EA – Young Carer	Comment	Please can I come back next time!	In person at workshop	Acknowledged

## Appendix 4 - Compliments, Comments, Complaints and Contributions Log July-September

Please record all examples of feedback on this form.

19 <sup>th</sup> August 2021	ZB - Parent	Comment	The stress busting workshop sounded amazing – please can you do this one again if it proves popular, my kids would love it	Email – parent whose children couldn't attend but heard from others about the session	Acknowledged
20 <sup>th</sup> August 2021	AD - Parent	Comment	Thank you Jo you're a star	Email following support can put in place re housing	Acknowledged
20 <sup>th</sup> August 2021	SV - Parent	Comment	Thank you so much I can't thank you enough I have been so anxious about this	Email – parent who has been struggling with her health needed help applying for bus passes.	Acknowledged
22 <sup>nd</sup> August 2021	EH - Parent	Comment	My kids were so excited for the trip and have really enjoyed the activities this summer! Thank you so much for organising this	Via text	Acknowledged
23 <sup>rd</sup> August 2021			<p>Feedback from parents re Gravesham respite:</p> <p>mum of the YP who could not drive their car was really grateful that I was able to take their young person so they would not miss out on the respite opportunity, message 'thank you again'</p> <p>'R had a fantastic time – I would never have afforded to take him – he has learnt a lot and he wants to go back with his friends! Thanks the donor for me x'</p> <p>'Hi! How wonderful that it was sponsored by these lovely people'</p> <p>'I did want to say thank you for yesterday, it was T's first time going out with Young Carers. As soon as I picked him up her was explaining everything he had learned and what his favourites were for a good hour and a half. We had a conversation once we got home about it and he expressed how much he enjoyed himself and had time to himself. We normally do days out as a family and he's either watching over my</p>		

## Appendix 4 - Compliments, Comments, Complaints and Contributions Log July-September

Please record all examples of feedback on this form.

			<p>husband who's T's dad who's disabled and wheelchair bound due to M.S or he's watching over his younger siblings. He knows he never has to worry or help them as I do most things but as the caring boy he is, he can't just enjoy himself without thinking of his family. So yesterday was a well needed break for him alone to have fun. So thank you all again it means more than you know!</p> <p>Feedback from young people at the respite:</p> <p>'really nice, I loved it'          'we walked alpacas and it was nice, it was find, I liked it, 6 star rating'          'I love, love, love, love, love, love it'          I've had fun and I've had fun walking the alpacas and it's been a really fun day as I don't get out the house much anymore'          'I really enjoyed today because I got to walk the alpacas and I got to stroke their necks'          'I've enjoyed it today, they are new animals and they are quite friendly and I got to bond with the animals'          'it was a unique and relaxing experience'          'I liked today as I got to walk an alpaca'          'it was good'</p>		
24 <sup>th</sup> August 2021	KH - Parent	Comment	Thank you so much for inviting L to your activities and workshops – it has been really hard to get to things in xxxxx so these sessions have been great	In person – Mum of LH who cannot attend sessions in his district	Acknowledged
24 <sup>th</sup> August 2021	TN-Young Carer Parent	Compliment	Spoke to Mum who said that TN had a lovely time as the vip to Margate FC as a YC. He got to shoot penalties, lead out the team, appear in the program, and was generally spoilt and looked after. Mum said it was just what he needed and thanked me so much for putting him forward.	Phone	
25 <sup>th</sup> August 2021	CC – workshop leader	Comment	<p>I have been to a few of these Family Fun days now and this is the best one by far – you have music, decorations, drinks and loads for the kids to do. I'm impressed by the turn out as well.</p> <p>Thank you for helping me set up and take down the equipment and keeping the kids entertained – if you wanted to do a workshop in future I would happily agree a discounted rate.</p>	In person networking	Acknowledged

## Appendix 4 - Compliments, Comments, Complaints and Contributions Log July-September

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25 <sup>th</sup> August 2021	Parent	Comment	This has been great for M – he gets bullied at school and struggles to make friends but activities like this really build his confidence	In person – Mum at family fun day	Acknowledged
26 <sup>th</sup> August 2021	SJ - Parent	Comment	H really enjoyed it	Text received following respite at River Medway Canoes	Acknowledged
26 <sup>th</sup> August 2021	RC - Parent	Comment	Jo thank you so much for this morning L has had an amazing time that's all he's talking about bless him. You are all amazing	Text received following respite at River Medway Canoes	Acknowledged
26 <sup>th</sup> August 2021	LJ - Parent	Comment	N had a great time, thank you for organising today	Text received following respite at River Medway Canoes	Acknowledged
26 <sup>th</sup> August 2021	AL - Parent	Comment	Thank you so much! A had a lovely time	Text received following respite at River Medway Canoes	Acknowledged
26 <sup>th</sup> August 2021	TC - Parent	Comment	Thank you for having N she really enjoyed it even if she did get wet	Text received following respite at River Medway Canoes	Acknowledged
26 <sup>th</sup> August 2021	TM - Parent	Comment	Thank you so much Jo for a great day! My children loved it and made new friends which is brilliant. Thank you so much	Text received following respite at River Medway Canoes	Acknowledged

## Appendix 4 - Compliments, Comments, Complaints and Contributions Log July-September

Please record all examples of feedback on this form.

26 <sup>th</sup> August 2021	SF - Parent	Comment	Thanks for this afternoon P and E really enjoyed it	Text received following respite at River Medway Canoes	Acknowledged
26 <sup>th</sup> August 2021	MP - Parent	Comment	R has been struggling with anxiety but has told me after the past couple of trips he feels very comfortable and has made some great friends. Thank you for your support.	Via telephone – following up with MP after our respite activity	Acknowledged
27 <sup>th</sup> August 2021	VP - Parent	Compliment	Dear Tina,  Thank you so much for popping in. D is really delighted with her blanket, it is really beautiful. She is enjoying snuggling under it.	Email	
27 <sup>th</sup> August 2021	ZB	Compliment	Hi Tina That is so so kind I really appreciate it so so much it's lovely noing there's help out there xxx	Email	
31 <sup>st</sup> August 2021	OG YC	Compliment	The alpaca trip was fun, my favourite thing was doing the thinking part. I was tired because I had to get up early, it made me feel tired and very calm. The alpacas waited and I liked walking them and feeding them. She told me she would like to come on more trips.	Feedback during one to one	No further action
August 2021	MS YC Mum	Compliment	During Reconnect Family Fun Day last week, a Mum of a YC who brought her younger daughter along (the cared for), said she was so happy to see her interacting with the staff, particularly R from adult services. She said due to ASD she would normally be sat by mum and would not leave her side. However, she was interacting with staff, playing games and joining in with activities.	Received at family fun day	No further action

## Appendix 4 - Compliments, Comments, Complaints and Contributions Log July-September

Please record all examples of feedback on this form.

1 <sup>st</sup> September 2021	AB - Parent	Comment	Keep up the fantastic work!	Text received following reading the newsletter	Acknowledged
1 <sup>st</sup> September 2021	SO - Parent	Comment	Thank you for this reassurance and enjoy your time off!	Email received following further Travel Pass info and notification of leave	Acknowledged
1 <sup>st</sup> September 2021	TB-YC Parent	Compliment	Thanked me for how helpful I had been with regards to completing bus pass applications on behalf of her 2 young carers, as she could not get to grips with it	Phone	
2 <sup>nd</sup> September 2021	RBC-YC Parent	Compliment	Mum said that RB really enjoyed the Fun Day, especially the circus skills, and now teaches his family how to use the diablo. Very thankful to have been invited	Phone	
2 <sup>nd</sup> September 2021	KG – Family Liason Officer at XXXX School.	Compliment	MG and AO'T have been asking when you will be in, they will be very pleased!	In email.	No further action
2 <sup>nd</sup> September 2021	M K Mum	Compliment	Mum thanked me as I gave them the information on how to apply for a bus pass for M.	Email	Re-assessment
6 <sup>th</sup> September 2021	ZC YC Parent	Compliment	Wanted to say a big thank you for organising the trip for Z last Saturday. He had an amazing time. Hoping he will now have gained some confidence for further activities. Thank you again and to all staff involved.	Email	

## Appendix 4 - Compliments, Comments, Complaints and Contributions Log July-September

Please record all examples of feedback on this form.

6 <sup>th</sup> September 2021	A Fletcher Mum	Compliment	Mum sent me an update on how a is getting on. She also informed me that they were working with Cathy Evans. Mum thanked us for the support.	Email	Re-assessment & check ins
6 <sup>th</sup> September 2021	TF J Mum	Compliment	Mum thanked me for providing them with an evidence letter for T as they will be able to apply for a bursary with the Wye School.	Telephone	Check in
6 <sup>th</sup> September 2021	T KMum	Compliment	Mum thanked me for my support with Ts bus pass as they are not renewing, I contacted KCC to get this sorted/	Telephone & Email	Reassessment
7 <sup>th</sup> September 2021	JK-YC Parent	Compliment	Closing due to 18 years old. Mum thanked me for everything that I have done over the years to help and support them	Telephone	
7 <sup>th</sup> September 2021	EB YCs Mum	Compliment	Thats great thank you E is looking forward to seeing you again.	Sent by email.	No further action
7 <sup>th</sup> September 2021	IC - YC Mum	Compliment	Mum thanked me for arranging an evidence letter for them to use as the GP does not believe I is a Young Carer	Email	Reassessment
7 <sup>th</sup> September 2021	G New Mum	Compliment	Mum called me to let me know she was currently in the psych ward and that she will let me know if the girls need anything. She also thanked us for the support so far and that it was nice to speak to someone.	Telephone	Check in & reassessments

## Appendix 4 - Compliments, Comments, Complaints and Contributions Log July-September

Please record all examples of feedback on this form.

7 <sup>th</sup> September 2021	J W Mum	Compliment	Mum thanked me for sending them over an evidence letter as this will be able to support J with his bursary.	Email & Telephone	Reassessment
7 <sup>th</sup> September 2021	SV – Parent	I'm so grateful for your help thank you	Email from Mum after getting her boys set up for workshops and bus passes	email	Acknowledged
8 <sup>th</sup> September 2021	T HMum	Compliment	Mum thanked me as I have offered T 1:1 sessions to start in School, this will benefit her to have her own time to speak to someone.	Email	1:1 in School
8 <sup>th</sup> September 2021	I DCMum	Compliment	Mum thanked me for completing the YAC referral for Isabella and also for creating an evidence letter.	Email	YAC referral
9 <sup>th</sup> September 2021	GC-YC Parent	Compliment	Mum said that she was delighted that I had called to offer a Workshop place to GC. Feels it will make a great difference to her to mix with offer Young Carers	Email	
9 <sup>th</sup> September 2021	EP-Early Help	Compliment	Was extremely thankful to me for continuing to try and get hold of a referral she had made. Feels that our support will be much appreciated by the family	Phone	
10 <sup>th</sup> September 2021	L B Mum	Compliment	Mum and Dad got in touch before my last 1:1 session with L and thanked me for the support. They also thanked me for making the referral into RTE	Telephone	RTE referral

## Appendix 4 - Compliments, Comments, Complaints and Contributions Log July-September

Please record all examples of feedback on this form.

13 <sup>th</sup> September 2021	KK-Young Carer Parent	Compliment	Thanked me for saving her from the bus pass application process, which she could not cope with. Said I was invaluable for helping	Email	
13 <sup>th</sup> September 2021	R W Mum	Compliment	Mum thanked me for getting in touch and is happy that the bus pass is sorted. I also signposted to the local foodbank.	Telephone & Email	
14 <sup>th</sup> September 2021	DP - Parent	Comment	Thanks Jo, I've printed the energy info and posted on the notice board in our apartment building, everyone says thanks.	Email received following info sent out for Home energy checklist	Acknowledged
14 <sup>th</sup> September 2021	SB-Early Help	Compliment	Thanked me for contacting her for a new referral. Said how thorough and professional I was	Phone	
14 <sup>th</sup> September 2021	Chairman of Inner wheel society	It has been great to hear more about Imago and what you do for young carers across Tunbridge Wells. We hope we can raise lots of money to support your cause. Thank you for coming in to talk to us.	Feedback after Inner Wheel presentation	In person verbal	Acknowledged
15 <sup>th</sup> September 2021	KS - Parent	Comment	That's great thanks Jo	Email received following advising will be visiting YC in school next month	Acknowledged

## Appendix 4 - Compliments, Comments, Complaints and Contributions Log July-September

Please record all examples of feedback on this form.

15 <sup>th</sup> September 2021	DG - Parent	Comment	Thank you so much for your help	Email following support with Travel Pass application	Acknowledged
16 <sup>th</sup> September 2021	SW - Parent	Comment	You must have a very difficult job juggling everything you do. I found watching what you do very impressive...	Email received following request for YC to be added to Bowles list	Acknowledged
16 <sup>th</sup> September 2021	R M Mum	Compliment	Mum got in touch via email with regards to H School and how she was unhappy she was with them (notes on CL) Mum said on our phone call "it was nice to offload to someone."	Email & Telephone	Check in & Reassessment
16 <sup>th</sup> September 2021	KB Safeguarding lead within XXXXX Academy	Compliment	<p>Dear Tina,</p> <p>Haha oh don't worry honestly :-) you must have so many children/different schools to get through I can only imagine how full on you are !</p> <p>This is the most communication we have had from Imago in a long time and you have been so quick to respond already, you are doing a fantastic job :-)</p> <p>Thank you for the list - you are all booked in 4th October from 10am</p> <p>We look forward to meeting you.</p> <p>Many Thanks K</p>	Email	
17 <sup>th</sup> September 2021	S Wills-Mental Health-H School	Compliment	Thanked me for spending time going over bus pass applications	Email	

## Appendix 4 - Compliments, Comments, Complaints and Contributions Log July-September

Please record all examples of feedback on this form.

20 <sup>th</sup> September 2021	EL Mum	Feedback from Mum	Thank you for inviting E, she really enjoys these sessions. She has been struggling with coming to terms with her dads condition and you have helped to give her a distraction.	In person verbal	Acknowledged
20 <sup>th</sup> September 2021	Attendees at Workshop	Feedback from YCs	Q: what did you enjoy about the workshop? A: It was good because now I know what to do if there is a fire at home. A: I learnt not to keep my phone plugged in over night. A: He (Vernon from Kent Fire Service) was really funny and taught us a lot.	Verbal in person	Acknowledged
20 <sup>th</sup> September 2021	B Law Mum	Compliment	Mum thanked me for arranging 1:1 with B in School.	Email	1:1 in school
20 <sup>th</sup> September	K & M Mum	Compliment	Mum really grateful for inviting them both to the bowling trip/	Text	Invite to trip
21 <sup>st</sup> September 2021	LW – Parent of JW	Feedback from parent after Fire Safety Workshop	- That is great to hear. She came back so happy, She absolutely loved it.	email	Acknowledged
22 <sup>nd</sup> September 2021	T J Mum	Compliment	Mum thanked me for referring into Children Mental Health (Cathy Evans Imago) as T is not receiving any support at present.	Telephone	Check in
22 <sup>nd</sup> September 2021	T G Mum	Compliment	Mum thanked me for the support at the family fun day and that T really enjoyed himself.	Email	Reassessment

## Appendix 4 - Compliments, Comments, Complaints and Contributions Log July-September

Please record all examples of feedback on this form.

22 <sup>nd</sup> September 2021	AP - Parent	Comment	L said the workshop was great thank you!	Text received following first workshop attendance	Acknowledged
23 <sup>rd</sup> September 2021	C Clark Mum	Compliment	Mum thanked me for getting in touch and allowing her to discuss things that are going on in the house at present.	Telephone	Reassessment
23 <sup>rd</sup> September 2021	A Cambridge Mum	Compliment	Mum thanked me for referring A into YAC project.	Email	Close
24 <sup>th</sup> September 2021	Parent of PK	Compliment	Thank you, P will be thrilled – for completing travel pass form	Email	Put on Weekly Report
24 <sup>th</sup> September 2021	Parent of RR and LR	Compliment	Thank you so much Elise – for completing travel pass form	Email	Put on Weekly Report
25 <sup>th</sup> September 2021	CH from the xxxx Rotary Club	Compliment	I will forward on your email to Tina Culver who is the representative for Imago the company that look after Young Carers in our area. Tina is a lovely passionate and caring young lady and I'm sure will look to involve your young children in future outings we have planned.	Email	
27 <sup>th</sup> September 2021	KF-Young Carer Parent	Compliment	Thanked for all the help and support that I had offered throughout lockdown	Email	

## Appendix 4 - Compliments, Comments, Complaints and Contributions Log July-September

Please record all examples of feedback on this form.

27 <sup>th</sup> September 2021	K M R Mum	Compliment	Mum thanked me for arranging 1:1 with K	Email	1:1 to start
27 <sup>th</sup> September 2021	B P Mum	Compliment	I would like to thank you for taking the time to talk to B. She often bottles things up because she thinks I have too much on my plate, even though I tell her I always have time to talk. She seems comfortable talking to you, which is great.	Email	1:1 to continue
28 <sup>th</sup> September 2021	ss Well Being lead in xxxx Performing Arts School.	Compliment	"Really positive about today and so very grateful for the support. Really looking forward to working alongside you."	Verbal	
29 <sup>th</sup> September 2021	LH-Senior Tutor xxxxx House	Compliment	Thanked me for the time I have spent helping her update her list of Young Carers, and identifying those who most need our support	Email	
29 <sup>th</sup> September 2021	AM – Safeguarding Lead and SENDco, St xxxx Primary	Feedback from staff at St Johns after coming in for 1:1s and assessments, organising YC group and staff training	You have been so proactive in working with the young carers at our school, thank you for your help. This is exactly what they need	Verbal in person	Acknowledged
30 <sup>th</sup> September 2021	JK - Parent	Comment	Thank you for the links. I've shared the Job Club link to my partner who has a son who is struggling to find his first job. These courses will be perfect for him.	Email received following sending out money course and job club opportunities	Acknowledged

## Appendix 4 - Compliments, Comments, Complaints and Contributions Log July-September

Please record all examples of feedback on this form.

30 <sup>th</sup> September 2021	Parent of IA (32907)	Compliment	Lovely Thank you so much ☺ - for updating her about the outcome of IA's assessment	Text	Put on Weekly Report
		Compliment			Emailed to say thank you for the donation, along with a few pictures of the day and said that we are happy to do more with them, whatever they can do is much appreciated.
30 <sup>th</sup> September 2021	RV Mother	concern	At PACT event was approached by parent who had received little contact from service	Verbally	Took her email and have looked into Charity log to let the coordinators know to make contact with family. Have made contact with family
30 <sup>th</sup> September 2021	SS Well Being lead in XXCX Performing Arts School	Compliment	Thank you so much for joining us Tuesday earlier in the week – the day went so quick!!! I am really looking forward to working together with our growing group ☺☺	Verbal	

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**From:** Shellina Prendergast, Cabinet Member for Education and Skills  
 Matt Dunkley CBE, Corporate Director of Children, Young People and Education

**To:** Children's, Young People and Education Cabinet Committee – 11 January 2022

**Subject:** Swale Secondary Provision. Temporary expansions of Sittingbourne Secondary Schools for September 2022 and September 2023.

Decision Number and Title **2100114 - Swale Secondary Provision. Temporary expansions of Sittingbourne Secondary Schools for September 2022 and September 2023.**

**Key** *It involves expenditure or savings of maximum £1m – including if over several phases*

**Classification:** **Unrestricted**

**Past Pathway of report:**

Proposal to Temporary Expand Westlands by 1.5FE for September 2019 & 2020  
 18/00061

Proposal to Temporary Expand Westlands by 1.5FE for September 2021  
 20/00046

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

**Electoral Division:** Westlands – Mike Baldock - Swale West  
 The Sittingbourne School & Fulston Manor – John Wright –  
 Sittingbourne South

**Summary:**

This report sets out the need for additional secondary school capacity in Sittingbourne, pending the establishment of a new 6FE secondary school on the Quinton Road housing development site later in the Plan period or an alternative solution should the site not become available within the required timeframe. The additional 30 temporary places at Westlands Secondary Academy are in addition to those provided for 2019, 2020 and 2021 and referred to in the CYPE report of the 29 November 2018 and May 2020. Additional 30 temporary places are also proposed for The Sittingbourne School and 15 temporary places at Fulston Manor. The additional temporary capacity is required to ensure that sufficient Year 7 places are available for entry in September 2022 and 2023 to meet the needs of Sittingbourne children.

**Recommendation(s):**

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

- (i) agree to provide £1M from the Children, Young People and Education Capital Budget for the temporary expansion of Westlands Secondary School by 1FE (30 places) for September 2022 and September 2023.
- (ii) agree to provide £1M from the Children, Young People and Education Capital Budget for the temporary expansion of The Sittingbourne School by 1FE (30 places) for September 2022 and September 2023.
- (iii) agree to provide £1M from the Children, Young People and Education Capital Budget for the temporary expansion of Fulston Manor by 0.5FE (15 places) for September 2022 and September 2023.
- (iv) Authorise the Director of Education in consultation with the General Counsel to enter into any necessary contracts / agreements on behalf of the County Council.

