

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

Tuesday, 1st March, 2022

10.00 am

Council Chamber, Sessions House





AGENDA

CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE

Tuesday, 1 March 2022 at 10.00 am
Council Chamber, Sessions House

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

Membership

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

Labour: Mr A Brady and Dr L Sullivan

Liberal Democrat: Mrs T Dean, MBE

Green and Independent: Mr Lehmann

Church Representatives: Mr M Reidy, Mr J Constanti and Mr Q Roper

UNRESTRICTED ITEMS

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

- 1 Introduction/Webcast announcement
- 2 Apologies and Substitutes
- 3 Declarations of Interest
- 4 Minutes of the meeting held on 11 January 2022 (Pages 1 - 12)
- 5 Performance Monitoring (Pages 13 - 68)
- 6 Risk Management: Children, Young People and Education (Pages 69 - 88)
- 7 Post-16 Transport Policy (Pages 89 - 102)
- 8 Specialist Teaching and Learning Service (STLS) - Consultation outcome on service redesign and delivery options from April 2022 (Pages 103 - 140)
- 9 Shared Accommodation and Young Persons Supported Accommodation and Floating Support Service Contracts (Pages 141 - 154)

- 10 Kent Standing Advisory Council for Religious Education Annual Report 2020-2021 (Pages 155 - 164)
- 11 SEND Update (Pages 165 - 170)
- 12 Complaints and Representations 2020-21 (Pages 171 - 192)
- 13 Proposed Revision of Rates Payable and Charges Levied For Children's Services in 2022-23 (Pages 193 - 214)
- 14 22/00021 - Rights, Representation & Advocacy
(To follow)

School Expansions/Alterations

- 15 Proposal to make prescribed changes to Foreland Fields (Foundation) Special School from September 2022 (Pages 215 - 224)
- 16 Proposal to permanently expand Borden Grammar School, Avenue of Remembrance, Sittingbourne, ME10 4DB from 120 places to 150 places for September 2022 (Pages 225 - 234)
- 17 Proposal to Expand Rosherville Church of England Academy and relocate to a new site (Pages 235 - 254)
- 18 Relocation of Milestone Nursery to the Cherry Orchard Academy site (Pages 255 - 264)
- 19 Refurbishment and reprovisioning of Science facilities at The Towers School and Sixth Form, Ashford (Pages 265 - 274)
- 20 Verbal Update by Cabinet Members
- 21 Ofsted Update (Pages 275 - 282)
- 22 Work Programme (Pages 283 - 284)

EXEMPT ITEMS

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

Benjamin Watts
General Counsel
03000 416814

Monday, 21 February 2022

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, 11th January, 2022.

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

UNRESTRICTED ITEMS

46. Apologies and Substitutes
(Item 2)

Apologies were received from Mr Constanti.

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

There were no declarations of interest.

48. Minutes of the meeting held on 14 September 2021
(Item 4)

RESOLVED that the minutes of the meeting of the Children's, Young People and Education Cabinet Committee held on 14 September 2021 were correctly recorded and that they be signed by the Chairman.

49. Minutes of the meeting held on 16 November 2021
(Item 5)

RESOLVED that the minutes of the meeting of the Children's, Young People and Education Cabinet Committee held on 16 November 2021 were correctly recorded and that they be signed by the Chairman.

50. Verbal Update by Cabinet Members
(Item 6)

1) Mrs Prendergast announced the launch of the SEND Inclusion Leadership programme which started from 11 January 2022 with leadership teams from 72 mainstream schools taking part in the first cohort.

The transformation programme was commissioned by KCC from a consortium including the Kent based Learning Leadership South East (LLSE), the National Association of Special Educational Needs (nasen) and the Education Development Trust.

360 Kent schools were to benefit from a professional development programme which had been shaped by input from officers, the Kent Association of Headteachers, The Education Endowment Fund and the organisations leading on delivery.

Participating schools were to benefit from:

- A bespoke development programme to help the school community improve their SEND inclusion,
- locally developed materials and training,
- expert support from a nominated Inclusion Leader of Education (ILE) and
- funded release time for participating school leaders.

Mrs Prendergast looked forward to seeing the impact of this and the other two big SEND school transformation programmes, Nurture schools and Supported Employment as they were being rolled out across the county.

On Thursday, 6 January Cabinet agreed the Kent Commissioning Plan for Education Provision 2022-26, Cabinet noted that housebuilding was forecast to place significant pressure on school places, particularly in the medium to longer term and raised concern that whilst the current system of securing developer contributions was an imperfect one, some alternative mechanisms could disadvantage upper tier authorities such as KCC further.

This issue was also raised by members of this committee when it discussed the KCP at its previous meeting. The issue was considered to be wide ranging and Mrs Prendergast was working with colleagues across Cabinet to seek that it was recognised by the Department for Levelling Up, Housing and Communities as the Department considers any future national planning reforms.

Whilst the KCP sets out the principles by which proposals were determined and future provision was forecast, the KCP was a live document and our Area Education Officers were to continue to work with schools, district and borough councils, diocesan authorities, KCC members and local communities, to ensure KCC meets its responsibilities as the Strategic Commissioner for Education Provision in Kent.

The fluidity of the demographic trends was illustrated by the falling demand for secondary school places in the Thanet area, which led to the Minister's decision at the end of last year not to proceed with the building of Park Crescent Secondary school. This decision had eased the pressure on capital funding which can now be redirected where we know there is continued growth. Thanks were given to all the officers that were involved in shaping this document and for their continued support.

Schools played a critical role in rural communities and KCC remained committed to supporting schools to thrive. KCC were monitoring the potential impact on small schools of changes in the national funding formula, in resources available to Local Authorities and of the government's intention to academize all schools.

The Secretary of State for Education, Nadhim Zahawi, had written an open letter to education and childcare leaders on the return to education settings in 2022. In his

letter, he acknowledged the huge commitment from all in the sector in continuing to care for and provide high quality education, care and pastoral support for children and young people. He had emphasised the need to keep children and young people attending settings and school, and the importance of face-to-face teaching, except in exceptional circumstances. KCC endorsed this view and thanked those leading schools and settings and their staff for their tremendous commitment and work in the education of our children and young people.

New guidance issued by the DfE also concentrated on maximising the number of children in attendance at school and college - for the maximum amount of time. In light of the Omicron variant surge, the government had temporarily recommended that face coverings were worn in classrooms and teaching spaces for all students in Year 7 and above. The advice was short term only – until 26 January 2022.

The rules around self-isolation had also changed and the guidance explained how any pupil testing positive might be able to end their self-isolation period before the full 10 days. They were able to take a lateral flow device test from 6 days after the start of symptoms and another the next day – at least 24 hours later. If both tests were negative and the pupil did not have a high temperature, they were then able to return to their education setting.

Officers from both Education and Public Health had provided support and guidance to Headteachers – via various channels – provided updated government guidance and encouraged schools to continue with their own risk assessments to keep their school communities safe.

NHS England had asked that all eligible students be offered a second dose of the vaccine before the February half term – with students becoming eligible for a second dose 12 weeks after their first. The School Immunisation Service (SAIS) had produced a timetable for delivery of the second dose visits – those schools who had their visit scheduled the weeks commencing 10 and 17 January were informed prior to the Christmas break and the service aims to inform all other schools by the end of next week. Regular webinars were also to be run throughout the programme covering the process – including consents, logistics and so forth.

At the same time, the NHS had also stated that no other programmes could be put at risk through the delivery of the covid vaccines, and the School Immunisation Service was also rolling out a parallel Human Papillomavirus Vaccination programme so both the Service and secondary schools were experiencing considerable additional pressure in the first half term.

The guidance issued by the Department for Education regarding winter planning was that, “Schools should, wherever possible, stay open in severe weather. They play a key role in their communities and by staying open help both the pupils and parents”. The Winter Planning guidance provided advice to Headteachers about the risks schools may face and offered preventative strategies and advice on how to communicate a school’s closure to parents, stakeholders and the Local Authority. Area Education Officers were available to provide any support that the schools required.

2) Further to questions and comments, it was noted:

- Lateral flow tests were important in keeping schools open and assurances were given that these were available to schools. There had been uneven

distribution across schools but there had been a meeting with head teachers to discuss re-distribution.

- Maximising developer contributions towards schools was important and work was ongoing with the DfE and government departments to maximise the funding on basic need and the capital programme.
- KCC officers had met with Kent Association of Head Teachers and guidance had gone out to schools regarding Covid-19 guidance. Funding was being made available to schools for ventilation units and schools were being encouraged to put in bids. Concerns were raised about whether the funding would be adequate.

3) Mrs Chandler said that the Christmas Campaign for Care Leavers raised £23,000, meaning that KCC was able to provide over 2,000 care Leavers in Kent with a gift. Discussions were underway to determine how we best spend the additional money that was raised. Thanks were given to all who donated.

Thanks were given to David Weiss and he was wished a long and happy retirement after 43 years in local government. Over the previous 5 years, David had led the Headstart programme which aimed to help young people and their families through improved resilience and developing their knowledge and lifelong skills to maximise both their own, and their peers' emotional health and wellbeing. His leadership had ensured that the programme was designed and implemented with young people at its heart, and this had been crucial to HeadStart's success.

The six-year programme was funded by the National Lottery Community Fund and the programme was to officially complete its work in 2022. A full report on HeadStart was to be come to the June meeting of CYPE Cabinet Committee.

As part of the Reconnect Programme, 62 Holiday Activity Fund provisions were delivered which offered 3139 places to our children and young people. Additional e-vouchers were issued, requested via Social Workers and Early Help Workers for those children who were not in receipt of the Free School Meals.

Formal monitoring reports were due later in January, however the on-line booking system indicated that 47 provisions were showing 80% or more take up. Reasons for non-attendance were mainly attributed to concerns over COVID or impacted on family Christmas plans. A parent and child online questionnaire was launched to get feedback on the Reconnect and Holiday Activity Fund.

In terms of the locality grants, Round 2 was successfully operated and Round 3 which seeks to deliver activity for summer 2022 was launched on 5 January. The County Grant application process closed on 9 January.

On 23 December, the Leader of Kent County Council wrote to Michael Gove, the Secretary of State for Department of Levelling up, Communities and Housing, and addressed the incredibly difficult operational challenges that the authority faced as a result of the pandemic.

Integrated children's services staff were still having to manage unprecedented pressures in all front-line services and with that, these services were becoming

increasingly challenging places to work, with high levels of staff sickness with the rapid spread of Omicron variant undoubtedly contributing, increased referrals and demand for services, unsurprisingly some staff were becoming exhausted.

Statutory partners had been unable to provide the same level of service as they had been redirected to help manage other duties as a result of the pandemic. This was also a particular problem within the Family Courts, where a request for a Court hearing was being given a date in June, placing further pressure on our social workers as they manage the risk that may potentially have for vulnerable children.

Despite resilience planning, which had been put in place, the operating environment was becoming increasingly fragile. The hard work and resilience of staff was very much recognised and thanks were given to staff for their continued dedication in supporting our most vulnerable children, young people and families in very difficult circumstances.

4) Further to questions and comments, it was noted:

- Sustainability had been part of the Headstart Programme and further information about the sustainability plan would be brought to June's meeting of CYPE Cabinet Committee.
- It was also being considered which aspects of the Reconnect Programme would be possible to maintain.
- Staff in all sectors had been affected by absences associated with Covid-19 and contingency plans were in place to prioritise statutory visits and duties. Staff sickness levels from the Omicron variant were not as high as predicted.
- Children's Services relied on other agencies to protect children such as the Family Courts and there were large backlogs which were creating delays for children. Availability of health staff had been a problem and this was another factor adding complexity and pressure to ICS cases.

51. Performance Monitoring

(Item 7)

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

1) Ms Atkinson introduced the report. It was highlighted that all indicators for Integrated Services had remained stable with the majority RAG-rated as Green and some as Amber. In Education indicators, there had continued to be pressures within the SEN service with the work on EHCPs. The indicator had been changed to a monthly 'snapshot' rather than a yearly, rolling indicator.

The section of indicators relating to vulnerable groups would be reinstated once data around pupil attainment gap and progress was available later in 2022.

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

- The EHCP timescales indicator was being monitored very closely and was being discussed in more detail at the SEN Improvement Board.
- Concerns were raised about district variations. This was due to staff pressures and the proportion of ECHPs being issued that were cleared from the backlog balanced with those within timescale.
- There was a working group looking at how best to target families eligible for free early education places. A list was received from the DWP each term. It was thought that take up had been affected by the pandemic.

3) RESOLVED to note the report.

52. Kent Safeguarding Children Multi-agency Partnership's second annual report (Item 8)

Jennifer Maiden-Brooks, System Improvement Manager, KSCMP, was in attendance for this item.

1) Dr Maiden-Brooks introduced the report.

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

- There were 3 equally responsible partners: KCC, Kent and Medway Clinical Commissioning Group and Kent Police.
- A peer-on-peer sexual abuse audit tool was available for schools on the Kent Safeguarding Children Multi-Agency partnership website. A survey was being designed to establish how effective the toolkit was so further refinements could be made.

2) RESOLVED to note the report.

53. Budget Proposals Report (Item 9)

1) Mr Oakford introduced the report and said that the 2022-23 Budget and Medium-Term proposals had been developed against a background of considerable uncertainty and volatility. It was recognised that there were always some uncertainties within the Budget as it was difficult to predict spending on demand led budgets with a high degree of accuracy. The presentation of the capital programme had been enhanced to show a 10-year horizon. It was essential that additional borrowing was minimised to avoid pressures on the Revenue Budget and only borrow where it was essential to meet statutory obligations. It was not a legal requirement to set a balanced medium-term financial plan. However, a medium-term financial plan was important to demonstrate the financial sustainability of the authority.

KCC was facing exceptional spending demands in the forthcoming year including as a result of the Covid-19 pandemic which had significantly changed demands and there was additional latent demand, increasing complexity, changes in social and

working lives as well as the economic impact of rising inflation. It was vitally important to distinguish between known changes, variances from the current approved Budget or known changes in the forthcoming year as there was little scope other than to accept and fund these and the forecast for future changes. Within the forecast challenging targets had been set to bear down on future prices and demand pressures in order to set an affordable and balanced Budget.

Provisional grant allocations had been included in the draft Budget but these were not enough to fully fund growth pressures. Hence the council will have to continue to find savings. It was proposed to increase council tax within the government's 2% (+1% social care levy) referendum limit.

2) Mrs Chandler said that the consultation responses had indicated that respondents were most uncomfortable with savings within Children's Social Services and early intervention to prevent the need for more costly interventions was also strongly preferred by respondents. This had been reflected in the Integrated Children's Services draft Budget. Savings were focused on improvement of service outcomes rather than reduction of services.

3) Mrs Prendergast said that the biggest financial challenge was the funding of support for children with SEND. There had been a large increase in children accessing home to school transport. It was expected that the inclusion agenda would relieve pressure in this area as more children would receive their education closer to home.

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

- There was to be a central contingency budget. Funds from this budget could be applied for if demography impacts could be evidenced. This had been agreed in consultation with the corporate directors.
- There had been delays in delivering some savings due to the impact of the pandemic.
- Savings relating to school transport had not been possible previously, but work was underway to look at efficient ways of transporting children such as standard pick-up points, charging for post-16 and pass price increases. Any changes would be subject to consultation.

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

54. Special Educational Needs Strategy 2021 - 2024 - Update *(Item 10)*

Mark Walker, Director of SEND and Matt Dunkley, Corporate Director of CYPE were present for this item

1) Mr Walker introduced the report.

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

- Staff were being 'skilled up' and given training around early intervention so that educational needs are met.

- There were a large number of independent non-maintained schools and Kent had a large special school sector in comparison to neighbouring local authorities. Moving forward, children would be support within their local mainstream schools
- Good work was being undertaken in re-calibrating KCC's relationship with parents through the Parents and Carers Together organisation.

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

4) Dr Sullivan, Mr Brady and Mr Lehmann asked for it to be recorded that they did not support the proposed decision.

55. Coordinated Scheme of Admissions

(Item 11)

Craig Chapman, was in attendance for this item.

1) Mr Chapman introduced the report.

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

- The process of children moving from infant to junior schools could not be automated.

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

56. SEND update

(Item 12)

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

1) Mr Walker introduced the update.

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

- The consultation on the Special Educational Needs Strategy 2021-24 showed that parents and carers wanted children to be included in more local schools.
- There was engagement with young people through a jointly funded SEND Youth Participation Officer and success with engagement would be built on.

3) Members RESOLVED to note the update.

57. Specialist Teaching and Learning Services

(Item 13)

1) It was agreed by Members that the item be deferred to the next meeting, as further information had been requested by Members.

58. Schools Funding Arrangements for 2022-23

(Item 14)

Karen Stone, CYPE Finance Business Partner was in attendance for this item.

1) Mrs Prendergast introduced the report.

2) Ms Stone outlined the report regarding the setting of budgets. Reference had been made to Appendix B in the agenda report but this had not been included so was to be distributed separately.

3) Further to comments and questions from Members, it was noted:

- Schools were funded by their number at the October census and in year admissions were managed by schools within their core budgets.

4) RESOLVED to agree the recommendations as outlined in the report.

59. Adoption Partnership South East, Regional Adoption Agency -Annual Report
(Item 15)

Sarah Skinner, Head of Service, Adoption Partnership South East Regional Adoption Agency and Sarah Hammond, Director of Integrated Children's Services (Social Work) were in attendance for this item

1) Ms Hammond and Ms Skinner introduced the report.

2) RESOLVED to note the report.

60. Young Carers Overview - Commissioned Service
(Item 16)

Christy Holden, Head of Strategic Commissioning (Children and Young People's Services); Helen Cook, Senior Commissioner; Stuart Collins, Director of Integrated Children's Services (Early Help Lead) and Matt Dunkley, Corporate Director of CYPE were present for this item.

1) Ms Holden introduced the report.

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

- Part of the current contract and moving forward was workforce development, with an element looking at recognising 'hidden' young carers.
- The provider had continued to over-deliver on the contract and did outreach into school and other settings to develop their skillset as well as the skillset of other partners. Attendance of training was being monitored and it had increased since sessions had been delivered online.
- Further work was to be done in collaboration with the Cabinet Member for Integrated Children's Services to look at whether this work could be further extended and a further report was to be brought to the Cabinet Committee.

3) RESOLVED to agree to note the report.

61. Swale Secondary Provision. Temporary expansions of Sittingbourne Secondary Schools for September 2022 and September 2023
(Item 17)

Nick Abrahams (Area Education Officer - West Kent) was in attendance for this item.

1) Members asked questions and it was noted:

- There were Kent and national benchmarks for school places; permanent places or on a temporary basis for 'bulges' in the numbers of pupils.
- Concerns were raised about the impact of the temporary expansions on transport.

2) RESOLVED to agree the recommendation in the report.

62. Proposed Expansion of Snowfields Academy

(Item 18)

1) RESOLVED to agree the recommendation in the report.

63. 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)

(Item 19)

1) RESOLVED to agree the recommendation in the report.

64. Allocation of Additional Basic Needs Capital Funding Towards Proposed Expansion of Invicta Grammar School

(Item 20)

1) RESOLVED to agree the recommendation in the report.

65. Information report on Academy Trust consultations and projects in East Kent

(Item 21)

1) RESOLVED to agree the recommendation in the report.

66. 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

(Item 22)

Nick Abrahams (Area Education Officer - West Kent) was in attendance for this item.

1) Members asked questions and it was noted:

- There would not be any change or decrease in the activities of the Children's Centre but Members raised concerns that the additional hours being provided at Birchington were not adequate due to the distance from Garlinge.
- There had been significant engagement with the community including a leaflet drop and drop-in sessions. The majority of responses had been very positive.

2) RESOLVED to agree the recommendation in the report.

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

67. Ofsted Update
(Item 23)

Stuart Collins, Director of Integrated Children's Services (West Kent and Early Help and Preventative Services Lead) was in attendance for this item.

1) Members asked questions and the following was noted:

- Extensive school improvement work was being undertaken through The Education People with Pupil Referral Units.

2) RESOLVED to note the report.

68. Work Programme
(Item 24)

1) Members noted the work programme.

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Children, Young People and Education Performance Management

Children, Young People and Education Directorate Scorecard

December 2021

Produced by: Management Information & Intelligence, KCC

Publication Date: 8th February 2022



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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

- N/A Data not available
- Data to be supplied

Data in italics indicates previous reporting year

MANAGEMENT INFORMATION CONTACT DETAILS

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

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DATA PERIOD

- R12M** Monthly Rolling 12 months
- MS** Monthly Snapshot
- YTD** Year To Date
- Q** Quarterly
- A** Annual

CHILDREN, YOUNG PEOPLE AND EDUCATION SCORECARDS

- CYPE Children, Young People and Education Directorate Scorecard
- EY Early Years Scorecard
- NEET NEET Monthly Scorecard
- SEND Special Educational Needs & Disabilities Scorecard
- ICS Intensive EH and CSWS Monthly Performance Report

KEY TO ABBREVIATIONS

- CIC Children in Care
- CSWT Children's Social Work Teams
- CYP Children and Young People
- DWP Department for Work and Pensions
- EY Early Years
- EYFE Early Years Free Entitlement
- EYFS Early Years Foundation Stage
- FF2 Free For Two
- FSM Free School Meals
- NEET Not in Education, Employment or Training
- SCS Specialist Children's Services
- SEN Special Educational Needs

as at Oct 2021



129,445 pupils in 459 primary schools
 23.8 % with free school meals (21.6%)

110,760 pupils in 101 secondary schools
 19.1 % with free school meals (18.9%)

5,572 pupils in 24 special schools
 42.9 % with free school meals (43.2%)

as at Dec 2021



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



Month	Rate
June 2021	603.2
July 2021	601.1
August 2021	584.8
September 2021	572.8
October 2021	554.7
November 2021	554.1
December 2021	556.0

June 2021 to Dec 2021

as at Dec 2021



Open cases

Intensive Early Help	2,706 (Families)
Open Social Work Cases	11,877
<i>Including:</i>	
• Child Protection	1,262
• Children in Care	1,741
• Care Leavers	2,084

as at Dec 2021



Ofsted good or outstanding

EY providers	98.9%	(97%)
Primary	92.7%	(88%)
Secondary	86.6%	(77%)
Special	95.5%	(90%)

as at Dec 2021



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



Month	Rate
June 2021	580.7
July 2021	573.2
August 2021	562.7
September 2021	562.9
October 2021	559.9
November 2021	559.2
December 2021	557.5

June 2021 to Dec 2021

as at Dec 2021



Number of First Time Entrants into the Youth Justice system



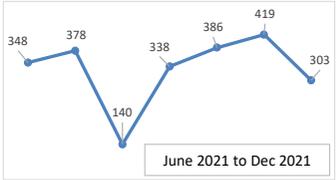
Month	Number
June 2021	263
July 2021	258
August 2021	245
September 2021	241
October 2021	229
November 2021	232
December 2021	227

June 2021 to Dec 2021

as at Dec 2021



Requests for SEND statutory assessment



Month	Number
June 2021	348
July 2021	378
August 2021	140
September 2021	338
October 2021	386
November 2021	419
December 2021	303

June 2021 to Dec 2021

as at Dec 2021



Activity at the Front Door (children)

Total contacts	6,290
Number resolved at FD	3,121
Number to CSWS	1,328
Number to EH Units	1,192

as at Dec 2021



Open Access Indicators

Number of Focused Support Requests started during the month	92
• by Children Centre	57
• by Youth Hub	35
% of Focused Support Requests supported by Open Access after 3 months	59.7%
Number of clients supported (interventions and sessions)	2898

- Figures shown in brackets are National averages
- Free School Meal averages are as at January 2021 school census and based on state funded schools only
- Ofsted National averages are as at 31st December 2021, except EY Providers average which is as at August 2021

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?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21							SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		25.5	25.1	24.5	24.1	23.9	23.3	22.9	↑	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		94.0	93.5	93.1	92.6	91.7	91.0	89.0	↓	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	✓	20.5	20.1	21.1	20.1	19.0	19.2	19.7	↑	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	✓	66.8	71.4	73.8	74.0	74.9	74.7	74.6	↓	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	✓	79.4	80.0	79.5	79.6	79.9	79.4	79.2	↓	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	✓	269.3	308.4	324.5	316.9	330.5	346.4	375.5	↓	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	✓	58.4	58.7	58.8	58.1	58.0	58.3	58.0	↓	65.0	AMBER	57.1	65.0	AMBER	N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	80.3	81.5	81.5	80.6	80.6	81.1	81.1	↔	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	✓	92.6	91.8	92.0	90.5	91.3	91.7	90.5	↓	85.0	GREEN	92.5	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		13.1	14.0	14.1	14.5	14.7	14.7	14.8	↓	15.0	GREEN	13.5	15.0	GREEN	N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		21.2	20.8	20.0	20.8	20.8	21.2	22.9	↓	18.0	RED	21.0	18.0	AMBER	N/A	N/A	
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		27.9	28.0	28.1	27.8	27.9	27.8	27.4	↑	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		83.5	83.3	83.2	83.3	83.5	84.0	84.8	↑	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		75.4	76.0	76.0	75.0	75.0	75.5	75.5	↔	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	13.8	13.6	13.2	12.9	12.9	13.1	↓	15.0	GREEN	13.6	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		15.3	14.6	12.6	13.2	13.4	14.2	14.5	↓	15.0	GREEN	13.1	15.0	GREEN	N/A	N/A	

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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?
					Q4 20-21	Q1 21-22	Q2 21-22	Q3 21-22								SN or SE		
CYPE8	Rate of proven re-offending by CYP	L	Q		34.2	32.4	37.5	40.9	↓	35.0	RED	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?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		44.7	46.1	41.3	49.8	48.4	37.1	32.4	↓	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		3.6	3.5	3.5	2.3	2.2	2.5	2.6	↓	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		10.5	10.0	10.5	10.6	10.7	10.7	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		3	3	3	3	7	8	10	↓	8	AMBER	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		6	9	9	12	10	13	15	↓	18	GREEN	9	27	GREEN	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		88.5	88.9	88.8	89.4	90.3	89.9	90.9	↑	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		93.1	92.6	92.7	93.3	93.1	92.7	92.6	↓	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

RED: The average caseload in the Children's Social Work Teams (CSWT) is 22.9 cases, which is above the target caseload of no more than 18 children/young people. The overall number of children's social care cases has increased by 4.7% since April 2021, from 11,346 to 11,877.

AMBER: The Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 89.0% which has fallen just below the 90.0% Target and can be attributed to a drop in performance in North Kent. No comparative data for other local authorities is available

AMBER: The percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (excluding UASC) is 79.2% which is below the target of 85.0%. Performance for the last 12 months has averaged 79.6%, 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 58.0%, 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 58.2%.

GREEN: The percentage re-referrals to Children's Social Work Services within 12 months of a previous referral was 22.9% for December 2021, achieving the Target of below 25.0%. The rate 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: The percentage of children becoming subject to a child protection plan for the second or subsequent time is 19.7% 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 74.6% and above the Target of 70.0%. 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 375.5 days, which remains below the nationally set target of 426 days. The definition for this measure has been amended for 2021/22 reporting following a change by the DfE to make an adjustment for foster carer adoptions. All of the figures contained within this report have been provided based on that new definition, but previous versions of this report will have used the previous definition.

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

GREEN: The percentage of case holding posts filled by permanent qualified social workers is 90.5%, 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 14.8 cases, an increase from the average of 13.1 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 27.4%, 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 75.5% which is below the 80.0% target.

GREEN: The percentage of EH Assessments completed in the given month, within 6 weeks of allocation, is at the highest level of performance for the year - 84.8% for December 2021. The Target of 80.0% was achieved in April 2021 and performance has continued to remain above Target.

GREEN: The percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 months is 13.1%, remaining below the Target of 15.0%

GREEN: The average caseload within Early Help Units is 14.5 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 each month shows a continued decline with 48 plans out of a total of 148 completed within timescale (32.4%) in December. The 12-month rolling average however was higher at 41.2% 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 remains at 10.7% for the third consecutive month and is higher than the target of 9%.

AMBER: Ten primary aged pupils were permanently excluded from school during the last 12 months, two more than the target (of 8). However, exclusions from Kent schools remain lower than the national figure (reported as a rate of the school population).

AMBER: The percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention at 92.6% 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 December was 2.6%. KentChoices website was relaunched on 1st November with new information pages that parents, students and staff can access. The team have prepared various webinars to support parents and young people on their choices post 16 and these have been well attended and well received.

GREEN: The number of permanent exclusions from secondary schools at 15 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 Percentage of Children Missing Education cases, closed within 30 school days at 90.9% is just above the target (90%).

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
Activity-Volume Measures				
CYPE10	Number of Primary Schools	MI School Census Database	Autumn 2021 School Census	Jan 2022
CYPE11	Number of Secondary Schools	MI School Census Database	Autumn 2021 School Census	Jan 2022
CYPE12	Number of Special Schools	MI School Census Database	Autumn 2021 School Census	Jan 2022
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	Autumn 2021 School Census	Jan 2022
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	Autumn 2021 School Census	Jan 2022
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	Autumn 2021 School Census	Jan 2022
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	Autumn 2021 School Census	Jan 2022
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	Autumn 2021 School Census	Jan 2022
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	Autumn 2021 School Census	Jan 2022
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	MI Ofsted Database	Inspections as at end of Dec 2021	Jan 2022
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Dec 2021	Jan 2022
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Dec 2021	Jan 2022
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Dec 2021	Jan 2022
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of Dec 2022	Jan 2022
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 Dec 2022	Jan 2022
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 Dec 2022	Jan 2022
FD01-C	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of Dec 2022	Jan 2022
FD14-C	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of Dec 2022	Jan 2022
FD02-C	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	Early Help module	Children referred during the month of Dec 2022	Jan 2022
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of Dec 2022	Jan 2022
EH05-C	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of Dec 2021	Jan 2022
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of Dec 2021	Jan 2022
	Number of Child Protection cases	Liberi	Snapshot data as at end of Dec 2021	Jan 2022
	Number of Children in Care	Liberi	Snapshot data as at end of Dec 2021	Jan 2022
	Number of Care Leavers	Liberi	Snapshot data as at end of Dec 2021	Jan 2022
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to Dec 2021	Jan 2022
FS3	Number of Focused Support Requests started during the month	Core+	Snapshot data as at end of Dec 2021	Jan 2022
FS3a	Number of Focused Support Requests started during the month - by Children Centre	Core+	Snapshot data as at end of Dec 2021	Jan 2022
FS3b	Number of Focused Support Requests started during the month - by Youth Hub	Core+	Snapshot data as at end of Dec 2021	Jan 2022
FS8	Percentage of Focused Support Requests supported by Open Access after 3 months	Core+	Snapshot data as at end of Dec 2021	Jan 2022
TS3	Number of Clients supported (interventions and sessions)	Core+	Snapshot data as at end of Dec 2021	Jan 2022
Key Performance Indicators				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	Liberi	Rolling 12 months up to Dec 2021	Jan 2022
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to Dec 2021	Jan 2022
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to Dec 2021	Jan 2022
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 Dec 2021	Jan 2022
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at Dec 2021	Jan 2022
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	Liberi	Rolling 12 months up to Dec 2021	Jan 2022
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to Dec 2021	Jan 2022
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to Dec 2021	Jan 2022
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at Dec 2021	Jan 2022
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Dec 2021	Jan 2022
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Dec 2021	Jan 2022

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
Key Performance Indicators (Continued)				
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	Early Help module	Snapshot as at Dec 2021	Jan 2022
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at Dec 2021	Jan 2022
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at Dec 2021	Jan 2022
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 Dec 2021	Jan 2022
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at Dec 2021	Jan 2022
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for Apr 2019 to March 2020 cohort	Jan 2022
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Synergy - monthly reported data	Snapshot as at Dec 2021	Jan 2022
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 Dec 2021	Jan 2022
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	Synergy - monthly reported data	Snapshot as at Dec 2021	Jan 2022
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 Dec 2021	Jan 2022
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 Dec 2021	Jan 2022
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to Dec 2021	Jan 2022
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 Dec 2021	Jan 2022
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
SISE20	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
SISE26	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
SISE22	Average score at KS4 in Attainment 8	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Feb 2020
SISE23	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	2017-18 DfE published (LA), MI Calcs (Distr)	Feb 2020
CYPE23	Average point score per A Level entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
CYPE24	Average point score per Applied General entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	DfE annual snapshot based on school census	Snapshot as at January 2021	July 2021
CYPE2	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
CYPE3	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
Activity-Volume Measures		
CYPE10	Number of Primary Schools	The number of Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools). Total is as at the latest available termly school census.
CYPE11	Number of Secondary Schools	The number of Kent maintained Secondary schools and Secondary academies (including Free Schools). Total is as at the latest available termly school census.
CYPE12	Number of Special Schools	The number of Kent maintained Special schools and Special academies. Total is as at the latest available termly school census.
CYPE13	Total pupils on roll in Primary Schools	The number of pupils on roll in Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools). Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE14	Total pupils on roll in Secondary Schools	The number of pupils on roll in Kent maintained Secondary schools and Secondary academies (including Free Schools). Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE15	Total pupils on roll in Special Schools	The number of pupils on roll in Kent maintained Special schools and Special academies. Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools) as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Secondary schools and Secondary academies (including Free Schools) as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
CYPE18	Percentage of Special School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Special schools and Special academies as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	The percentage of Kent Early Years settings (non-domestic premises only), judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all inspected Kent Early Years settings (non domestic premises only).
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Primary schools and Primary academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Primary schools and Primary academies.
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Secondary schools and Secondary academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Secondary schools and Secondary academies.
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Special schools and Special academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Special schools and Special academies.
CYPE19	Number of requests for SEND statutory assessment	The number of initial requests for assessment for Education, Health and Care Plans (EHCPs) for 0-25 year olds in Kent LA.
EH71-C	Rate of notifications received into Early Help per 10,000 of the 0-17 population (inclusive, rolling 12 months)	The total number of referrals to an Early Help Unit completed during the corresponding reporting month per 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year population estimates). This is a child level indicator.
SCS02	Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)	This indicator shows the rate of referrals received by Children's Social Work Services. Numerator: Number of referrals (rolling 12 month period). Denominator: child population figure divided by 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year Estimates).
FD01-C	Number of contacts processed in the Front Door	The total number of notifications received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
FD14-C	Number of Information, Advice and Guidance contacts processed in the Front Door	The total number of notifications with a contact outcome of "Information, Advice & Guidance" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.

Indicator Definitions

Code	Indicator	Definition
Activity-Volume Measures (Continued)		
FD02-C	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	The total number of notifications with a contact outcome of "Threshold met for CSWS" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	The total number of notifications with a contact outcome of "Proceed to Early Help Unit" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
EH05-F	Number of cases open to Early Help Units	The number of open cases as at the end of the corresponding reporting month. The data includes all cases sent to units at Early Help Record stage prior to the end of the month. This is a family level indicator.
SCS01	Number of open Social Work cases	The total caseload figures for Children's Social Work Services.
	Number of Child Protection cases	The number of Children who have a Child Protection Plan as at the end of the corresponding reporting month.
	Number of Children in Care	The number of Children in Care as at the end of the corresponding reporting month.
	Number of Care Leavers	The number of Care Leavers as at the end of the corresponding reporting month.
EH3	Number of First Time Entrants into the Youth Justice system	First time entrants are defined as young people (aged 10 – 17 years) who receive their first substantive outcome (relating to a Youth Caution with or without an intervention, or a Conditional Caution or a Court disposal for those who go directly to Court without a Youth Caution or Conditional Caution).
FS3	Number of Focused Support Requests started during the month	The total number of focused support referrals started in the month. The total is the number of family referrals, not number of clients.
FS3a	Number of Focused Support Requests started during the month - by Children Centre	The total number of focused support referrals started in the month by Children Centre. The total is the number of family referrals, not number of clients.
FS3b	Number of Focused Support Requests started during the month - by Youth Hub	The total number of focused support referrals started in the month by Youth Hub. The total is the number of family referrals, not number of clients.
FS8	Percentage of Focused Support Requests supported by Open Access after 3 months	Percentage of referrals still supported by Open Access within 3 months of focus support closing (Further Engagement). Reported month is the date three months after focus support closed date. Further engagement is at least one member of the family to have attended any type of session or taken part in a client/family intervention. Interventions counted as successful are as follows: 'Direct Intervention outside of a group setting', 'Direct Intervention in group setting', 'Email/Telephone/Text', 'Meeting - Client(s) present', 'FF2 Contact', 'NEET Contact', 'Contact with Client'.
TS3	Number of Clients supported (interventions and sessions)	Number of distinct clients who have attended at least one session or client/family intervention (excluding focused support) within the month.
Key Performance Indicators		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	The percentage of referrals to SCS in the last 12 months where the previous referral date (if any) is within 12 months of the new referral date.
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	The percentage of returner interviews completed in the last 12 months where the case was open to SCS at the point the child went missing and the child was aged under 18 at the point of going missing.
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	The percentage of children who become subject to a Child Protection Plan during the last 12 months who have been subject to a previous plan.

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Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
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
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.
SCS41	Average caseloads in the CIC Teams	The average caseload of social workers within district based CIC Teams at the snapshot date.
SCS42	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-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	The percentage of EH cases that have been closed with an outcome of "outcomes achieved" and then came back into either EH or CSWS in the next 3 months. Please note that there is a 3 month time lag on this data so the result shown for May 2020 is actually looking at all EH Closures in the 12 months up to February 2020.
	Average Caseload within EH Units (Families)	Definition to be confirmed.
CYPE8	Rate of proven re-offending by CYP	An offender enters the cohort if they are released from custody, received a non-custodial conviction at court or received a reprimand or warning (caution) in a three month period. A proven reoffence is defined as any offence committed in a one year follow-up period that leads to a court conviction, caution, reprimand or warning in the one year follow-up or within a further six month waiting period to allow the offence to be proven in court. It is important to note that this is not comparable to previous proven reoffending publications which reported on a 12 month cohort.
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.

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Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
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.
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).
EY1	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.
EY1	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	The percentage of pupils at the end of Key Stage 2 working at the Expected Standard in all of Reading, Writing & maths. Includes Kent maintained schools and academies.
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage working at the Expected Standard in all of Reading, Writing & maths at KS2. Includes Kent maintained schools and academies.
SISE12	Average score at KS4 in Attainment 8	The average Attainment 8 score for pupils at end of Key Stage 4. Attainment 8 is a point score based on attainment across eight subjects which must include English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification.
SISE19	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.

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Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
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.