## 1. Introduction

- 1.1 The Kent Commissioning Plan has identified for several years the need for additional secondary school places across Swale District due to population growth and new housing developments in the district.
- 1.2 The Kent Commissioning Plan (2021-2025) shows a deficit of -93 Year 7 places in the Sittingbourne non-selective planning group for September 2022 growing to a deficit of -176 for September 2023 Year 7 entry. The pressure on secondary school places showing in Sittingbourne is also exacerbated by large numbers of children travelling off the Isle of Sheppey for their secondary education. Some of this pressure is offset by spare capacity in Oasis Isle of Sheppey Academy but there remains an overall deficit of Year 7 places that needs to be addressed.

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

Planning Group name	2019-20 capacity	2019-20 (A)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2026-27 capacity
Isle of Sheppey Non-Selective	390	139	118	85	109	88	75	100	126	390
Sittingbourne Non-Selective	810	-28	-92	-140	-93	-176	-143	-146	-110	765

### Years 7-11 surplus/deficit capacity if no further action is taken

Planning Group name	2019-20 capacity	2019-20 (A)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2026-27 capacity
Isle of Sheppey Non-Selective	1,950	704	693	640	629	582	520	504	544	1,950
Sittingbourne Non-Selective	3,795	-72	-158	-268	-330	-473	-587	-638	-609	3,825

## 2 Background

- 2.1 The commissioning of a new all through school to include 2FE primary provision and 6FE secondary agreed with developers on the North Sittingbourne (Quinton Road) site has been delayed due to the housing development not coming forward according to the original timeline as set out within the Local Plan. Following discussions with the developer, the school site is now not expected to transfer until 2026. If this remains the case, the earliest date for delivery of a new school would be September 2028. Therefore, temporary and permanent solutions need to be secured to meet the forecast need to ensure there are sufficient year 7 places are available in the Sittingbourne planning group.
- 2.2 Additional capacity for Swale secondary provision was secured through a temporary expansion of Westlands Secondary Academy by 45 places for September 2019, 2020, and 2021. The Sittingbourne School also expanded by 30 places for September 2021 for Year 7 entry. To meet the need for additional grammar places in Sittingbourne and Sheppey both Highsted and Borden Grammar Schools are proposing to expand permanently by 1FE from September 2022. A temporary expansion of The Abbey School for 30 places for September 2021 was also secured and a permanent 1FE expansion is being progressed.
- 2.3 A record of decision on the capital allocation of £1.96m to Westlands was signed by the Cabinet Member on the 6 December 2018. This funding was towards the total cost of replacement of a number of mobile classrooms on the Westlands site that had been taken out of use due to condition and health and safety concerns. This accommodation would otherwise not be useable as classrooms to meet the additional pupil place need. A further record of decision on the capital allocation of £1m was signed by the Cabinet Member on 21 May 2020 to enable Westlands to offer a minimum of 330 Year 7 places for September 2021.
- 2.4 Additional temporary capacity is required for September 2022 and September 2023, due to the new school not coming forward within the required timeframe, it is therefore proposed to temporarily expand:
- Westlands Secondary School by 30 places (1FE)
  - The Sittingbourne School by 30 places (1FE)
  - Fulston Manor by 15 places (0.5FE)
- This will ensure a total of 75 (2.5FE) additional Year 7 places in Sittingbourne non-selective planning area for both September 2022 and September 2023. The surplus capacity in the Isle of Sheppey non-selective planning area will also help to support the deficit in the Sittingbourne non-selective planning group. Therefore, with the additional 75 paces for 2022 we are predicting a surplus of +91 places across both planning areas for 2022 and a slight deficit of -13 in

2023 across both planning areas that will be discussed with all schools to ensure that sufficient places can be offered.

- 2.5 There is a need to secure a permanent solution to the secondary place pressures from September 2024 onwards and options are being investigated.

### **3 Financial Implications**

#### **3.1 Capital**

Allocation of the following capital funding:

£1M from the Children, Young People and Education Capital Budget for the temporary expansion of Westlands Secondary School by 1FE for September 2022 and September 2023.

£1M from the Children, Young People and Education Capital Budget for the temporary expansion of The Sittingbourne School by 1FE for September 2022 and September 2023.

£1M from the Children, Young People and Education Capital Budget for the temporary expansion of Fulston Manor by 0.5FE for September 2022 and September 2023.

#### **3.2 Revenue**

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

### **4 Legal implications**

- 4.1 The funding allocations are subject to a contractual agreement between KCC and the individual Trusts to offer the agreed temporary expansions for September 2022 and 2022.

### **5 Equalities implications**

- 5.1 An Equalities, Impact Assessment (EQIA) was undertaken for the temporary expansion and the following positive impacts have been identified are:
- Sufficient year 7 places will be provided for September 2022 and 2023 intake.
  - Year 7 pupils will be able attend secondary school provisions in their locality
- No adverse impacts were identified during the assessment.

### **6 Other corporate implications**

- 6.1 None identified

### **7 Governance**

- 7.1 The Officer Scheme of Delegation; under Appendix 2 part 4 of the Council's Constitution provides a clear and appropriate link between this decision and the

actions needed to implement it. For information it is envisaged, if the proposal goes ahead, that the Director of Education will sign contracts on behalf of the County Council.

## 8 Conclusions

8.1 Without the additional temporary Secondary Capacity at The Westlands School, The Sittingbourne School and Fulston Manor for 2022 and 2023, there will not be sufficient Year 7 places available in the Sittingbourne non selective planning area to meet demand. This would result in children having to travel to other districts or planning groups for their education and would further increase transport costs for KCC.

## 9. Recommendation(s):

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

- (i) agree to provide £1M from the Children, Young People and Education Capital Budget for the temporary expansion of Westlands Secondary School by 1FE (30 places) for September 2022 and September 2023.
- (ii) agree to provide £1M from the Children, Young People and Education Capital Budget for the temporary expansion of The Sittingbourne School by 1FE (30 places) for September 2022 and September 2023.
- (iii) agree to provide £1M from the Children, Young People and Education Capital Budget for the temporary expansion of Fulston Manor by 0.5FE (15 places) for September 2022 and September 2023.
- (iv) Authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts / agreements on behalf of the County Council.

## 10. Background Documents

10.1 Kent Commissioning Plan for Education Provision

[www.kent.gov.uk/educationprovision](http://www.kent.gov.uk/educationprovision)

10.2 Equalises Impact Assessment

10.3 Setting the Course Kent County Council's Interim Strategic Plan

[Setting the Course - Our Interim Strategic Plan - Kent County Council](#)

## 11. Contact details

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# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

**DECISION TO BE TAKEN BY:**

**Shellina Prendergast**

**Cabinet Member for Education and Skills**

**DECISION NO:**

21/00114

**For publication****Key decision: YES**

*Key decision criteria. The decision will:*

- a) *result in savings or expenditure which is significant having regard to the budget for the service or function (currently defined by the Council as in excess of £1,000,000)*

**Subject Matter / Title of Decision**

Swale Secondary Provision. Temporary expansions of Sittingbourne Secondary Schools for September 2022 and September 2023.

**Decision:**

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

- (i) agree to provide £1M from the Children, Young People and Education Capital Budget for the temporary expansion of Westlands Secondary School by 1FE (30 places) for September 2022 and September 2023.
- (ii) agree to provide £1M from the Children, Young People and Education Capital Budget for the temporary expansion of The Sittingbourne School by 1FE (30 places) for September 2022 and September 2023.
- (iii) agree to provide £1M from the Children, Young People and Education Capital Budget for the temporary expansion of Fulston Manor by 0.5FE (15 places) for September 2022 and September 2023.
- (iv) Authorise the Director of Education in consultation with the General Counsel to enter into any necessary contracts / agreements on behalf of the County Council.

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

The Kent Commissioning Plan has identified the need for additional secondary places across Swale District for several years due to population growth and new housing developments in the district.

The Kent Commissioning Plan (2021-2025) shows a deficit of -93 Year 7 places in the Sittingbourne non-selective planning group for September 2022 growing to a deficit of -176 for September 2023 Year 7 entry. Some of this pressure is offset by spare capacity in Oasis Isle of Sheppey Academy but there remains an overall deficit of Year 7 places that needs to be addressed.

The commissioning of a new all through school to include 2FE primary provision and 6FE secondary agreed with developers on the North Sittingbourne (Quinton Road) site has been delayed due to the housing development not coming forward according to the original timeline as set out within the Local Plan. Following discussions with the developer, the school site is now not expected to transfer

until 2026. If this remains the case, the earliest date for delivery of a new school would be September 2028. Discussions on options to meet the non-selective secondary place need in the period 2024 to 2028 are ongoing, meanwhile proposals to meet the shorter term pressures are being brought forward after discussion with the local secondary schools.

**Financial Implications**

**Capital**

£1M from the Children, Young People and Education Capital Budget for the temporary expansion of Westlands Secondary School by 1FE for September 2022 and September 2023.

£1M from the Children, Young People and Education Capital Budget for the temporary expansion of The Sittingbourne School by 1FE for September 2022 and September 2023.

£1M from the Children, Young People and Education Capital Budget for the temporary expansion of Fulston Manor by 0.5FE for September 2022 and September 2023.

**Revenue**

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

**Legal implications**

The funding allocations are subject to a contractual agreement between KCC and the individual Trusts to offer the agreed temporary expansions.

**Equalities implications**

An Equalities, Impact Assessment (EQIA) was undertaken for the temporary expansion and the following positive impacts have been identified are:

- Sufficient year 7 places will be provided for September 2022 and 2023 intake.
- Year 7 pupils will be able attend secondary school provisions in their locality

No adverse impacts were identified during the assessment.

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

The new 6FE Secondary school on Quinton Road has not been able to be progressed.

**Cabinet Committee recommendations and other consultation:**

The Children's and Young People Cabinet Committee will consider the decision on 11 January 2022.

**Any alternatives considered and rejected:**

Without the additional temporary Secondary Capacity at The Westlands School, The Sittingbourne School and Fulston Manor for 2022 and 2023, there will not be sufficient Year 7 places available in the Sittingbourne non selective planning area to meet demand. This would result in children having to travel to other districts or planning groups for their education and would further increase transport costs for KCC.

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

None

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signed

.....  
date



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

**Directorate/ Service:** Children, Young People and Education

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

Proposal to temporarily expand

- The Westlands (Secondary Academy) School by 1.FE (30 places) for September 2022 and 2023,
- The Sittingbourne School by 1FE (30 places) for September 2022 and 2023
- Fulston Manor School by 0.5FE for September 2002 and 2023.

**Responsible Owner/ Senior Officer:** Marisa White

**Version:** 1

**Author:** Lorraine Medwin

**Pathway of Equality Analysis:** N/A

**Summary and recommendations of equality analysis/impact assessment.**

- **Context**

The County Council is the Strategic Commissioner of Education Provision in Kent and has a duty to ensure that sufficient school places are available to meet demand. The Commissioning Plan for Education Provision in Kent sets out Kent's commissioning intentions and is revised annually. The Commissioning Plan for Education Provision in Kent 2021-2025 identifies the need to commission additional capacity in the Swale District for Year 7 secondary school places from 2022. Additional capacity was secured through a temporary expansion of Westlands Secondary Academy by 45 places for September 2019, 2020, and 2021 Year 7 entry. September 2022 shows a projected deficit of 93 places and 176 for September 2023. There is a need to secure a permanent solution to the secondary place pressures from September 2024 onwards when the size of the pressure sustained throughout the planning period.

The increase in the birth rate, inward migration and house building has increased the forecast need for school places. The pressure on secondary school places showing in Sittingbourne is also exacerbated by large numbers of children travelling off the Isle of Sheppey for their secondary education. Surplus capacity in Oasis Isle of Sheppey Academy will help to offset the deficit in Sittingbourne but parental preference, school performance and the cost of transporting Sittingbourne pupils to Sheppey must also be taken into consideration. Even with the capacity on the Isle of Sheppey, there is still a need to provide additional secondary school places to meet rising pupil numbers.

The commissioning of a new all through school to include 2FE primary provision and 6FE secondary agreed with developers on the North Sittingbourne (Quinton Road) site has been delayed due to the housing development not coming forward according to the original timeline as set out within the Local Plan. It is hoped that that we will gain access to the site by 2025. Alternative options will be explored to meet the need for places for 2024, 2025 and 2026.

## Aims and Objectives

- Ensure there are sufficient year 7 places for pupils in September 2022 and 2023 for Sittingbourne and Isle of Sheppey.

## Summary of equality impact

No adverse impacts have been identified at this stage.

Positive impacts have been identified are:

- Sufficient year 7 places will be provided for September 2022 and 2023 intake.
- Year 7 pupils will be able attend secondary school provisions in their locality

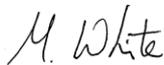
## Adverse Equality Impact Rating **Low**

### Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning Swale District Secondary School pressures. I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

### Head of Service

Signed:



Name: Marisa White

Job Title: Area Education Officer

Date:

### DMT Member

Signed:

Name: Christine McInnes

Job Title: Director of Education Planning and Access

Date:

**Part 1 Screening**

Could this policy, procedure, project or service, or any proposed changes to it, affect any Protected Group (listed below) less favourably (negatively) than others in Kent? Could this policy, procedure, project or service promote equal opportunities for this group?

Protected Group	Please provide a <b>brief</b> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High Positive Impact Evidence
<b>Age</b>				It is expected that this proposal will have a positive impact on the local community and local children as the proposed temporary additional Year 7 places will allow more families to access a local secondary school of their choosing.
<b>Disability</b>				There will be more places available to meet the needs of children in the local area, including those with SEN and/or disability.
<b>Gender</b>				The additional places will be available for boys and girls.
<b>Gender identity/ Transgender</b>				The additional places will be available for all secondary aged pupils
<b>Race</b>				The additional places will be available for all secondary aged pupils regardless of race or ethnicity.
<b>Religion and Belief</b>				The Religious Studies curriculum covers all religions.
<b>Sexual Orientation</b>				The additional places will be available for all secondary aged pupils
<b>Pregnancy and Maternity</b>				N/A
<b>Marriage and Civil Partnerships</b>				N/A
<b>Carer's Responsibilities</b>				N/A

## Part 2

### Equality Analysis /Impact Assessment

#### Protected groups

#### Information and Data used to carry out your assessment

The Information and Data used to carry out the assessment is published data on pupil numbers.

- The Kent Commissioning Plan 2021-2025

#### Who have you involved consulted and engaged?

As this project is a temporary proposal and the accommodation to provide the temporary places will be replacement of existing buildings, a public consultation is not required at this stage. A public consultation will take place if it is considered feasible to permanently expand Westlands, The Sittingbourne School or Fulston Manor.

The views of the Local members, Area Education Officer and the Governing Body and Swale Academies Trust will be taken into account

#### Swale Secondary Year 7 Need

The Commissioning Plan for Education Provision in Kent 2021-25 identifies the need to commission additional capacity in the Swale District for Year 7 secondary school places from 2019. Additional capacity was secured through a temporary expansion of Westlands Secondary Academy by 45 places for September 2019, 2020 and 2021 Year 7 entry.

The table below shows Year 7 surplus/deficit for the planning groups in Swale District.

#### Year 7 surplus/deficit capacity if no further action is taken

Planning Group name	2019-20 capacity	2019-20 (A)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2026-27 capacity
Faversham Non-Selective	210	17	11	0	17	5	24	30	43	210
Isle of Sheppey Non-Selective	390	139	118	85	109	88	75	100	126	390
Sittingbourne Non-Selective	810	-28	-92	-140	-93	-176	-143	-146	-110	765
Canterbury & Faversham Selective	605	-40	-33	-27	-30	-34	-30	-21	-23	605
Sittingbourne and Sheppey Selective	270	-11	-46	-64	-47	-72	-66	-62	-49	240

For more detail on the community visit –

<http://www.kent.gov.uk/about-the-council/information-and-data/Research-and-figures-about-Kent/area-profiles>

### **Analysis and information on Swale Secondary Schools.**

There are five planning groups which are within Swale District or which cross the District boundary Three of which are non-selective (Faversham, Isle of Sheppey and Sittingbourne) and two selective (Sittingbourne and Sheppey, and Canterbury and Faversham).

#### **Faversham Non-Selective Planning Group**

The Abbey School is the only non-selective school in Faversham. There is current proposal for The Abbey School to permanently expand by 1FE from 2023.

#### **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.

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

There are three schools in the Sittingbourne non-selective planning group: Fulston Manor School, The Westlands School and The Sittingbourne School. Forecasts indicate that for both Year 7 and Years 7-11 there is an increasing deficit of places over the Plan period. 2021 shows a deficit of -140 (18.3%) places increasing to -176 (23%) in 2023.

The increasing pressure showing in Sittingbourne is exacerbated by large numbers of pupils travelling off the Isle of Sheppey for their secondary education. Surplus capacity in Oasis Isle of Sheppey Academy will help to offset some of the deficit in Sittingbourne but will not meet all of the need from 2023 when demand peaks.

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

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

Forecasts indicate a deficit of Year 7 and Year 7-11 places across the Plan period. Both schools have agreed to expand permanently by 1FE from 2022.

#### **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. There is current proposal for Queen Elizabeth's Grammar school to permanently expand by 1FE from 2023.

### **Adverse Impact,**

No adverse impact identified.

### **Positive Impact:**

- Sufficient year 7 places will be provided for September 2022 and 2023 intake.
- Year 7 pupils will be able attend secondary school provisions in their locality

## JUDGEMENT

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

### **Internal Action Required**      ~~YES/NO~~

There is potential for adverse impact on particular groups and we have found scope to improve the proposal...

## Equality Impact Analysis/Assessment Action Plan

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

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

Yes/No

Appendix

Please include relevant data sets

Please forward a final signed electronic copy and Word version to the Equality Team by emailing [diversityinfo@kent.gov.uk](mailto:diversityinfo@kent.gov.uk)

If the activity will be subject to a Cabinet decision, the EqIA must be submitted to committee services along with the relevant Cabinet report. Your EqIA should also be published.

The original signed hard copy and electronic copy should be kept with your team for audit purposes

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

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

**To: Children's, Young People and Education Cabinet Committee – 11 January 2022**

**Subject: Proposed Expansion of Snowfields Academy**

**Decision Number and Title – for Cabinet Member Decisions only**

**Key decision:**

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

**Classification: Unrestricted**

**Past Pathway of report: None**

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

**Electoral Division: Seán Holden - Cranbrook**

**Summary:** This report sets out a proposal to expand Snowfields Academy, Popesfield Way, Weaving, Maidstone, Kent, ME14 5GA

**Recommendation(s):**

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member, concerning the proposals to:

- Authorise the allocation of £3.2 million from the High Needs Provision Capital Allocation budget to fund the permanent expansion of Snowfields Academy, by increasing the Designated Number from 140 to 280 places from September 2022.
- Authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts/ agreements on behalf of the County Council with the Leigh Academies Trust.
- Authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

## **1. Introduction**

- 1.1 Kent County Council (KCC), as the Local Education Authority (LEA), has a statutory duty to ensure sufficient school places are available. The County Council's Commissioning Plan for Education Provision in Kent 2020-24 is a five-year rolling plan which is updated annually. It sets out KCC's future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent.
- 1.2 The latest KCP shows that the number of children and young people in Kent with an Education and Health Care Plan (EHCP) continues to rise and as of January 2020 totalled 13,499. The KCP also indicates that half the districts in Kent experienced growth of EHCP's above the national average of 10%. Moreover, the group experiencing the highest EHCP percentage growth is young people aged 11-16. The area of Kent with the highest EHCP growth rate is Tunbridge Wells, the borough to which Cranbrook belongs, at 18.5% between 2019 and 2020. The next highest are Tonbridge and Malling and Ashford, both of which neighbour Cranbrook.
- 1.3 Figures show that Autistic Spectrum Disorder (ASD) remains the most common primary need type with 41.2% of children and young people with an EHCP (0-25 years) having ASD identified as their primary need. This is an increase from 40.3% on January 2019.

## **2. Body of the report**

- 2.1 Leigh Academies Trust (LAT) is proposing to expand Snowfields Academy from 1<sup>st</sup> September 2022; Snowfields is a secondary special school for pupils aged 11-18 with an EHCP with the primary need of ASD. The expansion would be facilitated through the establishment of a satellite in Cranbrook. If established, the total capacity of the academy will increase from 140 to 280 pupils.
- 2.2 The Trust proposes to establish the satellite on the site of High Weald Academy. The Secretary of State has taken the decision that High Weald Academy's funding agreement should be terminated by mutual agreement with the Leigh Academies trust, and the school will close at the end of this school year (August 2022).
- 2.3 The land and buildings of High Weald Academy are not owned by Kent County Council. As the expansion represents a Significant Change to an academy, the Regional Schools Commissioner is the relevant decision maker with regards to the principle of the expansion, Kent County Council holds a responsibility for ensuring sufficient school places.
- 2.4 LAT has undertaken a consultation on the establishment of the satellite of Snowfields, following submission of a Full Business Case from LAT to Regional

Schools Commissioner, the proposal has been considered by the RSC and approved in principle subject to capital funding.