Children, Young People and Education Performance Management

Children, Young People and Education Directorate Scorecard

December 2021

Produced by: Management Information & Intelligence, KCC

Publication Date: 8th February 2022



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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

-  N/A Data not available
-  Data to be supplied

Data in italics indicates previous reporting year

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DATA PERIOD

- R12M** Monthly Rolling 12 months
- MS** Monthly Snapshot
- YTD** Year To Date
- Q** Quarterly
- A** Annual

CHILDREN, YOUNG PEOPLE AND EDUCATION SCORECARDS

- CYPE Children, Young People and Education Directorate Scorecard
- EY Early Years Scorecard
- NEET NEET Monthly Scorecard
- SEND Special Educational Needs & Disabilities Scorecard
- ICS Intensive EH and CSWS Monthly Performance Report

KEY TO ABBREVIATIONS

- CIC Children in Care
- CSWT Children's Social Work Teams
- CYP Children and Young People
- DWP Department for Work and Pensions
- EY Early Years
- EYFE Early Years Free Entitlement
- EYFS Early Years Foundation Stage
- FF2 Free For Two
- FSM Free School Meals
- NEET Not in Education, Employment or Training
- SCS Specialist Children's Services
- SEN Special Educational Needs

as at Oct 2021

 129,445 pupils in 459 primary schools
 23.8 % with free school meals (21.6%)

110,760 pupils in 101 secondary schools
 19.1 % with free school meals (18.9%)

5,572 pupils in 24 special schools
 42.9 % with free school meals (43.2%)

as at Dec 2021

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



June 2021 to Dec 2021

as at Dec 2021

 Open cases

Intensive Early Help	2,706 (Families)
Open Social Work Cases	11,877
<i>Including:</i>	
• Child Protection	1,262
• Children in Care	1,741
• Care Leavers	2,084

as at Dec 2021

 Ofsted good or outstanding

EY providers	98.9%	(97%)
Primary	92.7%	(88%)
Secondary	86.6%	(77%)
Special	95.5%	(90%)

as at Dec 2021

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



June 2021 to Dec 2021

as at Dec 2021

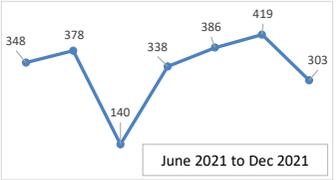
 Number of First Time Entrants into the Youth Justice system



June 2021 to Dec 2021

as at Dec 2021

 Requests for SEND statutory assessment



June 2021 to Dec 2021

as at Dec 2021

 Activity at the Front Door (children)

Total contacts	6,290
Number resolved at FD	3,121
Number to CSWS	1,328
Number to EH Units	1,192

as at Dec 2021

 Open Access Indicators

Number of Focused Support Requests started during the month	92
• by Children Centre	57
• by Youth Hub	35
% of Focused Support Requests supported by Open Access after 3 months	59.7%
Number of clients supported (interventions and sessions)	2898

- Figures shown in brackets are National averages
- Free School Meal averages are as at January 2021 school census and based on state funded schools only
- Ofsted National averages are as at 31st December 2021, except EY Providers average which is as at August 2021

Directorate Scorecard - Kent KPIs

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Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2021-22	RAG 2021-22	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21							SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		25.5	25.1	24.5	24.1	23.9	23.3	22.9	↑	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		94.0	93.5	93.1	92.6	91.7	91.0	89.0	↓	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	✓	20.5	20.1	21.1	20.1	19.0	19.2	19.7	↑	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	✓	66.8	71.4	73.8	74.0	74.9	74.7	74.6	↓	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	✓	79.4	80.0	79.5	79.6	79.9	79.4	79.2	↓	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	✓	269.3	308.4	324.5	316.9	330.5	346.4	375.5	↓	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	✓	58.4	58.7	58.8	58.1	58.0	58.3	58.0	↓	65.0	AMBER	57.1	65.0	AMBER	N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	80.3	81.5	81.5	80.6	80.6	81.1	81.1	↔	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	✓	92.6	91.8	92.0	90.5	91.3	91.7	90.5	↓	85.0	GREEN	92.5	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		13.1	14.0	14.1	14.5	14.7	14.7	14.8	↓	15.0	GREEN	13.5	15.0	GREEN	N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		21.2	20.8	20.0	20.8	20.8	21.2	22.9	↓	18.0	RED	21.0	18.0	AMBER	N/A	N/A	
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		27.9	28.0	28.1	27.8	27.9	27.8	27.4	↑	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		83.5	83.3	83.2	83.3	83.5	84.0	84.8	↑	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		75.4	76.0	76.0	75.0	75.0	75.5	75.5	↔	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	13.8	13.6	13.2	12.9	12.9	13.1	↓	15.0	GREEN	13.6	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		15.3	14.6	12.6	13.2	13.4	14.2	14.5	↓	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?
					Q4 20-21	Q1 21-22	Q2 21-22	Q3 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		34.2	32.4	37.5	40.9	↓	35.0	RED	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?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		44.7	46.1	41.3	49.8	48.4	37.1	32.4	↓	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		3.6	3.5	3.5	2.3	2.2	2.5	2.6	↓	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		10.5	10.0	10.5	10.6	10.7	10.7	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		3	3	3	3	7	8	10	↓	8	AMBER	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		6	9	9	12	10	13	15	↓	18	GREEN	9	27	GREEN	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		88.5	88.9	88.8	89.4	90.3	89.9	90.9	↑	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		93.1	92.6	92.7	93.3	93.1	92.7	92.6	↓	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

RED: The average caseload in the Children's Social Work Teams (CSWT) is 22.9 cases, which is above the target caseload of no more than 18 children/young people. The overall number of children's social care cases has increased by 4.7% since April 2021, from 11,346 to 11,877.

AMBER: The Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 89.0% which has fallen just below the 90.0% Target and can be attributed to a drop in performance in North Kent. No comparative data for other local authorities is available

AMBER: The percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (excluding UASC) is 79.2% which is below the target of 85.0%. Performance for the last 12 months has averaged 79.6%, 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 58.0%, 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 58.2%.

GREEN: The percentage re-referrals to Children's Social Work Services within 12 months of a previous referral was 22.9% for December 2021, achieving the Target of below 25.0%. The rate 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: The percentage of children becoming subject to a child protection plan for the second or subsequent time is 19.7% 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 74.6% and above the Target of 70.0%. 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 375.5 days, which remains below the nationally set target of 426 days. The definition for this measure has been amended for 2021/22 reporting following a change by the DfE to make an adjustment for foster carer adoptions. All of the figures contained within this report have been provided based on that new definition, but previous versions of this report will have used the previous definition.

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

GREEN: The percentage of case holding posts filled by permanent qualified social workers is 90.5%, 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 14.8 cases, an increase from the average of 13.1 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 27.4%, 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 75.5% which is below the 80.0% target.

GREEN: The percentage of EH Assessments completed in the given month, within 6 weeks of allocation, is at the highest level of performance for the year - 84.8% for December 2021. The Target of 80.0% was achieved in April 2021 and performance has continued to remain above Target.

GREEN: The percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 months is 13.1%, remaining below the Target of 15.0%

GREEN: The average caseload within Early Help Units is 14.5 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 each month shows a continued decline with 48 plans out of a total of 148 completed within timescale (32.4%) in December. The 12-month rolling average however was higher at 41.2% 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 remains at 10.7% for the third consecutive month and is higher than the target of 9%.

AMBER: Ten primary aged pupils were permanently excluded from school during the last 12 months, two more than the target (of 8). However, exclusions from Kent schools remain lower than the national figure (reported as a rate of the school population).

AMBER: The percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention at 92.6% 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 December was 2.6%. KentChoices website was relaunched on 1st November with new information pages that parents, students and staff can access. The team have prepared various webinars to support parents and young people on their choices post 16 and these have been well attended and well received.

GREEN: The number of permanent exclusions from secondary schools at 15 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 Percentage of Children Missing Education cases, closed within 30 school days at 90.9% is just above the target (90%).

Directorate Scorecard - Ashford District

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Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2021-22	RAG 2021-22	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2019-20	Linked to SDP?	
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-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		26.1	25.8	25.8	25.6	24.5	22.5	22.7	↓	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		97.8	97.8	100.0	100.0	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	✓	18.6	16.5	18.5	17.5	14.2	15.6	19.0	↑	20.0	GREEN	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	✓	66.7	66.7	66.7	66.7	66.7	56.3	56.3	↔	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	✓	100.4	100.4	100.4	92.3	92.3	96.6	88.4	↓	85.0	GREEN	95.3	85.0	GREEN	N/A	N/A			
SCS42	Average caseloads in the CIC Teams	L	MS																N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		21.0	23.2	22.2	19.2	22.8	22.1	27.1	↓	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		28.4	29.0	28.8	28.2	28.8	27.5	26.0	↑	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		94.6	94.3	94.9	95.2	94.3	94.6	94.9	↑	80.0	GREEN	93.6	70.0	GREEN	N/A	N/A	Yes		
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		75.0	75.0	75.0	75.0	75.0	66.7	66.7	↔	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		11.0	12.5	12.6	12.3	12.5	12.1	13.3	↓	15.0	GREEN	9.5	15.0	GREEN	N/A	N/A			
	Average Caseload within EH Units (Families)	L	MS		12.8	13.6	11.1	12.2	14.1	15.1	15.6	↓	15.0	AMBER	12.4	15.0	GREEN	N/A	N/A			

Integrated Children's Services Quarterly Indicators - Ashford		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q4 20-21	Q1 21-22	Q2 21-22	Q3 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		30.0	41.7	46.4	48.3	↓	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?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		47.4	67.9	92.3	42.9	50.0	25.0	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		3.4	3.4	3.4	1.7	1.6	2.0	2.5	↓	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		11.1	10.1	9.7	10.2	10.4	10.5	10.5	↔	9	AMBER	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		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		1	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		79.8	76.6	79.6	80.4	80.9	82.8	86.6	↑	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		91.5	92.6	92.4	90.5	90.1	91.3	92.3	↑	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		

Directorate Scorecard - Canterbury District

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Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2021-22	RAG 2021-22	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2019-20	Linked to SDP?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-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		33.4	33.4	33.5	32.7	33.4	32.3	31.3	↑	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		94.1	92.3	90.3	91.7	91.7	91.2	90.6	↓	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	✓	28.6	28.0	27.0	25.7	25.4	28.1	28.6	↓	20.0	RED	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	93.3	93.3	93.3	93.3	88.2	88.2	↔	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	✓	75.3	75.3	84.0	84.0	89.1	80.4	80.4	↔	85.0	AMBER	79.6	85.0	AMBER	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS																N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		21.5	24.0	21.8	22.6	21.6	23.2	28.5	↓	18.0	RED	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		25.7	25.4	24.7	23.9	25.7	26.4	26.2	↑	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		77.8	77.6	75.8	75.5	75.1	76.6	79.0	↑	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		75.0	75.0	75.0	75.0	75.0	77.8	77.8	↔	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		13.9	12.4	11.8	10.6	9.9	9.7	8.3	↑	15.0	GREEN	15.7	15.0	AMBER	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		17.4	17.8	15.6	13.4	13.8	13.7	13.8	↓	15.0	GREEN	13.4	15.0	GREEN	N/A	N/A		

Integrated Children's Services Quarterly Indicators - Canterbury		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q4 20-21	Q1 21-22	Q2 21-22	Q3 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		50.0	46.7	47.1	57.1	↓	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?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		55.6	56.3	50.0	50.0	60.0	37.5	28.6	↓	60	RED	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		3.2	3.0	2.9	1.6	2.3	2.0	2.0	↔	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		10.9	10.7	10.8	10.9	11.0	11.0	10.9	↑	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	1	1	↔	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		84.6	83.9	85.0	87.5	90.6	87.4	89.0	↑	90	AMBER	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		98.4	98.9	98.9	98.8	98.7	98.8	98.8	↑	95	GREEN	98.9	95	GREEN	N/A	N/A	

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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		

Directorate Scorecard - Dartford District

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Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2021-22	RAG 2021-22	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2019-20	Linked to SDP?
Dartford CSWT					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21							SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		19.2	18.5	18.7	18.7	17.8	17.6	17.0	↑	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		90.0	90.5	90.9	92.0	90.9	89.5	88.2	↓	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	✓	6.7	6.4	8.6	8.1	8.1	11.2	11.1	↓	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	✓	50.0	58.3	58.3	66.7	66.7	73.7	73.7	↔	80.0	AMBER	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	102.2	102.2	98.1	108.2	108.2	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		23.1	19.8	20.6	22.1	20.1	21.3	22.0	↓	18.0	AMBER	19.7	18.0	AMBER	N/A	N/A		
Dartford EHU					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		24.3	25.2	25.5	26.0	26.1	25.7	25.8	↓	25.0	AMBER	23.8	25.0	GREEN	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		84.0	82.4	82.2	82.5	83.0	83.1	84.1	↑	80.0	GREEN	81.6	70.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		62.5	62.5	62.5	62.5	62.5	77.8	77.8	↔	80.0	AMBER	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		8.9	10.5	10.9	9.9	9.4	9.9	9.5	↑	15.0	GREEN	9.3	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		13.3	11.7	10.9	13.2	11.3	11.0	11.8	↓	15.0	GREEN	12.9	15.0	GREEN	N/A	N/A		

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?
					Q4 20-21	Q1 21-22	Q2 21-22	Q3 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		47.1	36.4	50.0	48.5	↓	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?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21										
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		9.1	35.3	14.9	46.7	75.0	42.9	53.8	↑	60	AMBER	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		4.3	4.2	4.3	2.1	2.1	2.3	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	10.5	11.3	11.1	11.2	11.3	11.1	↑	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	1	1	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		87.2	86.5	86.1	82.9	86.7	87.0	88.6	↑	90	AMBER	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		96.5	96.6	95.7	93.8	94.3	95.2	95.2	↓	95	GREEN	95.7	95	GREEN	N/A	N/A	

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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								
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?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-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		31.2	30.9	32.1	31.0	29.8	28.9	28.8	↑	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		97.4	97.1	96.8	96.2	95.0	100.0	94.7	↓	90.0	GREEN	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	✓	8.5	7.5	7.5	5.9	5.3	9.2	11.8	↑	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	✓	69.2	69.2	69.2	66.7	66.7	57.1	57.1	↔	80.0	RED	60.0	80.0	RED	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	91.3	91.3	87.0	87.0	87.0	95.7	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		18.3	17.3	18.0	21.3	24.0	23.7	27.1	↓	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		26.4	27.2	27.8	26.5	24.5	25.1	25.2	↓	25.0	AMBER	30.2	25.0	RED	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		95.0	94.4	94.1	93.2	92.5	93.0	93.1	↑	80.0	GREEN	91.8	70.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		62.5	62.5	62.5	75.0	75.0	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		14.7	15.9	14.9	15.2	15.2	16.3	16.5	↓	15.0	AMBER	15.9	15.0	AMBER	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		13.1	11.2	9.7	9.9	10.7	10.1	12.7	↓	15.0	GREEN	10.0	15.0	GREEN	N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Dover		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q4 20-21	Q1 21-22	Q2 21-22	Q3 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		26.9	30.0	36.8	31.6	↓	35.0	GREEN	26.9	38.4	GREEN	38.3	37.8		

Directorate Scorecard - Dover District

Education Monthly Indicators - Dover		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2021-22	RAG	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		87.5	58.8	66.7	75.0	100.0	30.0	0.0	↓	60	RED	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		3.2	3.1	2.9	2.1	2.0	2.6	2.7	↓	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		12.1	11.3	11.8	11.9	11.9	11.9	11.7	↑	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	1	↓	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		80.4	79.2	81.0	82.0	80.2	82.9	84.7	↑	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		88.0	87.0	88.3	88.5	86.3	85.7	84.9	↓	95	RED	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		

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					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21							SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		20.0	19.2	18.2	20.2	20.9	20.9	21.4	↓	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		92.3	92.0	92.0	91.3	91.3	90.9	90.5	↓	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	✓	25.7	24.4	26.3	21.6	17.6	10.4	14.1	↑	20.0	AMBER	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	✓	73.3	80.0	80.0	78.6	78.6	77.8	77.8	↔	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	✓	91.7	95.9	100.1	93.4	97.6	97.6	101.8	↑	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		23.9	22.0	19.5	22.2	20.2	21.0	21.2	↓	18.0	AMBER	25.2	18.0	RED	N/A	N/A		
Folkestone and Hythe EHU					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		25.8	25.7	25.4	25.5	25.8	26.1	25.7	↑	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		77.0	75.7	74.7	74.6	76.4	77.2	80.4	↑	80.0	GREEN	67.7	70.0	AMBER	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		71.4	85.7	85.7	71.4	71.4	75.0	75.0	↔	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		12.7	12.9	12.1	10.8	13.0	11.9	11.3	↑	15.0	GREEN	13.2	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		13.3	12.3	10.6	11.4	12.5	13.9	13.4	↑	15.0	GREEN	10.8	15.0	GREEN	N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q4 20-21	Q1 21-22	Q2 21-22	Q3 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		7.7	14.3	42.9	44.4	↓	35.0	RED	7.7	38.4	GREEN	38.3	37.8		

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?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21										
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		61.1	75.0	100.0	55.6	40.0	41.7	20.0	↓	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		4.0	3.8	4.0	2.7	2.3	2.8	3.4	↓	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		8.9	8.1	9.5	9.6	9.5	9.5	9.7	↓	9	AMBER	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	0	1	↓	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		92.0	92.7	92.9	93.7	95.1	91.9	91.9	↓	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		92.8	91.1	91.4	86.0	84.6	84.8	83.8	↓	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								
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 KSS [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		

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Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2021-22	RAG 2021-22	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2019-20	Linked to SDP?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-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		21.4	19.9	19.9	19.0	20.8	20.2	20.0	↑	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		96.4	96.0	95.8	81.0	78.9	75.0	73.7	↓	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	✓	15.1	16.1	19.4	19.6	19.8	19.8	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	85.7	85.7	92.3	92.3	88.2	88.2	↔	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	✓	103.0	88.7	88.7	75.1	79.9	79.9	75.1	↓	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		22.4	22.6	20.0	22.2	23.1	21.3	23.6	↓	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		23.2	24.2	24.5	24.7	25.4	25.6	26.5	↓	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		74.5	74.9	77.0	77.1	77.7	78.6	77.1	↓	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		85.7	87.5	87.5	87.5	87.5	80.0	80.0	↔	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		13.7	14.0	14.0	13.2	11.2	11.2	10.9	↑	15.0	GREEN	15.0	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		15.4	15.9	14.9	11.2	10.9	13.7	13.2	↑	15.0	GREEN	11.3	15.0	GREEN	N/A	N/A		

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?
					Q4 20-21	Q1 21-22	Q2 21-22	Q3 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		46.2	31.6	39.1	41.7	↓	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?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		30.8	27.3	15.6	47.1	50.0	64.3	40.0	↓	60	RED	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		4.2	4.1	4.2	2.6	1.9	2.3	2.2	↑	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		7.6	7.4	8.5	8.7	8.8	9.0	8.7	↑	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	0	1	1	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		98.2	98.2	98.6	98.5	98.6	98.5	98.9	↑	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		84.7	82.5	82.3	80.3	82.8	78.1	75.4	↓	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		

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Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2021-22	RAG 2021-22	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2019-20	Linked to SDP?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21							SN or SE			
Maidstone CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		24.7	24.1	23.0	23.4	22.1	21.3	20.6	↑	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		97.9	97.7	97.6	96.8	96.4	96.4	96.9	↑	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	✓	20.0	22.1	20.4	17.3	16.0	16.3	14.4	↓	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	✓	78.9	84.2	84.2	78.9	78.9	78.3	78.3	↔	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	69.2	73.1	80.8	84.6	83.1	86.9	↑	85.0	GREEN	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		16.7	16.0	18.6	17.0	17.3	18.3	19.6	↓	18.0	AMBER	16.4	18.0	GREEN	N/A	N/A		
Maidstone EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		23.1	23.0	22.7	22.8	23.3	23.0	21.8	↑	25.0	GREEN	21.5	25.0	GREEN	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		89.6	89.7	90.6	91.7	92.5	95.1	97.3	↑	80.0	GREEN	81.9	70.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		50.0	60.0	60.0	63.6	63.6	58.3	58.3	↔	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	11.3	11.1	11.2	10.1	10.5	11.2	↓	15.0	GREEN	11.2	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		15.5	15.4	12.6	15.2	16.5	17.8	16.3	↑	15.0	AMBER	14.1	15.0	GREEN	N/A	N/A		

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?
					Q4 20-21	Q1 21-22	Q2 21-22	Q3 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		35.7	40.0	35.3	29.3	↑	35.0	GREEN	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?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21										
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		47.6	60.9	72.7	60.0	30.0	30.8	16.7	↓	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		3.2	3.1	3.2	2.3	2.5	2.8	3.0	↓	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		7.0	6.6	6.8	6.8	6.9	6.9	7.1	↓	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		2	2	2	2	3	2	2	↔	N/A	N/A	2	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		2	2	2	3	3	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		80.4	82.3	81.5	85.0	86.9	89.2	90.0	↑	90	AMBER	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	90.3	90.4	95.5	95.4	95.1	94.8	↓	95	AMBER	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								
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		

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?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21										
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		25.5	26.1	26.1	27.3	27.6	27.3	27.0	↑	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		91.7	91.7	91.7	94.7	95.5	96.0	96.2	↑	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	✓	25.0	27.0	27.5	26.2	24.8	21.0	21.0	↔	20.0	GREEN	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	33.3	33.3	44.4	44.4	46.2	46.2	↔	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	75.0	70.0	70.0	56.0	64.0	68.0	↑	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	26.6	26.8	29.8	23.5	23.6	23.1	↑	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		22.8	23.5	23.1	23.0	22.1	22.4	21.1	↑	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		100.0	100.0	100.0	100.0	100.0	100.0	91.7	↓	90.0	GREEN	100.0	90.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	25.0	23.1	22.2	21.4	22.2	21.3	17.5	↓	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	✓	71.4	72.7	72.7	73.3	73.3	73.7	73.7	↔	80.0	AMBER	100.0	80.0	GREEN	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	78.0	78.0	78.0	88.0	88.0	88.0	83.0	↓	85.0	AMBER	76.0	85.0	AMBER	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS															N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		22.7	19.7	16.8	14.2	15.8	16.8	16.9	↓	18.0	GREEN	20.7	18.0	AMBER	N/A	N/A		

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?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21										
Sevenoaks North & Tonbridge and Malling EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		25.8	26.1	26.1	27.7	26.1	25.9	25.9	↔	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		95.4	94.7	94.9	93.9	94.1	93.6	93.4	↓	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		66.7	66.7	66.7	66.7	66.7	75.0	75.0	↔	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	14.2	13.8	↑	15.0	GREEN		15.0		N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		16.4	16.0	13.1	14.1	13.4	13.3	16.6	↓	15.0	AMBER	12.1	15.0	GREEN	N/A	N/A		
Sevenoaks South & Tunbridge Wells EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		23.0	24.5	25.0	24.5	25.5	25.7	25.7	↔	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		89.8	90.2	90.4	90.4	90.5	89.7	90.1	↑	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			0.0	0.0	25.0	25.0	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	17.4	16.9	↑	15.0	AMBER		15.0		N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		16.3	16.9	12.2	14.2	13.5	15.0	14.9	↑	15.0	GREEN	14.8	15.0	GREEN	N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Sevenoaks		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q4 20-21	Q1 21-22	Q2 21-22	Q3 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		40.0	35.3	44.4	52.0	↓	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?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21										
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		33.3	11.8	13.8	58.3	50.0	20.0	60.0	↑	60	GREEN	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	2.5	2.6	1.5	1.2	1.8	1.6	↑	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		14.3	13.9	15.2	15.1	15.3	15.4	15.4	↔	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	1	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	1	1	2	1	1	1	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		92.2	91.8	94.6	92.9	90.0	87.2	87.3	↑	90	AMBER	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		92.0	92.3	92.1	91.9	89.4	89.9	89.8	↓	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								
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		

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?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-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		22.9	22.7	20.6	20.4	21.0	21.9	21.5	↑	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		95.0	95.5	100.0	100.0	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	✓	24.5	24.2	27.0	29.6	27.5	26.4	29.1	↓	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	75.0	75.0	↔	80.0	AMBER	75.0	80.0	AMBER	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	88.9	94.4	94.4	95.5	89.9	89.9	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		20.9	18.4	18.8	19.1	19.6	23.1	22.3	↑	18.0	RED	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		26.7	25.6	24.8	24.5	24.2	25.8	25.6	↑	25.0	AMBER	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	✓	17.8	18.2	15.5	14.8	13.8	14.9	13.3	↓	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	81.8	81.8	85.7	85.7	↔	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	89.3	95.2	95.2	89.3	↓	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		20.2	19.5	17.1	23.0	20.9	19.9	20.1	↓	18.0	AMBER	20.1	18.0	AMBER	N/A	N/A		

Directorate Scorecard - Swale District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 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					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21							SN or SE			
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		25.0	25.9	25.7	25.7	25.7	25.3	24.6	↑	25.0	GREEN	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		81.3	82.4	80.9	78.3	76.7	75.3	74.6	↓	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		88.9	87.5	87.5	85.7	85.7	77.8	77.8	↔	80.0	AMBER	75.0	80.0	AMBER	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		13.0	13.5	12.8	12.8	12.3	11.9	12.6	↓	15.0	GREEN	12.8	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		17.9	16.5	16.0	17.2	15.5	15.9	16.5	↓	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?
					Q4 20-21	Q1 21-22	Q2 21-22	Q3 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		35.5	34.6	34.5	47.8	↓	35.0	RED	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?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21										
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		42.9	33.3	37.9	25.6	27.6	26.7	26.9	↑	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		4.3	4.5	4.4	2.7	2.7	3.3	3.4	↓	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		11.0	10.7	11.6	11.9	12.0	12.0	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		1	1	1	1	1	1	1	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	1	1	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		82.4	85.6	85.9	87.2	86.9	86.5	89.1	↑	90	AMBER	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	98.5	100.0	100.0	100.0	99.0	99.0	↑	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								
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		

Directorate Scorecard - Thanet District

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Integrated Children's Services Monthly Indicators		Polarity	Data Period	Q/PR	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?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21							SN or SE			
Thanet Margate CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		32.2	30.8	28.7	28.2	27.6	27.6	27.1	↑	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	✓	17.5	16.7	18.1	17.4	17.8	17.7	16.2	↓	20.0	AMBER	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	✓	90.0	90.0	90.0	80.0	80.0	84.6	84.6	↔	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	✓	106.5	101.2	101.2	95.9	95.0	95.0	84.4	↓	85.0	AMBER	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		23.1	20.5	21.0	21.0	20.0	19.9	23.3	↓	18.0	RED	21.4	18.0	AMBER	N/A	N/A		
Thanet Ramsgate CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		27.1	26.7	25.9	24.6	24.6	24.2	23.9	↑	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	✓	21.4	23.7	22.6	20.9	20.9	25.4	26.9	↓	20.0	AMBER	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	✓	80.0	80.0	80.0	90.0	90.0	83.3	83.3	↔	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	✓	90.7	85.4	90.7	89.6	89.6	89.6	80.1	↓	85.0	AMBER	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		23.4	24.4	19.4	19.4	21.8	21.0	24.6	↓	18.0	RED	22.0	18.0	AMBER	N/A	N/A		

Directorate Scorecard - Thanet District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2021-22	RAG 2021-22	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
Thanet Margate EHU					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21							SN or SE			
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		32.1	31.1	31.3	30.8	31.5	29.4	28.8	↑	25.0	AMBER	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		82.0	82.0	81.5	82.3	82.5	82.1	83.1	↑	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		75.0	66.7	66.7	71.4	71.4	77.8	77.8	↔	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		10.7	12.1	12.2	12.4	12.5	13.5	13.9	↓	15.0	GREEN	5.1	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		17.7	13.5	12.6	13.1	14.5	16.3	14.4	↑	15.0	GREEN	20.6	15.0	RED	N/A	N/A		
Thanet Ramsgate EHU					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		26.4	24.9	25.5	26.3	26.0	25.7	25.3	↑	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		83.6	83.4	83.5	83.4	85.1	84.7	85.6	↑	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		11.8	16.1	16.2	16.8	15.7	15.8	16.0	↓	15.0	AMBER	11.1	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		16.5	15.5	13.7	15.0	16.4	14.6	12.6	↑	15.0	GREEN	18.2	15.0	RED	N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Thanet		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q4 20-21	Q1 21-22	Q2 21-22	Q3 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		27.6	22.4	26.8	32.7	↓	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?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		50.0	59.3	43.8	67.6	55.0	46.2	21.4	↓	60	RED	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		4.5	4.3	4.6	3.4	3.3	3.8	3.8	↔	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	12.3	11.8	11.8	12.0	12.0	12.2	↓	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	1	0	↑	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		85.5	86.7	86.2	86.3	87.3	85.5	86.5	↑	90	RED	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		86.9	86.6	85.8	94.4	93.1	95.2	95.4	↑	95	GREEN	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?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-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		25.5	26.1	26.1	27.3	27.6	27.3	27.0	↑	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		91.7	91.7	91.7	94.7	95.5	96.0	96.2	↑	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	✓	25.0	27.0	27.5	26.2	24.8	21.0	21.0	↔	20.0	GREEN	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	33.3	33.3	44.4	44.4	46.2	46.2	↔	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	75.0	70.0	70.0	56.0	64.0	68.0	↑	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	26.6	26.8	29.8	23.5	23.6	23.1	↑	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		25.8	26.1	26.1	27.7	26.1	25.9	25.9	↔	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		95.4	94.7	94.9	93.9	94.1	93.6	93.4	↓	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		66.7	66.7	66.7	66.7	66.7	75.0	75.0	↔	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	14.2	13.8	↑	15.0	GREEN		15.0		N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		16.4	16.0	13.1	14.1	13.4	13.3	16.6	↓	15.0	AMBER	12.1	15.0	GREEN	N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2021-22	RAG	Kent Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q4 20-21	Q1 21-22	Q2 21-22	Q3 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		30.4	11.1	17.4	20.0	↓	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?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21										
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		31.6	25.0	53.3	46.7	63.6	35.7	62.5	↑	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	2.3	2.4	2.2	2.5	↓	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		8.3	8.1	8.6	8.6	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		1	2	2	3	3	3	4	↓	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		92.7	93.0	90.4	91.8	91.3	88.1	88.2	↑	90	AMBER	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		89.5	89.0	89.0	87.7	91.0	82.1	81.1	↓	95	RED	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								
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		

Directorate Scorecard - Tunbridge Wells District

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Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2021-22	RAG 2021-22	District Outturn 2020-21	Target 2020-21	RAG 2020-21	Benchmark Group 2020-21	England 2019-20	Linked to SDP?	
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21							SN or SE				
Sevenoaks South & Tunbridge Wells CSWT																						
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		22.8	23.5	23.1	23.0	22.1	22.4	21.1	↑	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		100.0	100.0	100.0	100.0	100.0	100.0	91.7	↓	90.0	GREEN	100.0	90.0	GREEN	N/A	N/A			
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	25.0	23.1	22.2	21.4	22.2	21.3	17.5	↓	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	✓	71.4	72.7	72.7	73.3	73.3	73.7	73.7	↔	80.0	AMBER	100.0	80.0	GREEN	N/A	N/A			
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	78.0	78.0	78.0	88.0	88.0	88.0	83.0	↓	85.0	AMBER	76.0	85.0	AMBER	N/A	N/A			
SCS42	Average caseloads in the CIC Teams	L	MS																N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		22.7	19.7	16.8	14.2	15.8	16.8	16.9	↓	18.0	GREEN	20.7	18.0	AMBER	N/A	N/A			
Sevenoaks South & Tunbridge Wells EHU																						
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		23.0	24.5	25.0	24.5	25.5	25.7	25.7	↔	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		89.8	90.2	90.4	90.4	90.5	89.7	90.1	↑	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			0.0	0.0	25.0	25.0	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	17.4	16.9	↑	15.0	AMBER		15.0		N/A	N/A			
	Average Caseload within EH Units (Families)	L	MS		16.3	16.9	12.2	14.2	13.5	15.0	14.9	↑	15.0	GREEN	14.8	15.0	GREEN	N/A	N/A			

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?
					Q4 20-21	Q1 21-22	Q2 21-22	Q3 21-22							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		23.5	36.4	44.4	38.5	↑	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?
					Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21							SN or SE		
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		70.6	66.7	58.3	54.5	40.0	53.8	25.0	↓	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	2.5	2.5	1.7	1.5	1.6	1.8	↓	1.7	AMBER	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		10.7	10.3	10.3	10.0	10.0	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	2	2	3	↓	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	2	2	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		96.7	96.1	96.2	93.6	94.9	97.0	97.2	↑	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		100.0	100.0	100.0	100.0	100.0	99.1	99.2	↑	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		

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
Activity-Volume Measures				
CYPE10	Number of Primary Schools	MI School Census Database	Autumn 2021 School Census	Jan 2022
CYPE11	Number of Secondary Schools	MI School Census Database	Autumn 2021 School Census	Jan 2022
CYPE12	Number of Special Schools	MI School Census Database	Autumn 2021 School Census	Jan 2022
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	Autumn 2021 School Census	Jan 2022
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	Autumn 2021 School Census	Jan 2022
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	Autumn 2021 School Census	Jan 2022
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	Autumn 2021 School Census	Jan 2022
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	Autumn 2021 School Census	Jan 2022
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	Autumn 2021 School Census	Jan 2022
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	MI Ofsted Database	Inspections as at end of Dec 2021	Jan 2022
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Dec 2021	Jan 2022
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Dec 2021	Jan 2022
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Dec 2021	Jan 2022
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of Dec 2022	Jan 2022
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 Dec 2022	Jan 2022
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 Dec 2022	Jan 2022
FD01-C	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of Dec 2022	Jan 2022
FD10-C	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of Dec 2022	Jan 2022
FD02-C	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	Early Help module	Children referred during the month of Dec 2022	Jan 2022
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of Dec 2022	Jan 2022
EH05-F	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of Dec 2021	Jan 2022
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of Dec 2021	Jan 2022
	Number of Child Protection cases	Liberi	Snapshot data as at end of Dec 2021	Jan 2022
	Number of Children in Care	Liberi	Snapshot data as at end of Dec 2021	Jan 2022
	Number of Care Leavers	Liberi	Snapshot data as at end of Dec 2021	Jan 2022
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to Dec 2021	Jan 2022
FS3	Number of Focused Support Requests started during the month	Core+	Snapshot data as at end of Dec 2021	Jan 2022
FS3a	Number of Focused Support Requests started during the month - by Children Centre	Core+	Snapshot data as at end of Dec 2021	Jan 2022
FS3b	Number of Focused Support Requests started during the month - by Youth Hub	Core+	Snapshot data as at end of Dec 2021	Jan 2022
FS8	Percentage of Focused Support Requests supported by Open Access after 3 months	Core+	Snapshot data as at end of Dec 2021	Jan 2022
TS3	Number of Clients supported (interventions and sessions)	Core+	Snapshot data as at end of Dec 2021	Jan 2022
Key Performance Indicators				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	Liberi	Rolling 12 months up to Dec 2021	Jan 2022
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to Dec 2021	Jan 2022
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to Dec 2021	Jan 2022
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 Dec 2021	Jan 2022
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at Dec 2021	Jan 2022
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	Liberi	Rolling 12 months up to Dec 2021	Jan 2022
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to Dec 2021	Jan 2022
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to Dec 2021	Jan 2022
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at Dec 2021	Jan 2022
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Dec 2021	Jan 2022
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Dec 2021	Jan 2022

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
Key Performance Indicators (Continued)				
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	Early Help module	Snapshot as at Dec 2021	Jan 2022
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at Dec 2021	Jan 2022
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at Dec 2021	Jan 2022
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 Dec 2021	Jan 2022
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at Dec 2021	Jan 2022
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for Apr 2019 to March 2020 cohort	Jan 2022
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Synergy - monthly reported data	Snapshot as at Dec 2021	Jan 2022
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 Dec 2021	Jan 2022
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	Synergy - monthly reported data	Snapshot as at Dec 2021	Jan 2022
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 Dec 2021	Jan 2022
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 Dec 2021	Jan 2022
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to Dec 2021	Jan 2022
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 Dec 2021	Jan 2022
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
SISE70	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
SISE76	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
SISE72	Average score at KS4 in Attainment 8	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Feb 2020
SISE79	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	2017-18 DfE published (LA), MI Calcs (Distr)	Feb 2020
CYPE23	Average point score per A Level entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
CYPE24	Average point score per Applied General entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	DfE annual snapshot based on school census	Snapshot as at January 2021	July 2021
CYPE2	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
CYPE3	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
Activity-Volume Measures		
CYPE10	Number of Primary Schools	The number of Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools). Total is as at the latest available termly school census.
CYPE11	Number of Secondary Schools	The number of Kent maintained Secondary schools and Secondary academies (including Free Schools). Total is as at the latest available termly school census.
CYPE12	Number of Special Schools	The number of Kent maintained Special schools and Special academies. Total is as at the latest available termly school census.
CYPE13	Total pupils on roll in Primary Schools	The number of pupils on roll in Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools). Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE14	Total pupils on roll in Secondary Schools	The number of pupils on roll in Kent maintained Secondary schools and Secondary academies (including Free Schools). Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE15	Total pupils on roll in Special Schools	The number of pupils on roll in Kent maintained Special schools and Special academies. Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools) as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Secondary schools and Secondary academies (including Free Schools) as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
CYPE18	Percentage of Special School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Special schools and Special academies as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	The percentage of Kent Early Years settings (non-domestic premises only), judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all inspected Kent Early Years settings (non domestic premises only).
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Primary schools and Primary academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Primary schools and Primary academies.
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Secondary schools and Secondary academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Secondary schools and Secondary academies.
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Special schools and Special academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Special schools and Special academies.
CYPE19	Number of requests for SEND statutory assessment	The number of initial requests for assessment for Education, Health and Care Plans (EHCPs) for 0-25 year olds in Kent LA.
EH71-C	Rate of notifications received into Early Help per 10,000 of the 0-17 population (inclusive, rolling 12 months)	The total number of referrals to an Early Help Unit completed during the corresponding reporting month per 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year population estimates). This is a child level indicator.
SCS02	Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)	This indicator shows the rate of referrals received by Children's Social Work Services. Numerator: Number of referrals (rolling 12 month period). Denominator: child population figure divided by 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year Estimates).
FD01-C	Number of contacts processed in the Front Door	The total number of notifications received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
FD14-C	Number of Information, Advice and Guidance contacts processed in the Front Door	The total number of notifications with a contact outcome of "Information, Advice & Guidance" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.

Indicator Definitions

Code	Indicator	Definition
Activity-Volume Measures (Continued)		
FD02-C	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	The total number of notifications with a contact outcome of "Threshold met for CSWS" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	The total number of notifications with a contact outcome of "Proceed to Early Help Unit" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
EH05-F	Number of cases open to Early Help Units	The number of open cases as at the end of the corresponding reporting month. The data includes all cases sent to units at Early Help Record stage prior to the end of the month. This is a family level indicator.
SCS01	Number of open Social Work cases	The total caseload figures for Children's Social Work Services.
	Number of Child Protection cases	The number of Children who have a Child Protection Plan as at the end of the corresponding reporting month.
	Number of Children in Care	The number of Children in Care as at the end of the corresponding reporting month.
	Number of Care Leavers	The number of Care Leavers as at the end of the corresponding reporting month.
EH3	Number of First Time Entrants into the Youth Justice system	First time entrants are defined as young people (aged 10 – 17 years) who receive their first substantive outcome (relating to a Youth Caution with or without an intervention, or a Conditional Caution or a Court disposal for those who go directly to Court without a Youth Caution or Conditional Caution).
FS3	Number of Focused Support Requests started during the month	The total number of focused support referrals started in the month. The total is the number of family referrals, not number of clients.
FS3a	Number of Focused Support Requests started during the month - by Children Centre	The total number of focused support referrals started in the month by Children Centre. The total is the number of family referrals, not number of clients.
FS3b	Number of Focused Support Requests started during the month - by Youth Hub	The total number of focused support referrals started in the month by Youth Hub. The total is the number of family referrals, not number of clients.
FS8	Percentage of Focused Support Requests supported by Open Access after 3 months	Percentage of referrals still supported by Open Access within 3 months of focus support closing (Further Engagement). Reported month is the date three months after focus support closed date. Further engagement is at least one member of the family to have attended any type of session or taken part in a client/family intervention. Interventions counted as successful are as follows: 'Direct Intervention outside of a group setting', 'Direct Intervention in group setting', 'Email/Telephone/Text', 'Meeting - Client(s) present', 'FF2 Contact', 'NEET Contact', 'Contact with Client'.
TS3	Number of Clients supported (interventions and sessions)	Number of distinct clients who have attended at least one session or client/family intervention (excluding focused support) within the month.
Key Performance Indicators		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	The percentage of referrals to SCS in the last 12 months where the previous referral date (if any) is within 12 months of the new referral date.
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	The percentage of returner interviews completed in the last 12 months where the case was open to SCS at the point the child went missing and the child was aged under 18 at the point of going missing.
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	The percentage of children who become subject to a Child Protection Plan during the last 12 months who have been subject to a previous plan.

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Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
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
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.
SCS41	Average caseloads in the CIC Teams	The average caseload of social workers within district based CIC Teams at the snapshot date.
SCS49	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-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	The percentage of EH cases that have been closed with an outcome of "outcomes achieved" and then came back into either EH or CSWS in the next 3 months. Please note that there is a 3 month time lag on this data so the result shown for May 2020 is actually looking at all EH Closures in the 12 months up to February 2020.
	Average Caseload within EH Units (Families)	Definition to be confirmed.
CYPE8	Rate of proven re-offending by CYP	An offender enters the cohort if they are released from custody, received a non-custodial conviction at court or received a reprimand or warning (caution) in a three month period. A proven reoffence is defined as any offence committed in a one year follow-up period that leads to a court conviction, caution, reprimand or warning in the one year follow-up or within a further six month waiting period to allow the offence to be proven in court. It is important to note that this is not comparable to previous proven reoffending publications which reported on a 12 month cohort.
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.

Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
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.
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).
EY1	Percentage of pupils at EYFS achieving a Good Level of Development	Percentage of pupils assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	The percentage of pupils at the end of Key Stage 2 working at the Expected Standard in all of Reading, Writing & maths. Includes Kent maintained schools and academies.
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage working at the Expected Standard in all of Reading, Writing & maths at KS2. Includes Kent maintained schools and academies.
SISE12	Average score at KS4 in Attainment 8	The average Attainment 8 score for pupils at end of Key Stage 4. Attainment 8 is a point score based on attainment across eight subjects which must include English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification.
SISE19	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.

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Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
CYPE3	Percentage of parents getting first preference of secondary school	The percentage of parents who got their first preference of Secondary school (out of their three ordered preferences) for their child.
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	The percentage of pupils that have been persistently absent from a Kent maintained Primary school or a Primary academy for 10% or more of their expected sessions over the reported time period.
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	The percentage of pupils that have been persistently absent from a Kent maintained Secondary school or a Secondary academy for 10% or more of their expected sessions over the reported time period.

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From: Shellina Prendergast, Cabinet Member for Education and Skills
Sue Chandler, Cabinet Member for Integrated Children’s Services

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

To: Children, Young People and Education Cabinet Committee –
1 March 2022

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

Classification: **Unrestricted**

Past Pathway of Paper: None

Future Pathway of Paper: None

Electoral Division: All

Summary:

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

Recommendation(s):

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

1. Introduction

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

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

2. CYPE led Corporate Risks

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

Risk reference	Risk description	Current score	Target score
CRR0044	High Needs Funding shortfall (including SEND)	20 (High)	16 (High)
Parental demand for Special Educational Needs and Disability (SEND) support is rising and there is currently a significant deficit on the DSG reserve. There are also linked pressures being felt on other SEND related budgets such as SEN Home to School Transport. Forecasting demand and therefore costs in future years is very challenging. Some are challenges to the national SEND system felt everywhere, and some are Kent specific factors, such as relatively low levels of inclusion in mainstream schools.			
CRR0001	Safeguarding – protecting vulnerable children	20 (High)	15 (Medium)
There has been some increase in more complex cases, with later referrals coming through, linked to the after-effects of Covid-19 ‘lockdown’ restrictions. Reduced capacity of partner agencies such as health, delays in Family Court proceedings, and			

the lack of availability of good quality placements as a result of Covid are all contributing to cases being held longer by social work teams, leading to rising caseloads. New government requirements around unregistered and unregulated placements are also contributing to complexity around placements and market sufficiency, as is recruitment by Independent Foster care providers.

During Lockdown some children were absent from school and some partners were less visible, undertaking fewer home visits to vulnerable children, increasing demand on statutory children's services. As a result, there has been an increase in the risk to children under 5.

CRR0010	Suitable accommodation and funding for Unaccompanied Asylum-Seeking children (UASC)	12 (Medium)	6 (Low)
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The National Transfer Scheme has now been mandated and transfers have begun to other Local Authorities who are being required to take new arrivals directly from Kent and from the Port of arrival. The risk rating has been reduced.

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

2.2 Two corporate risks for which the Corporate Director for the Children, Young People and Education directorate was lead Director for have been incorporated into other corporate risks:

- CRR0007 – Resourcing implications arising from serious and complex Children's Services demand is incorporated within the corporate risk relating to Future Financial and Operating Environment for Local Government.
- CRR0016 – Delivery of new school places is constrained by Basic Need allocation and the Education and Skills Funding Agency (ESFA) is incorporated within the risk relating to Impact on Statutory Duties of Capital Programme Affordability.

3. Children, Young People and Education risk profile

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

Risk	Risk description	Direction of travel	Current	Target
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reference		since 2020	score	score
CY0030	Management of the CYPE Directorate in year budget	↑	20 (High)	12 (Medium)
Recent revenue and capital budget monitoring presented to Cabinet on 9 th December 2021 showed the CYPE directorate revenue variance as £6.8m.				
CY0040	Availability of Specialist providers for Disabled Children and Children with Complex Needs	NEW RISK	16 (High)	12 (Medium)
This risk has been escalated from Divisional risk registers due to the further impact of EU Transition on the availability of providers and in addition to impacting on the Disabled Children service, it also impacts on children with complex needs.				
CY0038	Potential increase in NEETs following Covid-19	↔	12 (Medium)	12 (Medium)
Current levels of NEETs are fairly stable due to work being undertaken by schools with young people identified as at risk. Controls are in place which include work being undertaken by The Education People and also support being put in place to support mental health and wellbeing for young people.				
CY0034	Business continuity and resilience	↔	12 (Medium)	8 (Medium)
<p>The CYPE Directorate must ensure its services have robust contingency plans to reduce the impact of high impact incidents and emergencies that take place in the County. This risk relates to the additional impacts of the Covid-19 pandemic and severe winter weather.</p> <p>A directorate resilience group is in place and has coordinated comprehensive reviewing and refreshing of service continuity plans, with representation from corporate functions to consider interdependencies. The group continues to meet regularly.</p>				
CY0009	Children not in full time education may not be receiving a suitable education	↔	12 (Medium)	6 (Low)
This risk relates to the duty for the local authority to make arrangements to enable it to establish (so far as it is possible to do so) the identities of children in the area who are not receiving a suitable education and monitor those identified, the risk being that the relevant professionals involved are not aware of such children.				
CY0032	Information Governance. Management of personal data	↔	9 (Medium)	6 (Low)
There is significant inherent information governance risk in the directorate due to the large volume of personal data held in order to conduct its business effectively and the potential for increased risk linked to staff working from home. However, there are a number of controls in place and continued work required to reduce data breaches overall. This includes feeding information governance considerations into the directorate business support review to ensure consistent operational checks				

and balances are applied.

CY0039	Performance of the Liberi and EHM Business Applications	NEW RISK	8 (Medium)	8 (Medium)
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This risk was escalated from Divisional risk registers due to concerns relating to the hosting arrangements and the County-wide ICT outage in January 2021.

4. Divisional Risks

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

- Costs associated with Children in Care and Care Leaver placements.
- Social worker recruitment and retention
- EHCP demand and capacity

5. Recommendation

Recommendation:

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

6. Background Documents

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

7. Contact details

Report Author:
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Relevant Corporate Director:
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Risk ID	CRR0001	Risk Title	Safeguarding – protecting vulnerable children			
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
The Council must fulfil its statutory obligations to effectively safeguard vulnerable children in a complex and challenging environment.	Failure to fulfil statutory safeguarding obligations.	Incident of serious harm or death of a vulnerable child.	Matt Dunkley Corporate Director Children, Young People and Education (CYPE)	Likely (4)	Major (5)	
In addition, the Government's "Prevent Duty" requires the Local Authority to act to prevent people from being drawn into terrorism, with a focus on the need to safeguard children at risk of radicalisation.	Failure to meet the requirements of the "Prevent Duty" placed on Local Authorities.	Serious impact on vulnerable people. Impact on ability to recruit the quality of staff critical to service delivery.		Target Residual Likelihood	Target Residual Impact	
During Lockdown some children were absent from school and some partners were less visible, undertaking fewer home visits to vulnerable children, increasing demand on statutory children's services. As a result, there has been an increase in the risk to children under 5. This has introduced uncertain impacts for children's mental health and resilience and the potential for latent demand to build. We are starting to see more complex demand within the system as a result of a more complex working environment.	Safeguarding risks are not identified to / by KCC in a timely fashion.	Serious operational and financial consequences. Attract possible intervention from a national regulator for failure to discharge corporate and executive responsibilities.	Responsible Cabinet Member(s): Sue Chandler, Integrated Children's Services Shellina Prendergast Education and Skills Mike Hill (Lead Member for PREVENT)	Possible (3)	Major (5)	
	Spike(s) in demand impact on robustness of controls					

Control Title	Control Owner
Active strategy in place to attract, recruit and retain social workers through a variety of routes with particular emphasis on experienced social workers.	Sarah Hammond, Director of Integrated Services (Children's Social Work Lead) / Amanda Beer, Corporate Director People and Communications
Kent Safeguarding Children Multi Agency Partnership (KSCMP) arrangements in place, replacing the previous Kent Safeguarding Children Board. Includes a Scrutiny and Assurance Framework, which is working with partners to address service visibility and demand issues.	Matt Dunkley Corporate Director (CYPE) / David Whittle, Director SPRCA
Children's Assurance Board established to give assurance to the rest of the council, including safeguarding arrangements. Includes review of qualitative audit information and triangulates with quantitative picture	Matt Dunkley Corporate Director (CYPE)
Consistent scrutiny and performance monitoring through Divisional Management Team, "Performance, Challenge and support" meetings and audit activity.	Matt Dunkley Corporate Director (CYPE) / Sarah Hammond, Director of Integrated Services (Children's Social Work Lead)
Multi agency Crime and Sexual Exploitation Panel (MACSE) provides a strategic, county wide, cross agency response to CSE	Matt Dunkley Corporate Director (CYPE)
A revised Elective Home Education policy approved that includes interaction with children where there are welfare concerns and where other agencies have been involved with the family. Awareness raising taking place with other practitioners.	Craig Chapman, Head of Fair Access / Christine McInnes, Director of Education
Introduction and appointment of independent scrutineer as part of multi-agency safeguarding children arrangements	David Whittle, Director SPRCA
Communities of Practice introduced during the Covid-19 pandemic, offering support for practitioners, with over 100 practitioners attending weekly	Kevin Kasaven, Assistant Director Safeguarding and Quality Assurance
Multi-function officer group helping to define key steps and approach to aid any future inquiries or investigations that may arise relating to alleged historical abuse	Kevin Kasaven, Assistant Director Safeguarding and Quality Assurance

Safeguarding and Quality Assurance Unit conducts audits, reviews of practice, identifies themes and patterns for accountable managers to respond and provides challenge.	Kevin Kasaven, Assistant Director Safeguarding and Quality Assurance
Multi Agency Public Protection arrangements (MAPPA) in place	Kevin Kasaven, Assistant Director Safeguarding and Quality Assurance
Kent & Medway Prevent Duty Delivery Board (chaired by KCC) oversees the activity of the Kent Channel Panel, co ordinating Prevent activity across the County and reporting to other relevant strategic bodies in the county (including reporting route to the Kent Safeguarding Children Multi Agency Partnership).	Richard Smith, Corporate Director ASCH
Manageable caseloads per social worker and robust caseload monitoring. Social work vacancies monitored with action taken to address as required.	Sarah Hammond, Director of Integrated Services (Children's Social Work Lead)
'Deep Dive' activity undertaken to investigate vacancy rates for staff that reflects factors such as maternity leave	Sarah Hammond, Director of Integrated Services (Children's Social Work Lead)
Integrated practice model	Sarah Hammond, Director of Integrated Services (Children's Social Work Lead) / Stuart Collins, Director Integrated Services (Early Help and Preventative Services lead)
Extensive staff training - Quality Assurance Framework has been rolled out and Integrated Children's Services team has received mandatory training related to this	Sarah Hammond, Director of Integrated Services (Children's Social Work Lead) / Stuart Collins, Director Integrated Services (Early Help and Preventative Services lead)
Kent Channel Panel (early intervention mechanism providing tailored support to people who have been identified as at risk of being radicalised) in place.	Nick Wilkinson, Prevent and Channel Strategic Manager
Joint Exploitation Group (Kent & Medway) children and adults focuses on PREVENT, gangs, Modern Slavery, human trafficking and online safeguarding matters. Reports to Kent and Medway Adults Safeguarding Board and KSCMP.	Nick Wilkinson, Prevent and Channel Strategic Manager
KCC cross directorate PREVENT group meets regularly and ensures the PREVENT duty is embedded across the organisation. Regular updates are provided to the Corporate Management Team. PREVENT	Nick Wilkinson, Prevent and Channel Strategic Manager

training strategy in place and regularly reviewed.		
The annual assurance statement is a self-declaration approved by the Head of Paid Service which captures the Authority's compliance with the requirements of the Counter Terrorism Act. Actions identified within the annual assurance statement are transferred to the Kent and Medway Action Plan. Kent and Medway Board for PREVENT have oversight of action progress.		Nick Wilkinson, Prevent and Channel Strategic Manager
Semi-regional PREVENT model of delivery across Kent & Medway developed		Nick Wilkinson, Prevent and Channel Strategic Manager
New adolescent risk management process agreed, and approach signed off.		Stuart Collins, Director Integrated Services (Early Help and Preventative Services lead)
Kent and Medway Gangs Strategy 2018-21 outlines the multi-agency approach to ending the criminal exploitation of vulnerable children and adults by gangs		Stuart Collins, Director Integrated Services (Early Help and Preventative Services lead)
Education Safeguarding Team in place as part of the contract with The Education People		Christine McInnes, Director of Education
Section 11" audit conducted periodically to provide assurance that relevant agencies and individuals are cooperating to safeguard children and promote their welfare, with feedback and follow up. .		Jennifer Maiden-Brooks, Systems Improvement Manager, Kent Safeguarding Children Multi-Agency Partnership
Action Title	Action Owner	Planned Completion Date
Recommendations from the recent Kent and Medway PREVENT Peer review to improve and promote best practice are being implemented.	Nick Wilkinson, Prevent and Channel Strategic Manager	April 2022

Examples of Committee reports of relevance to this risk since April 2021:

Kent Community Safety Partnership 18 th November 2021	Item D3 - Kent and Medway PREVENT Duty Delivery Board Update https://democracy.kent.gov.uk/documents/g8912/Public%20reports%20pack%2018th-Nov-2021%2010.00%20Kent%20Community%20Safety%20Partnership.pdf?T=10
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Kent Community Safety Partnership 18 th November 2021	Item B1 - Kent and Medway Domestic Abuse Strategy Update https://democracy.kent.gov.uk/documents/g8912/Public%20reports%20pack%2018th-Nov-2021%2010.00%20Kent%20Community%20Safety%20Partnership.pdf?T=10
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Risk ID	CRR0010	Risk Title	Suitable provision for Unaccompanied Asylum-Seeking Children (UASC)			
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
Historically the numbers of UASC arrivals have placed additional pressure on children's services, along with significant numbers of age-disputed new arrivals.	Risk of judicial review against KCC, along with associated time and cost implications.	KCC in breach of its statutory duty. Judicial review.	Matt Dunkley, Corporate Director, CYPE	Possible (3)	Serious (4)	
KCC now have a quota of intakes agreed with the Home Office, and the National Transfer Scheme has now yet been mandated. Transfers have begun to pick up and other LAs are being required to take new arrivals directly from Kent and from the Port of arrival.				Target Residual Likelihood	Target Residual Impact	
			Responsible Cabinet Member	Unlikely (2)	Possible (3)	
			Sue Chandler, Integrated Children's Services			
Control Title				Control Owner		
Representations made to Government for additional support to deal with care leaver legacy costs				Roger Gough, Leader of the Council		
The Council has utilised / re-purposed buildings in order to increase accommodation capacity in the short term.				Rebecca Spore, Director Infrastructure		
National Transfer scheme has now been mandated, meaning more children have been transferred to other local authorities.				Sarah Hammond, Director of Integrated Services (Children's Social Work Lead)		
UASC analytical modelling complete and monitored to assess capacity and continually review KCC position				Matt Dunkley, Corporate Director CYPE / Rachel		

	Kennard, Chief Analyst
Letter Before Claim laid before the Home Secretary – formal reply awaited. This is currently in abeyance.	Benjamin Watts, General Counsel
The council is in advanced discussions with the Home Office to arrange a safe and sustainable solution for KCC to support those who arrive in the country. This has been achieved.	Roger Gough, Leader of the Council / Sue Chandler, Cabinet Member Integrated Children's Services

Risk ID	CRR0044	Risk Title	High Needs Funding shortfall			
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
The demand for Special Educational Needs and Disability (SEND) support is rising and at a much faster rate than the school age population, and the Council's Dedicated Schools Grant (DSG) budget is overspending on the High Needs Block and has already accrued a deficit of £62m on the DSG reserve.	Inability to manage within budget going forward.	Continued funding of deficit on the DSG reserve by net surplus balances in other reserves becomes unsustainable, impacting on the financial resilience of the Council.	Matt Dunkley, Corporate Director CYPE	Likely (4)	Major (5)	
Corresponding pressure on some of KCC's non-DSG SEND related budgets e.g. SEN Home to School Transport, is also being experienced.	Inability to reduce accumulated deficit on Dedicated Schools Grant reserve.	Impact on support for children with SEND (cross reference to CRR0047)	Responsible Cabinet Member(s): Shellina Prendergast, Education & Skills	Target Residual Likelihood Likely (4)	Target Residual Impact Serious (4)	
Consequently, meeting the needs of children and young people with SEND within available resources is becoming ever more challenging.						
The ability to forecast costs in future years is difficult.						
The Department for Education (DfE) is introducing tighter reporting requirements on local authorities who have a deficit in their DSG account.						

Control Title	Control Owner	
Block payment arrangement negotiated with Further Education colleges. For this early confirmation and certainty in funding colleges are expected to absorb inflationary pressures and provide support to any growth in the number of post 16 young people with High Needs.	Karen Stone, Revenue Finance Manager (0 - 25 services) / Christine McInnes, Director of Education	
Continual lobbying of Government on two matters; increased funding in both the short and medium term, and structural changes to government policy to help reduce the demand i.e. via County Council Network, Association of Directors' of Children's Services. Includes provision of evidence of the impact of the High Needs pressures on the quality of education children receive, schools, other providers and the Local Authority.	Roger Gough, Leader of the Council / Shellina Prendergast, Cabinet Member, Education and Skills / Matt Dunkley Corporate Director (CYPE)	
KCC conducted a review of provision of pupils in mainstream schools with High Needs, introducing changes aiming to ensure the number of High Needs pupils in mainstream schools does not contribute to the current budget pressures.	Christine McInnes, Director of Education / Karen Stone, Revenue Finance Manager (0 - 25 services)	
As required by the DfE, a recovery plan is produced (if the LA is either in deficit or if there is a significant reduction in their surplus) outlining how KCC can bring in-year spending in line with in-year funding, and options for how the accumulated deficit could be repaid. To be presented to the Schools' Funding Forum and approved by the Council's Section 151 Officer	Zena Cooke, Corporate Director Finance (Section 151 Officer) / Christine McInnes, Director of Education	
Action Title	Action Owner	Planned Completion Date
High Needs Funding review to be undertaken and recommendations to be agreed with the School's Funding Forum. This links to Workstream B of the Written Statement of Action in supporting Inclusive Practices in schools.	Karen Stone, Revenue Finance Business Partner / Christine McInnes, Director of Education	March 2022
High Needs Funding review working group ongoing, overseen by Director for SEN and Director for Education	Mark Walker, Director SEN / Christine McInnes, Director of Education	March 2022
Implementation of SEND Written Statement of Action Inclusion workstream to better address the relationship between learner need, outcomes, provision and cost. Including: <ul style="list-style-type: none"> - Tighter commissioning arrangements to drive down the cost of placements in Independent Non-Maintained Special Schools 	Matt Dunkley, Corporate Director CYPE	March 2022

Building capacity and an inclusive ethos in mainstream schools to improve teaching and confidence in supporting more children with higher levels of need.

Matt Dunkley, Corporate Director CYPE

March 2022

Examples of Committee reports of relevance to this risk since April 2021:

<p>CYPE Cabinet Committee 11th January 2022</p>	<p>Item 12 – SEND Update Item 12 SEND Revisit Presentation 13.12.21.pdf (kent.gov.uk)</p>
<p>CYPE Cabinet Committee 11th January 2022</p>	<p>Item 10 – Special Educational Needs Strategy 2021-24 - Update THE REPORT (kent.gov.uk)</p>
<p>CYPE Cabinet Committee 14th September 2021</p>	<p>Item 8 - SEND Update https://democracy.kent.gov.uk/documents/g8871/Public%20reports%20pack%2014th-Sep-2021%2010.00%20Childrens%20Young%20People%20and%20Education%20Cabinet%20Committee.pdf?T=10</p>
<p>CYPE Cabinet Committee 30th June 2021</p>	<p>Item 10 - Non-Maintained and Independent Special School Commissioning Strategy https://democracy.kent.gov.uk/documents/g8525/Public%20reports%20pack%2030th-Jun-2021%2010.00%20Childrens%20Young%20People%20and%20Education%20Cabinet%20Committee.pdf?T=10</p>

Risk ID	CRR0047	Risk Title	Adequacy of support for children with Special Educational Needs and Disabilities (SEND) – implementation of Kent Local Area SEND Written Statement of Action			
Source / Cause of risk	Risk Event	Consequence	Risk Owner	Current Likelihood	Current Impact	
Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Kent in early 2019, to judge the effectiveness of the area in implementing the disability and special educational needs reforms set out in the Children and Families Act 2014.	Insufficient improvement in areas identified within timescales.	Adverse impact on outcomes for vulnerable young people Dissatisfaction from families Potential for legal action if statutory time limits or processes are not met.	Matt Dunkley, Corporate Director CYPE	Likely (4)	Major (5)	
While a number of strengths were identified, a number of weaknesses and areas of concern were raised.			Responsible Cabinet Member(s):	Target Residual Likelihood	Target Residual Impact	
In response to these concerns a programme has been identified across both KCC and Clinical Commissioning Groups to implement the changes and improvements required.			Sue Chandler, Integrated Children's Services	Unlikely (2)	Major (5)	
The programme is being delivered against a challenging backdrop of significant increases in demand and a shortfall in High Needs funding (see risk CRR0044), while some aspects of the programme are being revised to take account of implications of the Covid-19 pandemic.						

Control Title	Control Owner	
SEND Steering Group in place, with responsibility for coordinating activity and tracking progress across the five identified workstreams in the Written Statement of Action, reporting into the Improvement Board.	Mark Walker, Director for SEND	
Effective use of SEND Improvement Programme Risk register.	Mark Walker, Director for SEND	
Local area SEND Strategy developed in collaboration with partners, which goes beyond the Written Statement of Action to enable sustained improvement and transform Kent's SEND offer.	Matt Dunkley, Corporate Director CYPE (KCC lead)	
Kent Joint SEND vision established	Matt Dunkley, Corporate Director CYPE (KCC lead)	
SEND Improvement Board established, meeting monthly, to ensure collaborative working across education, health and social care, to have a strategic overview of services and drive the operational workstreams that have been developed to address each area of significant weakness.	Matt Dunkley, Corporate Director CYPE (KCC lead)	
Robust programme management in place, ensuring appropriate integration between workstreams and delivery plan.	Matt Dunkley, Corporate Director CYPE (KCC lead)	
0-25 Health and Wellbeing Board is the strategic board for children's services that oversees delivery of these services in Kent. A new joint governance with health has been established from November 2020.	Matt Dunkley, Corporate Director CYPE (KCC lead)	
Action Title	Action Owner	Planned Completion Date
SEND Improvement Programme, which includes delivery of requirements detailed in the Kent Written Statement of Action, covering five key workstreams relating to: -Parental engagement and co-production -Inclusive practice and the outcomes, progress and attainment of children and young people. - Quality of Education, Health and Care Plans	Mark Walker, Director for SEND	April 2022 (review)

- Joint commissioning and governance
- Service provision
- Preparation of adulthood.

Examples of Committee reports of relevance to this risk since April 2021:

CYPE Cabinet Committee 11 th January 2022	Item 12 – SEND Update Item 12 SEND Revisit Presentation 13.12.21.pdf (kent.gov.uk)
CYPE Cabinet Committee 11 th January 2022	Item 10 – Special Educational Needs Strategy 2021-24 - Update THE REPORT (kent.gov.uk)
CYPE Cabinet Committee 14 th September 2021	Item 8 - SEND Update https://democracy.kent.gov.uk/documents/g8871/Public%20reports%20pack%2014th-Sep-2021%2010.00%20Childrens%20Young%20People%20and%20Education%20Cabinet%20Committee.pdf?T=10

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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

Subject: **Post 16 Transport Policy Statement 2022/23**

Classification: **Unrestricted**

Future Pathway of Paper: Cabinet Member Decision

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

Recommendation(s): Members are invited to endorse the proposed policy ahead of a Cabinet Member Decision on the final Post 16 Transport Policy Statement to be published by 31 May 2022.

1. Introduction

- 1.1 The report is designed to update Members in regard to decisions taken relating to the Kent 16+ Travel Saver and other post 16 transport initiatives.
- 1.2 The attached policy makes it clear that in the first instance there is an expectation that learners will make use of the Kent 16+ Travel Saver, seeking bursary funding support where necessary to secure this as a preferred means of accessing education, training or work-based learning settings. It also sets out the duties on the LA to consider requests for transport and is a continuum of existing policy.
- 1.3 KCC is required to enable access to education and will consider applications for support where a Kent 16+ Travel Saver pass is not suitable. Where support is agreed, the policy makes clear that learners will initially be assessed for Travel Training and alternative transport arrangements will only be provided where this training is not appropriate. Where additional support is refused learners can appeal to the Transport Regulation Committee Appeal Panel.
- 1.4 While the ongoing uncertainty around COVID-19 means that there is a small potential for changes to be required for school/college transport, the current policy did not limit KCC's ability to make these necessary adjustments throughout the pandemic, no significant changes have been made for the 2022/23 academic year. Officers continue to monitor the pandemic, alongside any changes in government guidance to ensure that the transport offering remains suitable.

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2. Policy Framework

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

3. The Report

- 3.1 KCC has a duty to consider applications for transport and is required to enable access to education. In most circumstances it meets this duty through the Kent 16+ Travel Saver pass. This is a generous discretionary scheme which aids access to both education and employment with training. The card will be made available for 2022/23 at an annual cost of £500, available to purchase via instalments, with no limit on the level of use. This provides up to a 50% reduction in travel costs for the average user. Learning providers, at their discretion, can subsidise this using bursary funding and we would expect bursary to be provided for up to 50% of the cost for low-income families. Because schools and colleges use bursary funding at their discretion, some choose to subsidise other localised bus travel cards as opposed to the KCC scheme which offers a broader transport offer.
- 3.2 KCC has a duty to consult on and publish its Post 16 Transport Policy Statement every year. Whilst there is no statutory duty to provide transport for Post 16 Learners, there is a duty to consider applications for assistance with transport and to enable access to education and training to age 18. The transport policy sets out how KCC will meet this duty and what learners can expect by way of support.
- 3.3 Current and future potential pass holders and their parents have been contacted to provide an opportunity to respond to this consultation. Schools, colleges and learning providers have been consulted and also asked to inform their students to increase awareness. Public Transport have also been included in the consultation. The consultation on the proposed policy ran from 10 January 2022 until 20 February 2022.
- 3.4 The policy is attached as Appendix A.
- 3.5 Feedback from the consultation is attached as Appendix B. Due to statutory timescales associated with this policy review and the cabinet committee schedule, it was necessary to compose this report shortly before the conclusion of the public consultation. As a result, the initial Committee report was based on just over 5 weeks' worth of consultation responses. An addendum will be circulated shortly before the meeting to update statistics and key themes so that all response data from the consultation up to 20 February are considered.
- 3.7 A copy of the consultation documentation can be found at www.kent.gov.uk/post16transport
- 3.8 The consultation for the 2023/24 Post 16 Transport Policy statement will be held in conjunction with a wider policy review for all entitled scholars aged 4 to

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25 in mainstream or SEN education, expected to take place from late April 2022.

4. Financial Implications

- 4.1 The scheme is uncapped and costs will vary depending on take up levels and journeys undertaken by cardholders, it is therefore difficult to predict overall costs for 2022-23. The current cost of the post 16+ KTS is around £2.9m of which £2.0m is funded from the recharge of the pass. The remaining subsidy of £0.9m is met from the revenue budget. The 2022-23 MTFP includes a saving of £0.350m from increasing the KTS 16+ pass cost from September 2022 to £500. In addition, the Home to school transport revenue budget also subsidises the Post 16 SEN Transport offer. This numbers fluctuate from year to year, but the total subsidy remains between £4-5 million per annum.

5. Conclusions

- 5.1 The consultation is a requirement set out in our legal duties. Despite there being no material changes proposed to the main policy this year, we must undertake this consultation process. Invariably the majority of feedback centres on the cost of the pass and the fact that Post 16 learners are legally required to be in some form of education, training or employment and so free school transport should continue. Unfortunately, KCC is not directly funded to support any transport requirements that result for learners over the age of 16. KCC subsidises Post 16 Transport by around £4-5m each year ensuring learners can access their schools and colleges for Post 16 learning. Whilst this scheme does present a marginally higher cost for the Kent 16+ Travel Saver pass compared to its pre-16 sister scheme, it reflects the additional benefits that come with 24/7 access to the public bus network and the differences associated with a child and young adult fare.
- 5.2 While these were the most frequent negative comments, it is important to highlight that the next most frequent responses focussed on how helpful the scheme was and that many students value the independence it provides them, especially for evening and weekend travel.
- 5.3 This year saw a reduction in the number of negative comments that related to poor levels of service from public bus networks compared to previous years. This focussed on overcrowding during rush hour and examples of perceived unhelpful behaviour from drivers. Officers continue to work with providers in an attempt to ensure sufficient provision is in place, however, KCC is reliant on private companies for the majority of the public bus service. As a result, it is not unreasonable to expect rural travel options to be more limited than those available within town centres.
- 5.4 A small number of responses requested for the scheme to include rail travel and while it has not been possible to find a cost-effective solution to include this within the current scheme, recent national changes mean that reduced fare train options are now more widely available for 16 to 18 year olds.

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5.5 A small number commented on the usefulness of active travel options. Active travel means walking or cycling as a means of transport. Following responses from last year's consultation, greater emphasis has been placed on active travel options in parental guidance and web content and this appears to be having a positive impact.

6. Recommendation(s)

6.1 The Education and Young People's Services Cabinet Committee is asked to note the content of the Post 16 Transport Policy and endorse its future implementation and determination by the Cabinet Member.

7. Background Documents

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

8. Contact details

Report Author

- Craig Chapman – Head of Fair Access
- 03000 415934
- Craig.Chapman@kent.gov.uk

Relevant Director

- Christine McInnes – Director of Education
- 03000 418913
- Christine.McInnes@kent.gov.uk

16 - 19 Transport Policy 2022-23

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

Kent 16+ Travel Saver

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

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

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

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

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

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

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

VSPS is not available on public transport.

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

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

Rural Communities

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

Active Travel

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix A

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

Appendix B - Outcomes of the Public Consultation

KCC held a public consultation on the proposed Post 16 Transport Policy Statement which ran from 10 January 2022 until 20 February 2022.

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

It was promoted in the following ways:

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

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

There was a total of 264 visitors to the consultation, with responses from 44 contributors.

Of these responses:

95.5% of responses were received from parents/carers

2.3% of responses were received from a pupil/student

2.3% of responses were received from other parties

Comments about the Policy

Some respondents commented on more than one theme or made no direct comment, which explains discrepancy in numbers:

The most frequent comment related to the requirement for children to remain in education or employment-based training by law until they are 18, however, central government support for free school transport ceases at the end Year 11. As a result, queries about the cost of the pass also featured, with people feeling the cost is too high. (17 comments)

The next most frequent response (15 comments) expressed support for the 16+ Travel Saver pass, identifying that it increases the opportunity for young adults to travel to more places of learning or work.

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

The lack of inclusion of rail travel on the card was also raised (2 comments).

1 comment identified the usefulness of active travel options.

A small number of comments were made that did not relate to the scope of this consultation, so were not included in this summary.

Equality and Diversity

Responses to the consultation were consistent across different groups.

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

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

White English	86.1%
Other (not specified in the list)	11.1%
Prefer not to say	2.8%

The following responses identified their gender as follows:

Female	88.6%
Male	8.6%
Prefer not to say	2.9%

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

Yes	16.7%
No	77.8%
Prefer not to say	5.6%

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TAKEN BY:

Shellina Prendergast,
Cabinet Member for Education and Skills

DECISION NO:

For publication

Subject: Proposed 16 - 19 Transport Policy Statement 2022-23

Decision:

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

Reason(s) for decision:

- 1.1 KCC has a duty to consider applications for transport and is required to enable access to education. In most circumstances it meets this duty through the KCC 16+ Travel Saver pass. This is a generous discretionary scheme which aids access to both education and employment with training. The card will be made available for 2022/23 at an annual cost of £500, available to purchase via instalments, with no limit on the level of use. Learning providers, at their discretion, can subsidise this using bursary funding and we would expect bursary to be provided for up to 50% of the cost for low income families.
- 1.2 KCC has a duty to consult on and publish its Post 16 Transport Policy Statement each year. Whilst there is no statutory duty to provide transport for Post 16 Learners, there is a duty to consider applications for assistance with transport and to enable access to education and training to age 18 years. The transport policy sets out how KCC will meet this duty and what learners can expect by way of support.
- 1.3 While the ongoing uncertainty around COVID-19 means that there is a small potential for changes to be required for school/college transport, the current policy did not limit KCC's ability to make these necessary adjustments throughout the pandemic, no significant changes have been made for the 2022/23 academic year. Officers continue to monitor the pandemic, alongside any changes in government guidance to ensure that the transport offering remains suitable.
- 1.4 Schools, colleges and learning providers have been consulted, as have their students. Public Transport have also been included in the consultation, as have parents. The consultation on the proposed policy ran until the 20 February 2022. Due to statutory timescales associated with this policy review and the cabinet committee schedule, it was necessary to compose Cabinet papers shortly before the conclusion of the public consultation. As a result, the initial Committee report was based on just over 5 weeks' worth of consultation responses, with an addendum circulated shortly before the meeting to update statistics and key themes.
- 1.5 The policy is attached as Appendix A, a summary of consultation responses is attached as Appendix B. A copy of the consultation document can be found at www.kent.gov.uk/post16transport

Financial Implications

2.1 The scheme is uncapped and costs will vary depending on take up levels and journeys undertaken by cardholders, it is therefore difficult to predict overall costs for 2022-23. The current cost of the post 16+ KTS is around £2.9m of which £2.0m is funded from the recharge of the pass. The remaining subsidy of £0.9m is met from the revenue budget. The 2022-23 MTFP includes a saving of £0.350m from increasing the KTS 16+ pass cost from September 2022 to £500. In addition, the Home to school transport revenue budget also subsidises the Post 16 SEN Transport offer. This numbers fluctuate from year to year, but the total subsidy remains between £4-5 million per annum.

Cabinet Committee recommendations and other consultation:

Any alternatives considered:
All alternatives will be considered following the consultation period.

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

Signed.....

Date.....

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

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

To: Children and Young People's Cabinet Committee – 1 March 2022

Subject: Specialist Teaching and Learning Service (STLS) - Consultation outcome on service redesign and delivery options from April 2022

Decision Number: 22/00001

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

Classification: Unrestricted

Past Pathway of report: Children and Young People's Cabinet Committee – 11 January 2022

Future Pathway of report: Cabinet Member Decision

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

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 Years¹ and the Mainstream Core Standards² for schools are key reference documents for the provision that the

¹ [Best Practice Guidance \(BPG\) for the Early Years - KELS](#)

² <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

local area expects to be made available for children and young people with SEND attending mainstream early years settings or schools in Kent.

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 2022. 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 2021-24³, the Kent SEND Inclusion Statement⁴ and the Countywide Approach to Inclusive Education (CATIE)⁵, 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

³ <https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategy/strategy-for-children-with-special-educational-needs-and-disabilities>

⁴ <https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategy/send-inclusion-statement>

⁵ https://www.kelsi.org.uk/data/assets/pdf_file/0003/112764/SEND-Inclusion-in-schools-discussion-paper.pdf

going forward. A copy of the draft Inclusion Outcomes Matrix is attached in **Appendix 1**.

- 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)⁶ 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.

⁶ [SEND-HNA-June-2020.pdf \(kpho.org.uk\)](#)

- 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.
- 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.
- 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. Further background to this position was discussed at CYPE Cabinet Committee on 11 January 2022.
- 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.

<u>STLS Budget v Forecast 2021/2022</u>				
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
Total Budget	£5,882,036	£425,200	£1,894,637	£8,534,936

- 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 the approach will need to be addressed in the new SLAs.
- 9.6 The distribution of STLS resource/budget across the county will need to be considered in terms of level of demand for the service. A fair and equitable formulae could help to support this review by taking 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. This will be considered during the development of the SLA including appropriate timescales for any proposed changes. 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. This also means that there will not be any automatic inflationary uplift applied over the period of the SLA which over time would result in a diminution of available resources where efficiencies could not be made elsewhere.

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 2014⁷ and SEND Code of Practice 2015⁸ 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

⁷ https://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf

⁸

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

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

- 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. **A draft SLA is appended as a separate document.**
- 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 broadly 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.

15.6 This report was due to be presented to the CYPE Cabinet Committee on 11 January 2022. In place of that item, and in recognition of the high number of representations made to the Chairman, the item was deferred to 1 March 2022. The Chairman requested that Members of the Committee submit their questions to be answered. The question received and the response is as follows:

There is an issue with the existing teaching staff who are on Teacher's Pay and Conditions that Members would like resolved. We do not want to lose those individuals to a KCC employed contract with the change in pay and conditions.

Response:

The proposal and recommendation is to bring the Sensory and PD STLS services in-house following a 17-month SLA with the intention to work through the consultation responses to plan and manage the next steps to create a fully integrated in-house provision.

KCC acknowledges the professional skills and experience the staff working in these services have and where TUPE applies for any transfer of employment, the regulations provide protection that the same terms and conditions would apply at the point of transfer.

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](#)

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Appendix 1: Inclusion Outcomes Matrix

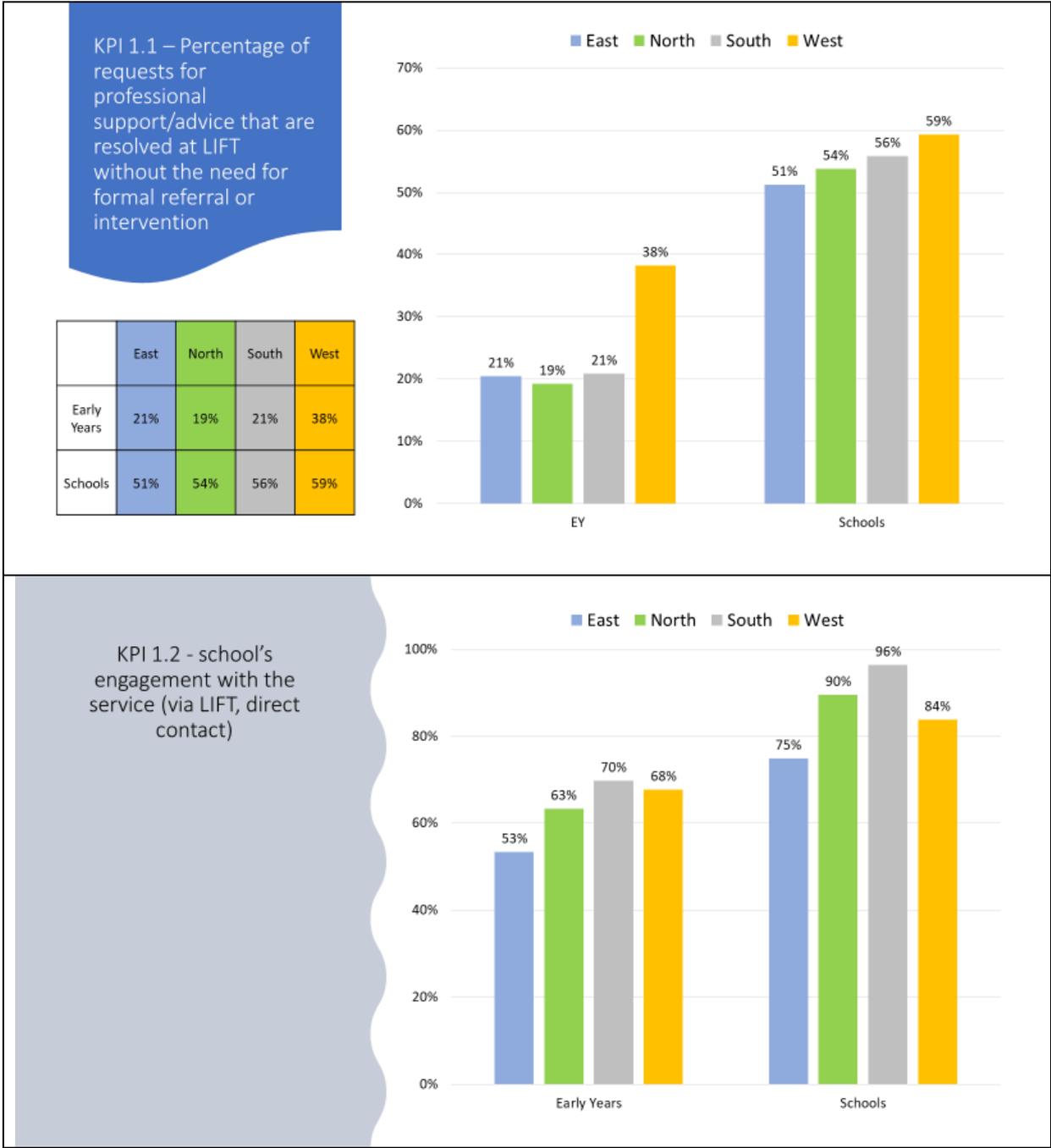
INCLUSION OUTCOMES MATRIX					
Kent CYP Outcomes Framework	My Quality of Life: I am happy and enjoy life				
	My Voice: I am listened to and understood	My Learning: I am the best that I can be at school, college or work	My Safety: I feel safe at home and out and about & My Health: I am as healthy as 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?)	<p>Parents and carers are confident that their child's school or setting has the knowledge, skills and confidence to meet their needs.</p> <p>Parents/carers have confidence that their child or young person's broader health, wellbeing and social care needs are being supported.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>Children and young people with SEND are able to thrive socially and emotionally at school.</p>	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.	<p>Improve education, care and health outcomes for children and young people with SEND.</p> <p>Identify and assess the needs of children and young people earlier and more effectively.</p>		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 & 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>CATIE School level outcomes:</p> <p><i>(What would this look like in schools?)</i></p>	<ul style="list-style-type: none"> • Schools meet the needs of children and young people with SEND and strengthen inclusive practice through access to a graduated core offer of training, development and peer review activities. • Staff in mainstream schools have improved knowledge, skills and confidence in responding to the needs of CYP with SEND through access to high-quality information, advice and support from multi-agency professionals and specialist teachers. • Schools have access to streamlined and effective locality structures through which to share advice, best practice and information as well as accessing wider support for individual CYP with SEND. • Schools <u>are able to</u> draw upon flexible locality resources, in the form of financial and practical support. 	<ul style="list-style-type: none"> • Support delivered within and through schools is connected to a wider, integrated offer from partner services, which support the child or young person's broader social, emotional and physical wellbeing. • Schools are able to draw upon, and work in partnership with, a wider range of professionals to ensure a holistic response to meeting the needs of children and young people. 	<p>Schools <u>are able to</u> facilitate smooth and successful transitions through effective local collaboration, built upon:</p> <ul style="list-style-type: none"> • a shared understanding of best practice in relation to transition • tools and approaches to support planning for individual children and young people, including preparing for adulthood. • access to resources and opportunities for transition activities.