### **3. Alternative options**

- 3.1 Snowfields Academy has a local cohort of children from the Maidstone area, but also admits pupils from a wider area across the county. There is currently no special needs provision in the Cranbrook area and throughout the county there is a need for additional SEND places. The provision of additional places in the Cranbrook area will reduce the potential travelling times for future cohorts of pupils who live within the Tunbridge Wells and neighbouring districts and provide much needed additional SEND provision.

### **4. Financial Implications**

- 4.1 In April 2021, the DfE announced its distribution of the High Needs Provision Capital Allocations (HNPCA), which is paid to LAs to support the provision of places for pupils with SEND and those pupils requiring alternative provision (AP). Kent received £6,638,937 of HNPCA funding and it is proposed that £3.2 million will be allocated to fund the expansion of Snowfields Academy. It will be a school managed scheme and the Trust has engaged architects and quantity surveyors to determine the cost of the works.
- 4.2 The funding represents a per pupil cost of £22,857; this is significantly lower than the national average per place cost of £79,259; this is reflective of the nature of the works being to repurpose an existing building rather than construct new buildings. The project therefore represents significant value for money.
- 4.3 KCC will provide the HNPCA funding in return for the Trust completing the work needed to re-provision the existing HWA buildings to enable the permanent expansion of Snowfields Academy, thereby increasing the Designated Number from 140 to 280 places from September 2022. The roles and responsibilities of each party will be formally set out through a legal contract between KCC and LAT. KCC will monitor progress regularly during the building works to ensure that the accommodation needs are being met.

### **5. Legal implications**

- 5.1 The proposed expansion will be subject to a legally binding and enforceable contract being in place between KCC and the Trust.
- 5.2 The provision of sufficient school places is a statutory duty and contributes to the Strategic Business Plan Priorities to ensure that “Children and Young People in Kent get the best start in life”.

### **6. Equalities implications**

- 6.1 An Equality Impact Assessment (EqIA) has been produced and no issues were identified in the early stage EqIA, but the assessment will be reviewed as the project continues.

## **7. Governance**

- 7.1 The proposed decision will authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts/ agreements on behalf of the County Council with LAT. It will also authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

## **8. Consultation**

- 8.1 In accordance with the Department for Education's Statutory Guidance, "making significant changes to an existing academy", the Trust provided a full business case to the DfE that includes evidence of a consultation with the key stakeholders. The Trust's consultation ran from Monday 27th September for 6 weeks and ended on Monday 8th November.

## **9. Views**

- 9.1 The View of the Local Member  
The KCC Member for Cranbrook, Seán Holden, has been consulted on this proposal.
- 9.2 The View of the Area Education Officer  
The Area Education Officer feels that this expansion will provide needed additional SEND places and that its provision in Cranbrook will provide greater access to SEND provision in the area.

## **10. Conclusions**

- 10.1 This report sets out a proposal from LAT to expand Snowfields Academy from 1 September 2022. The expansion would be facilitated through the establishment of a satellite in Cranbrook on the High Weald Academy site. If established, the total capacity of the academy will increase from 140 to 280 pupils. The proposal requires KCC to allocate £3.2 million of HNPCA funding to fund the work to re-provision the existing buildings.

## **11. Recommendation(s):**

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member, concerning the proposals to:

- a) Authorise the allocation of £3.2 million from the High Needs Provision Capital Allocation budget to fund the permanent expansion of Snowfields Academy, by increasing the Designated Number from 140 to 280 places from September 2022.
- b) Authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts/ agreements on behalf of the County Council with the Leigh Academies Trust.
- c) Authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

## **13. Background documents**

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

## **14. Contact details**

Report Author:

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Relevant Director:

Christine McInnes  
Director of Education  
Telephone number  
03000 418913  
Email address  
[Christine.McInnes@kent.gov.uk](mailto:Christine.McInnes@kent.gov.uk)

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# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

## DECISION TO BE TAKEN BY:

Sue Chandler, Cabinet Member for Integrated Children's Services

## DECISION NO:

To be allocated by Democratic Services

## For publication

### Key decision: YES

*Key decision criteria. The decision will:*

*b) be significant in terms of its effects on a significant proportion of the community living or working within two or more electoral divisions –*

## Subject Matter / Title of Decision

**Proposed Expansion of Snowfields Academy**

### Decision:

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

- I. Authorise the allocation of £3.2 million from the High Needs Provision Capital Allocation budget to fund the permanent expansion of Snowfields Academy, by increasing the Designated Number from 140 to 280 places from September 2022.
- II. Authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts/ agreements on behalf of the County Council with the Leigh Academies Trust.
- III. Authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

### Reason(s) for decision:

#### Background

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

1.2 The latest KCP shows that the number of children and young people in Kent with an Education and Health Care Plan (EHCP) continues to rise and as of January 2020 totalled 13,499. The KCP also indicates that half the districts in Kent experienced growth of EHCP's above the national average of 10%. Moreover, the group experiencing the highest EHCP percentage growth is young people aged 11-16. The area of Kent with the highest EHCP growth rate is Tunbridge Wells, the borough to which Cranbrook belongs, at 18.5% between 2019 and 2020. The next highest are Tonbridge and Malling and Ashford, both of which neighbour Cranbrook.

1.3 Figures show that Autistic Spectrum Disorder (ASD) remains the most common primary need type with 41.2% of children and young people with an EHCP (0-25 years) having ASD identified as their primary need. This is an increase from 40.3% on January 2019.

Further information

2.1 Leigh Academies Trust (LAT) is proposing to expand Snowfields Academy from 1st September 2022; Snowfields is a secondary special school for pupils aged 11-18 with an EHCP with the primary need of ASD. The expansion would be facilitated through the establishment of a satellite in Cranbrook. If established, the total capacity of the academy will increase from 140 to 280 pupils.

2.2 The Trust proposes to establish the satellite on the site of High Weald Academy. The Secretary of State has taken the decision that High Weald Academy's funding agreement should be terminated by mutual agreement with the Leigh Academies trust, and the school will close at the end of this school year (August 2021).

2.3 The land and buildings of High Weald Academy are not owned by Kent County Council. As the expansion represents a Significant Change to an academy, the Regional Schools Commissioner is the relevant decision maker with regards to the principle of the expansion, Kent County Council holds a responsibility for ensuring sufficient school places.

2.4 LAT has undertaken a consultation on the establishment of the satellite of Snowfields, following submission of a Full Business Case from LAT to Regional Schools Commissioner, the proposal has been considered by the RSC and approved in principle subject to capital funding.

#### Financial Implications

3.1 In April 2021, the DfE announced its distribution of the High Needs Provision Capital Allocations (HNPCA), which is paid to LAs to support the provision of places for pupils with SEND and those pupils requiring alternative provision (AP). Kent received £6,638,937 of HNPCA funding and it is proposed that £3.2 million will be allocated to fund the expansion of Snowfields Academy. It will be a school managed scheme and the Trust has engaged architects and quantity surveyors to determine the cost of the works.

3.2 The funding represents a per pupil cost of £22,857; this is significantly lower than the national average per place cost of £79,259; this is reflective of the nature of the works being to repurpose an existing building rather than construct new buildings. The project therefore represents significant value for money.

3.3 KCC will provide the HNPCA funding in return for the Trust completing the work needed to re-provision the existing HWA buildings to enable the permanent expansion of Snowfields Academy, thereby increasing the Designated Number from 140 to 280 places from September 2022. The roles and responsibilities of each party will be formally set out through a legal contract between KCC and LAT. KCC will monitor progress regularly during the building works to ensure that the accommodation needs are being met.

#### Equalities implications

4.1 An Equality Impact Assessment (EqIA) has been produced and no issues were identified in the early stage EqIA, but the assessment will be reviewed as the project continues.

#### Legal implications

5.1 The proposed expansion will be subject to a legally binding and enforceable contract being in place between KCC and the Trust.

5.2 The provision of sufficient school places is a statutory duty and contributes to the Strategic Business Plan Priorities to ensure that "Children and Young People in Kent get the best start in life".

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

6.1 The Children's and Young People Cabinet Committee will consider the decision on 11 January 2022.

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

7.1 Snowfields Academy has a local cohort of children from the Maidstone area, but also admits pupils from a wider area across the county. There is currently no special needs provision in the Cranbrook area and throughout the county there is a need for additional SEND places. The provision of additional places in the Cranbrook area will reduce the potential travelling times for future cohorts of pupils who live within the Tunbridge Wells and neighbouring districts and provide much needed additional SEND provision.

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

None

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signed

.....  
date

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**EXECUTIVE DECISION**

**From: Shellina Prendergast, Cabinet Member for Education and Skills**  
**Matt Dunkley CBE, Corporate Director of Children, Young People and Education**

**To: Children's, Young People and Education Cabinet Committee – 11 January 2022**

**Subject: Proposal to permanently expand Queen Elizabeth's Grammar School, Abbey Place, Faversham, ME13 7BQ from 150 to 180 places for September 2023**

Decision Number: **21/00115**

**Proposal to permanently expand Queen Elizabeth's Grammar School, Abbey Place, Faversham, ME13 7BQ from 150 to 180 places for September 2023**

Key decision

- *It involves expenditure or savings of more than £1m*

Classification: **Unrestricted**

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

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

**Electoral Division:** Anthony Hook - Faversham

**Summary:** This report sets out the need for additional grammar school capacity in the Canterbury and Faversham selective planning area. Forecasts indicate a deficit of up to -34 Year 7 places for 2023 and a continual need throughout the plan period. The proposal is to expand Queen Elizabeth's Grammar School in Faversham by 1FE from 150 PAN to 180 PAN from 2023.

**Recommendation(s):**

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

- to provide £5m from the Children, Young People and Education Capital Budget for the permanent expansion of Queen Elizabeth's Grammar School by 1FE from 150 to 180 PAN from September 2023.
- Authorise the Director of Education in consultation with the General Counsel to enter into any necessary contracts / agreements on behalf of the County Council.

## 1. Introduction

- 1.1 The Commissioning Plan for Education Provision in Kent 2021-25 identifies the need to commission additional capacity in the Canterbury and Faversham selective planning group. Forecasts indicate a deficit of year 7 and year 7-11 places across the plan period with a deficit of -34 for year 7 in 2023.
- 1.2 The tables below show the additional selective places required if no further action is taken across the Canterbury and Faversham selective planning group. These figures do not include any spare capacity required for in-year admissions, or growth related to housing from any new developments

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

Planning Group name	2019-20 capacity	2019-20 (A)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2026-27 capacity
Canterbury & Faversham Selective	605	-40	-33	-27	-30	-34	-30	-21	-23	605
Sittingbourne and Sheppey Selective	270	-11	-46	-64	-47	-72	-66	-62	-49	240

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

Planning Group name	2019-20 capacity	2019-20 (A)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2026-27 capacity
Canterbury & Faversham Selective	2,905	-139	-152	-137	-140	-147	-140	-128	-121	3,025
Sittingbourne and Sheppey Selective	1,260	-51	-73	-123	-157	-220	-275	-291	-276	1,200

## 2. The Proposal

- 2.1 The increase in the birth rate from 2008 to 2012, inward migration and house building in and around Faversham has increased the forecast need for selective school places in the Canterbury and Faversham selective planning group.
- 2.2 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. Simon Langton Girls Grammar school has recently been rebuilt through the DfE Priority School Build Programme. Simon Langton Grammar School for Boys has a current build programme to facilitate their expansion to 5 forms of

entry and Barton Court Grammar school was expanded to 5 forms of entry in 2017 and is at capacity on their site.

- 2.3 Neighbouring planning groups, including Sittingbourne and Sheppey selective planning group and Thanet selective planning groups also have a deficit of year 7 places and therefore would not be able to accommodate students from Canterbury and Faversham.
- 2.4 This proposal will help to secure our ambition “to ensure that Kent’s young people have access to the education, work and skills opportunities necessary to support Kent business to grow and be increasingly competitive in the national and international economy” as set out in ‘Increasing Opportunities, Improving Outcomes: Kent County Council’s Strategic Statement (2017 - 2022)’.
- 2.5 A curriculum analysis and initial feasibility has been undertaken at Queen Elizabeth’s Grammar school to identify the requirements and scope of the 1FE expansion. Through discussions with the Trust, it has been agreed that the school are willing and able to manage and deliver the project themselves. A funding agreement will be put in place between the Trust and KCC related to the allocation of £5m of capital funding and the delivery of the accommodation and provision of the additional places to take Queen Elizabeth’s Grammar School to 6 forms of entry on a permanent basis from September 2023.
- 2.6 Queen Elizabeth’s Grammar School are undertaking a public consultation from 3 November 2021 to 15 December 2021 as part of the delivery of the project. Consultation results will be included in the fast-track case for expansion the Trust will be required to submit to the DfE.
- 2.7 The Headteacher and Governing body of Queen Elizabeth’s Grammar School are fully supportive of the expansion project.
- 2.8 Queen Elizabeth’s Grammar School is a well-respected and popular school in the local area and has an Ofsted judgement of Outstanding. The Area Education Officer for East Kent fully supports the expansion of Queen Elizabeth’s Grammar School.
- 2.9 The Local Member, Anthony Hook has been consulted on this proposal and fully supports the proposal to increase school places in Faversham. However, he also raised the requirement to ensure a thorough transport impact assessment and sustainable solutions are found.

### **3. Financial Implications**

- 3.1 The capital allocation of £5m from the Children, Young People and Education Capital Budget for the permanent expansion of Queen Elizabeth’s Grammar School by 1FE from 150 to 180 PAN from September 2023. The proposal will deliver a programme that provides the additional general and specialist accommodation required to meet the additional pupil place need. The funding allocation will be subject to a contractual agreement between KCC and the Trust to expand permanently by 1 form of entry from September 2023. The £5m has been agreed based on a curriculum and space needs analysis of the school’s current accommodation and this figure is in line with the DfE’s

benchmark figures for an expansion of a secondary school by 1FE. Queen Elizabeth's Grammar School has agreed to deliver, and project manage the programme.

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

#### **4. Legal implications**

- 4.1 The funding allocation is subject to a contractual agreement between KCC and the Trust to offer of 180 Year 7 places from September 2023. The school's current published admission number (PAN) is 150.

#### **5. Equalities implications**

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

- Sufficient year 7 places will be provided for September 2023 intake.
- Year 7 pupils will be able attend Grammar school provisions in their locality
- More pupils will be able to attend a good or outstanding school.

No adverse impacts were identified during the assessment.

#### **6. Other corporate implications**

- 6.1 None identified.

#### **7. Governance**

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

#### **8. Conclusions**

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

#### **9. Recommendation(s):**

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

- i. to agree to provide £5m from the Children, Young People and Education Capital Budget for the permanent expansion of Queen Elizabeth’s Grammar School by 1FE from 150 to 180 PAN from September 2023.
- ii. Authorise the Director of Education in consultation with the General Counsel to enter into any necessary contracts / agreements on behalf of the County Council.

## 10. Background Documents

10.1 Kent Commissioning Plan for Education Provision

[www.kent.gov.uk/educationprovision](http://www.kent.gov.uk/educationprovision)

10.2 Consultation documents

Queen Elizabeth’s Website

<http://www.queenelizabeths.kent.sch.uk/3029/expansion-consultation>

KCC Website

[Queen Elizabeth’s Grammar School, Faversham | Let’s talk Kent](#)

10.3 Setting the Course Kent County Council’s Interim Strategic Plan

[Setting the Course - Our Interim Strategic Plan - Kent County Council](#)

## 11. Contact details

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# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

## DECISION TO BE TAKEN BY:

**Shellina Prendergast Cabinet Member for Education and Skills**

**Cabinet Member for Education and Skills**

## DECISION NO:

21/00115

## For publication

### Key decision: YES

*Key decision criteria. The decision will:*

- a) result in savings or expenditure which is significant having regard to the budget for the service or function (currently defined by the Council as in excess of £1,000,000)

### Subject Matter / Title of Decision

Proposal to permanently expand Queen Elizabeth's Grammar School, Abbey Place, Faversham, ME13 7BQ from 150 to 180 places for September 2023 (allocation of funding)

### Decision:

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

- i. agree to provide £5m from the Children, Young People and Education Capital Budget for the permanent expansion of Queen Elizabeth's Grammar School by 1FE from 150 to 180 PAN from September 2023.
- ii. Authorise the Director of Education in consultation with the General Counsel to enter into any necessary contracts / agreements on behalf of the County Council.

### Reason(s) for decision:

The Kent Commissioning Plan has identified the need for additional selective places across the plan period due to population growth and new housing developments in the Faversham and surrounding area. The Kent Commissioning Plan (2021-2025) shows a deficit of -30 places for September 2022 and -34 places for September 2023 for the Canterbury and Faversham Selective Planning Group.

#### Background

Queen Elizabeth Grammar school is part of the Canterbury and Faversham Selective planning group. There are 4 Grammar schools within this planning group, Queen Elizabeth's Grammar School, Simon Langton Girls Grammar school, Simon Langton Grammar School for Boys and Barton Court Grammar School. For September 2023 it is therefore proposed to permanently expand Queen Elizabeth's Grammar School by 30 places (1FE) to meet the need for additional places in Faversham and the wider planning area.

To help meet the need for additional grammar places in Swale both Highsted and Borden Grammar Schools are proposing to expand permanently by 1FE from September 2022.

#### Financial Implications

The capital allocation of £5m from the Children, Young People and Education Capital Budget for the permanent expansion of Queen Elizabeth's Grammar School by 1FE from 150 to 180 PAN from September 2023.

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

**Legal implications**

The funding allocation is subject to a contractual agreement between KCC and the Trust to offer of 180 Year 7 places from September 2023. The school's current published admission number (PAN) is 150.

**Equalities implications**

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

- Sufficient year 7 places will be provided for September 2023 intake.
- Year 7 pupils will be able attend Grammar school provisions in their locality
- More pupils will be able to attend a good or outstanding school.

No adverse impacts were identified during the assessment.

**Cabinet Committee recommendations and other consultation:**

**The Children's and Young People Cabinet Committee consider the decision on 11 January 2022**

**Any alternatives considered and rejected:**

Simon Langton Girls Grammar school has recently been rebuilt through the DfE Priority School Build Programme. Simon Langton Grammar School for Boys has a current build programme to facilitate their expansion to 5 forms of entry and Barton Court Grammar school was expanded to 5 forms of entry in 2017 and is at capacity on their site.

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

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

.....  
signed

.....  
date

## EXECUTIVE DECISION

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

To: **Shellina Prendergast, Cabinet Member for Education and Skills**

Subject: **Allocation of Additional Basic Needs Capital Funding Towards Proposed Expansion of Invicta Grammar School**

Decision Number and Title – **for Cabinet Member Decisions only**

Key decision:

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

Classification: **Unrestricted**

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

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

**Electoral Division:** Ian Chittenden – Maidstone North

**Summary:** This report sets out the need for an allocation of additional Basic Needs capital funding towards the proposed expansion of Invicta Grammar School, Huntsman Lane, Maidstone, Kent, ME14 5DS.

**Recommendation(s):**

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member, concerning the proposals to:

- a) authorise the allocation of £416,905 additional funding from the Children Young People and Education Services Basic Need Capital Budget to fund the permanent expansion of Invicta Grammar School, by increasing the Published Admission Number (PAN) from 192 places to 240 places from September 2022.
- b) authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts/ agreements on behalf of the County Council with the Valley Invicta Academies Trust.
- c) authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

## **1. Introduction**

- 1.1 Kent County Council (KCC), as the Local Education Authority (LEA), has a statutory duty to ensure sufficient school places are available. The County Council's Commissioning Plan for Education Provision in Kent 2020-24 is a five-year rolling plan which is updated annually. It sets out KCC's future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent.
- 1.2 The Commissioning Plan forecasts for the Maidstone and Malling Selective planning group indicates a deficit of Year 7 places throughout the Plan period. The deficit builds during the early years of the Plan period and peaks at -106 places in 2023-24, before settling into around a 90 places shortfall for the last 3 years of the forecast period.
- 1.3 Within this planning group, some schools have admitted over PAN in recent years, creating temporary additional selective capacity. It is anticipated that this pattern will continue and will accommodate the immediate forecast deficit of 28 places in 2021-22. However, from 2022-23 there is a need to commission up to 3FE of additional permanent provision and a further 1FE (or 30 temporary places) may be needed to meet the 2023-24 demand.

## **2. Body of the report**

- 2.1 This report follows on from Decision 21/00025, taken on 19 March 2021, whereby the Cabinet Member for Education and Skills agreed to authorise the allocation of £2,438,095 from the Children Young People and Education Services Basic Need Capital Budget to fund the permanent expansion of Invicta Grammar School, by increasing the Published Admission Number (PAN) from 192 places to 240 places from September 2022.
- 2.2 In recent years, Invicta Grammar School has accepted bulges up to 240 Year 7 pupils, which is 48 places above its PAN. These additional places have provided provision that ensured there were sufficient girls grammar places available in the Maidstone and Malling planning group. The latest KCP forecasts indicate a continued and growing demand for grammar places and in particular girls' provision.
- 2.3 However, Invicta Grammar School no longer has the physical capacity to accept pupils over their PAN beyond September 2021 without additional accommodation. Therefore, KCC intends to commission a Basic Need expansion of Invicta Grammar School to enable the school to continue to offer 240 places on a permanent basis from September 2022.
- 2.4 It is agreed with Valley Invicta Academies Trust (VIAT) that this would be a school managed scheme, with KCC providing the Basic Need funding and the Trust procuring and managing all capital works.

2.5 However, due to increased costs and supply chain issues, it is no longer possible to deliver the scheme within the initial cost estimate. The price of building materials, along with many other associated products needed for construction works, have risen considerably since the initial feasibility cost plan was completed. The increased costs identified predominately relate to inflation and site-specific conditions based on the proposed development location that have increased the abnormal costs. Supply chains have experienced disruptions due to the Covid-crisis and latterly by driver shortages and resulted in some of the key materials increasing in cost above the anticipated rate of inflation.

### **3. Alterative options**

3.1 There are only 2 girls' grammar schools within the planning group and therefore the options for expanding girls' grammar provision are limited to these schools. KCC is currently working with both schools to assess the possibility of expansion, as it is likely it will be necessary for both schools to expand to meet the forecast deficit.

3.2 The Trust and its chosen contractors have completed detailed exploration to ensure that the cost rise is minimalised and that there is sufficient contingency within the scheme to mitigate any further construction risks.

### **4. Financial Implications**

4.1 Kent County Council initially allocated £2,438,095 from the Children Young People and Education Services Basic Need Capital Budget towards the Trust managed scheme. This was on the basis that the Basic Need Funding was provided in return for the school providing the necessary accommodation and resources to increase the school's PAN from 192 to 240 places. The roles and responsibility of each party are formally set out through a legal contract between KCC and VIAT and the agreements will be revised to account for the additional capital allocation.

4.2 This proposal would increase the allocation of Basic Need funding by £416,905, taking the total scheme cost to £2,855,000. KCC will monitor progress regularly during the building works to ensure that the accommodation needs are being met. The overall Basic Need programme is funded by a fixed quantum of capital and where the cost of one scheme in the programme increases there will need to be a compensating reduction elsewhere in the programme.

### **5. Legal implications**

5.1 The proposed expansion will be subject to a legally binding and enforceable contract being in place between KCC and the Trust.

5.2 The provision of sufficient school places is a statutory duty and contributes to the Strategic Business Plan Priorities to ensure that "Children and Young People in Kent get the best start in life".

## **6. Equalities implications**

- 6.1 An Equality Impact Assessment (EqIA) has been produced and no issues were identified in the early stage EqIA, but the assessment will be reviewed as the project continues.

## **7. Governance**

- 7.1 The proposed decision will authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts/ agreements on behalf of the County Council with the Valley Invicta Academies Trust. It will also authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

## **8. Consultation**

- 8.1 In accordance with the Department for Education's Statutory Guidance "making significant changes to an existing academy". The expansion proposal can be fast tracked without the Trust having to provide a full business case to the ESFA. However, the academy may be required to carry out a public consultation with stakeholders as part of their fast-track application.

## **9. Views**

- 9.1 The View of the Local Member  
The KCC Member for Maidstone North, Ian Chittenden, has been consulted on this proposal.
- 9.2 The View of the Area Education Officer  
The Area Education Officer fully supports this proposal as it will ensure that there will be sufficient girls grammar places in Maidstone.

## **10. Conclusions**

- 10.1 This report sets a proposal to release additional funding from the Basic Needs Capital Budget that is needed to expand Invicta Grammar school via a school-led building programme. This expansion is needed to ensure there is sufficient girls grammar provision to meet the forecast demand for places within the Maidstone and Malling Selective planning group.

## **11. Recommendation(s):**

The Cabinet Member for Education and Skills is asked to agree to:

- a) authorise the allocation of £416,905 additional funding from the Children Young People and Education Services Basic Need Capital Budget to fund the

permanent expansion of Invicta Grammar School, by increasing the Published Admission Number (PAN) from 192 places to 240 places from September 2022.

b) authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts/ agreements on behalf of the County Council with the Valley Invicta Academies Trust.

c) authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

### **13. Background documents**

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

### **14. Contact details**

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# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

## DECISION TO BE TAKEN BY:

**Shellina Prendergast**

**Cabinet Member for Education and Skills**

## DECISION NO:

To be allocated by  
Democratic Services

## For publication

### Key decision: YES

*Key decision criteria. The decision will:*

- b) be significant in terms of its effects on a significant proportion of the community living or working within two or more electoral divisions –*

## Subject Matter / Title of Decision

**Allocation of Additional Basic Needs Capital Funding Towards Proposed Expansion of Invicta Grammar School**

### Decision:

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

- a) authorise the allocation of £416,905 additional funding from the Children Young People and Education Services Basic Need Capital Budget to fund the permanent expansion of Invicta Grammar School, by increasing the Published Admission Number (PAN) from 192 places to 240 places from September 2022.
- b) authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts/ agreements on behalf of the County Council with the Valley Invicta Academies Trust.
- c) authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

### Reason(s) for decision:

#### Background

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

1.2 The Commissioning Plan forecasts for the Maidstone and Malling Selective planning group indicates a deficit of Year 7 places throughout the Plan period. The deficit builds during the early years of the Plan period and peaks at -106 places in 2023-24, before settling into around a 90 places shortfall for the last 3 years of the forecast period.

1.3 Within this planning group, some schools have admitted over PAN in recent years, creating temporary additional selective capacity. It is anticipated that this pattern will continue and will accommodate the immediate forecast deficit of 28 places in 2021-22. However, from 2022-23 there

is a need to commission up to 3FE of additional permanent provision and a further 1FE (or 30 temporary places) may be needed to meet the 2023-24 demand.

#### Further information

2.1 This report follows on from Decision 21/00025, taken on 19 March 2021, whereby the Cabinet Member for Education and Skills agreed to authorise the allocation of £2,438,095 from the Children Young People and Education Services Basic Need Capital Budget to fund the permanent expansion of Invicta Grammar School, by increasing the Published Admission Number (PAN) from 192 places to 240 places from September 2022.

2.2 In recent years, Invicta Grammar School has accepted bulges up to 240 Year 7 pupils, which is 48 places above its PAN. These additional places have provided provision that ensured there were sufficient girls grammar places available in the Maidstone and Malling planning group. The latest KCP forecasts indicate a continued and growing demand for grammar places and in particular girls' provision.

2.3 However, Invicta Grammar School no longer has the physical capacity to accept pupils over their PAN beyond September 2021 without additional accommodation. Therefore, KCC intends to commission a Basic Need expansion of Invicta Grammar School to enable the school to continue to offer 240 places on a permanent basis from September 2022.

2.4 It is agreed with Valley Invicta Academies Trust (VIAT) that this would be a school managed scheme, with KCC providing the Basic Need funding and the Trust procuring and managing all capital works.

2.5 However, due to increased costs and supply chain issues, it is no longer possible to deliver the scheme within the initial cost estimate. The price of building materials, along with many other associated products needed for construction works, have risen considerably since the initial feasibility cost plan was completed. The increased costs identified predominately relate to inflation and site-specific conditions based on the proposed development location that have increased the abnormal costs. Supply chains have experienced disruptions due to the Covid-crisis and latterly by driver shortages and resulted in some of the key materials increasing in cost above the anticipated rate of inflation.

#### Financial Implications

3.1 Kent County Council initially allocated £2,438,095 from the Children Young People and Education Services Basic Need Capital Budget towards the Trust managed scheme. This was on the basis that the Basic Need Funding was provided in return for the school providing the necessary accommodation and resources to increase the school's PAN from 192 to 240 places. The roles and responsibility of each party are formally set out through a legal contract between KCC and VIAT and the agreements will be revised to account for the additional capital allocation.

3.2 This proposal would increase the allocation of Basic Need funding by £416,905, taking the total scheme cost to £2,855,000. KCC will monitor progress regularly during the building works to ensure that the accommodation needs are being met. The overall Basic Need programme is funded by a fixed quantum of capital and where the cost of one scheme in the programme increases there will need to be a compensating reduction elsewhere in the programme.

#### 4. Equalities implications

4.1 An Equality Impact Assessment (EqIA) has been produced and no issues were identified in the early stage EqIA, but the assessment will be reviewed as the project continues.

#### 5. Legal implications

5.1 The proposed expansion will be subject to a legally binding and enforceable contract being in place between KCC and the Trust.

5.2 The provision of sufficient school places is a statutory duty and contributes to the Strategic Business Plan Priorities to ensure that “Children and Young People in Kent get the best start in life”.

**Cabinet Committee recommendations and other consultation:**

6.1 The Children’s and Young People Cabinet Committee will consider the decision on 11 January 2022.

**Any alternatives considered and rejected:**

There are only 2 girls’ grammar schools within the planning group and therefore the options for expanding girls’ grammar provision are limited to these schools. KCC is currently working with both schools to assess the possibility of expansion, as it is likely it will be necessary for both schools to expand to meet the forecast deficit.

The Trust and its chosen contractors have completed detailed exploration to ensure that the cost rise is minimalised and that there is sufficient contingency within the scheme to mitigate any further construction risks.

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

None

.....  
signed

.....  
date

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**From:** Shellina Prendergast, Cabinet Member for Education and Skills  
 Matt Dunkley CBE, Corporate Director of Children, Young People and Education

**To:** Children’s, Young People and Education Cabinet Committee – 11 January 2022

**Subject:** Information report on Academy Trust consultations and projects in East Kent.

**Classification:** Unrestricted

**Past Pathway of report:** None

**Future Pathway of report:** None

**Electoral Division:** Canterbury Academy – Canterbury City South – Mel Dawkiins  
 Hartsdown Academy – Birchington and Rural – Linda Ann Wright & Derek Crow-Brown  
 St Gregory’s Primary School – Margate – Barry Lewis.

**Summary:** This report informs the Cabinet Committee of three proposals under consultation that are being taken forward by Academy Trust Schools in East Kent. These proposals are following the guidance on making changes to an open Academy and will be submitted to the ESFA for approval subject to the outcome of the consultations.

- Establishment of Specialist Resourced Provision (SRP) for Hearing Impairment (HI) at Canterbury Academy.
- Closure of Specialist Resourced Provision (SRP) at Hartsdown Academy for Hearing Impairment (HI) (linked to Canterbury Academy Proposal)
- Change of age range at St Gregory’s Roman Catholic Primary School from 3-11 years to 4-11 years by the closure of the school nursery provision.

**Recommendation(s):**

The Cabinet Committee is asked to note and comment on the proposals to the changes to the academy Trusts and support the Trusts business cases to the ESFA

**1. Introduction**

1.1 Consultations have been undertaken for the following proposals at Academy Trusts in East Kent.

- Establishment of Specialist Resourced Provision (SRP) for Hearing Impairment (HI) at Canterbury Academy.

- Closure of Specialist Resourced Provision (SRP) at Hartsdown Academy for Hearing Impairment (HI) (linked to Canterbury Academy Proposal)
- Change of age range at St Gregory's Catholic Primary School from 3-11 year to 4-11 years by the closure of the school nursery provision.

1.2 The approval of any changes to an Academy is via a business case submitted to the ESFA, who is the final decision maker on the proposal. This report is to inform the Cabinet Committee of the proposals which are currently being proposed and will be submitted to the ESFA for approval in the Spring. A verbal update of the outcomes of the consultations will be available for the CYPEE CC meeting if required.

## 2. Background

### Proposals for changes to Specialist Resourced Provisions for Hearing Impairment in East Kent.

2.1 A review of SRP provisions for HI in Kent identified a need for the provision in East Kent to be centrally located in order to better cater for students from a number of Districts in East and South Kent. It was therefore proposed that a new provision should be opened, and the current provision transferred from Hartsdown Academy to a new provision at Canterbury Academy. The Hartsdown SRP currently has 1 student attending the SRP for Hearing Impairment, and numbers of students in this SRP have reduced over a number of years. The Hartsdown provision is consulting on closure and in parallel Canterbury Academy is consulting on opening a new provision for 8 students.

2.2 Hearing Impairment as a primary need is a low incidence need and only 1.3% of all EHCPs have a primary need of HI. In January 2021 there were 200 EHCPs in Kent for HI (0–25-year-olds) in Kent. For those students who require additional support to access mainstream school but not a specialist school place, an SRP place is required.

### 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%
<b>Kent Total</b>	<b>550</b>	<b>4616</b>	<b>5314</b>	<b>3229</b>	<b>1572</b>	<b>15281</b>	

Source: SEN2 Return January 2021

The table below shows the number of primary pupils with HI in East Kent and South Kent as at February 2021.

**Primary Pupils with HI in EK  
and SK Feb 2021**

District	Year 0			Year 1			Year 2			Year 3			Year 4			Year 5			Year 6			Total						
	Moderate	Severe	Profound	Moderate	Severe	Profound	Moderate	Severe	Profound	Moderate	Severe	Profound	Moderate	Severe	Profound	Moderate	Severe	Profound	Moderate	Severe	Profound	Moderate	Severe	Profound	Severe & Profound			
Ashford	3				1		1		1			1	1	1						1					6	3	2	5
Dover				1			4			1		1	1						1						8	0	1	1
Folkestone & Hythe					1		2	1	4			1		2				1							2	4	6	10
Canterbury	2	1		1		1		1								3	0	0	1						8	2	1	3
Swale	1						2			2	1		3			2			5						15	1	0	1
Thanet	1			1			1				2	1	1	1	2	2			2		1				8	3	4	7
<b>Total</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>10</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>9</b>	<b>1</b>	<b>1</b>				<b>47</b>	<b>13</b>	<b>14</b>	<b>27</b>

2.3 The consultations for both the establishment of the new SRP provision at Canterbury Academy and the closure of the HI SRP at Hartsdown was held from 24 November 2021 to 6 January 2022. The outcome of the consultation will be reported to the ESFA via a business case in Spring. The ESFA will then make the final decision. A verbal update of the outcomes of the consultations will be available for the CYPEE CC meeting if required. As part of the consultation an EQIA was produced.

**Proposal to Change of age range at St Gregory's Catholic Primary School from 3-11 year to 4-11 years by the closure of the school nursery provision.**

2.4 St Gregory's Catholic Primary Academy took the difficult decision to consult on the change of age range of the school from 3-11 years to 4-11 years by proposing the closure of the nursery. This was due to persistent low numbers of children attending. Despite the best efforts to promote the Nursery over the last five years, the Academy has seen a steady decline in the number of children attending their nursery. With many private nurseries in the area, as well as the national trend of low birth dates, local data suggests that this will continue to be the case for a number of years to come.

2.5 Data from the vacancy audit carried out in Autumn 21 showed that the 14 other settings in the Margate planning area had over 200 vacant places for three and four year-olds. Nine of these settings are within one mile of the school.

2.6 The consultation was held from 29 November 2021 to 9 January 2022. The outcome of the consultation will be reported to the ESFA via a business case in Spring. The ESFA will make the final decision. An EQIA was produced by the Academy Trust and it identified that sufficient pre-school places are available for families in Margate

### **3. Financial Implications**

- 3.1 The cost of the adaptation to the school building at Canterbury Academy and establishing the new SRP provision at Canterbury Academy will be funded by the High Needs Capital Grant and totals £300k
- 3.2 Each place at the SRP will be commissioned by KCC and reviewed annually and each place will bring a minimum of £10,000 per year, which will enable the school to provide the additional support necessary to help these students make good social and academic progress.

### **4. Legal implications**

- 4.1 The funding allocation is subject to a contractual agreement between KCC and the Canterbury Academy Trust to open the SRP
- 4.2 Both Canterbury Academy and Hartsdown Academy are required to submit a full business case to the ESFA to establish and close the SRPs.
- 4.3 St Gregory's Primary School are also required to submit a business case to the ESFA to change their age range.

### **5. Equalities implications**

- 5.1 An EQIA was produced for the establishment and closure of both SRPs and St Gregory's Catholic Primary School produced the EQIA for their proposal.

### **6. Other corporate implications**

- 6.1 Noe identified

### **7. Governance**

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

### **8. Conclusions**

- 8.1 The transfer of the SRP for HI from Hartsdown to Canterbury Academy will ensure that there are sufficient places in the right place to support students with a profound or severe hearing impairment to enable them to attend a mainstream school for their education with their peer.
- 8.2 The change of age range and closure of the nursery at St Gregory's Catholic Primary School is due insufficient numbers, making it unsustainable for the school. There are vacancies within the PVI nurseries in the local area and therefore sufficient places to meet the need in the area.

## **9. Recommendation(s):**

9.1 The Children's, Young People and Education Cabinet Committee is asked to note and to support the following Trust proposals

- Establishment of Specialist Resourced Provision (SRP) for Hearing Impairment (HI) at Canterbury Academy.
- Closure of Specialist Resourced Provision (SRP) at Hartsdown Academy for Hearing Impairment (HI) (linked to Canterbury Academy Proposal)
- Change of age range at St Gregory's Primary School from 3-11year to 4-11years by the closure of the school nursery provision.

## **10. Background Documents**

10.1 Consultation websites

Canterbury academy

[Consultation - Hearing Impairment Special Resource Based Provision - Canterbury Academy Trust](#)

Hartsdown Academy

<https://hartsdown.org/consultation-proposed-changes-to-hartsdown-academy/>

St Gregory's Catholic Primary School.

<https://www.st-gregorys.kent.sch.uk/nursery>(External link).

10.2 Kent Commissioning Plan for Education Provision

[www.kent.gov.uk/educationprovision](http://www.kent.gov.uk/educationprovision)

## **11. Contact details**

Report Author: Marisa White

Name, job title: Area Education Officer - East Kent

Telephone number 03000 418794

Email address: [marsia.white@kent.gov.uk](mailto:marsia.white@kent.gov.uk)

Relevant Director: Christine McInnes

Name, job title: Director -

Education, Planning and Access

Telephone number: 03000 418913

Email address: [Chrisine.mcinnnes@kent.gov.uk](mailto:Chrisine.mcinnnes@kent.gov.uk)

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

**Directorate/ Service:** Children, Young People and Education

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

Establishment of a Specialist Resourced Provision (SRP) at Canterbury Academy for 8 students with Hearing Impairment (HI) and the closure of Hartsdown Specialist Resourced Provision for Hearing Impairment.

**Responsible Owner/ Senior Officer:** Marisa White

**Version:** 1

**Author:** Lorraine Medwin

**Pathway of Equality Analysis:** N/A

**Summary and recommendations of equality analysis/impact assessment.**

- **Context**

The 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.

Currently pupils with an EHCP are less likely to be educated in a maintained mainstream school that would be expected nationally.

**Aims and Objectives**

- Ensure that there are sufficient provisions for pupils with hearing impairment.
- Pupils with Hearing Impairment will be able to attend a provision in mainstream and secondary school to meet their needs

**Summary of equality impact**

No adverse impacts have been identified at this stage; however, the outcome of the public consultation and community consultation will enable the Local Authority to test out these assumptions.

Positive impacts have been identified are:

- Pupils with Hearing Impairment needs in the East and South Kent will be able to attend a provision which is accessible and centrally located.
- There will be an increase in the total number of places available for children with Hearing Impairment in Kent.

**Adverse Equality Impact Rating** **Low**

**Attestation**

I have read and paid due regard to the Equality Analysis Impact Assessment concerning Canterbury Academy Trust and Hartsdown Academy. I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

**Head of Service**

Signed:

Name: Marisa White

Job Title: Area Education Officer

Date: 15/11/2021

**DMT Member**

Signed:

Name: Christine McInness

Job Title: Director of Education Planning and Access

Date:

**Part 1 Screening**

Could this policy, procedure, project or service, or any proposed changes to it, affect any Protected Group (listed below) less favourably (negatively) than others in Kent? Could this policy, procedure, project or service promote equal opportunities for this group?

Protected Group	Please provide a <b>brief</b> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High Positive Impact Evidence
<b>Age</b>				This proposal is part of the wider implementation of Kent's SEND Strategy. <ul style="list-style-type: none"> <li>The additional SRP provision will mean that pupils will be able to access mainstream school education were appropriate.</li> </ul>
<b>Disability</b>				There will be more places available to meet the needs of children with HI in the East and South Kent.
<b>Gender</b>				The provision at Canterbury Academy is to be for boys and girls
<b>Gender identity/ Transgender</b>				The SRP will accept Children with an Education, Health and Care Plans (EHCPs) naming the school on their EHCP regardless of gender identity
<b>Race</b>				The SRP will accept SEN Children with an Education, Health and Care Plans (EHCPs) naming the school on their EHCP, regardless of race or ethnicity.
<b>Religion and Belief</b>				The school will accept SEN children of faith or no faith who name it on their Children with an Education, Health and Care Plans (EHCPs) The curriculum covers all religions.
<b>Sexual Orientation</b>				The SRP will accept SEN Children with an Education, Health and Care Plans (EHCPs) naming the school on their EHCP, regardless of sexual orientation.
<b>Pregnancy and Maternity</b>				N/A
<b>Marriage and Civil Partnerships</b>				N/A
<b>Carer's Responsibilities</b>				N/A

**Part 2****Equality Analysis /Impact Assessment****Protected groups****Information and Data used to carry out your assessment**

The Information and Data used to carry out the assessment is published data on pupil numbers.