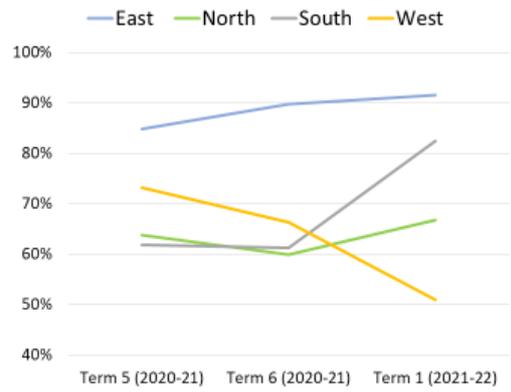
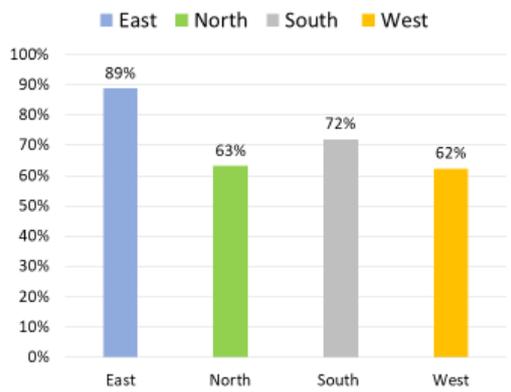
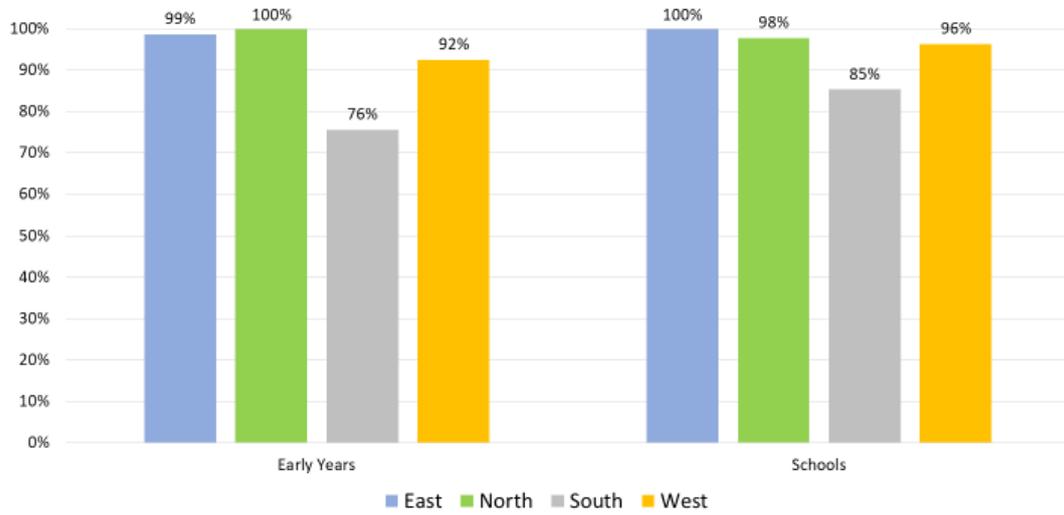
<p>Example Indicators</p> <p><i>How do we measure impact through service delivery?</i></p> <p><i>(sample of indicators only).</i></p>	<ul style="list-style-type: none"> • Increase in the percentage of parents that agree or strongly agree with the parental survey statements that they are confident the educational provider can meet needs and has the knowledge/ skills) • Staff reporting improved knowledge and skills in responding to the needs of pupils with SEMH • Staff reporting increased confidence in meeting the needs of CYP • Pupils reporting improved emotional wellbeing / reduced relationship difficulties at school (or demonstrated through Boxall Profiling) • Staff reporting improved active participation in learning, including attainment and progress, from CYP who receive SEN Support / have an EHCP. • Pupils achieving or making significant progress towards the targets set by Specialist Teacher • improvement in attendance of CYP who receive SEN Support / have an EHCP • Reduced percentage of CYP with an EHCP / SEN Support subject to a permanent exclusion • Reduced percentage of CYP with an EHCP / SEN Support on a reduced timetable • Proportion of SEND students transitioning successfully into paid work, work experience, or further education to gain qualifications needed for their informed careers pathway. • Ensure the percentage of CYP with an EHCP who <u>are NEET</u> remains below the national figure
<p>System Level Outcomes</p> <p><i>What long-term system level outcomes are we aiming to achieve?</i></p>	<p>Through strengthening outcomes at an individual and school-level, we will see longer-term progress towards the following countywide outcomes:</p> <ul style="list-style-type: none"> • 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) • There is improvement in outcomes, attainment and progress made by children and young people with SEND • Achievement gaps close for pupils on free school meals, children in care, young offenders, and pupils with SEND.

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Appendix 2 – Summary of Key Performance Indicators introduced from April 2021

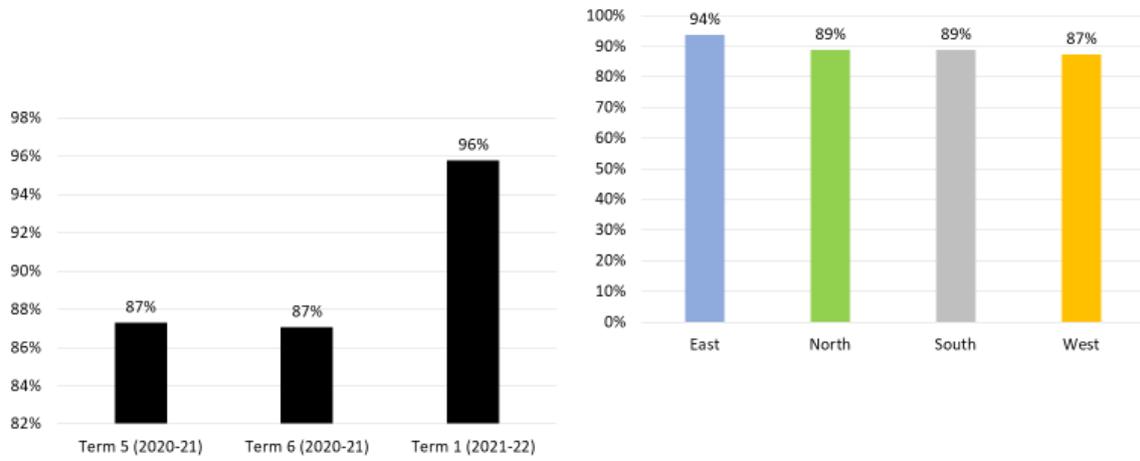


KPI 1.3 - Satisfaction reported by school/ setting following LIFT indicated through survey/ feedback questionnaire

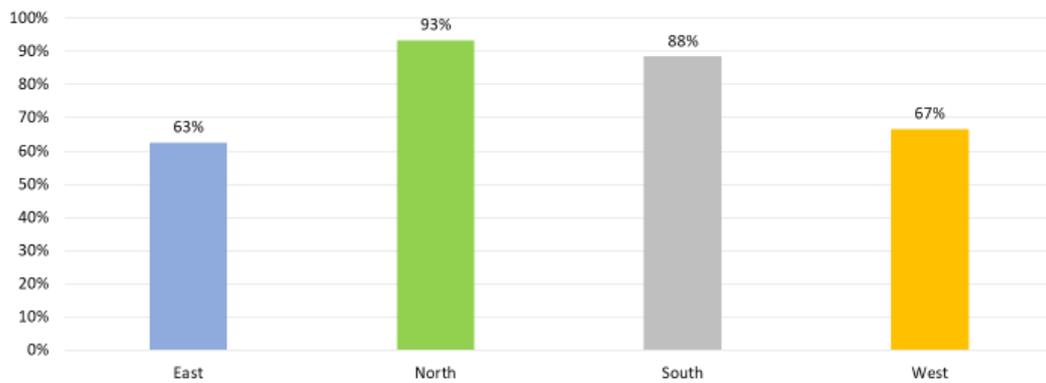


KPI 2.1 - At review how many pupils achieved or making significant progress towards the targets set by Specialist Teacher

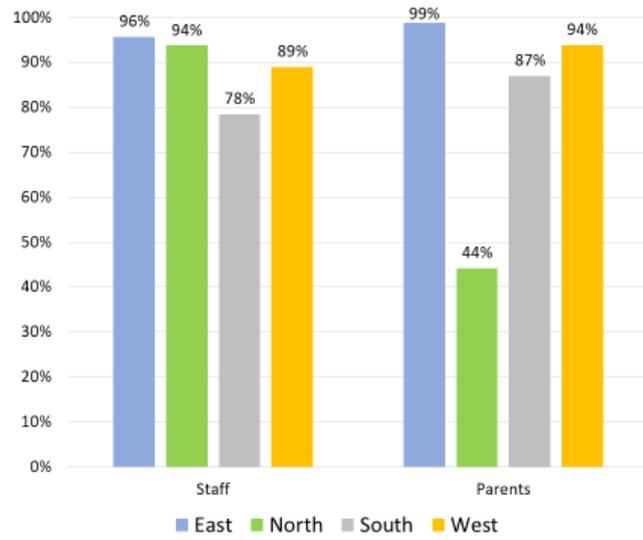
KPI 2.2 - School/ setting reporting increased staff confidence in meeting the needs of CYP indicated through survey/ feedback questionnaire



KPI 2.3 - Parents' reporting an increase in confidence in the school/setting meeting pupil needs, indicated through survey/ feedback questionnaire



KPIs 3.1 - 3.2—
Staff and parents'
confidence of
knowledge and
skills to meet
needs



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
- Lack of clarity of current KPIs in relation to the impact of the service on CYP with SEND.

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.

The overall quality of services was rated highly, with upward of 86% rating the service as 'Very Good' or 'Outstanding'.

What parents, carers and young people have told us:

A total of 159 responses were received from parents and carers of Children and Young People with SEND from across the county, who have received support from the STLS in the last 12 months.

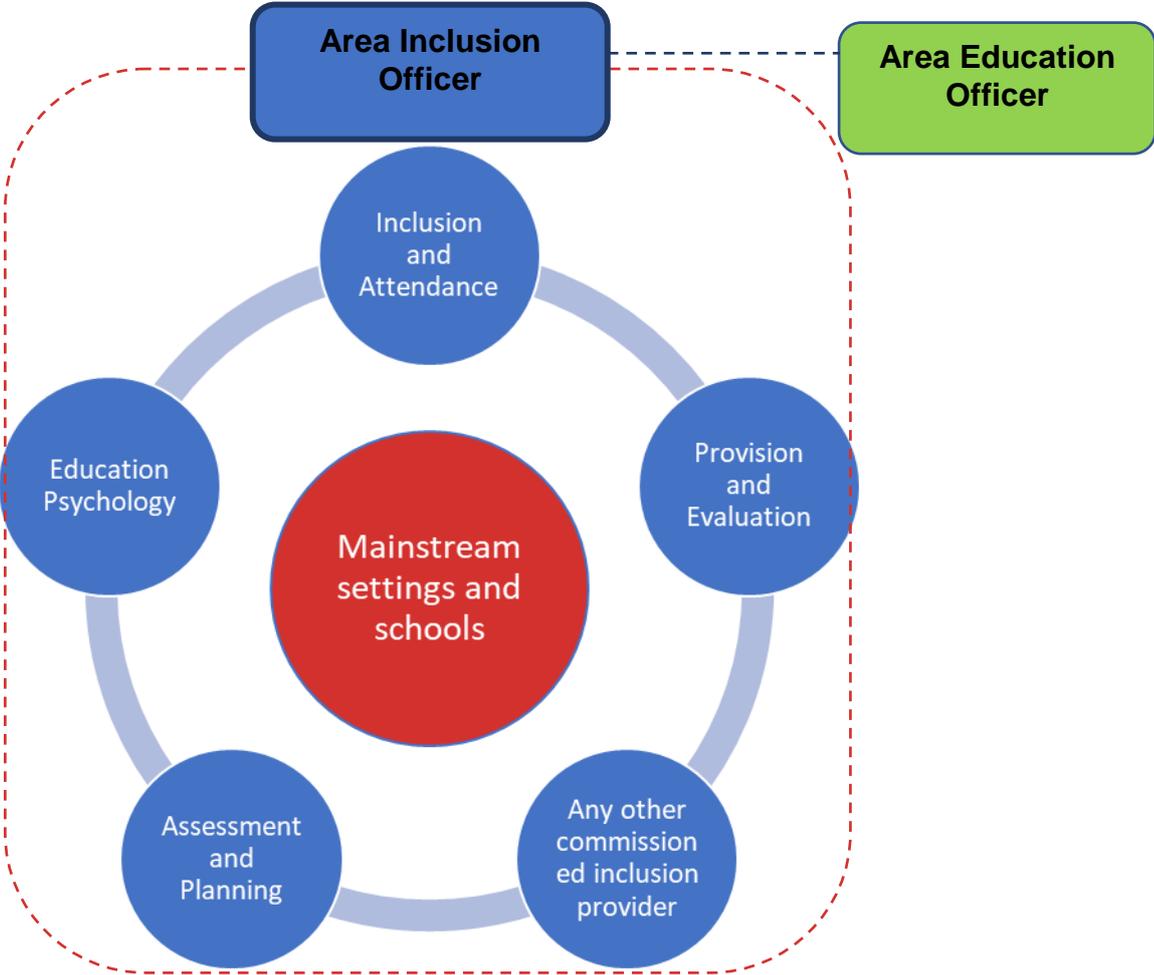
68% of parents rated their overall experience in the last 12 months as 'Very Good' or 'Outstanding', with 14% rating it as 'Poor'.

Further Engagement Activities:

Following the feedback to the online surveys, further discussions with key stakeholder groups followed to examine the survey feedback and better understand how the service can be improved or delivered differently for better outcomes for children and young persons with SEND in Kent. These included:

- 1) STLS Redesign Workshop with mainstream schools
- 2) Presentation and group discussion at the Early Years and Childcare Provider Forum
- 3) Sensory STLS Task and Finish Group (multi-disciplinary practitioners)
- 4) PD STLS Task and Finish Group (multi-disciplinary practitioners)
- 5) Specialist Teachers Task and Finish Group (Specialist Teachers across all need types)
- 6) Parents focus group hosted by Kent Pact
- 7) Parents focus group hosted by National Deaf Children's Society (NDCS)
- 8) Parents focus group organised by Sensory STLS

Appendix 4 – Proposed set up of Area Inclusion Teams



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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 1 March 2022

Any alternatives considered and rejected:

As stated above

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

.....
signed

.....
date

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From: Sue Chandler, Cabinet Member for Children, Young People and Education

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

To: Children, Young People and Education Cabinet Committee –
1 March 2022

Decision No: 22/00017

Subject: Shared Accommodation and Young Persons Supported Accommodation and Floating Support Service contracts

Classification: Unrestricted

Past Pathway of Paper:

Future Pathway of Paper:

Electoral Division: All

Summary: This report details the challenges encountered as part of a recommissioning programme for accommodation services for 16-21-year-olds, in light of the recent announcement to introduce regulation to previously unregulated provision. Over the past year, commissioners completed all activities, produced a business case and commissioning plan and were looking to seek approval through informal governance in December to progress to a Key Decision after CYPE Cabinet Committee on 11 January 2022. The proposal was to enter into a Procurement for a competitive tender for services where contracts are ending in September and October 2022.

Indication from Ofsted came in early December with a more formal announcement in the following days. The timescales initially stated have since changed providing a lot of unknowns and derailing the commissioning intentions, developed through engagement with young people, KCC staff, District Councils and providers. The introduction of regulation would require some of those activities to be repeated, with a new commissioning plan developed.

It is therefore proposed that a Key Decision is sought to directly award contracts to Clearsprings Ready Homes (Shared Accommodation) from 1 November 2022 to 31 March 2023 and to Look Ahead Care and Support, Sanctuary and YMCA (Young Persons Supported Accommodation and Floating Support) from 1 October 2022 to 31 March 2023. These providers hold the existing contracts that have no provision to extend. This action is sought to provide additional time, prior to regulation of these services being introduced, so that the implications are more fully understood by the Council and potential providers bidding for the services.

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

- a) DIRECTLY AWARD a new contract, under the same terms and conditions to Clearsprings Ready Homes from 1 November 2022 to 31 March 2023 for Shared Accommodation services.
- b) DIRECTLY AWARD a new contract under the same terms and conditions to Look Ahead Care and Support, Sanctuary and YMCA from 1 October 2022 to 31 March 2023 for the Young Person's Supported Accommodation and Floating Support (YPSAFS) services.
- c) Delegate authority for the Corporate Director Children, Young People and Education in consultation with the Cabinet Member to award a contract following a competitive tender process and implement the Decision.

1 Introduction

- 1.1 The Young Persons Supported Accommodation and Floating Support (YPSAFS) and Shared Accommodation contracts are due to expire on 30 September 2022 and 31 October 2022 respectively.
- 1.2 KCC has a statutory responsibility to safeguard and promote the welfare of Kent Children in Care and ensure best value for money it spends on behalf of the Kent population. It also has a statutory responsibility to ensure there is safe and sufficient accommodation for Children in Care.
- 1.3 The Shared Accommodation contract is currently held by Clearsprings Ready Homes and commenced on 1 November 2017. There is no provision in the contract to extend.
- 1.4 The Young Persons Supported Accommodation and Floating Support contract is currently held by Look Ahead for West Kent and South Kent, Sanctuary Housing for East Kent and YMCA for North Kent. These contracts commenced on 1 October 2018 and there is no provision in the contract to extend.
- 1.5 Following full analysis of the provision data, market position and engagement with Social Workers, Personal Advisors, the Strategic Unaccompanied Asylum-Seeking Children (UASC) service, District and Borough Councils, providers of accommodation services and young people, a Business Case and Commissioning Plan were developed and were due to be presented to the Children, Young People and Education Cabinet Committee in January 2022. However, the announcement by Ofsted in December 2021 to require regulation in a previously unregulated accommodation market has significantly impacted the proposed direction of travel.
- 1.6 More information has come to light since the initial announcement which has enabled a more informed set of options for consideration although without full clarity, to enter into the recommissioning plans that were due to be proposed for decision at this stage could introduce significant service, financial and contractual risks to the Council.
- 1.7 This is compounded due to the unique position the Council has with the Reception Centre estate, which we think is out of scope for Ofsted at this stage and is therefore out of scope of this re-commissioning activity.

2 Current situation

2.1 Accommodation services that fall out of regulation have been widely used nationally and have, in some cases, had poor media coverage. In Kent, we have used unregulated provision as follows:

- **Shared Accommodation.** This was initially commissioned to act as move-on accommodation for the UASC cohort after their eight-week stay in a Reception Centre. This is usually a three or four bed property used with matched young men aged 16+. This is an accommodation-only model with support from the Social Worker or Personal Advisor.
- **Semi-Independent Accommodation.** This is spot purchased from Providers where Commissioners check the appropriate policies and procedures for understanding and supporting young people. This is usually a three or four bed property with an office for staff to be on site occasionally, between 8am and 8pm or 24 hours a day depending on the way the provider has set up their service or the needs of the young people. More recently, this type of accommodation is being used to place more children and young people with complex backgrounds, multiple issues and often a history of breakdown in regulated accommodation. These children can be very difficult to place in registered provision (children's homes or fostering) and therefore end up in unregulated settings, using bespoke packages of support. Paradoxically, many of these complex young people thrive. Ofsted has already outlawed this accommodation for under 16-year-olds requiring providers to immediately close or become registered.
- **Supported Lodgings.** This is where a young person lives in a family environment where the host family is registered with the County Council. This service was brought in-house from 1 February 2021 following a full commissioning review.
- **YPSAFS.** This service was formerly the Housing Related Support service, recommissioned to accommodate statutory young people and Children in Need, on the edge of care, to prevent them becoming a Looked After Child.

2.2 Shared Accommodation has grown significantly since the start of the contract and not in-line with a predicted reduction as detailed in the Sufficiency Strategy. This is due to the fluctuating unpredictable UASC arrivals and the flexibility of the provider through the pandemic where move-on from accommodation was restricted.

2.3 In 2021, the Change for Kent Children Programme established a workstream to focus on reducing the number of young people in high-cost Semi-Independent Accommodation. This saw a shift of citizen young people moving into Shared Accommodation.

2.4 Overwhelming feedback from social care professionals was the need to introduce a package of support to young people in Shared Accommodation where they were continually causing disruption in the properties due to cleanliness and damage. This was included as part of the accommodation pathway for the initial recommissioning plans for the services.

2.5 Providers of both Shared Accommodation and YPSAFS have worked in partnership with KCC to deliver services and accept a lot of risk that may not be appropriate to that which is commissioned. Good effective relationships have been developed which enable open and transparent conversations about provisions, young people and an understanding of the challenges faced.

2.6 The need to accommodate high needs complex young people has increased alongside a lack of suitable accommodation, provider risk appetite or availability at an affordable cost.

3 Activity and costs

3.1 The table below shows the placement costs for 16 and 17-year-olds currently in Shared and Supported Accommodation services being required to move to spot-purchased semi-independent accommodation if contracts are not renewed. Under Ofsted proposals, semi-independent would still need to become regulated and would likely incur additional costs.

Provision	Current standard weekly cost	Number of 16/17 year old Children as of 31.10.21	Total Weekly Cost	Total Weekly Cost if moved to semi-independent	Difference weekly cost
Semi-Independent Accommodation	£550	92	£50,600	£50,600	£0
Supported Accommodation	£420	44	£18,480	£24,200	£5,720
Shared Accommodation (No support)	£125	102	£12,750	£56,100	£43,350
				Total	£49,070 (Weekly) £2,558,510 Annually

3.2 The number of young people across the provision, age and status is detailed below:

Provision	Number of 16/17 year olds as of 31/12/2021	Citizen/UASC	Number of 18+ as of 31/12/2021	Citizen/UASC
Semi-Independent Accommodation	72	UASC 25 Citizen 47	15	UASC 6 Citizen 9
Supported Accommodation (YPSAFS)	Children in Care - 17 Children in Need - 30	UASC 2 Citizen 15 Citizen 30	CL – 73 Former Children in Need – 29 (Note lower numbers than usual due to significant damages caused by CLs causing delays in re-letting)	UASC 14 Citizen 59
Shared Accommodation	87	UASC 72 Citizen 15	479	UASC 437 Citizen 42

	206	UASC 99 Citizen 107	567 596 (incl 29)	UASC 457 Citizen 110

4 Challenges and Risks impacting on recommissioning and service provision

4.1 What we currently understand about Ofsted's position and future intentions to regulate the unregulated provision is as follows:

- It is unlikely to include the Reception Centre estate, although may release standards and conditions to be met
- From 9 September 2021, placements for children aged under 16 in unregulated provision receiving, or not receiving, **care or support** was outlawed
- **Care** provided in accommodation provision for anyone under 18 must be regulated, both the care and the property
- It is unclear when new placements must be in regulated provision, assumed 1 April 2023. However, it was initially indicated that from 1 April 2022, providers delivering unregulated provision must take steps to become regulated providers by Ofsted. There has since been further communication where Ofsted will begin registering providers from April 2023 ahead of the new national standards becoming mandatory for all providers from Autumn 2023, at which point all providers will need to be registered with the first full inspections expected to begin from April 2024. There is funding to support the additional burden for Ofsted inspectors
- <https://www.gov.uk/government/consultations/introducing-national-standards-for-unregulated-provision>

4.2 The table below seeks to identify some options to address the known challenges and risks. Balancing the unknown requirements, costs, and impact on young people, further work is needed to understand and plan all impacts and to develop revised Commissioning approaches, revisiting the engagement with providers, professionals, Districts and Boroughs as well as the young people. To rush this to have a contract in place by November 2022 would potentially risk young people having to move in an unplanned way, providers building in costs, reputational risk for the local authority if the procurement is to be aborted. The recommendation in this report is not without risk and could be at risk of challenge if not managed appropriately. It is therefore suggested a Voluntary Ex-Ante Transparency (VEAT) notice is published to reduce the risk of challenge prior to the contracts expiring.

Challenge/risk	Impact	Options
Insufficient clarity of what the regulations may entail	Providers costing in the risk of regulation expecting it to be as robust as regulations for residential and fostering services. Inaccurate specification due to not knowing the regulation requirements resulting in the contract not being fit for purpose	1. Delay a procurement, directly awarding to existing providers for a short period following the contracts natural end 2. Procure new services with the necessary break clauses in place should providers not become regulated
Current providers may not wish to become regulated	The properties accommodating approx. 800	1. Delay a procurement, directly awarding to

	<p>of Kents young people may not be accessed by a new provider leaving a longer mobilisation period.</p> <p>Uncertainty that the market has enough regulated provision to meet the Councils needs and demand.</p> <p>Uncertainty of the qualified workforce required including the potential cost impact of staffing</p>	<p>existing providers for a short period following the contracts natural end to determine if there is an appetite for the market as to whether they wish to become regulated</p> <ol style="list-style-type: none"> 2. Procure new services with the stipulation that they are required to achieve the regulation with the necessary penalty clauses 3. Explore whether KCC is able to become the Ofsted registered provider and whether that model would be a viable option for providers
<p>KCC commissions an accommodation service from 1 November 2022 as planned</p>	<p>Providers may build in costs for unknown risk.</p> <p>Challenging timescales to achieve a successful procurement.</p> <p>Uncertainty of the Ofsted regulation requirements could lead to having to go out to the market for a second time</p>	<ol style="list-style-type: none"> 1. Procure a [period to be defined] contract and recommission once we understand the requirements from Ofsted, with an understanding that the procurement period will need to be accounted for.
<p>KCC commissions a supported accommodation service from 1 November 2022 for 16/17-year-olds only advertising a regulated provision</p>	<p>Providers may not become regulated in that time</p> <p>Potentially more expensive provision</p> <p>~200 YP moving</p> <p>Potential further move at 18, Unsettling for the YP</p> <p>Could be challenged by the current unregulated market who wish to register to be regulated by Autumn 2023.</p> <p>Uncertainty from the market as to whether the proposal would be financially viable or attractive due to placement figures.</p>	<ol style="list-style-type: none"> 1. Procure a supported accommodation service for 16/17 year olds.
<p>KCC also commissions an accommodation service from 1 November 2022 for 18+ Care Leavers which would not be subject to the regulation, up to the age of 19</p>	<p>All young people that turn 18 will need to be moved to the new service for over 18's only impacting on internal resources and time.</p> <p>Risk that this would not be desirable for the market to bid due to reduced number of placements</p>	<ol style="list-style-type: none"> 1. Procure an accommodation only model for young people aged 18 and over.
<p>Not renewing the YPSAFS service placing all 16/17-year-olds including Children in Need (CIN) into alternative</p>	<p>Increased placement costs to the Council.</p> <p>No contract management to ensure outcomes are</p>	<ol style="list-style-type: none"> 1. Procure outreach service to provide support in to Shared accommodation for 16/17-year-olds only.

accommodation which could include semi-independent spot purchased accommodation.	achieved. More 16/17-year-olds coming into care as YPSAFS currently accommodates CINs. Semi-independent market needs to become regulated.	
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5 Timescales

- 5.1 The initial Procurement timetable for accommodation services from November 2022 allowed a 10-month tender and mobilisation period. With the announcement and the initial plan having to be largely aborted, a new tender and mobilisation period would need to commence in June 2022 at the very latest to achieve full re-procurement by April 2023. This provides three months to repeat 12-months activity with the regulation guidance not fully understood at the stage (by Local Authorities or Providers).
- 5.2 In a letter¹ dated 8 December 2021 from Rt Hon Nadhim Zahawi MP, Secretary of State for Education to Amanda Spielman, Her Majesty's Chief Inspector, Ofsted, it states "The Department will publish the national standards on a 'for information' basis early next year, ahead of laying the regulations for the standards and the registration and inspection framework in Summer 2022. The standards will be subject to final changes, but early publication will enable the provider base to begin implementation and prepare for registration."
- 5.3 These uncertainties will require a full new commissioning process with refreshed engagement activity to fully understand the impact with a renewed market engagement process. Time has been lost which means the procurement timetable, to include mobilisation (should that be required) would be impossible to have a seamless transition.

6 Financial Implications

- 6.1 The Shared Accommodation Service is largely funded by the Home Office grant for UASC. YPSAFS was funded from the Supporting People grant, which was transferred into CYPE budget. For both services the rates have been fixed for the duration of the contracts at £125 per week blended rate for Shared (plus £19.45 per week utilities) and approximately £240 per week for YPSAFS. Housing Benefit is received for eligible young people and off-sets these costs.
- 6.2 The annual budget for YPSAFS service is £2.88m which includes a variable rental payment. The floating support rate has been fixed since the contract commencement at an average of £20 per hour.

YPSAF	Year 1 18/19	Year 2 19/20	Year 3 20/21
Total Spend	£2,880,000	£2,880,000	£2,880,000

1

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040692/Letter_from_the_Education_Secretary_to_HMCI_on_inspection_of_supported_accommodation_1_.pdf

Total individual Young People accommodated	340 (including transitional from HRS)	329	289
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Housing Benefit funds the rent direct to the providers rather than being reclaimed. Covid-19 eviction restrictions on tenancies affected those being placed in the schemes during Year 2 and 3.

6.3 The following table identifies the expenditure on Shared Accommodation placements made over the past three years:

Shared	Year 1 18/19	Year 2 19/20	Year 3 20/21
Total Spend	£3,193,846	£4,749,860	£5,750,989
Housing Benefit Credit	-£294,311	-£382,645	-£404,423
Total individual Young People accommodated	711	881	865

6.4 The Department for Education² has included investment to Ofsted from the Spending Review worth £17 million between April 2022 and March 2025 to build up the capacity and capability to deliver the new system of regulation and inspection. They state that “a further £121 million from the overall settlement for these reforms will be distributed to councils to cover the cost associated with introducing the national standards.” And that “the Department for Education will also invest an additional £1.25 million from the Spending Review settlement to help ready the sector for the reforms.”

7 Legal Implications

7.1 The Council has a statutory duty to provide suitable and safe accommodation that has the right level of support for Children in Care, in accordance with the Children’s Act 1989.

7.2 The Council must provide Care Leavers (including former UASC) with support and financial support to assist in prompting their welfare, especially in relation to maintain suitable accommodation and helping them access education, training, and employment.

7.3 Spending the Council’s Money requires procurement to be competitive. Directly awarding the contract could be considered a suitable route under Regulation 72 of the Public Contract Regulations 2015. There is no provision in either contract to extend these arrangements.

8 Equality Implications

8.1 An Equality Impact Assessment (EqIA) was completed for Young Peoples Supported Accommodation and Floating Support Service and for Shared Accommodation alongside the initial commissioning intentions. A further screening will be required once the known direction is confirmed.

² <https://www.gov.uk/government/news/transformational-investment-in-childrens-social-care-placements>

9 Other Corporate Implications

- 9.1 The Council is the Corporate Parent for Children in Care and Care Leavers and has duties and responsibilities through its offer to the Children and Young People in, or leaving, our care.

10 Governance

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

11 Data Protection Implications

- 11.1 A Data Protection Impact Assessment (DPIA) for the new service will be implemented following contract award with the successful provider(s).

12 Conclusions

- 12.1 The announcement derailed a years-worth of commissioning activity and, once the requirements from Ofsted are more defined, a revised engagement programme can be completed and a clearer commissioning plan can be developed.
- 12.2 With the contracts ending in September and October 2022, even if the requirements were clearly defined, a procurement exercise would be challenging.
- 12.3 In order to ensure the Council meets its statutory requirements to the 16/17-year-old cohort up to the point of regulation, to allow greater time to understand the full implications and specify requirements, including budget and whether any new burdens funding will follow to meet the impact on KCC, the Cabinet Member will be asked to consider directly awarding a contract to Clearsprings Ready Homes for five months from 1 November 2022 to 31 March 2023 and to Look Ahead Care and Support, Sanctuary and YMCA from 1 October 2022 to 31 March 2023. Commissioners would work with providers to seek acceptance to a direct award on the same terms and conditions and cost for the short period to mitigate on potential challenge on those points.

13 Recommendations

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

1. DIRECTLY AWARD a new contract, under the same terms and conditions to Clearsprings Ready Homes from 1 November 2022 to 31 March 2023 for Shared Accommodation services.
2. DIRECTLY AWARD a new contract under the same terms and conditions to Look Ahead Care and Support, Sanctuary and YMCA from 1 October 2022 to 31 March 2023 for the Young Person's Supported

- Accommodation and Floating Support (YPSAFS) services.
3. Delegate authority for the Corporate Director Children, Young People and Education in consultation with the Cabinet Member to award a contract following a competitive tender process and implement the Decision.

14 Background Documents

14.1 Included as Footnotes

15 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:

22/00017

For publication

Key decision: YES

Key decision criteria. The decision will:

- 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)

Title of Decision

Shared Accommodation and Young Persons Supported Accommodation and Floating Support Service contracts

Decision: As Cabinet Member for Adult Social Care and Public Health, I propose to:

Agree to directly award a new contract, under the same terms and conditions to Clearsprings Ready Homes from 1 November 2022 to 31 March 2023 for Shared Accommodation services and directly award a new contract under the same terms and conditions to Look Ahead Care and Support, Sanctuary and YMCA from 1 October 2022 to 31 March 2023 for the Young Person's Supported Accommodation and Floating Support (YPSAFS) services.

Delegate the authority to the Corporate Director, Children, Young People and Education, or other officer, to undertake such actions as necessary to implement this decision, in consultation with the Cabinet Member

Reason(s) for decision:

The current contract arrangements end on 31 October 2022 for Shared Accommodation and 30 September 2022 for Supported Accommodation.

Performance and quality monitoring confirms all providers are delivering well against the service requirements.

Significant commissioning activity has taken place over the last year culminating in a business case and commissioning plan. At the beginning of December 2021, as the reports were being prepared to recommission the services, Ofsted announced an introduction of a regulation regime for all accommodation for 16/17-year-olds that currently sits outside of regulation, of which include these services. The age range for the current provision is 16-21.

This has derailed the commissioning intentions, developed through engagement with young people, KCC staff and District and Borough Councils, and requires a full commissioning programme once the requirements of KCC and of potential providers are known.

Since the announcement in December 2021, the implementation date has already moved from April 2022 to April 2023, although the lead-in time will still be to the Autumn of 2023, with inspections commencing in April 2024. The nature of these contracts is based on relationships with landlords

and establishing new short-term contracts where lease arrangements are in place would be complicated, costly and impact on the young people living in those properties.

In addition, there are changing demands for accommodation and support services. This is a result of population changes, increase in the number of adolescents entering care and an increase in the Unaccompanied Asylum-Seeking Children (UASC) population over previous years. Demand for all provisions has exceeded the anticipated forecast levels within the previous Sufficiency Strategy, which has put additional pressure on all services.

KCC has a statutory responsibility to safeguard and promote the welfare of Kent Children in Care and ensure best value for money it spends on behalf of the Kent population. It also has a statutory responsibility to ensure there is sufficient safe accommodation for Children in Care.

Financial Implications

The annual value of these contracts is approximately £8.8million combined. The Shared Accommodation service element is largely funded from the Home Office grant and is the largest area of spend at £5.1m. The remainder of shared accommodation contract (£0.8m) along with the YPSAFS contract is funded from the General Fund revenue budget for Looked After Children and Care Leavers. The YPSAFS contract is £2.4-£2.8m per year dependent on the number of children in care placed in the service and the cost of this contract is split between the Looked After Children, Care leavers and Children in Need Integrated Children's Services Budget.

Assuming providers will accept a new contract for five/six months respectively at the same level of cost, this is already included in the revenue budget under the following budget lines: "Looked After Children- Care and Support", "Children in Need – Care and Support", "Care Leavers Service" and "Asylum".

Legal Implications

The Council has a statutory duty to provide suitable and safe accommodation that has the right level of support for Children in Care (including UASC) in accordance with the Children's Act 1989. The Council must provide Care Leavers (including former UASC) with support and financial support to assist in promoting their welfare, especially in relation to maintaining suitable accommodation and helping them to access education, training, and employment.

Spending the Council's Money requires procurement to be competitive. Directly awarding the contract could be considered a suitable route under Regulation 72 of the Public Contract Regulations 2015.

Equality Implications

An Equality Impact Assessment (EqIA) was completed as part of the planned redesign and recommissioning of the Shared Accommodation and YPSAFS service.

Directly awarding contracts would pose no immediate change to the service for those young people and therefore the risk of any adverse impact is limited. A full EqIA will be completed as part of the new full commissioning activity.

Data Protection Implications

A Data Protection Impact Assessment (DPIA) for the new service will be implemented following contract award.

Cabinet Committee recommendations and other consultation: The proposed decision will be

Any alternatives considered and rejected:

Options considered:

The full range of options is now currently unclear as the level of detail from Ofsted needed is still in development. The one option that would allow services to continue to the point of known introduction of regulation would be to directly award contracts, under the same terms and conditions to the incumbent providers. This would allow time to run a compliant procurement understanding better the service requirements and specifying clearly the need.

The current challenges and re-commissioning risks have been identified

- Insufficient clarity of what the regulations may entail - Providers costing in the risk of regulation expecting it to be as robust as regulations for residential and fostering services.
- Current providers may not wish to become regulated - Uncertainty that the market has enough regulated provision to meet the Councils needs/demand and the level of qualified workforce required resulting in significant staffing costs being passed onto the Council.
- KCC commissions an accommodation service from 1 November 2022 as planned – Unclear specification requiring unknown risk to be costed in. Challenging timescales to achieve a successful procurement. Uncertainty could mean aborting the procurement, resetting and restarting
- KCC commissions a supported accommodation service from 1 November 2022 for 16/17-year-olds only advertising a regulated requirement - Providers not able to become regulated in that time. Potentially more expensive provision with 200 16- and 17-year-olds potentially having to move.
- KCC also commissions an accommodation service from 1 November 2022 for 18+ Care Leavers which would not be subject to the regulation, up to the age of 19 - All young people that turn 18 will need to be moved to the new service for over 18's only impacting on internal resources and time. Risk that this would not be desirable for the market to bid due to reduced number of placements.
- Not renewing the YPSAFS service placing all 16/17-year-olds including CIN into alternative accommodation which could include semi-independent spot purchased accommodation - Increased placement costs to the Council. No contract management to ensure outcomes are achieved. More 16/17-year-olds coming into care as YPSAF currently accommodates Children in Need.

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

KENT STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

**ANNUAL REPORT
2020-2021**



Kent SACRE is a member of the national Association of SACREs

Introduction from the Chair

Welcome to the 2020 -2021 Annual Report of the Kent SACRE.

The year has again been significantly affected by the Coronavirus Pandemic.

This resulted in a cancelled meeting as well as cancellation of public exams.

Kent SACRE continues to work with partner organisations such as the RE Hub as well as links with schools and teachers across the county.

We are keen to ensure that schools keep in mind their statutory responsibilities during these difficult times.

I am grateful for the enthusiasm and dedication of the members of Kent SACRE.

I would also like to thank Mr Richard Long, cabinet member for schools at KCC during this academic year for his support. We look forward to working with his successor Mrs Sheila Prendergast to further support the work of Kent SACRE.

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

We look forward to resuming more normal activities next year as we learn to live with the corona virus.

Steve Manion

Chairman Kent SACRE

Overview

The SACRE has met three times during this year all on a virtual platform on 3 November 2020, 16 March 2021 and 22 June 2021. The meetings were all quorate. There were also three meetings of the standing committee made up of the leaders of each group and the Chair and RE Consultant.

The budget for SACRE is a standing item on the agenda. In November 2020 there had been a large underspend and it was agreed that money could be spent on a film project, making films on places of worship and pupils talking about their faith for schools to use as they are unable to go on visits.

The WIRE award for Kent schools is also a standing item and discussed at each meeting.

Members were asked to look at the Kelsi website and consider whether any of the documents needed updating or whether there are any other Guidance documents which would be helpful to schools.

Monitoring school websites was updated. The Ofsted review of Religious Education was discussed and an article 6 ways to improve teaching was given to members. The teachers group discussed the need to focus on education of pupils rather than teaching large volumes of religious information.