- Data relating to children and young people with specialist educational needs and /or disabilities.
- January 2021 SEN Needs analysis

**Who have you involved consulted and engaged?**

Consultation on the proposal will take place with the community and other stakeholders including the following groups

- All Schools in East and South Kent.
- Parents/carers
- KCC Members
- District Council
- Parish Councils
- Local MPs
- Dioceses of Canterbury and Southwark
- The Clinical Commissioning Groups

**Analysis and information on SEN Need in Kent and Canterbury District.**

The Local Authority is responsible for maintaining Education Health and Care Plans (EHCPs) for children and young people between the ages of 0-25 years.

As of January 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% nationally.

Currently pupils with an EHCP are less likely to be educated in a maintained mainstream school that would be expected nationally.

**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%
<b>Kent Total</b>	<b>550</b>	<b>4616</b>	<b>5314</b>	<b>3229</b>	<b>1572</b>	<b>15281</b>	

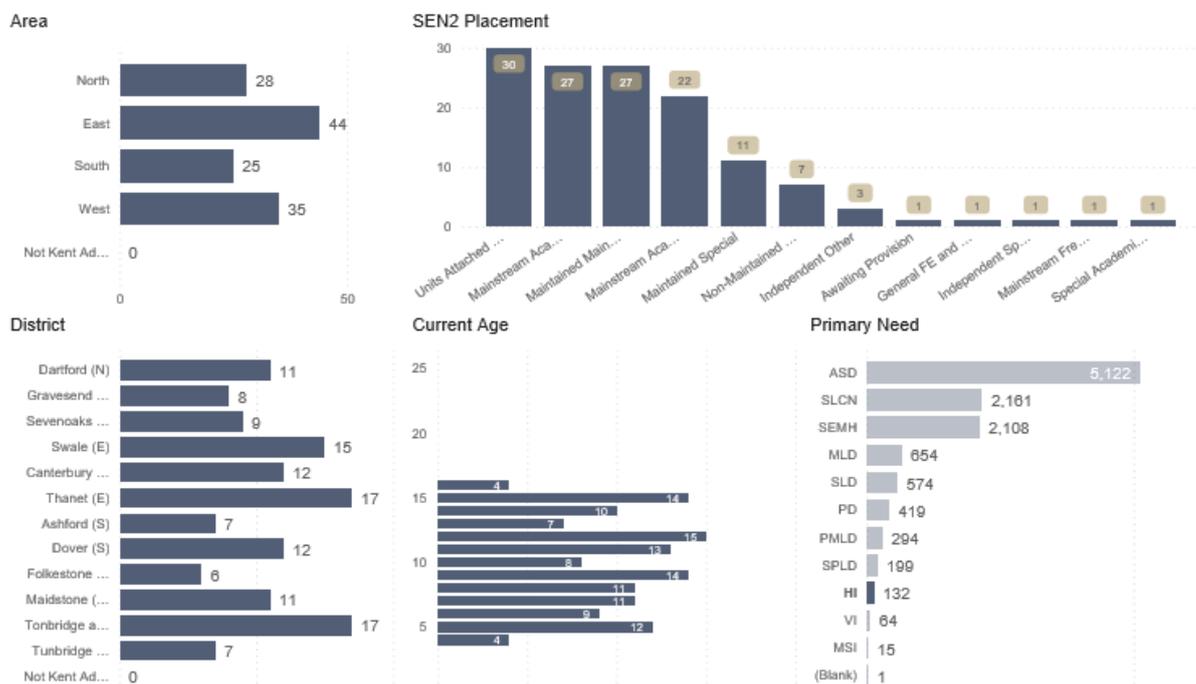
Source: SEN2 Return January 2021

Hearing Impairment as a primary need is a low incidence need and only 1.3% of all EHCPs have a primary need of HI. In January 2021 there were 200 EHCPs in Kent for HI (0–25-year-olds) in Kent. For those students who require additional support to access mainstream school but not a specialist school place, an SRP place is required and therefore establishing the capacity at Canterbury Academy will help meet the need and is ideally located to meet the wider need across East and South Kent.

### October 2021 Hearing Impairment Analysis.

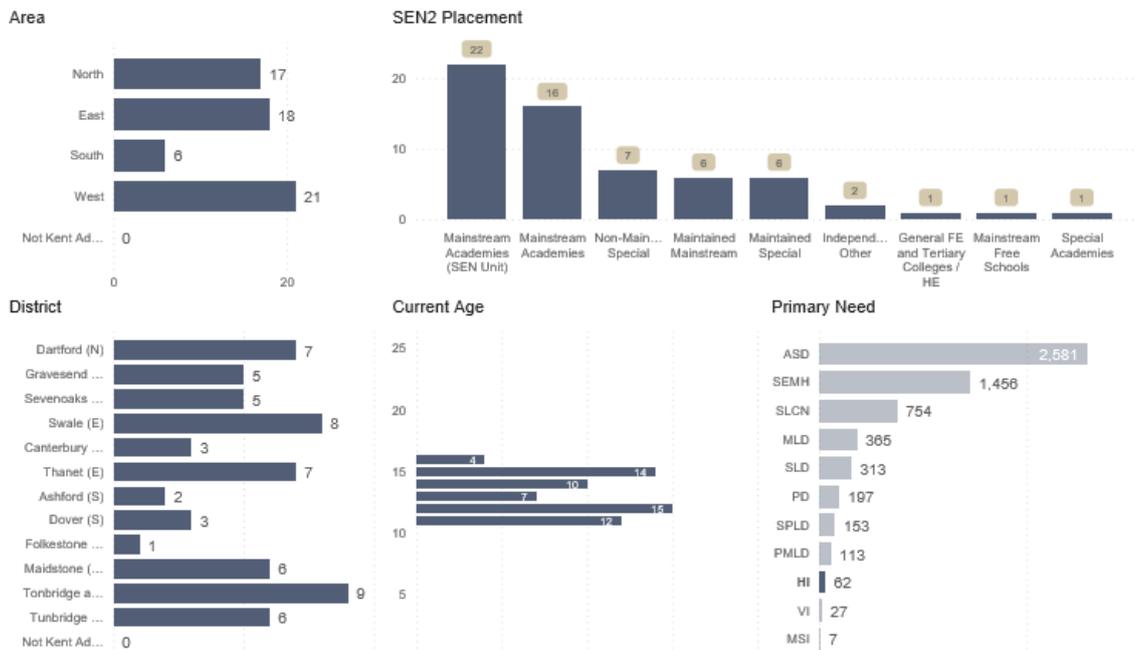
#### Year R-Y11 EHCPs for Hearing Impairment Oct 2021

#### Active EHCPs (132 cases)



Year 7 -11 EHCPs for Hearing Impairment Oct 2021

Active EHCPs (62 cases)



Primary Pupils with HI in EK and SK Feb 2021

District	Year 0			Year 1			Year 2			Year 3			Year 4			Year 5			Year 6			Total						
	Moderate	Severe	Profound	Moderate	Severe	Profound	Moderate	Severe	Profound	Moderate	Severe	Profound	Moderate	Severe	Profound	Moderate	Severe	Profound	Moderate	Severe	Profound	Moderate	Severe	Profound	Severe & Profound			
Ashford	3				1		1		1	1			1	1	1							1			6	3	2	5
Dover				1			4			1		1	1						1						8	0	1	1
Folkestone & Hythe					1		2	1	4			1		2				1							2	4	6	10
Canterbury	2	1		1		1				1						3	0	0	1						8	2	1	3
Swale	1						2			2	1		3			2			5						15	1	0	1
Thanet	1			1			1						2	1	1	1	1	2	2			2		1	8	3	4	7
<b>Total</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>10</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>9</b>	<b>1</b>	<b>1</b>	<b>47</b>	<b>13</b>	<b>14</b>	<b>27</b>			

**Current HI SRP Provisions in Kent.**

School	Primary/ Secondary	Area/District	Designated Number
Castle Hill Primary School	Primary	South/Folkestone & Hythe	8
Fleetdown Primary School	Primary	North/Dartford	14
Molehill Primary Academy	Primary	West/Maidstone	12
Slade Primary School	Primary	West/Tonbridge and Malling	6
<b>Total primary SRP Places</b>			<b>40</b>
Leigh Academy	Secondary	North/Dartford	9
Sittingbourne Academy	Secondary	East/Swale	25
St Gregory's Catholic School	Secondary	West/Tunbridge Wells	11
<b>Total Secondary Places</b>			<b>45</b>
Hartsdown	Secondary	East/Thanet	(5) Consultation for closure

Currently there is a gap in SRP provision for Secondary school aged children in the South and East. By closing the provision in Hartsdown Academy in Thanet and opening the SRP at Canterbury Academy where it is ideally located to provide places for pupils living in East and South of the County.

For more detail on the community visit –

<http://www.kent.gov.uk/about-the-council/information-and-data/Research-and-figures-about-Kent/area-profiles>

**Adverse Impact,**

No adverse impact identified.

**Positive Impact:**

- Pupils with Hearing Impairment needs in the East and South Kent will be able to attend a provision which is accessible and centrally located.
- There will be an increase in the total number of places available for children with Hearing Impairment in Kent.

**JUDGEMENT**

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

**Internal Action Required**      ~~YES~~/NO

There is potential for adverse impact on particular groups and we have found scope to improve the proposal...

## Equality Impact Analysis/Assessment Action Plan

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

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

Yes/No

### Appendix

Please include relevant data sets

Please forward a final signed electronic copy and Word version to the Equality Team by emailing [diversityinfo@kent.gov.uk](mailto:diversityinfo@kent.gov.uk)

If the activity will be subject to a Cabinet decision, the EqIA must be submitted to committee services along with the relevant Cabinet report. Your EqIA should also be published.

The original signed hard copy and electronic copy should be kept with your team for audit purposes

November 2021

## **Kent Catholic School's Partnership Equality Analysis/ Impact Assessment (EqIA)**

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

St Gregory's Catholic Primary Academy  
Proposal to permanently change the age range of the school from 3-11 years to 4-11 years, by closing the nursery class.

**Responsible Owner/ Senior Officer:** Mark Harris

**Version:** 1

**Author:** Mark Harris

**Pathway of Equality Analysis:** N/A

### **Summary and recommendations of equality analysis/impact assessment.**

#### **Context**

The roll numbers in the school nursery have fallen steadily over the last 5 years. 2018 – 12 FTE, 2019 – 9 FTE, 2020 – 7 FTE, 2021 – 4 FTE.

The nursery is unable to compete with local PVIs who are able to offer much longer days (7:30 am – 6pm) and unable to fund staffing.

#### **Proposal**

To close the school nursery effective from August 31<sup>st</sup> 2021. There are currently 5 children on roll, 2 of whom will be moving up to the Reception Class in September 2022.

The remaining 3 children on roll will be able to take up places in private nurseries as all local nurseries have vacancies. Staff members can be placed elsewhere in the school so their jobs will not be affected.

#### **Summary of equality impact**

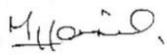
No adverse impacts have been identified at this stage; however, the outcome of the public consultation and community consultation will enable the Local Authority to test out these assumptions.

### **Adverse Equality Impact Rating Low**

#### **Attestation**

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning the nursery at St Gregory's Catholic Primary Academy. I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

#### **KCSP Representative**

Signed:   
Job Title: Director of Finance & HR

Name: Mark Harris  
Date: 24.11.2021

## Part 1 Screening

Could this policy, procedure, project or service, or any proposed changes to it, affect any Protected Group (listed below) less favourably (negatively) than others in Kent? Could this policy, procedure, project or service promote equal opportunities for this group?

Protected Group	Please provide a <b>brief</b> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Med negative impact Screen	Low negative impact Evidence	<b>High Positive Impact Evidence</b>
<b>Age</b>				There will be accessible nursery provision for all pre-school aged children locally.
<b>Disability</b>				The provision will be compliant with the Equality Act 2010
<b>Gender</b>				The school is currently for boys and girls and this will be the same in the pre-school
<b>Gender identity/ Transgender</b>				N/A
<b>Race</b>				The pre-school will welcome all children
<b>Religion and Belief</b>				The pre-school will welcome all children of faith and no faith. The school curriculum covers all religions
<b>Sexual Orientation</b>				N/A
<b>Pregnancy and Maternity</b>				N/A
<b>Marriage and Civil Partnerships</b>				N/A
<b>Carer's Responsibilities</b>				N/A

## **Part 2**

### **Equality Analysis /Impact Assessment**

#### **Protected groups**

#### **Information and Data used to carry out your assessment**

The Information and Data used to carry out the assessment is published data on pupil numbers.

- Autumn Term 2021 School Summary Sheet
- School performance data

#### **Who have you involved consulted and engaged?**

Consultation on the proposal will be with the community and other stakeholders including the following groups: -

- Schools in Margate
- Pre-schools in Margate
- Parents/carers at St Gregory's Catholic Primary Academy
- Local Members

#### **Analysis and information on St Gregory's Catholic Primary Academy**

St Gregory's catholic primary Academy is providing education for students of all abilities aged 4-11. The school was judged "Good" by Ofsted in September 2019.

There are currently (October 2021) 287 children on roll

Table below shows the breakdown of Free School Meals (FSM) and Education Health and Care Plans (EHCP) and English as an Additional Language (EAL) for St Gregory's Catholic Primary Academy.

St Gregory's	Number on roll	FSM	%	EHCP	%	SEN Support	%	Total SEN	%	EAL	%
	290	85	29	11	3.7	10	3.4	21	7	32	11

#### **The Community**

St Gregory's Catholic Primary Academy falls within the ward of Salmestone, Margate in Thanet.

## Salmestone Ward Profile

### Key age groups (under 20)

Source: 2018 Mid Year Estimates, The Office for National Statistics (ONS), © Crown Copyright - 2018

2018	Salmestone		Thanet		KCC area	
Age group	No.	% of total population	No.	% of total population	No.	% of total population
<b>Total Population (All ages)</b>	<b>5,810</b>		<b>141,800</b>		<b>1,568,600</b>	
0-3 - Early Years children	310	4.8%	6,400	6.7%	72,400	5.7%
4-10 - Primary age children	500	4.6%	12,200	6.2%	138,700	5.3%
11-18 - Secondary age children	560	4.8%	12,900	6.3%	147,400	5.4%
10-17 - age group covered by youth offending service	580	3.3%	13,100	6.4%	149,100	3.5%
14-19 - age group for Key Qualifications	390	1.8%	9,100	4.1%	107,200	2.4%
0-19 - All children & young people	1,440	1.0%	32,900	2.7%	375,600	1.4%

### Early Years provision in the local area to St Gregory's Catholic Primary Academy, Margate.

There are nine Early Years settings within one mile of the school and all but one have vacancies.

#### Adverse Impact

No adverse impact identified.

#### Positive Impact:

- sufficient pre-school places are available for families in Margate

#### JUDGEMENT

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

The analysis and impact assessment evidence above shows that there is no potential for discrimination from this proposal and that the impact will be positive. It will ensure that there are sufficient high quality childcare places in Margate. It will support the aim ensure an increasing number of children are school ready at the end of the Early Years Foundation Stage and mitigate the effects of poverty, inequality.

**Internal Action Required**                      **NO**

## Equality Impact Analysis/Assessment Action Plan

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

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

Yes/No

**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 – 11 January 2022.

**Subject:** Proposal to change use of Garlinge Children's Centre building to provide a 16 place Specialist Resource Provision (SRP) for children with Autism Spectrum Disorder (ASD) as part of Garlinge Primary School and Nursery and that will serve Thanet children with ASD.

**Decision Number and Title:** 21/00113 - Proposal to change use of Garlinge Children's Centre building to provide a 16 place Specialist Resource Provision (SRP) for children with Autism Spectrum Disorder (ASD) as part of Garlinge Primary School and Nursery and that will serve Thanet children with ASD.

**Key** *It involves expenditure of over £1m  
 Requires a Public Notice.*

Classification: **Unrestricted**

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

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

**Electoral Division:** Birchington and Rural - Derick Crow-Brown and Linda Wright.

**Summary:** This report informs members of the proposal and outcome of the consultation to change the use of Garlinge Children's Centre building to provide a 16 place Specialist Resource Provision (SRP) for children with Autism Spectrum Disorder (ASD) as part of Garlinge Primary School and Nursery

**Recommendation(s):**

- 9.1** 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:
- i. to agree to change the use of Garlinge Children Centre building to provide a 16 place Specialist Resource Provision (SRP) for children with Autism Spectrum Disorder (ASD).
  - ii. to agree to provide Children's Centre Services to the community served by Garlinge Children's Centre through Birchington Children's Centre by extending the

opening hours of Birchington Children's Centre from part time to full time. Six Bells Children Centre in Margate is also within proximity of Garlinge.

iii. to issue a public notice to change the use of Garlinge Children Centre building and to establish a 16 place Specialist Resourced Provision (SRP) for Autistic Spectrum Disorder (ASD) at Garlinge Primary School & Nursery from September 2022.

iv. agree to provide £1.15 million from the Children's, Young People and Education Capital Budget for the establishment of the 16 place SRP for ASD at Garlinge Primary School and Nursery.

v. Authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts / agreements on behalf of the County Council.

vi. Authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

And, subject to no objections being received to the public notice

i. establish a 16 place Specialist Resourced Provision (SRP) for Autistic Spectrum Disorder (ASD) at Garlinge Primary School & Nursery from September 2022.

## **1. Introduction**

1.1 The Commissioning Plan for Education Provision in Kent 2021-2025 sets out our commissioning intentions to meet the need for specialist provisions across Kent. A mixture of new schools, expansion of existing and the establishment of satellites and Specialist Resourced Provisions will be commissioned across Kent to meet the need.

1.2 A proportion of pupils with an EHCP require higher level of support than can be provided in mainstream schools, but their needs are not so complex that a special school placement is appropriate. For these pupils we maintain a range of Specialist Resourced Provisions (SRPs) which are based in mainstream schools with places reserved for pupils with an EHCP. The establishment of SRPs attached to mainstream schools is part of the continuum of provision to enable pupils to be included within mainstream settings.

1.3 Autism Spectrum Disorder (ASD) is the most common special education need type in Kent with 42.7% of all EHCPs (0-25) having ASD as their primary need. In Thanet 50% of all EHCPs for Primary aged pupils have ASD named as their primary need in their Education Health and Care Plan. Despite this, Thanet does not have any Specialist Resource Provisions in any of its local schools. The nearest primary schools with specialist resource provisions for ASD for children in Thanet are in Canterbury and Whitstable.

1.4 Table below shows the current number of EHCPs in Thanet District for Year R to Year 6 and the provision they attend.

Thanet District EHCPs for ASD and Provision type  
October 2021

School Year	Mainstream Maintained/ Academy/Free	SRP	Special	Independent Special	other	Educated at Home	awaiting Provision	Total
Year R	14	1	16	1	4	0	2	38
Year 1	25	0	32	0	0	0	0	57
Year 2	22	0	17	0	2	0	0	41
Year 3	19	1	25	1	0	0	0	46
Year 4	12	3	19	3	0	1	0	38
Year 5	18	0	32	4	0	0	0	54
Year 6	17	0	30	8	2	1	0	58
<b>Total</b>	<b>127</b>	<b>5</b>	<b>171</b>	<b>17</b>	<b>8</b>	<b>2</b>	<b>2</b>	<b>332</b>
<b>% in each provision Type</b>	38%	2%	52%	5%	2%	1%	1%	

Data from Power BI SEN Synergy Performance Report October 2021.

- 1.5 The proposal is to open two primary Specialist Resource Provisions for Thanet primary age children with Autism Spectrum Disorder to meet the need. One at Holy Trinity and St John's Primary School in Margate and the second at Garlinge Primary School and Nursery in the Children Centre building on the school site.

## 2. Background

- 2.1 Garlinge Primary School and Nursery was identified by Kent County Council as being successful in supporting pupils with ASD. Garlinge Primary School agreed to consider establishing a new SRP within the school for up to 16 children.
- 2.2 A feasibility study was commissioned to identify a suitable area within the school for the SRP to be established. The Children's Centre on the school site was identified as the preferred option for the location for the SRP. The Children's Centre building will revert back to educational purposes as the building was originally part of Garlinge Infant School. The School will establish the SRP within the Children Centre Building. Consideration has also been given to a different area of the school that currently has some intervention spaces and a sensory room and would require demolition of some temporary buildings. This space is near to the current Key Stage 2 (Junior) satellite class of Foreland Fields School on the Garlinge Primary site. There is a separate proposal to provide a Key Stage 1 (Infant) satellite class of Foreland Fields School. However, if the Specialist Resource Provision is sited in this alternative area, the proposal for the Infant satellite class of Foreland Fields School would be impacted.
- 2.3 A consultation was therefore undertaken on proposals to change the use of Garlinge Children's Centre building to provide a 16 place Specialist Resource Provision (SRP) for children with autism spectrum disorder (ASD) and to provide Children's Centre Services to the community served by Garlinge Children's Centre through Birchington Children's Centre. Early Years, health (health visiting and midwifery) and parenting services delivered from Garlinge

Children's Centre would be transferred to the current part-time Birchington Children's Centre, which is 3.4 miles from Garlinge Children's Centre. It is proposed that Birchington Children's Centre hours would be extended to full-time opening to accommodate the increased delivery of services. Birchington Children's Centre is able to offer comparative services to Garlinge Children's Centre and has a bigger outdoor area which allows more outdoor play opportunity. The network of Thanet Children's Centres work closely together offering outreach support across Thanet. Outreach services including home visiting are an important aspect of Children's Centre services and ensure support is targeted at young children and families who are at risk of poor outcomes. Outreach services will continue to be provided for the Garlinge catchment area based on local community needs. This will include some delivery of services from Garlinge Primary school. The proposed changes will not affect the level of outreach support provided to families living within the catchment area of Garlinge Children's Centre. Another alternative and accessible location to access Children's Centre services is Six Bells Children's Centre, which is 1.7 miles from Garlinge Children's Centre.

### **3. Outcome of the Consultation**

3.1 The consultation took place from 29 September to 25 November 2021, and a full consultation report can be found in appendix 1. Stakeholder groups were identified and targeted at the start and during the consultation period. The following groups were identified:

- Current service users of all Thanet Children's Centres
- Previous service users of Garlinge Children Centre
- Parents/carers of pupils at Garlinge Primary School
- All primary and secondary schools in Thanet
- Early years providers in the Garlinge area
- KCC Members
- Thanet District Council
- Midwifery and health visiting services
- Clinical Commissioning group
- Children's Centre Staff
- Unions

3.2 The consultation documents were posted on the KCC website, the school's website and Thanet Children's Centres facebook page. A leaflet drop to local people's houses was also organised for 18 streets surrounding Garlinge Children's Centre. Two consultation events were organised at the school where people were able to book a slot on either Tuesday 19 October 4pm to 6pm or Wednesday 3 November 5pm to 7pm. Only one person attended the consultation event on Wednesday 3 November. A press statement was also released at the beginning of the consultation.

3.3 A total of 49 responses were received to the consultation.

There were 35 who strongly agreed and a further 8 who mostly agreed with the change of use of Garlinge Children's Centre building to provide a 16 place Specialist Resource Provision (SRP) for children with autism spectrum disorder (ASD). Whilst 4 mostly disagreed and 2 strongly disagreed.

27 strongly agreed and a further 12 mostly agreed with providing Children's Centre Services to the community served by Garlinge Children's Centre through Birchington Children's Centre. Whilst 1 neither agreed or disagreed, 5 mostly disagreed and 3 strongly disagreed.

The Headteacher and Governing Body are fully supportive of this proposal to establish the SRP.

The Area Education Officer for East Kent fully supports the proposal as it would provide much needed primary ASD places in Thanet, where currently there are no Specialist Resource Provisions to meet the evidenced need. This proposal will therefore provide local additional SEN places for the community and reduce increased reliance on the independent sector.

The Local Members for Birchington and Rural have been informed and consulted on the proposed changes to Garlinge Children's Centre and Garlinge Primary School and Nursery.

#### **4. Financial Implications**

- 4.1 The feasibility study has costed the project at £1.15m to adapt the current Children's centre. The proposal is for an extension to the Children's Centre allowing two classrooms, care facilities, small group rooms, therapy room, office and a meeting room, plus internal adaptations to the current building. This figure is in line with the DfE's benchmark figures for an expansion per pupil for an SEN capital project.
- 4.2 As per KCC policy, a total of £6,000 per newly provided classroom will be provided to the school from the DSG revenue budget.
- 4.3 The places will be commissioned by KCC and reviewed annually. It is expected that the SRP would open initially with a small number of children increasing incrementally year on year. Each place commissioned by KCC will bring a minimum of £10,000 per year which will enable the school to provide the additional support necessary to help these children make good social and academic process.
- 4.4 KCC will work closely with the senior leadership team of the school to ensure that all appropriate accommodation and facilities are provided to enable them to deliver an effective curriculum.

#### **5. Legal implications**

- 5.1 Kent County Council (KCC) as the Local Authority has a duty to ensure sufficient school places are available. If this decision does not take place there will be a risk that we cannot meet our statutory duties to provide sufficient places.

#### **6. Equalities implications**

- 6.1 An Equality Impact Assessment has been completed as part of the consultation process and is attached.

The assessment identified the following positive impacts:

- Children with ASD in the Thanet district will be able to attend provisions local to their homes.
- Children with ASD will be able to attend specialist provision in mainstream primary schools in Thanet.
- There will be two specialist provisions for primary school aged children with ASD established in the Thanet District enabling choice.

The following negative impacts were identified:

- Children, young people and parents would need to travel further to access Children's Centre services and may experience a longer journey time.

The following mitigation has been identified

- Children and families can access the same services at their closest Children's Centres (Birchington and Six Bells Children's Centres) or any other Children's Centre in Thanet.
- Families targeted with additional or outreach support will continue to receive the same level of service.
- Families will also be able to access virtual Children's Centre services.

It is proposed to mitigate the closure of the Children's centre by continuing to offer targeted outreach to Garlinge service users through home visiting, community venues and utilising space within the school. Whilst Early years, health (health visiting and midwifery) and parenting services delivered from Garlinge Children's Centre would be transferred to the current part-time Birchington Children's Centre which will be extended to full-time opening to accommodate the increased delivery of services.

## **7. Other corporate implications**

- 7.1 Open Access, Early Help and Preventative Services and Education have worked in partnership on this proposal to ensure best use of resources and support for children and families in Thanet.

## **8. Governance**

- 8.1 The Officer Scheme of Delegation; under Appendix 2 part 4 of the Council's Constitution provides a clear and appropriate link between this decision and the actions needed to implement it. The proposed decision will authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts/ agreements on behalf of the County Council. It will also authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

## 9. Conclusions

- 9.1 The increasing demand to provide places for children with an Education, Health and Care plan in Thanet district has led KCC to commission SRP places within mainstream schools. The development of SRPs cater for children who require additional SEN support but do not require a place at a special school. It was identified that Thanet had a gap in provision for children with ASD with no established SRPs for ASD. By establishing the 16 place SRP for ASD within the Garlinge Children Centre a vital provision will be established. Children Centre services will be transferred to Birchington Children Centre allowing this centre to be open fulltime. Families are able to access all children centres in Thanet and targeted outreach provision will be provided to the Garlinge community and at the School. The SRP for ASD at Garlinge Primary School will ensure that children are able to access a SRP provision in Thanet and will enable choice for parents.

## 10. Recommendation(s):

10.1 Cabinet Committee – 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

- i. to agree to change the use of Garlinge Children Centre building to provide a 16 place Specialist Resource Provision (SRP) for children with Autism Spectrum Disorder (ASD).
- ii. to agree to provide Children’s Centre Services to the community served by Garlinge Children’s Centre through Birchington Children’s Centre by extending the opening hours of Birchington Children’s Centre from part time to full time. Six Bells Children Centre in Margate is also within proximity of Garlinge.
- iii. to issue a public notice to establish a 16 place Specialist Resourced Provision (SRP) for Autistic Spectrum Disorder (ASD) at Garlinge Primary School & Nursery from September 2022.
- iv. agree to provide £1.15 million from the Children’s, Young People and Education Capital Budget for the establishment of the 16 place SRP for ASD at Garlinge Primary School and Nursery.
- v. Authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts / agreements on behalf of the County Council.
- vi. Authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

And, subject to no objections being received to the public notice

- i. establish a 16 place Specialist Resourced Provision (SRP) for Autistic Spectrum Disorder (ASD) at Garlinge Primary School & Nursery from September 2022.

## 11. Background Documents

- 11.1 Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020.  
<http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/increasing-opportunities-improving-outcomes>
- 11.2 Vision and Priorities for Improvement  
[http://www.kelsi.org.uk/\\_data/assets/pdf\\_file/0008/68498/Children-Young-People-and-Education-Vision-and-Priorities-for-Improvement-2018-2021.pdf](http://www.kelsi.org.uk/_data/assets/pdf_file/0008/68498/Children-Young-People-and-Education-Vision-and-Priorities-for-Improvement-2018-2021.pdf)
- 11.3 Commissioning Plan for Education Provision in Kent 2021-25  
[www.kent.gov.uk/educationprovision](http://www.kent.gov.uk/educationprovision)
- 11.4 Kent County Councils' Strategy for Children and Young People with special Educational Needs and Disabilities (SEND)  
[www.kent.gov.uk/sendstrategy](http://www.kent.gov.uk/sendstrategy)
- 11.5 Garlinge Consultation Document and Equalities Impact Assessment  
[Proposed change to Garlinge Children's Centre | Let's talk Kent](#)

## 12. Contact details

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Job title: Director of Education  
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Email address: [Chrisine.mcinnnes@kent.gov.uk](mailto:Chrisine.mcinnnes@kent.gov.uk)

# KENT COUNTY COUNCIL –PROSED RECORD OF DECISION

**DECISION TO BE TAKEN BY:**

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

**DECISION NO:**

**21/00113**

Unrestricted

Key decision: YES

**Subject:** Proposal to change use of Garlinge Children’s Centre building to provide a 16 place Specialist Resource Provision (SRP) for children with Autism Spectrum Disorder (ASD) as part of Garlinge Primary School and Nursery and that will serve Thanet children with ASD.

**Decision:**

As Cabinet Member for Integrated Children’s Services and in consultation with the Cabinet Member for Education and Skills I propose to:

- i. agree to change the use of Garlinge Children Centre building to provide a 16 place Specialist Resource Provision (SRP) for children with Autism Spectrum Disorder (ASD).
- ii. agree to provide Children’s Centre Services to the community served by Garlinge Children’s Centre through Birchington Children’s Centre by extending the opening hours of Birchington Children’s Centre from part time to full time. Six Bells Children Centre in Margate is also within proximity of Garlinge.
- iii. issue a public notice to establish a 16 place Specialist Resourced Provision (SRP) for Autistic Spectrum Disorder (ASD) at Garlinge Primary School & Nursery from September 2022.
- iv. agree to provide £1.15 million from the Children, Young People and Education Capital Budget for the establishment of the 16 place SRP for ASD at Garlinge Primary School and Nursery.
- v. Authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts / agreements on behalf of the County Council.
- vi. Authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

*And, subject to no objections being received to the public notice*

- i. establish a 16 place Specialist Resourced Provision (SRP) for Autistic Spectrum Disorder (ASD) at Garlinge Primary School & Nursery from September 2022.

**Reason(s) for decision:**

Autism Spectrum Disorder (ASD) is the most prevalent special education need type in Kent with 42.7% of all EHCPs (0-25) having ASD recorded as their primary need. In Thanet 50% of all EHCPs for primary aged pupils have ASD named as their primary need in their Education Health and Care Plan. Despite this,

Thanet does not have any Specialist Resource Provisions in any of its local schools. The nearest primary schools with specialist resource provisions for ASD for children in Thanet are in Canterbury and Whitstable.

Garlinge Children's Centre was identified as a possible location on the site of Garlinge Primary School for the Specialist Resource Provision; however utilising this building would mean the closure of the Children's Centre as a base for delivering services and would require the transfer of early years, health (health visiting and midwifery) and parenting services currently delivered from Garlinge Children's Centre to the current part-time Birchington Children's Centre. Birchington Children's Centre hours would be extended to full-time opening to accommodate the increased delivery of services. Children's Centre services will also continue to offer targeted outreach to Garlinge service users through home visiting and community venues, including Garlinge Primary School. The Children's Centre building will revert back to educational purposes as the building was originally part of Garlinge Infant School. The School will establish the SRP within the Children Centre Building.

The proposal to open the Specialist Resource Provision for primary age children with autism spectrum disorder at Garlinge Primary School and Nursery will support the need for places in Thanet.

### **Equality Implications**

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

- Children with ASD in the Thanet district will be able to attend provision local to their homes.
- Children with ASD will be able to attend SRP provision in mainstream primary schools in Thanet.
- There will be two SRPs for Primary school aged children with ASD established in the in the Thanet District.

The following negative impacts were identified:

Children, young people and parents would need to travel further to access Children's Centre services and may experience a longer journey time.

The following mitigation has been identified

- The children and families can access the same services at their closest Children's Centres (Birchington and Six Bells Children's Centres) or any other Children's Centre in Thanet.
- Families targeted with additional, or outreach support will continue to receive the same level of service.
- Families will also be able to access virtual Children's Centre services.

### **Data Protection implications**

An impact assessment identified no adverse implications and KCC did not handle any personal data relating to this decision.

### **Financial Implications**

#### **Capital**

A feasibility study has been carried out at Garlinge Primary School to develop the proposals to adapt the current Children's centre. The costs for this proposal are £1.15m. The proposal is for an extension to the Children's Centre allowing two classrooms, care facilities, small group rooms and a meeting room and internal adaptations to the current building.

As per KCC policy, a total of £6,000 per newly provided classroom will be provided to the school from the DSG revenue budget.

#### **Revenue**

Each place commissioned by KCC will bring a minimum of £10,000 per year which will enable the school to provide the additional support necessary to help these children make good social and academic progress.

### **Legal Implications**

Kent County Council (KCC) as the Local Authority has a duty to ensure sufficient school places are available. If this decision does not take place there will be a risk that we cannot meet our statutory duties to provide education provision.

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

This decision will be considered by Children's, Young People and education Cabinet committee on the 11<sup>th</sup> January 2022.

**Any alternatives considered and rejected:**

Options regarding the establishment of SRPs in primary schools in Thanet have been fully investigated with KCC's SEN team. Garlinge Primary School together with Holy Trinity and St John's CE Primary School were identified as the best options for the establishment of primary SRPs for ASD in Thanet. Consideration has been given to a different area of the school that currently has some intervention spaces and a sensory room and would require demolition of some temporary buildings. This space is near to the current Key Stage 2 (Junior) satellite class of Foreland Fields School on the Garlinge Primary site. There is a separate proposal to provide a Key Stage 1 (Infant) satellite class of Foreland Fields School. However, if the Specialist Resource Provision was sited here, the proposal for the Key Stage One satellite class of Foreland Fields School would be affected.

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

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**signed**

**date**

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### 1. Summary

This report sets out and evaluates the responses received from the consultation on the proposed changes to Garlinge Children's Centre.

The consultation proposed the following changes to Garlinge Children's Centre:

- The change of use of Garlinge Children's Centre building to provide a 16 place Specialist Resource Provision (SRP) for children with Autism Spectrum Disorder (ASD) as part of Garlinge Primary School and Nursery and that will serve Thanet children with ASD.
- Providing Children's Centre Services to the community served by Garlinge Children's Centre through Birchington Children's Centre.

49 responses were received to the consultation.

35 strongly agreed and a further 8 mostly agreed with the change of use of Garlinge Children's Centre building to provide a 16 place Specialist Resource Provision (SRP) for children with Autism Spectrum Disorder (ASD). Whilst 4 mostly disagreed and 2 strongly disagreed.

27 strongly agreed and a further 12 mostly agreed with providing Children's Centre Services to the community served by Garlinge Children's Centre through Birchington Children's Centre. Whilst 1 neither agreed or disagreed, 5 mostly disagreed and 3 strongly disagreed.

### 2. Introduction

The public consultation was undertaken to gain the views on the proposal to change the use of the Garlinge Children's Centre building to an SRP and to deliver Children's Centre Services from Birchington Children's Centre, with targeted outreach services continuing for families living in the Garlinge area. The consultation took place from 29 September 2021 to 25 November 2021.

The Local Authority (KCC) is responsible for maintaining Education Health and Care Plans (EHCPs) for children and young people between the ages of 0-25 years who have special education needs. 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% increase nationally.

The number of pupils in the Thanet District with an EHCP in January 2021 was 1,798. An increase of 12.3% from 2020.

11.77% of Kent's children and young people with an EHCP live in Thanet. Some children with an EHCP require a higher level of support than a mainstream school can provide, but

their needs are not so complex that a special school is appropriate for them. For these children, a Specialist Resourced Provision (SRP) based in a mainstream school and that has places reserved for them is the best way to ensure that they receive the education they require. As a Local Authority there is an imperative for KCC to increase the proportion of children with an EHCP who can remain in and achieve well in a mainstream school by providing Specialist Resource Provisions to support them.

Autism Spectrum Disorder (ASD) is the most common special education need type in Kent with 42.7% of all EHCPs (0-25) having ASD as their primary need. In Thanet 50% of all EHCPs for Primary aged pupils have ASD named as their primary need in their Education Health and Care Plan. Despite this, Thanet does not have any Specialist Resource Provisions in any of its local schools. The nearest primary schools with specialist resource provisions for ASD for children in Thanet are in Canterbury and Whitstable. We are therefore proposing to open the Specialist Resource Provisions for Thanet primary age children with Autism Spectrum Disorder at Garlinge Primary School within the Children's centre building.

Currently Garlinge Children's Centre has been closed due to covid-19. Before this it was a part-time centre offering services to families with children from pregnancy to aged 8 years, working closely with community partners. Garlinge Children's Centre is part of a network of Children's Centres in Thanet. The centre offers services including Early Years groups, Health Visiting and Midwifery services, and Adult Education courses. Early Childhood services are delivered in an integrated way on site or through outreach services. Birchington Children's Centre is able to offer comparative services to Garlinge Children's Centre and has a bigger outdoor area which allows more outdoor play opportunity. The network of Thanet Children's Centres work closely together offering outreach support across Thanet. The proposed changes will not affect the level of outreach support provided to families living within the catchment area of Garlinge Children's Centre. Birchington Children's Centre is a part time centre, and we would propose to transfer the services from Garlinge Children Centre and open Birchington centre full time to offer access to Garlinge Children's Centre users. Birchington Children's Centre and Garlinge Children's Centre support adjacent wards in West Thanet.

### 3. Consultation process:

The consultation took place from 29 September to 25 November 2021. Stakeholder groups were identified and targeted at the start and during the consultation period. The following groups were identified:

- Current service users of all Thanet Children's Centres
- Previous Service users of Garlinge Children Centre
- Parents/carers of pupils at Garlinge Primary School
- All primary, secondary schools in Thanet
- Early year providers in Garlinge area

# Consultation Report

## Consultation on proposed change to Garlinge Children's Centre

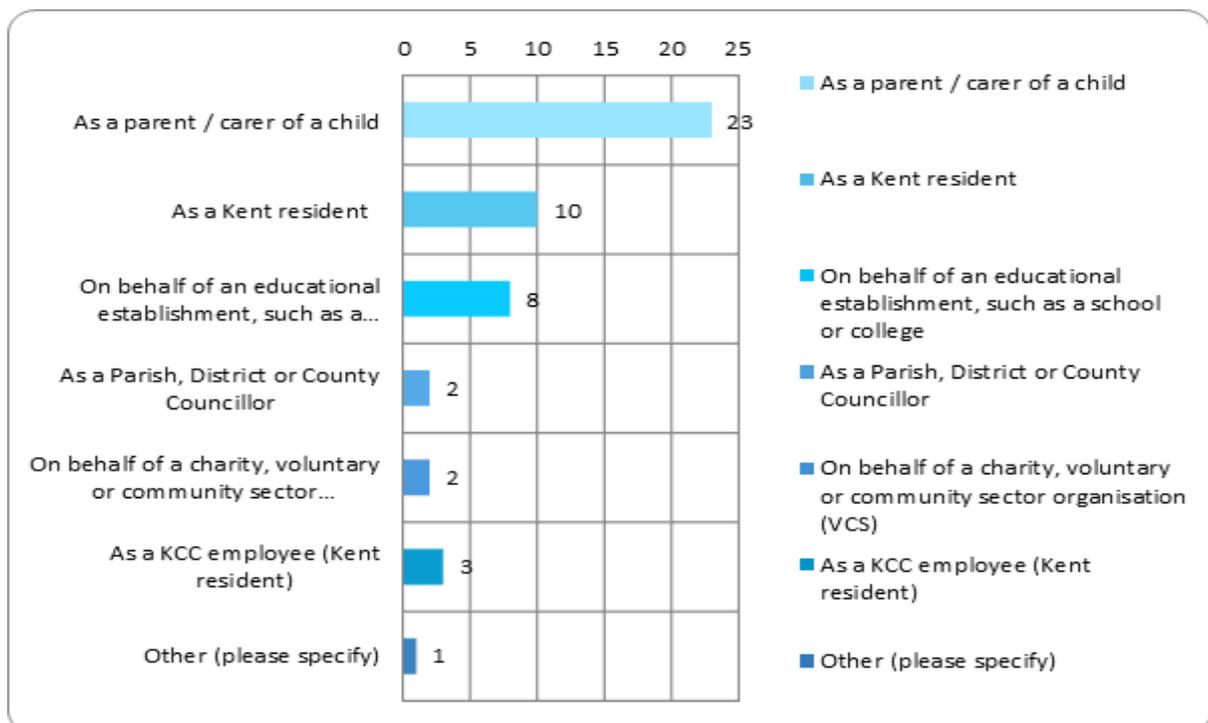


- KCC Members
- District council
- Midwifery and health visiting services
- Clinical Commissioning group
- Children's Centre Staff
- Unions

The consultation documents were posted on the KCC website, the school's website and Thanet Children's Centres facebook page. Two consultation events were organised at the school where people were able to book a slot on either Tuesday 19 October 4pm to 6pm or Wednesday 3 November 5pm to 7pm. One person attended the consultation event on Wednesday 3 November. A press statement was released at the beginning of the consultation. A leaflet drop to local people's houses was also organised for 18 streets surrounding Garlinge Children's Centre. The consultation documents were also available in Polish on the website. This is because this group had been identified in the Equality Impact Assessment as a group that might be impacted by the proposals. Paper copies were available to collect from Reception at Garlinge Primary School. Paper copies and other alternative formats were also available upon request.