The NASACRE conference was discussed, and reports given by attendees. The workshop by Professor Trevor Cooling on Religion and Worldviews was a highlight and it was agreed that SACRE would ask him to do a training event for RE coordinators on the subject.

The NASACRE funding survey had been replied to and the results were discussed at SACRE, Kent SACRE receives a suitable amount of funding, and the Chair paid tribute to the Kent County Council for this.

Religious Education

The Kent SACRE members had been monitoring the websites of Kent schools and once this bit of work was completed decided that schools should be written to advertising SACRE and reminding them to make sure that RE was visible on their websites. This letter was put on hold due to covid in order not to put more stress onto school leaders.

The Kent syllabus has a copyright of RE Today services and therefore is not on the Kelsi website. However, the RE Consultant is frequently requested to send a digital version to schools. This is a useful way of advertising the support that schools can receive from SACRE. Some members of SACRE are also members of the Interfaith groups in Kent and are very willing to go into schools and talk about their own faith.

No school has applied for the REQM award, but several schools had signed up to the Kent WIRE award. Many of these schools had emailed and had been given an extension to the year of collecting evidence. Part of the award involves visiting two different places of worship, it was suggested to teachers that they might do a virtual visit, as long as the subsequent work was suitable. The Kent SACRE film project continued through the year to help Kent schools with this.

SACRE puts on one big training event per year and this year it will be in Autumn 2021.

Some schools have contacted the RE Consultant about withdrawal of pupils and been given advice on how to deal with this.

The Annual report is always presented to the Children, Young People and Education cabinet Committee.

Collective Worship

The Guidance on Collective worship was updated and can be found on the Kelsi website alongside other guidance on different aspects of RE.

The monitoring of school's websites that was undertaken by SACRE also searched for mention of collective worship. There were very few schools who did mention what arrangements were made and this will also be mentioned when the letter from SACRE goes out.

No determinations have been received by Kent SACRE, but the SACRE committee have had training on what to do if there ever was a determination application.

Links with other bodies Kent SACRE members are linked with, and part of many different other organisations as follows:

The Education Boards of Canterbury and Rochester	Support teachers and advisers nationally on RE for children with special needs.
Trustee of Kent Liberal Jewish community.	peripatetic teacher of Learners with vision impairment
Maidstone Interfaith Network.	Church of England General Synod and Canterbury Deanery Synod
Tunbridge Wells Interfaith	Council of Reference of the Church of England Readers Council.

HMD commemoration event committee	Chair of Govs at Victoria Rd Ashford
The Salvation Army	Chair at Little Ark preschool Ashford
Links with the NATRE exec and Culham St Gabriel's	Vice Chair at ACE Academies Ashford.
Head Teacher of a school in the Alethia Anglican Academies Trust	Methodist Church Elder and ECC - Ecumenical Church Council
Members of local faith forums go into schools to talk about faith.	President of Northwest Kent branch Trade union NASUWT

SACRE Arrangements

The SACRE has the support of an RE Consultant at each meeting and advising teachers by email, organising one event annually. We also have the support of the Democratic services to do clerking for the meetings, The Education People service helps with arrangements for course for teachers.

The members of Kent SACRE are fairly representative of the county of Kent. We are fortunate to have members from both the Rochester and Canterbury Boards of Education.

The budget holder of the SACRE budget is available and provides a termly budget update and the SACRE has up to £5000.00 per year.

Several members came to the end of their term of office in 2020 but several continued to be members and some new members have joined.

All three meetings were quorate this year.

It has been difficult to arrange training for members during this year.

GROUP A: Faiths and other beliefs other than C of E		Attendance	GROUP B: Church of England	Attendance
N Younosi	Muslim	2	Canterbury Diocesan board of Education	
A Goldstein	Jewish	3	R Swansbury	3
J Grant	Bah'ai	2	R Walters	3
G Spragg	Methodist	3	B Naden	2
J Wigg	Salvation Army	2	Rochester Diocesan Board of Education	
N Kaur Cheema	Sikh	2	J Roddan	2
F Hawkes	Catholic	2	C Bostock	2
M Paddison	Baptist	2	N Brownfield	2
Rev M Belgrove	URC	1	GROUP D: LA	Attendance
S Malone	Catholic	1	S Manion Chair	3
C Elapatha	Buddist	2	A Brady	1
			2 Vaccancies	
GROUP C: Teachers		Attendance	Others	
K Burke		2	Clerk from demographic services	3
J Paul		3	P Smith-Orr RE Consultant	3
W Chambers		1		
M Duncombe		1		
Coopted - E Pope		0		

Appendices

There have been no public examination results this year.

CPD has been two meetings on Ofsted and how to prepare for a Deep Dive, the third meeting of this course was cancelled due to Covid 19.

The 2020-2021 development plan is below

Development Plan September 2020- July 2021

PRIORITY OBJECTIVE: Advise the LA on RE given in accordance with the Agreed Syllabus

Objective Advice and Guidance for Teachers

What?	and How?	Reporting	Resources	Legal Requirements	Progress
Analysis of exam results	Compilation of local and national data	Written Draft report to SACRE Annual Report sent to NASACRE, the LA, the DfE and the Education Cabinet Committee	Consultant – 1 days SACRE Chairman	Publish an Annual Report which is sent to NASACRE and the DofE	No Public exams in 2021
Hold 3 meetings of SACRE p.a. plus 3 meetings of Chair's pre-briefing meeting	On a virtual platform due to covid 19	Agendas and Minutes Financial Budget Annual Report	Consultant – 9 days Admin. support Chair Membership	Hold meetings in public. Make Agendas and Minutes available to the public	Meetings held on a virtual platform. Some members cannot use Teams
Advise LA on RE and CW matters relating its functions	Annual Report Verbal/written reports/briefing	Annual Report Verbal/written reports/briefings	Consultant – 3 days Admin. support SACRE Chairman	Produce and publish Annual Report to advise LA Meetings with LA Members & Officers as appropriate	Updated CW guidance on Website Email questions and requests for help answered

Monitor provision of RE and collective worship in schools	Members to finish monitoring school websites.	Written summary to SACRE annually A letter sent to schools with the result of the monitoring and some guidance	Consultant – 2 days Admin. support	Monitor the provision and quality of RE	Monitoring finished Letter to schools on hold
Update documents on the Kelsi website and work with IT to make the SACRE pages more interesting	Consultant to check and update Send items to Max Edwards	To SACRE verbally Members to access Kelsi and report on documentation Send a news sheet to RE Coordinators each term	Consultant – 4 days Kelsi Admin support	Monitor the provision and quality of RE	New items on website pages
The WIRE Award – Encourage schools to take the award. Give advice	news bulletin, the Kent and Medway Hub on Facebook and the Kelsi website.	Each termly meeting to look at any entries and judge them Members of SACRE to give out certificates to local schools	Certificates Judging panel of SACRE members	Monitor the provision and quality of RE	Some schools shown their intention and some emails re the timing of evidence collection
Encourage teachers to look at the Kelsi website	Mention website in the news sheet to teachers	To SACRE verbally	Clerk to SACRE and RE Consultant	Monitor the provision and quality of RE	News sheet sent Many requests through Kelsi for the digital syllabus
Make films of places of worship and people talking about faith Link with the WIRE	Ask faith members of SACRE Ask teachers on SACRE Small working party to oversee	Members of SACRE Working party	Mr Swansbury to make the film Budget of SACRE	Monitor the provision and quality of RE	Some films finished and signed off. K Burke pupils participated Ongoing

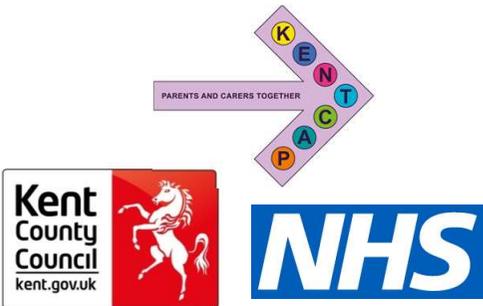
OBJECTIVE: Management of SACRE

What?	and How?	Reporting	Resources	Legal Requirements	Progress
Raise profile and status of Kent SACRE	Communications with LA and schools Relationship with LA Hold a Kent Governors course	Evaluation and feedback to SACRE SACRE Annual report RE Consultant	SACRE members SACRE Chairman Consultant Admin. Support RE Consultant	Stakeholders to contribute to wider educational objectives of the LA	Difficult through Covid Governors course on hold
Membership of SACRE to better reflect diversity of religions and teacher community	Check membership and ask unrepresented groups to send a rep. Ask Kent teachers to attend	Verbally to SACRE	Membership Chair and Vice Chair Clerk to keep track of membership	Bring together local stakeholders to act positively for the LA on statutory duties for RE and CW and wider strategic educational objectives	Local Interfaith group contacted and Jewish rep secured. Teachers asked but no response
Membership of SACRE training and understanding of educational objectives	Training for members during SACRE meetings	To SACRE and in Annual report	RE Consultant using NASACRE materials	Members to advise the LA on RE and CW and wider educational objectives of the LA	Training activity on hold due to covid
Support high quality CPD	LA to be advised to commission CPD Collaboration with Dioceses Collaboration with CCCU and Regional (NATRE) Hub	Financial support from budget as appropriate Evaluation and feedback to SACRE	SACRE members SACRE Budget	Monitor the provision and quality of RE	Course for Teachers planned for Autumn 2021



Cabinet Committee SEND Redesign Update 1st March 2022

Mark Walker
Director for SEND





Statutory assessment requests

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2019: 1,516 (Jan-Jun)

2021: 2,041 (Jan-Jun)

2019: 250 average monthly volume

2021: 338 average monthly volume



EHCPs and SEN Support

CYP 0-25 with EHCPs

2019: 11,763

2021: 15,281

Jan 2022: 17,789

School age CYP with EHCPs

2019: 7,860

2021: 9,861

School age CYP on SEN support

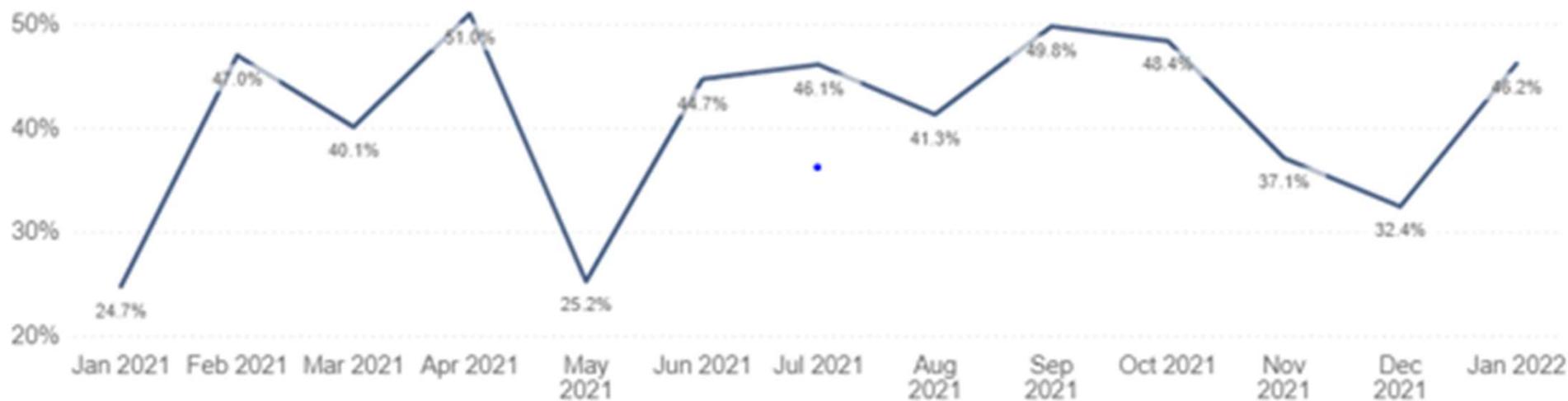
2019: 24,465

2021: 27,039

Demand:



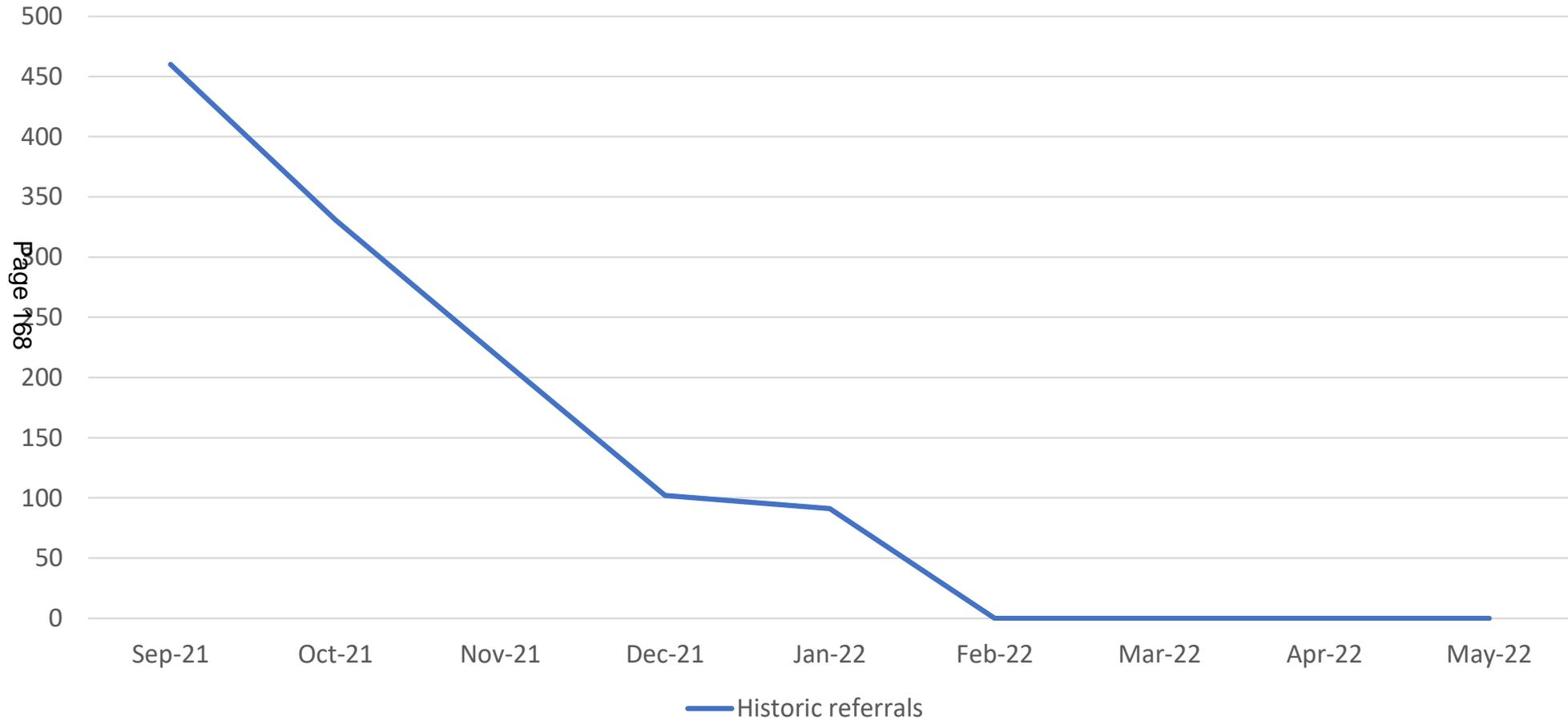
% of EHCPs issued within 20 weeks (Exc Exceptions)



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Data correct as at 02/02/22

Educational Psychology Waiting List



Data correct as at 04/02/22



The SEN service has a new permanent senior management team who are now considering the design of the service to enable it to be fit for the future. This would need to be compliant with the SEN framework and ensure that the user experience of the SEN service is improved.

They are leading on the development of improved processes and structures that:

- Addresses the issues facing the SEND service (rising numbers of EHC requests/children with an EHCP and rising costs)
- Can respond to key pressures any future legislation changes may bring about
- Improves relationships with families and professionals; improving outcomes for children and young people with special educational needs or disabilities
- Rationalises staffing, building a 'home-grown' workforce that has access to continual professional development opportunities
- Can provide an excellent service within financial parameters

The intention is to go to formal staff consultation on any proposed changes in April '22, followed by the delivery of new ways of working, including structure, in Sept '22.

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

To: Children’s, Young People and Education Cabinet – 1 March 2022

Subject: COMPLAINTS AND REPRESENTATIONS 2020-21

Classification: Unrestricted

Previous Pathway of Paper: None

Future Pathway of Paper: None

Electoral Division: All

Summary: This report provides information about the operation of the Children Act 1989 Complaints and Representations Procedure in 2020/21 as required by the Statutory regulations. It also provides information about the ‘non-statutory’ social care complaints and complaints received about Education Services.

Recommendation: The Children’s, Young People and Education Cabinet Committee is asked to **CONSIDER** and **COMMENT** on the contents of this report.

1. Introduction

- 1.1 This report provides detailed information about complaints and other representations received across the whole of the Children Young People and Education Directorate (CYPE).
- 1.2 There is a statutory requirement on the directorate to operate a robust complaints procedure for children, and those who are eligible to make a complaint on their behalf, about the social care services they receive. The statutory complaints procedure is designed to ensure the rights and needs of the child are at the heart of the process and that young people’s voices are heard. Children in Care in Kent are advised how to make a complaint and are informed of their right to access the advocacy service.
- 1.3 The statutory requirement to produce an annual complaints report in respect of children’s social care services is included in the Children Act 1989 Representations Procedure (England) Regulations 2006. The Regulations are specific about the type of information which must be included in this annual report.
- 1.4 Complaints about children’s social care services that meet published criteria are considered under the Children Act statutory complaints procedure. However, complaints which meet the eligibility criteria but cannot be progressed formally because of concurrent legal proceedings (in family and/or criminal court), active child and family assessment, or an active child

protection enquiry, are progressed as an informal 'representation'. A 'representation' ensures that the concerns of the eligible child, parent or carer can be taken into consideration by the social care team without a risk of being prejudicial to the relevant concurrent proceedings. All informal representations are recorded on the complaints database, and where appropriate, on the child's social care record.

- 1.5 Functions excluded from the complaint procedure include multi-agency child protection decisions and decisions made in a court of law. Complainants are advised of the alternative routes available for challenging such decisions. Complaints which fall outside of the scope of the statutory complaints' procedure are considered under the KCC corporate complaints procedure. Complaints which fall outside of the scope of the statutory complaints' procedure are considered under the KCC corporate complaints procedure, these include complaints about SEN and other non-social care services. All complainants, and those making representations, are routinely advised of their right to challenge the decision of the Council via the Local Government and Social Care Ombudsman.
- 1.6 Complaints which do not fall within the scope of either the corporate complaints procedure or the statutory Children Act procedure are handled as 'Enquiries' and customers are advised of alternative routes to progress their concerns, for example appeals processes, safeguarding referrals and school complaints.
- 1.7 Issues raised by Members of Parliament (MP) and Elected Members on behalf of constituents are registered and responded to as 'Member Enquiries'. However, if there is an active complaint, or the most appropriate way to address the concerns would be to progress them as a formal complaint, then the elected representative is advised of this course of action and subsequently provided with a copy of the complaint response when it is provided to the constituent/complainant.

2. Representations received

Table 1 - Representations received for CYPE Directorate

Type of Record	2017/18	2018/19	2019/20	2020/21	Direction of travel from 2019/20
Children Act complaint	96	71	48	48	↔
Corporate complaint	550	794	974	792	↓ 18%
Representation ⁽¹⁾	96	10	3	3	↔
Member Enquiry	340	465	483	386	↓ 20%
Enquiry	350	296	233	252	↑ 8%
Comment	9	32	45	43	↔
Compliment	84	94	113	78	↓ 31%
Total complaints	646	865	1022	840	↓ 18%

Total all representations	1525	1762	1899	1602	↓ 15%
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⁽¹⁾ 'Representation' – until 2018 this category was used for all complaints not eligible to progress through the formal complaint process. Complaints not eligible for progression are now rejected at the assessment stage, and this category is only used for cases that are eligible but legal processes prevent them being progressed as formal complaints under the Children Act.

- 2.1 The overall number of complaints and representations received decreased for the first time since 2016/17. This number does not include rejected or withdrawn complaints, of which there were an additional 327 cases. Approximately 91% of all cases received are managed by the Children's Complaints and Customer Care Team.
- 2.2 The Covid-19 pandemic has impacted the handling of complaints this year. A significant drop in the number of complaints received was noted during the first national lockdown which commenced in March 2020. Along with many other frontline services in the CYPE directorate, there was a need to implement emergency plans and procedural changes. Although the work of the Children's Complaints and Customer Care Team is frontline, it is not a safeguarding role. However, almost half of the complaints we receive are in relation to children's social work services and work needed to change to ensure that support for the most vulnerable children in the county was prioritised. Handling complaints was eased to allow this to happen, and temporary changes were made to the complaints processes, which included risk assessing each case to determine whether complaint handling was a priority or the temporary extended timescale of 3 months (as opposed to 20 working days) could be used. The handling of Children Act statutory complaints was also impacted, this is explained further in paragraphs 3.7 and 3.8 below.
- 2.2 Whilst it is important to record the volume of complaints received, performance cannot be measured against this figure as everyone who receives a service from KCC has a right to submit a complaint if they are dissatisfied with that service. However, performance can be measured by the percentage of those complaints subsequently upheld, either in full or part. Section 4 of this report provides an analysis of complaints received, with Tables 8 and 10 focusing on the key themes raised and the proportion of those that were upheld either in full or part.

Table 2 - Representations received by type and service/division

Type of record	Integrated Children's Services	Education Planning and Access	SEN	Disabled Children's Service	Other*	Total
Children Act complaint	36	-	-	12	-	48
Corporate complaint	401	145	217	22	7	792
Representation	3	-	-	0	-	3
Member Enquiry	113	150	112	9	2	386
Enquiry	125	64	51	5	7	252

Comment	16	24	1	0	2	43
Compliment	26	9	16	24	3	78
Total complaints	437	145	217	34	7	840
Total representations	720	392	397	72	21	1602
% complaints received	52%	17%	26%	4%	<1%	

*Corporate Director's Office and Commissioning

- 2.3 In 2020-21 there were an additional 327 complaints received but not progressed. Of these, 295 were rejected at assessment stage, for the reasons identified below, and 32 were subsequently withdrawn by the customer.

Table 3 – Rejected complaints

Reason for complaint rejection	Number	% of total
Representative not authorised to act on behalf of client	53	18%
Complaint subject to legal proceedings	44	15%
Complaint for another organisation	40	13%
Duplicate complaint	38	13%
Ongoing social care assessment	27	9%
Customer refused to provide name and address	21	7%
Service request not a complaint	13	4%
Insufficient information provided by customer	9	3%
Complaint about an issue more than 12 months old	7	2%
Complaint about a HR matter	5	2%
Enquiry not a complaint	5	2%
Same complaint already dealt with at all stages	3	1%
Other reasons	30	
No. of complaints rejected	295	

Table 4 - Method of receipt – all representations

Method of receipt	Number	% of total
Email	742	46%
Self Service (website)	287	18%
Contact via MP/Member	276	17%
Telephone	168	10%
KCC Contact Centre	88	5%
Post	30	2%
Face to Face	4	<1%
Comment Card	5	<1%
Contact via Corporate Director	1	<1%

Social Media	1	<1%
Total	1602	

3. Consideration of complaints

3.1 Dependent on what is being complained about, there is a legal requirement to handle complaints from Looked After Children and Children in Need, or those eligible to make a complaint on their behalf, through the three-stage procedure specified in the Children Act 1989 Representations Procedure (England) Regulations 2006.

3.2 The three stages for the statutory Children Act complaints procedure are:

- Stage 1 - Local Resolution (up to 20 working days)
- Stage 2 - Independent Investigation (up to 65 working days)
- Stage 3 - Independent Review Panel (30 working days)

3.3 The KCC complaints procedure consists of two stages:

- Step 1 – Local Resolution (up to 20 working days)
- Step 2 – Director Review (up to 20 working days)

The final stage for both procedures is escalation to the Local Government and Social Care Ombudsman.

3.4 The following table shows the number of Children Act complaints dealt with at each stage.

Table 5 – Children Act complaints handled at each stage

Stage	2017/18	2018/19	2019/20	2020/21	Direction of travel from previous year
Stage 1 – Local Resolution	96	71	48	48	↔
Stage 2 – Independent Investigation	9	16	7	9	↑ 29%
Stage 3 – Independent Review Panel	7	3	3	1	↓ 67%

3.5 The number of complaints handled through the statutory Children Act complaints procedure remained the same this year, despite a decrease in the overall number of complaints received and those progressed through the KCC corporate complaints procedure. The Children’s Complaints and Customer Care Team continues to assess each complaint and progress those which do not relate to an alleged injustice to an eligible child or young person through the corporate complaints’ procedure. Consideration is given to the type of issues being raised, with complainants being encouraged to allow the local social care team an opportunity to resolve their concerns before requesting progression as a formal complaint. This is particularly the case where services have not been afforded an opportunity to address matters locally

before being raised as a formal complaint. Such cases are recorded as 'enquiries', and most are resolved successfully without the need to then progress as a formal complaint.

- 3.6 The two main reasons requests were received for progression to Stage 2 of the statutory procedure, were because the customer disagreed with the outcome of Stage 1, or they felt that not all issues had been adequately addressed at Stage 1. Only one Stage 3 Review Panel was held in 2020/21.
- 3.7 The Covid-19 pandemic had a significant impact on the handling of complaints across CYPE, other local authorities were also reporting the same difficulties. Stage 2 investigations were suspended for several months to allow frontline social work staff to prioritise their work and protect the most vulnerable children in Kent. Children Act complaint investigations are undertaken by social work team managers and overseen by an Independent Person external to KCC. One of the main requirements for the role of Independent Person is that they oversee all aspects of the complaint investigation, including participation in interviews and also viewing the same records and information as the Investigating Officer. Social distancing caused problems in being able to do this effectively, so investigations were suspended until we could identify a safe way of undertaking them whilst ensuring that confidential and sensitive personal information could be protected.
- 3.8 National restrictions in terms of working from home and social distancing also impacted our ability to safely hold Stage 3 Review Panels in the initial stages of the pandemic. This was overcome once we were able to securely share digital complaint information externally with independent Panel Members, and were able to hold secure virtual meetings with external participants. The delays in handling complaints and temporary changes to complaints procedures in response to the pandemic also impacted on the number of cases that were progressing beyond Stage 1 in the first few months of the pandemic. Our ability to conduct investigations remotely, and the relaxation of government restrictions, resulted in a sudden rise with complaint investigations, some of which had been suspended because of the pandemic.
- 3.9 Customers who approach the Local Government and Social Care Ombudsman without first completing all stages of the complaints process are usually referred back to the Council by the Ombudsman. As a matter of course, customers are advised of their right to progress to Stage 3 when Stage 2 of the statutory complaints' procedure has concluded, and again they are advised of their right to progress to the Ombudsman on conclusion of Stage 3.

4. Analysis of complaints

4.1 Integrated Children's Services and Disabled Children's Service

Table 6 - Complaints received by service

Service	No. received	% of total complaints
Childrens Social Work Services	267	57%
Children in Care	70	15%
Early Help & Preventative Services	23	5%
Children with Disabilities	33	7%
Front Door Service	26	6%
Other (including countywide issues)	23	5%
18+ and Care Leaver's Service	21	4%
Safeguarding & QA Service	1	<1%
Adoption Service	3	<1%
Fostering Service	4	<1%
Total number complaints received	471	

Table 7 - Complaints received by customer type

Customer	Total	% of total complaints
Parent	331	70%
Other customer (incl. providers/professionals)	41	9%
Family member	31	7%
Care leaver/leaving care	16	3%
Carer (grandparent/special guardian)	15	3%
Child in care	14	3%
Adoptive parent/prospective adoptive parent	11	2%
Foster carer	9	2%
Child or young person (not in care)	3	<1%
Total number of complaints received	471	

Table 8 - Key themes and outcomes from complaints received

	No. received	No. Upheld/ part upheld	% upheld/part upheld
Communication issues <i>(e.g. delays or failure to communicate, quality of communications, incorrect information/advice given)</i>	123	38	31%
Equalities and regulatory issues <i>(e.g. discrimination, data protection issues, health and safety)</i>	78	33	42%
Issues with service <i>(e.g. delays or failure to do something, quality of service, cancellation or withdrawal of a service)</i>	155	48	31%
Policy and procedure issues <i>(e.g. procedures not followed, disagree with policy or procedure, disagree with decision)</i>	68	20	29%
Staff conduct	105	37	35%
Total number of issues raised	529	176	33%

- 4.2 There is no direct correlation between the number of complaints received and the number of services or issues being complained about. This is due to the multi-faceted and often complex nature of some complaints which can span multiple services.
- 4.3 Overall, 33% of complaints received against Integrated Children’s Services and Disabled Children’s Services were either upheld in full or part. This is a slight increase from 31% in the previous year.
- 4.4 The majority of complaints received and progressed through the statutory Children Act complaints procedure were in relation to the Children’s Social Work Teams responsible for the delivery of children in need and child protection services.
- 4.5 There were 30 complaints received from either children and young people in care, those transitioning from care, or those who already left the care of KCC. We also received complaints from three young people who receive services under s17 of the Children Act, as a child in need.
- 4.6 The following are key themes raised in complaints from children and young people who are currently in or leaving the care of KCC:
- Communication – 2 received (1 partly upheld, 1 upheld)
 - Disputed decision – 5 received (none upheld)
 - Delay in doing something – 5 received (2 partly upheld)
 - Failure to do something – 6 received (2 partly upheld)
 - Service issues – 6 received (2 partly upheld, 1 upheld)
 - Staff conduct – 2 received (1 partly upheld)

4.7 Education Planning & Access, and SEN

Table 9 - Complaints received by service

Service	Number	% of total complaints
Special Educational Needs (SEN)	217	60%
Community Learning & Skills	26	7%
Fair Access	56	16%
Home to School Transport	49	14%
Area Education Officers	9	2%
Planning and Access	5	1%
Total number of complaints received	362	

Table 10 - Key themes and outcomes from complaints received – Education

	No. received	No. Upheld/ part upheld	% upheld/part upheld
Communication issues <i>(e.g. delays or failure to communicate, quality of communications, incorrect information/advice given)</i>	38	15	39%
Equalities and regulatory issues <i>(e.g. discrimination, data protection issues, health and safety)</i>	3	2	67%
Issues with service <i>(e.g. delays or failure to do something, quality of service, cancellation or withdrawal of a service)</i>	53	20	38%
Policy and procedure issues <i>(e.g. procedures not followed, disagree with policy or procedure, disagree with decision)</i>	50	4	8%
Staff conduct	3	1	33%
Total number of issues raised	147	42	29%

Table 11 - Key themes and outcomes from complaints received – SEN

	No. received	No. Upheld/ part upheld	% upheld/part upheld
Communication issues <i>(e.g. delays or failure to communicate, quality of communications, incorrect information/advice given)</i>	66	53	80%
Equalities and regulatory issues <i>(e.g. discrimination, data protection issues, health and safety)</i>	4	3	75%
Issues with service <i>(e.g. delays or failure to do something, quality of service, cancellation or withdrawal of a service)</i>	179	137	77%
Policy and procedure issues <i>(e.g. procedures not followed, disagree with policy or procedure, disagree with decision)</i>	33	21	64%
Staff conduct	4	2	50%
Total number of issues raised	261	216	83%

The top five issues raised against the SEN service were:

1. Failure to deliver a service or do something – 83 complaints were received, of which 70% were upheld either partially or in full.
 2. Delayed service – 81 complaints were received, of which 83% were upheld either partially or in full.
 3. Poor communication – 55 complaints were received, of which 85% were upheld either partially or in full.
 4. Disagreement with decision – 27 complaints were received, of which 67% were upheld either partially or in full.
 5. Quality of service provided – 25 complaints were received, of which 76% were upheld either partially or in full.
- 4.8 Complaints about schools are managed within each school’s own complaints procedure and some disagreements, for example, disputes relating to Education Health and Care Plans, are considered through appeals to a statutory tribunal.
- 4.9 In 2020/21, there were 145 Education complaints received and progressed, a 27% decrease from 199 in 2019/20. There were 217 complaints received and logged for Special Education Needs (SEN), a 7% decrease from 233 in 2019/20. This is in line with the overall decrease in complaints identified as a result of national Covid restrictions that were in place for the majority of 2020.

5. Complaints considered by the Local Government and Social Care Ombudsman

- 5.1 The number of complaints heard at Ombudsman level reduced in 2020-21, however this is an anomaly as the Ombudsman suspended their own complaint handling and did not investigate any new complaints during the first three months of the financial year due to Covid.
- 5.2 A total of 79 complaints were received by the Local Government and Social Care Ombudsman in 2020-21 relating to services provided by the Children, Young People and Education directorate. Of these, 27 resulted in further detailed investigation by the Ombudsman, 70% of those being investigated were upheld against Kent County Council, a decline on the directorate's 57% from 2019-20.

Table 12 – Local Government and Social Care Ombudsman involvement

	Detailed investigation		Closed*	Premature	Total
	Upheld	Not upheld			
Integrated Children's Services	7	5	16	5	33
Kent Test/School Admission appeals	0	0	1	0	1
Home to School Transport/Free School Meals	1	2	2	0	5
SEN	11	1	3	2	17
The Education People	0	0	0	0	0
Community Learning and Skills	0	0	0	0	0
Total	19	8	22	7	56

**out of jurisdiction/no further action or withdrawn*

- 5.3 The Local Government and Social Care Ombudsman found fault with 19 complaints relating to the Children Young People and Education directorate in 2020-21. Examples of Ombudsman findings from each relevant division are attached at Appendix A.

6. Advocacy services provided under these arrangements

- 6.1 The Council has a statutory obligation to offer independent advocacy services to any eligible child or young person wishing to make a complaint under the Children Act complaints procedure.
- 6.2 A change was made to Kent's advocacy arrangements on 1 April 2015 so there is one point of contact for independent advocacy for all children and young people in Kent wishing to make a complaint, irrespective of their status as Children in Need, Children in Care, subject to a Child Protection Plan, or as

Care Leavers. The advocacy service in Kent is provided by the Young Lives Foundation, and has been since 1 April 2015.

- 6.3 In 2020/21 a total of 33 complaints were received from young people. It is a positive point to note that 27 young people made a complaint without the support of an independent advocate, this would indicate that they felt empowered and confident about raising their concerns. Whilst it is right that children and young people have access to the support of advocates, in recent years there has been an emphasis on advocates supporting young people in trying to resolve issues rather than going direct to the complaints procedure.

7. Compliance with timescales

Table 13 – Response performance – Integrated Children’s Services

Procedure/stage	Timescale (working days)	Total no. of responses made	% of responses provided within timescale	Direction of travel from 2019/20
Statutory complaint (Stage 1)	10	15	42%	↑
Statutory complaint (Stage 1) (maximum timescale)	20	28	78% ¹	↑
Statutory complaint (Stage 2)	65	8	13% ²	↓
Statutory complaint (Stage 3)	30	1	100%	↔
Corporate complaint (Stage 1)	20	401	79%	↑
Corporate complaint (Stage 2)	20	64	53% ³	↑
Member Enquiry	20	113	57%	↓

⁽¹⁾ also includes those complaints responded to within 10 working days

⁽²⁾ Stage 2 investigations were suspended during Covid restrictions (see para. 3.7)

⁽³⁾ Stage 2 corporate complaints were suspended (unless high risk/urgent) to allow frontline staff to focus on safeguarding the most vulnerable children

Table 14 – Response performance – Disabled Children’s Service

Procedure/stage	Timescale (working days)	Total no. of responses made	% of responses provided within timescale	Direction of travel from 2019/20
Statutory complaint (Stage 1)	10	8	67%	↑
Statutory complaint (Stage 1) (maximum timescale)	20	10	83% ¹	↓
Statutory complaint (Stage 2)	65	0	n/a	n/a
Statutory complaint (Stage 3)	30	0	n/a	n/a

Corporate complaint (Stage 1)	20	21	86%	↑
Corporate complaint (Stage 2)	20	4	75%	↑
Member Enquiry	20	9	44%	↓

⁽¹⁾ also includes those complaints responded to within 10 working days

- 7.1 The maximum timescale of 20 working days for Stage 1 Children Act complaints was achieved in 78% of complaint responses from Integrated Children's Services, and 83% for Disabled Children's Services.
- 7.2 There had been a significant decline in the number of Stage 2 complaint investigations completed within the statutory timescale of 65 working days during 2020/21. The introduction of a national lockdown, because of the Covid-19 pandemic, in March 2020 impacted significantly on the directorate's capacity and ability to progress these investigations. Several of the Stage 2 complaints received in 2019-20 exceeded the maximum timescale due to the suspension of investigations. Many local authorities across England faced the same challenges, which resulted in the Local Government and Social Care Ombudsman also suspending all casework to help ease the pressure on local authorities whilst emergency services were executed.
- 7.3 Only 1 Stage 3 Review was held during the year. This again was because of the national restrictions linked to the Covid-19 pandemic. Stage 2 investigations were suspended, which in turn reduced the number of Stage 3 requests being made. Stage 2 must be completed before a complaint can progress to Stage 3. It also took time to consider the safest way of conducting Reviews because of social distancing restrictions.

Table 15 – Response performance – Education

Procedure/stage	No. of responses made	No. of responses in timescale	% of responses provided within timescale	Direction of travel from 2019/20
Corporate complaint (Stage 1)	145	113	78%	↓
Corporate complaint (Stage 2)	14	13	93%	↑
Member Enquiries	150	121	81%	↑

Table 16 – Response performance - SEN

Procedure/stage	No. of responses made	No. of responses in timescale	% of responses provided within timescale	Direction of travel from 2019/20
Corporate complaint (Stage 1)	218	43	20%	↓
Corporate complaint (Stage 2)	35	5	14%	↓
Member Enquiries	112	22	20%	↓

7.4 Complaint performance within SEN continues to be an area requiring improvement. Further work is needed to ensure the handling of complaints is effective and parents feel more confident that their concerns are being heard.

8. Learning the lessons from complaints

8.1 Several complaints received in 2020/21 informed wider service development:

Area for development	Identified actions
Young people making their own decisions.	Staff reminded of the need to be explicit when discussing the impact of different policies and procedures with young people who are faced with making their own decisions.
Transparency with families.	Staff reminded of the importance of transparency and it being key to a good working relationship. If mistakes have been made then we need to own the errors and not avoid having to address them. It is important that families can have faith and trust in the processes that we follow, and that they can be confident that decision have been based on factual, evidence-based information.
Parental understanding of decision making.	With complex cases, where safety plans are implemented, it is good practice to follow up with letters detailing why decisions have been made. This would provide a point of reference for families to help them understand the decision making.
Accurate case records.	Staff reminded of the importance of case records being updated in a timely manner. Particularly where a member of staff is leaving KCC and may have outstanding information not yet uploaded onto a case record.

Area for development	Identified actions
Meetings for families.	Staff reminded that when meetings for families are taking place, it is important that the family is updated around who will be attending. The meetings should consider the sensitivity of information being shared and who should be party to this in such a forum.
Better handling of complaints.	Staff reminded of the importance of contacting the customer to discuss their concerns from the outset. This should be done as a minimum by telephone, with a written record of what was discussed/agreed sent as a follow-up.
Child safeguarding – cross authority	<p>Clearer position developed by the Front Door Service on how we respond and engage when an incident has taken place for a Kent child in another local authority.</p> <p>Work has taken place with partners to review and update s47 Child Protection guidance, particularly procedures for cross border child protection referrals.</p>
Child safeguarding – Disabled Children’s Service	<p>After identifying that staff within the Disabled Children’s Service would benefit from further safeguarding training, mandatory refresher training was facilitated.</p> <p>Child Analysis Outcome focused work undertaken by the Safeguarding Unit will give further insight into the DCYPT and will highlight areas of good practice and areas that require further development. If there is an identified further need regarding safeguarding training, bespoke training will be delivered to the service via the Practice Development Team within the Safeguarding Unit.</p>
Statutory Children Act complaints procedure	Team guidance reviewed to take into consideration that the consent of a young person does not need to be sought if a parent wishes to make a complaint. Any concerns or issues around confidentiality and sharing of the young person’s personal information should be reviewed and resolved before responding to the parent.

9. Review of the effectiveness of the complaints procedure

- 9.1 Management of Children's Complaints and Customer Care is part of the Corporate Director's Team. Having a centrally managed service helps to facilitate delivery of a robust and impartial complaints process.
- 9.2 The effectiveness of the complaints procedure depends on the wider organisational culture and the propensity to learn the lessons where the service has not been to the required standard. The Children's Complaints and Customer Care Team continues to receive a good level of support from Senior Management for the prioritisation of complaints and ensuring the availability of Independent Investigators where a Stage 2 Investigation is required.
- 9.3 On receipt of new representations, the Children's Complaints and Customer Care Team assess each case paying attention to complaints with regards who is making the complaint, what is being complained about, when the alleged injustice occurred, and whether there are any concurrent investigations or legal proceedings taking place. This assessment informs the decision-making process for determining which process is most appropriate for addressing each element of customer feedback. Many of the complaints can be complex and require sensitive handling.
- 9.4 The Children's Complaints and Customer Care Team has continued to experience some significant challenges during 2020-21. Whilst the volume of complaints received has reduced slightly, the complexity of some complaints has risen, with many more crossing over several services and therefore requiring more work to facilitate a response. Capacity within the team remains an issue, leaving the team vulnerable during periods of staff sickness or annual leave. This has impacted on the team's ability to effectively chase responses from services responding to complaints, as well as the amount of time that can be allocated to quality assuring the responses. The Children's Complaints and Customer Care Team was to be included in a comprehensive review of support services within the directorate, which proposed strengthening the capacity and role of the team, unfortunately the review was suspended as a result of the Covid-19 pandemic, leaving the team with unresolved capacity issues.
- 9.5 In June 2020 management of the complaints element of four SEN Complaints and Complex Case Officers transferred over to the Children's Complaints and Customer Care Team, with the complex case side of their role remaining under the management of the local Area SEN Teams. This has enabled the distribution of complaints to be shared more evenly across the team rather than each taking responsibility solely for their own area's complaints.
- 9.6 **Training** – several training sessions were arranged for staff in relation to complaints during 2020/21. 'Complaint Investigation' and 'Responding to Customers' training is provided in collaboration with the KCC Delivery Manager - Engagement & Consultation. These sessions continue to be offered on demand. A further 11 training workshops were run between

October and March for staff in SEN, these were specifically on 'Customer Service'.

The following are training sessions that have been, and continue to be, arranged on demand:

- Individual sessions raising awareness of the complaints process and advising on key themes arising from complaints are provided to local teams and services;
- Virtual training sessions for those managers tasked with undertaking complaint investigations at Stage 2 of the statutory Children Act complaints procedure. Individual support and advice are also provided to all new Investigating Officers appointed to undertake complaint investigations at Stage 2;
- Virtual training sessions on 'Responding to Customers', which covers good practice in relation to the wording and content of responses, good customer focus, and expectations in terms of the process itself;
- Individual sessions on the customer feedback system for support staff who facilitate complaint responses in local offices.

Each of the above training sessions will continue to be provided for staff as required throughout 2021/22.

9.7 **Young Lives Foundation** - The Young Lives Foundation is an independent organisation which provides an Advocacy Service and the Independent Persons for the Stage 2 complaints. The reports produced by the Independent Persons have generally been to a good standard and delivered within the required timescales. The Advocacy Service has also been proactive in supporting and representing children and young people to make their views known. Regular contract monitoring meetings take place between the Young Lives Foundation, KCC's Commissioning Service, with the Children's Complaints and Customer Care Manager also participating.

10. Compliments

The Children's Complaints and Customer Care Team also record and share compliments received about staff and services. In 2020/21 the number of compliments formally received and logged decreased from the previous year by 31% to 78. Staff are encouraged to share any compliments they receive; it is important we use positive feedback to help drive improvements as well as use them to celebrate achievements and good practice.

10.1 Set out below are a few examples of the compliments received in 2020/21 across the directorate:

Feedback from a parent

Parent thanking SEN officer for all her help and guidance through the EHCP process.

Feedback from a parent

"Would just like to say what an amazing lady she [child's social worker] is and how supportive she was in this difficult situation for me and my family. She made me feel very comfortable when talking to her and especially when I'm not a good talker over the phone. She was very friendly and helpful during this hard time."

Feedback from a parent

Parents stated it's always a pleasure to talk to this member of staff in SEN and thanked them for their openness and honesty and willingness to try to make things work for their son.

Feedback from a grandparent

Grandmother who has recently moved into Kent thanking SEN staff for the efficient service they have received and being able to place grandson into a school placement for September.

Feedback from a family member

Compliment received by social worker. "Thanks for today, we thought it was really helpful and gives us a focus going forward. Let's sincerely hope that we can action the points successfully and significantly improve our lines of openness and communication between the wider family and social services. This is obviously with the clear objective of providing the children with a much more stable, happy and secure life, and for [parent] to proactively seek help for her mental health and support from us all so that she can improve her parenting and all lead a happy and secure family life. Having these action points on record gives us all focus."

Feedback from a parent

I would really love for [SEN officer] to be praised for his hard work and dedication to his job. He explained things so well when it initially came down to my daughter having her EHCP sorted and guidelines that her education provider at the time should be following. When I recently had to contact him due to my daughter changing her education, he was yet again amazing and full of knowledge and understanding, he knows his job really well and deserves recognition for it."

Feedback from parent

"I would just like to say how impressed I have been with [social worker's] involvement with the current ongoing case regarding my children. Her professionalism, communication and work ethic has been outstanding throughout. She has gone over and above her line of work in my opinion; visiting us late to accommodate with work and school, replying promptly to calls/messages, always looking at situations from a professional and 'real life' perspective and ensuring that all areas have been covered to achieve a fair outcome. A true asset to your team!"

Feedback from parents

Parents thanking OT for helping and supporting them with their disabled son and for getting him all the equipment they needed to care for him.

Feedback from a parent

“So many heartfelt thanks for all your help, as I said earlier you've been my rock, and guided me along the way, I really do appreciate you, thankyou so much for everything. I promise I'll do my utmost best for my babies. Thanks again, you're doing a great job !!”

Feedback from parent

“[SEN officer] has been a godsend throughout the EHCP process, especially given the Covid circumstances which have affected the normal way of working. [SEN officer] has been really professional and friendly, she has guided me through the whole process which I really have found refreshing and have thoroughly appreciated. I have confidence in the system because of [SEN Officer's] approach to her work and would like to thank her and wish her all the best.”

Feedback from parent

Compliment for the quality of service provided to family by the social worker. “They had a balanced and supportive view and has helped to resolve the issues within the family.”

11. Objectives for 2021/22

Objectives for 2021/22 include:

- Continue to improve the quality of data entered on the customer feedback system to ensure accurate and informative performance and learning data is captured.
- Continue to ensure the operation of the complaints procedures in line with statutory requirements and monitor performance standards.
- Continue to provide training for managers to ensure quality complaint responses are provided.
- Reduce vulnerabilities with the Children's Complaints and Customer Care Team by ensuring adequate staffing is in place.
- Work with SEN in improving performance in relation to response times.

12. Conclusion

Despite the challenges faced by the Covid-19 pandemic, the Council has strived to operate a responsive service for people making complaints about services provided by the Children, Young People and Education directorate. The Children Act and subsequent regulations and statutory guidance are prescriptive about the procedures for handling complaints from and on behalf of children in receipt of services under the Children Act. This includes complaints from children in care, care leavers and children in need. It is important children and families feel able to complain if they are dissatisfied

with the service received as it provides an opportunity to resolve issues, and where the service has not been to the expected standard, it is also an opportunity to learn lessons and put things right.

13. Recommendations

Recommendation: The Children's, Young People and Education Cabinet Committee is asked to CONSIDER and COMMENT on the contents of this report.

14. Background Document

None

15. Report Author

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Children Social Care - Not upheld example – 19 020 166

Complaint

The complainant, whom I shall call Mr C, complains the Council failed to offer his son, E, an assessment from the Disabled Children's Service. He said E met their criteria for support and needed the help that the service could offer. The Council agreed to assess E under Early Help, which Mr C refused.

Outcome

There is no evidence of fault in the Council refusing to assess E for a service from the Disabled Children's Service as he has no diagnosis of a disability.

Children Social Care - Upheld example - 19 017 019

Complaint

The complainant, whom I shall call Miss T complains the Council failed to treat her properly through the child protection process and failed to investigate safeguarding allegations, and her complaints, appropriately. This caused her significant distress.

Miss T also asked us to look at the actions of the Council in relation to a Section 7 report and child protection meetings. She also complained about 'aggressive action' by the Council following allegations of fabricated and induced illness and the refusal of the Council to become involved their father's failure to return the children

Outcome

For the Council to apologise for the fault identified in this statement within a month of my decision.

For the Council to make a payment of £300 for the distress caused to Miss T from the Council's failure to circulate documents or to explain why it would not circulate them, for the delayed circulation of meeting notes and for its failure to consider supporting the family under Section 17 of the Children Act 1989 when the family was without hot water or heating. It should also make a payment of £200 for the time and trouble experienced by Miss T because of the Council's complaints handling. The Council should do this within three months of the date of my decision.

For the Council to explain how it will ensure meeting notes are issued in accordance with the timescales it has set going forward. It has told me it has changed its procedures in order to do this. It should send me a copy of these procedures within three months of the date of my decision.

For the Council to tell me what action it will take going forward to ensure all complaints are logged with the complaints team. The Council has said it has embarked on an awareness campaign for all staff and has reviewed the relevant documents. It should send me evidence of this within three months of the date of my decision.

Education - Not upheld example – 19 009 689

Complaint

Mr B complains that the Council:

- has wrongly refused to provide home to school transport for his younger son, D to his grammar school;
- has wrongly refused to consider the alternative safe routes which he has provided which demonstrate that the grammar school is the nearest school to his home when using the nearest available route; and
- has an unclear and contradictory policy which does not comply with the law and statutory guidance in the way it determines the nearest suitable school.

Outcome

There was no fault in the way that the Council refused transport for D or Mr B's subsequent appeal.

Education - Upheld example – 19 005 926

Complaint

Ms X complained the Council:

- agreed to make amendments to her son, Z's draft EHC Plan, wait for a trial place at Ms X's preferred school and wait for professional reports but then failed to do any of these; and
- delayed or failed to consult with relevant professionals, in particular an educational psychologist, when drafting Z's EHC Plan.

Ms X said these faults resulted in the Council delaying issuing Z's EHC Plan. She said this caused her and Z significant distress. In addition, she said the school Z attended during the EHC Plan process was unable to meet his special educational needs, causing Z additional distress.

Ms X also made a number of complaints about the actions of the school Z attended.

Outcome

Within one month of the date of the final decision, the Council has agreed to pay Ms X £150 to acknowledge the uncertainty and frustration caused by the Council's faults.

Within three months of the date of the final decision, the Council has agreed to provide evidence of the actions it is taking to ensure EHC plans are being completed within the statutory timescales.

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

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

To: Children, Young People and Education Cabinet Committee - 1 March 2022

Subject: **PROPOSED REVISION OF RATES PAYABLE AND CHARGES LEVIED FOR CHILDREN'S SERVICES IN 2022-23**

Classification: Unrestricted

Future Pathway of Paper: Cabinet Member decision

Electoral Division: All

Summary:

This paper sets out the proposed revision to the rates payable and charges levied for children's services within Kent for the 2022-23 financial year.

Recommendation(s):

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

- (i) **APPROVE** the proposed changes to the rates payable and charges levied for Children's Services in 2022-23 as detailed in section 2 and Appendix 2 of this report.
- (ii) **NOTE** both the changes to the rates that are set by the Government/external agencies: including inter-agency charges and Essential Living Allowance and; any charges to other Local Authorities for use of in-house respite residential beds are to be calculated on a full cost recovery basis.
- (iii) **DELEGATE** authority to the Corporate Director of Children, Young People and Education, or other nominated officer, to undertake the necessary actions to implement the decision.

1. Introduction

- 1.1 This report is produced annually and seeks approval for the Council's proposed rates and charges levied for the forthcoming financial year.
- 1.2 The report distinguishes between these rates and charges over which Members can exercise their discretion and those which are set by the Government/external agencies.

- 1.3 In relation to those rates and charges where Members can exercise their discretion, we have traditionally increased these annually in line with either the annual CPI increase or more recently, when CPI has been low, the average percentage increase for KCC pay performance. For 2022-23, we are proposing an inflationary increase of 3% in most cases. The inflationary increase of 3.0% is in line with the proposed increase for KCC pay performance (for a successful award), this is higher than the CPI increase between September 2020 and September 2021 of +2.9%, and we believe represents a fair and responsible percentage uplift. The security of an annual uplift continues to form part of Kent Fostering's approach to improving the recruitment and retention of foster carers by enabling the service to provide a more competitive package in the carer's marketplace.
- 1.4 Where an inflationary increase of 3% has not been proposed an explanation has been given in Appendix 2.
- 1.5 The effective date for all proposed rate changes is 1 April 2022 and they will apply until 31 March 2023 or until a decision is taken to revise these rates further, whichever is sooner.

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

- 2.1 Appendix 1 provides a list of all rates and charges proposed for 2022-23 compared to the approved 2021-22 rates and charges. The methodology for each proposed rate increase is outlined in Appendix 2.
- 2.2 All payments will continue to be made in line with the prevailing policy including the Fostering Payment Policy shared with this Cabinet Committee on 11th March 2020.

3. Financial Implications

- 3.1 In relation to the proposed increases to the rates we pay, additional funding has been included within the Directorate's 2022-23 budget proposals, under the heading "Inflation - Children's Social Care" at just under £2.4m. This calculation includes an assumed uplift for all in-house fostering and associated payments

4. Equalities Impact Assessment

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

5. Recommendation(s):

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

- (i) **APPROVE** the proposed changes to the rates payable and charges levied for Children's Services in 2022-23 as detailed in section 2 and Appendix 2 of this report.

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

5. Background Documents (plus links to document)

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

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

6. Contact details

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Appendix 1: Children's Social Care – Comparison between approved 2021-22 and proposed 2022-23 rates and charges

Description of Payment/Charge	Basis	2021-22 Rate	2022-23 Proposed Rate	Movement in Rate	
		£	£	£	%
Adoption Service Charges (administered through Regional Adoption Agency)					
<i>Local Authority</i>					
One child	per child	£27,000	£27,000	£0	0%
2 Siblings	per child	£43,000	£43,000	£0	0%
3+ Siblings	per child	£60,000	£60,000	£0	0%
<i>Voluntary Adoption Agencies</i>					
One child	per child	£32,320	£33,871	£1,551	4.8%
2 Siblings	per child	£52,128	£54,630	£2,503	4.8%
3 Siblings	per child	£70,894	£74,297	£3,403	4.8%
4 Siblings	per child	£81,319	£85,222	£3,903	4.8%
5 Siblings	per child	negotiated	negotiated	n/a	n/a
Ongoing supervision	per child	£896.00	£939.00	£43	4.8%
Foster Care – Maintenance					
All placements under 2 years old	Weekly	£160.46	TBC*	TBC	TBC
All placements 2 to 4 years old	Weekly	£164.77	TBC*	TBC	TBC
All placements 5 to 10 years old	Weekly	£182.00	TBC*	TBC	TBC
All placements 11 to 15 years old	Weekly	£207.85	TBC*	TBC	TBC
All placements over 16 years old	Weekly	£243.38	TBC*	TBC	TBC
Foster Care – Reward					
Non-related placements for 0 to 8 years old	Weekly	£121.50	£125.15	£3.65	3.0%

Description of Payment/Charge	Basis	2021-22 Rate	2022-23 Proposed Rate	Movement in Rate	
Non-related placement for 9 to 18 years old	Weekly	£230.79	£237.71	£6.92	3.0%
Foster Care - Disability Enhancement					
Standard	Weekly	£69.24	£71.31	£2.07	3.0%
Enhanced	Weekly	£92.32	£95.08	£2.76	3.0%
Foster Care Skills Based Payments					
Skilled (Level 2)	Weekly	£22.07	£22.71	£0.64	2.9%
Advanced (Level 3)	Weekly	£55.14	£55.74	£1.60	2.9%
Foster Carer Mileage Rate					
Rate per mile	Mile	45p	45p	0p	0%
Emergency Foster Carer Payment					
Retainer	Weekly	£250.00	£250.00	0p	0%
Foster Care - Sessional & Day Care Rates					
Sessional Work	Hourly	£10.00	£10.45	45p	4.5%
Day Care	Hourly	£10.00	£10.45	£2.95	39%
Foster Carer – Parent & Child (Rate adjustment)					
Income Support personal allowance for a lone parent over 18	Weekly	£74.70	£77.00	£2.30	3.1%
Foster Carer – Savings adjustment					
Savings (from week 14 onwards)	Weekly	N/A	£10.00	N/A	N/A

Description of Payment/Charge	Basis	2021-22 Rate	2022-23 Proposed Rate	Movement in Rate	
Kent Supported Homes (Host payments)					
Standard Support	Weekly	£150	£154.5	£4.50	3.0%
Enhanced Support	Weekly	£250	£257.5	£7.50	3.0%
Complex Support (legacy cases only)	Weekly	£200	£200	£0	3.0%
Mother and Baby Arrangement Support	Weekly	£300	£309	£9.00	3.0%
Outreach support	Hourly	£10	£10.45	£0.45	4.5%
Rent (16/17 year old and 18+ who are not eligible to claim benefits)	Weekly	£70	£72.10	£2.10	3.0%
Rent (University non-term time)	Weekly	LHA** rate	LHA** rate	n/a	n/a
Staying Put Extended Foster Care Rate	Weekly	various	various	n/a	n/a
Essential Living Allowance					
Job Seekers Allowance rate for single adult aged under 25	Weekly	£59.20	£61.05	£1.85	3.1%
Other Local Authority Charges					
Fostering services – Social work support and assessment	Hourly	£78.62	£80.98	£2.36	3.0%
Administration fee associated with social work support and assessment	Invoice	£20.00	£25.00	£5.00	25%

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

*At the time of writing the DFE had not yet published their fostering rates for 2022-23. These rates will be updated based on the methodology outlined in appendix 2 section 1.2 a).

**LHA Rate – Local Housing Authority Rate

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

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

1.1 Adoption Service Charges (to be noted)

Inter-Agency Charges – Voluntary Adoption Agencies and Local Authorities

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

In 2018, the CVAA announced the decision to link the interagency rate for Voluntary Adoption Agencies (VAA) to the CPIH measure (including owner occupier’s house costs) for the preceding financial year. This is to reflect the upward pressure on staff salaries and the complexity of work involved in the adoption placements. The increase for 2022-23 has been set as 4.8%, reflecting the CPIH measure for 12 months to December 2021.

From 2022-23 all inter-agency charges will be co-ordinated and incurred by the Adoption Partnership on behalf of Kent. There is no increase expected for 2022-23.

1.2 Foster Care Payments

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

a) Maintenance (to be approved)

The Council has traditionally maintained a direct link to the Department for Education (DfE) published fostering rates. At the time of writing this report, the rates for 2021-22 have not been published by the DfE (<https://www.gov.uk/fostercarers/help-with-the-cost-of-fostering>). The figures shown in Appendix 1 show KCC’s approved 2021-22 rates only and are for information purposes. We intend to update these rates, using the existing methodology, as soon as the DfE publish their 2022-23 rates. The rate is calculated by taking the DfE published rates, divide by 52 and multiple by 56. This provides an additional four weeks of funding to Kent foster carers to cover holidays, birthdays, religious observations and Christmas.

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

b) Reward Element (to be approved)

An inflationary increase of +3.0% is proposed.

c) Disability Enhancement (to be approved)

There are currently two rates:

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

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

Therefore, an inflationary increase of +3.0% is proposed.

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

This rate has historically been uplifted in line with the CPIH rate +2.9%.

e) Foster Carer Mileage Rate (to be approved)

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

f) Emergency Foster Carer Retainer (to be approved)

This is not subject to standard inflationary uplift and it is proposed this rate remains unchanged for 2022-23.

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

Historically these rates have not been subject to standard inflationary uplift and it is proposed the Day Care rate is increased to align with the sessional rate, therefore standardising the rate paid to foster carers for all additional work. It is also proposed that in future the rate is aligned with changes to the Foundation Living Wage where the daycare/sessional rate proposed each year, will be set as 50p above the Foundation Living Wage.

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

Where a foster carer is in receipt of an enhanced parent and child payment, a reduction in the foster carer's maintenance fee equivalent to the income support personal allowance for a lone parent over 18, is made. The Income Support Personal Allowance for a lone parent over 18 has been confirmed by DWP as £74.70 from 1 April 2022.

i) Foster Carer – Savings adjustment (to be noted)

It is expected that all carers/providers save a minimum of £10.00 a week for any child in care from the maintenance payment starting at week 14 of a

child or young person coming into care. When the child or young person has been in care for a year, it is expected that this amount (a minimum of £10.00 a week) for any child or young person in care, is paid into either a Child Trust Fund or a Junior ISA. From 1st April 2022, the £10.00 per week will be automatically deducted from the maintenance payment and paid into a Child Trust Fund or a Junior ISA directly by KCC.

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

The payment to hosts is split into 2 parts: a support payment and a rent payment. The support payment is proposed to increase in line with foster carers reward rate of 3% inflation. The rent payment is applicable where the host is supporting a young person who is under 18 years old or over 18 years old and not eligible for Housing Benefit/Universal Credit. The rent payment will vary depending on the circumstances of young person.

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

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

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

1.5 **Other Local Authority Charges**

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

This relates to KCC social workers undertaking work on behalf of other local authorities. The proposed rate for 2022-23 is £77.08 per hour and increase of 3% in line with KCC Pay Performance.

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

This relates to the administration fee to cover the time associated with recharging other local authorities, and it is credited to the social work team claiming the recharge. This is a flat rate and had not been updated since 2018-19 therefore it is proposed for the rate to increase to £25.00 per invoice in 2022-23.

c) Residential Respite Service (to be noted)

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

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Cabinet Member for Integrated Children's Services

DECISION NO:

To be allocated by
Democratic Services

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

Key decision: YES

Key decision criteria. The decision will:

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

Subject Matter / Title of Decision

Proposed Revisions of Rates Payable and Charges Levied by Kent County Council for Children's Social Care Services in 2022-23

Decision:

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

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

For information only: the 2021-22 rates have been included below for reference.

All placements under 2 years old	£160.46
All placements 2 to 4 years old	£164.77
All placements 5 to 10 years old	£182.00
All placements 11 to 15 years old	£207.85
All placements over 16 years old	£243.38

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

Non-related placements 0 to 8 years old	£125.15
Non-related placements 9 to 18 years old	£237.71

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

Standard	£71.31
Enhanced	£95.08

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

Skilled (Level 2)	£22.71
Advanced (Level 3)	£55.74

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

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

Sessional Work	£10.45
Day Care	£10.45

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

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

Social work support and assessment (per hour)	£80.98
Administration fee associated with social work support and assessment (per invoice)	£25.00

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

Standard Support (per week)	£150
Enhanced Support (per week)	£250
Complex Support (legacy cases only) (per week)	£200
Mother and Baby Arrangement Support (per week)	£300
Outreach support (per hour)	£10.45
Rent (16/17 year old and 18+ who are not eligible to claim benefits) (per week)	£70
Rent (University non-term time)	LHA** rate
Staying Put Extended Foster Care Rate	Various**

*LHA – Local Housing Authority

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

b) NOTE:

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

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

c) DELEGATE:

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

Reason(s) for decision:

Background

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

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

Financial Implications

The increase in payments and income have been reflected in the Council's budget plans presented to County Council on 10 February 2022 under the heading "Inflation - Children's Social Care" at just under £2.4m. This calculation includes an assumed uplift for all in-house fostering and associated payments.

Legal implications

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

Equalities implications

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

Cabinet Committee recommendations and other consultation:

The Children's and Young People Cabinet Committee consider the decision on 1st March 2022

Any alternatives considered and rejected:

The alternatives would be to either

- Freeze the rates at 2021-22 level or apply a lower percentage increase than proposed. This was rejected on the basis that the security of an annual uplift continues to form part of Kent Fostering's approach to improving the recruitment and retention of foster carers by enabling the service to provide a more competitive package in the carer's marketplace and by not applying a reasonable uplift could put at risk this strategy.
- Apply a higher percentage uplift than propose. This was rejected on the basis that this would be unaffordable within the allocated budget.

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

.....
signed

.....
date

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

Directorate/ Service: Children's Young People and Education

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

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

Version: 3

Author: Karen Stone, CYPE Finance Business Partner

Pathway of Equality Analysis: CYPE Cabinet Committee, Cabinet Member

Summary and recommendations of equality analysis/impact assessment.

- **Context**
The policy of what we pay (and what charges we apply) for children's services has already been agreed and is separate to this decision. This decision relates solely to the annual uplift which is part of the Council's draft budget proposals for 2022-23
- **Aims and Objectives**
The aim of the policy is to apply an inflationary increase to the rates we pay and the charges we receive for children's services.
- **Summary of equality impact**
We have not assessed any adverse impact within these proposals to increase funding rates for children's services.

Adverse Equality Impact Rating **Low**

Attestation

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

Head of Service

Signed: _____ Name: Karen Stone

Job Title: CYPE Finance Business Partner

Date: February 2022

DMT Member

Signed: _____ Name: Sarah Hammond

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

Date: February 2022

Updated 21/02/2022

Part 1 Screening

Could this policy, procedure, project or service, or any proposed changes to it, affect any Protected Group (listed below) less favourably (negatively) than others in Kent?

Could this policy, procedure, project or service promote equal opportunities for this group?

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqlA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
Age	No	No	No	
Disability	No	No	No	Kent chooses to pay a disability enhancement rate. This is expected to have a positive impact on Children and Young People with Disabilities
Sex	No	No	No	
Gender identity/ Transgender	No	No	No	
Race	No	No	No	Kent chooses to pay essential living allowance to all eligible care leavers, including UASC. It does not differentiate between “citizen” young people and those who are unaccompanied asylum-seeking children and young people. As such this is a positive race/nationality impact.
Religion and Belief	No	No	No	

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

Updated 21/02/2022

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This document is available in other formats, Please contact
.....@kent.gov.uk or telephone on

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 and Young People Cabinet Committee - 1 March 2022

Subject: **Proposal to make prescribed changes to Foreland Fields (Foundation) Special School from September 2022**

- **Establish a satellite provision for 6 Year R/Key Stage 1 primary aged pupils at Garlinge Primary School and Nursery.**
- **Establish a satellite provision for 12 Key Stage 4 students and 12 Post -16 students at EKC Group (Broadstairs College).**
- **Increase the designated number from 200 to 230.**

Decision Number: 22/00012

Key decision

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

Classification: **Unrestricted**

Past Pathway of report: N/A

**Future Pathway of report: Cabinet member Decision
 Electoral Division:**

Ramsgate - Karen Constantine
 Ramsgate - Trevor Shonk
 Birchington and Rural - Linda Ann Wright
 Birchington and Rural - Derek Crow-Brown

Summary: This report sets out the proposal to establish satellite provisions of Foreland Fields Special School at Garlinge Primary school for 6 year R/Key stage 1 pupils and a satellite for Key Stage 4 and Post 16 students at EKC Group for September 2022. Foreland Fields School is unable to expand on its main school site and demand for PSCN Special school places in Thanet district is increasing. The establishment of satellite provisions on mainstream education sites provides additional capacity whilst also enabling the school's expertise to be shared with the host school and provide Foreland Fields students the opportunity to integrate, (where appropriate) with mainstream peers.

Recommendation(s):

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills on the proposed decision to make prescribed changes to Foreland Fields Special School and agree to:

Issue a public notice to:

- (i) Establish a satellite provision for 6 Year R/Key Stage 1 primary aged pupils at Garlinge Primary School and Nursery.
- (ii) Establish a satellite provision for 12 Key Stage 4 students and 12 Post -16 students at EKC Group (Broadstairs College).
- (iii) Increase the designated number from 200 to 230

And, subject to no objections being received to the public notice:

- (i) Establish a satellite provision for 6 Year R/Key Stage 1 primary aged pupils at Garlinge Primary School and Nursery.
- (ii) Establish a satellite provision for 12 Key Stage 4 students and 12 Post -16 students at EKC Group (Broadstairs College).
- (iii) Increase the designated number from 200 to 230

1. Introduction

- 1.1 The Commissioning Plan for Education Provision in Kent 2022-2026 sets out KCC's commissioning intentions and identified the need for additional Special School capacity. The proposal to expand Foreland fields by establishing satellite provisions to help meet this need is set out within the current Plan.
- 1.2 Foreland Fields (Foundation) Special School is a day provision providing for pupils aged 2 to 19 with Profound, Severe and Complex Needs (PSCN), including Autistic Spectrum Disorder (ASD). Foreland Fields moved into their new purpose-built school in February 2017. In addition to the main building, the school already operates a primary satellite class at Garlinge Primary and Nursey School for Key Stage 2 pupils and a Key Stage 3 satellite class with Hartsdown Academy (suspended during the recent building programme but planned to re-open following planning discussions with the Academy). The new satellites will provide additional opportunities and choice for integration for both primary, secondary and post -16 Foreland pupils. Foreland Fields School was judged 'Good' by Ofsted in November 2017.

2. The Proposal

- 2.1 This proposal will help to secure our ambition "to ensure that Kent's young people have access to the education, work and skills opportunities necessary to support Kent business to grow and be increasingly competitive in the national and international economy" as set out in 'Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement (2017 - 2022)'.
- 2.2 Foreland Fields is unable to expand further on its current site and demand for PSCN Special School places in Thanet is increasing. The establishment of satellite provisions on mainstream education sites provides additional capacity

whilst also enabling the school's expertise to be shared with the host school and provide Foreland Fields students the opportunity to integrate (where appropriate) with mainstream peers. Foreland Fields is proposing to establish a satellite provision for reception/Key stage 1 at Garlinge Primary School, expanding the current Key Stage 2 provision and establishing a satellite for Key Stage 4 and post-16 students at EKC Group, Broadstairs College.

- 2.3 There is currently a Key Stage 2 satellite at Garlinge Primary School and it is therefore logical that the proposed Key Stage One class is established at this same school. There is only one college provider in Thanet. EKCG runs a 14-16 school on the Broadstairs College site and therefore this provides the opportunity for the establishment of satellite classes covering both Key Stage 4 and Post 16.
- 2.4 Garlinge Primary School and Nursery will host the satellite provision and expand their current provision for key Stage 2 to include an additional 6 places for Reception and Key Stage 1 pupils. EKC Group at Broadstairs College would host a satellite provision for up to 12 students at Key Stage 4 and 12 students at post-16. The provisions would have their own accommodation within the schools and College and would be staffed by Foreland Field School. The pupils attending the satellites would continue to have access to all the support they require and would be on the roll of Foreland Fields. Their Education, Health and Care Plans (EHCP) would name Foreland Fields as their school. Significant benefits have been identified as the proposal will develop and strengthen partnership between the provisions and enable staff skills and expertise to be developed through joint training, curriculum development and the sharing of good practice. Pupils will benefit from inclusive school and college opportunities.
- 2.5 Garlinge Primary School and EKC Group have identified areas within their current buildings which would be reconfigured to provide the space for satellite provisions. Pupils and students would have a class base where they will receive some individual and small group teaching, following the Foreland Fields curriculum. The accommodation would also provide a base for Specialist Staff who will support the pupils when they are included in mainstream teaching groups with pupils and students of the same age. The Headteachers of the schools and Heads of Department for the College and Foreland Fields will review who is most appropriate for admission to the satellite classes, subject to parental support.
- 2.6 KCC, Foreland Fields in partnership with Garlinge Primary School and Nursery and EKC Group held a public education consultation from 20 January 2022 to 24 February 2022. Two public drop-in events were also held on the 1 February 2022 to give stakeholders the opportunity to find out more and ask questions regarding the proposal. A verbal update of the consultation responses will be given at Children's, Young People and Education Cabinet Committee.
- 2.7 The Headteacher and Governing body of Foreland Fields School, the Governing Body of Garlinge Primary School and Nursery and the Governing Body of EKC Group are all in support of the proposals.

- 2.8 The Area Education Officer for East Kent fully supports the expansion of Foreland Fields through the establishment of the proposed satellite provisions.
- 2.9 The Members for Thanet have been consulted.

3. Financial Implications

- 3.1 Garlinge Primary and Nursery School has identified an area, previously used as offices, which will be reconfigured to provide the space required to create the satellite provision. The area will have to be converted to a classroom and the office space re-provided through a modular building on the site. The capital costs total £59,471
- 3.2 EKC Group have identified an area within buildings on the Broadstairs College that can be refurbished to meet the needs of the students. The area is situated next to the Supported Learning area for the Broadstairs College. The area for the Key Stage 4 class is also located near to other KS4 pupils attending Broadstairs Junior College. The capital funding for this refit totals £65,000
- 3.3 The total capital expenditure for this proposal is £124,471 and is funded from the Basic Need Capital budget.
- 3.4 Revenue funding will also be allocated to enable the school to resource each new learning space. At present this is at a value of £6,000 per classroom.

4. Legal implications

- 4.1 A service level agreement specifying the responsibilities of each party and any revenue costs to be covered will be put into place between Foreland Fields Special School and both Garlinge Primary School and Nursery and East Kent College Group.
- 4.2 The provision of sufficient school places is a statutory duty and contributes to the Strategic Business Plan Priorities to ensure that “Children and Young People in Kent get the best start in life

5. Equalities implications

- 5.1 An Equality Impact Assessment has been produced and the assessment identified the following positive impacts:
- Pupils with Complex Needs and ASD will be able to attend satellite provisions in mainstream primary and Key stage 4 and post 16 College
 - The Key Stage 1 and Reception satellite will provide continuity to the current Key Stage 2 provision of Foreland Fields.
 - The Key Stage 4 and Post 16 satellite classes proposed for East Kent College will enable students assessed as suitable to attend these to develop greater independence and the skills to continue their education and training successfully to adulthood.
 - There will be an increase in the total number of Specialist places available for Children with Complex needs and ASD.

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. 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.

8. Conclusions

8.1 The increasing demand for special school places in Thanet district, particularly for pupils with complex learning difficulties including ASD, has led to Foreland Fields taking additional children. Foreland Fields is unable to expand on its main school site in Thanet. To meet the increasing demand the establishment of satellite provisions on mainstream school sites creates the additional required capacity, enables the school's expertise to be shared with the host provisions and also provides Foreland Fields students with the opportunity to integrate, where appropriate, with their mainstream peers.

9. Recommendation(s):

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills on the proposed decision to make prescribed changes to Foreland Fields Special School and agree to:

Issue a public notice to:

- (i) Establish a satellite provision for 6 Year R/Key Stage 1 primary aged pupils at Garlinge Primary School and Nursery.
- (ii) Establish a satellite provision for 12 Key Stage 4 students and 12 Post -16 students at EKC Group (Broadstairs College).
- (iii) Increase the designated number from 200 to 230

And, subject to no objections being received to the public notice:

- (i) Establish a satellite provision for 6 Year R/Key Stage 1 primary aged pupils at Garlinge Primary School and Nursery.
- (ii) Establish a satellite provision for 12 Key Stage 4 students and 12 Post -16 students at EKC Group (Broadstairs College).
- (iii) Increase the designated number from 200 to 230

10. Background Documents

- 10.1 Consultation documents including EqlA
www.kent.gov.uk/schoolconsultations
- 10.2 Kent Commissioning Plan for Education Provision
www.kent.gov.uk/educationprovision
- 10.3 Setting the Course - Our 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:

Cabinet Member for Education and Skills

DECISION NO:

22/00012

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

Key decision: YES

Key decision criteria. The decision will:

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

Title of Decision

Proposal to make prescribed changes to Foreland Fields (Foundation) Special School from September 2022

- Establish a satellite provision for 6 Year R/Key Stage 1 primary aged pupils at Garlinge Primary School and Nursery.
- Establish a satellite provision for 12 Key Stage 4 students and 12 Post -16 students at EKC Group (Broadstairs College).
- Increase the designated number from 200 to 230.

Decision:

Cabinet Member for Education and Skills, I agree to:

Issue a public notice to:

- (i) Establish a satellite provision for 6 Year R/Key Stage 1 primary aged pupils at Garlinge Primary School and Nursery.
- (ii) Establish a satellite provision for 12 Key Stage 4 students and 12 Post -16 students at EKC Group (Broadstairs College).
- (iii) Increase the designated number from 200 to 230

And, subject to no objections being received to the public notice:

- (i) Establish a satellite provision for 6 Year R/Key Stage 1 primary aged pupils at Garlinge Primary School and Nursery.
- (ii) Establish a satellite provision for 12 Key Stage 4 students and 12 Post -16 students at EKC Group (Broadstairs College).
- (iii) Increase the designated number from 200 to 230

Reason(s) for decision:

Foreland Fields School is unable to expand on its main school site and demand for PSCN Special school places in Thanet district is increasing. The establishment of satellite provisions on mainstream education sites provides additional capacity whilst also enabling the school's expertise

to be shared with the host school and provide Foreland Fields students the opportunity to integrate, (where appropriate) with mainstream peers.

Background

Foreland Fields (Foundation) Special School is a day provision providing for pupils aged 2 to 19 with Profound, Severe and Complex Needs (PSCN) including Autistic Spectrum Disorder (ASD).

Foreland Fields moved into their new purpose-built school in February 2017. In addition to the main building, the school already operates a primary satellite provision at Garlinge Primary and Nursey School for Key Stage 2 pupils. The new satellites will provide additional opportunities and choice for integration for both primary, secondary and post -16 Foreland pupils.

Financial Implications

Capital

Garlinge Primary School and EKC Group have identified areas which will be reconfigured to provide the space needed to create the satellite provisions.

Capital costs for Garlinge Primary School satellite £59,471

Capital costs for EKC Group satellite £65,000

The total project costs are £124,471 and will be funded from KCC's Basic Need Capital Budget.

Revenue

As per KCC policy a total of £6,000 per newly provided classrooms will be provided to the school from the DGS revenue budget

Legal implications

Equalities implications

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

- Pupils with Complex Needs and ASD will be able to attend satellite provisions in mainstream primary and Key stage 4 and post 16 College
- The Key Stage 1 and Reception satellite will provide continuity through to the current Key Stage 2 provision of Foreland Fields at Garlinge Primary School.
- The Key Stage 4 and Post 16 satellite classes proposed for East Kent College will enable students assessed as suitable to attend these to develop greater independence and the skills required to continue their education and training successfully to adulthood.
- There will be an increase in the total number of Specialist places available for Children with Complex needs and ASD.

No adverse impacts were identified during the assessment.

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

There is currently a Key Stage 2 satellite at Garlinge Primary School and it is therefore logical that the proposed Key Stage One class is established at this same school.

There is only one college provider in Thanet. EKCG runs a 14-16 school on the Broadstairs College site and therefore this provides the opportunity for the establishment of satellite classes covering both Key Stage 4 and Post 16.

Cabinet Committee recommendations and other consultation:

The Children's and Young People Cabinet Committee will consider the decision on 1 March 2022.

Any alternatives considered and rejected:

The Commissioning Plan for Education Provision in Kent 2022-2026 sets out KCC's commissioning intentions and identified the need for additional Special School capacity. The proposal to expand Foreland fields by establishing satellite provisions to help meet this need is set out within the current Plan.

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/education-provision>.

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

.....
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 and Young People's Cabinet Committee - 1 March 2022

Subject: Proposal to permanently expand Borden Grammar School, Avenue of Remembrance, Sittingbourne, ME10 4DB from 120 places to 150 places for September 2022.

Decision Number: TBC

Key decision

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

Classification: Unrestricted

Past Pathway of report: 14 September 2022 Decision Number 21/00069

Future Pathway of report: Cabinet Member Decision

Electoral Division:

Sittingbourne South – John Wright
 Sittingbourne North – Mike Dendor
 Swale West – Mike Baldock
 Swale East – Rich Lehmann

Summary:

This report reiterates the need for the expansion of Borden Grammar School from a PAN of 120 to 150. The rationale for the expansion was set out in the report to Cabinet Committee of the 14 September 2022. It requests permission to allocate an additional £1.515m. from the Basic Need capital budget to the build programme. This will take the cost of the build programme from £5.46m which was agreed in September 2021, to a total of £6.975m, required for the school to accommodate the additional pupils. Forecasts indicate a deficit of up to 60 Year 7 places for 2021 and a continual need through the plan period of between 1.5FE and 2FE in additional selective school places. The expansion will ensure sufficient Grammar School places for students in Sittingbourne and Sheppey.

Recommendation(s):

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills and agree to:

- i. increase the funding allocated to expand Borden Grammar School from £5.46m to £6.975m through providing an additional £1.515 million from the Basic Need capital budget.
- ii. Authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts / agreements on behalf of the County Council.
- iii. Authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

1. Introduction

- 1.1 The Commissioning Plan for Education Provision in Kent 2020-24 identified the need to commission additional capacity in the Sittingbourne and Sheppey selective planning group to ensure sufficient Grammar School places.
- 1.2 2021-25 forecasts indicate a deficit of up to -64 Year 7 places for 2022 and a continual need throughout the plan period of between 1.5FE and 2.5FE of additional selective school places.
- 1.3 The increase in the number of births from 2008 to 2012, inward migration and house building has increased the forecast need for both non-selective and selective school places in the Sittingbourne and Sheppey planning areas. The peak pressure on year 7 places in Sittingbourne and Sheppey is the 2023 to 2024 academic year.
- 1.4 The tables below show the additional selective places required if no further action is taken Sittingbourne and Sheppey selective planning group. (KCP 2021-2025) 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
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
Sittingbourne and Sheppey Selective	1,260	-51	-73	-123	-157	-220	-275	-291	-276	1,200

The tables below (KCP2022-2026) show the updated forecasts which include both the 1FE expansion projects at Highsted Grammar School and Borden Grammar School.