#### 4. Respondents

A total of 49 responses were received via the KCC website. No responses were received via post or email. The following table shows the capacity in which they were completing the questionnaire:

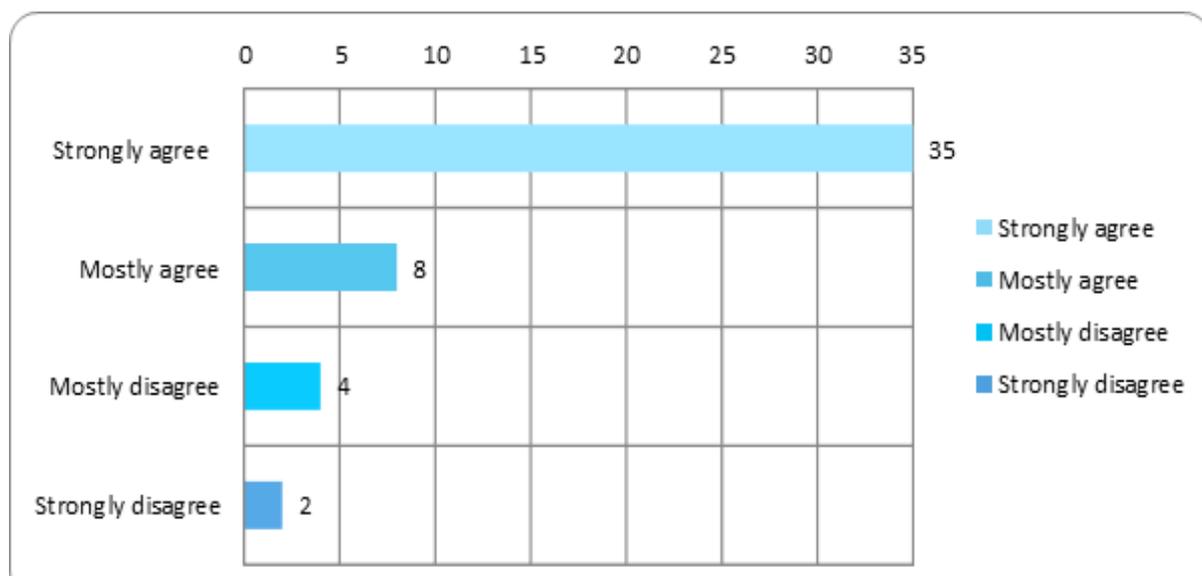


### 5. Consultation responses

Analysis of each survey question can be found below with the question asked.

**Question:** To what extent do you agree or disagree with the proposal to Change the use of the Garlinge Children's Centre building to provide a 16 place Specialist Resource Provision for children with Autism Spectrum Disorder (ASD) as part of Garlinge Primary School and Nursery and that will serve Thanet children with ASD.

35 strongly agreed with the proposal and a further 8 mostly agreed, 4 mostly disagreed and 2 strongly disagreed.



**Question:** If you mostly disagree or strongly disagree with this proposal, please tell us why. 10 responses were received from this question.

6 comments were received who mostly disagreed and strongly disagreed. The main theme was concerns with the stopping of children centre services including the midwifery at Garlinge Children's Centre, for example "It is the only midwifery and health visiting centre in the area. Some parents may find it extremely difficult to get to Birchington for their appointments which may result in missed appointments."

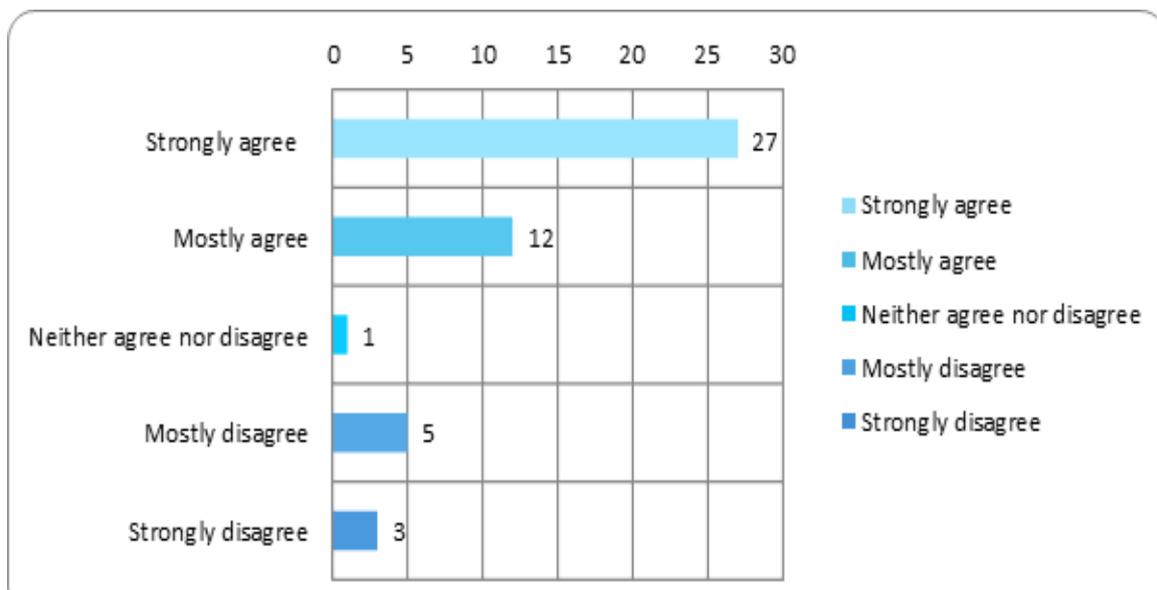
Another identified theme was the difficulty and cost of travel to Birchington Children's Centre.

The need for more SEN provisions was also raised, and the concern that this provision will not be large enough for the need.

An additional 4 comments were made that mostly agreed or strongly agreed with the proposal with the theme that SEN provisions were needed in the area.

**Question:** To what extent do you agree or disagree with the proposal to provide children's centre services to the community served by Garlinge Children's Centre through Birchington Children's Centre instead.

27 responses strongly agreed with the proposal with 12 who mostly agreed, 1 neither agreed or disagreed, 5 mostly disagreed and a further 3 Strongly disagreed.



**Question:** If you mostly disagree or strongly disagree with this proposal, please tell us why.

7 comments were received from those who mostly disagreed or strongly disagreed with the proposal to deliver Children's Centre services to the Garlinge area through Birchington Children's Centre. The main response theme was the disagreement with children's centre services being taken away from Garlinge with one comment "mainstream children's services should be retained locally" and another "It's an awful shame that this decision would be an 'either - or' situation. Obviously, both are a resource that the community needs, and neither should be at the cost of losing the other." Another theme was regarding transport and the ability of families to get to Birchington to access Children Centre services. "The public transport is very poor servicing Garlinge to Birchington and some parents may not be able to access because of this. Also cost of getting there might be an issue."

Of those who commented but mostly agreed, there were a total of 3 responses. They also mentioned travel difficulties to Birchington from Garlinge but also that all children centre services should cater for SEN. One also suggested that Birchington should be opened full time before Garlinge Children Centre is closed.

Two consultation events were organised at the school where people were able to book a slot on either Tuesday 19 October 4pm to 6pm or Wednesday 3 November 5pm to 7pm. One person attended the consultation event on Wednesday 3 November, and they were fully in support of the proposal and the need for the Specialist Resource Provision.

### Further Analysis of Protected Characteristics

Of the 49 responses 35 were willing to provide more information about themselves, 10 were not, whilst 4 responded on behalf of an organisation. 26 of the respondents were female and 9 male. The table below shows the age groups of the 35 responses received.

Which of these age groups applies to you?	
16-24	1
25-34	8
35-49	12
50-59	3
60-64	4
65-74	6
85 and over	1

12 respondents regarded themselves as belonging to a particular religion whilst 12 did not and 1 preferred not to say. Of the 12 respondents 10 were Christian, 1 Buddhist and 1 other.

Of the 35 responses, 2 advised they were disabled whilst 33 were not. 10 also advised they were carers and 25 were not carers.

Of those who responded 33 identified as White English, 1 White other and 1 preferred not to say.

Analysis of the responses from the protected characteristics showed the responses were consistent across the board with no notable differences made by protected characteristic groups.

### **6. Equality analysis**

An Equality Impact Assessment (EQIA) was produced for the proposal and the responders were asked to comment on the EQIA. 6 responses were received. 3 responses received were concerned about access to SEN services and the need for more SEN services for different need types. Another comment was regarding transport and parking at the site, whilst 1 comment was satisfied with the level of content of the EQIA. Another commented on the positive inclusivity and diversity of Garlinge Primary School.

### **7. Conclusions and next steps**

The key findings from the consultation show that the majority of respondents (35 out of 49 responses) strongly agreed with the proposal to the change of use of Garlinge Children's Centre building to provide a 16 place Specialist Resource Provision (SRP) for children with Autism Spectrum Disorder (ASD) as part of Garlinge Primary School and Nursery and that will serve Thanet children with ASD. Whilst 27 out of 49 strongly agreed to providing Children's Centre Services to the community served by Garlinge Children's Centre through Birchington Children's Centre.

A report on the proposal, the outcome of the consultation and recommendations will be submitted to the Children, Young People and Education Cabinet Committee on the 11 January 2022, following which the Cabinet Member for Integrated Children's Services will make a decision on the proposal. If the decision is made to proceed with the proposals, a Public Notice would be issued to establish the SRP. If the proposal goes ahead, the intention would be to implement the change for September 2022.

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## EQIA Submission Draft Working Template

If required, this template is for use prior to completing your EQIA Submission in the EQIA App.

You can use it to understand what information is needed beforehand to complete an EQIA submission online, and also as a way to collaborate with others who may be involved with the EQIA.

Note: You can upload this into the App when complete if it contains more detailed information than the App asks for and you wish to retain this detail.

### Section A

<b>1. Name of Activity (EQIA Title):</b>	<i>Change of use of Garlinge Children's Centre</i>
<b>2. Directorate</b>	CYPE
<b>3. Responsible Service/Division</b>	Education and planning

### Accountability and Responsibility

<b>4. Officer completing EQIA</b> Note: This should be the name of the officer who will be submitting the EQIA onto the App.	Hema Birdi
<b>5. Head of Service</b> Note: This should be the Head of Service who will be approving your submitted EQIA.	Marisa White
<b>6. Director of Service</b> Note: This should be the name of your responsible director.	Christine McInness

### The type of Activity you are undertaking

7. What type of activity are you undertaking?	
Tick if Yes	Activity Type
Yes	<b>Service Change</b> – <i>operational changes in the way we deliver the service to people.</i>
	<b>Service Redesign</b> – <i>restructure, new operating model or changes to ways of working</i>
	<b>Project/Programme</b> – <i>includes limited delivery of change activity, including partnership projects, external funding projects and capital projects.</i>
	<b>Commissioning/Procurement</b> – <i>means commissioning activity which requires commercial judgement.</i>
	<b>Strategy /Policy</b> – <i>includes review, refresh or creating a new document</i>
	<b>Other</b> – Please add details of any other activity type here.

**8. Aims and Objectives and Equality Recommendations** – Note: You will be asked to give a brief description of the aims and objectives of your activity in this section of the App, along with the Equality recommendations. You may use this section to also add any context you feel may be required.

This EqIA assesses the impact of a proposed move of Children's Centre services from Garlinge Children's Centre to Birchington Children's Centre.

Garlinge Children's Centre offers services to families with children from pregnancy to aged 8 years working closely with

community partners. Garlinge Children's Centre is part of a network of Children's Centres in Thanet.

The centre offers services including Early Years groups, Health Visiting and Midwifery services, and Adult Education courses. Early Childhood services are delivered in an integrated way on site or through outreach services. Support can include the provision of advice and assistance to access services.

The core purpose of Children's Centres is to improve outcomes for young children and their families and reduce inequalities, particularly for those families in greatest need of support and their peers in:

- Child development and school readiness
- Parenting aspirations and parenting skills
- Child and family health and life chances

From 11 March to 6 May 2020, Kent County Council undertook a public consultation to establish a specialist resource provision (SRP) for children with Autistic Spectrum Disorder (ASD) at Garlinge Primary School. Currently Thanet does not have any such specialist provision for primary school aged children with ASD and the nearest primary schools with a provision are in Canterbury and Whitstable.

To develop the SRP at Garlinge Primary School it is proposed to make adaptations to Garlinge Children's Centre and move existing services to Birchington Children's Centre. Garlinge Children's Centre is a part time Children's Centre delivering early years groups, parenting support and health visiting services. The proposal would be to transfer the delivery of these services to Birchington Children's Centre. Birchington Children's Centre is a part time centre, and we would propose to open this centre full time to offer access to Garlinge Children's Centre users.

Birchington Children's Centre is able to offer comparative services to Garlinge Children's Centre and has a bigger outdoor area which allows more outdoor play opportunity.

The network of Thanet Children's Centres work closely together offering outreach support across Thanet. Outreach services including home visiting are an important aspect of Children's Centre services and ensure support is targeted at young children and families who are at risk of poor outcomes. The proposed changes will not affect the level of outreach support provided to families living within the catchment area of Garlinge Children's Centre.

Birchington Children's Centre and Garlinge Children's Centre support adjacent wards in West Thanet.

Within the Garlinge catchment area 16.8% of 0-15 year olds live in Income Deprived Households. This is lower than the Thanet average of 24.1% and comparable to the KCC average of 16.0% (2019 Indices of Multiple Deprivation, ONS 2019 Mid-Year Estimates).

Within the Garlinge catchment area 15.7% of Under 16's live In Poverty. This is lower than the Thanet average of 24.0% and the Kent average of 16.5% (HMRC, August 2016).

Garlinge Children's Centre catchment area has a population of 1604 children from 0-8 year old. Garlinge reached 1178 individuals in 2019\* and Birchington Children's Centre reached 856 individuals, resulting in a combined reach for the two centres of 2034 individuals. The average reach for the main full time Children's Centre Hubs in Thanet was 2138 individuals in 2019\*.

Therefore, it is proposed that the reach of opening Birchington Children's Centres as a Full-time hub would be able to absorb the current combined reach of Birchington and Garlinge Children's Centres.

Of the 1178 individuals reached by Garlinge Children's Centre in 2019\*, 58% were registered to a different Children's Centre. From the 58% of individuals reached that were registered to another Children's Centre, 45% were registered to one of the two closest Children's Centres, Birchington and Six Bells Children's Centres.

This proposal is expected to affect:

- Children and Families
- Health Visiting and Midwives delivering from Garlinge Children’s Centre
- Adult Education providers delivering from Garlinge Children’s Centre

\*Data from January to October 2019 due to change in systems, which includes all children and adults reached.

## Section B – Evidence

*Note: For questions 9, 10 & 11 at least one of these must be a 'Yes'. You can continue working on the EQIA in the App, but you will not be able to submit it for approval without this information.*

<b>9. Do you have data related to the protected groups of the people impacted by this activity?</b> <i>Answer: Yes/No</i>	Yes
<b>10. Is it possible to get the data in a timely and cost effective way?</b> <i>Answer: Yes/No</i>	Yes
<b>11. Is there national evidence/data that you can use?</b> <i>Answer: Yes/No</i>	Yes
<b>12. Have you consulted with Stakeholders?</b> <i>Answer: Yes/No</i> <i>Stakeholders are those who have a stake or interest in your project which could be residents, service users, staff, members, statutory and other organisations, VCSE partners etc.</i>	Yes
<b>13. Who have you involved, consulted and engaged with?</b> <i>Please give details in the box provided. This may be details of those you have already involved, consulted and engaged with or who you intend to do so with in the future. If the answer to question 12 is 'No', please explain why.</i>	

An education consultation to establish the specialist resource provision for ASD at Garlinge Primary school was held from the 11 March to 6 May 2020. The consultation was distributed to the following groups:

- All Parents/Carers, Governors and Members of Staff at Garlinge Primary School and Nursey
- All schools in the Thanet District.
- Local Clinical Commissioning Group
- Local library
- Elected representatives.
- Diocesan Authorities
- Other interested parties.

The consultation was published on the Kent County Council website and on the school’s own website.

Children’s Centre staff working and based from the centre have been engaged on this proposal on the 27 September 2021 and a Local Member has been engaged on this proposal on the 27 September 2021.

On 29 September 2021, an 8-week consultation launched about the proposal to change the use of the children’s centre building. The consultation will be open to all, but in particular it will be promoted to the following in order to understand the impacts of the proposal on:

- Children’s centre users
- Parents/carers at Garlinge School
- Partner organisations

**14. Has there been a previous equality analysis (EQIA) in the last 3 years?** Answer: Yes/No

No

**15. Do you have evidence/data that can help you understand the potential impact of your activity?** Answer: Yes/No

Yes

**Uploading Evidence/Data/related information into the App**  
*Note: At this point, you will be asked to upload the evidence/ data and related information that you feel should sit alongside the EQIA that can help understand the potential impact of your activity. Please ensure that you have this information to upload as the Equality analysis cannot be sent for approval without this.*



109204\_Garlinge\_R No Clients Reached Garlinge Children's eachData\_2017-2019by District and DelivCentre - Demograph

**Section C – Impact**

**16. Who may be impacted by the activity?** Select all that apply.

Service users/clients Answer: Yes/No	Yes	Residents/Communities/Citizens Answer: Yes/No	No
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Staff/Volunteers Answer: Yes/No	Yes	
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**17. Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing?** Answer: Yes/No

Yes

**18. Please give details of Positive Impacts**

Currently there are no specialist resource provisions for children with ASD in Thanet and the closest primary schools which do have a specialist resource provision for ASD are in Canterbury and Whitstable.

An EqIA was produced for the education consultation for the establishment of the SRP at Garlinge Primary School and it identified the following positive impacts.

- Children with ASD in the Thanet district will be able to attend provisions local to their homes.
- Children with ASD will be able to attend specialist provision in mainstream primary schools in Thanet.
- It is proposed that there will be two Specialist provisions for Primary school aged children with ASD established in the Thanet District.

**Negative Impacts and Mitigating Actions**  
 The questions in this section help to think through positive and negative impacts for people affected by your

activity. Please use the Evidence you have referred to in Section B and explain the data as part of your answer.

**19. Negative Impacts and Mitigating actions for Age**

**a) Are there negative impacts for age?** *Answer: Yes/No (If yes, please also complete sections b, c, and d).*

**b) Details of Negative Impacts for Age**

Garlinge age profile reached in 2019\* was:

Age	Reach (individuals)
0	198
1	96
2	128
3	53
4	32
5	22
6	22
7	19
8	12
9 – 12 years	24
13 - 18 years	7
19 +	565

\*Data from January to October 2019 due to change in systems.

The main age range of children accessing Garlinge was 0-2 years. Children, young people and parents would need to travel further to access Children’s Centre services and may experience a longer journey time.

This may particularly impact parents/carers with babies or young children if they usually walk or rely on public transport.

**c) Mitigating Actions for age**

The children and families can access the same services at their closest Children’s Centres (Birchington and Six Bells Children’s Centres) or any other Children’s Centre in Thanet.

Families targeted with additional or outreach support will continue to receive the same level of service.

Families will also be able to access virtual Children’s Centre services.