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

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 capacity (F)	2027-28 capacity (F)	2027-28 capacity
Sittingbourne and Sheppey Selective	270	-12	-65	13	-9	-4	4	13	-6	300

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

Planning Group	2020-21 capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 capacity (F)	2027-28 capacity (F)	2027-28 capacity
Sittingbourne and Sheppey Selective	1,290	-42	-97	-72	-73	-60	-44	34	16	1,500

2. Background

2.1 There are two Grammar schools in the Sittingbourne and Sheppey planning group: Borden Grammar School (Boys) and Highsted Grammar School (Girls). For several years both grammar schools have offered over their Published Admission Number, however they are no longer able to offer any additional places from September 2022 without additional accommodation that would enable them to expand by 1FE on a permanent basis. Discussions have been held with both grammar schools in Sittingbourne and each school has agreed to progress a 1FE expansion, delivering a total of 60 additional places from September 2022.

2.2 The outcome of the consultation was reported to the September 2021 Children's, Young People and Education Cabinet Committee.

2.3 The report taken in September 2021 to the Children and Young People's and Education Cabinet Committee agreed to the allocation of funding of £5,460m and stated:

The capital allocation of £5.460m is to deliver a programme providing the additional general and specialist classrooms plus a new sports hall to meet the additional pupil place need.

Planning permission was submitted at the beginning of July 2021 with a decision expected by September 2021.

2.4 The proposal was delayed going to planning until January 2022 and therefore the cost for the project has now been revised following detailed surveys and adjustments to the designs following feedback from planning officers. The cost

has increased from £5.460m to £6.975m. There are a number of reasons for the increase including.

- Increased market inflation costs over the delay period.
- Additional design options and investigations required as a result of questions and challenges to the original proposals which were required for the planning application to evidence chosen location as the best and only viable solution.
- Additional surveys and design for logistics routes required for Highways consultee for planning application
- Additional artwork to side of the new Sports Hall as part of planning condition to complement the environment of the Avenue of Remembrance
- Additional ecology conditions applied due to proximity to Avenue of Remembrance and building on green land.
- PV panels required to be installed to roof of new build as part of additional planning conditions (building had met (spirit of) very good BREEAM without PV, therefore only space and structural provision had been allowed for on the roof within the original design)
- Additional abnormal costs
 - Internal alternations to existing building
 - Kitchen extension
 - 3x low voltage electricity cable diversions
 - Gas line extension for kitchen extension
 - Piled foundations due to high water level
 - Increased drainage and soakaway provisions due to street and school drainage not being sufficient to facilitate new build
 - Re-design due to structural implications within existing building (original proposal was to retain additional science lab with current suite of science labs)

3. Financial Implications

- 3.1 The additional capital allocation of £1.515m, taking the cost of the build project from £5.46m to £6.975m, will enable the delivery of a programme that will provide the additional general and specialist classrooms plus a new sports hall to meet the additional pupil place need. Developer Contributions amounting to £3,079,650.77 have been sought towards Grammar expansions in Sittingbourne. Of this £313,229.77 has been secured and agreed with a total of £72,658.64 received. £2,725,561 has been requested but is currently unsecured. £40,860 has been refused.
- 3.2 The school will receive increased revenue funding through their Delegated Budget. The rising rolls will be protected in line with KCC Growth Funding Policy. Revenue funding will also be allocated to enable the school to resource each new classroom as they come online. At present this is at a value of £6,000 per classroom.

4. Legal implications

- 4.1 Borden Grammar School will be required to complete and submit a full Business Case to the ESFA regarding the expansion of the school by 1FE now that planning has been secured.

- 4.2 The provision of sufficient school places is a statutory duty and contributes to the Strategic Business Plan Priorities to ensure that “Children and Young People in Kent get the best start in life

5. 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 2022 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 Planning and Highways were consulted for the planning application and planning was agreed on 19 January 2022.

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. 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.

8. Conclusions

- 8.1 Without the additional funding for this project the additional places will not be delivered and the permanent expansion at Borden Grammar School will not be able to progress, resulting in insufficient Year 7 grammar places in Sittingbourne to meet demand. This would result in children having to travel to other districts or planning groups for their Grammar education and would further increase transport costs for KCC. The expansion of Borden Grammar School by 1FE also means that boys requiring a grammar school place will also be able to secure a place at their local grammar school alongside girls securing places at Highsted due to their expansion by 1 Form of Entry within the same timeframe.

9. Recommendation(s):

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills and agree to:

- i. to increase the funding allocated to expand Borden Grammar School from £5.46m to £6.975m, providing £1.515m additional funding from the Basic Need capital budget.
- ii. Authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts / agreements on behalf of the County Council
- iii. Authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

10. Background Documents

- 10.1 Children's, Young People and Education Cabinet Committee report for Borden Grammar School 14 September 2022 Decision Number 21/00069
<https://democracy.kent.gov.uk/ieDecisionDetails.aspx?ID=2522>
- 10.2 Consultation documents
<https://letstalk.kent.gov.uk/borden-grammar-school>
- 10.3 Kent Commissioning Plan for Education Provision
www.kent.gov.uk/educationprovision
- 10.4 Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020.
<http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/increasing-opportunities-improving-outcomes>

11. Contact details

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

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:

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

Subject Matter / Title of Decision

Proposal to permanently expand Borden Grammar School, Avenue of Remembrance, Sittingbourne, ME10 4DB from 120 places to 150 places for September 2022.

Decision:

- i. agree to increase the funding allocated to expand Borden Grammar School from £5.46m to £6.975m through providing £1.515m million additional funding from the Basic Need capital budget.
- ii. Authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts / agreements on behalf of the County Council.
- iii. Authorise the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

Reason(s) for decision:

Background

The Commissioning Plan for Education Provision in Kent 2020-24 identified the need to commission additional capacity in the Sittingbourne and Sheppey selective planning group.

2021-25 forecasts indicate a deficit of up to 64 Year 7 places for 2022 and a continual need through the plan period of between 1.5FE and 2.5FE of additional selective school places. Discussions have been held with both grammar schools in Sittingbourne and each school has agreed to progress a 1FE expansion, delivering a total of 60 additional places from September 2022.

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

The report taken in September 2021 to the Children and Young People's and Education Cabinet Committee agreed to the allocation of £5,460m in capital funding from the Basic Need budget. The proposal was delayed going to planning until January 2022 and therefore the cost for the project has now been revised following additional detailed surveys and adjustments to the designs following feedback from planning officers. The cost has increased from £5.460m to £6.975m. A decision to allocate the additional funding of £1.515m is required.

Financial Implications

The additional capital allocation of £1.515m will enable the delivery of a programme providing the additional general and specialist classrooms plus a new sports hall to meet the additional pupil place need.

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

Legal implications

Borden Grammar School will be required to complete and submit a full Business Case to the ESFA regarding the expansion of the school by 1FE.

The provision of sufficient school places is a statutory duty and contributes to the Strategic Business Plan Priorities to ensure that "Children and Young People in Kent get the best start in life.

Equalities implications

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

- Sufficient year 7 places will be provided for September 2022 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.

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

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

Cabinet Committee recommendations and other consultation:

The Children's and Young People Cabinet Committee will consider the decision on 1 March 2022.

Any alternatives considered and rejected:

The Commissioning Plan for Education Provision in Kent 2020-24 identified the need to commission additional capacity in the Sittingbourne and Sheppey selective planning group to ensure sufficient Grammar School places.

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

signed

date

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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's, Young People and Education Cabinet Committee –
 1 March 2022

Subject: Proposal to expand Rosherville Church of England Academy and relocate the school to a new site.

Decision Number: 22/00009

Classification: Unrestricted

Key Decision: Yes, >£1m

Future Pathway: Cabinet Member Decision
 of Paper

Electoral Division: Northfleet & Gravesend West
 Conrad Broadley and Dr Lauren Sullivan

Summary:

This report advises the CYPE Cabinet Committee of a proposal to expand to expand Rosherville Church of England Academy in two phases and relocate the school to a new site.

Recommendation:

The Children, Young People and Education Cabinet Committee is asked to consider and if necessary, make recommendations to the Cabinet Member for Education and Skills to endorse a proposal to expand Rosherville Church of England Academy, London Rd, Northfleet, Gravesend, Kent DA11 9JQ, increasing the Published Admission Number (PAN) from 20 places to 60 places in two phases, facilitated by a relocation onto a new housing development.

1. Introduction

1.1. Kent County Council (KCC) as the Local Authority has a statutory duty to ensure sufficient school places are available. The County Council's Commissioning Plan for Education Provision in Kent 2022-26 is a five-year rolling plan which is updated annually. It sets out our future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent. A copy of the plan can be viewed from this link:

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/education-provision>.

2. Background

- 2.1. The Ebbsfleet Development Corporation (EDC) is overseeing three new developments in Northfleet, Gravesham. These developments are known as Cable Wharf, Harbour Village and Grove Road. The total of new housing is not yet fixed, but it is anticipated that the developments will generate between 1FE and 1.5FE of new primary demand. Analysis of the provision in the Northfleet and West Gravesend planning group indicates that there is insufficient capacity to accommodate this demand.
- 2.2. The Rosherville Church of England Academy is a small 20 PAN primary school, sited on a challenging site on top of a quarry cliff. The site is unsuitable for several reasons. It is restricted by topography on the south and east boundaries, and by the B2175 (London Road) to the north. The site is made up of several smaller parts that have separate freeholders, including the Church Wardens of the Diocese of Rochester.
- 2.3. The school buildings are either very old or in need of replacement, with the main building being of Victorian era. The remaining buildings require constant maintenance to remain fit for purpose. Whilst there is no immediate danger to the school buildings on the existing site, the chalk cliffs are sheer, at about 12m high. The school cannot expand on its existing site.
- 2.4. The proposal addresses two issues. That of increasing the primary provision in the area and providing Rosherville Church of England Academy with a new site and modern buildings, within the Cable Wharf development, but less than 200 metres from the existing school site. This issue has been mentioned in previous Kent Commissioning Plans.
- 2.5. With a PAN of 20, Rosherville Church of England Academy has to carefully manage smaller class sizes to remain a viable school. Increasing the school's PAN to 1FE and then again to 2FE will make the school much more financially viable and support the future of the school.
- 2.6. Ofsted deems Rosherville Church of England Academy to be a school that 'requires improvement'. It is a popular school with parents. The school is part of the Aletheia Anglican Academies Trust.

3. Proposal Details

- 3.1. The proposal would see Aletheia Anglican Academies Trust expand Rosherville Church of England Academy by 40 Year R places, each year to become a 2FE primary school. This expansion will be in two phases.
- 3.2. The first phase will see the school expand from 20 PAN to 1FE. This expansion should take place for the September 2024 intake. This phase will be facilitated by a move from the London Road site to a new site and building in the Cable Wharf housing development. The new building will initially be constructed to provide the core and infrastructure of a 2FE school, with 1FE of teaching accommodation

(seven classrooms), ready for use. Another seven teaching rooms will be built, but not finished. This maintains a 1FE net capacity that reduces the risk of the school having to exceed that capacity.

- 3.3. The second phase will see the school expand from 1FE to 2FE, facilitated by the finishing of an additional seven teaching rooms. This expansion will take place when demand requires it. Most of the new primary demand is forecast to be generated from the aforementioned Cable Wharf, Harbour Village and Grove Road developments in Northfleet.

4. Alternative Proposals

- 4.1. There is one other alternative option to provide additional provision, that of expanding Lawn Primary School. This alternative was rejected, because Lawn Primary School, being a very small site and will encounter challenging Highways constraints.
- 4.2. A completely new 2FE school would cost in the region of £10m, but comes with a possibility of creating overprovision in the area, which could have a detrimental effect on Rosherville Academy and other local schools. Therefore, by relocating Rosherville Academy into the new building, it would result in the provision of 240 additional primary places rather than 420, thus mitigating the risk of overprovision whilst providing the academy with new, fit for purpose premises.
- 4.3. If no further action is taken in the longer term, Kent County Council will find it extremely difficult to provide sufficient primary school places in the Northfleet and West Gravesend planning group.

5. Financial Implications

- 5.1. **Capital Funding:** KCC will manage and deliver the project.
- 5.2. Feasibility studies have been undertaken and identified that the cost of the scheme will likely be in the region of £10m to 10.5m. There are a lot of uncertainties in the construction trade at the moment. However, each component of the cost will be considered separately to see what can be reduced. A further paper will be presented to the Cabinet Committee once the financial aspects of the scheme are finalised.
- 5.3. The land is being awarded to KCC as part of the Cable Wharf housing developer's S106 contribution.
- 5.4. There are several funding streams that are being investigated. Gravesham is a Section 106 authority and nearby, there are a number of extant S106 monies that have not yet been allocated to a project. Work is underway to ascertain how many could be put towards this project, and this amount is likely to be between £4.7m and £5m, once index linking calculations have been completed.

- 5.5. The Rosherville site on London Road is not owned by KCC so no direct capital receipt can be received. However, talks are underway with the Rochester Diocese and the Church Wardens to investigate the possibility of securing a capital receipt from the Church Warden's land which can be applied to the project cost.
- 5.6. Negotiations are also underway between the Academy Trust, KCC and the Department for Education (DfE) to try to secure a contribution towards the project cost.
- 5.7. The residue would be sourced from the CYPE Capital Budget. A better indication of this amount will be available if the proposal is progressed and the planning process complete.
- 5.8. The new building is being designed to incorporate additional space to facilitate either a nursery, a specialist resource provision or both, if future consultations and forecasts indicate that such provisions are required for the community. This will be formalised during the planning process.
- 5.9. In addition, an allowance of up to £2,500 may be payable to outfit each new teaching room with appropriate ICT equipment, such as touch screens or projection equipment.
- 5.10. **Revenue Funding:** Should the scheme progress, £6,000 per newly provided learning space would be provided towards the cost of furniture and equipment. This would be provided to the school to purchase required equipment. The school would receive funding for the additional pupils that it admits in line with the funding allocated to schools through KCC's Schools Funding Formula.
- 5.11. **Human:** The school will appoint additional staff as required; utilising revenue funding allocated through the Schools Funding Formula for these additional pupils.

6. Other Corporate Implications

- 6.1. The provision of sufficient school places is a statutory duty and contributes to the Strategic Business Plan Priorities to ensure that "Children and Young People in Kent get the best start in life".

7. Kent Policy Framework

- 7.1. The 'Kent Commissioning Plan for Education Provision, 2021-25 and 2022-26.

8. Consultation

- 8.1. In accordance with the statutory guidance, the Academy Trust conducted the consultation. The results were:

- 8.2. 10 Responses received
7 in favour
0 opposed
3 commented but did not express an opinion

- 8.3. The Aletheia Anglican Academies Trust have considered the results of the consultation and have resolved to progress the proposal. The Trust will advert the responses and decision to the Education Funding Agency when they apply for their funding agreements to be amended, in accordance with the regulations laid down in the guide, "[Making significant changes to an open academy](#)".

9. Legal Implications

- 9.1. The provision of sufficient school places is a statutory duty and contributes to the Strategic Business Plan Priorities to ensure that "Children and Young People in Kent get the best start in life"
- 9.2. KCC legal colleagues will ensure that no caveats, conditions or legal constraints exist that could create challenges to the proposal.

10. Data Protection implications

- 10.1. The Aletheia Anglican Academies Trust is the data handler. KCC will not handle any personal data relating to this decision.

11. Views

- 11.1. The Local Members affected by the change, Mr Conrad Broadley and Dr Lauren Sullivan have been informed of the proposal.

- 11.2. Mr Broadley said:

"I hope to see the school keep its name and respect and build on the areas rich garden and engineering heritage which could become part of the children's education. Definitely don't call the school Cable Wharf as historically there was never a wharf, just piers."

- 11.3. Dr Sullivan said:

"In principle I support the proposal to expand to school in my divisions. I welcome the increased SEN places and the early years element to the proposal. It is imperative to build connecting communities so the developers must ensure that there is a safe walking route that allows access to the new school from the main London Road. I would also need assurance that the architects provide sufficient car parking on the school site. This is not an endorsement for the planning application or building scheme as devil is in the details, always. This statement was written at the early concept principles and not at the stage of planning. As I

am a representative from Gravesham Borough Council on the Ebbsfleet Planning Committee I must declare this.”

11.4. Both the school and the Trust are fully supportive of the proposal.

12. The Area Education Officer has said that the analysis of the demand that will be created by the three new housing development in Northfleet shows that about forty new year R places are needed. All alternatives have been considered, and the conclusion is that the best solution is to relocate and expand Rosherville Church of England Academy.

13. Conclusions

13.1. The proposal will increase primary provision in the Northfleet area, and secure the future of Rosherville Church of England Academy. It is anticipated that the draw on the CYPE Capital budget would be considerably less than the draw from an entirely new 2FE school.

14. Recommendations

The Children, Young People and Education Cabinet Committee is asked to consider and endorse, or make recommendations to the Cabinet Member for Education and Skills to endorse a proposal to expand Rosherville Church of England Academy, London Rd, Northfleet, Gravesend, Kent DA11 9JQ, increasing the Published Admission Number (PAN) from 20 places to 60 places in two phases, facilitated by a relocation onto a site in a new housing development.

15. Background Documents

15.1. Kent Commissioning Plan for Education Provision.
www.kent.gov.uk/educationprovision

15.2. An equal opportunities impact assessment has been completed that indicates that there are no issues.

16. Contact details

Report Author:

Ian Watts
Area Education Officer – North Kent
Tel number: 03000 414302
ian.watts@kent.gov.uk

Lead Director:

Christine McInnes
Director of Education
03000
christine.mcinnnes@kent.gov.uk

KENT COUNTY COUNCIL –PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

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

DECISION NO:

**(To be completed by
Democratic Services)**

Unrestricted

Key decision: Yes, Expenditure exceeds £1m

Subject:

Proposal to Expand Rosherville Church of England Academy and relocate the school to a new site

Decision:

As Cabinet Member for Education and Skills, I agree to endorse and progress a proposal to expand Rosherville Church of England Academy, London Rd, Northfleet, Gravesend, Kent DA11 9JQ, increasing the Published Admission Number (PAN) from 20 places to 60 places in two phases, facilitated by a relocation onto a new housing development.

Reason(s) for decision:

Kent County Council (KCC) as the Local Authority has a statutory duty to ensure sufficient school places are available. The County Council's Commissioning Plan for Education Provision in Kent 2022-26 is a five-year rolling plan which is updated annually. It sets out our future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent.

The Ebbsfleet Development Corporation (EDC) is overseeing three new developments in Northfleet, Gravesham. These developments are known as Cable Wharf, Harbour Village and Grove Road. The total of new housing is not yet fixed, but it is anticipated that the developments will generate between 1FE and 1.5FE of new primary demand. Analysis of the provision in the Northfleet and West Gravesend planning group indicates that there is insufficient capacity to accommodate this demand.

The Rosherville Church of England Academy is a small 20 PAN primary school, sited on a challenging site on top of a quarry cliff. The site is unsuitable for several reasons. It is restricted by topography on the south and east boundaries, and by the B2175 (London Road) to the north. The site is made up of several smaller parts that have separate freeholders, including the Church Wardens of the Diocese of Rochester.

The school buildings are either very old or in need of replacement, with the main building being of Victorian era. The remaining buildings require constant maintenance to remain fit for purpose. Whilst there is no immediate danger to the school buildings on the existing site, the chalk cliffs are sheer, at about 12m high. The school cannot expand on its existing site.

The proposal addresses two issues. That of increasing the primary provision in the area and providing Rosherville Church of England Academy with a new site and modern buildings, within the Cable Wharf development, but less than 200 metres from the existing school site. This issue has been mentioned in previous Kent Commissioning Plans.

With a PAN of 20, Rosherville Church of England Academy has to carefully manage smaller class sizes to remain a viable school. Increasing the school's PAN to 1FE and then again to 2FE will make the school much more financially viable and support the future of the school.

Ofsted deems Rosherville Church of England Academy to be a school that 'requires improvement'. It is a popular school with parents. The school is part of the Aletheia Anglican Academies Trust.

The proposal would see Aletheia Anglican Academies Trust expand Rosherville Church of England Academy by 40 Year R places, each year to become a 2FE primary school. This expansion will be in two phases.

The first phase will see the school expand from 20 PAN to 1FE. This expansion should take place for the September 2024 intake. This phase will be facilitated by a move from the London Road site to a new site and building in the Cable Wharf housing development. The new building will initially be constructed to provide the core and infrastructure of a 2FE school, with 1FE of teaching accommodation (seven classrooms), ready for use. Another seven teaching rooms will be built, but not finished. This maintains a 1FE net capacity that reduces the risk of the school having to exceed that capacity.

The second phase will see the school expand from 1FE to 2FE, facilitated by the finishing of an additional seven teaching rooms. This expansion will take place when demand requires it. Most of the new primary demand is forecast to be generated from the aforementioned Cable Wharf Harbour Village and Grove Road developments in Northfleet.

The new building is being designed to incorporate additional space to facilitate either a nursery, a specialist resource provision or both, if future consultations and forecasts indicate that such provisions are required for the community. This will be formalised during the planning process.

Legal Implications

Contracting for KCC framework building contractors.

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"

KCC legal colleagues will ensure that no caveats, conditions or legal constraints exist that could create challenges to the proposal

Equalities implications

An Equality Impact Assessment has been completed which applies to this project and the proposal has been assessed as offering improved facilities for students with disabilities and for students of faith and no faith.

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

Feasibility studies have been undertaken and identified that the cost of the scheme will likely be in the region of £10m to 10.5m. There are a lot of uncertainties in the construction trade at the moment. However, each component of the cost will be considered separately to see what can be reduced. A further paper will be presented to the Cabinet Committee once the financial aspects of the scheme are finalised.

The land is being awarded to KCC as part of the Cable Wharf housing developer's S106 contribution.

There are several funding streams that are being investigated. Gravesham is a Section 106 authority and nearby, there are a number of extant S106 monies that have not yet been allocated to a project. Work is underway to ascertain how many could be put towards this project, and this amount is likely to be between £4.7m and £5m, once index linking calculations have been completed.

The Rosherville site on London Road is not owned by KCC so no direct capital receipt can be received. However, talks are underway with the Rochester Diocese and the Church Wardens to investigate the possibility of securing a capital receipt from the Church Warden's land which can be applied to the project cost.

Negotiations are also underway between the Academy Trust, KCC and the Department for Education (DfE) to try to secure a contribution towards the project cost.

The residue would be sourced from the CYPE Capital Budget. A better indication of this amount will be available if the proposal is progressed and the planning process complete.

In addition, an allowance of up to £2,500 may be payable to outfit each new teaching room with appropriate ICT equipment, such as touch screens or projection equipment.

Revenue

Should the scheme progress, £6,000 per newly provided learning space would be provided towards the cost of furniture and equipment. This would be provided to the school to purchase required equipment. The school would receive funding for the additional pupils that it admits in line with the funding allocated to schools through KCC's Schools Funding Formula.

Human

The school will appoint additional staff as required; utilising revenue funding allocated through the Schools Funding Formula for these additional pupils.

Cabinet Committee recommendations and other consultation:

The report will be shared with Members of the CYPE Cabinet Committee for comment, prior to a decision being taken.

Any alternatives considered and rejected:

There is one other alternative option to provide additional provision, that of expanding Lawn Primary School. This alternative was rejected, because Lawn Primary School, being a very small site and will encounter challenging Highways constraints.

A completely new 2FE school would cost in the region of £10m, but comes with a possibility of creating overprovision in the area, which could have a detrimental effect on Rosherville Academy and other local schools. Therefore, by relocating Rosherville Academy into the new building, it would result in the provision of 240 additional primary places rather than 420, thus mitigating the risk of overprovision whilst providing the academy with new, fit for purpose premises.

If no further action is taken in the longer term, Kent County Council will find it extremely difficult to provide sufficient primary school places in the Northfleet and West Gravesend planning group.

Any interest declared when the decision was taken, and any dispensation granted by the

Proper Officer: None

.....

Signed

.....

Date

KENT COUNTY COUNCIL
EQUALITY IMPACT ASSESSMENT

Directorate:

- *Children, Young People and Education*

Name of policy, procedure, project or service

- *Proposal to Expand Rosherville Church of England Academy and relocate to a new site from September 2024*

What is being assessed?

- *School Project*

Responsible Owner / Senior Officer

- *Ian Watts, Area Education Officer – North Kent*

Date of Initial Screening

22 January 2022

Version	Author	Date	Comment
1	Ian Watts	22 Jan 2022	



Summary and recommendations of equality analysis/impact assessment.

Proposal

This EIA assesses the KCC proposal to Expand Rosherville Church of England Academy and relocate to a new site from September 2024

Background

Kent County Council (KCC) as the Local Authority has a statutory duty to ensure sufficient school places are available. The County Council's Commissioning Plan for Education Provision in Kent 2022-26 is a five-year rolling plan which is updated annually. It sets out our future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent.

A copy of the plan can be viewed from this link:

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/education-provision>

The Ebbsfleet Development Corporation (EDC) is overseeing three new developments in Northfleet, Gravesham. These developments are known as Cable Wharf, Harbour Village and Grove Road. The total of new housing is not yet fixed, but will likely generate between 1FE and 1.5FE of new primary demand. Analysis of the provision in the Northfleet and West Gravesend planning group indicates that there is insufficient capacity to accommodate this demand.

The Rosherville Church of England Academy is a small 20 PAN primary school, sited on a challenging site on top of a quarry cliff. The site is unsuitable for several reasons. It is restricted by topography on the south and east boundaries, and by the B2175 (London Road) to the north. The site is made up of several smaller parts that have separate freeholders, including the Church Wardens of the Diocese of Rochester.

The school buildings are either very old or in need of replacement, with the main building being of Victorian era. The remaining buildings require constant maintenance to remain fit for purpose. Whilst there is no immediate danger to the school buildings on the existing site, the chalk cliffs are sheer, at about 12m high. The school cannot expand on its existing site.

The proposal addresses two issues. That of increasing the primary provision in the area and providing Rosherville Church of England Academy with a new site and modern buildings, within the Cable Wharf development, but less than 200 metres from the existing school site. This issue has been mentioned in previous Kent Commissioning Plans.

With a PAN of 20, Rosherville Church of England Academy has to carefully manage smaller class sizes to remain a viable school. Increasing the school's PAN to 1FE and then again to 2FE will make the school much more financially viable and support the future of the school.

Ofsted deems Rosherville Church of England Academy to be a school that 'requires improvement'. It is a popular school with parents. The school is part of the Aletheia Anglican Academies Trust.

The proposal would see Aletheia Anglican Academies Trust expand Rosherville Church of England Academy by 40 Year R places, each year to become a 2FE primary school. This expansion will be in two phases.

The first phase will see the school expand from 20 PAN to 1FE. This expansion should take place for the September 2024 intake. This phase will be facilitated by a move from the London Road site to a new site and building in the Cable Wharf housing development. The new building will initially be constructed to provide the core and infrastructure of a 2FE school, with 1FE of teaching accommodation (seven classrooms), ready for use. Another seven teaching rooms will be built, but not finished. This maintains a 1FE net capacity that reduces the risk of the school having to exceed that capacity.

The second phase will see the school expand from 1FE to 2FE, facilitated by the finishing of an additional seven teaching rooms. This expansion will take place when demand requires it. Most of the new primary demand is forecast to be generated from the aforementioned Cable Wharf Harbour Village and Grove Road, both in Northfleet.

Summary of equality impact

No adverse impacts have been identified at this stage.

KCC Background documents are:

Kent's Commissioning Plan for Education Provision 2022-26

www.kent.gov.uk/educationprovision

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

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/increasing-opportunities-improving-outcomes>

Screening Grid

Characteristic	Could this policy, procedure, project or service affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact HIGH/MEDIUM LOW/NONE UNKNOWN		Provide details: a) Is internal action required? If yes what? b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative		
Age	No	N/A	N/A		Yes. This project will have a positive impact on the families living in the Borough of Gravesham. It will provide additional primary places for the new communities in Northfleet giving local children greater opportunity to attend a local school.
Disability Page 248	No	N/A	N/A		Yes. The school is fully inclusive. The new accommodation will be compliant with the Equality Act 2010 and be fully accessible. It will meet the needs of children in Gravesham and in the local area, including those with SEN and/or disability. This provision is included in Kent's Commissioning Plan which sets out future plans across all types of phases of education, including specialist provision. www.kent.gov.uk/educationprovision
Gender	No	None	None	N/A	The school is a coeducational primary school.
Gender identity	No	None	None	N/A	Yes, the school has an open and supportive outlook towards gender identity
Race	No	None	None	N/A	Yes. Positive for all primary aged children within the local community providing more

Characteristic	Could this policy, procedure, project or service affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact HIGH/MEDIUM LOW/NONE UNKNOWN		Provide details: a) Is internal action required? If yes what? b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative		
					options and choices for their future.
Religion or belief	No	None	None	N/A	Yes, the school uses admission criteria that will not disadvantage any faith, or people of no faith.
Sexual orientation	No	None	None	N/A	Yes, the Academy Trust has an open and supportive outlook towards the sexual orientation of students
Pregnancy and maternity	No	None	None	N/A	N/A
Marriage and Civil Partnerships	No	None	None	N/A	N/A

Part 1: INITIAL SCREENING

Proportionality - Based on the answers in the above screening grid what weighting would you ascribe to this function – **LOW**

Low	Medium	High
Low relevance or insufficient information / evidence to make a judgement.	Medium relevance or insufficient information / evidence to make a Judgement.	High relevance to equality, / likely to have adverse impact on protected groups

Ofsted deems Rosherville Church of England Academy to be a school that 'requires improvement'. It is a popular school with parents. The school is part of the Aletheia Anglican Academies Trust.

Beneficiaries

- Local children and their families
- The Local Authority

Consultation and data

Information about the School

- Rosherville Church of England Academy provides co-educational primary school places for students aged 4-11
- A nursery provision for 2-4 years olds is planned
- A 12 place SRP is planned
- <http://www.rosherville.co.uk/>

The Community - Gravesham

- 17.2% BME.
- 17.4% children are 'in poverty'.
- 13.3% of the students are eligible for free school meals
- 11.2% SEN in school, of which:
 - 19.4%, Autistic Spectrum Disorder
 - 1.0%, Hearing Impairment
 - 13.7%, Moderate Learning Difficulties
 - 0.2%, Multi Sensory Impairment
 - 1.1%, SEN Support - No Specialist Assessment
 - 5.0%, Other
 - 2.5%, Physical Disability
 - 0.8%, Profound & Multiple Learning Difficulties
 - 13.4%, Social, Emotional & Mental Health
 - 24.9%, Speech, Language & Communication Needs
 - 2.9%, Severe Learning Difficulties
 - 13.6%, Specific Learning Difficulties
 - 1.5%, Visual Impairment
- 2.2% SEN with an EHCP

For more detail on the community, visit:

Job Title:

Date:

DMT Member

Signed:

Name:

Job Title:

Date:

Equality Impact Assessment Action Plan

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

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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 Cabinet Committee - 1 March 2022

Subject: Proposal to Permanently Relocate the Nursery at Milestone Academy from Milestone Academy, Sevenoaks District to Cherry Orchard Primary Academy, Dartford District.

Classification: Unrestricted

Key Decision: Yes, affects two electoral divisions

Future Pathway: Cabinet Member Decision of Paper

Electoral Division: Sevenoaks Rural North East, David Brazier
 Swanscombe and Greenhithe, Peter Harman

Summary:

This report advises the Committee and Cabinet Member for Education and Skills of the costs of the project to permanently relocate the nursery at Milestone Academy to Cherry Orchard Primary Academy, following design work and asks that a decision is taken to allocate the necessary funding.

Recommendation:

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills on the proposed decision to

- i. agree to provide a maximum amount of £838,000 from the Council's High Needs Provision Capital Allocation to progress the proposal to relocate the Nursery at Milestone Academy on to the site of Cherry Orchard Primary Academy, making a total scheme budget of £938,000, which includes a contribution from Leigh Academies Trust.
- ii. authorise the Director of Infrastructure in consultation with the General Counsel and Director of Education to enter into any necessary contracts / agreements on behalf of the County Council.
- iii. authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

1. Introduction

- 1.1. KCC, as the Local Authority (LA), has a statutory duty to ensure sufficient school places are available. This duty applies to Special Educational Needs (SEN) provision, as well as mainstream settings. The County Council's Commissioning

Plan for Education Provision in Kent 2022-26 is a five-year rolling plan which is updated annually. It sets out KCC's future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent. A copy of the plan can be viewed from this link:

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/education-provision>.

2. Background

- 2.1. The Commissioning Plan for Education Provision in Kent highlights the SEN place pressure that Kent has experienced, with the number of Education Health and Care Plans (EHCPs) increasing significantly in recent years. A key area of demand is providing support for students who have Profound, Severe and Complex Needs (PSCN) as their primary barrier to achieving their potential.
- 2.2. The demand for PSCN places across Dartford, Sevenoaks and Gravesham has increased commensurately, with strong parental preference towards places at Special Schools and significant house building in the area. Even though much is being done in Kent to reduce the numbers of EHCPs and place a greater proportion of young people in mainstream provision, the demand for places at a Special School is not forecast to reduce in the near or medium future. The creation of a new Special School is very challenging and takes longer than that for a mainstream school, with associated issues of the availability of suitable sites.

3. Proposal Details

- 3.1. This proposal would see Milestone Nursery relocated onto the Cherry Orchard Primary Academy site. It is the result of a collaboration between Kent County Council and the Leigh Academies Trust. The proposal allows for the repurposing of the vacant space within Milestone Academy's Sevenoaks provision to provide more capacity for Year R special school places at Milestone Academy. The number of students that can be accommodated each year will vary, depending on the complexity of the learning needs of the young people, but the school has been able to accommodate between 10 and 12 extra students as a result of this proposal. Insofar that the alternative for these extra students would likely have been private provision, this constitutes a significant saving, likely running to several millions over the lifetime of the student cohort. Members should note that the children have already been relocated into temporary accommodation on the Cherry Orchard Primary Academy site, which allowed additional year R placements to be made during 2020/21.
- 3.2. Ofsted deems Milestone Academy to be an 'Outstanding' school. It is a very popular school with parents. This contributes to it being full and oversubscribed every year. The school is part of the Leigh Academies Trust.
- 3.3. The Milestone Nursery offers places to children from across Dartford Borough and Northern Sevenoaks District. There are very few Specialist Nurseries in Kent and places are very carefully awarded through a North Kent Multi Agency Panel following the identification of a need by either a Dartford Early Years Specialist

Teacher, Sevenoaks Specialist Teacher or Portage. This means that most children must travel to the nursery with parents or carers in private transport. Some of the children will have mobility challenges.

- 3.4. Identifying a small site specifically for a Special Needs nursery is very challenging. While land can be identified for mainstream primary and secondary schools, nursery school do not always get accorded the same priority. Nevertheless, a Special Needs Nursery fulfils an essential place for the community and for the wellbeing and educational needs of children with challenges to their achieving their potential.
- 3.5. Cherry Orchard Primary Academy was inspected by Ofsted in November 2021 and received a rating of 'Outstanding'. The school is very popular with local families. Cherry Orchard Primary Academy is also part of the Leigh Academies Trust.
- 3.6. Discussion between the Leigh Academies Trust and Kent County Council has identified that if the Milestone nursery component was relocated to the Cherry Orchard Primary Academy site and operated as a satellite of Milestone Academy, it would release sufficient capacity at Milestone's Sevenoaks site to offer more special school places which would benefit children and families in the Dartford, Ebbsfleet and Northern Sevenoaks area.

4. Alternative Proposals

- 4.1. There have been extensive studies undertaken into alternatives to create new Special School provision. Moves have been underway for some time to increase Special School provision, but alternatives that can be put in place to address the challenges that this part of Kent is experiencing now, are extremely limited and logistically challenging.
- 4.2. However, if no further action is taken in the longer term, Kent County Council will find it extremely difficult to provide sufficient local special school places in the northern part of Kent.

5. Financial Implications

- 5.1. **Capital Funding:** Feasibility studies have been undertaken and identified that the cost of the scheme is £938,000. 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 £838,000 of this will be allocated to fund the relocation of Milestone Nursery. It will be a school managed scheme and the Trust has engaged architects and quantity surveyors to determine the cost of the works. The balance of £100,000, will be funded by the Leigh Academies Trust.
- 5.2. The Trust will manage and deliver the project and a funding agreement will be produced and signed by both the Trust and KCC stipulating that the KCC contribution is up to a value of £838,000. The Trust therefore agree to own the

risk of any overspend occurring on the scheme. The KCC funding will be passported to the Leigh Academies Trust.

- 5.3. In addition, an allowance of up to £2,500 may be payable to outfit each newly re-purposed teaching room with appropriate ICT equipment, such as touch screens or projection equipment.
- 5.4. **Revenue Funding:** Should the scheme progress, £6,000 per newly provided learning space would be provided towards the cost of furniture and equipment. This would be provided to the school to purchase required equipment. The school would receive funding for the additional pupils that it admits in line with the funding allocated to special schools through KCC's Schools funding Formula.
- 5.5. Human: The school will appoint additional staff as required, utilising revenue funding allocated through the Schools Funding Formula for these additional pupils

6. **Other corporate implications**

- 6.1. The provision of sufficient school places is a statutory duty and contributes to the Strategic Business Plan Priorities to ensure that "Children and Young People in Kent get the best start in life".

7. **Kent Policy Framework**

- 7.1. The 'Kent Commissioning Plan for Education Provision, 2022-26, identified a pressure on PSCN Special School Places in North Kent.

8. **Consultation**

- 8.1. In accordance with the statutory guidance, the Academy Trust has undertaken its own public consultation and will advert the responses and decision to the Education & Skills Funding Agency when they apply for their funding agreements to be amended.

9. **Legal Implications**

The expansion will be subject to a legally binding and enforceable contract being in place between KCC and the Trust.

10. **Equalities Implications**

11. An Equality Impact Assessment has been completed which applies to this project and the proposal has been assessed as offering improved facilities for students with disabilities and for students of faith and no faith.

12. **Data Protection implications**

LAT and the school are the 'controllers' under the General Data Protection Regulation and will ensure that any personal information is processed fairly and

lawfully within any consultation work completed as part of the fast-track business plan application.

13. Views

13.1. The Local Members affected by the change, Peter Harmon and David Brazier have been informed of the proposal.

13.2. Both schools and the Trust are fully supportive of the proposal.

13.3. The Area Education Officer has said that the analysis of the demand for special school places in the North Kent area is pressing and this solution provides a simple and cost-effective way to increase the number of places in the short to medium term.

14. Conclusions

14.1. KCC Special School place forecasts indicated a growing demand for places across North Kent from the start of the 2021-22 academic year. Although plans are underway to ameliorate this demand in the longer term, there remains the need to provide additional places in the short and medium term.

15. Recommendations

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills on the proposed decision to

- i. agree to provide a maximum amount of £838,000 from the Council's High Needs Provision Capital Allocation to progress the proposal to relocate the Nursery at Milestone Academy on to the site of Cherry Orchard Primary Academy, making a total scheme budget of £938,000, which includes a contribution from Leigh Academies Trust.
- ii. authorise the Director of Infrastructure, in consultation with the General Counsel and Director of Education to enter into any necessary contracts / agreements on behalf of the County Council
- iii. authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

16. Background Documents

16.1. Kent Commissioning Plan for Education Provision.
www.kent.gov.uk/educationprovision

17. Contact details

Report Author:

Ian Watts

Area Education Officer – North Kent

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Lead Director:

Christine McInnes

Director of Education

03000

christine.mcinnnes@kent.gov.uk

KENT COUNTY COUNCIL –PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

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

DECISION NO:

**(To be completed by
Democratic Services)**

Unrestricted

Key decision: Yes, affects two electoral divisions

Subject:

Proposal to Permanently Relocate the Nursery at Milestone Academy from Milestone Academy, Sevenoaks District to Cherry Orchard Primary Academy, Dartford District

Decision:

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

- agree to provide a maximum amount of £838,000 from the Council's High Needs Provision Capital Allocation to progress the proposal to relocate the Nursery at Milestone Academy on to the site of Cherry Orchard Primary Academy, making a total scheme budget of £938,000, which includes a contribution from Leigh Academies Trust.
- authorise the Director of Infrastructure, in consultation with the General Counsel and Director of Education to enter into any necessary contracts / agreements on behalf of the County Council,
- authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

Reason(s) for decision:

The Commissioning Plan for Education Provision in Kent highlights the SEN place pressure that Kent has experienced, with the number of Education Health and Care Plans (EHCPs) increasing significantly in recent years. A key area of demand is providing support for students who have Profound, Severe and Complex Needs (PSCN) as their primary barrier to achieving their potential.

The demand for PSCN places across Dartford, Sevenoaks and Gravesham has increased commensurately, with strong parental preference towards places at Special Schools and significant house building in the area. Even though much is being done in Kent to reduce the numbers of EHCPs and place a greater proportion of young people in mainstream provision, the demand for places at a Special School is not forecast to reduce in the near or medium term future. The creation of a new Special School is very challenging and takes longer than that for a mainstream school, with associated issues of the availability of suitable sites.

This proposal would see Milestone Nursery permanently relocated onto the Cherry Orchard Primary Academy site. It is the result of a collaboration between Kent County Council and the Leigh Academies Trust. The proposal allows for the repurposing of the vacant space within Milestone Academy's Sevenoaks provision to provide more capacity for Year R special school places at Milestone Academy. The number of students that can be accommodated each year will vary, depending on the complexity of the learning needs of the young people, but the school has been able to accommodate between 10 and 12 extra students as a result of this proposal. Insofar that the alternative for these extra students would likely have been private provision, this

constitutes a significant saving, likely running to several millions of pounds over the lifetime of the student cohort. Members should note that the children have already been relocated into temporary accommodation on the Cherry Orchard Primary Academy site, which allowed additional year R placements to be made during 2020/21.

Ofsted deems Milestone Academy to be an 'Outstanding' school. It is a very popular school with parents. This contributes to it being full and oversubscribed every year. The school is part of the Leigh Academies Trust.

The Milestone Nursery offers places to children from across Dartford Borough and Northern Sevenoaks District. There are very few Specialist Nurseries in Kent and places are very carefully awarded through a North Kent Multi Agency Panel following the identification of a need by either a Dartford Early Years Specialist Teacher, Sevenoaks Specialist Teacher or Portage. This means that most children must travel to the nursery with parents or carers in private transport. Some of the children will have mobility challenges.

Identifying a small site specifically for a Special Needs nursery is very challenging. While land can be identified for mainstream primary and secondary schools, nursery schools do not always get accorded the same priority. Nevertheless, a Special Needs Nursery fulfils an essential place for the community and for the wellbeing and educational needs of children with challenges to achieving their potential.

Cherry Orchard Primary Academy was inspected by Ofsted in November 2021 and received a rating of 'Outstanding'. The school is very popular with local families. Cherry Orchard Primary Academy is also part of the Leigh Academies Trust.

Discussion between the Leigh Academies Trust and Kent County Council has identified that if the Milestone nursery component was relocated to the Cherry Orchard Primary Academy site and operated as a satellite of Milestone Academy, it would release additional capacity at Milestone's Sevenoaks site to offer more special school places which would benefit children and families in the Dartford, Ebbsfleet and Northern Sevenoaks area.

Legal Implications

The expansion will be subject to a legally binding and enforceable contract being in place between KCC and the Trust.

Equalities implications

An Equality Impact Assessment has been completed which applies to this project and the proposal has been assessed as offering improved facilities for students with disabilities and for students of faith and no faith.

Data Protection implications

LAT and the school are the 'controllers' under the General Data Protection Regulation and will ensure that any personal information is processed fairly and lawfully within any consultation work completed as part of the fast-track business plan application.

Financial Implications

Capital

Feasibility studies have been undertaken and identified that the cost of the scheme is £938,000. 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 £838,000 of this will be allocated to fund the relocation of Milestone Nursery. It will be a school managed scheme and the Trust has engaged architects and quantity surveyors to

determine the cost of the works. The balance of £100,000, will be funded by the Leigh Academies Trust.

The Trust will manage and deliver the project and a funding agreement will be produced and signed by both the Trust and KCC stipulating that the KCC contribution is up to a value of £838,000. The Trust therefore agree to own the risk of any overspend occurring on the scheme. The KCC funding will be passported to the Leigh Academies Trust.

In addition, an allowance of up to £2,500 may be payable to outfit each newly re-purposed teaching room with appropriate ICT equipment, such as touch screens or projection equipment.

Revenue

Should the scheme progress, £6,000 per newly provided learning space would be provided towards the cost of furniture and equipment. This would be provided to the school to purchase required equipment. The school would receive funding for the additional pupils that it admits in line with the funding allocated to special schools through KCC's Schools Funding Formula.

Human

The school will appoint additional staff as required; utilising revenue funding allocated through the Schools Funding Formula for these additional pupils.

Cabinet Committee recommendations and other consultation:

The Children's and Young People Cabinet Committee will consider the decision on 1 March 2022.

Any alternatives considered and rejected:

The Commissioning Plan for Education Provision in Kent 2022-2026 sets out KCC's commissioning intentions and identified the need for additional Special School capacity.

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/education-provision>.

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

.....

Signed

.....

Date

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

Shellina Prendergast, Cabinet Member for Education and Skills

To: Children's, Young People and Education Cabinet Committee – 01 March 2022

Subject: Refurbishment and reprovisioning of Science facilities at The Towers School and Sixth Form, Ashford

Classification: Unrestricted

Past Pathway of Paper: None

Future Pathway of Paper: Cabinet Member Decision

Electoral Division: Ashford

Summary: This report provides the Committee with the information regarding a request for additional funding for the refurbishment of science facilities at The Towers School and Sixth Form Centre and the impact on the Children's, Young People and Education Capital Budget.

Recommendation(s):

The Children's, Young People's and Education Cabinet Committee is asked to

- I. Release an additional £450,000 from the Children's, Young People and Education Capital budget to reconfigure and reprovision science facilities at The Towers School and Sixth Form Centre (Ashford), thus increasing the agreed allocation from £1,550,000 to £2,000,000.
- 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.

1. Introduction

- 1.1 In March 2021, decision 21/00020 - The Towers School and Sixth Form, Ashford was made to release £1,550,000 from the Children's, Young People and Education Capital Budget to support the addition of science classrooms at The Towers School and Sixth Form Centre which would enable the School to accommodate an additional 1FE of pupils (27 pupils in Year 7 and 135 places in total) as and when required to support the need for additional secondary places in the Borough.
- 1.2 The cost forecasts have increased due to the Covid pandemic and redesigns that were required following further intrusive surveys. A further £450,000 will be required from the Children's, Young People and Education Capital Budget to complete the refurbishment of the science facilities.

2. Background

- 2.1 In Ashford Borough secondary school rolls have risen significantly over the last 10 years. For a number of years, school leaders have temporarily offered places above their published admissions number to support KCC in being able to allocate sufficient places for National Offer Day.
- 2.2 The pressures for non-selective places in the Ashford Town non-selective planning group are particularly acute. The number of secondary aged pupils The latest pupil forecasts (figure 1) would suggest that there has been a slight reduction in the number of Year 7 places required from September 2022 (in comparison to the previous Commissioning Plan for Education Provision in Kent), but there will still be a significant deficit in year 7 places which has to be addressed throughout the Plan period.

Figure 1: Forecast Year 7 surplus/deficit capacity if no further action is taken (KCP 2022-26)

Planning Group Name	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2027-28 Capacity
Ashford North Non-Selective	840	12	-35	-52	-107	-69	-21	-81	-33	758
Ashford Selective	420	-13	-1	0	1	0	1	3	-2	420

- 2.3 The Towers School and Sixth Form Centre is a non-selective school in Ashford. This School, alongside all Ashford non-selective schools, has offered additional temporary capacity to support KCC in ensuring sufficient secondary school places are available.
- 2.4 Temporary provision has been added at The Towers School in each of the last three academic years and they will continue to do so, as required, until the opening of Chilmington Green Secondary School which has been delayed until the 2023-24 academic year at the earliest.
- 2.5 To support the need for additional Year 7 places a decision was made to provide £1,550,000 of Capital Funding from the Children's, Young People and Education Capital Budget to enable the refurbishment and conversion of the existing science facilities at The Towers School and Sixth Form Centre. This would enable the school to take an additional 1FE of pupils (135 places).
- 2.6 In addition, the improvement of science facilities enabled the school to permanently release two existing classrooms separate from the main building to provide an excellent facility for a special school satellite provision. This opened in September 2021, providing facilities for 24 Wyvern School students, increasing the number of special school places in Ashford and offering Wyvern students the opportunity to join mainstream lessons with the support of Wyvern staff.

2.7 The costs of the project have increased significantly. This is due to the Covid pandemic and redesigns that have been required following further surveys. The cost of the scheme is now £2,540,059. The County council has agreed funding to cover increases in capital expenditure due to the pandemic. Currently identified within the cost plan is £540,059.62 which has been assigned to the COVID relief budget. Due to essential redesign and additional items discovered during construction, there has been an increase in the cost plan of £391,129.16. In recent months the construction industry has seen significant inflation on materials and labour costs, although this could be related to the outcomes of the pandemic, any increases can no longer be assigned to a separate COVID budget. Therefore, an uplift £58,870 has been requested to cover any additional issues, providing a funding 'buffer' should any other issues arise as the project continues. Therefore, an additional £450,000 is being requested from the Children's, Young People and Education Capital Budget.

3. Reasons for Increase in costs

3.1 When the scheme was originally costed, extensive and intrusive surveys were not possible due to the block being occupied by pupils. When possible, additional surveys were conducted. Additional asbestos was found and the internal walls were deemed unstable. This has resulted in additional Aluminium Composite Material removal and a decision to remove and replace the internal walls. In addition, during the early phases of construction, some leaks became apparent, and our contractor commissioned a roof survey, which has indicated that the roof requires localised repairs. To protect the refurbishment of the block, it was decided that a basic recovering of the roof should take place. Improved glazing will also be required will the school subsidising this with £40,000 of their own funding.

3.2 The design and preparation period for the refurbishment was in the first quarter of 2021. Due to Covid, the following months have seen significant industry turmoil in securing supplies and labour as well as increased materials costs. These costs have been accounted for with the total scheme budget. However, the current inflation figures and industry predictions indicate further increases in cost that cannot be attributed directly to Covid. To offset these additional costs a contingency is required.

4. Alternatives considered

4.1 During the early phases of construction some leaks became apparent and our contractor commissioned a roof survey, which has indicated that the roof requires localised repairs. To protect the refurbishment of the block, it was decided that a basic recovering of the roof should take place. While small patch work would have made a saving, to fully safeguard the works to the block the full covering was considered the best option. An alternative to replacing the internal walls was considered. This would have involved stabilising the walls and chasing out new electrical and plumbing connections. Replacing all the walls was the cheapest option.

- 4.2 The options of temporary provision at the other non-selective schools in the Borough has been considered. Additional places will be required in two or more of these schools in 2022 in addition to those offered at The Towers School. This and the fact that several schools have offered additional places in one or more of the last two academic years has limited their ability to offer places again without investment. Places offered at other schools cannot be seen as an alternative to what is required at The Towers.
- 4.3 Changing the scope and adding basic classrooms rather than science rooms has been considered but would not be appropriate. Prior to the project being considered, a Space Needs Assessment was conducted at The Towers. This identified a shortage in science facilities at the School should pupil numbers increase.
- 4.2 Consideration has also been given to allocating places outside of Ashford Borough as forecasts would suggest that there are surplus places for 2022-23 and onwards in adjacent District/Boroughs. However, the places available are not always in the most accessible location and would leave students having to travel to Canterbury or Dover to access a school place.

Expecting young people and their families to travel significant distances to access non-selective school provision is not ideal and would not be well received by families. In addition, KCC will be responsible for providing transport which would have a consequential impact on the Council's revenue budget.

5. Financial Implications

- 5.1 The cost of the scheme is now £2,540,059. Currently identified within the cost plan is £540,059.62 which has been assigned to the COVID relief budget. Due to essential redesign and additional items discovered during construction, there has been an increase in the cost plan of £391,129.16. In recent months the construction industry has seen significant inflation on materials and labour costs, although this could be related to the outcomes of the pandemic, any increases can no longer be assigned to a separate COVID budget. Therefore, an uplift £58,870 has been requested to cover any additional issues, providing a funding 'buffer' should any other issues arise as the project continues. Therefore, an additional £450,000 is being requested from the Children's, Young People and Education Capital Budget.
- 5.2 The works to the science facilities will enable the school to accommodate 135 secondary school pupils. Based on the total project the cost per pupil is £18,815. This is within the range of benchmark costs provided by AECOM for secondary rebuilds and refurbishments at £17,455 (20th centile) and £24,945 (80th centile). It needs to be noted that these figures were calculated in 2018 and do not account for recent inflation. Given that this is for science facilities which will cost significantly more than basic classrooms it still represents good value for money.
- 5.3 £1,100,000 has previously been included in the CYPE MTFP and developer contributions of £720,000 have been secured so far towards this project.

6. Legal Implications

- 6.1 Kent County Council (KCC) as the Local Authority has a duty to ensure sufficient school places are available. If this decision does not take place there will be a risk that we cannot meet our statutory duties to provide education provision.
- 6.2 A funding agreement is in place between KCC and The Towers School and Sixth Form Centre which links the funding to additional school places.

7. Equalities implications

An Equality Impact Assessment was completed prior to the initial funding being agreed. This assessment has been reviewed. It is believed that the proposal will benefit all, including protected groups, as the additional places created will support Ashford pupils in accessing secondary school provision in the Borough. No adverse impact on protected groups have been identified at this point.

8. The view of the local Member, Clair Bell, Ashford Rural East

Given the pressure on school places in Ashford and the increased costs resulting from Covid-19, the allocation of this additional funding to complete the science classroom refurbishment project at The Towers seems to be a sensible way forward. The report indicates that the cost per pupil is at the lower end of the range used for benchmarking and so appears to represent good value for money. I therefore fully support the proposal.

9. Other corporate implications

None at this point.

10. Governance

The Officer Scheme of Delegation; within the Council's Constitution, provides a clear and appropriate link between this decision and the actions needed to implement it.

11. Conclusions

The cost of the reconfiguration of the science facilities at The Towers School and Sixth Form Centre has increased and additional funding will be required to complete the project. The cost increase being due to both the Covid pandemic and essential redesigns. A further £450,000 will be required from the Children's, Young People and Education capital budget to enable the project to be completed as planned. The addition places that this will enable the School to offer are still required and there is no suitable alternative. The average cost per place of £18,815 is within the range of benchmark costs and would still provide good value for money.

<p>12. Recommendation(s): The Children's, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills on the proposed decision to:</p>
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- | |
|---|
| <ol style="list-style-type: none">I. Release an additional £450,000 from the Children's, Young People and Education Capital budget to reconfigure and re-provision science facilities at The Towers School and Sixth Form Centre (Ashford), thus increasing the agreed allocation from £1,550,000 to £2,000,000.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. |
|---|

13. Background Documents (plus links to document)

Commissioning Plan for Education Provision in Kent 2022-26

https://www.kent.gov.uk/_data/assets/pdf_file/0005/131486/Commissioning-Plan-for-Education-Provision-in-Kent-2022-to-2026.pdf

Decision - 21/00020 - The Towers School and Sixth Form, Ashford.

[Decision - 21/00020 - The Towers School - additional Year 7 places \(kent.gov.uk\)](#)

14. Contact details

Report Author

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Relevant Director:

- Christine McInnes
- Director of Education
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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

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 / NO

Key decision criteria. The decision will:

- a) result in savings or expenditure which is significant having regard to the budget for the service or function (currently defined by the Council as in excess of £1,000,000); or

Subject Matter / Title of Decision

Refurbishment and reprovisioning of Science facilities at The Towers School and Sixth Form, Ashford.

Decision:

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

- I. Release an additional £450,000 from the Children's, Young People and Education Capital budget to reconfigure and reprovision science facilities at The Towers School and Sixth Form Centre (Ashford), thus increasing the agreed allocation from £1,550,000 to £2,000,000.
- 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:

Background

In Ashford Borough secondary school rolls have risen significantly over the last 10 years. For a number of years, school leaders have temporarily offered places above their published admissions number to support KCC in being able to allocate sufficient places for National Offer Day.

The pressures for non-selective places in the Ashford Town non-selective planning group are particularly acute. The latest pupil forecasts (Figure 1) would suggest that there has been a slight reduction in the number of Year 7 places required from September 2022 (in comparison to the previous Commissioning Plan for Education Provision in Kent), but there will still be a significant deficit in year 7 places which has to be addressed throughout the Plan period.

Figure 1: Forecast Year 7 surplus/deficit capacity if no further action is taken (KCP 2022-26)

Planning Group Name	2020-21 Capacity	2020-21 (A)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2027-28 Capacity
Ashford North Non-Selective	840	12	-35	-52	-107	-69	-21	-81	-33	758
Ashford Selective	420	-13	-1	0	1	0	1	3	-2	420

To support the need for additional Year 7 places a decision was made to provide £1,550,000 of Capital Funding from the Children's, Young People and Education Capital Budget to enable the refurbishment and conversion of the existing science facilities at The Towers School and Sixth Form Centre. This would enable the school to take an additional 1FE of pupils (135 places). In addition, the improvement of science facilities enabled the school to permanently release two existing classrooms separate from the main building to provide an excellent facility for a special school satellite provision. The refurbishment and reconfiguration work on the science facilities have commenced and the satellite of The Wyvern School has opened.

Since scheme was originally costed, extensive and intrusive surveys which were not possible at the outset due to the block being occupied by pupils have been completed. Additional asbestos was found and the internal walls were deemed unstable. This has resulted in additional Aluminium Composite Material removal and a decision to remove and replace the internal walls.

In addition, during the early phases of construction some leaks became apparent a roof survey has indicated that the roof requires localised repairs. To protect the refurbishment of the block, it was decided that a basic recovering of the roof should take place. Improved glazing will be required which the school will subsidise with £40,000 of their own funding.

The design and preparation period for the refurbishment was in the first quarter of 2021. Due to Covid, the following months have seen significant industry turmoil in securing supplies and labour as well as increased materials costs. These costs have been accounted for with the total scheme budget. However, the current inflation figures and industry predictions indicate further increases in cost that cannot be attributed directly to Covid. To offset these additional costs a contingency is required.

Financial Implications

The costs of the project have increased significantly. This is due to the covid pandemic and redesigns that have been required following further surveys. The cost of the scheme is now £2,540,059. The County council has agreed funding to cover increases in capital expenditure due to the pandemic. Currently identified within the cost plan is £540,059.62 which has been assigned to the COVID relief budget. Due to essential redesign and additional items discovered during construction, there has been an increase in the cost plan of £391,129.16. In recent months the construction industry has seen significant inflation on materials and labour costs, although this could be related to the outcomes of the pandemic, any increases can no longer be assigned to a separate COVID budget. Therefore, an uplift £58,870 has been requested to cover any additional issues, providing a funding 'buffer' should any other issues arise as the project continues. An additional £450,000 is being requested from the Children's, Young People and Education Capital Budget.

Although there is a substantial increase in the costs for this scheme, it still represents good value in respect of the provision for pupil places. When complete, the scheme will cost £2,540,059 providing for an expansion of 135 secondary school pupils. Based on the total project the cost per pupil is £18,815. This is within the range of benchmark costs provided by AECOM for secondary refurbishment.

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.

A contractual agreement between KCC and the Trust to offer the agreed temporary expansions is already in place and agreed.

Equalities implications

An Equality Impact Assessment was completed as part of the initial decision. This has been reviewed and there continues to be no adverse impact on protected groups have been identified at this point.

Data Protection implications

No DPIA was require.

Cabinet Committee recommendations and other consultation:

The decision 21/00020- The Towers School and Sixth Form, Ashford was considered by The Children’s, Young People and Education Cabinet Committee on 09 March 2021.

This decision will be considered by The Children’s, Young People and Education Cabinet Committee on 01 March 2022.

Any alternatives considered and rejected:

During the early phases of construction some leaks became apparent and our contractor commissioned a roof survey, which has indicated that the roof requires localised repairs. To protect the refurbishment of the block, it was decided that a basic recovering of the roof should take place. While small patch work on the roof was considered and would have made a saving, to fully safeguard the works to the block the full covering was considered the best option. An alternative to replacing the internal walls was considered. This would have involved stabilising the walls and chasing out new electrical and plumbing connections. Replacing all the walls was the cheapest option.

The options of temporary provision at the other non-selective schools In the Borough has been considered. Additional places will be required in two or more of these schools in 2022 in addition to those offered at The Towers School. This and the fact that several schools have offered additional places in one or more of the last two academic years has limited their ability to offer places again without investment. Places offered at other schools cannot be seen as an alternative to what is required at The Towers.

Changing the scope and adding basic classrooms rather than science rooms has been considered but would not be appropriate. Prior to the project being considered, a space needs assessment was conducted at The Towers. This identified a shortage in science facilities school pupil numbers increase.

Consideration has also been given to allocating places outside of Ashford Borough as forecasts would suggest that there are surplus places for 2022-23 and onwards in adjacent District/Boroughs. However, the places available are not always in the most accessible location and would leave students having to travel to Canterbury or Dover to access a school place. Expecting young people and their families to travel significant distances to access non-selective school provision is not ideal and would not be well received by families. In addition, KCC will be responsible for providing transport which would have a consequential impact on the Council's revenue budget.

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

NA

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signed

.....
date

Children, Young People and Education Directorate

Ofsted Dashboard

Inspections up to 31st December 2021

Produced by: Management Information (Education), KCC

Ofsted Monthly Dataset Publication Date: 13th January 2022



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	453	6	27	337	83	1.3	6.0	74.4	18.3	92.7
Secondary	97	0	13	58	26	0.0	13.4	59.8	26.8	86.6
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	43	412	117	1.0	7.4	71.3	20.2	91.5
No. of schools not inspected	5									
National						3	10	68	19	87
School Sixth Form	65	0	5	40	20	0.0	7.7	61.5	30.8	92.3
School Early Years Provision	284	3	20	179	82	1.1	7.0	63.0	28.9	91.9
EY Settings	544	1	5	434	104	0.2	0.9	79.8	19.1	98.9

Notes:

In addition to the above outcomes for EY Settings, there were 36 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 31/12/2021

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	25	0	1	18	6	0.0	4.0	72.0	24.0	96.0
Secondary	4	0	0	2	2	0.0	0.0	50.0	50.0	100.0
Special	1	0	0	1	0	0.0	0.0	100.0	0.0	100.0
PRU										
TOTAL	30	0	1	21	8	0.0	3.3	70.0	26.7	96.7
EY Settings	27	1	1	24	1	3.7	3.7	88.9	3.7	92.6

Notes:

The above totals for EY settings include all available Ofsted published data as at 1st December for inspections so far in the 2021/22 academic year.

In addition to the above outcomes for EY Settings, there were 14 Settings with an outcome of Met.

Direction of travel - ALL SCHOOLS - Numbers				
	Latest inspection result			
Previous inspection result	Outstanding	Good	RI	Inadequate
Outstanding	20	34	3	0
Good	71	136	20	2
RI	7	199	10	3
Inadequate	1	27	8	0

Direction of travel - ALL SCHOOLS - Percentages				
	Latest inspection result			
Previous inspection result	Outstanding	Good	RI	Inadequate
Outstanding	3.7	6.3	0.6	0.0
Good	13.1	25.1	3.7	0.4
RI	1.3	36.8	1.8	0.6
Inadequate	0.2	5.0	1.5	0.0

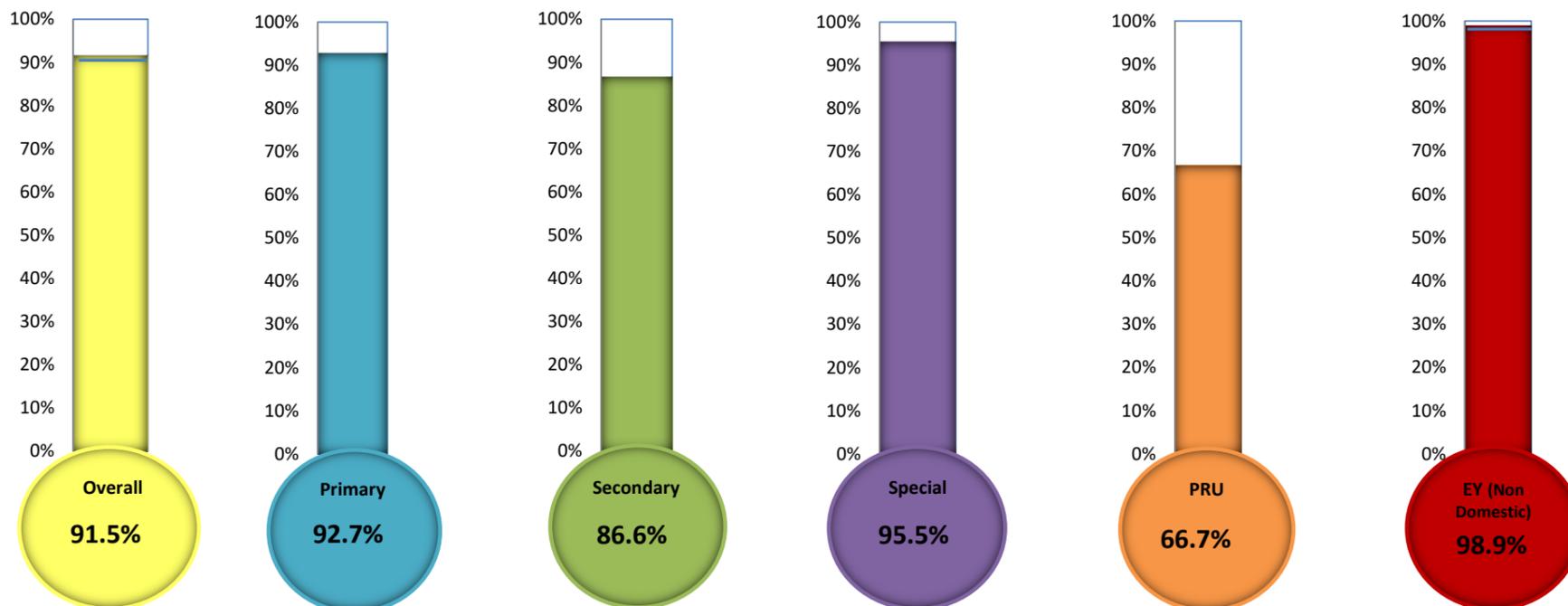
Direction of travel - CURRENT ACADEMIC YEAR - Numbers				
	Latest inspection result			
Previous inspection result	Outstanding	Good	RI	Inadequate
Outstanding	2	2	0	0
Good	5	7	1	0
RI	0	11	0	0
Inadequate	0	1	0	0

Direction of travel - CURRENT ACADEMIC YEAR - Percentages				
	Latest inspection result			
Previous inspection result	Outstanding	Good	RI	Inadequate
Outstanding	6.9	6.9	0.0	0.0
Good	17.2	24.1	3.4	0.0
RI	0.0	37.9	0.0	0.0
Inadequate	0.0	3.4	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.

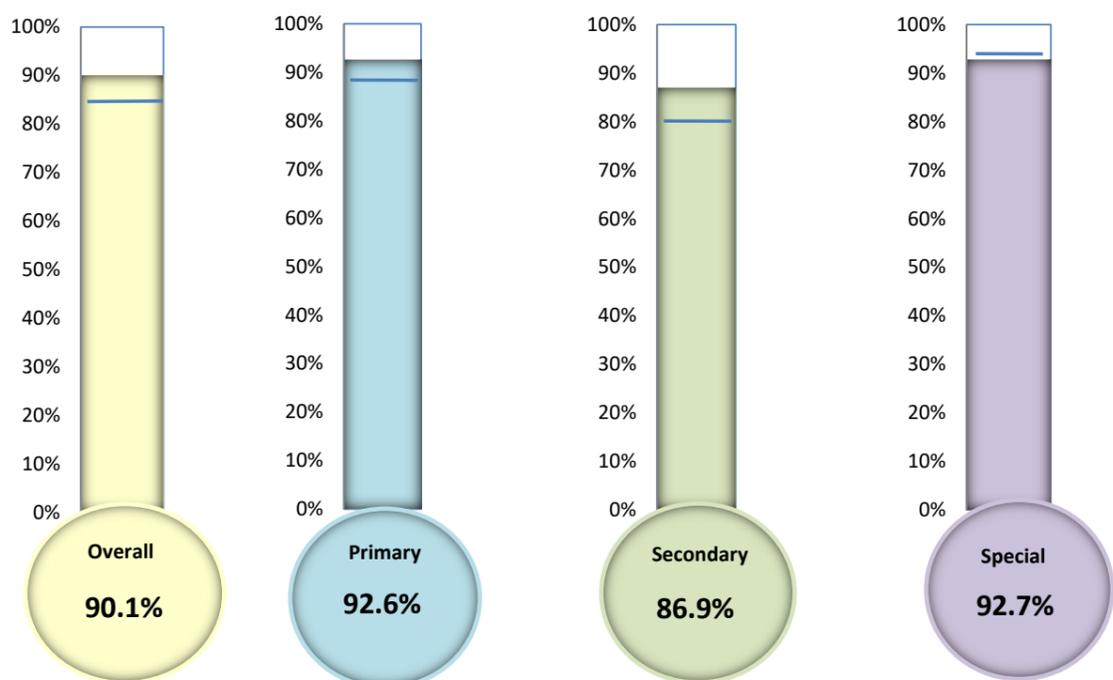
Ofsted Inspection Results Dashboard

% of Schools and EY Settings with Good and Outstanding Ofsted Judgements - as at 31st December 2021



N.B. Horizontal lines represent Kent targets for 2021/22

% of Pupils attending Schools with Good and Outstanding Ofsted Judgements



We are unable to include pupil proportion percentages for PRUs due to the split of Dual and Single registration, as this makes the figures misleading

We are unable to include child proportion percentages for Early Years Settings due to the split of funded and non-funded children/hours, as this makes the figures misleading.

221400 pupils

119118 pupils

97116 pupils

5166 pupils

N.B. Horizontal line represents the national % of pupils attending Schools with Good or Outstanding Ofsted Judgements as at 31/08/2021
October 2021 School Census data has been used for total roll numbers

Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - December 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	36	11	23	1	1	34	94.4
Dartford	PRI	27	3	22	1	1	25	92.6
Dover	PRI	41	8	31	2	0	39	95.1
Folkestone and Hythe	PRI	35	7	25	3	0	32	91.4
Gravesham	PRI	27	2	23	2	0	25	92.6
Maidstone	PRI	48	9	33	6	0	42	87.5
Sevenoaks	PRI	42	6	31	4	1	37	88.1
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
Kent	PRI	453	83	337	27	6	420	92.7

Ashford	PRU	0	0	0	0	0	0	0.0
Canterbury	PRU	0	0	0	0	0	0	0.0
Dartford	PRU	0	0	0	0	0	0	0.0
Dover	PRU	0	0	0	0	0	0	0.0
Folkestone and Hythe	PRU	1	0	1	0	0	1	100.0
Gravesham	PRU	1	0	0	1	0	0	0.0
Maidstone	PRU	1	0	1	0	0	1	100.0
Sevenoaks	PRU	0	0	0	0	0	0	0.0
Swale	PRU	0	0	0	0	0	0	0.0
Thanet	PRU	1	0	1	0	0	1	100.0
Tonbridge and Malling	PRU	1	0	0	1	0	0	0.0
Tunbridge Wells	PRU	1	1	0	0	0	1	100.0
Kent	PRU	6	1	3	2	0	4	66.7

Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - December 2021 - All Schools						
		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	9	1	7	1	0	8	88.9
Dartford	SEC	10	3	7	0	0	10	100.0
Dover	SEC	9	2	3	4	0	5	55.6
Folkestone and Hythe	SEC	5	2	3	0	0	5	100.0
Gravesham	SEC	8	3	5	0	0	8	100.0
Maidstone	SEC	11	2	9	0	0	11	100.0
Sevenoaks	SEC	3	0	3	0	0	3	100.0
Swale	SEC	8	2	5	1	0	7	87.5
Thanet	SEC	8	1	4	3	0	5	62.5
Tonbridge and Malling	SEC	11	3	6	2	0	9	81.8
Tunbridge Wells	SEC	9	6	2	1	0	8	88.9
Kent	SEC	97	26	58	13	0	84	86.6

Ashford	SPE	2	1	1	0	0	2	100.0
Canterbury	SPE	2	0	2	0	0	2	100.0
Dartford	SPE	1	0	1	0	0	1	100.0
Dover	SPE	2	0	2	0	0	2	100.0
Folkestone and Hythe	SPE	1	1	0	0	0	1	100.0
Gravesham	SPE	1	1	0	0	0	1	100.0
Maidstone	SPE	2	2	0	0	0	2	100.0
Sevenoaks	SPE	2	1	1	0	0	2	100.0
Swale	SPE	1	1	0	0	0	1	100.0
Thanet	SPE	4	0	4	0	0	4	100.0
Tonbridge and Malling	SPE	2	0	1	1	0	1	50.0
Tunbridge Wells	SPE	2	0	2	0	0	2	100.0
Kent	SPE	22	7	14	1	0	21	95.5

Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - December 2021 - All Schools						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	ALL	50	6	41	3	0	47	94.0
Canterbury	ALL	47	12	32	2	1	44	93.6
Dartford	ALL	38	6	30	1	1	36	94.7
Dover	ALL	52	10	36	6	0	46	88.5
Folkestone and Hythe	ALL	42	10	29	3	0	39	92.9
Gravesham	ALL	37	6	28	3	0	34	91.9
Maidstone	ALL	62	13	43	6	0	56	90.3
Sevenoaks	ALL	47	7	35	4	1	42	89.4
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
Kent	ALL	578	117	412	43	6	529	91.5

Ashford	EY	40	4	36	0	0	40	100.0
Canterbury	EY	44	9	35	0	0	44	100.0
Dartford	EY	40	5	34	1	0	39	97.5
Dover	EY	38	8	29	1	0	37	97.4
Folkestone and Hythe	EY	34	9	25	0	0	34	100.0
Gravesham	EY	25	3	22	0	0	25	100.0
Maidstone	EY	63	12	50	1	0	62	98.4
Sevenoaks	EY	45	7	38	0	0	45	100.0
Swale	EY	47	9	37	1	0	46	97.9
Thanet	EY	33	8	25	0	0	33	100.0
Tonbridge and Malling	EY	48	8	40	0	0	48	100.0
Tunbridge Wells	EY	46	11	34	0	1	45	97.8
Kent	EY	544	104	434	5	1	538	98.9

Note: EY District Totals are based on Settings matched to Kent Districts only and the sum does not equal the overall Kent total.

Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - December 2021 Maintained Schools							Ofsted Inspection Results - Overall Effectiveness - December 2021 Academies						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding	Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	PRI	26	4	20	2	0	24	92.3	16	0	16	0	0	16	100.0
Canterbury	PRI	23	8	14	1	0	22	95.7	13	3	9	0	1	12	92.3
Dartford	PRI	8	0	8	0	0	8	100.0	19	3	14	1	1	17	89.5
Dover	PRI	20	4	14	2	0	18	90.0	21	4	17	0	0	21	100.0
Folkestone and Hythe	PRI	23	6	17	0	0	23	100.0	12	1	8	3	0	9	75.0
Gravesham	PRI	10	1	9	0	0	10	100.0	17	1	14	2	0	15	88.2
Maidstone	PRI	32	4	25	3	0	29	90.6	16	5	8	3	0	13	81.3
Sevenoaks	PRI	33	2	27	4	0	29	87.9	9	4	4	0	1	8	88.9
Swale	PRI	16	4	12	0	0	16	100.0	32	6	21	3	2	27	84.4
Thanet	PRI	18	4	14	0	0	18	100.0	13	3	9	1	0	12	92.3
Tonbridge and Malling	PRI	31	8	22	1	0	30	96.8	13	2	9	1	1	11	84.6
Tunbridge Wells	PRI	25	6	19	0	0	25	100.0	7	0	7	0	0	7	100.0
Kent	PRI	265	51	201	13	0	252	95.1	188	32	136	14	6	168	89.4

Ashford	PRU	0	0	0	0	0	0	0.0							
Canterbury	PRU	0	0	0	0	0	0	0.0							
Dartford	PRU	0	0	0	0	0	0	0.0							
Dover	PRU	0	0	0	0	0	0	0.0							
Folkestone and Hythe	PRU	1	0	1	0	0	1	100.0							
Gravesham	PRU	0	0	0	0	0	0	0.0	1	0	0	1	0	0	0.0
Maidstone	PRU	1	0	1	0	0	1	100.0							
Sevenoaks	PRU	0	0	0	0	0	0	0.0							
Swale	PRU	0	0	0	0	0	0	0.0							
Thanet	PRU	1	0	1	0	0	1	100.0							
Tonbridge and Malling	PRU	1	0	0	1	0	0	0.0							
Tunbridge Wells	PRU	1	1	0	0	0	1	100.0							
Kent	SEC	5	1	3	1	0	4	80.0	1	0	0	1	0	0	0.0

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Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - December 2021 Maintained Schools							Ofsted Inspection Results - Overall Effectiveness - December 2021 Academies						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding	Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	SEC	0	0	0	0	0	0	0.0	6	1	4	1	0	5	83.3
Canterbury	SEC	3	1	1	1	0	2	66.7	6	0	6	0	0	6	100.0
Dartford	SEC	1	0	1	0	0	1	100.0	9	3	6	0	0	9	100.0
Dover	SEC	2	1	1	0	0	2	100.0	7	1	2	4	0	3	42.9
Folkestone and Hythe	SEC	0	0	0	0	0	0	0.0	5	2	3	0	0	5	100.0
Gravesham	SEC	4	0	4	0	0	4	100.0	4	3	1	0	0	4	100.0
Maidstone	SEC	2	1	1	0	0	2	100.0	9	1	8	0	0	9	100.0
Sevenoaks	SEC	0	0	0	0	0	0	0.0	3	0	3	0	0	3	100.0
Swale	SEC	0	0	0	0	0	0	0.0	8	2	5	1	0	7	87.5
Thanet	SEC	2	0	1	1	0	1	50.0	6	1	3	2	0	4	66.7
Tonbridge and Malling	SEC	5	1	2	2	0	3	60.0	6	2	4	0	0	6	100.0
Tunbridge Wells	SEC	2	1	1	0	0	2	100.0	7	5	1	1	0	6	85.7
Kent	SEC	21	5	12	4	0	17	81.0	76	21	46	9	0	67	88.2

Ashford	SPE	2	1	1	0	0	2	100.0	0	0	0	0	0	0	0.0
Canterbury	SPE	2	0	2	0	0	2	100.0	0	0	0	0	0	0	0.0
Dartford	SPE	1	0	1	0	0	1	100.0	0	0	0	0	0	0	0.0
Dover	SPE	2	0	2	0	0	2	100.0	0	0	0	0	0	0	0.0
Folkestone and Hythe	SPE	1	1	0	0	0	1	100.0	0	0	0	0	0	0	0.0
Gravesham	SPE	1	1	0	0	0	1	100.0	0	0	0	0	0	0	0.0
Maidstone	SPE	2	2	0	0	0	2	100.0	0	0	0	0	0	0	0.0
Sevenoaks	SPE	1	0	1	0	0	1	100.0	1	1	0	0	0	1	100.0
Swale	SPE	1	1	0	0	0	1	100.0	0	0	0	0	0	0	0.0
Thanet	SPE	4	0	4	0	0	4	100.0	0	0	0	0	0	0	0.0
Tonbridge and Malling	SPE	2	0	1	1	0	1	50.0	0	0	0	0	0	0	0.0
Tunbridge Wells	SPE	2	0	2	0	0	2	100.0	0	0	0	0	0	0	0.0
Kent	SPE	21	6	14	1	0	20	95.2	1	1	0	0	0	1	100.0

Ashford	ALL	28	5	21	2	0	26	92.9	22	1	20	1	0	21	95.5
Canterbury	ALL	28	9	17	2	0	26	92.9	19	3	15	0	1	18	94.7
Dartford	ALL	10	0	10	0	0	10	100.0	28	6	20	1	1	26	92.9
Dover	ALL	24	5	17	2	0	22	91.7	28	5	19	4	0	24	85.7
Folkestone and Hythe	ALL	25	7	18	0	0	25	100.0	17	3	11	3	0	14	82.4
Gravesham	ALL	15	2	13	0	0	15	100.0	22	4	15	3	0	19	86.4
Maidstone	ALL	37	7	27	3	0	34	91.9	25	6	16	3	0	22	88.0
Sevenoaks	ALL	34	2	28	4	0	30	88.2	13	5	7	0	1	12	92.3
Swale	ALL	17	5	12	0	0	17	100.0	40	8	26	4	2	34	85.0
Thanet	ALL	25	4	20	1	0	24	96.0	19	4	12	3	0	16	84.2
Tonbridge and Malling	ALL	39	9	25	5	0	34	87.2	19	4	13	1	1	17	89.5
Tunbridge Wells	ALL	30	8	22	0	0	30	100.0	14	5	8	1	0	13	92.9
Kent	ALL	312	63	230	19	0	293	93.9	266	54	182	24	6	236	88.7

CHILDREN’S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE – WORK PROGRAMME 2021/22

10 MAY 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	
• NEETs Data Report		Added at Agenda Setting on 22/10/21
• North Kent Serious Youth Violence Programme; Contextual Safeguarding Work		Added at Agenda Setting on 22/10/21
• Headstart Kent		
• Work Programme 2021/22	Standing item	

Updated: 11 January 2022

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