**d) Responsible Officer for Mitigating Actions - Age**

Hema Birdi

**20. Negative Impacts and Mitigating actions for Disability**

**a) Are there negative impacts for Disability?**

*Answer: Yes/No (If yes, please also complete sections*

No

b, c, and d).														
<b>b) Details of Negative Impacts for Disability</b>	<p>From the 2019 reach data for Garlinge, 97.6% of individuals reach did not record as having a disability.</p> <p>Parents with disabilities may find it harder to access services at Birchington or Six Bells Children’s Centres due to the additional travel distance.</p>													
<b>c) Mitigating Actions for Disability</b>	<p>The children and families can access the same services at their closest Children’s Centres (Birchington and Six Bells Children’s Centres) or any other Children’s Centre in Thanet.</p> <p>Families targeted with additional or outreach support will continue to receive the same level of service.</p> <p>Families will also be able to access virtual Children’s Centre services.</p>													
<b>d) Responsible Officer for Mitigating Actions - Disability</b>	Hema Birdi													
<b>21. Negative Impacts and Mitigating actions for Sex</b>														
<b>a) Are there negative impacts for Sex? Answer: Yes/No (If yes, please also complete sections b, c, and d).</b>	No													
<b>b) Details of Negative Impacts for Sex</b>	<p>From the 2019 population data for Garlinge catchment area, for the 0-8 population has a slightly higher number of males (824 males, 780 females) and for the whole population this pattern reverses and the number of females is a little higher than males (8273 males, 8685 females).</p> <p>Garlinge sex profile reached in 2019* shows more adult females have been reached than males:</p> <table border="1" data-bbox="820 1568 1509 1789"> <thead> <tr> <th>Age</th> <th>Sex</th> <th>Reach (individuals)</th> </tr> </thead> <tbody> <tr> <td rowspan="2">0 – 18 years</td> <td>Male</td> <td>332</td> </tr> <tr> <td>Female</td> <td>281</td> </tr> <tr> <td rowspan="2">19+</td> <td>Male</td> <td>48</td> </tr> <tr> <td>Female</td> <td>517</td> </tr> </tbody> </table> <p>*Data from January to October 2019 due to change in systems.</p> <p>Female adults would be disproportionately impacted by the proposed changes.</p>	Age	Sex	Reach (individuals)	0 – 18 years	Male	332	Female	281	19+	Male	48	Female	517
Age	Sex	Reach (individuals)												
0 – 18 years	Male	332												
	Female	281												
19+	Male	48												
	Female	517												

<p><b>c) Mitigating Actions for Sex</b></p>	<p>The children and families can access the same services at their closest Children’s Centres (Birchington and Six Bells Children’s Centres) or any other Children’s Centre in Thanet.</p> <p>Families targeted with additional or outreach support will continue to receive the same level of service.</p> <p>Families will also be able to access virtual Children’s Centre services.</p>
<p><b>d) Responsible Officer for Mitigating Actions - Sex</b></p>	<p>Hema Birdi</p>
<p><b>22. Negative Impacts and Mitigating actions for Gender identity/transgender</b></p>	
<p><b>a) Are there negative impacts for Gender identity/transgender?</b> <i>Answer: Yes/No (If yes, please also complete sections b, c, and d).</i></p>	<p>No.</p> <p>There is no data available to be able to identify any impact related to gender reassignment.</p>
<p><b>b) Details of Negative Impacts for Gender identity/transgender</b></p>	
<p><b>c) Mitigating actions for Gender identity/transgender</b></p>	
<p><b>d) Responsible Officer for Mitigating Actions - Gender identity/transgender</b></p>	
<p><b>23. Negative Impacts and Mitigating actions for Race</b></p>	
<p><b>a) Are there negative impacts for Race?</b> <i>Answer: Yes/No (If yes, please also complete sections b, c, and d).</i></p>	<p>Yes</p>
<p><b>b) Details of Negative Impacts for Race</b></p>	<p>96.2% of the Garlinge catchment area is White English/ Welsh/ Scottish/ Northern Irish/ British. The largest other ethnic group is Other White recorded as 2.5%. (2011 Census, ONS).</p> <p>97.2% of the catchment area population use English as their main language. From the remaining 2.8% of the Garlinge population, the largest proportion is shown to be Other European Language (EU). (2011 Census, ONS).</p>

	<p>Garlinge ethnicity reached in 2019* shows that 2.8% of the population reached were from the category “Any Other White Background” with Polish language being the most spoken.</p> <p>Garlinge Children’s Centre held a popular weekly support group for families where English was not their main language.</p> <p>For local families where English is not their main language, they may experience communication barriers that limit their ability to find and attend other Children’s Centres services.</p>
<p><b>c) Mitigating Actions for Race</b></p>	<p>Children’s Centres will work closely with Garlinge school and local health partners to ensure affected families are identified and offered relevant services at their most local centre or setting.</p> <p>Children’s Centre staff will provide accessible information for those families wishing to access other Children’s Centre services within Thanet.</p>
<p><b>d) Responsible Officer for Mitigating Actions - Race</b></p>	<p>Hema Birdi, Marisa White</p>
<p><b>24. Negative Impacts and Mitigating actions for Religion and belief</b></p>	
<p><b>a) Are there negative impacts for Religion and Belief?</b>  <i>Answer: Yes/No (If yes, please also complete sections b, c, and d).</i></p>	<p>No.</p> <p>There is no data available to be able to identify any impact related to religion and belief.</p>
<p><b>b) Details of Negative Impacts for Religion and belief</b></p>	
<p><b>c) Mitigating Actions for Religion and belief</b></p>	
<p><b>d) Responsible Officer for Mitigating Actions - Religion and belief</b></p>	
<p><b>25. Negative Impacts and Mitigating actions for Sexual Orientation</b></p>	
<p><b>a) Are there negative impacts for sexual orientation.</b></p>	

<p><i>Answer: Yes/No (If yes, please also complete sections b, c, and d).</i></p>	<p>No.</p> <p>There is no data available to be able to identify any impact related to religion and belief.</p>
<p><b>b) Details of Negative Impacts for Sexual Orientation</b></p>	
<p><b>c) Mitigating Actions for Sexual Orientation</b></p>	
<p><b>d) Responsible Officer for Mitigating Actions - Sexual Orientation</b></p>	
<p><b>26. Negative Impacts and Mitigating actions for Pregnancy and Maternity</b></p>	
<p><b>a) Are there negative impacts for Pregnancy and Maternity?</b> <i>Answer: Yes/No (If yes, please also complete sections b, c, and d).</i></p>	<p>No.</p> <p>There is no data available to be able to identify any impact related to pregnancy and maternity. .</p>
<p><b>b) Details of Negative Impacts for Pregnancy and Maternity</b></p>	<p>Pregnant families would need to travel further to access Children's Centre services and may experience a longer journey time.</p> <p>This may particularly impact parents/carers who also have with babies or young children if they usually walk or rely on public transport.</p>
<p><b>c) Mitigating Actions for Pregnancy and Maternity</b></p>	<p>The children and families can access the same services at their closest Children's Centres (Birchington and Six Bells Children's Centres) or any other Children's Centre in Thanet.</p> <p>Families targeted with additional or outreach support will continue to receive the same level of service.</p> <p>Families will also be able to access virtual Children's Centre services.</p>
<p><b>d) Responsible Officer for Mitigating Actions -</b></p>	

<b>Pregnancy and Maternity</b>	
<b>27. Negative Impacts and Mitigating actions for marriage and civil partnerships</b>	
<b>a) Are there negative impacts for Marriage and Civil Partnerships?</b> <i>Answer: Yes/No (If yes, please also complete sections b, c, and d).</i>	No.  There is no data available to be able to identify any impact related to marriage and civil partnerships.
<b>b) Details of Negative Impacts for Marriage and Civil Partnerships</b>	
<b>c) Mitigating Actions for Marriage and Civil Partnerships</b>	
<b>d) Responsible Officer for Mitigating Actions - Marriage and Civil Partnerships</b>	
<b>28. Negative Impacts and Mitigating actions for Carer's responsibilities</b>	
<b>a) Are there negative impacts for Carer's responsibilities?</b> <i>Answer: Yes/No (If yes, please also complete sections b, c, and d).</i>	No.  There is no data available to be able to identify any impact related to Carer's responsibilities. .
<b>b) Details of Negative Impacts for Carer's Responsibilities</b>	Carers may experience a negative impact if the changes to service location do not enable them to access services due to their working patterns.
<b>c) Mitigating Actions for Carer's responsibilities</b>	Children's Centre services across Thanet offer activities at different times and days in each location.  Families targeted with additional or outreach support will continue to receive the same level of service.  Families will also be able to access virtual Children's Centre services.
<b>d) Responsible Officer for Mitigating Actions - Carer's Responsibilities</b>	

Children, Young People and Education Directorate

## Ofsted Dashboard

Inspections up to 31st October 2021

Produced by: Management Information (Education), KCC

Ofsted Monthly Dataset Publication Date: 12th November 2021



# Ofsted Inspection Results 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	6	26	338	82	1.3	5.8	74.8	18.1	92.9
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	6	42	414	116	1.0	7.3	71.6	20.1	91.7
No. of schools not inspected	5									
National						3	10	68	19	87
School Sixth Form	66	0	5	41	20	0.0	7.6	62.1	30.3	92.4
School Early Years Provision	282	3	19	179	81	1.1	6.7	63.5	28.7	92.2
EY Settings	536	1	5	425	105	0.2	0.9	79.3	19.6	98.9

**Notes:**

In addition to the above outcomes for EY Settings, there were 29 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 31/10/2021

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	1	0	0	1	0	0.0	0.0	100.0	0.0	100.0
Secondary										
Special										
PRU										
TOTAL	1	0	0	1	0	0.0	0.0	100.0	0.0	100.0
EY Settings	3	0	0	3	0	0.0	0.0	100.0	0.0	100.0

**Notes:**

There was only one Kent Primary school inspection reported during September and October 2021 in the Ofsted dataset released on 12th November. The above table will be updated with 2021/22 inspection data for all school types when it is published in subsequent datasets.

The above totals for EY settings include all available Ofsted published data as at 1st November 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	3
Inadequate	1	27	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	0.6
Inadequate	0.2	5.0	1.5	0.0

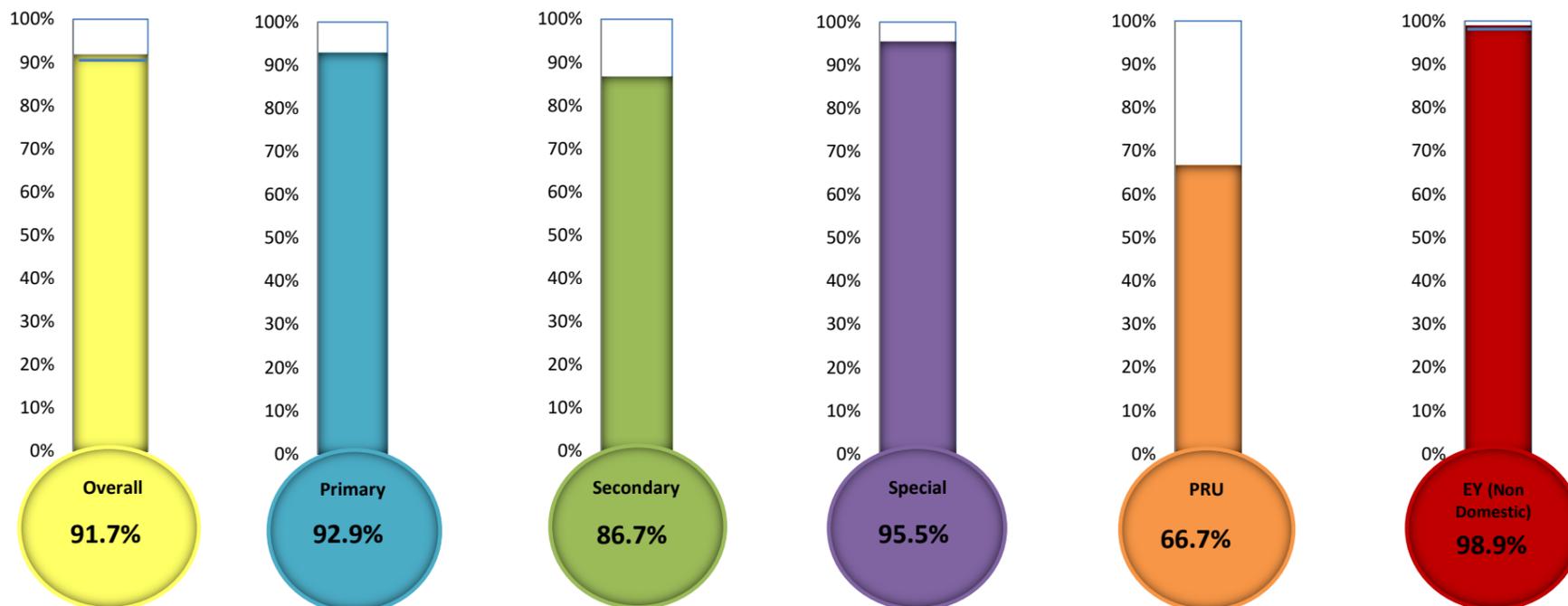
Direction of travel - CURRENT ACADEMIC YEAR - Numbers				
	Latest inspection result			
Previous inspection result	Outstanding	Good	RI	Inadequate
Outstanding	0	0	0	0
Good	0	0	0	0
RI	0	0	0	0
Inadequate	0	1	0	0

Direction of travel - CURRENT ACADEMIC YEAR - Percentages				
	Latest inspection result			
Previous inspection result	Outstanding	Good	RI	Inadequate
Outstanding	0.0	0.0	0.0	0.0
Good	0.0	0.0	0.0	0.0
RI	0.0	0.0	0.0	0.0
Inadequate	0.0	100.0	0.0	0.0

**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.

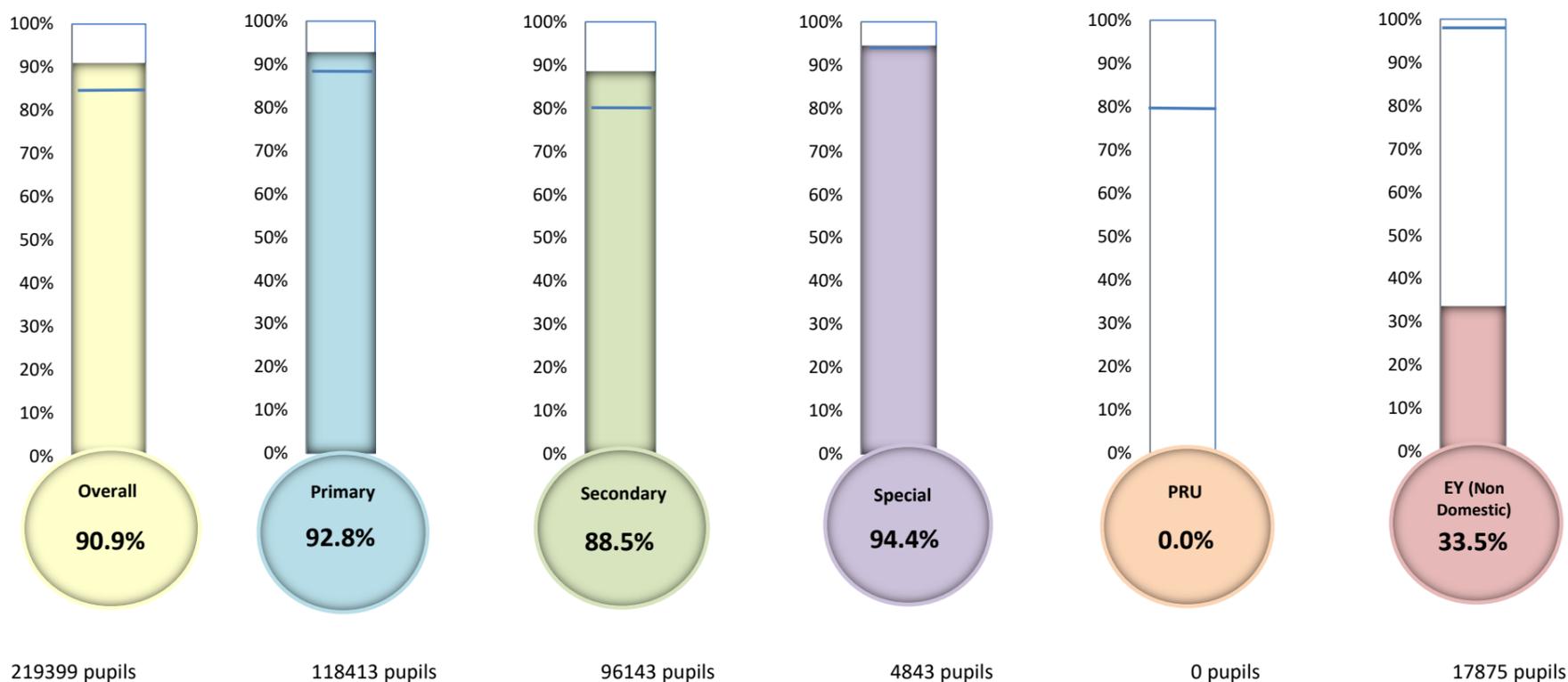
# Ofsted Inspection Results Dashboard

## % of Schools and EY Settings with Good and Outstanding Ofsted Judgements - as at 31st October 2021



N.B. Horizontal lines represent Kent targets for 2021/22

## % of Pupils attending Schools and EY Settings with Good and Outstanding Ofsted Judgements



N.B. Horizontal line represents the national % of pupils attending Schools with Good or Outstanding Ofsted Judgements as at 31/08/2021

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 - October 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	31	2	1	41	93.2
Tunbridge Wells	PRI	32	6	26	0	0	32	100.0
<b>Kent</b>	<b>PRI</b>	<b>410</b>	<b>78</b>	<b>302</b>	<b>24</b>	<b>6</b>	<b>380</b>	<b>92.7</b>

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
<b>Kent</b>	<b>PRU</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>66.7</b>

## Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - October 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
<b>Kent</b>	<b>SEC</b>	<b>91</b>	<b>25</b>	<b>54</b>	<b>12</b>	<b>0</b>	<b>79</b>	<b>86.8</b>

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
<b>Kent</b>	<b>SPE</b>	<b>20</b>	<b>6</b>	<b>13</b>	<b>1</b>	<b>0</b>	<b>19</b>	<b>95.0</b>

## Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - October 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	38	6	1	51	87.9
Tunbridge Wells	ALL	44	13	30	1	0	43	97.7
<b>Kent</b>	<b>ALL</b>	<b>527</b>	<b>110</b>	<b>372</b>	<b>39</b>	<b>6</b>	<b>482</b>	<b>91.5</b>

Ashford	EY	41	4	37	0	0	41	100.0
Canterbury	EY	44	9	35	0	0	44	100.0
Dartford	EY	38	6	31	1	0	37	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	60	12	47	1	0	59	98.3
Sevenoaks	EY	45	7	38	0	0	45	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	46	11	35	0	0	46	100.0
<b>Kent</b>	<b>EY</b>	<b>536</b>	<b>105</b>	<b>425</b>	<b>5</b>	<b>1</b>	<b>530</b>	<b>98.9</b>

**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 - October 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	9	1	1	11	84.6
Tunbridge Wells	PRI	7	0	7	0	0	7	100.0
<b>Kent</b>	<b>PRI</b>	<b>187</b>	<b>30</b>	<b>137</b>	<b>14</b>	<b>6</b>	<b>167</b>	<b>89.3</b>

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							
<b>Kent</b>	<b>PRU</b>							

## Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - October 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
<b>Kent</b>	<b>SEC</b>	<b>76</b>	<b>21</b>	<b>46</b>	<b>9</b>	<b>0</b>	<b>67</b>	<b>88.2</b>

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
<b>Kent</b>	<b>SPE</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>100.0</b>

## Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - October 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	13	1	1	17	89.5
Tunbridge Wells	ALL	14	5	8	1	0	13	92.9
<b>Kent</b>	<b>ALL</b>	<b>265</b>	<b>52</b>	<b>183</b>	<b>24</b>	<b>6</b>	<b>235</b>	<b>88.7</b>

Page 525

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							
<b>Kent</b>	<b>EY</b>							

## Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - October 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
<b>Kent</b>	<b>PRI</b>	<b>265</b>	<b>52</b>	<b>201</b>	<b>12</b>	<b>0</b>	<b>253</b>	<b>95.5</b>

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
<b>Kent</b>	<b>PRU</b>	<b>5</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>80.0</b>

## Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - October 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
<b>Kent</b>	<b>SEC</b>	<b>22</b>	<b>5</b>	<b>13</b>	<b>4</b>	<b>0</b>	<b>18</b>	<b>81.8</b>

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
<b>Kent</b>	<b>SPE</b>	<b>21</b>	<b>6</b>	<b>14</b>	<b>1</b>	<b>0</b>	<b>20</b>	<b>95.2</b>

## Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - October 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
<b>Kent</b>	<b>ALL</b>	<b>313</b>	<b>64</b>	<b>231</b>	<b>18</b>	<b>0</b>	<b>295</b>	<b>94.2</b>

Ashford	EY	41	4	37	0	0	41	100.0
Canterbury	EY	44	9	35	0	0	44	100.0
Dartford	EY	38	6	31	1	0	37	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	60	12	47	1	0	59	98.3
Sevenoaks	EY	45	7	38	0	0	45	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	46	11	35	0	0	46	100.0
<b>Kent</b>	<b>EY</b>	<b>536</b>	<b>105</b>	<b>425</b>	<b>5</b>	<b>1</b>	<b>530</b>	<b>98.9</b>

**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

1 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	
• Work Programme 2021/22	Standing item	
23 JUNE 2022		
• Strategic Delivery Plan Monitoring	Bi-annual report	
• Kent Commissioning Plan Update	Bi-annual report	
• School Expansions/Alterations	Standing Item	
• Performance Monitoring	Standing item	
• SEND Update	Standing Item	
• Ofsted Update	Standing item	
• Serious Youth Violence Project	Update	Added at Agenda Setting on 22/10/21
• 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	

Page 529

**Updated: 22 December 2021**

Agenda Item 24

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